PROC DINGS KARYA ILMIAH

CV. KES

5th International Seminar
on Language, Art, and Literature Education
(ISLALE), 2023 FBS Unimed

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Penulis :
Peserta ISLALE 2023

Editor in Chief
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Preface

It is with great excitement and anticipation that we present the proceedings of the 5th International Seminar of Language, Art, and Literature Education (ISLALE), hosted by the esteemed Faculty of Languages and Arts at Universitas Negeri Medan. Scheduled to unfold on November 23, 2023, in the vibrant city of Medan, this seminar promises to be a pivotal event, steering conversations towards the theme: "Strengthening MBKM to Create Generation Z with Character." As we gather for this intellectual rendezvous, we celebrate the commitment of the Faculty of Languages and Arts at Universitas Negeri Medan to educational excellence and innovation. The announcement of the 5th ISLALE underscores the dedication of our faculty to fostering an environment of intellectual growth and collaboration.

The theme chosen for this year's seminar, "Strengthening the construction of MBKM to create Generation Z with character," encapsulates our collective commitment to tackling contemporary challenges in education. It signifies a pledge to explore and implement innovative approaches that transcend traditional paradigms, focusing not only on imparting knowledge but also on nurturing the character of the younger generation, especially Generation Z. MBKM, an abbreviation for "Merdeka Belajar-Kuliah Kerja Nyata-Magang," holds significance as a comprehensive educational framework in Indonesia. Through the lens of this framework, ISLALE 2023 aims to delve into discussions that go beyond conventional teaching methods. Our collective goal is to unravel and embrace methodologies that actively contribute to the holistic development of the next generation, empowering them not only with knowledge but also with the character essential for navigating the complexities of the contemporary world.

As we embark on this intellectual journey, we extend our gratitude to all participants, presenters, and contributors who have joined us in this endeavor. It is through your collective insights, experiences, and dedication that we hope to shape the discourse around strengthening MBKM and creating Generation Z with character. May the proceedings of ISLALE 2023 serve as a testament to the collaborative spirit and unwavering commitment to advancing education within the Faculty of Languages and Arts at Universitas Negeri Medan.

With warm wishes,

Dr. Surya Masniari Hutagalung, M.Pd.
Chair of the Organizing Committee

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Introduction to German Language through the MBKM Kampus Mengajar 5 Program at SDN 060948 Medan Labuhan

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Abstract: This article contains the results of learning basic German for students in grades 5 and 6 at SDN 060948 Medan Labuhan in 2023. The aim of this activity was to introduce foreign languages, especially German language to students. The initial stage carried out was introducing the alphabet, words and sentences using lecture Methodologys and using visual media. After carrying out this activity for 4 meetings, the students were able to pronounce the 21 nouns, 3 adjectives, 4 verbs, 3 articles, 10 number words in German that had been studied. It can be concluded that the MBKM Kampus Mengajar program has succeeded in introducing German language to students at SDN 060948. It is recommended that this program continue so that German language is known among elementary schools.

Keywords: MBKM, Kampus Mengajar, German language, Introduction

Introduction

Kampus Mengajar is one of the MBKM (Merdeka Belajar Kampus Merdeka) programs designed by the Kemendikbudristek Indonesia to provide university students with the opportunity for one semester to participate in improving the quality of education in Indonesia. This teaching activity is carried out, especially in schools in remote and less developed areas. University students become partners with teachers, and teaching staff, collaborating to improve creative and innovative learning model strategies. Kampus Mengajar focuses on literacy, numeracy, technology adaptation, and school administration activities. Before the program begins, observations will be carried out and a work program will be designed together with the field supervisor and the school principal so that the program implemented is effective and has an impact on the students.

Kampus Mengajar 5 begin in February 2023 – June 2023 throughout Indonesia, including the city of Medan. The author received an assignment at SDN 060948 Medan Labuhan. One of the work programs designed by Kampus Mengajar 5 students collage together with field supervisors and school principals is foreign language learning. The lack of foreign language teaching staff at SDN 060948 Medan Labuhan means that foreign language learning for students is not going well. In the current era of globalization, foreign languages are very much needed. One of the important roles of foreign languages is exchanging information from the economic, social, cultural, political, technological, as well as educational fields. Therefore, foreign languages are important to learn.

This article focuses on the impact of Kampus Mengajar 5 on the introduction of German language at SDN 060948 Medan Labuhan, especially for students in grades 5 and 6. In the current era of globalization, mastery of foreign languages is very necessary. German is an important language in international communication (Irfan and Hasmawati, 2018; 110). More than 101 million people in the world speak German, about 20 million people worldwide learn German. From this we can conclude that German is a language that has an important position in the world.

Currently German language is taught in several secondary schools such as SMA/SMK/MAN and then at higher education levels throughout Indonesia. In some areas there are course institutions such as the Goethe Institute. However, in some schools, many school leaders do not realize the importance of foreign languages, do not want to open language classes because they feel they are less prestigious, do not have enough teaching staff, and other reasons (Kudriyah, 2008). This results in a lack of knowledge of foreign languages, especially German. Through Kampus Mengajar 5, through the author's background in studying German Language Education, the author provides an introduction to German to students as an effort to increase foreign language skills for students at SDN 060948 Medan Labuhan.

Literature Review

The existence of the Merdeka Belajar Kampus Merdeka (MBKM) program is the government's effort to improve the quality of education. One of the MBKM programs is the Kampus Mengajar. Kampus Mengajar program is an effort to improve education in disadvantaged schools, especially in remote areas, by involving university students and field supervisors from universities (Ismail and Busa, 2023; 25). University students have the opportunity to contribute directly to educational development in Indonesia through this program. Through the Kampus Mengajar which is held for one semester, students can use their knowledge and skills to encourage other students.

Technological developments, cultural and social changes require people to be able to speak languages other than their mother tongue. The language referred to in this context is a foreign language. Language is a very important communication tool so that humans can convey all information properly and correctly (Mirwan et al, 2020; 56). Communicating is not only done with local communities, but also other regions or even other countries. Communicating with more people will give us more information too. Therefore, the more we can speak another language, the more information we get.

Currently, being fluent in German can be the best opportunity for someone to continue their education or pursue a career abroad. One of the important things about the German language is that it has a very strong position in knowledge and literature (Tomasouw et al, 2022;3). As the language of knowledge and technology, German plays an important role in research and education. In the 19th century, German, as an intellectual and literary language, occupied an important place in the world, more important than French and in some cases English. From this it can be concluded that being able to speak German is important.

Methodology

German language learning is only given to students in grades 5 and 6 because looking at the situation of students in grades 1 to 4 there are still some who cannot read. Meetings are held once a week for one month. The initial target is for students to be able to recognize letters, spell and memorize numbers 1 to 10 in German. The author uses visual image media to present material and uses interactive lecture methodologys to explain learning.

The interactive lecture Methodology is the explanation or narration of material directly by the teacher in front of the class (Savira et al, 2018;43). In this approach, a teacher dominates and is responsible for learning, while students only receive what is conveyed by the teacher passively. Even though the author uses the lecture Methodology, there is still interaction with the students in it to ensure the class remains lively, the material is conveyed well, and the learning achieves the

objectives. The Methodology chosen must consider many factors so that learning takes place well and learning objectives are achieved.

The author chose this Methodology because the students had no knowledge of German at all. The author introduces German starting from letters, how to spell, how to read, recognizing numbers 1 to 10, then reading a sentence. Each meeting begins with an explanation of the material from the author so that students are not confused about what they will learn. The author gives students the opportunity to ask questions about lessons they do not understand. The author also invites students to be active by giving quizzes at the end of the lesson or appointing several students to say what they have learned in front of the class.

In the first meeting, the author taught the German alphabet using image media displayed through infocus. The author guides how to pronounce 26 letters and 4 umlauts in German. The author also invites students to pronounce the letters together so that the students are interactive in learning.

At the second meeting, the author taught how to spell and read words in German. Starting from simple words to several types of words that are read according to the provisions of the German language. This learning takes quite a long time because the students find it difficult to memorize several rules on how to read German words. However, after practicing using several words, there were students who were able to read several German words.

At the third meeting, the author taught the numbers 1 to 10 in German. Because they have previously been taught how to spell and read words, they can read numbers more easily. They are still guided by the author so that they can pronounce it with the correct pronunciation. Several students were invited to say the numbers 1 to 10 in front of the class so that the students remained active.

At the last meeting, the writer began to provide simple sentences for them to read. The author took this simple sentence from the book Studio Express A1, which is a book for beginners who want to learn German. The sentences the author provides are sentences that are often used every day. Like; good morning, good afternoon, good evening, my name is..., my age is..., I love you.., and so on. At this final meeting, the author interacted a lot with the students regarding German. They asked a lot about other meanings and actively spoke the German language they had previously learned.

Results

After holding 4 meetings using the lecture Methodology and visual media, it was found that several students could read and pronounce several words in German. Although it was found that there were still many students who had difficulty pronouncing some words, had incorrect pronunciations, and misinterpreted words. Some types of words that they can mention include 4 adjectives (*guten, gut, vielen, alt*), 21 nouns (*Morgen, Abend, Tag, Nacht, Ich, Dich, Jahre, Freund, Freundin, Frau, Herr, Lehrer, Lehrerin, Mutter, Vater, Bruder, Schwester, Buch, Tasche, Danke*), 4 verbs (*wohnen, kommen, gehen, liebe, heissen*), 3 articles (*der, die, das*), and 10 numbers (1,2, 3,4,5,6,7,8,9,10). Not only are they active when learning German, outside of learning they are also active in asking about new vocabulary that they want to know. Several times they also practiced simple sentences outside of class such as Guten Morgen, Guten Tag, Ich bin gut, ich liebe dich, and so on.

Conclusion

Through 4 meetings in grades 5 and 6, 85 students were found to be able to pronounce 4 adjectives, 21 nouns, 4 verbs, 3 articles and 10 numbers. Because they had never studied German

before, they experienced many difficulties during learning. Pronunciation is not perfect, reading rules are still missed. However, after practicing repeatedly they are able to pronounce and remember words and sentences.

During learning, students are active in pronouncing words and asking new vocabulary. Outside of learning, they also found that they used German such as Guten Morgen and Ich liebe dich. It can be concluded that Kampus Mengajar 5 has succeeded in introducing German at SDN 060948 Medan Labuhan.

Notes of Giving Thank You

Advice

It is hoped that the Kampus Mengajar program can continue because it has been proven to have a positive impact on students at SDN 060948 Medan Labuhan. Kampus Mengajar 5 also succeeded in introducing German language to grade 5 and 6 students at SDN 060948 Medan Labuhan. It is hoped that the German language introduction program in elementary schools can continue.

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Analysis of Studio Express A1 Book on Reading Ability of German Education Study Program Students Class C Batch 2022

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Abstract: This article aims to analyze in depth the use of the Studio Express A1 book on the reading ability of class C students class of 2022, Universitas Negeri Medan. The use of Studio Express A1 books in the new school year creates different learning outcomes and learning processes than the previous school year. In this book, there is various material that can improve students'reading skills, such as Essen und Trinken (food and beverage) theme. The reading theory used to analyze students' reading abilities is techniques, scanning techniques. The research Methodology used in this research is descriptive qualitative with data collection techniques, namely, observation, interviews, and literature study. The research results in the article show an increase in ability value of students' reading abilities.
Keywords : Analysis, German Language, Reading Ability.

Introduction

German is a foreign language studied at the school and university level in Indonesia. Universitas Negeri Medan is one of the universities with German Education Study Program. In German, there are 4 competencies that must be mastered by German learners, one of which is reading ability. Reading ability is an important aspect of honing receptive skills. The ability plays a significant role in receiving and understanding information in a written text. In reading a text, students must be able to understand and identify the meaning contained in the text. Reading is a process to increase insight and knowledge and can hone ways of thinking about verbal concepts. Therefore, comprehension is related to other skills such as letter recognition, vocabulary, grammar, and text context.

The Studio Express A1 book is the main book used for the learning and teaching process in the German Education study program in the 2022/2023 academic year. In this book, there is a lot of basic material for the German A1 level and this book has exercises and texts that hone the 4 German language competencies, especially in reading skills, for example, Essen und Trinken (food and drink). In this theme, students can practice reading through texts about food in Germany and then students can also answer questions from these texts. However, many students of German Education Study Program C class 2022 have difficulty answering these questions because the reading given is long. Also, students find it difficult to find the main meaning and lack of understanding of the context of the text quickly, therefore in learning in the lesen A1 course they use the scanning reading technique to understand the context of the text quickly. Somadayo (2013) scanning is a technique for learning to read quickly at high speed to get specific information from a reading. This technique can be used to get the information needed quickly and precisely.

Students no longer need to understand the meaning of the entire text, but only need to read quickly to find keywords to answer questions. From the results of interviews and evidence of KHS (Study Result Card) from students, the grades in Lesen A1 courses from students whom the

researchers interviewed increased. This technique makes them easier and more effective in answering questions in the text, especially on the theme of Essen und Trinken (food and drink). Many students are more diligent and motivated in learning to do questions with long texts. Based on the results of preliminary observations that researchers conducted at the interview stage. Researchers are interested in continuing the reading speed test using the scanning technique on the theme Essen und Trinken (food and drink) on the text entitled "Currywurst oder Schnitzel mit Pommes- welches macht Gerict macht das Rennen?".

Research Methodologys
1. Type of research
  This type of research is descriptive research. Descriptive research aims to create a systematic, current, and accurate picture or painting of the facts, characteristics, and relationships between the phenomena being investigated (Rangkuti, 2004:15). This research also aims to explain various situations that occur in class C students of class 22 German language education. The focus of this research is how the Studio Express A1 book impacts the reading ability of class C class 22 German Language Education students.

2. Data Collection Techniques

1). Observation
  The observations carried out in this research were by observing the research subjects regarding the results of learning the A1 License from the A1 Studio Express book.
2). Interview
  In this research, researchers conducted interviews with 11 sources regarding the final results of learning Lesen A1 using the Studio Express A1 book.

3). Study of Literature
  Researchers study and review literature regarding problems that are relevant to this research to support theoretical foundations.

4). Subject selection techniques
  In the process of selecting subjects, researchers make certain considerations that are by the research objectives. The subjects were 12 people who were Class C students from Class 22 who had studied the A1 license using the Studio Express A1 book. This research avoids generalizations, each subject represents himself. Therefore, researchers selected subjects using purposive sampling techniques. Purposive sampling is a technique carried out with certain considerations, not based on strata or regions, but based on the objectives of the research.

5). Data analysis technique
  The data analysis technique used in this research is using data analysis techniques that have been developed by Miles and Huberman. In the matrix, descriptive data fragments about certain events or experiences will be presented which divide the data before and after. After the data is entered into the matrix, a checklist is then created (Miles Huberman, 2007: 139-140).
  Miles and Huberman (2014) stated that data analysis during data collection takes researchers back and forth between thinking about existing data and developing strategies for collecting new data. Data analysis in this research was carried out during data collection within a certain period.

During the interview, the researcher analyzes the answers given by the subject/informant. If the answers given by the person who is the source after analysis are deemed unsatisfactory, then the researcher will continue the interview, up to a certain stage so that data is obtained that is in line with the researcher's expectations.

In presenting data to make it easier to understand, the data analysis steps used in this research are the Analysis Interactive Model from Miles and Huberman, which divides the steps in data analysis activities into several parts, namely data collection, data reduction, and data presentation, and drawing conclusions/verification.

1). Data collection

In this analysis, data is collected in the form of interview results, observation results, and studies in accordance with the research problem category which is then developed through further data searches.

2). Data reduction

Data reduction is a form of analysis that sharpens, categorizes, directs, removes unnecessary data and organizes data in such a way that conclusions can be drawn and verified (Miles and Huberman, 2007: 16). Data reduction is the stage of selecting found data that suits research needs.

3). Data presentation

Data presentation is a series of information organizations that enable research conclusions to be made. The presentation of data is intended to find meaningful patterns and provide the possibility of drawing conclusions and providing action (Miles and Huberman, 2007: 84). Presenting data is one of the activities in preparing reports on research results that have been carried out so that they can be understood and analyzed according to the desired objectives.

4). Concluding/verification

Concluding is part of a complete configuration activity (Miles and Huberman, 2007: 18). Drawing conclusions or verification is an effort to search for or understand the meaning, order, patterns, explanation, cause, and effect flow or proposition. Concluding is an assessment of whether a proposed hypothesis is rejected or accepted.

Results and Discussion

1. Scanning technique

The scanning technique is a scanning reading technique to obtain more specific information from a long text. This technique is usually used when we already know a text and want to reconfirm the information in the text. According to Soedarso in Suhardi (2022: 88) states that scanning is a technique for teaching reading by skipping to direct the target sought in the reading material. With the scanning technique, it is hoped that students will find it easier to find information. Because when students scan, they will go beyond many words without having to read the whole thing (Rahim in Lutviatus, 2013: 2).

The steps for reading using the scanning technique are:

a. After reading we have to determine the keywords of the text.

b. When scanning, we don't have to read one by one but just read quickly to look for keywords.

c. After getting keywords, we also have to look for information around them so that we get more accurate information.

d. When we have difficulty finding a specific word, we can search for it by looking at words in bold, italics, or words that are printed differently from other writing.

e. We also have to pay attention to illustrations, tables, or pictures related to the information. After carrying out these steps, it will be easier for us to read using the scanning technique. Using this scanning technique can train students to be more careful and more effective in finding information from reading material. Students can apply this scanning technique in reading texts related to the material theme "Essen und Trinken" in the Studio Express A1 book so they can answer questions from the text.

From the research conducted, it can be seen that the results of students' reading skills learning are as follows:

No	Student Name	Rated Aspect	Achievement	
		Reading Speed	Complete	Not Complete
1	I. S	179 words/minute	√	
2	C. S	177 words/minute	√	
3	M. J	178 words/minute	√	
4	C. P	175 words/minute	√	
5	N. A	174 words/minute	√	
6	Y. P	170 words/minute	√	
7	L. I	173 words/minute	√	

8	D. O	172 words/minute	√	
9	W. M	171 words/minute	√	
10	K. F	174 words/minute	√	
11	C. A	175 words/minute	√	
12	D. C	176 words/minute	√	

From the table above it can be seen that the class average in the Pre-test was 176 words per minute in the low average value category and the class average was 179 words per minute in the high average value category. This proves that 179-176 words per minute these students use scanning techniques and diligently practice reading using scanning techniques, and 175-170 words per minute these students do not use scanning techniques like students who use scanning techniques and these students rarely practice reading Researchers are interested in continuing the reading speed test using scanning techniques on the theme Essen und Trinken (food and drink) in the text entitled „Currywurst oder Schnitzel mit Pommes-welches macht Gericht macht das Rennen?" taken from the Studio Express A1 book.

The text tells about the German people's favorite food. There are many words that are difficult for students to read in the text. By using the scanning technique it will be easier for students to read the text and quickly, but for those who do not use the scanning technique it will be more difficult to read the text and take a little longer.

Conclusion

German is a foreign language studied at school and university level in Indonesia. One of the universities that has a German language education study program is Universitas Negeri Medan. Reading ability is an important aspect in honing receptive abilities. Ability plays a major role in receiving and understanding information in a written text. In reading a text, students must be able to understand and identify the meaning contained in the text. Using this scanning technique can train students to be more careful and also more effective in finding information from reading material. Through the research that has been carried out, the researchers can conclude that the class average in the Pre-test was 176 words/minute in the low average value category and the class average was 179 words/minute in the high average value category. This proves that 179-176 words/minute these students use scanning techniques and diligently practice reading using

scanning techniques, and 175-170 words/minute these students do not use scanning techniques like students who use scanning techniques and these students rarely practice reading.

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The Inclusivity of Education through MBKM Policy: Students' Perceptions and Implementation Challenges for Students

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Abstract : Higher education must be considered directly effective as a platform for scientific and skill development that strives to give students insight and prepare them for future employment. The growth of inclusive education at higher education institutions across the nation is what motivates the government to create policies that are welcoming to everyone, including students with limitations. Through a range of initiatives, the MBKM program offers opportunities to study off-campus. In order for students to be developed to attain competences in accordance with their potential and talents, it is important to take into account the variety of their potentials and impediments. This study is a descriptive qualitative study that tries to discover how the MBKM policy is applied to students' study programs and how they perceive the use of the policy. In this study, an interview Methodology is used, and an overall sample of 20 students was used. The findings indicated that students' perceptions and implementation challenges of the MBKM policy were numerous, and a significant number of students were unable to comprehend it. The biggest problem in taking part in the MBKM program is adjusting to a new environment that currently provides the linguistic variations, the various communication meanings, and the cultural variations both inside and outside of the learning environment.

Keywords: *Inclusive education, MBKM, Students' perceptions*.

Introduction

Inclusive education is a high-quality education concept and practice that attempts to address the requirements of students by encouraging the full active involvement of all students (Messiou et al. 2016). In inclusive education, every student is treated as a school member; Morina (2017) describes it as valuable. In education, inclusive education has been established and implemented long before college, in primary and secondary education, and has evolved into a movement that putting any exclusivity to the test (López Gavira and Morina 2015). Universities have a significant role in improving society's quality of life and making contributions in eliminating social inequality. The course of study called Independent Learning Policy-Independent Campus (MBKM) aims to prepare students for innovation times and technological developments that occur fast. Student abilities must be organized more receptive to the requirements of the moment, thus it is envisaged that students will be able to compete through MBKM learning World. The heart of the MBKM policy is a government effort to make it happen. Higher education learning is independent and adaptable to foster a culture of learning creative, unrestricted, and personalized student. During the primary MBKM curriculum consisting of State University Authority (PTN), PTS with A and A certification for private higher education B to launch or create a new PRODI, everybody is automatically and voluntarily accredited universities.

In terms of development education, the World Economic Forum (WEF) has developed competencies that are increasingly needed in the twenty-first century, so that there is harmony between the world's education and employment challenges/industry (World Economic Forum, 2015). Students must grasp the necessary abilities. HOTS (High Order Thinking Skills) are 21st century skills. The education ecosystem in Indonesia is currently being approached. Where pupils are provided the most opportunities for experience (learning through experiences) during the schooling process, in this instance universities. The Minister of Education and Culture of the Republic of Indonesia released the Independent Learning Campus Policy (MBKM) in 2020. This policy is meant to encourage students to participate in this manner can learn a variety of skills that will help them enter the workforce. Regulation Number of the Minister of Education and Culture, Universities are required to provide their rights under Article 3 of the 2020 National Higher Education Standards. Students will be able to attend lectures in a variety of study programs at local universities. Students study for one semester (equal to 20 credits) and for two semesters outside of college semester (40 credit hours). Student exchanges can be used to learn outside of the classroom internships/work experience, instructional help, research, humanitarian projects, entrepreneurship, studies/projects autonomous, as well as Thematic Real Work Lectures (KKNT).

Furthermore, In order to facilitate the execution of these policies, each college must include this mandate in the curriculum of each study program. Adaptation to the Independent Learning Policy Independent Campus (MBKM), as stated in SN Dikti regulations, also aims to increase the quality of study program graduates, making them more competitive in the face of global change. Currently, what is required to adapt to dynamic changing times is collaboration among multiple stakeholders, such that the Ministry of Education and Culture produces the Independent Learning-Independent Campus initiative, which is additionally known as the Independent Learning-Free Campus (MBKM). With the MBKM program, study programs at every institution in Indonesia must make curriculum changes linked to establishing which courses can be taken, setting student quotas, and determining the number of credits that can be taken in MBKM. The wide variety of off-campus study choices allows students to tailor their learning activities to their abilities and interests. Policy MBKM, It should be an opportunity for all students, without exception, to develop their potential in response to the challenges they face. The purpose of this study are to determine how the MBKM policy is implemented in students' study programs and how they perceive the implementation of the Independent Learning-Free Campus policy at the study program level.

Research Methodology

This is a descriptive qualitative study to determine MBKM implementation at the study program level, with an emphasis on student views of the MBKM program and the impact of program implementation. A study encompassed by all students enrolled in the English Language Education study program from all generations. There were a total of 20 students who took part. This study employed a survey Methodology using entire sampling via Google Form. In the data analysis aspect, a focused survey instrument was employed with qualitative data analysis in three steps, including data reduction, data display, and drawing conclusions.

Findings and Discussion

Based on the results of a survey that has been conducted, around 65% of students know about the MBKM policy and there are still 35% who still don't even know about the existence of this policy. The majority of students get information about MBKM policies through university online channels (pages/websites, social media). According to a follow-up survey, around 40% of

their lack of understanding of this policy is a student difficulty. Apart from that, around 30% of students stated that they had obstacles to accessing information and getting complete information. Then around 30% of students have obstacles in understanding the meaning of the policy.

Of the eight learning programs outside of higher education that students can take, there are three programs that are most popular with the majority of students, namely the campus teaching program with a percentage of 55%, MSIB with a percentage of 25% and IISMA with a percentage of 20%.

Campus teaching programs at schools from elementary to high school can now be facilitated because quite a number of schools have collaborated with study programs.

Regarding students' readiness to take part in the MBKM program, 60% were ready, while 35% of students were still not ready, then 15% chose the don't know option. Based on the survey results, it shows that all students are still not ready to take part in the MBKM program because the students still lack understanding regarding the MBKM policy.

Based on a follow-up survey regarding what obstacles students might face in participating in the MBKM program, various answers were obtained. Students think that the difficulty of adapting to a new environment (both from social conditions and accessibility) is the main obstacle for them.

Conclusion

Based on the results of the research conducted, it can be concluded that there are still students who do not understand and have inaccurate perceptions of the MBKM program run at Samudera University. It can be seen from the percentage of students who still do not understand this policy and students' assumptions that are not correct so that seeing this program will lengthen the study period and make it less likely to complete lectures on time. There are main obstacles faced by students in joining this program, namely concerns about adapting to a new environment and the possibility of differences in physical, linguistic and social environmental conditions. Based on these conditions, the study program must develop a better plan related to better socialization of the MBKM program by considering any obstacles faced by students. A student-friendly MBKM socialization program must be a priority for future study programs so that this policy can be implemented optimally.

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Cultural Translation of a Poetry entitled "Karbala" by Hidayat Banjar

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Abstract: The cultural translation is needed to translate this story because the concept of culture is critical when examining the consequences of translation, and despite disagreements over whether language is a component of culture or not, the two concepts appear to be inextricably linked. This study uses a qualitative approach with a descriptive design, to provide an overview of a poetry translation by cultural technique. The position of the data source in the form of data analysis. Qualitative research is a research procedure that produces descriptive data in the form of written or spoken words from people and observable behavior (Slameto, 2015: 72). The data in this study is poetry by Hidayat Banjar. The tools used to collect data are in the form of observation using Graedler's theory, and others as support. The data were conducted in a structured manner and expanded the data through related references.

Keywords: Translation, Poetry, Hidayat Banjar, and Language

Introduction

Language is a fundamental to understanding. There are numerous excellent novels available in a variety of languages. We can discuss our opinions, participate in cultural activities, education, and business matters with others, but there is a linguistic barrier that prevents us from doing so. The use of a translation service comes in helpful when we need information written in a foreign language. Translation is the process of converting the meaning of a text into another language in the manner intended by the author (Newmark, 1988: 7). A translated text should convey the same meaning as the original text's author. In the human sciences, 'translation' has long been a critical 'but ambiguous' word for fundamental difficulties of understanding and interpretation (Severi and Hanks 2015, 1). Because the primary goal of translation is to reproduce the message, a translator should avoid doing anything else. A translator should favor equivalence above utterance when reproducing meaning.

English language are related to translation because the translator translates what the words in the original message imply in a language that everyones know. English is an international language that is spoken in almost every country on the world. On various situations, like as business, international meetings, or activities related to formal and informal events, people utilize English as their daily discourse. As a result, English is taught as a second language and a foreign language in almost every country on the world. Most of people in Indonesia are learning English as foreign language due to there are many Methodologys which can be understood by learners, for instance through translation. Yousofi (2014) defines translation as a process of interpreting the

meaning from source language to the target language. Translation has important role in language transfer progress either English to indonesian or Indonesian to English.

However, translation poetry is not as simple as we assume, and it does not alter word for word; rather, translation is an action in which a translator is responsible for the substance and intent of the translation. In particular, while translating literature, and in this case, poetry, the translator requires specialized knowledge to complete the task. A poetry is a combination of spoken or written words that vividly and imaginatively expresses thoughts or feelings. A poetry follows a specific rhythmic and metrical structure. It is, in reality, a literary technique distinct from prose or ordinary speech because it is written in either metrical or free verse. Writers or poets are able to communicate their emotions more easily through this medium than they are able to do through other mediums. It acts as a light, guiding readers in the proper direction. It also occasionally uses sugar-coated language to give kids a moral lesson.

In a poetry there are so many cultural words that somehow can make a readers confuse about it. Language takes on many meanings depending on the context. The meanings of the same words change somewhat or dramatically when they migrate from one culture to the next. Those meaning disparities can sometimes represent little or significant value differences, which can be essential in translations. Furthermore, the phrase has a long history of being associated with another ambiguous term, namely "culture." the phrase "cultural translation" was originally coined by anthropologists in Edward Evans-circle, Pritchard's according to Burke. 'To express what happens in cultural interactions when one side seeks to make sense of the other's action,' it was used here (Burke 2007, 8). The practice of translating while respecting and displaying cultural differences is known as cultural translation. This type of translation is useful for resolving cultural issues such as dialects, food, and architecture. The main issues that cultural translation must solve consist in translating a text as showing cultural differences of this text and respecting the source culture.

Based on the background above, poetry as the subject of research studies will be examined in what are translation techniques that used in translating Poetry. The poetry used in this study are the poetry of *Hidayat Banjar*. The researcher is encouraged to conduct qualitative research with the title "Karbala". With the purpose of knowing about the what are the techniques used in translation the poetry.

Literature Review
Definition of Translation

According to Newmark (1988), translation is the process of converting the meaning of a text into another language in the manner intended by the author. We can deduce from Newmark's definition of translation that he views translation as a rendering activity that corresponds to the author's goal. It indicates that when translating a text, we should consider the writer's intent in the source text and choose the most equivalent words that can convey that message effectively in the target language. Newmark also considers translation to be a craft/art in which the written word in one language is replaced by the same message in another. According to him, we should be able to create a target text that conveys the same message as the source text, and it is recommended that we include detailed explanations so that target readers can comprehend the message in the same way that source text readers did.

The Meriam-Webster Dictionary defines translation as "the process of shifting from one state or form to another in order to communicate in one's own or another's language." A text is a translation. It consists of words structured in phrases, and sentences arranged in bigger structures, in a non-arbitrary manner according to linguistic standards, with the goal of expressing a specific

message. This text is constructed with a purpose by a speech actor, in this case a translator. The translator is referring to another text and attempting to create something that is regarded to be comparable to the original material in some way. The translator recognizes that an original author wanted to express something to an original audience, and the translator's goal is to recreate that original communication in a new context and with a new audience that the original, source material did not reach.

Translation, according to Catford (1965), is the process of replacing textual material in one language (Source Language) with equivalent textual material in a different language (Target Language). We can conclude from this definition that a translator must be able to locate the most equivalent words to replace words from one language in another. Words, phrases, sentences, linguistic style, and grammatical structures are examples of textual resources.

It can be conclude from the experts that translation means that when translating a text, we should think about the writer's intent in the source text and use the most equivalent words in the target language to express that message effectively. We should be able to construct a target text that conveys the same message as the source text, and we should include thorough explanations so that target readers understand the message as well as source text readers did. The translator understands that an original author intended to communicate something to an original audience, and the translator's purpose is to recreate that original communication in a new context and with a new audience.

Definition of Cultural Translation

When translating cultural words, problems arise when the translator is unable to locate the same cultural notions in the target language, resulting in a lack of adequate equivalents. According to Venuti (2008: 119), translating cultural concepts necessitates additional information and a word list that relates to the text that contains cultural words. "Cultural translation" can be defined as a process in which no starting text and, in most cases, no set target text exists. Instead than focusing on products, the focus is on cultural processes. The mobility of people (subjects) rather than the movement of texts is the primary cause of cultural translation (objects). Cultural translation concepts can complement other paradigms by highlighting the translator's intermediary role, the cultural hybridity that can characterize that role, the cross- cultural movements that shape the places where translators work, and the problematic nature of the cultural borders that all translations cross. There have previously been proposals for broader types of Translation Studies to be developed, as well as a greater focus on the cultural implications of translation. Cultural translation can draw on a range of translation concepts, including those created in 1) social anthropology, where the ethnographer's duty is to describe a foreign society, and 2) cultural anthropology, where the ethnographer's task is to describe a foreign culture. 3) Sociologies that investigate communication between groups in complex, fragmented societies, particularly those shaped by migration, and 2) actor-network theory ("translation sociology"), in which the interactions that constitute networks are understood as translations. Despite the book's best efforts to explain cultural translation explicitly, the nature of the relationship between culture and translation is generally left undefined – or assumed – throughout the book. This is the case, for example, when it is claimed that all translation is cultural because translators always transfer texts (originally addressed to foreign target audiences) to new collectives or target cultures, and that they do so through a reading of a source translation that will remain unstable because it will always be an object of interpretation, or when all interpretative activity that uses a 'source' as the basis for interpretation and 'rendering'.

The Relation Between Language, Culture, and Translation

Translation began so that there would be no communication gap between nation-states and that trade and cultural exchange could go place. The goal was to increase mutual understanding between these nation-states. According to Eugene Nida, an American translation theorist, translation entails reproducing the closest natural equivalent of the source language in the receptor language, first in terms of meaning and then in terms of style.

When we talk about preserving the meaning and style in place, we mean that it should make it easier for a reader to connect with the text and grasp the references in his own language. Cultural variations have a significant impact on translation, and the correctness of every translated material is directly proportionate to the translator's knowledge of another culture. This means that translation not only assesses a translator's linguistic abilities but also how well he or she understands the cultural background of the target languages.

After reading the three definitions above, it is clear that culture and translation are intertwined and go hand in hand. Culture and translation work together to fill in the gaps that various languages can generate. Returning to the fact that there are so many nations, and within each nation, so many languages are spoken, translation has been an important part of healthy cultural interaction. The human race's interdependence and the need for trade have given translation a green light.

Poetry: Form and Meaning

Perrine described the structure and meaning of poetry by stating that the poet creates his or her own bank of felt, seen, or imagined experiences, which he or she then picks, combines, and reorganizes. It signified the poet had a profound connection to their experiences and a Methodology of expressing them via poetry. The very feelings, reactions, and attitudes are commonly addressed in poetry. Like Perrine's remark, poetry is thought to be an ancient language. Poetry is almost as old as language. It has been utilized by the most rudimentary of peoples and cultivated by the most cultured. two and five It explains how an ancient culture has been practiced from antiquity and continues to be practiced today. Because poetry is an ancient kind of literature with a purpose, understanding it requires some historical knowledge.

A poem is a combination of spoken or written words that vividly and imaginatively expresses thoughts or feelings. A poem follows a specific rhythmic and metrical structure. It is, in reality, a literary technique distinct from prose or ordinary speech because it is written in either metrical or free verse. Writers or poets are able to communicate their emotions more easily through this medium than they are able to do through other mediums. It acts as a light, guiding readers in the proper direction. It also occasionally uses sugar-coated language to give kids a moral lesson. There are ten types of Poem:

1. Haiku – A type of Japanese poem consisting of three unrhymed lines, with mostly five, seven, and five syllables in each line.
2. Free Verse – Consists of non–rhyming lines, without any metrical pattern, but which follow a natural rhythm.
3. Epic – A form of lengthy poem, often written in blank verse, in which poet shows a protagonist in action of historical significance, or a great mythic.
4. Ballad – A type of narrative poem in which a story often talks about folk or legendary tales. It may take the form of a moral lesson or a song.
5. Sonnet – It is a form of lyrical poem containing fourteen lines, with iambic pentameter and tone or mood changes after the eighth line.

6. Elegy – A melancholic poem in which the poet laments the death of a subject, though he gives consolation towards the end.
7. Epitaph – A small poem used as an inscription on a tombstone.
8. Hymn – This type of a poem praises spirituality or God's splendor.
9. Limerick – This is a type of humorous poem with five anapestic lines in which the first, second, and fifth lines have three feet, and the third and fourth lines have two feet, with a strict rhyme scheme of aabba.
10. Villanelle – A French styled poem with nineteen lines, composed of three– line stanza, with five tercets and a final quatrain. It uses refrain at the first and third lines of each stanza.

A poem's primary purpose is to express a concept or emotion through beautiful language. It depicts the poet's feelings about a thing, person, idea, concept, or even an object. Poets use vivid imagery, emotive shades, figurative language, and other rhetorical strategies to capture the audience's attention. The supreme function of a poem, on the other hand, is to translate imagery and words into poetic form in order to impact the readers' hearts and minds. Through versification, they may readily stimulate the emotions of their audience. Poets also use an unique diction, intonation, and rhythm to develop creative knowledge about things.

Review of Related Study
In this section, the researcher examines some undergraduate theses and journal articles on similar issues to ensure that the researcher's study adds to the conversation about poetry translation procedures and acceptability. This research looks at two journal papers.
1. The first research is conducted by Gunawan Mohamad entitled "harry aveling's style in translating three poems by goenawan mohamad". Using the qualitative descriptive technique, this study examines Harry Aveling's translation style in translating Goenawan Mohamad's poems Senja pun Jadi Kecil, Asmaradana, and Z. The researcher gathers data by reading the poem, checking and selecting data, and focusing on lines in these poets to have a better understanding of the entire meaning. The researcher classifies the style translation based on Libo Huang and Andre Lefevere's seven strategies for translating poetry after finding the data. The translator's style of translation is explained by the style of translation he or she uses. It is based on Ribner and Morris, and it sees components of poetry and meaning in poetry. As a result, Harry Aveling's translation style is S-type translator style, which is as close to the source language as feasible in full words and phrases. The translator appears to prefer an S-type translator technique for all three poems, employing vocabulary with comparable meanings and researching the poetry's history. In transferring the meaning of the source language, the translator uses literal and blank verse.
2. The second research conducted by Deny Kuswahono entitled "analysis on translation of cultural terms in dan brown's the da vinci code novel from english into Indonesian" This research intends to identify cultural terms included in Dan Brown's novel The Da Vinci Code, as well as investigate what translation procedures the translator used to translate those cultural terms from English to Indonesian and why they were used. This research employs both a descriptive and a qualitative technique. The application of domestication and foreignization, as well as Newmark's five categories of culture, were compiled in tables. According to the findings of the study, the novel contains 174

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cultural words. There are 11 cultural terms in the category of ecology with a 6% occurrence rate, 48 cultural terms in the category of material with a 27% occurrence rate, four cultural terms in the category of social culture with a 2,5% occurrence rate, 110 cultural terms in the category of political and social organization with a 64% occurrence rate, and one cultural term in the category of gesture and custom with a 5% occurrence rate. Transposition, pure and naturalized borrowing, calque, established equivalence, discursive construction, and linguistic amplification are the seven Molina and Albir translation strategies used by the translator.

The literary text, poetry, and utilization of Libo Huang and Andre Lefevere theories are all similarities between this study and the prior one. According to the first study, translation is more than just a matter of personal preference. This research looks for the political, cultural, and analytical context in which translation embodies his community. The second study looks at translation as a form of ideology manipulation, and the third study looks at a translation that employs the newmark technique of translation. The difference between this research and the previous research is that this one examines translator style in literary translation. The way in which the translator maintains the poetry's meaning and analyzes the element of poetry. The purpose of this study is to fill in the gaps left by the prior research.

Research Design

This study uses a qualitative approach with a descriptive design, to provide an overview of a poetry translation by translation technique. Qualitative research is a research procedure that produces descriptive data in the form of written or spoken words from people and observable behavior (Slameto, 2015: 72). In qualitative research, the type of data source in the form of humans in research is generally the respondent. The position of the data source in the form of data analysis.

The data in this study is a poetry by Hidayat Banjar. The data were conducted in a structured manner and expanded the data through related references.

Data Analysis

In this research, the researcher tries to analyze the translation style that used by the translator. The translator examines the selected data poetry by looking into the elements of poetry. The researcher also uses Oxford dictionary and http://kbbi.web.id/ (Indonesian dictionary), in translating words in these poems and when the researcher found the difficult word to understand.

Technique of Collecting Data

The data collected by means of interviews (interviews), observation (observation), and documentation (collection of evidence, selection, processing, and information storage). The tools used to collect data are in the form of observation used translations theory by Newmark, and others as support. The data is done by organizing the data, describing it into units, synthesizing it, arranging it into patterns, choosing which ones are important and what will be studied, and making conclusions that can be shared with others (Sugiyono, 2007: 224).

Technique of Analyzing Data

To begin collecting data, the researcher examines closely the English and Indonesian versions of "Karbala" in order to gain a thorough knowledge of the poem and to identify and assess the poetry translation tactics used by the translator. When all of the data has been collected, the

researcher describes the result of the translation. as a result, there are two main pieces of data collected in this study: the original poetry in SL and their translations in TL.

The Poetry of Hidayat Banjar

KARBALA

Karbala, empat belas abad silam
hari ini terulang
beratus-ratus Hussein dibantai
padang yang kini jadi wilayah Irak itu
hadir di pelupuk mata kita

Kepala Hussein-hussein yang menjadi bola
memang tak ditendang ke Damaskus
tetapi menggelinding sendiri
ke dalam rumah kita

Karbala, empat belas abad silam
menjadi mimpi buruk anak-anak kita
yang setiap jam pelajaran di sekolah
mendapat ajaran Pancasila

Karbala, empat belas abad yang silam
jadi sejarah yang aneh bagi Islam
kita hanya terbengong-bengong
menyaksikan para Ali yang tak dapat menangis
karena kehabisan air mata
Sampit......Sampit........Sampit
Aceh.........Aceh...........Aceh...
adalah Islam yang terkoyak

Karbala, empat belas abad silam
kita seperti tak bersudara dengan para Ali
terpesona kemilau pedang Yazid
yang haus kekuasaan
yang haus syahwat
yang haus segala-galanya
berlindung AlQur'an dan Hadist
yang telah diputarbalikkan

Karbala, empat belas abad silam
kemilau pedang Yazid masih menari-nari
di depan mata kita
di negeri yang penuh pesona
negeri yang subur dan kaya

dengan jutaan hektar hutan, perkebunan dan laut
dengan jutaan ton tambang emas, minyak dan gas
yang dapat dikeruk sepanjang tahun
namun tak didistribusikan dengan adil

Karbala, empat belas abad silam
hadir kembali di sini
negeri nyiur melambai
negeri yang sepanjang tahun disiram cahaya matahari
namun masyarakatnya kekurangan energi

Karbala hadir di sini
dengan panji Muawiyah
dan kitapun terbengong-bengong
diam seribu bahasa

The Translation of the Poetry " Karbala " by Hidayat Banjar

KARBALA
Karbala, fourteen centuries ago
happened again today
Hundreds of Husseins were massacred
the field which is now Iraqi territory
present in our eyes

Hussein-Hussein's head becomes a ball
it wasn't kicked to Damascus
but it rolls on its own
into our house

Karbala, fourteen centuries ago
become our children's nightmare
every class hour at school
received the teachings of Pancasila

Karbala, fourteen centuries ago
So it's a strange history for Islam
we are just stunned
watching the Alis who couldn't cry
because of running out of air
Sampit......Sampit.......Sampit
Aceh.........Aceh..........Aceh...
is Islam torn apart

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Karbala, fourteen centuries ago
It's like we're not related to the Alis
the charm of the brilliance of Yazid's sword
who is power hungry
who is thirsty for lust
who thirsts for everything
protection of the Qur'an and Hadith
which has been reversed

Karbala, fourteen centuries ago
the gleam of Yazid's sword was still dancing
before our eyes
in a land full of charm
a country that is peripheral and rich
with millions of hectares of forests, plantations and sea
with millions of tons of gold, oil and gas mines
which can be dredged all year round
but not distributed fairly

Karbala, fourteen centuries ago
come back here
palm tree waving
a land that is bathed in sunshine all year round
but the people lack energy

Karbala is present here
with Muawiyah's banner
and we were stunned
silence a thousand languages

Research Finding
      1. Cultural Translation Strategies That Applied in a Poetry by Hidayat Banjar.

In this part, the researcher used four poetry translation strategies that are proposed by Graedler (2003). Those strategies are 1) Making up a new word 2) Explaining the meaning of the SL expression in lieu of translating it. 2) Preserving the SL term intact 3) Opting for a word in the TL which seems similar to or has the same "relevance" as the SL term. The result of the analysis about the strategies that are employed in translating some poems in Karbala by Hidayat Banjar are presented as follows:

Data I

SL: Karbala, empat belas abad silam
    hari ini terulang

TL: Karbala, fourteen centuries ago
    repeat today.

1.1 Preserving the SL Term Intact

The data are started with analysis from Preserving the SL term intact strategies. Karbala or Kerbala is a city in central Iraq, located about 100 km (62 mi) southwest of Baghdad, and a few miles east of Lake Milh, also known as Razzaza Lake. The city, best known as the location of the *Battle* of Karbala in 680 CE, or the shrines of Imam Husayn and Abbas, is considered a holy city for Shia Muslims, in the same way as Mecca, Medina and Jerusalem. The source language word order is preserved and the words translated singly by their most common meanings, out of context. Cultural words are translated literally because karbala is a place that has cultural story.

Data II

SL: beratus-ratus ==Hussein== dibantai
padang yang kini jadi wilayah Irak itu
hadir di pelupuk mata kita
TL: hundreds of ==Hussein's people== were massacred
 The desert that is now Iraq's territory
present in our eyelids

2. Making up a New Word and Preserving the SL Term Intact Strategies

Al-Ḥusayn ibn ʿAlī ibn Abī Ṭālib was a grandson of the Islamic prophet Muhammad and a son of Ali ibn Abi Talib (the fourth caliph of Sunni Muslims and the first imam of Shia Muslims) and Muhammad's daughter Fatimah. He is an important figure in Islam as he was a member of the Household of Muhammad (Ahl al-Bayt) and the People of the Cloak (Ahl al-Kisā'), as well as the third Shia Imam. He is given the title Aba Abdullah, meaning father of Abdullah. In this poetry Making up a new word and Preserving the SL term intact strategies are needed. Husayn traveled towards Kufa along with a small caravan of his family, relatives and followers, after getting some favorable indications, but near Karbala his caravan was intercepted by Yazid's army. "beratus-ratus hussein" it indicated as his family, relatives and followers who was massacred on the way to Kufa. Making up a new word for "people" and preserving the SL term "hussein" are needed in translating this section.

Data III

SL: menyaksikan ==para Ali== yang tak dapat menangis
 karena kehabisan air mata.
TL: watching the ==relatives== who can't cry
for running out of tears

3. Opting for a word in the TL which seems similar to or has the same "relevance" as the SL term.

"para Ali" means "relatives" of Hussein bin Ali. Ali is a family name of Hussein. Opting for a word in the TL which seems similar to or has the same "relevance" as the SL term is needed in this translation.

Data IV

SL: kita seperti tak bersudara dengan ==para Ali==
terpesona kemilau pedang Yazid
TL: we are like not ==brothers in faith==
mesmerized by the sheen of Yazid's sword

4. Making up a New Word

"bersudara dengan para Ali" here means "brother in faith". Because we know that the majority of the citizens of this country are followers of Islam indicated that we are all brother in faith. If maintaning the SL languange "Ali" the meaning of the translation is not relevance and the message of the poetry couldn't deliver perfectly to the readers and might be causing a misunderstood.

Data V

SL: Karbala hadir di sini
dengan panji Muawiyah
TL: Karbala is here
With the battle flag of Muawiyah

5. Making up a New Word

"panji" are a type of flag of the armed forces used in war to inform troops of the meeting point and the location of warlords. The use of "panji" is estimated to have existed since the time of Ancient Egypt about 5,000 years ago. If we translate the word "panji" it will come out as "a flag" and it's not deliver the real meaning of "panji". Making up a new words is needed to translate this line. "battle flag" is more relevance to result of TL.

Discussion

From the result that conducted from the data there are three making up new words, two Preserving the SL Term Intact, and one opting for a word in the TL which seems similar to or has the same "relevance" as the SL term. This poetry mentioning Karbala's name will come to mind about a very heart-wrenching and tragic event in the history of Muslim life. Imagine, one of the grandchildren of the Prophet Muhammad, namely Husein bin Ali bin Abu Talib, was killed in this area. Even in some narrations it is mentioned, his head was separated from his body.

This incident occurred more than 1350 years ago, on the 10th of Muharram 61 H, or 680 AD. Husein bin Ali bin Abu Talib by Shia Muslims is considered the 3rd Imam. Shia are a group in Islam who really love the family of the Prophet Muhammad. From the death of Husayn, this was the beginning of the celebration of the Day of Ashura (10 Muharram).

Ibn Kathir in his book Al-Bidayah wa an-Nihayah revealed, during the reign of Mu'izz Al-Daulah of the Shia-leaning Buwaihiyah dynasty, the Ashura commemoration was held in Baghdad (Iraq). On that alert, all trading activity is stopped. The whole population went around the city crying, wailing, and hitting their heads. They walked around wearing black clothes. In fact, the women are required to look disheveled.

The author connect the history of karbala with sampit and aceh which is the place of people who doesn't care about being a "human being". The author indicated that the people already turn hungry and thirsty of something bad and take refuge in the Qur'an and Hadith which has been reversed reminding him of Karbala Tragedy.

Conclusion

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From the analysis that is conducted, this study is able to answer the research questions mentioned in the previous chapter. The first finding is related to the answer of the research question that is the poetry translation strategies which are used in translating the poetry in Karbala by Hidayat Banjar. The poetry strategies are taken from Graedler's theory of cultural translation strategies (2003).

From the analysis and the findings, there are seven cultural words on Hidayat Banjar's poetry. The cultural translation needed to translate this story because the concept of culture is critical when examining the consequences for translation, and despite disagreements over whether language is a component of culture or not, the two concepts appear to be inextricably linked. It is also explained that despite major formal differences in the translation, cultural similarities often give a common understanding.

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Exploring Translanguaging in the English Classroom Activities

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Abstract: The concept of Translanguaging recently gain popularity among scholars in the study of multilingualism. Translanguaging viewed as the new perspective in multilingual classroom activities. Translanguaging also viewed as a Methodology to identify mobile and complex communication in society. Other expert viewed Translanguaging as a strategy in language learning. Translanguaging endeavor increased ambiguity and debate of how it can be implemented. This article aimed to explore translanguaging in English classroom activities. Expert described translanguaging as a scaffold instruction to make sense of learning and language and encouraged students to think, reflect and extend their inner speech. Translanguaging considered a transformation and extension of traditional multilingual programs, furthermore, it focused on complex linguistic interaction on classroom activities. The article used descriptive qualitative analysis Methodology to explore translanguaging in classroom activities. The data sources of this article taken from four meetings in English classroom activities. The phenomenon observed for this research are teachers' utterances contain of translanguaging during English classroom activities. The findings showed translanguaging had positive feedback to teachers in English classroom activities. The incorporation of local language and Bahasa Indonesia in English classroom activities benefit to both teachers and students. Nevertheless, teacher interaction using translanguaging were differ between each occasion. Futhermore, student general understanding of English language also played part in how teacher translanguaging in classroom activities. Further studies required to develop effective interaction in English classes using translanguaging.

Keywords: Translanguaging, English Classroom, Multilingualism, Interaction

Introduction

Translanguaging has recently gained popularity in recent years. Translanguaging is the practice of bi/multilingual individuals utilizing their diverse linguistic skills to effectively communicate in various settings. Sembiante (2016) mentioned that translanguaging admits that speakers use a combination of languages to suit various social goals and communication contexts. It acknowledges their flexibility in adjusting to these varied sociolinguistic settings. Translanguaging emphasized on multilingual studies and dynamic perspective of multilingualism rather than monolingual paradigm. Translanguaging rooted in view of multilingualism as a dynamic, complex and creative practice. (Garcia and Wei, 2014). The shift of studies on multilingual related to development of social context where mobility of people across country,

political dynamic, advancement of technology increased exponentially. (Creese and Blackledge, 2015, Cenoz and Gorter, 2020, Jenks and Lee, 2020). Based on this social phenomenon the studies on multilingualism are gaining popularity to investigate the dynamic aspect of linguistic features done by the speakers. Furthermore, translanguaging viewed as pedagogical approach in multilingual classroom activities. (Garcia and Wei, 2014) emphasized translanguaging transforms and extends traditional multilingual programs and focuses on complex linguistic interaction. Furthermore, (Garcia and Wei 2014) described translanguaging scaffold instruction to make sense of learning and language and encouraged students to think, reflect and extend their inner speech. (Garcia and Otheguy, 2019) emphasized the focus of translanguaging as pedagogy is on expanding the abilities of the speakers to do language in order to critically transact with texts and with others. We can conclude that translanguaging can help learners to gain more understanding related to learning material and linguistic skill.

Some studies related to translanguaging done in Indonesia are (Munirah, et al, 2021) studied about the practice of translanguaging done by buyers and sellers in traditional market of Palopo. The research found out that translanguaging represents the awareness of language user to social, cultural and political entities in the communication. (Kusumaningputri and Khazanah, 2021) surveyed undergraduate students opinion regarding translanguaging. The research collected undergraduate respond to translanguaging as practice, for English learning, for social use, and in university context. The finding was Translanguaging considered Neutral-Positive among undergraduate students. (Raja, et al, 2022) studied high school students of East Nusa Tenggara respond toward translanguaging. The study collecting the data using online questionnaire and found out most students have positive feelings towards teachers' translanguaging. (Ekaningsih, 2020) explored translanguaging in Halustik film. The researcher described concept, function, benefit and linguistic resources in the film. In her article, translanguaging facilitated understanding the use of languages. Khairunnisa and Lukmana, (2020) administrated survey related importance of translanguaging in EFL classrooms. The result of their studies found out that incorporation of local language and Indonesian language in EFL classroom beneficial to classroom activities.

This article focused on exploring translanguaging in English classroom activities. Researchers observed translanguaging from teacher utterances during learning process in classroom. The phenomenon observed was English classroom activities in SMK Swasta Advent Medan.

Literature Review
Translanguaging and Multilingualism

Translanguaging is defined as speakers' construction using original and interrelated discursive practice that make speakers complete language repertoire (Garcia and Wei, 2014). (Li, 2017) in (Moore, et al, 2020) conceptualized Translanguaging 'as a practical theory of language, in that it involves an ongoing and emergent 'process of knowledge construction that goes beyond language(s)'. Translanguaging intended for meaning-making, experience shaping, gaining knowledge and understanding through the use of two different languages (Baker, 2011) in (García and Wei, 2014).

The dynamic interaction of translanguaging and other field of disciplines have been circulated for same decades. Translanguaging closely related to many disciplines, such as, linguistic anthropology, ethnography, sociolinguistics, discourse studies and semiotics (Mazzaferro, 2018). For example, Duranti (1997) in Mazzaferro explained translanguaging in linguistic anthropology explore language as social and transformative practice to possibility

mediate different being and create interactional spaces. The adoption of translanguaging in sociolinguistics disciplines emphasized speaker process of interactive meaning making.

Furthermore, Mazaferro (2018) stated translanguaging is not codeswitching, code mixing or linguistic hybridization. As Garcia (2009) emphasized, translanguaging is not going between linguistic system but transcending them. Orchestration of languages, language varieties, semiotics, multimodal and cognitive resources were the objective of translanguaging.

Translanguaging viewed on multilingual interaction, emphasized on creative process of linguistic options in speaker utterances in a dynamic way (Bayham and Lee, 2019). Fundamentally, Translanguaging disrupts a classic structuralist understanding of language as a purely lexical or grammatical set of codes or rules (Mazzaferro, 2018). Contrary to traditional notion of bilingual and multilingualism that considered addition of partial or whole autonomous languages of speakers, Translanguaging or dynamic bilingualism suggested that the language practices of bilinguals are complex and interrelated since there is only one linguistic system (Garcia and Wei, 2014). Translanguaging perspective on bilingualism and multilingualism round up in the following statement. (Garcia and Wei, 2014). A translanguaging approach to bilingualism extends the repertoire of semiotic practices of individuals and transforms them into dynamic mobile resources that can adapt to global and local sociolinguistic situations. At the same time, translanguaging also attends to the social construction of language and bilingualism under which speakers operate.

Moreover, Garcia and Wei (2014) pictured how Traditional bilingualism, Linguistic interdependence and Dynamic bilingualism or Translanguaging related to linguistic system and linguistic features.

Wei (2011) in Garcia and Wei (2014) concluded the dimension of translanguaging named creativity and criticality. Creativity means the ability to choose between following and flouting the rules and norms of behavior, including the use of language. While, criticality refers to the ability to use available evidence appropriately, systematically to inform considered views of cultural, social, and linguistic phenomena. Furthermore, creativity and criticality complement each other and cannot be separated.

Translanguaging and Classroom activities

Garcia and Wei (2015) viewed translanguaging as the concept of bilingual education that we will construct through a translanguaging approach transforms and extends our current definition, focusing on complex linguistic interactions in classrooms that cannot be simply enumerated as two, three or more. In choosing to continue to talk about bilingual education, we emphasize that a translanguaging approach in education is not a substitute for bilingual education programs, important on their own. Rather, translanguaging in education transforms and extends traditional bilingual education programs.

In education, Cenoz and Gorter (2015) stated that translanguaging is a holistic view of the linguistic repertoire is adopted in 'Focus on Multilingualism', an approach to teaching in multilingual education. Futhermore, Cenoz, (2009) proposed the features of multilingual education can be represented in a model based on four continua they are,

  a) Subject taught, refers to the use of different languages as school subject in curriculum;
  b) Language of instruction, consist of two features (1) the use of different language as instruction and (2) the integration in syllabus design;
  c) Teacher, related to teacher education (1) language proficiency in different language and (2) specific training for multilingual education;

d) School context, related to the use of language inside the school.

Translanguaging viewed as the solution in the major paradox of global education. Cenoz and Gorter (2015) described that education institution mission were to teach national language, literature and culture, meanwhile, as global communication, they have to become more multimodal and develop cultural competence across multilingual contexts. Wei (2018) in Mazzaferro (2018) stated that translanguaging is an integrated approach to the understanding of language, multilingualism and multilingual practices in contexts of unprecedented mobility.

Based on the above features of multilingual education, Baker (2001) in Garcia and Wei, (2015), Rerung (2017) elaborated translanguaging potential in education, which are,

1. ***Promoting deeper and fuller understanding of the subject matter.***

    Translanguaging can be used to achieve better understanding of the subject matter. Students linguistic feature was varied from one another, the obstacle to learn language can be anticipated with teacher translanguaging and anticipated better result from students. Garcia (2019) emphasized encouragement bilingual continuum to translanguage to think, reflect and extend the inner speech.

2. ***Supporting the development of the weaker language.***

    Development of the weaker language became the goal for English classroom, since the objective of English classroom in Indonesia is to develop English language. By translanguaging, teacher and students together can develop weaker language in a dynamic environment. Students are likely to work in their stronger language then the challenging one. Translanguaging support to rebalancing the hierarchical ordering of languages within the classroom.

3. ***Facilitating join use of languages and cooperation.***

    Facilitating join use of languages and cooperation benefit student comprehension ability. The importance of student comprehension is to prevent misdiagnosis and a false impression of the abilities of students and biased perception to the topic.

4. ***Developing language with content learning***

    Translanguaging approach in classroom activates highlighted the importance of content learning. The strategy that can utilize is read the material in one language and discuss the material using another language. Translanguaging considered this approach will get students or learners better comprehension regarding the subject matter. Translanguaging encourages classroom interaction between dominant language and language learners

Research Methodology

This research was done using qualitative research Methodology. Data collection completed using observation and interview, capturing translanguaging in classroom. The phenomenon observed were four classrooms' activities in SMK Swasta Advent Medan. This data of the study was teacher's utterance consists of translanguaging during English classroom activities. Teacher utterances then analyzed to find out how translanguaging done in the classroom interaction.

Qualitative research emphasized the boundaries of studies that will be analyzed. This article focused on exploring translanguaging in English classroom activities. There are several techniques in collecting data for qualitative research, which are; interview, observation, action research, focus meeting, and personal text. This research completed data collection by interview

and audio recording. The data was captured using audio recording devices. The data was taken from four English classroom activities in SMK Swasta Advent Medan.

Data analysis done after all four meeting of English classroom activities were done. Data analysis first step were data reduction, where the audio recording from English classroom activities were break down into several parts. The researcher then pulled teacher's utterances then selected and grouped into appropriate category related to translanguaging. Translanguaging phenomena in English classroom were categorized, described and analyzed through Baker (2001) elaboration of translanguaging potential in education.

Discussion
Translanguaging to promote fuller understanding of the subject matter

In this section, the discussion was to show translanguaging in promoting fuller understanding of the subject matter. Translanguaging done by teacher were promoting students' comprehension of the learning material. From interview with the teacher, students' capability in understanding English language significantly vary from one and another student, hence teacher consider using bahasa Indonesia in majority of class instruction nevertheless teacher keep translanguaging in order to promote better understanding of the topic. Based on the phenomena observed, the topic was application letter.

Teacher used translanguaging to introduced topic of the study. The context of discussion from teacher's utterance below were the introduction of how to make an application letter.

> *Data 1*
> It talks about *apa*? Applying a job *ya*? *Nah, kalau kita melamar pekerjaan, kalau kita melamar pekerjaan pasti kita bikin surat.*
> What is it talking about? Is it applying a job? So, if we want to apply a job, we must write an application letter.

Translanguaging above taken from teacher's utterance to introduce topic of study. linguistic features and linguistic system performed by teacher are dynamic bilingualism, clause {(It talks about *apa)* [What it is talk about?]} is teacher's linguistic choices tried to promote deeper understanding to the topic of the study. Teacher explained that in order to apply job vacancy, students need to make application letter.

> *Data 2*
> Always make an effort to write directly to the person in charge of hiring. *Contoh nya melamarlah kamu disana*, you need to know who are the manager.
>
> Always make an effort to write directly to the person in charge of hiring. For example, you need to know who are the managers in the company you want to apply.

From data 2, teacher emphasized how students can write an application letter to the company. Teacher explained that an application letter should stated clearly the recipient of this letter. Teacher utterance translanguage when describing a person in charge and the manager. The

researcher found out teacher explained example and tips in writing application letter. Teacher used (*contohnya melamarlah kamu disana,* you need to know who are the manager*)* [For example, you need to know who are the managers in the company you want to apply.] to make sure students comprehend the material that when student writing application letter, student should make effort to know who is the person in charge in the company.

Translanguaging to support the development of weaker language

In this section, the discussion is to show translanguaging to support the development of weaker language. From interview with the teacher, students' capability in understanding English language significantly vary from one and another student, hence teacher consider using bahasa Indonesia in majority of class instruction nevertheless teacher keep translanguaging in order to promote better understanding of the topic.

Data 3
You put it under your name. Lilis Handayani, *contohnya namamu*.

You put it under your name. For example, Lilis Handayani.

Translanguaging taken from teacher's utterance explaining topic of study. Here we can see that teacher linguistic choices tried explain where should we write our address. Teacher explained that address usually written down below the applicant's name. Here, teacher translanguaging to support weaker language of the students.

Data 4
Untuk memegang dokumen penting. That's your responsibility.
Keeping important documents. That's your responsibility.

From data 4 we can see that teacher linguistic choices tried to elaborated the job of a secretary. Teacher explains the important to keep important documents is one of secretary responsibility. Teacher used his linguistic system explaining how a secretary should do the task given by the company.

Data 5
One possibility is to ask for an interview at former time. *Jadi tanyakan mereka, jadi kira – kira saya bisa interview kapan.* Just put there your number. It means you need to be ready for the interview.

One possibility is to ask for an interview at former time. Ask them, when will the interview scheduled. Just put your number there. It means you need to be ready for the interview.

Data 5 explained about how the students should notify the company that the applicant is ready for further interview. Teacher linguistic choice in this data were to make sure students gain new knowledge of how to write an appropriate application letter. Translanguaging intended for

meaning-making, experience shaping, gaining knowledge and understanding through the use of two different languages (Baker, 2011) in (García and Wei, 2014).

Translanguaging and Join Use of Languages and Corporation

Baker (2001) pointed out the join use of language and corporation in potential translanguage in education. Collaboration join use languages and corporation among all elements of classroom activities promoted the other potential of translanguaging in education. Below several data that highlighted join use of language and corporation in classroom activities.

> *Data 6*
> Number 5. *Baca number 5, Puan.*
> \<one of the students read the text\>
> *Di paragraf inilah kamu tuliskan alasanmu. Contohnya, saya melamar jadi guru.* Maybe you can describe yourself. You explain it. You tell your experience.
>
> Number 5. Please read number 5, Puan.
> \<one of the students read the text\>
> You write your reason in this paragraph. Maybe you can descrive yourself. You explain it. You tell your experience.

Teacher and student interaction in data 6 clear pictured how corporation between classroom elements discussing learning material. Teacher giving instruction to read learning material then translanguaging in order to give deeper understanding about the subject.

> *Data 7*
> Okay, how about closing paragraph. Come on, Cecilia, read the text.
> \<one of the students read the text\>
> It means, *biar lah mereka yang menentukan kapan jadwal interviewnya.* When they match the schedule, *kalian sudah punya persiapan.*
>
> Okay, how about closing paragraph. Come on, Cecilia, read the text.
> \<one of the students read the text\>
> It means, you let the employee to schedule the interview. You must be ready when they match the schedule.

Continuing from data 6, data 7 showed corporation between classroom elements discussing learning material. The same procedure conducted by teacher to the student. Teacher done translanguaging after student finished the reading.

> *Data 8*
> *Bacalah. Ayo baca.*
> \<The student felt reluctant to read the text\>
> Students: *Ayo bacalah. Kuat*
> Teacher: Bikin

<The student assigned to read still reluctant to read the text>
Okay. Always sign the application letter.
Perhatikan kembali seluruh isi suratmu.

You read the text. Come on, read.
<The student felt reluctant to read the text>
Students: Come on read the text. Loud.
Teacher: Come on.
<The student assigned to read still reluctant to read the text>
Okay. Always sign the application letter.
You must check your application letter and make sure it is okay.

Data 8 point out several categories of potential of translanguaging in classroom activities. Data 8 situated after data 6 and data 7 taken place, here teacher encourage other student to read learning material. Unfortunately, the student felt reluctant to read learning material. The reason behind this were student English comprehension considered low compared to the other. Although other students gave encouragement for him to read the material, eventually the student still felt reluctant to read. Teacher then taking over and read the learning material to the students. Moreover, he elaborated the point of the subject. Teacher utterance 'Always sing the application letter' then followed by '*perhatikan kembali seluruh isi suratmu'.* Teacher translanguaging to elaborate how final checking of an application letter should be done.

Translanguaging with content learning
Translanguaging and content learning is the last potential point that Baker (2001) suggested to the education field. Translanguaging contributed significantly to content learning, translanguaging mediate comprehension gap that can be occurred when only discuss learning material in one named language.

> *Data 7*
> What is qualification? *Contohnya, harus yang bisa bawa mobil, harus yang bisa mengoperasikan komputer. Itulah maksudnya kualifikasi.*
>
> What is qualification? For example, someone who can drive, someone who can operate computer. That is qualification.

Data 7 showed clearly how teacher's utterance stressed the word 'qualification' by translanguaging and give example to the students the example of 'qualification'. Teacher explained 'qualification' in the context of an application letter. It will be different for teacher to explain qualification in other context of field, for example, in topic of government field.

> *Data 8*
> If you don't understand what is number one, what is number two, *inilah penjelasannya.*
> Lilis Handayani, Jalan A Yani 389, Surabaya, 65151. Your address.

If you don't understand what is number one, what is number two, here is the explaination.
Lilis Handayani, Jalan A Yani 389, Surabaya, 65151. Your address.

Data 8 elaborated on how to write an applicant address in application letter. Teacher translanguaging to explain fully how students should place their address in an application letter.

Data 9
Use this paragraph to specify which job you are applying to. *Jadi pekerjaan mana yang kamu lamar. Yang meminta sebagai personal manager. Kalian harus spesifikasikan. Inilah dia isinya.* I am writing to you in response to your advertisement.

Data 9 discussed about how to write application letter in context that this job application advertised in newspaper. Teacher explained the learning material through translanguaging. This strategi was done to make sure student comprehend the strategies and minimize misunderstanding of the context.

Exploration of Translanguaging to English classroom activities in SMK Swasta Advent Medan have positive feedback from teacher's perspective. Dynamic bilingualism performed by teacher give deeper understanding to the topic being discussed. Teacher utilized his linguistic features and linguistic system to reach students comprehension into the topic. Another case of Translanguaging practice done is to control classroom activities. The perfect example of this were how teacher use his linguistic repertoire in Batak, Indonesia and English language to address one of the students that fall asleep in the class.

Further discussion on Translanguaging research related to English classroom activities is needed to broaden researchers' perspective. Translanguaging required neighboring field of disciplines to creatively and critically assimilated learning material comprehensively. The writer suggested comprehensive research on classroom discourse on all aspect of learning process is a good starting point to investigate.

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Optimization of Student Research Activities Integrated Standard Operational Procedures

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Abstract: The Department of Indonesian Language and Literature, Faculty of Language and Arts, Universitas Negeri Medan consists of two study programs, namely the Indonesian Literature Study Program and the Indonesian Language and Literature Education Study Program. In carrying out the academic process, the BSI Department is always centered on serving students. One of the highlights is the student process in taking thesis. Currently, the BSI Department does not yet have standard standards in implementing a series of thesis activities, which include proposing research titles, proposal seminars, thesis examinations, and assessing students. Standard Operating Procedure or Standard Operating Procedure is a set of rules, guidelines, or references made by a company. The aim is to become a reference for carrying out work processes in accordance with the duties and functions of each human resource in the company. This study aims to 1) produce student research SOPs, 2) integrate SOPs with e-learning, 3) analyze the effectiveness in the process of writing final assignments for students of the Indonesian Language and Literature Department. The research results are in the form of products that can be utilized and integrated and have effectiveness to facilitate students in carrying out their research. This policy research is a form of action research to produce products in the form of SOPs that will be socialized and used for students, lecturers, and department functionaries. The research outputs are in the form of indexed proceedings articles and HKI research reports, which are mandatory outputs, as well as guidebooks for implementing a series of thesis activities, which are additional outputs.

Keywords: SOP, research, student

Introduction

Learning is a process of teaching and learning activities that plays a role in determining student learning success. From the learning process, there will be a reciprocal activity towards a better goal. The learning process is a process in which there are interaction activities between lecturers and students, and reciprocal communication that takes place in educational situations to achieve learning goals. In the learning process, lecturers and students are two components that cannot be separated. Between these two components there must be mutually supportive interaction so that student learning outcomes can be achieved optimally.

The characteristics of the learning process in the Department of Indonesian Language and Literature are learning that is scientific, interactive, holistic, integrative, contextual, effective, collaborative and student-centered. Scientific learning states that graduates' learning outcomes are achieved through a learning process that prioritizes a scientific approach so as to create an

academic environment that is based on a system of values, norms and rules of science and upholds religious and national values.

Furthermore, being interactive means that graduate learning outcomes are achieved by prioritizing a two-way interaction process, between students and lecturers. Holistic means that the learning process encourages the formation of a complete person with a comprehensive mindset by internalizing the advantages of local and national wisdom. Integrative means that graduate learning outcomes are achieved through an integrated learning process to meet overall graduate learning outcomes in a single program through an interdisciplinary and multidisciplinary approach. Contextual means that graduates' learning outcomes are achieved through a learning process that is adapted to the demands of their ability to solve problems in their domain of expertise. Effective means that graduates' learning outcomes are achieved successfully by prioritizing the results of internalizing the material properly and correctly within an optimal period of time. Collaborative means that graduate learning outcomes are achieved through a joint learning process that involves individual learners and lecturers to produce attitudes, knowledge and skills. The last step is student-centered, namely a learning process that prioritizes the development of student capacity, personality, needs and develops independence in seeking and finding knowledge.

The actual aim of learning is to acquire knowledge in a way that can train students' intellectual abilities and stimulate curiosity and motivate students' abilities in three domains, namely: the cognitive domain, the affective domain, and the psychomotor domain.

1. Cognitive goals relate to an individual's ability to know the world around him which includes intellectual development.

2. Affective goals regarding the development of attitudes, feelings, values which are also called moral development and education.

3. Psychomotor goals involve the development of skills that contain fine and gross motor elements such as pronouncing vowel letters properly and correctly, practicing or teaching drama and so on.

Department of Indonesian Language and Literature, Faculty of Language and Arts, Universitas Negeri Medan consists of two study programs, namely the Indonesian Literature Study Program and the Indonesian Language and Literature Education Study Program. In carrying out the academic process, the BSI Department always focuses on service to students. One of the highlights is the student's process in completing their thesis. Currently, the BSI Department does not have standards for carrying out a series of thesis activities, which include proposing research titles, proposal seminars, thesis examinations, and student assessments. In the process, so far there are still many implementations that do not rely on clarity of regulations. As has happened before, when a student takes a thesis exam and is later declared to have failed, is the thesis repeated or only the exam is repeated? In this case, there are no regulations that specifically regulate this.

Education is not only oriented towards results, but also towards processes. Therefore, assessment of learning outcomes and learning processes must be carried out in a balanced and continuous manner. Assessment of learning outcomes sometimes without going through a process tends to see students as scapegoats for educational failure. However, it is not impossible that student failure is caused by a weak teaching and learning process for which the lecturer is responsible.

According to Slameto (2013:2) Learning is a process of effort carried out by a person to obtain a new change in behavior as a whole, as a result of his own experience in interaction with his environment. Learning theory according to J. Bruner, namely learning is not to change a person's behavior but to change the school curriculum in such a way that students can learn more and easily. S. Nasution in Kunandar (2011:276) states that learning outcomes are a change in the individual who learns, not only regarding knowledge, but also forming skills and appreciation in the individual who learns. Furthermore, Hamalik (2008: 155) believes that learning outcomes appear as changes in behavior in students which can be measured in the form of changes in knowledge, attitudes and skills. This change can be interpreted as an improvement and better development compared to before.

Standard Operating Procedure is a set of regulations, guidelines or references made by a company. The aim is to become a reference for carrying out work processes in accordance with the duties and functions of each human resource in the company. SOPs are also indicators of performance assessment for both government agencies and private companies. This is because the SOP has been created in accordance with technical, administrative and procedural indicators which have been adapted to the work processes and work units involved. In addition, the SOP has been created in chronological order so that it has become a reference procedure for completing work in the most effective way. SOPs can also be used for academic needs, for example to organize a series of thesis activities. This article only provides a simple illustration of how SOPs can be used to support research carried out by students in the Language and Literature Department.

Methodology

This research uses an action research model. Davison, Martinsons & Kock (2004), mention that action research, as a research Methodology, is founded on the assumption that theory and practice can be closely integrated with learning from the results of planned interventions after a detailed diagnosis of the problem context. Davison, Martinsons & Kock (2004), divide Action research into 5 stages which constitute a cycle, namely:

1. Carry out a diagnosis (diagnosing)

Identify existing main problems to become the basis for groups or organizations so that changes occur, to improve student learning outcomes. This stage will be carried out by distributing questionnaires and conducting field observations of students.

2. Make an action plan (action planning)

At this stage, create a plan from the results of problem identification. By paying attention to students' needs and conditions regarding learning outcomes, there will be practitioners to teach in the classroom.

3. Take action (action taking)

Practitioners will be invited to teach specified courses for one semester. This process will continue for the next semester's learning process.

4. Carrying out evaluations

In this stage, evaluate the learning process and review student learning outcomes after practitioners are in the classroom.

5. Learning (learning)

This stage is the final part of the cycle. At this stage all the criteria in the learning principles must be studied, changes in the situation evaluated and reflected on the project results. The overall results are considered in terms of their implications for subsequent action.

This research uses field observation data collection techniques and questionnaires. The field observation technique is observing field conditions to identify problems. This technique is carried out at an early stage before conducting research.

Result and discussion

In a company, SOPs have two main benefits. First, by using SOPs the company has a knowledge reference for operational activities that is always updated. This is very important considering that, for example, for sales, there is always something new on the market, be it trends or new, more effective Methodologys. Having a sample SOP document can make the evaluation process easier to ensure the current SOP is the latest. Second, the SOP example functions as an archive for tracking operational activities, assessments and improvements. SOP is written evidence because it usually includes work forms such as minutes, proof of delivery, visit minutes and so on. With written evidence like this, if one day an error or deficiency is discovered, it will be easy to trace it. All that remains is to match the proper procedures with the existing physical documents. The evaluation process can run more easily. In the same case, this concept can be applied in a department to provide a simple illustration of how SOPs can be used to support research carried out by students in the Language and Literature Department.

Apart from these two main reasons, there are also other reasons why SOPs are very important in companies:

1. Map the roles and positions of each person in the company

2. Provide clarity of direction regarding the work process and responsibilities of each individual

3. Provides an explanation regarding the relationship between each work process

4. Maintain consistency in carrying out work processes and every operational activity

5. Reduce the possibility of errors in carrying out work processes

6. Facilitate evaluation of each work process that occurs

The process of preparing SOPs starts from the needs analysis stage. To realize the goal of the SOP, namely creating a work process in thesis activities that is uniformly consistent and efficient, the SOP drafting team must study the thesis activity process carefully. This can be done by observing the thesis activity process from the beginning to the end user stage. From this

observation, data will be obtained that can be used to prepare SOPs, for example the duration of the work process, who the human resources are involved and so on. In relation to student needs, it is necessary to consider the flow of the final assignment which starts from submitting the title, proposal, seminar proposal, carrying out research, preparing the final assignment, to the exam defending the assignment. A clear sequence and guidelines used can make it easier for students to go through each stage.

SOP components include:

1. Goals

2. Scope

3. References

4. Definition

5. Responsible person

6. Description of procedures

7. Procedure flow diagram (Al Azhar: 2019)

The goal is the first thing to know so that students know the real purpose of carrying out the final assignment so as to ensure that in preparing the final assignment the student has a clear goal in accordance with the goals that have been determined. So, the goals of the department and the goals of students in the final assignment process have close relevances.

This research uses field observation data collection techniques and questionnaires. The field observation technique is observing field conditions to identify problems. This technique is carried out at an early stage before conducting research. The questionnaire technique is making a questionnaire to find out students' opinions. This technique is carried out at the initial stage as problem identification and at the final stage as evaluation material.

Based on the results of this research, it will be interpreted through the percentage of achievement levels, giving meaning and decision making using the comparison table (Sudjana, 2005) If the target achievement is 75-89% then the actions taken can be categorized as good and can be applied in the learning process.

The diagram above is an illustration of the flow diagram for the SOP in carrying out the final assignment exam. Students go through each stage by considering the ideal time and duration where students are given the freedom to set the time interval to make improvements. This opportunity to revise is important considering students' varying understanding of the rules. Other things as external factors also greatly influence this process. In optimizing learning through SOPs, an important step is how the SOPs are socialized to lecturers and students so that they both understand the process. A good SOP is an SOP that has the correct structure and is then published appropriately to improve the goals of the SOP.

This SOP can be prepared and integrated into each lecturer's e-learningfbs account so that it can be seen, observed and followed up, both by the thesis supervisor and the students they

supervise so that in the process no errors occur that are detrimental to students. So far, students are often at a disadvantage because there is no clear and correct flow of submitting a thesis, so problems often occur between students and their lecturers. This is certainly very bad in an administrative flow that demands significant speed and accuracy of work. Apart from the SOP having been prepared and integrated into e-learningfbs for each lecturer, there are also interesting socialization activities so that lecturers and students really understand the flow of the thesis process so that later they don't ask questions and it actually harms the process so that students feel they don't have a standing point to correct. and improve the title, proposal and thesis maximally and on time. The socialization was carried out online by inviting all lecturers majoring in Indonesian Language and Literature.

Conclusion

Standard Operating Procedure is a set of regulations, guidelines or references made by a company. The aim is to become a reference for carrying out work processes in accordance with the duties and functions of each human resource in the company. SOPs are also indicators of performance assessment for both government agencies and private companies. This is because the SOP has been created in accordance with technical, administrative and procedural indicators which have been adapted to the work processes and work units involved. In the same case, this concept can be applied in a department to provide a simple illustration of how SOPs can be used to support research carried out by students in the Language and Literature Department.

The data analysis technique uses quantitative and qualitative analysis techniques by calculating the percentage of questionnaire respondents. in accordance with the results of this research, it will be interpreted through the percentage of achievement levels, giving meaning and decision making using the comparison. If the target achievement is 75-89% then the actions taken can be categorized as good and can be applied in the learning process.

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Development of Artistic Activities in the City of Medanin the Perspective of the Social Art of Visual Arts

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Abstract: The visual arts scene in the city of Medan can be categorized into applied visual arts and pure visual arts. However, artistic activities in Medan have experienced stagnation over the past decade, despite the city's significant potential for advancing its artistic scene. This research examines the development of artistic activities in Medan through a synchronic-diachronic perspective. The aim is to comprehensively uncover the progress of artistic activities in the city, serving as a foundation for future policy development. The research employs a descriptive-qualitative Methodology, utilizing a synchronic-diachronic approach, along with historical, artistic creativity, and visual culture perspectives within the framework of the sociology of art. Data for this research is gathered from various relevant sources and analyzed using an interactive model: data reduction, data presentation, verification, and drawing conclusions. The findings indicate that artistic activities in the social field of creation in Medan can generally be classified into studio-based, workshop-based, and digitally-based creation, supported by educational institutions and specific events. Presentations of art have primarily taken the form of exhibitions, involving physical infrastructure such as galleries, art shops, educational institutions, and non-physical infrastructure such as curators, collectors, appreciators, government, private entities, and others. The evaluation of these activities tends to be more philosophical, theoretical, Methodologyological, and appreciative through discussion forums, seminars, and similar platforms or through scientific research.
Keywords: artistic activities, Medan city, perspective, social context

Introduction

In general, the visual arts scene in Medan and its surroundings can be categorized into two main types: traditional and modern art. Traditional art tends to manifest as applied art, while modern art leans towards fine art (Triyanto, 2015). Traditional art evolves from visual cultural forms passed down through generations, while modern art progresses in tandem with societal modernization, including the modernization of traditional art practices (Zulkifli, 2016).

The development of modern art in Medan can be traced back to the pre-independence era of Indonesia (Triyanto, 2015). The association of modern artists in Medan, known as Simpaian Seniman Seni Rupa Indonesia Medan (SIMPASSRI), notes a decline in art activities since 2010, in contrast to the previous intensive periods (discussion on December 27-29, 2022). This stands in stark contrast to the art scene's progress in Java, particularly in regions with a long history of modern art (Burhan, 2006; Priyatno, 2015).

Despite the significant contribution of North Sumatra to the history of modern art in Indonesia, there is a noticeable decline in art activities in Medan compared to other regions like Padang (West Sumatra) or Java (Djatiprambudi, 2019). As a major city in Sumatra and the gateway to Lake Toba, Medan has the potential to be an art hub. However, despite being a modern city and

an industrial center, the development of art in Medan does not align with its historical significance (Damanik, 2014).

As the third-largest city in Indonesia and the largest in Sumatra, Medan should ideally be rich in various art activities. Geographically close to neighboring countries Malaysia and Singapore, Medan is also a well-known international tourist destination since the 1920s and a gateway to Lake Toba tourism. These factors, coupled with its status as a modern city, industrial hub, and ethnically diverse population, provide a compelling rationale to develop art activities in Medan. Therefore, this research aims to comprehensively examine the development of art activities in Medan, serving as a foundation for future policy development, from the perspective of the art world.

Artistic Activities

The existence of an artistic community is revealed through various activities involving different parties and related aspects. Generally, artistic activities can be illustrated based on the social field of visual arts (art world). There are various perspectives explaining the understanding of the social field of art, including those covering the fields of art creation, art criticism, art collection, and art management (Susanto, 2011). Another perspective delineates the social field of art based on the fields of expression, production, dissemination, and appreciation (Piliang, 2020). These perspectives can be summarized into three broad categories: the field of creation, the field of presentation, and the field of analysis (Zulkifli, 2021).

In line with the advancing digital-virtual technology, people are compelled to live and operate in two worlds: the physical and the virtual. The social field of art also evolves in these two worlds (two globalizations): the physical-material field and the virtual-immaterial field (Piliang, 2020). In the field of creation, artists find it easier to work—from seeking references to solidifying concepts, preparing materials and tools, to the actual artistic process. For certain art genres, their "habitat" lies in the digital-virtual realm. In the field of presentation, artists can showcase their work not only through conventional exhibitions but also in virtual spaces. Similarly, in the field of analysis, global participation is possible, such as in discussions or webinars. In essence, with digital-virtual media, there are no longer boundaries between the local and the global.

Artistic activities within the social field of visual arts involve various parties, elements, and related aspects, usually categorized into physical and non-physical infrastructures (Darmawan, 2021). In the field of artistic creation, activities primarily involve physical infrastructure, namely studios or workshops. Studios serve as spaces where artists work, such as painting studios, sculpture studios, graphic design studios, craft studios, photography studios, and more. Unlike studios, workshops involve a process of discussion and mentoring, typically from senior to junior artists (Susanto, 2011). Workshop activities are more dynamic as they include both specific artists and those under their guidance. This physical infrastructure is supported by non-physical infrastructure, such as the provision of materials and tools, including those related to the finishing of artwork, such as framing. Although supportive in nature, without these elements, the field of artistic creation would not thrive.

In the field of presentation, artistic activities encompass physical infrastructure such as art spaces, galleries, museums, and more. Art spaces and galleries share similar functions and activities, focusing on commercial aspects, resulting in the continuous rotation of exhibited artworks. In contrast, museums primarily serve the function of collecting artworks for information and education purposes, reaching out to the public and collectors (Darmawan, 2021). Those

wishing to collect artworks receive information about the authenticity and existence of artists from museums. Conversely, artists strive for their works to become museum items. Non-physical infrastructure in this context includes curators, collectors, and relevant parties such as exhibition venue managers. Curators are responsible for curating artistic events, such as organizing exhibitions (Hujatnikajennong, 2015). Curators also provide information to the public or the mass media about events, exhibited works, participating artists, and more.

Artistic activities in the field of analysis involve mainly non-physical infrastructure, including critics, media, discussion forums, seminars, and, in general, appreciators. Critics play roles as writers, researchers, closely connected with the media, and frequently participate in discussion forums or seminars. Physical infrastructure here refers to the space or venue where these analyses take place. With current technological advancements, physical infrastructure in the real world can be replaced by virtual infrastructure, the digital-virtual world, such as webinars or online meetings. With this technology, the analysis of art in the social field can involve broader public participation, even on a global scale.

Another influential non-physical infrastructure is government and private entities. The roles of both are crucial in advancing artistic activities in a region. Government and private entities are expected to actively contribute and support all aspects of the social field of visual arts, including creation, presentation, and analysis. The government's role primarily involves policy-making and financial support and facilities. Meanwhile, the private sector is highly anticipated to contribute to funding and providing facilities. In regions where the art scene has flourished, such as in Java and Bali, the roles and support from both government and private entities are quite robust.

The pinnacle of knowledge development or the latest advancements from relevant research on the topic studied in this research can be categorized based on the social field of visual arts. Concerning artistic activities in Medan, much research has been conducted within the social field of creation, specifically the creation of artworks in various forms such as painting, batik crafts, tourism souvenir products, and the development of ethnic ornamentation. Zulkifli (2021) investigated the creation of relief paintings based on iconic forms of Medan city, developing artworks with relief dimensions based on the principles of art for tourism. Atmojo's (2022) research successfully developed batik based on ulos motifs, integrating ulos motifs into batik techniques. Another study by Zulkifli (2022) explored the development of miniatures as tourism souvenirs in Medan, creating miniature forms based on iconic Malay architecture. Andriyanti et al. (2022) examined the application of North Sumatra ornamentation in ready-to-wear fashion design using silk-screen printing techniques. This study successfully enhanced young people's appreciation of North Sumatran ethnic ornamentation in fashion.

Research within the scope of the social field of analysis was conducted by Atmojo (2022), who investigated the challenges and opportunities of ethnicity-based batik in Medan. This research also explained that the presence of batik products provides significant opportunities for the community to create new job opportunities and develop micro, small, and medium enterprises (MSMEs). Gurning and Tambunan (2021) researched mural art and identity within the Medan mural community. The study revealed that, besides aesthetic expression, murals also serve as a means of self-actualization for artists and their communities.

Research within the social field of presentation, in several aspects, has been covered in the studies mentioned above. It is understood that research in the social-humanities and arts-culture fields does not progress as linearly as scientific research. However, the achievements and recent developments from previous research serve as the foundation for our current study.

Methodology

This research employed a descriptive-qualitative Methodology, as commonly used in arts-culture or social-humanities research. Specifically, the Methodology was developed through synchronic and diachronic approaches within the framework of art sociology. Additionally, it was supported by historical, artistic creativity, and visual culture approaches, all within the context of art sociology. The artistic activities of a community are inseparable from the dynamics of its socio-cultural context, expressing aesthetic manifestations and critical responses to the values and conditions of its socio-cultural base (Himawan, 2013). This understanding is an integral part of the framework for discussing art sociology. Art sociology examines various art activities that evolve within society, in line with the surrounding socio-cultural context (Jazuli, 2014).

The Methodology and approaches applied in this research were replicated based on the perspective of the social field of visual arts to analyze and understand artistic activities in Medan. The social field of visual arts, in this context, encompasses the social fields of creation, presentation, and analysis. Corresponding to the researched problems, this study was conducted at several locations related to artistic activities in Medan, including the Department of Visual Arts at UNIMED and libraries in Medan. Data were collected through literature studies, field observations, documentation, discussions, and interviews with informants. To supplement the research data, input and advice from Medan's art enthusiasts were gathered through instrument distribution.

Data validity testing in this research was conducted through data triangulation, comparing data obtained from various sources. Data from literature studies, field observations, photo and video documentation, as well as interviews, were utilized to analyze the development of artistic activities in Medan, including internal and external factors influencing them. Data analysis was conducted continuously, following a flowing data analysis model, starting from when the research data was collected. In general, data interpretation and drawing research conclusions were performed following an interactive model, including data reduction, data presentation, and conclusion drawing or verification.

Results and Discussion

The development of artistic activities in Medan discussed in this chapter covers the current conditions and situations in the city. The discussion is conducted based on the perspective of the social field of visual arts (art world) as its structure, namely the social fields of creation, presentation, and analysis. The social field of visual arts is a interconnected social network that collaborates in artistic activities. This network is a system, where the role of any individual or specific element, no matter how small, impacts the quality and effectiveness of artistic activities. To sharpen the analysis, it is discussed in detail based on the elements of the social field of visual arts grouped into conventional and digital-virtual models.

Social Field of Creation Activities in Visual Arts

What enlivens the world of art is initially triggered by creative activities, to be later presented in exhibitions or other relevant events. The social field of creation is, on one hand, an integrated network as a system in the process of creating art by artists, both individuals and groups. The focus of the activity is, of course, on the artists creating, but many other relevant parties contribute to the realization of the artwork. For example, a painter will need a canvas maker before starting to work and a framer after finishing the painting. It involves many other aspects related to

specific parties. Each type of visual art and the chosen working technique will involve other parties in a form of collaboration within the social field of visual arts.

On the other hand, the social field of creation is a network integrated with various broader art infrastructures and other elements of the social field of visual arts. Artists as creators involve themselves in relationships and interactions with galleries, museums, art spaces, curators, collectors, critics, media, and other relevant parties. In discussing artistic activities in Medan, the involvement of these dominant parties is crucial and should be explained in detail through synchronic and diachronic approaches.
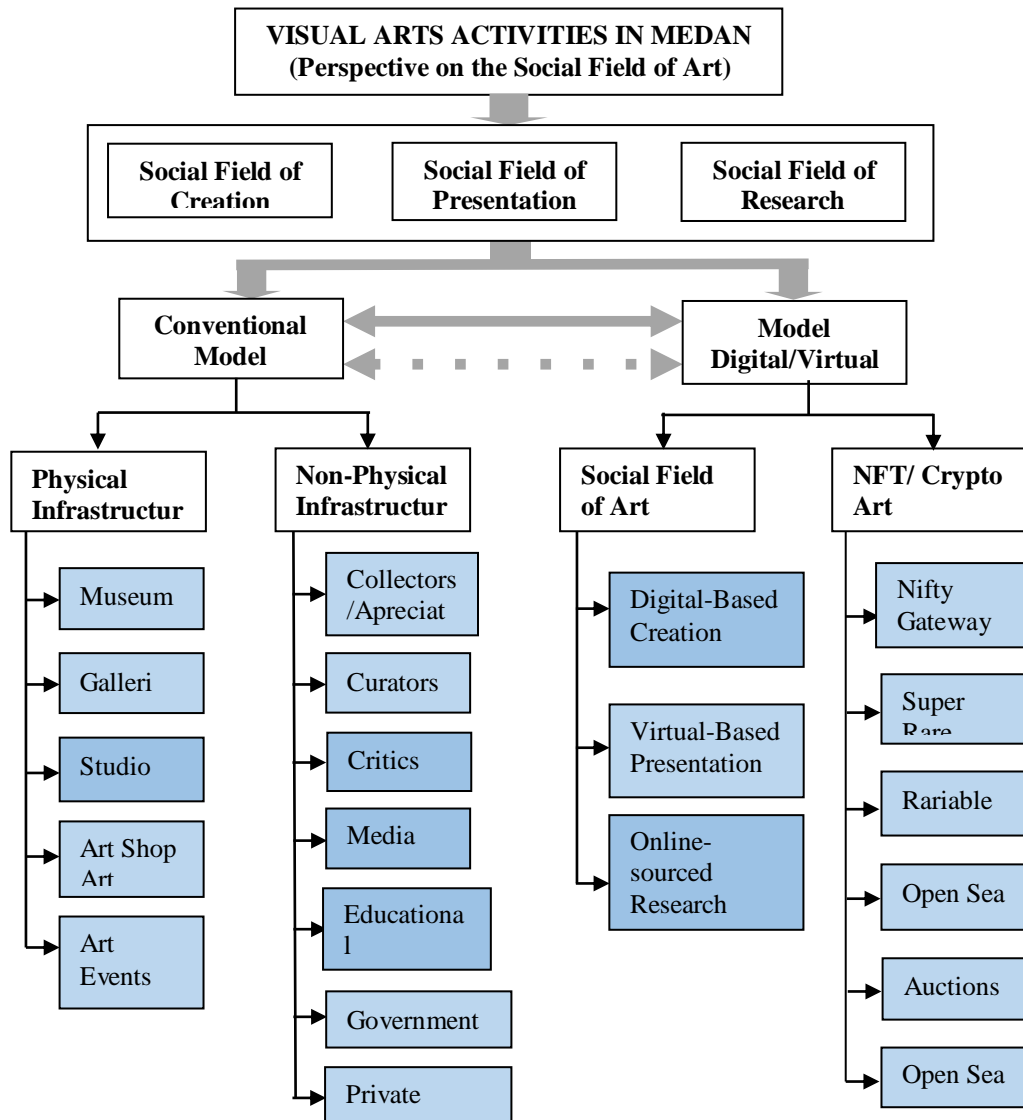
Figure 1. Social Field of Artistic Creation in Medan
(Source: Author, 2022)

In line with technological advancements in the era of Industry 4.0, two worlds have emerged: the physical (real) world and the virtual (digital) world. The creation of visual art, once

confined to the physical realm, has now expanded and intensified into the virtual world. Facilitated by digital and virtual technologies, this transition connects individuals in a borderless world through globalization.

Artistic creation in Medan, which was traditionally physical and material, has evolved due to the digital-virtual shift brought about by technological advancements. Artists in Medan engage in creation through various means, including traditional studios, workshops, digital platforms, and with support from educational institutions and specific events.

Artists in Medan typically have personal studios, often integrated with their living spaces, especially pure artists like painters. Studios such as those of Handono Hadi, Yoes Safrizal, Cecep Priyono, Hareanto Simatupang, and others are actively contributing to the creation of paintings. While studios in Medan are predominantly active in producing paintings, some artists, like Heru Wiryono, M. Saleh, Utoyo Hadi, also engage in sculpture alongside painting.

The relevance of studio activities extends to workshops, places dedicated to creation or production. These workshops, ranging from craft studios to various types of studios (wood carving, ceramics, weaving, batik, etc.), are often managed as part of the creative industry, involving a broader workforce. Unlike painting studios, craft studios have industrial management systems and organizational structures. They produce functional artworks for daily use, such as carved furniture, ceramic decorations, woven and batik clothing, and various souvenirs.

Prominent crafts in Medan and surrounding areas include wood carving applied to furniture, some imported from Jepara, and ceramic crafts in Tajung Morawa, Binjai, and Stabat. Crafts rooted in ethnic communities develop in specific regions, such as songket weaving in Batu Bara, ulos weaving in Balige and Samosir, and various crafts using wood, bamboo, horns, gourds, etc., in Samosir, particularly in Tuktuk. However, Medan remains a hub for the development of pure visual arts, especially painting.

Some craft artists produce works comparable to pure artists, such as Sadiran in ceramic art and I Made Patra in wood carving or sculpture. These works often contain individual concepts and expressions, akin to pure visual art. In daily life, these craft artists often socialize with pure artists, often associated with SIMPASRI. Conversely, Medan has painting activities geared towards tourists or the general public, notably on Jalan Listrik, although these activities have recently become inactive. In this context, craft art may exhibit characteristics similar to pure visual art, and conversely, painting may carry craft-like characteristics. The categorization of pure or applied art ultimately depends on the individual work's character and purpose.

In Medan, artistic workshops provide both a creative space and educational opportunities, fostering mentorship between senior and junior artists. Despite the interchangeable use of terms like "workshop" and "studio," some, lacking mentorship, are referred to as workshops. Noteworthy is Sanggar Rowo in Tanjung Morawa, led by Yatim Mustofa, nurturing artists like Didi Priyadi and Hardiman Wisasa. Medan's painters, such as M. Yatim Mustofa and Handono Hadi, have gained recognition globally. The city's art creation, supported by educational institutions like FBS UNIMED, enriches its cultural landscape. Students often showcase their works outside campus, winning national competitions like the Basuki Abdullah Art Award.

Historically, artists in Medan physically sought inspiration. The shift to digital tools has made ideation more accessible, with artists exploring innovative avenues online. Contemporary art events, once frequent, have declined, with figures like Mangatas Pasaribu and Winarto Kartupat contributing. The rise of digital art, especially since the early 2000s, is evident in Medan's educational institutions. The city's engagement with technology extends to photography, now digitally processed, aligning with commercial objectives.

The social context of art creation in Medan reveals limited government support. Institutions like SIMPASSRI lack substantial backing, while occasional collaborations with tourism and industry sectors are inconsistent. Medan's artists, involved in crafts and showcased in venues like Taman Budaya, receive some institutional support. Government initiatives include facilitating artists' international exposure.

Social Presentation of Artistic Activities in Medan

Creating art is incomplete without broad appreciation. Medan's social presentation of art involves a network of entities, emphasizing exhibitions for public recognition and collection. Coordination for exhibitions includes logistical aspects, while the broader network encompasses physical infrastructures like galleries, museums, and non-physical entities like curators, collectors, and the government.

Art presentation in Medan often occurs through exhibitions in familiar spaces like Taman Budaya and public areas, lasting about a week. While individual painters initiate fine art exhibitions, craft exhibits, such as during the annual Pekan Raya Sumatera Utara, are typically organized by specific organizations or institutions.
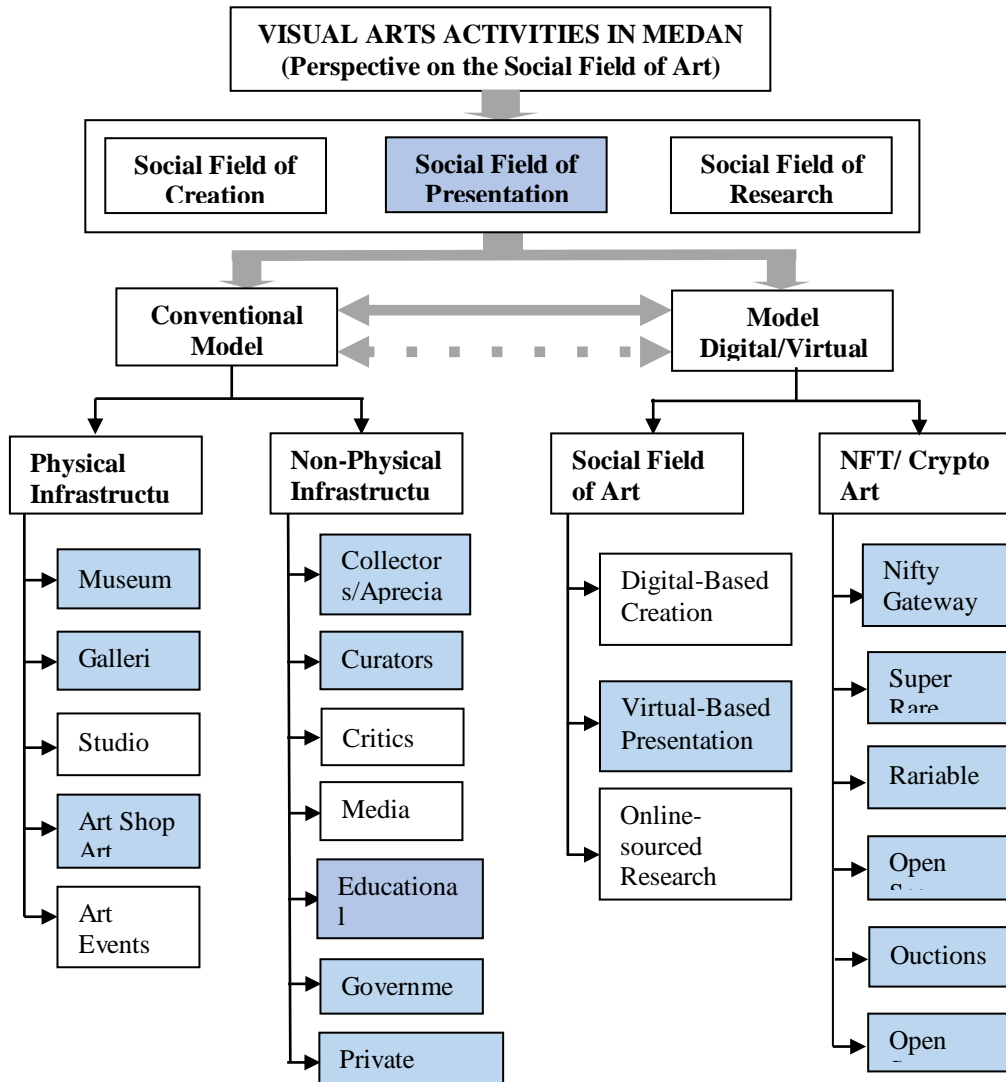
Image 2. Medan Social Presentation Chart (Source: Author, 2022)

Most major hotels and malls in Medan have hosted art exhibitions, but since the 2010s, art shows, especially paintings, are rare in public spaces, leading to a decline in artistic activities. Except for exhibitions by UNIMED art students as part of their studies. Art presentation in Medan, as described above, is temporary, often involving students. Permanent art institutions like galleries and museums are scarce, and critical elements like curation, art criticism, collectors, and discerning audiences are underdeveloped. Both government and private sector involvement is minimal, hindering the desired progress in Medan's art scene.

Galleries in Medan struggle to stimulate local art activities. Prominent ones like Rumah Seni Rajawali were active in the early 2000s but have since become inactive. Earlier, in the 1990s, there were galleries like Galeri Tong Sampah and Habitat Seni Laklak, contributing to the art scene. Presently, Galeri Payung Teduh and Angkola Gallery exist, along with Embun Art Space. These galleries, functioning both as educational and commercial spaces, are not prominent in Medan, and art shops are sporadic.

Museums play a crucial role in fostering art appreciation and community development. Unfortunately, in Medan, there's a lack of such institutions, impacting artists' recognition and collectors' information on art values. Some affluent individuals in Medan collect foreign art through international auctions, indicating an existing but underdeveloped art market due to inadequate infrastructure.

Certain art events, especially contemporary art exhibitions, offer alternatives to conventional presentations. Installations and performance art in the 1990s to 2000s were popular but have waned recently. Medan also saw displays of media art in 2010, a part of contemporary art, but its development ceased afterward.

With the rise of the internet in Industry 4.0, virtual art exhibitions have become prevalent in Medan. Artists use applications like Corel Draw and Photoshop for high-resolution virtual exhibitions on platforms like YouTube. Additionally, Non-Fungible Tokens (NFTs) for crypto art have emerged, though adoption by Medan artists is limited. The future suggests a virtual model for art presentation, embracing both digital and conventional works through NFT platforms and popular social media.

Physical art infrastructure, including galleries, art shops, museums, and specific art events, should synergize with non-physical elements like curators, collectors, appreciators, and government and private sector support. Currently, physical infrastructure in Medan is underdeveloped, impacting the functionality of non-physical elements. Professional curators are lacking, and government involvement is limited to ceremonial participation rather than substantial support for sustainable art development.

3.3. Medan's Social Activities in Art Study

The primary visible activities in the art scene involve the creation and presentation of artworks. Art study activities, though not immediately visible, are crucial for developing and enhancing the quality of artistic creation and presentation. Additionally, they aim to elevate public appreciation, advancing the world of art. Art study activities encompass philosophical, theoretical, Methodologyological, and appreciative aspects through discussions, seminars, and similar forums, or through scientific research.

Art study activities also form an integrated network within a system in its social context. Narrowly, each infrastructure and element in the art study social field consists of organized elements or teamwork integrated as a system. Broadly, the infrastructure and elements in the art study social field are interconnected, either directly or indirectly. Dominant infrastructures in the art study social field involve higher education institutions, art critics, curators, museums, supported by mass media and the government. Corresponding to contemporary developments in technology and time, the mentioned infrastructure includes both conventional and digital-virtual models.

As developers of knowledge, technology, and art, higher education institutions play a strategic role in art study. In the Department of Fine Arts at UNIMED, this role is executed to broaden insights and appreciation for the art community and as an academic and moral responsibility for the local art development in Medan and North Sumatra. While the intensity is not yet strong, the Department of Fine Arts at UNIMED has hosted several art seminars and discussions. These forums feature speakers at the national and international levels, including academia and art practitioners, such as critics and curators. Conversely, some UNIMED Fine Arts Department lecturers serve as resource persons in art seminars and discussions in Medan and North Sumatra, as well as at the national level.
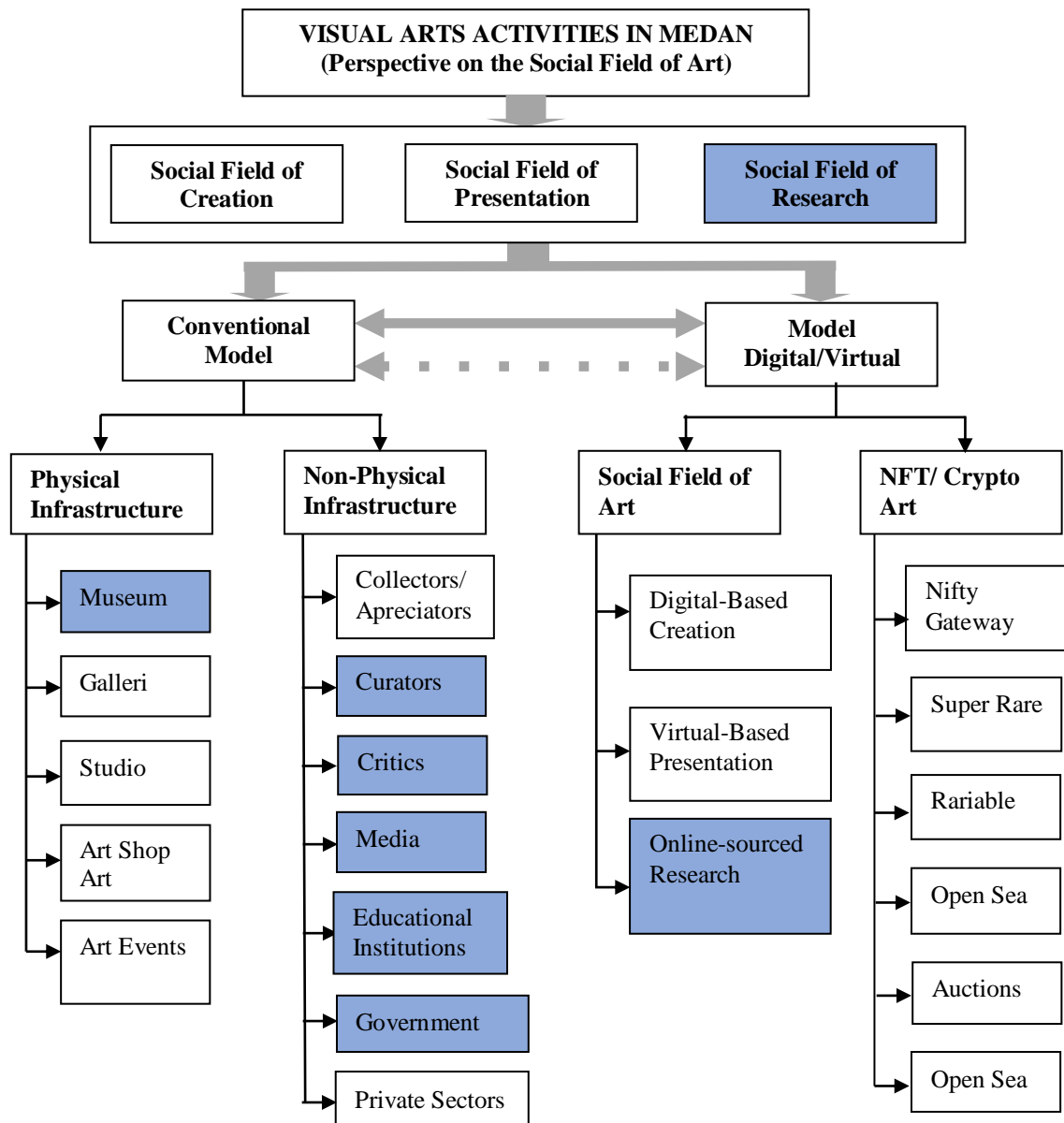
Figure 3. Medan Social Art Study Diagram
(Source: Author, 2022)

In addition to seminars and discussions, art study at the UNIMED Fine Arts Department involves scientific research. Research activities are part of the academic performance in the higher education tridharma. The research results are published through scientific journals and book publications. Seminar and discussion activities are also part of disseminating research findings. Another form of art study is writing articles published in mass media, which in the past were print-based, such as newspapers, but are now also online.

Art study in Medan has now shifted to an online basis. Art seminars and discussions are conducted through online media such as Zoom, Google Meet, and others, commonly referred to as webinars. This medium has the advantage of involving a broader public participation, without

territorial constraints. Art study, in this case, becomes global, where everyone in the world can participate simultaneously. In Medan, online-based art seminars and discussions are often conducted by educational institutions, but it is open to the artist community or anyone. Relevant to this online shift is journal publication, where art study results formatted in journal form are generally published through online journals. With this condition, there are no longer limitations or scopes for activities labeled as local or national; everything is now international and global.

Outside educational institutions, art study is conducted by art critics and curators. In their activities, critics are closer to mass media, while curators are based on activities in galleries, museums, or art exhibition events. In Medan itself, both professions have not yet fully developed. Critic activities are limited to discussing artworks and the existence of someone's artistry, written and published in mass media, especially newspapers. Some names that often write in Medan's newspapers include Amran Ekoprawoto, R. Triyanto, Azmi, Agus Priyatno, and others. These writers' works cover not only art critiques but also a wide range of art-related topics.

Likewise, curatorial activities have not fully developed due to the underlying infrastructure not being well-established. One curatorial base is in galleries; however, the existing gallery conditions in Medan seem not to have utilized professional curators. Curatorial activities are mostly handled by the gallery owners themselves. Except for the Rajawali Gallery, where curatorial activities were once handled by a curator from Bandung, Maman Noor. Curatorial activities, as in museums, have not yet appeared in Medan because there is no art museum, which is also a national art case. Curatorial activities only exist in exhibition events, handled by curators appointed from specific circles, usually academics like UNIMED Fine Arts Department lecturers. Curators, besides playing an internal role in managing and facilitating art presentation, also provide information to the external audience about the art they curate. Information conveyed by curators is the result of comprehensive study and understanding of the art they curate. This role can be considered a part of art study conducted and conveyed by curators to the public.

In the social field of art study, the role of mass media is significant, where art journalists and critics are based. Especially in the past, art studies in the form of critiques, artwork reviews, exhibition activities, art news, and the like were published through mass media, namely newspapers and magazines. Unlike the current condition, after the development of online media, art critics, enthusiasts, or art issue writers, and art journalists can have their websites or podcasts, no longer dependent on the mass media that sponsors them. The same can also be done by artists or anyone involved in the art realm. In Medan, this condition is beginning to develop.

In the context of specific art study, the involvement of the government is also significant. Although the government's role in Medan has not been very strong, each department also has research activities, some of which collaborate with higher education institutions. Other activities include seminars or discussions held by the tourism department, the industry department, museums, and other relevant departments. The material is not only limited to a narrow scope of fine arts but is more broadly related to tourism, the creative industry, or the preservation of historical artifacts.

In general, the art study field has not yet developed in Medan because other infrastructures in the creation and presentation field have not developed either. The main factor lies in the presence of active artists, making the creation field vibrant, and in turn, the presentation field will also become lively. Meanwhile, the study field is supportive to enhance the quality of artistic creation and presentation, and to educate the public in improving their appreciation.

Conclusion

The discussion of artistic activities in Medan is categorized based on the perspective of the art world's social field, encompassing the creation, presentation, and analysis fields. The bustling art scene is initially triggered by creative activities, which are then showcased in exhibitions or other relevant events. The social field of creation involves an integrated network with various art infrastructure elements, such as galleries, museums, art spaces, curators, collectors, critics, media, and other relevant entities.

Artistic creation activities in Medan generally fall into studio, art community, and digital-based creation categories, supported by educational institutions and specific events. Various studio forms, including craft studios, have made significant contributions, with Medan's artists gaining recognition locally and internationally.

The social field of art presentation focuses on showcasing artworks in various exhibition forms, involving both physical and non-physical infrastructure like galleries, art shops, art markets, museums, educational institutions, curators, collectors, government bodies, private entities, and more. Despite frequent art exhibitions in large hotels, permanent institutions like galleries and museums, along with activities like curation, art criticism, the presence of collectors, and critical appreciation, are still underdeveloped in Medan.

Art analysis activities, though not immediately visible, play a crucial role in developing the quality of artistic creation, presentation, and fostering public appreciation. Dominant infrastructure in the social field of art analysis involves higher education institutions, art critics, curators, museums, supported by mass media and government. Aligning with the era's developments, the art scene adapts with digital-based creation, virtual presentation, and online art analysis.

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Implementation of MKBM Kampus Mengajar Program in Elementary School 064034 in Medan City

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Abstract: This article is the result of the implementation of the MBKM Kampus Mengajar Program 2023 activities. This article specifically describes aspects of reading literacy. In the initial stages discussions were held with Indonesian subject teachers and principals to obtain preliminary information about reading literacy in grade 4 Elementary School 064034 Medan City. Preliminary information is obtained through reading tests and interviews to grade 4 students. The results are discussed with Indonesian subject teachers. Based on these results, a mentoring and assertion program in class 4 was implemented, in the form of: reading aloud, finding the main idea in the text, retelling the contents of the text in its own words. The results of mentoring and assistance activities are classed 4 indicating that there is an increase in reading skills of grade 4 SD 064034 students in Medan City. Based on these results, it is recommended that the MBKM-Kampus Mengajar program continue the following year.

Keywords: MBKM, Reading Literacy

Introduction

The independent campus learning program (MBKM) is a new initiative from the Ministry of Education, Culture, Research and Technology. This program supports students in improving their thinking and social skills through an active learning approach. According to Sopiansyah, D. at all (2022) stated that the aim of the MBKM program is to provide students with the opportunity to choose courses and learning based on their passion in their field, in order to prepare them to become graduates who are ready to enter the workforce.

Independent campus learning activities are carried out for four months. Currently the MBKM program has entered its sixth generation where the MBKM program has been running for five years. The MBKM program has been implemented in several schools in Medan City, including at Elementary School 064034 Medan where the Kampus Mengajar team carries out the duties of the MBKM kampus mengajar program. The implementation of increasing reading literacy at MBKM kampus mengajar is aimed at the fourth grade of elementary school. The reason the team chose fourth grade elementary school was because at the age of around nine years this reading literacy improvement program was suitable to be implemented, not too minimum or maximum like grades five and six. The team will carry out the implementation of the MBKM kampus mengajar program at Elementary School 064034 Medan from August to September 2023.

In the MBKM Kampus Mengajar program , the team implemented increased literacy by reading aloud, finding the main idea in the text, and retelling the content of the text using their

own words. The results of implementing reading literacy in fourth grade will be negotiated together with the Indonesian language teacher. The purpose of this article is to explain the results or impacts of implementing MBKM Kampus Mengajar, especially at SD 064034 Medan.

Literature Review

The Independent Campus Independent Learning Program (MBKM) is a program launched by the Minister of Education and Culture which aims to encourage students to master various sciences to prepare them for entering the world of work. The independent campus learning program (MBKM) is an implementation of President Joko Widodo's vision and mission to create superior human resources (HR). Planning for the independent campus concept basically only requires changing ministerial regulations. The concept of an independent campus is planned to be implemented soon to obtain higher quality learning. In its implementation, through the Independent Campus Independent Learning Program (MBKM), students have the opportunity for 1 (one) semester (equivalent to 20 credits) to study outside the study program at the same university; and a maximum of 2 semesters or the equivalent of 40 credits studying the same study program at different universities, studying different study programs at different universities; and/or learning outside of higher education.

According to Hendri (2020:29) an independent campus is a form of democratization in campus life, so that it is able to grow and develop in accordance with the dynamics of the times and in line with the needs of the nation. It is hoped that this independent campus will have implications, especially in realizing a democratic society. The meaning of an independent campus is that it must support freedom of thought, not only within the limits of freedom in lectures. However, it is comprehensive by providing legal certainty to students, accommodating their orientation, broadening their horizons, and fostering a critical attitude. The meaning of an independent campus should not be limited to accommodation for students to study outside their study program, as well as freedom for universities to expand their influence. But more than that, it must give freedom to the academic community to think and speak wisely in order to produce national leaders and heroes.

According to the kampus mengajar team (kampusmerdeka.kemdikbud.go.id) MBKM kampus mengajar is a learning channel that provides students with the opportunity to study outside campus for one semester to train their ability to solve complex problems by becoming a partner with teachers to innovate in learning, develop strategies , and creative, innovative and fun learning models.

Implementation Methodologys

The target sample for implementing the MBKM kampus mengajar program was twenty-eight fourth grade students at Elementary School 064034 Medan. Questionnaires are the Methodology used to obtain data. In implementing this program, the team used a questionnaire to explore students' literacy levels. The questionnaire was adapted from The Attitude Motivation Test Battery (AMTB) by Gardner (2004) and uses a Likert scale.

To get the results of fourth grade students' abilities. The team first distributed questionnaires to fourth grade students regarding the reading literacy program in terms of reading aloud, retelling

text content in their own language and finding the main idea in a text. After the fourth grade students filled out the questionnaire, the team got the results of the fourth grade students' abilities.

Measuring the level of reading literacy using a questionnaire with a Likert scale containing selected and approved statements, tested for validity and reliability (Likert, Rensis: 1932)

a. Strongly Agree (SS) If the respondent strongly agrees with the questionnaire statement given with a questionnaire answer score of 4.
b. Agree (S) if the respondent agrees with the questionnaire statement given through a questionnaire answer with score 3.
c. Disagree (KS) if the respondent does not agree with the questionnaire statement given a questionnaire answer score of 2.
d. Disagree (TS) if the respondent does not agree with the questionnaire statement given through a questionnaire answer with score 1.

The forced Likert scale has a range of 4 points. The reason this term is used is because users are forced to form opinions. There is no safe "neutral" option. They used a 4-point scale to elicit detailed responses, which is ideal for researchers. Advantages of a 4 point scale Needed.

a. A 4-point scale is best in situations where user opinions are specific
b. It's best for capturing consumer feedback on things or services they've tried or encountered.

At the beginning before implementing the MBKM kampus mengajar program, the team held a discussion first with the fourth grade Indonesian elementary school teacher. The results of the discussion show that the implementation of the MBKM kampus mengajar program is very important and suitable for implementation in schools. Then the team distributed questionnaires to twenty-eight fourth grade elementary school students when the team was mandated to fill that class. After the students filled out the questionnaire, the results were obtained that reading literacy was still less popular and mastered by the students.

After getting these results, the team began to develop a program, with the first program being reading aloud. The team provides various interesting stories for children from various sources such as Indonesian language books, and children's story books from libraries and the internet. First the team gave an example of how to read aloud in front of the students. After providing examples, the team began teaching and practicing how to read aloud to twenty-eight students for one week. Every day for six consecutive days of reading aloud lessons, the team tested students' reading aloud literacy levels by calling students one by one to stand at the front of the class and read stories aloud in front of the teacher and classmates.

The second program is finding the main idea in a text or story. After implementing reading aloud in front of the class, students are taught to find the main idea in a text or story. The team teaches students to focus and read slowly so that students are careful in finding the main idea. Teachers also help students to find out what the main idea is in each story. Every day for six consecutive days of learning to find the main idea in the text, the team gave exam questions that had several stories in them to fourth grade elementary school students. In the exam questions, students are asked to find various main ideas in a story.

The third program is to tell the contents of the story book text using your own language. If the first is reading aloud by following the text of the book and the second is finding the main idea in a text or story, this time students are asked to retell the contents of the story book text in their own language and using the memorization Methodology. Students are asked to focus on reading a story that has been shared by the teacher and internalize the contents of the story in their hearts so that students can memorize the contents of the story. The teacher also gave an example of how to appreciate a story by focusing on the main idea in a story first, then memorizing several other texts and then telling them in your own language which is lighter than the text from a story book. After the teacher gives an example, the teacher teaches and assigns students to memorize and then tell the contents of the book in their own language.

Every day for six consecutive days of learning to tell stories in their own language, the team tested their level of ability by calling students one by one to stand in front of the class and retell the contents of the text in the storybook they had read in their own, more relaxed language in front of the teacher. and classmates.

Implementation Results

Before implementing the MBKM kampus mengajar program, the team asked the Indonesian language teacher for permission to implement the program. Then the team went to the fourth grade to explain the implementation of the MBKM kampus mengajar program in terms of reading aloud, retelling the contents of the text in their own language and finding the main idea in a text. Then the team distributed pre-test questionnaires to the twenty eight students to determine the initial reading literacy skills of fourth grade students.

The following are the results of fourth grade students' abilities in terms of reading aloud, retelling the contents of a text in their own language and finding the main idea in a text:

(Female student)

1. I really like reading.
Answer: 13 students answered SS, 3 students answered S, and 1 student answered TS.
2. I always read carefully.
Answer: 7 students answered SS, 9 students answered S, and 1 student answered KS.
3. I can't concentrate on reading if the atmosphere is busy.
Answer: 3 students answered S, 3 students answered KS, and 11 students answered TS.
4. I like to find the main idea in a story I read.
Answer: 9 students answered SS, 4 students answered S, and 4 students answered KS.
5. I was less enthusiastic when the teacher asked me to read in front of the class.
Answer: 2 students answered S, 11 students answered KS, and 4 students answered TS
6. I am willing to read texts in front of the class without being asked.
Answer: 1 student answered SS, 3 students answered S, 6 students answered KS, and 7 students answered TS.
7. In one day I can read at least one book.
Answer: 4 students answered SS, 6 students answered S, 5 students answered KS and 2 students answered TS.

8. In my spare time I prefer reading books rather than playing.
Answer: 6 students answered SS, 5 students answered S, 4 students answered KS, and 2 students answered TS.
9. During the holidays I still read books.
Answer: 4 students answered S, 2 students answered KS and 11 students answered TS.
   11. Taking part in extracurriculars is more fun than reading.
Answer: 11 students answered SS, 4 students answered S and 2 students answered KS.

(Male Student)

1. I really like reading.
Answer: 10 students answered SS, and 1 student answered S.
2. I always read carefully.
Answer: 3 students answered SS, 7 students answered S, and 1 student answered KS.
3. I can't concentrate on reading if the atmosphere is busy.
Answer: 1 student answered S, 3 students answered KS, and 7 students answered TS.
4. I like to find the main idea in a story I read.
Answer: 4 students answered SS, 5 students answered S, 1 student answered KS, and 1 student answered TS.
5. I was less enthusiastic when the teacher asked me to read in front of the class.
Answer: 9 students answered KS, and 2 students answered TS.
6. I am willing to read texts in front of the class without being asked.
Answer: 1 student answered SS, 5 students answered KS, and 5 students answered TS.
7. In one day I can read at least one book.
Answer: 1 student answered SS, 4 students answered S, 3 students answered KS and 3 students answered TS.
8. In my spare time I prefer reading books rather than playing.
Answer: 3 students answered SS, 1 student answered S, 3 students answered KS, and 4 students answered TS.
9. During the holidays I still read books.
Answer: 11 students answered TS.
10.Taking part in extracurriculars is more fun than reading.
Answer: 10 students answered SS, and 1 student answered S

After getting the results of the fourth grade students' initial abilities, the team implemented the MBKM campus teaching program with a reading aloud program, retelling the contents of the text in their own language and finding the main idea in a text. So the team created a post-test questionnaire to see the results of fourth grade students after completing the implementation of the MBKM campus teaching program.

The following are the results of fourth grade students' abilities in reading aloud, retelling the contents of a text in their own language and finding the main idea in a text after the implementation of the MBKM campus teaching program:

(Female student)

1. After the teacher implemented reading lessons, I started to like reading more.
   Answer: 12 students answered SS, and 5 students answered S.
2. After the teacher taught me how to find the main idea in a story, it became easy for me to find the main idea.
   Answer: 13 students answered SS, 2 students answered S , 1 student answered KS, and 1 student answered TS.
3. After the teacher taught me how to read, I became brave and enthusiastic about reading in front of the class.
   Answer: 11 students answered S, 4 students answered S, and 2 students answered KS
4. After the teacher taught me how to read, I was able to tell the contents of the book in my own language.
   Answer : 11 students answered SS, 3 students answered S, and 3 students answered KS.
5. After the teacher taught me how to find the main idea of a story, I became quick to understand the content of the story.
   Answer: 10 students answered SS, 2 students answered S, 1 student answered KS, and 4 students answered TS.

(Male student)

1. After the teacher implemented reading lessons, I started to like reading more.
   Answer: 9 students answered SS, and 2 students answered TS.
2. After the teacher taught me how to find the main idea in a story, it became easy for me to find the main idea.
   Answer: 4 students answered SS, 5 students answered S , and 2 students answered KS.
3. After the teacher taught me how to read, I became brave and enthusiastic about reading in front of the class.
   Answer: 5 students answered SS, 4 students answered S, 2 students answered KS, and 2 students answered TS.

4. After the teacher taught me how to read, I was able to tell the contents of the book in my own language.
   Answer: 8 students answered SS, 2 students answered KS, and 1 student answered TS.
5. After the teacher taught me how to find the main idea of a story, I became quick to understand the content of the story.
   Answer: 4 students answered SS, 5 students answered S, and 2 students answered KS.

Discussion

The results of implementing the MBKM kampus mengajar, namely reading aloud, retelling the contents of the text in your own language and finding the main idea in a text, are quite good. Of the twenty-eight students, twenty-six students were able to read aloud, retell the contents of the text in their own language and find the main idea in a text. Only two people haven't been able to.

Reading aloud is the activity of reading by voicing the text that is read with speech, appropriate intonation that allows the listener and reader to grasp the information. Reading aloud

also results in fourth grade elementary school students increasing their vocabulary and becoming more active in reading.

Then there is also retelling the contents of the text in one's own language, which means someone who has understood the contents of the text then retells it in oral or written form. All of this was obtained because of the feedback process that they had gone through, the result was that students became enthusiastic to move forward in class to retell the text and made students more confident and no longer shy. And finally, find the main idea in a text, which is the idea that develops the main paragraph. The main idea contained in the main sentence. From the results of this implementation, everything went well.

From the results of the implementation, there were several obstacles, such as in the class there were two people who could not read, so it was difficult for them to carry out the implementation. And there are also some students who don't want to learn, making it difficult for them to understand the application. However, the implementation team tries to make students focus more on learning, for example the team reprimands students who are noisy in class during the learning process, thereby making students orderly and follow the learning. And in the end all students focused and understood the learning that the team had implemented.

Conclusion

The implementation of MBKM kampus mengajar at Elementary School 064034 Medan can increase students' reading literacy (92%). Twenty-six of the twenty- eight students were able to read aloud, retell the contents of the text, and find the main idea. In other words , the MBKM kampus mengajar program is beneficial for students.

Notes Of Giving Thanks
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Suggestions
The implementation team recommends that 4th grade students at Elementary School 064034 Medan continue to implement and improve reading literacy, so that students get used to reading, gain knowledge, become smarter at reading aloud, retelling stories and being able to find the main idea in the text. The team also provided suggestions for teachers to carry out reading literacy activities in all subjects but by collaborating with interesting activities such as literacy games. So that students don't get bored and are enthusiastic about learning.

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Subtitling as Cultural Translation: A Case of Indah Asmigianti on OmeTV

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Abstract-- Subtitling strategies used by subtitlers in translating words, phrases, and speaker's utterances in the audiovisual field. The aim of this study was to analyze the types of subtitling strategies used by Indah Asmigianti on OmeTV. It adopted a descriptive qualitative Methodology. The subject of the study was the video of Indah Asmigianti taken on YouTube in January 2023, complete with subtitles. The focus was on the conversation between Indah Asmigianti and strangers. The subtitling strategies were categorized according to Gottlieb's theory (1992). The result revealed eight types of subtitling strategies used, namely: paraphrase (33.2%), transfer (22.1%), condensation (11.1%), expansion (8%), deletion (5.3%), imitation (5%), resignation (4.2%), and decimation (3.2%). Transcription and dislocation strategies were not found in this research. The most frequently used strategy was paraphrase. This research contributes to understanding the complexity of subtitling as a form of cultural translation.
Keywords: Translation, Subtitle, Subtitling Strategies, OmeTV.

Introduction

In today's globalized world, technology cannot be separated from human life both in communication and also culture. Technology, especially the internet has woven a web that connects individuals across geographical borders, enabling them to stay connected and informed from virtually any location. In this digital age, people have access to an array of devices, such as smartphones, laptops, and tablets which facilitate direct communication over the Internet. Nowadays, the younger generation communicates through online interactions with strangers, and one of the popular platforms that connects people in different countries to get new experiences in communication is OmeTV.

OmeTV is a video chat platform designed to connect random users from diverse backgrounds. It fosters video conversations among individuals of varying genders, cultures, languages, and nationalities. Users, however, have no control over the selection of their conversation partners, making every interaction unpredictable. This platform has gained popularity in today's digital landscape, especially among the younger generation who seeks unique and spontaneous communication experiences. Among those who embrace this trend is Indah Asmigianti, a content creator who records her conversations on OmeTV and shares them on YouTube. These interactions offer a fascinating window into the world of spontaneous and cross-cultural dialogues. Through her YouTube channel, Indah Asmigianti has amassed a following of three million subscribers. She is showcasing her remarkable ability to communicate fluently in multiple languages, including English, Korean, and French. Her captivating content resonates with

a wide-ranging audience, with a particular appeal to the younger generation in Indonesia and beyond.

One of the interesting aspects of Indah Asmigianti's content is the use of subtitles which are often found in films. However, what is different in this research is the use of subtitles on the YouTube channel which contains conversations from OmeTV. Within the realm of OmeTV, English dominates as the main language of communication, connecting individuals from various linguistic backgrounds. However, considering that many countries have their native language, it requires the help of a translator to understand the content of the information. This process is known as translation, and the individual responsible for writing down the text and translating the content into another language is called a translator.

The translator is the person who transfers the message from one language to another language. Hatim and Munday (2004: 6) stated that translation is the replacement of written material in one language (SL) with equivalent written material in another language (TL). The essence of translation lies in reproducing the source language as closely as possible to the original text, aiming for equivalence in the target language. Translation serves as a fundamental component in bridging communication between two distinct languages. Furthermore, in the process of transferring text, the translator must meticulously consider the grammatical structure, context, and cultural nuances of the content to yield a quality of translation.

In the current digital age, YouTube stands as a prevalent platform for global audiovisual communication. While English is widely used, some content creators employ subtitles to address language diversity, enabling them to reach a broader audience. The effective implementation of subtitling translation strategies is essential for producing high-quality subtitles, fostering cross-cultural communication through language, and sharing ideas, lifestyles, and cultural values across different parts of the world.

Arbain (2020) stated that subtitling is translation of spoken dialogue from the source language (SL) into the target language (TL), with synchronized captions displayed at the bottom of the screen. This process necessitates meticulous consideration of linguistic nuances, cultural context, and grammatical structure to ensure high-quality translations that resonate with the target audience.

Subtitling described by Gaemi and Benyamin (2010:41), subtitling is the rendering of the verbal message in movie media in different languages, in the shape of one or more lines of written text, which is presented on the movie screen. Agustina and Joni (2019) proposed that subtitles are texts displayed on the screen that serve to supplement or replace the audio of a video, such as dialogue or voice-over spoken by the characters, and these texts are synced with the video. Subtitling plays a vital role in this process. It involves rendering verbal messages into written text, making them accessible to audiences in various languages. However, this translation process can be challenging, as it necessitates precise language matching between the source and target languages. Subtitles must navigate these linguistic nuances to convey thoughts and ideas accurately, ensuring that viewers can easily understand the content. In this context, the role of subtitling becomes critical for enhancing the accessibility and global reach of multimedia content.

Subtitle strategies are a strategy of language transfer used in translating visual media such as television and YouTube Videos. The goal is to facilitate the conversion of spoken language into written form to convey information within a limited space. Gottlieb (1992:166) argues that subtitling strategies are used by subtitlers to translate words, phrases, sentences, and spoken utterances in the audiovisual field. The purpose of subtitle translation is to translate spoken language into written form and transfer information to the audience. Gottlieb (1992:166) classified

ten types of subtitling strategies, namely paraphrase, transfer, condensation, expansion, deletion, imitation, resignation, transcription, dislocation, and decimation.

In the case of Indah Asmigianti's YouTube channel, subtitlers play a pivotal role in enhancing language learning for viewers. Conversations that transpire in English (SL) are thoughtfully translated into Indonesian (TL), this process aids in bridging language gaps and improving viewer comprehension through diverse subtitle strategies. However, the research also uncovers certain challenges, where not all elements of the source language (SL) are fully translated into the target language (TL). Differences in word count between SL and TL, where words from SL are omitted or imitated in TL, are among the intriguing phenomena that merit exploration.

To increase the depth of understanding of the phenomena, this research follows in the footsteps of previous studies that have delved into subtitling strategies. Ratusmanga and Napu (2019) employed Gottlieb's theory to analyze the subtitles of the movie "Ride Along." This research aimed to investigate subtitling strategies in the movie.The finding shows that there are only 5 strategies in the movie appear, namely: paraphrase, imitation, decimation, deletion and expansion. Given the unique context of subtitling in Indah Asmigianti's OmeTV content, this research embarks on a similar journey to analyze the subtitling strategies employed in this specific digital realm.

Considering the phenomena, the researcher's curiosity is piqued, prompting an in-depth analysis of the subtitling strategies utilized by Indah Asmigianti on OmeTV. This research aims to analyze the types of subtitling strategies are used by Indah Asmigianti in OmeTV. The researcher hopes that research will provide valuable insights into subtitling strategies for future research or subtitling projects.

Research Methodology

The Methodology used in this research was a descriptive qualitative Methodology to analyze to analyze the types of subtitling strategies. It approach is an appropriate Methodology to do this study because it is about types of subtitling strategies that were found in Indah Asmigianti's subtitle on her YouTube Channel. The data of this study were English utterances complete with the subtitle. The source of data is the utterances of Indah Asmigianti and four strangers on the YouTube with a title "Korean People Got Shocked When I Spoke Their Language" published on January 02, 2023. The English utterances as the source language and Indonesian subtitling appear in the screen as the target language.

According to Roscoe (1975), when conducting qualitative research and the population is less than 30, it is possible to sample the entire population. This means that the researchers selected all conversations with strangers, including the host on her YouTube channel, for analysis. The data took the form of transcripts of the subtitling, which were organized into clauses and classified into types of subtitling strategies based on Gottlieb's theory (1992).

Findings And Discussion

From the research that has been done in analyzing the utterances between Indah Asmigianti and the strangers. Subtitle strategies were applied in Indah Asmigianti's subtitles where English as the source language (SL) and Indonesia as the target language (TL). Paraphrase strategy was the most dominant strategy applied by the subtitler while transcription and dislocation were not found. Paraphrase strategy occurs to adapt the structure to the target language and make own language without changing the conveyed message.

Typically, paraphrase strategy is applied to make it easier for viewers to understand the target language. It was happened because the utterances in the video used informal language which had aim to get attention of attracting the viewer's attention, providing entertainment through subtitles, and keeping the viewer enjoying the video. Meanwhile, transcription was not used in this research because nothing third language in the subtitle and dislocation was not found because did not specific sound in the conversation of the video to be shown in the subtitle.

The types of subtitle strategies by Gottlieb (1992) were used in this research. There were eight out of ten strategies found with the total frequencies 174. It can be seen in Table.1 below.

Tabel 1. Types of Subtiling Strategies

No	Types of Subtiling Strategies	Frequency	Percentages (%)
1.	Paraphrase	63	33.2
2.	Transfer	42	22.1
3.	Condensation	21	11.1
4.	Expansion	15	8
5.	Deletion	10	5.3
6.	Imitation	9	5
7.	Resignation	8	4.2
8.	Decimation	6	3.2
9.	Transcription	-	-
10.	Dislocation	-	-
	Total	**174**	**92.1**

Table. 1 above, the subtitle strategies used by Indah Asmigianti in OmeTV through subtitles on her YouTube channel from the most frequently to the least commonly used strategies. A through explanation of each subtitling strategiey along with the examples and the respective contexts are presented as follows:

1. Paraphrase Strategy

The paraphrase strategy is used when the translator changes the wording of a sentence to make sure the meaning is clear in the target language and sometimes adds more information based on context.

Sess. 2/ Data. 51/ B2

SL: So that's how I get the accent.

TL: *Karena itu aku bisa aksennya.*

In the data 46, the utterance **"So that's how I get the accent"** of source language was translated into**"*Karena itu aku bisa aksennya"*** in target language. Here, the subtitler was applied paraphrase strategy by changing structure without changing message to make the viewer easier to understand the context. The subtitler also focused on finding the closest equivalent. Hence, in the target language is still maintained the same context and

the meaning in source language. This utterance happened when Indah speak Korean language.

2. Transfer Strategy

Transfer strategy is a translation strategy that involves reconstructing the original text in the target language as closely as possible, without making any changes or omissions.

Sess. 1/ Data.28/ B1

SL: Don't lie to me?

TL: *Jangan bohong samaku.*

In the data above, transfer strategy was applied by subtitler. The source language **"Don't lie to me?"** was translated into target language **"*Jangan bohong samaku.*"** It was happened because nothing adding information. This happened because there was no additional information. The subtitler translate words completely from the source language. In the target language subtitler maintain the same equivalence from the source language. The utterance occurred when Indah guessed what a stranger had said to her.

3. Condensation Strategy

Condensation strategy involves shortening the source language into the target language by leaving out unimportant parts but preserving the message.

Sess. 3/ Data. 101/ B3

SL: Don't be like that.

TL: *Jangan gitu…*

The data above showed that the utterance **"Don't be like that"** was translated into **"*Jangan gitu".*** It has been analysed as condensation strategy. The subtitler shortens the target language but is clear. It shows that this strategy does not waste many words in the subtitle but also does not lose the meaning.

4. Expansion Strategy

Expansion strategy is used when the translator adds extra information to the translated text to explain something that is not clear in the original language because of cultural references. This is done to help the reader understand the meaning better.

SL: Can you sing?

TL: *Kamu bisa nyanyi sedikit enggak?*

In the data above, the clause **"Can you sing?"** of source language was translated into **"*Kamu bisa nyanyi sedikit enggak?*"** in target language. Here, the subtitler was applied the expansion strategy. The word **"*sedikit enggak"*** is used to explain about the stranger because in the previous conversation of this utterance, he said he had a song in Spotify. It means that the subtitler using this strategy which need more explanation in the target language.

5. Deletion Strategy

Deletion strategy involves removing parts of the source text deemed unimportant by the translator and refers to the complete elimination of certain parts of a text or expression.

Sess. 4/ Data. 178/ G1

SL: I would always say no, I'm sorry, thank you.

TL: *Aku selalu menjawab enggak.*

Based on the data above, it can be seen that the utterances of **"I would always say no, I'm sorry, thank you"** as a source language was translated into **"*Aku selalu menjawab***

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enggak" in the subtitles of the target language. Deletion strategy occurred in this data. The word **"I'm sorry, thank you"** in this term was deleted by subtitler without changing the information to the viewer.

6. Imitation Strategy

Imitation strategy is a translation strategy that keeps the same wording, often for proper. This strategy can be used for specific terms such as names of people, places and the product name.

Sess. 3/ Data.78/ B3

SL: Yeah, my music inside of the Spotify yeah.

TL: *Iya musikku ada di Spotify.*

In the data above happened between Indah and a stranger boy. They were talking about music and his music. Besides that, it can be seen that there is the name of application music (Spotify). The subtitle shows the same original name in the target language. This is applied in imitation strategy.

7. Regisnation Strategy

Resignation strategy occurs when there is no way to transfer the message from the source language to the target language, resulting in an untranslatable source text. It is the strategy used when no translation solution can be found and meaning is lost.

Sess. 2/ Data.70/ B2

SL: No, I am nineteen.

TL: -

Based on 2 the data above, **"No, I am nineteen"** it can be seen that registration was happened because the subtitler not transferring the message into target language. The subtitler do not transferring the meaning because viewers already understand the meaning of what they say. Those are utterances of registration strategy.

8. Decimation Strategy

Decimation strategy is an extreme form of condensation where important elements are omitted, causing confusion for the audience, such as in a scene where characters are speaking too fast during a disagreement.

Sess. 3/ Data.99/ B3

SL: Ah, you're YouTuber and Tiktoker

TL: *Oh, gitu.*

In the data above has been analyzed as decimation strategy. The utterance comes from a stranger who is talking with Indah. This situation occurs when Indah and a stranger talk at the same time which makes their speech unclear. Here, the subtitler condenses the target language.

Conclusion

This study shows that making Indonesian subtitle has some typical challenges. One of them is the cultural differences between the source language and the target language as well as between the viewers of the source language and the target text. From ten strategies proposed by Gottlieb (1992), the researcher found that there were eight types of subtitle strategies which consist Paraphrase (33.2%), Transfer (22.1%), Condensation (11.1%), Expansion (8%), Deletion (5.3%), Imitation (5%), Resignation (4.2%), and Decimation (3.2%). %). It can be concluded the most dominant strategy used was Paraphrase strategy. This occurs because the subtitler needs to adjust the words in the source language to make it shorter, more effective, and more accurate but maintains the message. In addition, transcription was not found because a subtitler not used third language in the target language and dislocation was not found because did not specific sound in the conversation of the video to be shown in the subtitle.

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Language Disorders in Slurred People (Lisp)

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Abstract: A motor speech disorder that causes slurred or slow speech that can be difficult to understand. It occurs when the muscles used for speech are damaged, paralyzed, or weakened, making speaking difficult. People with dysarthria understand language and know what they want to say, but muscle weakness makes it hard to communicate effectively. Phonology, as the study of sound, involves transcribing sounds phonetically in detail from those produced by the speaker's articulator. This research was qualitative, with a case study, with the subject or informant being a lisp sufferer. The data collection technique in this study was taking notes and recording, which were then described descriptively. This research found that language disorders in people with slurred speech can be experienced by siblings. This study proves that slurred speech can occur in the pronunciation of /r/ to become /l/, according to the speaker, who finds it easier to speak the phoneme he wants to say. This research also proves that a hereditary factor is one of the causes of slurred speech and that the position and type of the phoneme /r/ affect the pronunciation of people with lisps.

Keywords: Language disorders, Slurred, Dysarthria, Psycholinguistics

Introduction

Language ability and speaking ability are influenced by both intrinsic and extrinsic factors. Intrinsic factors, which are congenital conditions at birth, include the physiology of the organs involved in language and speech abilities. According to Arnold (Encyclopedia Britannica), the extrinsic factor is a stimulus that is present around the child or person, particularly the words that are heard or addressed. Human communication is an overly complex process, especially oral communication. Pronunciation of human utterances can begin with the formulation of ideas that exist in the human brain, after which the brain instructs the speech apparatus, which consists of many other sound production tools. The speech apparatus is a human body device that serves as a sound source. The process of human speech production involves the flow of air from the lungs, the vibration of the vocal folds, the modification of sound by the vocal tract resonators, and the shaping of sound by the articulator (Ramoo, 2021). The articulator includes the tongue, lips, and soft palate, which shape the airflow and modify the sound produced by the vocal folds, allowing for the production of specific speech sounds and recognizable words.

In the human body, the source of sound is divided into three parts: the oral cavity (articulator), the throat, and parts of the body cavity (Rahyono in Kushartanti dkk., 2005: 33). These speech organs generate a wide range of language sounds, which are formed in phonemes as consonants and vowels. Speech organs that produce language sounds will develop perfectly in accordance with human aging (Lauder, 2007). Communication will be clearer, and language proficiency will improve with a properly functioning sound organ in the body cavity. However, according to Yahya (2020) if language sound devices do not function properly or do not develop

properly with age, it will impede language proficiency or cause ambiguity in the communication process. The process of human speech production involves the coordination of various structures and mechanisms, including the respiratory activator, the phonating sound generator in the larynx, the sound-molding resonator in the pharynx, and the speech-forming articulator in the oral cavity (Arnold in Encyclopedia Britannica).

These structures work together to produce intelligible speech. Intrinsic factors, such as congenital conditions, play a role in language and speech abilities. According to Negus (1938) The physiology of the organs involved in language and speech, including the sound organs in the body cavity, can influence language proficiency. If these organs do not function properly or do not develop properly with age, it can affect the clarity and accuracy of speech production. Extrinsic factors, on the other hand, refer to the stimuli present in the environment, particularly the words that are heard or addressed. Language input and exposure to language play a crucial role in language development and proficiency. The quality and quantity of language input can impact the development of language skills and the ability to communicate effectively.

Language disorders can occur because of damage or abnormalities in parts of the human brain, but it cannot be denied that speech is an important aspect of the language process in conveying thoughts that have been processed in the brain. Chaer (2008:8) compared the language process to a computer process. It begins by storing all input as electronic codes, which can then be retrieved when needed (Nuryani and Putra, 2013:77). Because the speech organs are not fully formed in children, they do not function properly, resulting in imperfect language sounds. Adults, on the other hand, are not accustomed to pronouncing phonemes that are less than perfect. A lisp is an impaired pronunciation of the phoneme "r" in children but especially in adults. It is also known as a lisp in children, but because the formation of the sound apparatus is not yet complete in these children, it is normal to have difficulty pronouncing the phoneme /r/. People with lisps face a communication barrier that can undermine their self-esteem.

Lisp is distinguished by an imperfect pronunciation of the phoneme /r/, which sounds like the phoneme /l/. However, in this case, the phoneme /r/ does not always become the phoneme /l/ due to imperfect pronunciation. There are many other names or sounds that can be used as substitutes for the phoneme /r/, such as /y/, /l/, /w/, and /h/. The phoneme /r/, which is a consonant in a word, can occupy any position in the word, including the beginning, middle, and end, as in draw, world, and clear (Chaer, 2009). Lisp will impede communication because the message conveyed or listeners or interlocutors, particularly in patients with acute lisp, do not easily understand utterances uttered by lisp sufferers in communication.

Language skills will be disrupted if the means of production are damaged (Chaer, 2009: 148). Slurred people's speech will be quite different from normal people's speech in general. Slurred language disorders are caused by two factors, according to scientific and language journals: physiological (body anatomy) and neurological (brain nerve disorders). Trauma (a head injury) can cause neurological factors, whereas ankyloglossia (a short tongue or scientific language) can cause physiological factors. In the medical world, slurred language disorder is known as dysarthia, which means the inability to pronounce certain phonemes when communicating. Dysarthia is a language disorder caused by a combination of medical conditions. Medical factors behind the occurrence of dysarthia in a person can be caused by factors within the sufferer or factors outside the sufferer.

One of the studies conducted by Matondang (2019) with a 27-year-old research object emphasizes psychological and neurological aspects with an auto graphic transcription. The conclusion of this research is that the cause of the slurred speech was psychological factors when

the mother was a child, which affected the neurological research object. Other cases, such as Andriyana (2020), the study used a qualitative Methodology with a case study approach to examine the differences and variations in the pronunciation of the /r/ phoneme in two individuals (teenagers) with cleft palate, AEP (22 years) and IMI (23 years). The study contributes to the field of phonology and speech therapy by providing insights into the phonological disorders and variations in individuals with cleft palate, which can inform the development of effective speech therapy interventions.

From the several studies that have been stated above with various causes, the researcher saw that this slurred study was mostly carried out in adults who physically had their articulator able to produce good sounds. Meanwhile, dysarthria does not affect the intelligence or level of understanding of the sufferer, even if they are adults, teenagers, or children. Language disorders can be identified if humans have spoken to them. If there is a disturbance in language ability that is not shown in the form of speech or speaking, then the cause of the language disorder cannot be detected. Language processing is very closely related to speaking ability. This gap is what makes researchers interested in investigating language disorders in children with slurred speech and their causes.

Theoretical Review

1. Language Disorder

Talking is the most prevalent form of communication. It appears that the act of speaking to explain what humans believe is simple since it is effortless. They consider what they want to say before saying it. It is, however, caused by extremely strenuous motions of the head, neck, chest, and belly. Normal speech can be affected by an injury or abnormality at these places. As a result, for some people, the act of vocalizing their ideas and producing them in sound is difficult. The number of people suffering from linguistic disorders is fairly large.

Language dysfunction is the inability of humans to communicate effectively. Some disorders are caused by genetic or developmental issues, while others are caused by brain injury. The phrases speech and language problems are frequently used interchangeably, making it difficult to distinguish between the two. Language problems are defined by Lanier (2010: 11) as "the inability to understand, form, or use words correctly." They can manifest themselves in both verbal and nonverbal communication." People with language disorders understand exactly what they want to say and how to use language in every suitable situation.

However, they struggle to produce the sounds needed to communicate properly. Their problems may range from being unable to pronounce a certain letter or sound to being unable to make comprehensible speech. However, some patients with language problems do not grasp the utterances they have created. This serious illness can affect both children and adults. Individuals with language disorders are frequently considered intellectually inferior, despite their great IQ. Furthermore, many people who have a speech issue suffer from depression as a result of a negative self-image. Stuttering, aphasia, cluttering, autism, lisp, dysarthria, apraxia, dysgraphia, and dyslexia are all examples of language disorders (Sleeper, 2007: 69–90).

2. Language Production

Language is used in everyday life to communicate with others. In other words, language is the most fundamental component that allows communication to take place in society. According to Itqiana (2006: 4), language is a code that one learns to utilize in order to communicate ideas and express desires and needs. Language began as an action form used to carry intense feelings unknowingly, and this sensation is subsequently processed by the brain and executed as a

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language. Taylor (1990: 363) shows how brain injury can selectively disrupt linguistic processing. When language is compromised, linguistic things learned early in childhood are more likely to be remembered than those learned later. Language learning, according to Chomsky, is something that happens to the kid when he or she is placed in the proper environment, much as the child's body develops and matures in a predictable manner when given sufficient nourishment and environmental stimuli.

   3.Lisps

   Lisp is defined by Lanier (2010: 24) as an articulation disease in which the afflicted mispronounces the letters "s" and "z." in English or the letter "r" in Indonesian. For example, in English, a person may say "y" instead of "yes," or "t" instead of "sat," or "telul" instead of "telur" in Indonesian. In severe situations, the sufferer's tongue may protrude from the mouth while forming particular letters, such as a quiet "th" sound. According to Lanier (2010: 26), lisps can be caused by causes such as tooth or oral structural problems, cleft palate, or hearing loss. Furthermore, an unintentional imitation of other lispers may lead to the appearance of a lisp. Although a lisp caused by missing teeth is only transitory, one that persists throughout school and adulthood can cause shame and bullying.

   A lisp is an incorrect pronunciation of the phoneme "r" in children and adults alike. In children, it is also known as a lisp, but because the creation of the sound apparatus is not yet complete, it is natural to have difficulties pronouncing the phoneme /r/. People who stutter have a communication obstacle that might lower their self-esteem. The incorrect pronunciation of the phoneme /r/, which sounds like the phoneme /l/, distinguishes Lisp. However, because of incorrect pronunciation, the phoneme /r/ does not necessarily become the phoneme /l/ in this circumstance. Many other names or sounds, such as /y/, /l/, /w/, and /h/, can be used as substitutions for the phoneme /r/. Fortunately, lisps are typically correctable. Many people with lisps frequently repair the problem on their own in the absence of a physical reason, although it generally takes months of retraining.

Research Methodology

   Sources of data are informants (students) at Andriani Private, whose initial names are KB, 10 years old with a lisp /r/, and M. SAF, 15 years old with a lisp /r/. They are siblings. So that they find it difficult to pronounce words that contain the letter /r/ is a common issue, especially for non-native English speakers. The letter /r/ can be pronounced differently in different languages, which can make it challenging for non-native speakers to produce the correct sound in English. To improve pronunciation, it is important to practice and focus on the correct placement of the tongue and lips when producing the /r/ sound. Breaking down the word into syllables and practicing each syllable separately can also be helpful (Oliveira in Espresso English).

   To achieve this aim, this research used a naturalistic qualitative descriptive approach to express words or utterances produced by research objects in natural conditions (natural settings). The data collected is in the form of words or utterances produced by the object of research and then analyzed by following predetermined work steps. The working step of this Methodology is to analyze and describe the words or utterances produced by the research object, both in the form of speech errors experienced by the object of research (Mukhtar, 2013: 10).

   Researchers collect data based on observations of reasonable situations as they are, without being intentionally influenced (Nasution, 1996:9). The approach used in this research is a case study. A case study is a Methodology for understanding individuals that is carried out in an integrative and comprehensive manner to obtain an in-depth understanding of the individual and

the problems they face, with the aim of solving the problem and obtaining good self-development. (Susilo Rahardjo, 2011).

The data collection technique in this study was through listening, writing, and recording techniques, which were then described descriptively. It is said to use a descriptive-qualitative Methodology for several reasons. First, the data will be described descriptively. Second, the data was transcribed into writing, and there was no data in the form of numbers. For this reason, it can be said that the data collected is qualitative. Based on these two things, this study uses descriptive qualitative research Methodologys.

Finding and Discussion

Based on the results of the speech recordings of the research objects in everyday conversations for 3 weeks, the following data can be obtained.

Table 1. Phoneme Change Process in KB's Speech

Speech	Meaning	Phoneme Change
Angli	Angry (Marah)	/r/ → /l/
Blead	Bread (Roti)	/r/ → /l/
Led	Red (Merah)	/r/ → /l/
Capboald	Cupboard (Lemari)	/r/ → /l/
Pictul	Picture (Gambar)	/r/ → /l/

Table 2. Phoneme Change Process in M. Sas Al Fatih's Speech

Speech	Meaning	Phoneme Change
Eal	Ear (Telinga)	/r/ → /l/
Genle	Genre (Gaya)	/r/ → /l/
Flaidey	Friday (Jum'at)	/r/ → /l/
Gloly	Glory (Kejayaan)	/r/ → /l/
Flee	Free (Bebas)	/r/ → /l/

In this part, it can be divided into several parts with subheadings, as follows:

Sub-Result and Discussion

Based on the data table above, there are several words that indicate a language disorder, namely slurred which can be seen from the change in the phoneme /r/ to the phoneme /l/. However, the pronunciation of words that do not contain the phoneme /r/ is very clearly pronounced as it should be. This can be seen in the evidence of the following record conversation excerpts: R (Researcher), I (Informant).

A. The first speaker, KB (10 years old)

    1. Angli → Angry (Marah)
    R: Who knows the antonym of patient?
    I: Me…me…me miss
    R: Yes, Bilqis, what?
    I: Angli
    R: Alright

 In the dialogue above, Bilqis pronounces the word angry become angli. There is an omission of the sound /r/ in the end of the word and a replacement of the sound /r/ to /l/ in the end of the word. She could not pronounce the phoneme /r/ well, so she replaced it with the phoneme /l/ because she felt it was easier to pronounce. But this still does not eliminate the true meaning of the word Angry.

    2.Blead → Bread (Roti)
    R: What breakfast was bilqis this morning?
    I: A blead, miss
    R: Wow, it is delicious

 Balqis changed the word bread to blead because she could not pronounce the phoneme /r/ so she replaced it with the phoneme /l/. Removal of the sound /r/ in the in front position of the word and replacement of the sound /r/ with /l/ in the front position of the word. But still does not eliminate the true meaning of the word bread (roti). When seen in the context of the question, KB mentions the word blead as bread.

    3.Led → Red (Merah)
    R: What colour is Bilqis wearing today?
    I: led clothes miss.

 Balqis said the name of the colour was led, which should be red because she could not pronounce the phoneme /r/, so she replaced it with the phoneme /l/. The omission of the /r/ sound in the front position of the word, however, does not eliminate its true meaning as a house (rumah) word.

    4.Cupboald → Cupboard (Lemari)
    R: What is this picture?
    I: Cupboald miss.
 In the conversation above, it can be seen that Bilqis pronounced the word cupboard to be cupboald. There is an omission of the sound /r/ at the end of the word and a replacement of the sound /r/ to /l/, because it is easier to pronounce. But still does not eliminate the true meaning as cupboard (lemari).

5. Pictul → Picture (Gambar)
I: Miss… miss… what is that pictul?
R: This picture is candy.

It can be seen that Bilqis pronounced the word picture to become pictul. There is an omission of the sound /r/ at the end of the word and a replacement of the sound /r/ to /l/ in picture words, because it is easier to pronounce. But still does not eliminate the true meaning as the word picture (gambar).

B. The second speaker, M. SAF (15 years old)
1.Eal→ Ear (Telinga)
R: Which is your ear?
I: This is my eal, miss

The dialogue above occurs when Fatih is playing the games with his teacher in tutoring. It can be seen that Fatih pronounced the word ear to become eal. There is an omission of the sound /r/ at the end of the word and a replacement for the sound /r/ to become /l/ at the end of the word. He could not pronounce the phoneme /r/ properly and perfectly so he replaced it with the phoneme /l/ because according to him it was easier to pronounce. However, it still does not eliminate its true meaning, namely as ear.

2. Genle → Genre (Gaya), Gloly → Glory (Kejayaan)
I: Miss... miss... do you know this film?
R: Yes, i know. I already watched this film.
I: The title of this film is gloly. It is a amazing film
R: Wow. do you like action genre film?
I: Yes, i like action genle film miss.

This conversation can be seen that Fatih said the word glory becomes gloly, the word genre becomes genle. Fatih removes the sound /r/ at the two the end of the word and replaces the sound /r/ with /l/ at two positions of the end of the word. Because he could not pronounce the phoneme /r/ properly and perfectly, he replaced it with the phoneme /l/. However, it still does not eliminate its true meaning, namely gloly as glory (kejayaan) and genle as genre (gaya).

3. Flaidey → Friday (Jumat), Flee → Free (Bebas)
R: April 7th, we are off.
I: Really? What day is that, miss?
R: Friday, commemorating the Day of Death of Isa Al Masih, becomes a red date.
I: Yes, Flaiday is flee, yay...

The disturbance experienced by Fatih was that he could not pronounce the words Friday and free. He removed the sound /r/ to become /l/ in front of position of the word Friday and free replaced the sound /r/ to become /l/ in front of position of the word Friday and free. Meanwhile

the word flaidey and flee still do not eliminate its true meaning, namely flaidey as friday (Jumat) and flee as free (bebas).

Besides that, the factors that affect KB and M.SAF are not being able to say the letter /r/, which then changes it to the first letter /l/, Ankyglossia, also known as "tongue tie", is a condition where the tongue is attached to the floor of the mouth by a short and thick band of tissue called the frenulum. This condition can affect speech and language development as it can limit the movement of the tongue and make it difficult to produce certain sounds. Ankyloglossia often affects a person's ability to pronounce sounds such as /t/, /d/, /l/, and /r./. As an example of the case that occurred by KB and M.SAF, namely changing the sound /r/ to /l/. In medical science, surgery to cut or repair the frenulum can help treat this problem.

A motor speech disorder that causes slurred or slow speech that can be difficult to understand. Dysarthria occurs when the muscles used for speech are damaged, paralyzed, or weakened, making speaking difficult. People with dysarthria understand language and know what they want to say, but muscle weakness makes it hard to communicate effectively (Melati, 2019). Dysarthria can be caused by nervous system disorders, conditions that cause facial paralysis or tongue or throat muscle weakness, and certain medications.

In addition, according to Vogindroukas et al (2022) there are also neurological factors that play an important role in speech function. Neurological factors can also contribute to language disorders, as they can affect the brain's ability to process and produce language. For example, conditions such as autism spectrum disorder, attention deficit hyperactivity disorder (ADHD), and cerebral palsy can all impact language development.

Another factor is that articulation function disorders refer to difficulties with producing speech sounds correctly. Cerebral palsy is a neurological condition that can affect muscle control and coordination, including those used for speech production. Treatment for articulation function disorders may involve speech therapy to improve speech sound production and oral motor skills.

After it is known that the participants were diagnosed with these disorders, it is also known that hereditary factors can play a role in speech disorders. Lisp is a language disorder experienced when communicating, characterized by difficulty in pronouncing certain sounds correctly. Lisp is often linked to genetics or heredity, in which children have a tendency to adopt unusual speech patterns or have difficulty controlling their tongue and lips.

Conclusion

Most patients who have difficulty creating language will also have difficulty comprehending language, and vice versa. Many patients who have a spoken language impairment will also have a written language deficiency. Language dysfunction is the inability of humans to communicate effectively. Some disorders are caused by genetic or developmental issues, while others are caused by brain injury. People with language disorders understand exactly what they want to say and how to use language in every suitable situation. However, they struggle to produce the sounds needed to communicate properly.

There are several causes of lisp. Due to physiological factors, the tongue of a lisp sufferer is unable to hit the palate perfectly, so they are unable to pronounce the phoneme perfectly. Such a condition is called a short tongue (ankyglosia). Then slurred speech can also be caused by neurological factors, such as Down syndrome due to stroke or in people with diseases related to the nerves. Slurred speech sufferers are unable to move the tongue perfectly, so the articulation is not right.

Slurred speech can also be caused by impaired function of the articulation organs caused by brain abnormalities, for example, in patients with cerebral palsy, where nerve paralysis causes motor muscle weakness. Weakness of the motor muscles results in reduced speed of the tongue and causes a lisp. In addition to the factors already mentioned, lisps can also be caused by heredity. A lisp due to heredity is a lisp that passes on the short tongue trait to its offspring. In this study, there were informants who still had family relations, namely KB and M. SAF who were brothers and sisters. So, it is proven that slurred speech can have an impact on heredity.

From the results of the research conducted, the authors draw the conclusion that language disorders in people with slurred speech can be experienced by siblings. This study proves that slurred speech can occur in the pronunciation of /r/ to become /l/, according to the speaker, who finds it easier to speak the phoneme he wants to say. The change in the phoneme /r/ to /l/ appears in the speech of an informant named M. Sas Al Fatih, aged 15, and his younger sibling, Kirana Balqis, aged 10, who changed the phoneme /r/ to the phoneme /l/. This research also proves that a hereditary factor is one of the causes of slurred speech.

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Translating British Folktales into Indonesia: Analysis of Localization

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Abstract: This study explored the localization of British folktales into Indonesian within the Ruangguru application, analyzing translation techniques and cultural adaptations. It emphasizes the importance of preserving the essence of these tales while making them relatable to the Indonesian audience. The study identifies techniques such as cultural adaptation, simplification, and idiomatic expressions in the localization process. It also highlights the impact of localization on cultural authenticity and relevance in the translated folktales, shedding light on how these stories are effectively adapted for Indonesian readers in digital learning environments.

Keywords: Translation techniques, folktales, localization

Introduction

In this digital era, people spend more of their time looking for entertainment through gadgets and computers. When science and technology is growing rapidly, the learning process is no longer monopolized by teacher presence in class. Students can study anytime, anywhere. Students can learn anything according to the interests and learning styles of each student. Designer Learning must be able to design learning using various types appropriate media and learning resources, so that the learning process can be carried out attractively, effectively and efficiently. Rossi and Biddle (1966: 3) believe that the media learning are all tools and materials that can be used for purposes education, such as radio, television, books, newspapers, and magazines. More specifically, the concept of media in the teaching and learning process is often interpreted as graphics, photography or electronic devices that capture, process and reconstruct visual or verbal information.

The Ruangguru application is one of media and the end result of innovation diffusion. It is based on the theory of innovation diffusion made popular by Everett M. Rogers in his book "Diffusion of Innovations," which states that innovation is an idea, practice, or object that is perceived as novel by a person or other unit of adoption. In other words, an innovation is a thought that is novel to a person. The response determines the uniqueness of the idea; if a thought looks novel to the individual, it is innovative (Rogers, 2003).

An operational permission for the Ruangguru application is already in place and has the number 3/A.5a/31.74.01/-1.851.332/2018. In Indonesia, the Ruangguru app has evolved into a mobile tool for non-formal education (Haris et al., 2019). Students and learners can use the Ruangguru application's learning system to participate in teaching activities in-person or virtually anywhere. Users can benefit from the free Ruangguru application, which has thousands of question banks with information that is tailored to the Indonesian curriculum and tools for analysing test results. Education levels for elementary school, junior high school, and middle school are included in the Ruangguru application's content. based on the curriculum that the Republic of Indonesian government has established. Additionally, the Ruangguru application offers the most qualified professors and tutors who are experts in their specialties. This is how the app functions. The most comprehensive learning application in Indonesia is called Ruangguru (Ginting, 2020).

One of the media in the teacher's room is English Academy where there are folktales translated from English to Indonesian and vice versa. Translation Folktales hold a special place in the cultural heritage of any country, representing its traditions, values, and history. When these tales are translated into different languages and cultures, it becomes crucial to adapt them appropriately while preserving their original essence. There are several localizations contained in the translations made by this platform.

Here is the example a piece of folktale:

- ST : Once upon a time, in Sherwood Forest, there lived a legendary hero named Robin Hood. He was an outlaw, a skilled archer, and the leader of a band of merry men, including Little John, Friar Tuck, Will Scarlet, and Alan-a-Dale. They fought against the injustice of the cruel Sheriff of Nottingham and the greedy nobles, stealing from the rich to give to the poor.

- TT : Dahulu kala, di Hutan Sherwood, hiduplah seorang pahlawan legendaris bernama Robin Hood. Dia adalah seorang penjahat, pemanah ulung, dan pemimpin sekawanan pria ceria, termasuk Little John, Friar Tuck, Will Scarlet, dan Alan-a-Dale. Mereka melawan ketidakadilan yang dilakukan oleh Sheriff Nottingham yang kejam dan bangsawan yang rakus, mencuri dari orang kaya untuk diberikan kepada orang miskin.

In the localized version, the adaptation of the British folktale "Robin Hood" into Indonesian involves several aspects of localization to make it resonate with the Indonesian audience. According to Anantharachagan (2019), "Localization refers to the process of adapting a product or content to a specific cultural or linguistic context, while taking into consideration the linguistic, cultural, and social norms of the target audience." Holmes (2018) defines localization as "the process of adapting a product or content to meet the linguistic, cultural, and functional requirements of a specific target market, ensuring that it resonates with the target audience and feels natural within the target culture."

The analysing of these localization elements:

a.   Names: The names of the characters have been adapted to fit the Indonesian context. For example, "Little John," "Friar Tuck," "Will Scarlet," and "Alan-a-Dale" have retained their original names, but they have been transliterated into Indonesian to ensure familiarity to the target audience.

b.   Cultural References: The references to Sherwood Forest and the Sheriff of Nottingham have been preserved to maintain the essence of the original story. However, the localized version may also incorporate Indonesian equivalents or references to similar cultural and geographical elements, such as using an Indonesian forest and an Indonesian counterpart to the Sheriff of Nottingham.

c.   Language Adaptation: The language has been translated into Indonesian, ensuring that the story flows naturally and is accessible to Indonesian readers. This involves considering the linguistic nuances, idiomatic expressions, and cultural references that may differ between British and Indonesian contexts.

d.   Societal Context: The concept of fighting against injustice and the theme of wealth redistribution to benefit the poor remain central in the localized version. However, the localized adaptation may incorporate elements that resonate more

Talking about translation studies, Brislin (1976) uses the word translation as a general term for the activity of transferring SL text messages to TL texts. Adding to Brislin's ideas, Newmark (1989) states that translation is the process of sending meaning from one language to another. Focusing on the adaptation form of the translation process, Larson (1984) states that translation is

the completeness and equivalence between the language forms of the SL structure and the TL structure. From these definitions the author understands that translation is a process of adapting language forms from the SL structure to the TL structure permanently maintain the meaning contained so that the message can be conveyed accurately. It is the message or meaning that is transferred while the form is adapted according to the rules TL structure.

It is important to note that this analysis covers only a few of the translation techniques identified by Molina and Albir (2002). The specific techniques employed in the given translation example may vary, and the translator's choices might be influenced by factors such as context, audience, and the desired impact of the translation
Based on Molina and Albir's (2002) translation techniques, the following techniques can be identified in the translation of the given text:

1. Transposition: Transposition involves changing the grammatical category of a word or phrase while preserving the meaning. In the translation, the transposition technique is used to adapt the phrase "a band of merry men" into "sekawanan pria ceria" (a group of cheerful men). Here, the noun "band" is transposed into "sekawanan" to convey the same meaning in the target language.
2. Modulation: Modulation refers to a change in the perspective, point of view, or expressive means of the message while preserving the core meaning. In the translation, modulation is used to adapt the phrase "fight against the injustice" into "melawan ketidakadilan" (fighting against injustice). The modulation conveys the same meaning but adjusts the expression to fit the target language.
3. Cultural Equivalent: Cultural equivalent involves replacing a term or concept from the source culture with a culturally equivalent term in the target culture. In the translation, the cultural equivalent technique is employed when adapting the references to "Sheriff of Nottingham" and "nobles" into "Sheriff Nottingham yang kejam" (cruel Sheriff Nottingham) and "bangsawan yang rakus" (greedy nobles). This ensures that the cultural references are accurately conveyed and understood in the target culture.
4. Borrowing: Borrowing entails incorporating words or phrases from the source language into the target language without translation. In the translation, the names "Robin Hood," "Little John," "Friar Tuck," "Will Scarlet," and "Alan-a-Dale" are borrowed as they remain the same in the target language, ensuring their familiarity and cultural recognition.

Previous research conducted with the localization of video games in translation, namely Annisa (2019) Localization Quality Assessment for Video Game Subtitles entitled "SASTRASUKI" from IAIN Surakarta. This study analyzes the diegetic strategy used in the video game subtitles and also to determine the quality of localization in the video game entitled Sastratsuki by I After Smile, and this study uses a qualitative descriptive research data in the form of subtitled text and scores of localization quality assessment by the assessor.

Based on the case study mentioned earlier, it would be highly interesting to perform research on the localization on translation of British folktales into Bahasa and the techniques. Messages from the source language (SL) cannot be transmitted in the target language (TL) if the translation is inaccurate. Even the message that is communicated differs from the one in the original language. It's important to examine the translation techniques utilized to see how the translators attempt to get identical results. According to Molina and Albir (2002), translation

techniques are procedures for analyzing and classifying the equivalence of translation results. They further added that these procedures have five basic characteristics: 1) affect the translation results, 2) can be classified by comparing them with the original text, 3) affect the micro-units of the text, 4) discursive and contextual, 5) functional. Moreover,

Molina and Albir (2002) identify 18 translation techniques which translator can use, namely adaptation, amplification, borrowing, calque, compensation, description, discursive, creation, equivalence, generalization, linguistic amplification, linguistic compression, literal translation, modulation, particularization, reduction, substitution, variation, and transposition.

Research Questions:
1. What translation techniques can be employed to effectively localize British folktales for the Indonesian audience?
2. How does the process of localization impact the cultural authenticity and relevance of the translated folktales?

Objectives Of The Study:
- To identify and analyse translation techniques involved in adapting these folktales to be more relatable and culturally relevant to Indonesian readers.
- To identify and analyze the localization strategies utilized in translating English folktales into Indonesian within the Ruangguru application and the English Academy.

2. Literature Review
2.1. Localization

According to Anantharachagan (2019), "Localization refers to the process of adapting a product or content to a specific cultural or linguistic context, while taking into consideration the linguistic, cultural, and social norms of the target audience." Holmes (2018) defines localization as "the process of adapting a product or content to meet the linguistic, cultural, and functional requirements of a specific target market, ensuring that it resonates with the target audience and feels natural within the target culture." Lafford (2017) explains that in the context of instructional materials, localization is "the process of modifying and adapting materials to reflect the cultural, linguistic, and sociocultural realities of the target audience, making them more relevant, engaging, and effective for learners."

2.2. Translation Techniques

Translation technique according to Molina and Albir: "Techniques describe the result obtained and can be used to classify different types of translation solutions." Therefore, strategies and techniques occupy different places in problem solving: strategies are part of the process, techniques affect the result." (Molina dan Albir, 2002) "A technique is the result of a choice made by a translator, its validity will depend on various questions related to the context, the purpose of the translation, audience expectations, etc." (Molina dan Albir, 2002).

Molina and Albir (2002) define translation technique as procedures to analyze and classify how translation equivalence works. They have basic characteristics for translation techniques:
a) They affect the result of the translation
b) They are classified by comparison with the original
c) They affect micro-units of text
d) They are by nature discursive and contextual

e) They are functional

The manner a specific translation process is carried out in terms of the translator's purpose (a broad choice that influences the entire text) is how Molina and Albir (2002) define translation Methodology in their article. Thus, the translator should make a distinction between the strategies used (literal or adaptation) that influence the entire text and those used (literal or adaptation) that affect the text's smaller units. Borrowing is one of the most popular techniques when the goal of the translation process is to create a foreignizing version. However, the translator could run into issues during the translation process because there might be a competence mismatch. The translator therefore uses translation techniques to address those issues. Strategies and techniques play different roles in issue resolution; while techniques have an impact on outcomes, strategies are a component of the process.

2.1.1. Translation Techniques (Molina and Albir, 2002)

After exploring the differences among translation strategies, translation Methodologys, and translation techniques, now we will learn to use the 18 translation techniques proposed by Molina and Albir (2002):

Adaptation

The target text cultural element is substituted for the source text cultural element using this technique. In other words, it is employed to determine the cultural correspondence between the source and target languages. For example;

ST: Sincerely yours,
TT: Hormat saya,

In English, people will say "Sincerely yours," in the closing part of their letters, but Indonesian people usually close their letter by saying "Hormat saya".

Amplification

This Methodology adds information that isn't explicitly stated in the source text. It provides more thorough details on the source text. In order for readers to grasp the target content, translators must add notes to represent the word's contextual meaning as they translate a terminology. You can include the notes as endnotes or footnotes. For example;

ST: Pecal adalah makanan favorit saya.
TT: Pecal (a kind of salad with peanut sauce) is my favorite food

The translator wants to introduce the word "Pecal" to the target readers, but he also wants the target reader understands about what pecal is. Then, he gives additional information for pecal in endnote.

Borrowing

The technique takes a word from a different language. Pure borrowing or naturalized borrowing are both possible. For example:

ST: Lobby
TT: Lobby

Calque

The technique translates a foreign sentence literally, either lexically or structurally. It is employed to convert a morpheme from one language into its counterpart in another.

For example:

ST: Weekend

TT: Akhir pekan

Compensation

This technique introduces the source text stylistic effect in another place in the target text because it cannot be reflected in the same place as in the source text. For example;

ST: I was looking for you, Your Highness

TT: Saya mencari Anda, Yang Mulia.

The expression "your highness" is referring to someone on the throne in English. Indonesian people refer someone who is on the throne and has a kingdom as "Yang mulia"

Description

This technique replaces a terminology with a description of its form or function. For example;

ST: Hari ini Ibuku masak Nasi Tumpeng.

TT: Today my mom is cooking rice with turmeric designed in the shape of cone.

Discursive creation

This technique establishes a temporary equivalent that is totally unpredictable out of context. It is often used for translating the titles of movies. For examples;

ST: A: Kamu lagi nonton film apa?

    B: Si Malinkundang.

TT: A: What are you watching now?

     B: The Rebellious Son.

Si Malinkundang is translated as "The rebellious son" which is totally unpredictable out of context because Si Malinkundang is a name of person. If we translate it literally, then it will be "The Malinkundang" which probably will not be able to catch the target readers' attention as the target readers don't know this person (Malinkundang) as Indonesian people know.

Established equivalent

The technique makes use of terminology or a phrase that has an equivalent in the target language as determined by dictionaries or commonly used language. It works by including a regular expression in the destination text that can express the source text's expression. For example;

ST: They are as like as two peas

TT: Mereka bagaikan pinang dibelah dua

Generalization

This technique uses a more general terminology. For example;

ST: Bus

TT: Public transportation

Linguistic amplification

This technique adds linguistic elements, and it is often used for interpreting and dubbing. For example; "No way" is translated as "De ninguna de las maneras".

Linguistic compression

This technique synthesizes linguistic elements in the target text, and it is often used in interpreting or subtitling.

Literal translation

This technique translates an expression word for word. For example;

ST: I have a car

TT: Aku punya sebuah mobil

Modulation

This technique alters the original text's point of view lexically or structurally. Translators utilize this technique to view the meaning of the original language from many perspectives. When a literal translation results in an unnatural translation, this tactic is employed. If transposition works to change the language's structure, modulation works to change its meaning so that the intended audience can understand the source text's message well. The change in modulation here denotes a change in the text's perspective. For example;

ST: I broke my leg

TT: Kakiku patah

Particularization

This technique uses more precise or concrete term. This technique is opposite for generalization. For example;

ST: Vehicle

TT: Becak

Reduction

The information from the source text is suppressed in the target text using this technique. The reverse of amplification is this Methodology. Omission or deletion are other names for reduction. When using it, terms from the source text are left out of the target text. These passages are not translated into the intended language, to put it another way. The words are not particularly significant and are challenging to translate, thus it is made. The portion of the source language is diminished. for example;

ST: Tomorrow is The Muslim month of fasting

TT: Besok Ramadhan

Substitution

This technique changes the linguistic elements for paralinguistic elements (intonation or gestures). For example; an act of putting your hand on your heart is translated as "thank you".

Transposition

This technique changes the grammatical category. For example;

ST: I find it more difficult to translate a poem than an article

TT: Bagi saya menerjemahkan puisi lebih sulit daripada menerjemahkan artikel.

·   **Variation**

This technique changes the linguistic or paralinguistic elements that affect the linguistic variation (textual tone, style, social dialect, geographical dialect).

2.3. British Folktales

British folktales are a group of ancient tales and narratives that have been passed down orally in Britain over the ages. These stories have influenced the region's storytelling customs and collective imagination as part of the British Isles' cultural legacy.

British folktales encompass a wide range of themes and motifs, including legends, myths, fairy tales, and supernatural narratives. They often feature characters and settings rooted in British history, landscapes, and cultural traditions.

Common themes found in these folktales include morality, magic, love, and the triumph of good over evil. They might feature legendary individuals like King Arthur and Robin Hood as well as fabled beings like dragons, fairies, and witches.Folklorists and academics have gathered and recorded British folktales throughout history, preserving and disseminating these tales to a larger audience. In literature, theater, film, and television, they continue to serve as inspiration for adaptations, retellings, and interpretations. British folktales serve as a way to connect individuals to their heritage and promote a sense of shared identity. They also offer insights into the cultural, social, and historical fabric of the British Isles.

Methodology

Based on the case study mentioned earlier, it would be highly interesting to perform research on the English translation of folktales into Indonesia It is Qualitative research. Source of data was from https://www.english-academy.id/blog/cerita-rakyat-pendek-bahasa-inggris, English Academic by Ruangguru. Collected data from British folktales, both English and its translation in Bahasa Indonesia The data consisted of sentences in English and their translation in Bahasa Indonesia researchers used a purposive sampling technique that led to the cases examined in this study, namely the types of translation technique. Then analysed the localization in it.

Findings and Discussion

Findings

In the English Academy by Ruangguru, Robin Hood is a character from British folklore. He is depicted as a nobleman who opposes the Sheriff of Nottingham or Prince John, fighting against corrupt officials for the benefit of the people. He leads a band of 140 individuals known as the "Merry Men".

In the translation of Robin Hood, the Ruangguru translator incorporates several localization and translation techniques. This story consists of five paragraphs. From these paragraphs, the researcher will analyze the localization and translation techniques.

Expert 1:

1. ST: *Once upon a time, in Sherwood Forest, there lived a legendary hero named Robin Hood. He was an outlaw, a skilled archer, and the leader of a band of merry men, including Little John, Friar Tuck, Will Scarlet, and Alan-a-Dale. They fought against the injustice of the cruel Sheriff of Nottingham and the greedy nobles, stealing from the rich to give to the poor.*

2. TT: Dahulu kala, di Hutan Sherwood, hiduplah seorang pahlawan legendaris bernama Robin Hood. Dia adalah seorang penjahat, pemanah ulung, dan pemimpin sekawanan pria

ceria, termasuk Little John, Friar Tuck, Will Scarlet, dan Alan-a-Dale. Mereka melawan ketidakadilan yang dilakukan oleh Sheriff Nottingham yang kejam dan bangsawan yang rakus, mencuri dari orang kaya untuk diberikan kepada orang miskin.

Based on Molina and Albir's (2002) translation techniques, the following techniques can be identified in the translation of the given source text to the target text:

3   Cultural adaptation: The technique of cultural adaptation is evident in the translation. The names of the characters, such as "Robin Hood," "Little John," "Friar Tuck," "Will Scarlet," and "Alan-a-Dale," are retained in the target text. This allows the Indonesian readers to recognize and connect with the well-known characters from British folklore.

4   Simplification and compensation: The technique of simplification can be observed in the translation. The phrase "a band of merry men" in the ST is translated as "sebuah sekawanan pria ceria" in the TT, which simplifies the description while maintaining the essence of the original meaning. Additionally, compensation is employed to ensure that the target text effectively conveys the actions and characteristics of the characters.

5   Use of idiomatic expressions: The translation incorporates idiomatic expressions to convey the intended meaning and capture the cultural nuances of the target language. For example, the phrase "fight against the injustice" in the ST is translated as "melawan ketidakadilan" in the TT, using an idiomatic expression commonly used in Indonesian.

6   Rephrasing and restructuring: The translation employs rephrasing and restructuring techniques to ensure that the sentences flow naturally in the target language. This includes adjusting sentence structures and word choices to adhere to Indonesian grammatical conventions while maintaining coherence and readability.

In the given sentences, the localization is evident in several aspects:

- Cultural adaptation: The localization process involves adapting cultural references to make them relevant to the target audience. In this case, the localization includes changing the setting from Sherwood Forest to "Hutan Sherwood" in Indonesia. Additionally, the mention of the Sheriff of Nottingham and the nobles reflects a localized understanding of power dynamics and societal structures in Indonesia.
- Language adaptation: The localization includes translating the names of characters to align with Indonesian naming conventions. For example, "Little John," "Friar Tuck," "Will Scarlet," and "Alan-a-Dale" are retained in the target text to maintain their recognizability, while adjusting the names to be more suitable for Indonesian readers.
- Idiomatic expressions: The localization incorporates idiomatic expressions and phrases that are familiar and commonly used in the Indonesian language. For instance, the phrase "hiduplah seorang pahlawan legendaris" (there lived a legendary hero) and "pemanah ulung" (skilled archer) are idiomatic expressions that convey the intended meaning effectively in the target language.
- Sociocultural adaptation: The localization addresses the sociocultural realities of the target audience. By emphasizing the fight against injustice and the act of stealing from the rich to give to the poor, the translation reflects themes of social equity and compassion, which resonate with Indonesian cultural values.

Expert 2:

1. ST: *One day, the Sheriff of Nottingham decided to hold an archery contest in the town, with a golden arrow as the prize. He hoped to lure Robin Hood out of hiding and capture him. Robin*

Hood, hearing of the contest, decided to participate, knowing that it was a trap but confident in his skills as an archer.

2. TT= Suatu hari, Sheriff Nottingham memutuskan untuk mengadakan kontes memanah di kota, dengan hadiah anak panah emas. Dia berharap dapat menarik Robin Hood keluar dari persembunyiannya dan menangkapnya. Robin Hood, yang mendengar tentang kontes itu, memutuskan untuk berpartisipasi, menyadari bahwa itu adalah jebakan tetapi percaya diri dengan kemampuannya sebagai pemanah.

Based on Molina and Albir's (2002) translation techniques, the following techniques can be identified in the translation of the given source text to the target text:

- Literal Translation: The translation mostly follows a literal approach, aiming to preserve the core meaning of the source text. The phrases "Sheriff of Nottingham," "archery contest," "golden arrow," "lure Robin Hood out of hiding," "capture him," and "skills as an archer" are translated directly without significant changes, maintaining their original meaning in the target text.
- Cultural Adaptation: The cultural adaptation technique is employed to ensure the relevance and comprehension of the text in the target culture. For example, "town" is translated as "kota" in Indonesian, reflecting the cultural context of the target audience.
- Modulation: Modulation is applied in the translation of the phrase "hearing of the contest" into "yang mendengar tentang kontes itu." The modulation technique adjusts the expression to convey the same meaning in the target language.
- Clarification: The translation includes certain clarifications to ensure the text's clarity and coherence in the target language. For instance, "out of hiding" is translated as "keluar dari persembunyiannya," providing additional information to specify the hiding place.

In the given sentences, the localization is evident in several aspects:

1. Cultural Context: The localization is seen in adapting the names and locations to reflect the target culture. For example, "Sheriff of Nottingham" is localized as "Sheriff Nottingham" to align with the naming conventions in the Indonesian culture.
2. Language and Idiomatic Expressions: The localization is observed in the use of idiomatic expressions and phrases that are appropriate and commonly used in the target language. For instance, "hold an archery contest" is translated as "mengadakan kontes memanah," using Indonesian idiomatic expressions to convey the same meaning.
3. Value and Concept Adaptation: The localization is apparent in the adaptation of values and concepts to resonate with the target culture. The idea of "luring Robin Hood out of hiding and capture him" is retained, but the specific cultural references and motivations behind it might be adjusted to align with the Indonesian context.
4. Syntax and Sentence Structure: The localization is reflected in the adjustment of sentence structures and syntax to conform to the norms of the target language. This ensures that the translated sentences are grammatically correct and natural-sounding in Indonesian.

Expert 3:

1. ST*: On the day of the contest, Robin Hood disguised himself as an old man and entered the competition. Archers from near and far gathered to test their skills, but none could match Robin's marksmanship. In the final round, with the target set at an incredible distance, Robin Hood drew his bow and fired a perfect shot, hitting the bullseye.*

2. TT= Pada hari perlombaan, Robin Hood menyamar sebagai seorang pria tua dan ikut serta dalam kompetisi. Pemanah dari dekat dan jauh berkumpul untuk menguji kemampuan mereka, tetapi tidak ada yang bisa menandingi ketepatan tembakan Robin. Di babak final, dengan target yang diatur pada jarak yang luar biasa, Robin Hood mengambil busurnya dan melepaskan tembakan yang sempurna, mengenai bullseye.

Based on Molina and Albir's (2002) translation techniques, the following techniques can be identified in the translation of the given source text to the target text:

- Cultural Adaptation: The cultural adaptation technique is applied to ensure the relevance and comprehension of the text in the target culture. For instance, "disguised himself as an old man" is translated as "menyamar sebagai seorang pria tua," reflecting the cultural context of the target audience.
- Clarification: The translation includes certain clarifications to ensure the text's clarity and coherence in the target language. For example, "Archers from near and far gathered to test their skills" is translated as "Pemanah dari dekat dan jauh berkumpul untuk menguji kemampuan mereka," providing additional information to specify the purpose of their gathering.
- Idiomatic Expressions: The translation utilizes idiomatic expressions and phrases that are appropriate and commonly used in the target language. For instance, "hitting the bullseye" is translated as "mengenai bullseye," using an Indonesian idiomatic expression to convey the same meaning.

In the given sentences, the localization is evident in several aspects:

- Cultural Context: The localization is seen in adapting names, locations, and cultural references to reflect the target culture. For example, "Robin Hood" remains unchanged as it is a well-known character in both cultures, while the concept of an archery competition and the bullseye target are also retained.
- Language and Idiomatic Expressions: The localization is observed in the use of idiomatic expressions and phrases that are appropriate and commonly used in the target language. For instance, "disguised himself as an old man" is translated as "menyamar sebagai seorang pria tua," using Indonesian idiomatic expressions to convey the same meaning.
- Measurement and Distance: The localization is reflected in adapting the measurement and distance descriptions to conform to the norms of the target culture. The phrase "set at an incredible distance" is adjusted to "diatur pada jarak yang luar biasa" in Indonesian, aligning with the language and understanding of measurements in the target culture.

Exerpt 4:
- ST: *The crowd cheered, and the Sheriff of Nottingham, realizing that only Robin Hood could have made such a shot, ordered his men to arrest the old man. However, Robin Hood revealed his true identity, and with the help of his Merry Men who had infiltrated the crowd, they fought off the Sheriff's guards and escaped.*
- TT: Orang banyak bersorak, dan Sheriff Nottingham, yang menyadari bahwa hanya Robin Hood yang bisa membuat tembakan seperti itu, memerintahkan anak buahnya untuk menangkap pria tua itu. Namun, Robin Hood mengungkapkan identitas aslinya, dan

dengan bantuan Merry Men-nya yang telah menyusup ke dalam kerumunan, mereka mengalahkan penjaga Sheriff dan melarikan diri.

Based on Molina and Albir's (2002) translation techniques, the following techniques can be identified in the translation of the given source text to the target text:

1. Simplification and explicitation: The technique of simplification is evident in the translation. The sentence "The crowd cheered" in the ST is translated as "Orang banyak bersorak" in the TT, which simplifies the expression while conveying the same meaning. Additionally, explicitation is employed to provide additional information to ensure a clear understanding of the events.

2. Literal translation: The translation utilizes a literal translation approach in certain instances. For example, the phrase "with the help of his Merry Men" in the ST is translated as "dengan bantuan Merry Men-nya" in the TT, preserving the original term "Merry Men" in the target text.

3. Retention of key terms: The translation retains key terms such as "Sheriff Nottingham" and "Merry Men," ensuring consistency and maintaining the recognizable elements of the original story.

4. Sentence restructuring: The translation involves sentence restructuring to adhere to Indonesian grammatical conventions and improve readability. For example, the sentence "The Sheriff of Nottingham, realizing that only Robin Hood could have made such a shot" in the ST is translated as "Sheriff Nottingham, yang menyadari bahwa hanya Robin Hood yang bisa membuat tembakan seperti itu" in the TT, adjusting the sentence structure while conveying the same information.

In the given sentences, the localization is evident in several aspects:

- Cultural adaptation: The localization includes adapting cultural references to make them relevant and relatable to the target audience. For example, "The Sheriff of Nottingham" is retained in the target text, reflecting the British origin of the folktale. Additionally, the phrase "Orang banyak bersorak" (The crowd cheered) captures the Indonesian cultural context of expressing excitement and enthusiasm.

- Language adaptation: The localization includes translating the names of characters and locations to align with Indonesian naming conventions. "Sheriff Nottingham" remains unchanged in the target text to maintain the character's recognition, while "Merry Men" is translated as "Merry Men-nya" to indicate possession in Indonesian.

- Idiomatic expressions: The localization incorporates idiomatic expressions and phrases that are familiar and commonly used in the Indonesian language. For instance, "memerintahkan anak buahnya" (ordered his men) and "dengan bantuan Merry Men-nya" (with the help of his Merry Men) are idiomatic expressions that convey the intended meaning effectively in the target language.

- Sociocultural adaptation: The localization addresses the sociocultural realities of the target audience. The mention of the old man's arrest and the subsequent fight against the Sheriff's guards reflects a localized understanding of power dynamics, law enforcement, and resistance within the Indonesian context.

Expert 5:
- *ST: Robin Hood took the golden arrow and returned to Sherwood Forest, where he and his Merry Men continued their fight for justice and the protection of the poor. The legend of Robin Hood and his heroic deeds spread far and wide, inspiring hope and courage in the hearts of the common people.*
- TT: Robin Hood mengambil anak panah emas dan kembali ke Hutan Sherwood, di mana dia dan Merry Men-nya melanjutkan perjuangan mereka demi keadilan dan perlindungan orang miskin. Legenda tentang Robin Hood dan perbuatan heroiknya menyebar luas, menginspirasi harapan dan keberanian di hati rakyat jelata.

Based on Molina and Albir's (2002) translation techniques, the following techniques can be identified in the translation of the given source text to the target text:
- Literal translation: The translation employs a literal translation approach in several instances. For example, the phrase "took the golden arrow" in the ST is translated as "mengambil anak panah emas" in the TT, preserving the literal meaning and maintaining consistency with the original text.
- Cultural adaptation: The translation adapts cultural references to make them relevant to the target audience. For example, "Merry Men" is translated as "Merry Men-nya" to indicate possession in Indonesian, and the phrase "inspiring hope and courage in the hearts of the common people" is translated as "menginspirasi harapan dan keberanian di hati rakyat jelata," aligning with the cultural context of Indonesia.

In the given sentences, the localization is evident in several aspects:
1. Cultural adaptation: The translation adapts the cultural references to make them relevant and relatable to the target audience. For example, "Sherwood Forest" is localized as "Hutan Sherwood," aligning with the Indonesian cultural context.
2. Linguistic adaptation: The translation adapts the language by using Indonesian terms and expressions. For instance, "golden arrow" is translated as "anak panah emas," using the Indonesian term for "arrow" and "emas" for "gold."
3. Sociocultural adaptation: The translation reflects sociocultural norms and values by emphasizing the fight for justice and the protection of the poor, which resonates with Indonesian cultural values.
4. Naming adaptation: The translation adapts the names by adding possessive markers. "Merry Men" becomes "Merry Men-nya," indicating possession in Indonesian.
5. Localization of legend: The translation localizes the idea that the legend of Robin Hood and his heroic deeds spread far and wide. It is expressed as "Legenda tentang Robin Hood dan perbuatan heroiknya menyebar luas," aligning with the concept of legends in Indonesian culture.

Discussion

In the process of translating British folktales into Indonesian, several localization techniques come into play. Cultural adaptation is a crucial aspect, involving the adaptation of names, locations, and cultural references to reflect the target culture. This ensures that the story remains relatable and familiar to Indonesian readers. For example, the translation retains the well-known character names "Robin Hood" and "Sheriff of Nottingham" while making necessary adjustments to align with Indonesian naming conventions.

The use of language and idiomatic expressions is essential for maintaining cultural nuances and delivering the intended meaning. Target audience-relevant Indonesian colloquial terms and phrases have been incorporated into the translation. This makes it possible for readers to interact with the text more naturally and empathize with the narrative in a more profound way. The translation captures the substance of the original text while adjusting it to Indonesian linguistic standards by using appropriate idiomatic terms, such as "menyamar sebagai seorang pria tua" (disguised himself as an old man). Adapting measurements and distances to fit the target culture is another aspect of localization. The translation makes sure that the language is applicable and understandable to Indonesian audiences by changing terms like "an incredible distance" to "jarak yang luar biasa" in Indonesian.

A smooth reading experience and greater reader immersion are made possible by adapting these measurement components.The sentence structure and syntax are essential to localisation. The translation adheres to the rules of the Indonesian language, maintaining grammatical correctness and a natural flow. The translated material flows easily and authentically to the intended audience by modifying the sentence patterns and grammar to conform to Indonesian traditions. This enhances reader enjoyment and comprehension of the story as a whole.

Conclusion

Translating British folktales into Indonesian necessitates the careful application of localization techniques to bridge cultural gaps and make the text culturally relevant and accessible. The discussed techniques, including cultural adaptation, language and idiomatic expressions, measurement and distance adaptation, and syntax and sentence structure adjustments, highlight the importance of catering to the target audience's linguistic and cultural preferences.
Effective localization allows the readers to engage with the folktales in a meaningful way, fostering a deeper connection and appreciation for the source material. By respecting the target culture and adapting the text accordingly, translators can successfully convey the essence of the British folktales while ensuring that the stories resonate with Indonesian readers.

Acknowledgements

Any acknowledgements authors wish to make should be included in a separate headed section at the end of the manuscript but before the list of references.

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Potential of Textural Abstract Painting Based on Iconic Forms as Tourism Products in the City of Medan

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Abstract: The city of Medan in Indonesia has long been one of the destinations for domestic and international tourists. Tourism in Medan also has significant potential for growth. One of the potentials is related to the provision of tourism products. In this regard, this research explores the creation of textural abstract paintings based on iconic forms of the city of Medan. The aim is to determine the potential of creating textural abstract paintings as tourism products in the city of Medan. The research model is descriptive-qualitative, using survey Methodologys and creative creation based on Graham Wallas' creativity theory. Research data were obtained through various techniques from relevant sources, then analyzed based on the interactive model: data reduction and presentation, verification, and drawing conclusions. The results of the research explain that the potential material to be explored is rubber sheets as a painting surface. The potential techniques to be explored are textural visualization through relief processes and impasto painting techniques. The aesthetic potential of textural abstract paintings is seen in the stages of execution, confirmation, validation, and development. The economic potential lies in the creation and marketing processes of the artwork. Textural abstract paintings contribute to the development of souvenir products by depicting the city of Medan with creative and innovative touches.
Keywords: painting, textural abstraction, iconic forms, souvenirs, Medan city

Introduction

Medan is the largest city in the Sumatra region and the third largest in Indonesia after Jakarta and Surabaya. As a metropolitan city, the latest data shows that its population has reached 2,460,858 people (https://www.detik.com/sumut/berita/d-6098240/jumlah-dan-kepadatan-penduduk-di-kota-medan-tahun-2022-cek-di-sini). Medan is also the capital of North Sumatra Province, known for its natural beauty and rich cultural heritage. European tourists have been interested in and visiting Medan since the 1920s (Damanik, 2014). At least four areas in North Sumatra, namely Medan, Tanah Karo, Parapat, and Nias, have been famous as tourist destinations since the Dutch colonial era. Over time, Medan has grown into a modern city in Sumatra, becoming an industrial and commercial city with a heterogeneous and multi-ethnic population. Geographically, Medan is strategically located, bordering Malaysia and Singapore.

Despite the portrayed potential of tourism in Medan, it is not yet supported by the existence of tourism products, especially in the form of souvenirs for tourists. This is something important to address, as every visitor to Medan would want locally identified products to preserve memories of their visit to the city. There is currently no art market in Medan, only a few art shops. Based on surveys in several places such as Pasar Sentral Medan, supermarkets or malls, and around the Malay area near Istana Maimun, various craft products are offered, including woodcraft, ceramics, batik, and weaving, some of which do not represent the local identity and are imported from other regions, especially Java, notably from Yogyakarta. Moreover, products sold in modern markets,

malls, or supermarkets are clearly not representative of local Medan, as they are fabricated products sold in many other areas.

To support the development of tourism in Medan to be on par with advanced regions in Java, it is important to develop locally identified souvenir forms. As a source of inspiration, many forms of visual culture can be referenced. In Medan, there are iconic forms that have become markers in society. As a Malay city, Medan is home to buildings that signify the grandeur of the Deli Malay Sultanate, namely Istana Maimun and Masjid Raya Al-Mashun. Another architectural category is colonial-era buildings found around Medan's Merdeka Square. Additionally, there are iconic forms of transportation from the past, such as becak and city transportation, that represent Medan.

The purpose of this research is to explore how iconic forms can be used as a basis for creating textural abstract paintings, serving as tourism products in the city of Medan. To realize these tourism products, Medan has many creative resources as the main capital. These creative resources come from the Department of Fine Arts at Universitas Negeri Medan and art vocational schools in Medan and North Sumatra. The creative community is also reliable, ready to develop textural abstract paintings as part of the creative industry. Therefore, these potentials should be maximized to develop creative products that support the acquisition of exclusive souvenirs for tourism in Medan.

Through this research, a form of tourism souvenir product is developed, namely the creation of textural abstract paintings based on the iconic forms of Medan. This art is expressed through layers of rubber sheets treated with heat-conducting tools, and then finished with thick paint (impasto technique). The diversity of media and techniques applied will provide alternatives for research partners and the community to more flexibly develop forms of painting as a creative industry.

Aligned with its goal, this product is conceptualized and developed based on the principles of tourism art. The exploration of painting as tourism souvenirs by referring to the iconic forms of Medan is expected to be a solution for diversifying original tourism products from Medan. This is crucial, considering that in any developed tourism destination, the contribution of souvenir products is significant (Rahajeng, 2015). Moreover, it is also part of the continuous effort to revitalize the identity of Medan in line with the preservation of its local visual cultural identity. Additionally, this effort synergizes with the promotion of the creative industry to support tourism in Medan.

Abstract Painting

In the development of modern painting, there are various styles and movements, commonly referred to as genres, ranging from naturalism, realism, impressionism, expressionism, to abstractionism. Abstract art is in contrast to realist or naturalist styles. In general, abstract painting is art without representative form, non-figurative, expressed through the arrangement of lines, shapes, and colors. The development of abstract painting in America and Europe in the early 20th century occurred when artists liberated themselves from previous painting conventions that considered painting as imitating nature (Susanto, 2011).

In its development, it can be observed that although abstract painting does not imitate nature or display a specific form, it does not mean that abstraction has no connection with the recognizable form. An individual's experience of form is an essential factor in appreciating abstract paintings. In this case, paintings have associations with specific forms and feelings about nature (Pertiwi and Wiguna, 2019). In this research, abstract paintings to be explored are abstractions of

iconic forms of the city of Medan. This means that even though abstracted, the visualization of the painting still represents forms known to the public as symbols of Medan.

In line with the emphasis on the process in abstraction, this research involves the process of abstracting representative objects, so they no longer completely imitate nature or a specific form. Furthermore, the abstraction of abstract paintings is done by creating textured painting tafril. The creation of this textural abstract painting is an effort by the research team to develop innovative paintings that are modern in style but still represent local character.

Iconic Forms of the City of Medan

In general, the understanding of the iconic is discussed and understood in semiotics, which relates to the relationship of signs. It can be understood that iconic forms represent or symbolize the character of a specific object (Budiman, 2011). Based on this understanding, iconic forms undoubtedly become characteristic of the identity they represent. Medan, as a historical city, has many forms that can be categorized as iconic forms or objects. Some have existed for a long time and have become monumental identities or landmarks of Medan. For example, in the architectural category, there are the remnants of the Deli Malay Sultanate, namely the Maimun Palace and the Al Mashun Grand Mosque, as well as colonial-era buildings such as the post office, Tirtanadi tower, London Sumatra building, and others. In the category of city transportation, there is the legendary motorized rickshaw (becak) and the rowing rickshaw, as well as the Medan public transportation called "sudako." There are also visualizations of traditional Malay dance and music.

It can be said that iconic forms in the category of buildings in Medan include the buildings of the Deli Malay Sultanate, as Medan is the Deli Malay city. Then there are the colonial-era buildings, the buildings of the past Dutch government. The Dutch or Europeans have long been coming to Medan for tourism, as Medan is the gateway to North Sumatra. Therefore, it is not surprising that Medan is nicknamed Parijs van Sumatra (Yasyi, 2020). The buildings of the Deli Malay Sultanate and the colonial-era Dutch buildings are the icons of Medan that must be preserved.

Although these iconic forms have long existed in Medan, some have become legendary and markers for people outside Medan, but not many have explored them as references for tourism souvenirs. The souvenirs marketed in Medan are generally non-specific, not specifically representing the visual culture of Medan. Some products are imported from Yogyakarta, a region known for producing various crafts. Through this research, we develop souvenir products in the form of textural abstract paintings based on the iconic forms of Medan. These iconic forms offer many alternatives as artistic perspectives in painting. For example, focusing on a specific perspective and artistic part of one building. The identification results of these iconic forms are stored in data files for documentation. To ensure the preservation and development of iconic forms continue, development models are created.

Tourism Souvenirs

Souvenirs in the context of tourism are part of tourism products, produced, distributed, and consumed in relation to the world of tourism (Zulkifli, 2010). One prominent aspect to support the progress of a tourism destination is the existence of souvenir products. In connection with this, the ideal form of souvenirs is expected to represent and represent the socio-cultural conditions of the local area. In other words, tourism souvenirs are intrinsically objects that connect someone's memories or imagination (tourists) with the tourist destination they have visited (Causey, 2006).

As a form of tourism product, souvenirs have practical principles to be taken anywhere (Yulianto, 2015). In detail, Atmojo (2007) explains that the characteristics of tourism souvenir products include: 1) imitations of the original; 2) short, concise, or mini forms of the original; 3) full of variations; 4) leaving magical, sacred, and symbolic values; and 5) relatively inexpensive.

In general, research on souvenir topics, especially tourism souvenirs in Medan, involves two things: their visual form and their reference objects. The visual form that has been widely explored is in the form of ceramic, batik, and various other crafts, as seen in the research results of Dermawan Sembiring and Wahyu Tri Atmojo. The reference object or reference base is generally the forms of ornamentation and cultural artifacts of North Sumatra. There has not been much exploration in the form of paintings, especially specifically in the form of textural abstract paintings.

In the context of the Archipelago or Indonesian context, not many regions have a tradition of two-dimensional visual art in the form of paintings as souvenir products, except for Bali and Cirebon. Bali is known for its perspective technique, creating a sense of space in a two-dimensional field, and Cirebon is known for its reverse painting on glass, a distinctive technique in its glass paintings. What is common is calligraphy, which is found in various places, including Medan. Non-specific products do not represent specific regional characteristics, making them irrelevant as souvenir products (Rahajeng, 2015; Pelly, 2015). Through the exploration of developing textural abstract painting souvenir products in this research, it is hoped that Medan will have unique and original souvenir products, similar to Bali and other advanced tourism regions.

Research Methodology

In line with social humanities and cultural research, this study employs a descriptive-qualitative approach. Generally, this applied research involves field research and studio work. Field research is conducted in the city of Medan and its surrounding areas, while studio research takes place in the studio or workshop of the Department of Fine Arts, FBS Unimed. Consistent with its character, this research applies a combination of survey Methodologys and creative creation, with a structured and systematic mechanism. The survey Methodology is applied during the collection of data on the potential iconic forms of Medan, classified based on their representative characteristics. The survey Methodology is also applied during the collection of appreciative responses to the quality of textural abstract paintings resulting from innovation. Appreciative responses are gathered from observers and the community during exhibitions, including appreciative discussions.

Creative creation Methodologys are developed based on the theory of the creative process formulated by Graham Wallas. This creativity Methodology outlines the creation process starting from preparation, incubation, illumination, execution, confirmation, validation, and development (Graham Wallas in Irma Damajanti, 2006: 23-24). Data sources for obtaining valid information come from various references, photo documentation, interview results, and notes on the creative process, as well as appreciative responses. Informants interviewed include experts who understand the history of Medan, especially related to its iconic forms, as well as art observers and the community attending exhibitions.

In accordance with the established data sources, data collection is carried out through literature or reference studies, field observations in Medan and its surroundings, photo and video documentation, interviews and discussions with informants, daily notes on the creation process, and the distribution of instruments for appreciative responses. The creative process begins with collecting data on the iconic forms of Medan through observation, photo and video recording,

supplemented by interview and discussion data, as well as literature reviews. Subsequently, after the creation process, data collection is carried out based on appreciative assessments by observers and the community who witness exhibitions and participate in appreciative discussions. To ensure the validity of all collected data, testing is carried out based on data triangulation, through the process of comparing data from various sources. Furthermore, data on the creative process are obtained based on daily records and carefully made recordings.

As a research product in the form of tourism souvenirs, textural abstract paintings are tested for their quality based on two forms of assessment. The first is based on aesthetic quality assessments conducted by five competent observers. The second is based on appreciative responses given by the community during exhibitions and appreciative discussions. The observer's assessment is carried out according to indicators that are aspects of the aesthetic quality assessment of innovative textural abstract paintings. The assessment options include 5 (five) levels: excellent, good, average, less good, and not good. As indicators, the assessment focuses on 10 aspects, seven of which are determined by the researcher, and the other three are from the observers themselves.

Given the characteristics of the creative research data, data analysis is developed based on qualitative Methodologys, supported by quantitative data. Data related to the potential iconic forms of Medan, the aesthetic potential of representative reference characteristics, the quality of the design results, and the exploration of textural abstract paintings resulting from innovation, as well as their evaluations, are analyzed qualitatively. In this context, the applied descriptive-qualitative Methodology emphasizes the appreciative aspect, namely the extent to which textural abstract paintings based on iconic forms contribute to the development of tourism souvenirs in Medan.

Subsequently, data processing involves the evaluation of innovative quality data from textural paintings provided by observers and the art-loving community, which is analyzed and described qualitatively. In this case, all assessment aspects formulated as indicators are comprehensively and deeply analyzed. After that, data interpretation and research conclusion drawing are carried out, following the interactive data analysis model, including data reduction and presentation, then conclusion drawing or verification.

Results and Discussion

To present solutions and simultaneously address the research problems formulated earlier, this section is explained based on the study aspects as follows: 1) exploration of material and technique potentials in realizing textural abstract paintings based on iconic forms of Medan; 2) development of aesthetic and economic potentials of textural abstract painting souvenirs; and 3) the contribution of textural abstract paintings based on iconic forms to the development of Medan souvenir products.

Exploration of Materials and Techniques in Realizing Textural Abstract Paintings

The materials explored generally include rubber sheets as painting templates and plywood sheets as the base for attaching the template. In conjunction with this, oil paint is used, relevant to textural techniques. Techniques explored generally include the technique in preparing painting templates and visualizing textures in the painting process.

Rubber sheets, as the main material in preparing painting templates, are cut according to the pattern of the depicted object based on a digital design. These rubber cuts do not need to be precise, as deviations in shape and size can be accommodated as expressions of abstraction. The application of rubber layers prioritizes the main object of the painting. The rubber sheets are made layered, some with two layers and others with three, according to the character of the crafted

object. The rubber applied to reveal the pattern of the painting object does not necessarily adhere to the principles of relief perspective. Unlike realistic or naturalistic paintings that require the application of relief perspective, paintings realized through the abstraction process do not necessitate the application of these principles. Other principles such as proportion and anatomy are also not binding.

As a substitute material, in addition to rubber sheets, cardboard, hardboard, or other sheet materials can be used. Rubber sheets were used in this study because they were considered practical, in line with one of the principles of art tourism. The important thing is that the sheet to be used as a painting template can be firmly attached to a rigid base like plywood. In this study, rubber sheets were glued with white fox glue, and the adhesion was pressed for about 10 hours. After the rubber sheets are attached as templates, the general object pattern is already visible, and the next process is to use a soldering iron and the coloring process.

The soldering iron is used to emphasize the object pattern and to provide emphasis as part of the abstraction process through the stylization of the artwork. This is followed by the application of the base coat, aimed at preventing the paint from being absorbed by the rubber template, making the painting look faded. After the base coat is completely dry, the use of paint colors begins. To be effective and efficient, as one of the principles of art tourism, before applying the impasto technique, the painting object is based on an initial layer. In addition to serving as a base, it also clarifies the object pattern so that when applying the impasto technique, it is more directed.

With a brief explanation, the techniques explored up to the attachment of rubber sheets as painting templates can be considered as a simplification process in textural abstraction. Furthermore, from the process of working on the painting object using a soldering iron to the coloring process can be considered as a stylization process in textural abstraction. Simplification and stylization are two forms of deformation applied in the textural abstraction process in the creation of paintings in this study.

Aesthetic and Economic Potentials of Textural Abstract Painting Souvenirs

In accordance with Graham Wallas' theory of creativity, the aesthetic potential of textural abstract paintings can be seen in the stages of execution, confirmation, validation, and development. The execution stage is when the painting process begins after ensuring the framing of the painting object based on an artistic perspective and various other emphasis aspects. The aesthetic potential in this regard is understood internally based on observations during the painting process, followed by internal confirmation and validation by examining the creation process notes and discussing them with the research team.

Next is the external confirmation and validation to determine the aesthetic potential of textural abstract paintings. This external confirmation and validation are carried out by requesting assessment responses from observers based on distributed questionnaires. Aesthetic potential in this case is understood based on the application of visual elements and compositional principles. Observers responded positively to each aspect in the questionnaire. The developed paintings have applied visual elements, especially the elements of line, shape, color, and texture, well. The application of these visual elements fulfills the principle of unity, namely the unity of abstract style and textural techniques that align with the established theme of the painting.

Considering the weight of compositional taste, the explored paintings generally exhibit an asymmetrical balance due to non-frontal angles towards the painting object. Overall, the aesthetic potential of the paintings is supported by the application of the rhythm principle, which generates compositional dynamics. This rhythm principle is reinforced by the emphasis principle, which

focuses attention based on line and plane emphasis, as well as emphasis on color and texture. The aesthetic potential in this case is conditioned based on the principles of art tourism, so the aesthetic potential is realized in line with the economic potential of painting products.

Figure 1: Exploratory Work of Abstract Textural Painting Souvenir Products
with Aesthetic and Economic Potential

Economic potential of the explored art painting products can be categorized based on the process of creating the artwork and offering or marketing the artwork. The economic potential based on the creation of artwork includes low production costs, where all main and supporting materials are easily accessible. The process is not difficult, easily trainable for partners, and skilled labor is available for development. From the beginning, this art painting product was conceived as a tourism product, containing principles such as simplicity, practicality, and relative affordability.

Next, the economic potential in terms of marketing has also been adjusted based on various principles but with local distinctiveness. Tourists visiting a region, especially intellectual tourists, will undoubtedly look for souvenir products that represent that area. The reason is that the purchased souvenirs will help preserve their memories of the visited area. In this case, the developed art painting souvenirs are based on the iconic forms of Medan City. Furthermore, this art painting is relevantly developed in the creative industry, which is different from paintings developed by artists based on pure aesthetic expression.

Contribution of Abstract Textural Painting to the Development of Medan City Souvenir Products
The contribution of abstract textural painting to the development of tourism souvenir products in Medan City is obtained through the observations of art experts. The experts were shown photos of the developed art paintings for examination. Then, the experts provided feedback based on a list of questions. Before providing feedback, the experts were explained about the context of this research, namely the creation of art paintings as tourism souvenir products.

The creation of textural art paintings contributes to the development of souvenir products by portraying Medan City. The representation of Medan City is revealed through the visualization of art paintings, even though they are abstracted to provide a creative and innovative touch. The iconic forms used as references for art paintings are shapes widely known by the general public, both within and outside of North Sumatra, as distinctive features. The main characteristic of souvenir products is having distinctive features that represent the local area, which is revealed in the developed art paintings.

Moreover, abstract textural paintings contribute to the development of tourism products because they are made in a simple and practical size or format that can be easily transported by car

or plane. In line with this is its safer nature during transportation since the painting surface is attached to a rigid sheet and protected by a strong profile frame. To meet consumer preferences in making choices, the development of abstract textural paintings is offered in many alternatives with various variations of objects, all based on the iconic forms of Medan City. Considering the ease of production and its development potential, the price of these tourism souvenir products is relatively affordable.

Several indicators in the above explanation support the contribution of abstract textural painting products as tourism souvenirs of Medan City. Moreover, for the purpose of efficiency and effectiveness in reaching the lowest consumer capabilities, this form of painting can still be minimized, as is commonly developed in the creative industry.

Conclusion

In general, the materials explored for the art paintings include rubber sheets for creating painting templates (tafril), and plywood sheets as a base to attach the tafril surface. Along with that, the use of materials such as oil paint relevant to textural techniques was explored. The techniques explored generally involve the preparation of painting templates and the visualization of texture during the painting process. The application of principles such as perspective relief, proportion, and anatomy is not necessary when using rubber sheets to display the pattern of the painting object. Once the rubber sheet is attached as a tafril, the general pattern of the object is already visible, and the process continues with the use of soldering tools and the coloring process.

Following Graham Wallas' creativity theory, the aesthetic potential of abstract textural paintings can be observed in the stages of execution, confirmation, validation, and development. The execution stage begins when the painting process starts. The aesthetic potential is understood internally based on observations during the painting process, followed by internal confirmation and validation by reviewing creation process notes and discussing them with the research team. External confirmation and validation are then conducted to assess the aesthetic potential of abstract textural paintings. This external confirmation and validation involve obtaining feedback and assessments from observers through distributed questionnaires.

The economic potential of the explored art painting products can be categorized based on the process of creating the artwork and offering or marketing the artwork. The economic potential based on the creation of artwork includes low production costs. From the outset, these art paintings were conceptualized as tourism products, embodying tourism art principles such as simplicity, practicality, and relative affordability. The economic potential in terms of marketing has also been adjusted based on various principles but with local distinctiveness. Tourists visiting a region, especially intellectual tourists, will seek souvenir products that represent that area. In this case, the developed art paintings are based on the iconic forms of Medan City.

The contribution of abstract textural paintings to the development of tourism souvenir products in Medan City was assessed through the observations of art experts. The creation of these paintings contributes to the development of souvenir products by portraying Medan City. The representation of Medan City is revealed through the visualization of art paintings, even though they are abstracted to provide a creative and innovative touch. For the purpose of efficiency and effectiveness in reaching the lowest consumer capabilities, the form of these paintings can still be minimized, as is commonly developed in the creative industry.

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Halobanese Word Order: A Syntactic Typology Approach

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Abstract: This study aims to describe the word order and the typology of Haloban language. Research data are basic clauses which are transitive and intransitive clauses. Data analysis uses the distribution Methodology with the technique of substitution and transformation. The results show that Haloban language in the transitive clause has an agent, predicate, and object (APO) order. Meanwhile, the intransitive clause results show the pattern of the subject, predicate (SP) order. The result also indicates that the order in the Haloban language is an important indicator for expressing syntactic functions. If the position of the agent, predicate, or object, is reversed, then a clause in Haloban language will not be accepted. In addition, this language has an accusative typology. This is based on Dixon's (1994) typology theory which states that accusative language needs S (subject of intransitive clause) to A (subject of transitive clause) or S=A. This occurs as well in the Haloban language where the subject intransitive clause is treated as same as the subject of a transitive clause.

Keywords: accusative, Haloban language, word order, typology

Introduction

Word order is a universal phenomenon and includes language universals, which are a series of words in a syntactic construction that also determines the grammatical meaning of a particular language. In linguistics, word order is the placement of words in a certain sequence according to the norms of a language at the clause level and also at the phrase level. Some languages have a relatively rigid word order to convey their grammatical meaning, while some other languages allow flexibility especially for conveying pragmatic information such as for conveying a particular topic. Due to the importance of the position of linearity or sequential arrangement in various languages, by Greenberg (1963) and by Lehman (1973), word order is used as the basis of language typology.

The word order proposed by Greenberg followed the previous typological linguists (Andersen, 1983: 7-8; Keraf, 1990: 105; Sudaryanto, 1993b: 27) which he called the *basic order*. Word order based on Greenberg's reasoning initially consisted of three types based on word order, namely SOV, VSO, and SVO. This view is then reduced by Song (2001:49) into two basic typologies, namely OV from SOV, and VO from SVO and VSO. Based on this reasoning, Keraf (1990:106) states that potentially six-word order patterns can be obtained, namely SVO, SOV, OSV, OVS, VSO, and VOS. Based on these possibilities, it is observed what the word order in Haloban language.

In connection with the above description, the problem discussed in this study is the implementation of the purpose of typological linguistics, which is to explain the type of Haloban

language (hereinafter referred to as HL) based on word order typology. To answer this general problem, a question sentence was formulated, namely "What is the typology of HL word order in imperative, declarative, and interrogative sentences?"

HL is a local language spoken by the Haloban Tribe who inhabits Haloban Island, District of West Banyak Island, Singkil Regency, Aceh Province. Geographically, the Haloban people live in two villages called Haloban Village and Asantola Village. Based on the author's search, HL has not received much attention from both global and Indonesian linguists. Existing research on HL is research by Armia (2009) from the Faculty of Cultural Sciences, the University of North Sumatra, which examines the syntax of HL in general. The syntax research is described descriptively. The results of the HL syntax research by Armia (2009) show that clauses and sentences have grammatical categories including subject, predicate, and object. Grammatically, the arrangement can be formulated as follows S-V-O. This study of Armia's linguistics (2009) can be said to be still very simple and there has also been no issue regarding the typology of HL word order. On the basis of the considerations above, the authors are interested in studying HL with the main subject of the study: "HL word order in the linguistic typology design.

Based on the linguistics theory above, the ordering data, which includes S (subject), V (Verb), and O (Object) HL, will be analyzed based on the word order typology theory and also be associated with the theory as stated by Cook. (Tarigan, 1984: 19) which classifies sentences based on (1) declarative, (2) imperative and (3) interrogative. The relationship between S, A, and O will group a language into accusative, ergative, and neutral or mixed typologies. In an accusative type, S is treated the same as A. In an absolutive-ergative type S the same as O. Many languages have types that are partly accusative and partly ergative. S is treated the same as A for certain purposes and S is treated the same as O for other purposes (Dixon, 1994: 6). When it is compared with intransitive verb clauses, it will appear that HL is in an accusative typology language. As in the following sample data.

1. a. Amak - o (S) angawan ek pasa
   uncle POS1TG trading Prep market
   'My uncle trades in the market'.
   b. mangawan   ia   jawi amak - o (A) ek pasa
   AKT-trade PRO3TG cows uncle o POS1TG Pre market
   'My uncle trades cows in the market'

Based on the theory and the sample data above, HL seems to have an S-V-Ket/V-(PRO)-O-S form. This is interesting to study. Meanwhile, this language typology is thought to have an accusative typology. For this reason, this article will reveal two main problems in HL, namely word order and HL typology. Theoretically, this research is expected to contribute to the study of the linguistics field, especially the development of linguistics typology. While practically this research can be a reference for the linguistic community who are interested in HL studies, especially typologically.

From the description above, the writer will analyze the order of S (subject), V (Verb), and O (Object) which have grammatical behavior. The word order that will be studied is also related to the previous theory as stated by Cook (Tarigan, 1984: 19) which classifies sentences based on the type of response expected, namely (1) declarative, (2) imperative, and (3) interrogative.

Research Methodology

This research is descriptive-qualitative research using a qualitative-phenomenological approach. The purpose of this study is to make a systematic, factual, and accurate description of the character or characteristics of the HL clauses. As stated by Yogyanti (2022), linguistic research aims to describe language phenomena related to individual languages or universal languages.

This research is field research because the research data is obtained directly from native speakers. The data in this study are in the form of speech. Data are taken from native Haloban speakers. Data collection techniques used are recording and translating. This technique was carried out because the researcher was not a HL native speaker. Then the elicitivity technique was used to check the grammatical properties and acceptability of the data. In addition, this study also uses data taken from the results of previous studies.

While the data analysis technique used in this study is to use the agih Methodology. This Methodology is a Methodology whose determinants are in the language to be studied such as words, syntactic functions, clauses, syllables, and others. While the technique used is a technique for direct elements. (Sudaryanto: 2018). The first stage in data analysis is to formulate the basic clause of the HL. The second stage is to divide the direct elements of the clause by dividing each word based on its predicate and arguments. Then the data is analyzed based on arguments and agents to determine the order of words and also to determine the typology of HL

There are three things that are considered important in descriptive linguistic research as stated by Benedetti (2020), namely; a) research subjects, b) research objects and c) research results. Methodology ologically, the subject of this research is the victim aspect called word order, while the object of the research is data in the form of clauses and the result is a typological model. HL word order analysis in this study used a linguistic typology approach.

There are two types of data used in this article: secondary data from previous research reference sources and listed reference sources; the informant is an active casual speaker, so introspective-intuitive data is also used and this data is presented without reference. The use of introspective data can be done if the speakers are active in the language being studied, namely HL. This is known as the introspective data acquisition Methodology (Bischin, 2018; Malchukov, 2022; Bril, 2022).

Discussion

Before discussing HL word order, it is necessary to state the forms of verbs in HL. The following descriptions will be directed to the morphology of HL verbs, which is then followed by a discussion of word order typology.

HL Word Order Typology

One of the main characteristics that the language is different from one another is in terms of the order of the words (Jufrizal, 2012:87). In this regard, the study of typology seeks to explain language types universally (across languages), although it departs from language typology in particular. However, in this study, it is not compared with other languages.

The typology of word order referred to in this study refers to the "basic order", namely the order in the neutral clause with full FN involvement. In this regard, the study of word order in this study tries to examine the order of S (object), V(verb/predicate), and O(object) which have grammatical behavior. The typology of HL word order is analyzed based on imperative, declarative and interrogative sentences.

Research Results

The results of the word order analysis are presented in the form of intransitive and transitive clauses. Likewise in the analysis of casualty typology, data is presented in the form of intransitive and transitive clauses.

Declarative Clause

The word order typology of declarative clauses is studied in two forms of verbs; intransitive and transitive verbs. Declarative sentences or statement sentences in HL are expressed based on something that is important, especially in transitive (two-valenced) verbs. In this regard, the typological conversation will show subjectivity and topicality. However, in this study, the subject matter and topicality are not discussed.

The word Order of intransitive clauses

In the previous discussion, intransitive clauses have the order of SV (subject-verb). This clause does not need an object. Let's look at some examples of HL declarative sentences and the following order of intransitive clauses.

> 2. a. luma eda ta-tutong mantet
>   S ART fitting-burning out
>   'The house burned down.'
>   b. *rise   aese   mek sikula*
>   PRO3TG rushing school prep
>   'He rushed to school'.

Sentences (2a) and (2b) are sentences that use intransitive verbs. In clause (2a) it indicates that the intransitive clause in HL has an SV arrangement (subject, verb) and in clause (2b) the order is subject, predicate, and description (SVKet). Reversing the arrangement of the SV in the clause to VS makes the clause unacceptable, let's look at the following examples of clauses (2c) and (2d) data.

> *c. ta-tutong mantet luma eda
>   PAS-burned out S ART
>   'The house burned down.'
> *d. *aese   rise   mek sikula*
>   PRO3TG Prep school
>   'He rushes to school'

Clauses (2a) and (2b) are sentences using intransitive verbs, while sentences (2c) and (2d) use the same verbs, but cannot be accepted because the order of nouns (which act as agents) lies in the postverbal.

Clauses (2c) and (2d) in HL are commonly used in various spoken languages, but of course, with the use of certain intonations and the context of the conversation the clauses can be understood, but the order is a predicate, subject (VSKet). Grammatically, in the HL system, the clause (2c) and clause order (2d) are non-standard ordering.

Order of transitive clauses

HL transitive clauses have a sequence of agents, predicates, and objects. This clause requires two basic arguments, i,e, the agent and the patient. The word order of intransitive clauses can be seen from the examples presented below.

3. a. *Many-sekhep   ia   antek bibi manok   eda*
        AKT-eram PRO 3TG duck egg chicken ART
        'The chicken incubates the duck egg.'

In clause (3a) there are three constituents. The first is *manok eda* 'the chicken' which occupies the function of an agent or the subject of a transitive clause, *manyekhep* 'incubates' which occupies the function of a predicate, and the minion of aunt 'duck egg' which occupies the function of a patient or object. The order is a strict order in the HL. Because the order of the constituents is not interchangeable. As shown in the following clauses (3b), (3c), and (3d).

b. * *manok   eda antek bibi manyekhep*
   chicken ART duck egg AKT-eram
   'A chicken is a duck egg incubating'.
c.* *Manyekhep manok eda antek bibi*
   AKT-Eram chicken ART duck egg
   'Incubating a chicken is a duck egg'.
d.* *Antek bibi manyekhep   manok   eda*
   duck egg AKT-crack chicken ART
   'Duck eggs incubate the chicken'.

The reversal in (3b) is a reversal from (3a) with the order of AVO (object predicate agent) being AOV (predicate object agent), clause (3c) the order being VAO (object agent predicate), and clause (3d) being OVA (agent predicate object). The three clauses (3b-3d) which are the reversal of clauses (3a) are not acceptable in BHL. This is because the three clauses violate the strict HL ordering rules. Hence, the clause is incomprehensible and unacceptable.

The transitive clause above is a clear description of how the order in the HL is very important in determining the syntactic function. The clause in the HL above, on the part of the agent (*manok eda*), is the controller of the object (the aunt's minion). While the object (aunty minion) is an object that is not a controller. So that the clause that has been reversed, does not give birth to a new clause. The example clause below is a clause where both the agent and the object have controlling properties.

4. a. *mangkhawali ia mamak apak-o*
        AKT-look for uncle daddy-POS3TG
        'Uncle 'looks for my father'.

Clause (4b) has the same structure as clause (4a). However, something different will be found in the reversal of the clause. Let's observe the reversal of clause (4a) in (4b – 4d) below.

b. * mangkhawali mamak-o
   AKT-looking for uncle daddy-POS3TG
   'looking for my father's uncle'.

c. * mamak o mangkhawali
    uncle dad-POS3TG AKT-search
    'Father uncle is looking for'.

The three clauses above show that clauses (4b) and (4c) are unacceptable because they violate the rules of the Haloban language order. Meanwhile, in clause (4d) the same thing is also shown, which is not the same as the AVO order. However, clause (4d) can form a new clause. But it does not have the same meaning as clause (4a). In clause (4a) the agent is *mamak* 'uncle' while in (4d) *mamak* 'uncle' becomes the object (patient). Clause (4d) is acceptable but its meaning changes because it changes its structure.

d. *mangkhawali ia apak-o mamak*
    AKT-looks for PRO3TG dad-POS3TG uncle
    'Father is looking for uncle'.

From clause (4a) to (4d) there is no special marker that accompanies the agent or object. Only the order in which these syntactic functions are marked. From this, it is known that the ordering is very strict in the transitive clause of HL. In the basic clause, the order is V-(PRO)-O-A.

Based on the analysis above, it can be concluded that in the HL declarative sentence there are two standard word orders, namely; 1) if the clause uses an intransitive verb without an affix, then the order of the sentence is S -V-Pel and 2) V-(Pro)-O-S if the clause is a transitive verb with a nasal affix. With this finding, it can be said syntactically that HL is an accusative type of language.

Imperative Sentence
The imperative sentences are sentences addressed directly to the second person, namely the person who is asked by the first party to do the work as intended in the verb or predicate of the sentence. Imperative sentences contain the intention of ordering or asking the speech partner to do something as the speaker wants (Rehardi, 2005:79). In other words, the subject of the imperative sentence is the second person. Therefore, it does not need to be stated explicitly.
As in other languages, in HL imperative sentences do not use a subject and the verb takes the basic form or verb without affixes (prefixes). In HL, an order given by the first party as the giver of the order to the second party as the recipient of the order can be expressed with (i) verbal predicates only; (ii) complete verbal predicate utterances; (iii) command word assignment; and (iv) exclamations. Syntactically, imperative sentences are formed by verbal predicates with or without FN (arguments).

Intransitive imperative sentence

Intransitive imperative sentences are sentences formed from declarative sentences in the form of intransitive verbs.

5. a. antaeng !
        Intr !
        'Sit down !'
    'b. sumeneng !
        Intr !
        Shut up!

In HL, imperative sentences can also be supplemented with vocative or vocational words.

6. a. *antaeng Ali !*
        sit down Ali!
        'Sit down, Ali' !
    b. *sumenneng anak-anak* !
        shut up, kids
        'Shut up kids'!

7. a. antaeng mek era !
        sit down to ART !
        'Sit over here' !

In this group of intransitive imperative sentences, imperative sentences are also derived from declarative sentences with prepositions in the form of prepositional phrases.

Transitive Imperative Sentence

A transitive imperative sentence is an imperative sentence derived from a declarative sentence in the form of an intransitive verb added with the suffix {-i}.

8. a. *antaengi kurisi era*!
        sit-APL chair ART
        'Sit this chair'!
    b. areeni wokge eda!
        repair boat ART
        'Fix this boat'!

From the examples above, it can be seen that imperative sentences form a passive construction with a P-S pattern. From the sentences (8a,b) it can be seen that the structure of the sentence is V + O/P + S/A. Thus, in this imperative sentence, the object of the declarative sentence functions as the subject of the imperative sentence.

The verbs in the examples above are basic verbs and do not have nasal prefixes. The FN contained in these examples is an imperative verb. The examples of imperatives in the form of task words like this are very limited in HL. Based on the description above, it is found that in the HL imperative there is a sequence of words V-O (Patient) or V (verbal predicate with or without FN (argument).

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From the examples of sentences and explanations given above, syntactically, HL imperative sentences are formed by verbal predicates with or without FN (arguments). The study of word order of HL imperative sentences in this research is basically focused on the imperative form with verbal predicates only and complete utterances with verbal predicates without FN or complete utterances with FN. The order of words or constituents in the HL imperative sentence according to the existing data examples is VO (imperative sentence) which is a reduction of the VSO and SVO types (Song, 2001:49).

Interrogative Sentences.

Interrogative sentences are sentences that contain elements of questions or require an answer or explanation. There are two types of interrogative sentences, namely, first, interrogative sentences that require a yes or no answer, and second, interrogative sentences that require explanations of answers or information regarding certain parts being asked.

This HL research, it does not discuss how the interrogative sentences are reconstructed but only discusses the standard phenomenon, namely the order of interrogative sentences that are common and acceptable in HL. This sentence, in BHL, is formally marked by the presence of a question word; *anea* 'who', *araya* 'what', *anengan* 'when', *umae* 'where' in written form, or rising intonation in spoken form. Furthermore, the word order of interrogative sentences in this study is the word order that asks the core argument (subject/agent or object/patient). The following examples;

9. a. Dise mareen ?
      She is beautiful ?
      She is beautiful ?'
   'b. Is it ok?
      dad is home?
      'Father is at home?'
   'c. Desira maradak nat?
      do they catch fish?
      'They caught fish?'

10.   Arayaka rise child or eda?
       is he that guy's child?
       'Is he that person's son?'

The examples of clauses (9 a,b,c) and (10) are interrogative sentences that require a yes or no answer. Based on the order of words or constituents, interrogative sentences (9a,b,c), as well as interrogative sentences (10), have the same order of words or constituents as declarative sentences, the difference lies in the intonation of the sentence when spoken.

The interrogative sentences can be divided into interrogative sentences that ask the subject and interrogative sentences that ask the object. The word order of interrogative sentences in this research report is the order of interrogative sentences that ask the main argument (SUBJ/Agent or OBJ/Patient), Let's observe the following example.

11.   anea senga mangkhawali amak?
       who is REL AKT-looking for uncle
       'Who's looking for uncle'?
12. araya senga sir manganese oak tinawa?
    does the PRO3JM REL eat pre-garden
    'What do they eat in the garden'?

The interrogative clauses (11 and 12) above are transitive clauses with verbs without nasal affixes. The question word *anea* 'who' in the data clause (11) is used to ask the subject (the informative answer is the subject or agent of the transitive sentence) and the question word *araya* in the data clause (12) is used to ask the object (the informative answer is the object or transitive sentence patient). The word order in the interrogative clause construction that uses verbs without nasal affixes above is S/A-V-P/O and in HL this is the accepted order.

As previously mentioned, interrogative sentences or commonly called interrogative sentences are formed from declarative sentences by adding question words to the declarative sentences, but in HL, so that interrogative sentences are acceptable according to the order of HL sentences, interrogative sentences that ask O (Object) or P (Patient) both to ask the object of a person and for objects other than people are formed by not only adding the question word *anea* 'who' or *araya* 'what' in a declarative sentence but also having to change the order of the sentence, namely an active transitive sentence with nasal-affixes become a transitive sentence of a nasal-affix passive verb, as in the following example sentence;

13. Anea senga nikhawali rise?
    who is REL PAS- looking for PRO3TG
    'Who is he looking for'?

14. *anea senga niwatu ia amak?*
    Anea REL PAS-help PRO3TG uncle
    'Who did uncle help'?

Based on the HL example above (sentences 13 and 14) it is an interrogative sentence with a nasal-affixed passive verb asking for O (Object) or P (Patient), the order of the words is P -V-S/A. If the P-V-S/A sequence is changed to the standard S-V-P or P-S-V order and the morphological form of the verb remains with the affix, nasal, then the BHL sentence is not acceptable. For the following example;

15. a.*rise mangkhawali anea?
       he is AKT- looking for whom
       'Who is he looking for'?
    b.* Mama Mewatu Anea?
       uncle AKT- help who
       'Uncle helping who'?

The examples of interrogative sentences (15a,b) above are examples of HL clauses that are not grammatical, in other words, unacceptable. This is because the HL clause above, sentence (15a,b) is an interrogative sentence with a nasal-affixed transitive verb asking O (Object) or P

(Patient), the order is S-V-P. In order for clauses (15a, b) to be acceptable in the HL system, the word order and active verbs must be changed. Let's observe the following data (15a,b);

16. a. Anea Senga Nikhawali Rise?
       who is REL PAS- looking for PRO3TG
       'Who are you looking for'?
    'b. anea senga niwatu is he mom?
       who is REL PAS- help PRO3TG uncle
       'Who did uncle help'?

The question word *araya* 'what' is used to ask P (object) other than human. Take a look at the following sample data.

17. a. *Araya Senga Herlin radak oak luan?*
       Did Herlin Railroad catch Pre-river
       'What did Herlin catch in the river'?
    'b. *Araya senga Taher totong ek payone?*
       what is the fire rail in the garden of POS3TG?
       What did Taher burn in his garden?

The data (17 a, b) above are interrogative sentences with transitive verbs without affixes that ask for objects or patients. The order of the interrogative sentences above is S/A-V-O. Next, let's look at interrogative sentences with the following nasal-affixed transitive verbs.

18. a. *Araya senga nikhawali he Herlin alek tanggok?*
       what is REL PAS-looking for PRON3TG Herlin CONJ tanggok?
       'What is Herlin looking for with the net (tanggok)'?

    'b. Araya senga nitumbok he silawe eda?
       what is the ART PAS -cover PRO3TG female ART?
       'What is that woman covering up?'
    'c. araya senga ninyekhepi manok eda?
       What REL PAS-eram-APL chicken ART
       'What did the chicken incubate'?

The sentences (18 a, b, c) are interrogative sentences with nasal-affixed passive transitive verbs that ask for O (Object) or P (Patient) other than a person. the morphological form of the verb is still affixed, nasal, then the HL sentence is not acceptable.

Based on the examples of HL clauses above, a conclusion can be drawn that the order of interrogative sentences of HL with transitive verbs without affixes is S/A-V-P/O and the order of interrogative sentences of transitive verbs with nasal affixes is P -V- S/A. In HL the placement of question words *anea* 'who', *araya* 'what', to form interrogative sentences, both interrogative sentences of transitive verbs without affixes and interrogative sentences of transitive verbs with nasal affixes are placed in front of the subject in the order shown in the following table.

Table 1: Interrogative Sentence of HL

Question Word	Verba (VI-/+) afiks	Adjung
anea 'who'	REL Intr V + O ? (S/A)	
	REL Pref ni + V + S/O ? (P/O)	
araya 'what'	REL Intr V + O ? (S/A)	
	REL Pref ni + V + S/O ? (P/O)	

Based on the analysis above, it can be concluded that in interrogative sentences HL the most common order is V-O-S. In certain circumstances (eg in copying construction) it can be S-V-O. The findings in the form of interrogative sentence order, as above, show that HL is an accusative type of language.

Haloban Language Typology

Based on Dixon's theory of word order or constituent order, HL is included in the first type of language. Namely, a language that places order as a very important thing. To mark syntactic functions, this language uses a standard order and cannot be arbitrary.

This section is a part to see what the Haloban language typology looks like. At the beginning, it was explained that it was suspected that this language was of an accusative type. Determination of the typology of this language is based on the theory of Dixon (1994). If a language exhibits S=A behavior, it is called accusative language. If it shows S = O behavior, a language is called an ergative language. To find out what type of language is Haloban, it is necessary to test the language through the following clauses.

19. Desira mae mek tinawa
    3JM go Pre garden
    'They went to the garden'
20. Desira mamangan turian oak tinawa
    3JM AKT-eating Durian Pre-garden
    'They eat durian in the garden'

In clause (19) Desira is a single argument in an intransitive clause in this case the argument is the subject of an intransitive clause (S). In clause (20) there are two arguments, namely the agent's argument and the patient's argument. The first argument is the agent which is the subject of the transitive clause (A). In both clauses (19) and (20) there are no special markers attached to A, S, or O. There are no markers to state whether the relationship is S=A or S=O. The only marker for declaring a syntactic function is the sort order.

In determining the type of casual worker, it is necessary to test data (19) and (20). For example in intransitive clause (19) *Desira mae* and transitive clause (20) *Desira mamangan turian*. Clause (19) desira is S (the only argument in intransitive verbs) in that clause morphologically marked the same as A (agent argument of transitive clause) in clause (20). In this case, there is no special marking that distinguishes between S and A. The marking of both is in the order. The same treatment between S and A in casual workers can be described as follows.

Treatment

S
A
O
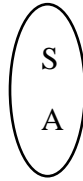
21. **Desira** *mae………*
    S

22. **Desira** *mamangan turian……….*
    A

The treatment of the subject of the intransitive clause is treated the same as the subject of the transitive clause, indicating that HL has an accusative typology.

Conclusions and Suggestions

The order in the HL is a very important marker in determining the syntactic function. The order in the intransitive clause shows the order of the subject (S) and the predicate (SP). Meanwhile, the order in the transitive clause shows the order of the subject of the transitive clause (A), the predicate (P), and the object (O) of APO. While the HL typology shows that the subject of the intransitive clause (S) is treated the same as the subject of the transitive clause (A) or S=A. So it shows that this language has an accusative typology. This research is the basic foundation of Haloban language typology research. Thus, there are still many shortcomings which of course require correction for better research in the future.

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Analysis of Studio Express A1 Book on Reading Ability of German Language Education Students Class C Batch 2022

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Abstract: This article aims to analyze in depth the use of the Studio Express A1 book on the reading ability of 2022 Stambuk class C students at Universitas Negeri Medan. The use of Studio Express A1 books in the new school year creates different learning outcomes and learning processes than the previous school year. In this book there is various material that can improve students' reading skills, such as Essen und Trinken (food and beverage) theme. The reading theory used to analyze students' reading abilities is techniques, scanning techniques. The research Methodology used in this research is descriptive qualitative with data collection techniques, namely, observation, interviews and literature study. The research results in the article show an increase in ability value of students' reading abilities.

Keywords : Analysis, German Language, Reading Ability.

Introduction

German is a foreign language studied at school and university level in Indonesia. One of the universities that has German language education study program is Universitas Negeri Medan. In German, there are 4 competencies that must be mastered by German learners, one of which is reading ability. Reading ability is an important aspect in honing receptive skills. The ability plays a significant role in receiving and understanding information in a written text. In reading a text, students must be able to understand and identify the meaning contained in the text. Reading is a process to increase insight and knowledge and can hone ways of thinking about verbal concepts. Therefore, comprehension is related to other skills such as letter recognition, vocabulary grammar and text context.

The Studio Express A1 book is the main book used for the learning and teaching process in the German Language Education study program in the 2022/2023 academic year. In this book, there is a lot of basic material for German A1 level and this book has exercises and texts that hone the 4 German language competencies, especially in reading skills, for example Essen und Trinken (food and drink). In this theme, students can practice reading through texts about food in Germany and then students can also answer questions from these texts. However, many students of German Language Education study program C class 2022 have difficulty in answering these questions because the reading given is long and also students find it difficult to find the main meaning and lack of understanding the context of the text quickly, therefore in learning in the Lesen A1 they use the scanning reading technique to understand the context of the text quickly.

Students no longer need to understand the meaning of the entire text, but only need to read quickly to find keywords to answer questions. From the results of interviews and evidence of KHS (Study Result Card) from students, the grades in Lesen A1 from students who the researchers interviewed increased. Many students have gotten an A in Lesen A1, namely 11 of them have gotten an A and 1 student got a B in Lesen A1. KHS or Study Result Card is the result or grade obtained for a course in one semester.

This technique makes them easier and more effective in answering questions in the text, especially on the theme of Essen und Trinken (food and drink). Many students are more diligent and motivated in learning to do questions with long texts. Based on the results of preliminary observations that researchers conducted at the interview stage. Researchers are interested in continuing the reading speed test using the scanning technique on the theme Essen und Trinken (food and drink) on the text entitled "Currywurst oder Schnitzel mit Pommes- welches macht Gerict macht das Rennen?".

Research Methodology

Type of Research

This type of research is descriptive research. Descriptive research aims to create a systematic, current and accurate picture or painting of the facts, characteristics and relationships between the phenomena being investigated (Rangkuti, 2004:15). Thisresearch also aims to explain various situations that occur in class C students of class 22 German language education. The focus of this research is how the Studio Express A1 book impacts the reading ability of class C class 22 German Language Education students.

Data collection techniques
1). Observation
The observations carried out in this research were by observing the research subjects regarding the results of learning the A1 License from the A1 Studio Express book.
2). Interview
In this research, researchers conducted interviews with 11 sources regarding the final results of learning Lesen A1 using the Studio Express A1 book.
3). Study of literature
Researchers study and review literature regarding problems that are relevant to this research to support theoretical foundations.
4). Subject selection techniques
In the process of selecting subjects, researchers make certain considerations that are in accordance with the research objectives. The subjects were 15 people who were Class C students from Class 22 who had studied the A1 license using the Studio Express A1 book. This research avoids generalizations, each subject represents himself. Therefore, researchers selected subjects using purposive sampling techniques. Purposive sampling is a technique carried out with certain considerations, not based on strata or regions, but based on the objectives of the research.
5). Data analysis technique
The data analysis technique used in this research is using data analysis techniques that have been

developed by Miles and Huberman. In the matrix, descriptive data fragments about certain events or experiences will be presented which divide the data before and after. After the data is entered into the matrix, a checklist is then created (Miles Huberman, 2007: 139-140).

Miles and Huberman (2014) stated that data analysis during data collection takes researchers back and forth between thinking about existing data and developing strategies for collecting new data. Data analysis in this research was carried out during data collection within a certain time   period. During the interview, the researcher analyzes the answers given by the subject/informant. If the answers given by the person who is the source after analysis are deemed unsatisfactory, then the researcher will continue the interview, up to a certain stage so that data is obtained that is in line with the researcher's expectations. In presenting data to make it easier to understand, the data   analysis steps used in this research are the Analysis Interactive Model from Miles and Huberman,   which divides the steps in data analysis activities into several parts, namely data collection, data reduction, data presentation. , and drawing conclusions/verification.

1). Data collection

In this analysis, data is collected in the form of interview results, observation results, and studies in accordance with the research problem category which is then developed through further data searches.

2). Data reduction

Data reduction is a form of analysis that sharpens, categorizes, directs, removes unnecessary data and organizes data in such a way that final conclusions can be drawn and verified (Miles and Huberman, 2007: 16). Data reduction is the stage of selecting found data that suits research needs.

3). Data presentation

Data presentation is a series of information organizations that enable research conclusions to be made. The presentation of data is intended to find meaningful patterns and provide the possibility of drawing conclusions and providing action (Miles and Huberman, 2007: 84). Presenting data is one of the activities in preparing reports on research results that have been carried out so that they can be understood and analyzed according to the desired objectives.

4). Drawing conclusions/verification

Drawing conclusions is part of a complete configuration activity (Miles and Huberman, 2007: 18). Drawing conclusions or verification is an effort to search for or understand the meaning, order,   patterns, explanation, cause and effect flow or proposition. Drawing conclusions is an assessment of whether a proposed hypothesis is rejected or accepted.

Results and Discussion

Scanning technique

The scanning technique is a scanning reading technique to obtain more specific information from a long text. This technique is usually used when we already know a text and want to reconfirm the information in the text. According to Soedarso in Suhardi (2022: 88) states that scanning is a technique for teaching reading by skipping to direct the target sought in the reading material. With   the scanning technique, it is hoped that students will find it easier to find information. Because when students scan, they will go beyond many words without having to read the whole thing (Rahim in Lutviatus, 2013: 2).

The steps for reading using the scanning technique are:

1) After reading we have to determine the keywords of the text.
2) When scanning, we don't have to read one by one but just read quickly to look for keywords.
3) After getting keywords, we also have to look for information around them so that we get more accurate information.
4) When we have difficulty finding a specific word, we can search for it by looking at words in bold, italics or words that are printed differently from other writing.
5) We also have to pay attention to illustrations, tables or pictures related to the information.

After carrying out these steps, it will be easier for us to read using the scanning technique. Using this scanning technique can train students to be more careful and also more effective in finding information from reading material. Students can apply this scanning technique in reading texts related to the material theme "Essen und Trinken" in the Studio Express A1 book so they can answer questions from the text.

From the research conducted, it can be seen that the results ofstudents' reading skills learning are as follows:

No	Student Name	Rated Aspect	Achievement	
		Reading Speed	**Complete**	**Not Complete**
1	I. S	179 words/minute	√	
2	C. S	177 words/minute	√	

3	M. J	178 words/minute	√	
4	C. P	175 words/minute	√	
5	N. A	174 words/minute	√	

6	Y. P	170 words/minute	√	
7	L. I	173 words/minute	√	
8	D. O	172 words/minute	√	
9	W. M	171 words/minute	√	
10	K. F	174 words/minute	√	
11	C. A	175 words/minute	√	
12	D. C	176 words/minute	√	

From the table above it can be seen that the class average in the Pre-test was 176 words per minute in the low average value category and the class average was 179 words per minute in the high average value category. This proves that 179-176 words per minute these students use scanning techniques and diligently practice reading using scanning techniques, and 175-170 words per minute these students do not use scanning techniques like students who use scanning techniques and these students rarely practice rreading Researchers are interested in continuing the reading speed test using scanning techniques on the theme Essen und Trinken (food and drink) in the text entitled "Currywurst oder Schnitzel mit Pommes-welches macht Gericht macht das Rennen?" taken from the Studio Express A1 book.

b) Lesen Sie den Zeitungsartikel und markieren Sie alle Lebensmittel.

Currywurst oder Schnitzel mit Pommes – welches Gericht macht das Rennen?

c) Was ist in Kantinen „in"? Machen Sie eine „Hitliste".

The text tells about the German people's favorite food. There are many words that are difficult for students to read in the text. By using the scanning technique it will be easier for students to read the text and quickly, but for those who do not use the scanning technique it will be more difficult to read the text and take a little longer.

Conclusion

German is a foreign language studied at school and university level in Indonesia. One of the universities that has a German language education study program is Universitas Negeri Medan. Reading ability is an important aspect in honing receptive abilities. Ability plays a major role in receiving and understanding information in a written text. In reading a text, students must be able to understand and identify the meaning contained in the text. Using this scanning technique can train students to be more careful and also more effective in finding information from reading material. Through the research that has been carried out, the researchers can conclude that the class average in the Pre-test was 176 words/minute in the low average value category and the class average was 179 words/minute in the high average value category. This proves that 179-176 words/minute these students use scanning techniques and diligently practice reading using scanning techniques, and 175-170 words/minute these students do not use scanning techniques like students who use scanning techniques and these students rarely practice reading.

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Maxim Variations in Digital Learning Process During Pandemic of Covid-19

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Abstract: In order to investigate the maxim variations that occur in the English teaching and learning process within the context of the application of the digital teaching and learning process during COVID-19, this research will first look at the maxim variations utilized by students during digital learning. This study aims to identify the types of maxim violations and the various students' justifications for doing so during the online Zoom-Based Digital EFL descriptions of the conversational implicatures included learning process. Transcripts of talks that took place during the learning process served as the study's subjects. This study is qualitative descriptive design employed recording, note-taking, and observational Methodologys to collect several data. The second meeting contained 49 instances of prohibited behavior, according to the study's findings. The elaboration is as follows: 1. The quantity maxim (32.7%) 2. There is (20.3%) violation of the quality maxim. 3. The maxim of relation (26.5%) 4. The manner maxim (20.4%). The violation of quantity was the most frequently used category of maxim violations during the second meeting of TBI 3's first semester in 2021 at the Islamic State University of North Sumatera, followed by the violation of manner, the violation of relation, and the violation of quality. The amount of research relevant to educational domains is expected to increase.
Keywords: Digital learning process, Pandemic covid-19, Pragmatics, Context, Implicature, Maxim Variation**.**

Introduction

English learning is generally carried out in the classroom by direct interaction between teachers and students. Along with the times, learning can not only be done face-to-face, but can also be done remotely or known as online learning. The online learning system is implemented almost all over the world as a form of preventing the spread of Covid-19 starting from 2020 to 2022. The term digital learning is used to broadly describe the various educational opportunities made possible by digital technology, (Dobrovolny, Edwards, Friend, & Harrington, 2015).

Digital teaching by utilizing information and communication technology that facilitates the world of education so that it is possible to learn English from a distance. Information and communication technology can be used to access data, collect data, store data, process data, and facilitate students to think critically and creatively, collaborate and find problem solving, and conduct remote communication. There are many application tools that can help carry out online teaching and learning activities, including Zoom, Google Meeting, Google Classroom, Schoology, Whatsapp, Edmodo, and others (Daugenti, 2009).

During the Covid-19 pandemic, digital teaching in the English teaching and learning process was implemented in all Indonesian schools. At this situation, online learning becomes the answer to commit the barrier of a distance since it offers the flexibility of learning (Clarke, 2004;

Lipshitz & Parsons, 2008). Students can interact with teachers through the application devices used. Conversations and interactions about a teaching material will be discussed in this digital teaching process.

Conversation and interaction, however, occurring within English teaching and learning process stimulate maxim variations. Each student designates maxims distinctively, either at conventional learning process or digital learning process. The gap between, of course, creating novelty for researchers to dismantle it from pragmatics framework. Therefore, the study of the maxim variation used by the students in the conversation became the main background for this research.

Maxim variation is included in the discussion of the cooperative principle, namely a discussion of the contributions that occur in a conversation. There are four kinds of maxim variation including maxim of quantity, maxim of quality, maxim of relevance, and maxim of manner. This refers to the meaning of the context of the ongoing conversation and is discussed in one of the branches of linguistics, namely pragmatics.

Reasons of maxim variation in conversation (Nasution, 2014) are caused by some factors affecting conversational the maxims, such as: 1) the language attitude of the guests in answering questions, 2) tendency to hide something or not to reveal truly, 3) making a joke or humorous answer, 4) using metaphorical words in comparing or using language features, and 5) the issues of the topic itself.

Based on the explanation above, the focus of this research is to examine the maxim variations used by students during digital teaching. This paper aims to discuss the maxim variation that occurs in the English teaching and learning process within the scope of the application of the digital teaching and learning process during Covid-19.

Literature Review
Digital Teaching in English Learning Process
Technology has an important role in various sectors of the world's life today, especially in the field of education. Technological advances that are increasingly developing create new innovations and reforms in the world of education (Howard & Mozejko, 2015). The world of education will adapt and apply technology in the teaching and learning process, especially when teachers teach English in the classroom. Some of the reasons why there should be integration in the world of education are increasing vocational relevance in schools, increasing educational standards, contributing to a science and technology-based economy, changing pedagogy to be more student-centered, enriching student learning experiences, facilitating personalized learning, being constructivist, as well as a focus on achieving higher-level learning, (Fullan, 2013; Hammond, 2013; Somekh, 2007).

Learning English is closely related to the environment, just like a child who learns his mother tongue since childhood. In addition to the family environment, the term learning environment refers to classrooms that are currently developing into distance learning, this is due to several reasons such as efforts to stop the spread of Covid-19, (Altunay, 2019). Distance learning or online learning is learning that is carried out between teachers and students in their respective residences with the help of electronic facilities or devices so that learning can run smoothly, (Moore & Diehl, 2019).

The term distance learning was first applied at the University of Tubingen in the 1960s (Moore & Diehl, 2019) and continues to grow which is known today as online learning (Siemens et al., 2015). The evolution that occurs from distance learning to online learning is influenced by

advances in Information and Communication Technology. A teacher can teach English anytime and anywhere with the help of information and communication technology. Some examples of information and communication technology for the process of learning English are Zoom, Google Meeting, Google Classroom, Schoology, Whatsapp, Edmodo, and others. All material presented by the teacher through these applications can be accessed and delivered to students in the form of slides, videos, or pictures so that the process of learning and teaching English continues even though it is done online, (Anderson, 2008; Garrison & Anderson, 2003; Harasim, 2003). 2000).

Context

The study of language recognizes the term context. Speakers need to pay attention to several points before interacting or communicating with the other people, such as when they speak, where, and in what situation of the context. The study of this context is pragmatics. Pragmatics is the study that discusses the contextual meaning of a communication with language users that connects interpretations among language users about how people mean in certain contexts and how that context can affect others, (Yule, 1996). Hymes added that a context consists of two main features, namely the giver of speech and the recipient of the speech, the giver of the speech means the speaker or writer, while the recipient of the speech is the listener or reader (cited in Bader & Abdel Karim, 2010).

Pragmatics

One of the branches of linguistics that discusses the external factors of a language regarding the meaning of communication is pragmatics. There are many linguists who define pragmatics differently. One of these linguists is Yule who questions pragmatics into certain classifications, including (1) pragmatics is a study that discusses meaning in a conversation, (2) pragmatics is the study of the context that occurs in a conversation, (3) pragmatics is a study that discusses how to communicate rather than what will be conveyed, (4) pragmatics is the study of relative expressions in speech. So, pragmatics can be interpreted as a study that discuss es the context and meaning that occurs in a conversation.

Implicature

Implicature refers to the indirect or implicit meaning of an utterance produced by the speaker. Implicature occurs when a speaker wishes to express something in a conversation in an implicit or indirect manner. As a result, the implicature can be defined as something implied by the speaker that differs in meaning or intent from what the speaker says. In other words, based on the context, these other or additional meanings can be inferred and predicted. The term implicature comes from the verb imply, which means to imply something. To imply means to wrap or hide something using something else, according to the etymology. As a result, the conversational implicature is something that is hidden in a conversation implied in the actual conversation.

Types of Implicature

Implicature is classified into two types: conventional implicature and conversational implicature. Conventional Implicature refers to implications that are based on the conventional meanings of the words in an utterance. Conventional implicature is independent of context and deals with specific words such as but, yet, therefore, however, and even. In conventional implicature, these conjunctions are used to explain the implicit meaning of specific lexical items or expressions. A speaker who uses the word 'but' between coordinate clauses believes that some

contrast or concession is being made (Levinson, 1983). The conventional uses different criteria to determine whether or not the implicature was mentioned in the utterance.

A: Sinta is Malay but she is unable to say traditional poetry

(Grammatically: all Malay people are able to say traditional poetry but it's not true with Sinta)

Conventional implicatures are those that arise from words or phrases used in sentences or utterances. In this regard, semantic understanding is required to interpret the implications. For example, the phrase "He is really a land crocodile" implies a negative assessment of someone who likes to play with women. This understanding of meaning stems from Indonesian cultural conventions that equate people who like to play with women with land crocodiles. The conventional implicature's implied meaning is not context-bound. The type of conversational implicature, on the other hand, can only be understood in context. Because conventional implicatures have relatively stable meanings (not contextual), or there is general agreement about 'other meanings' of words or terms written or spoken, pragmatics studies only discuss conversational implicatures.

Conversational implicature is another type of implicature. Conversational Implicature refers to implications based on conversational principles and assumptions, rather than linguistic meaning words in an utterance. People communicate during a conversation. In the real world, speakers express themselves in a variety of ways. Conversational implicature is a well-defined feature. The characteristics of each type of implicature can be used to distinguish between them. Conversational implicature, unlike conventional implicature, which expresses agreed meaning from lexical item, is not intrinsically associated with any expression. The type of conversational implicature, on the other hand, can only be understood in context.

Conversational Implicature Varieties

Conversational implicature is classified into two types according to Stephen C. Levinson (1983): 1. special conversational implicatures and 2. general conversational implicatures. The first implicature is one whose meaning is highly dependent on contextual factors. The following conversation is an example.

1. A: Is the punctual student attending college today?
   B: Sir, Delvin's motorcycle is said to have broken down.

Because the proposition that Adi's motorcycle breaks down in general does not convey information about lecture attendance, Answer B is a special implicature. However, because it is related to the question, it is clear that the context is that Delvin is most likely not going to college because his motorcycle broke down.

While the second implicature is a general conversational implicature, it is dependent on the proposition being spoken rather than the context.

2. A: I don't think my little sister will go to college this morning.
   (A is unsure whether her little sister will attend college this morning.)

Cooperative Principle

"Cooperative Principle" is a principle in conversation introduced by Paul Grice. Conversation will occur well if there is mutual cooperation or interaction between the speaker and the other person. Grice emphasizes that cooperation is needed in a conversation, contribution to the ideas given, and goals or objectives. the direction of the conversation, (Horn & Ward, 2006). By applying the Cooperative Principle, the speaker and the listener will contribute to each other

so that the conversation occurs, meaning that the listener will draw the assumptions and meanings of each word uttered by the speaker and then rephrase the meaning of the conversation.

Grice also explained that the Cooperative Principle is not studying how a person should behave or the rules that are obeyed in a conversation, but discussing various people who are able to draw assumptions in a conversation so that interaction occurs between the speaker and the listener. These principles are known as maxims. Maxim is divided into four parts, the parts are:

1. Maxim of Quantity

In maxim of quantity, a speaker must make the right contribution, meaning not too little or too much. In other words, a speaker must contribute as informatively as possible in a conversation of what is required. Yule gives some examples in this maxim of quantity, such as "as you probably know", "I won't bore you with all the details", "to cut a long story", which the speakers are trying to be cooperative in the conversation by saying "As you probably know, I'm being of bugs", (cited in Yule, 1996)

Maxim of quantity is a rule of speech that requires the speaker to convey sufficient and supportive information, according to what is needed in a conversation, nothing less and nothing more. If the speaker violates the maxim of quantity, it means that the information conveyed is not sufficient or excessive. Speakers become implicit in the conversation, they "become economical with the truth".

2. Maxim of Quality

Maxim of quality has a meaning as the quality or truth of the conversation of what is discussed in a conversation, (Grundy, 2000). In other words, speakers must convey information that is true or which they perceive to be false. Some examples of maxim of quality are "I may be wrong, but ...", "as far as I know", I'm not sure if this is true, but ..." and "I think" (cited in Yule, 1996). Maxim of quality relates to the quality of truth or error in a conversation spoken by the speaker. Therefore, if the speaker believes something is true it will be conveyed to the listener, otherwise the speaker must refrain from saying what they believe is wrong. In other words, speakers are prohibited from conveying something without being accompanied by adequate evidence. A person who violates the maxim of quantity is someone who does not sincerely convey information that contains lies and or conveys a statement without strong evidence.

3. Maxim of Relation

The maxim of relation has the meaning of an accuracy in a conversation, meaning that a speaker is required to convey information that is relevant to the discussion or what is being discussed previously (Cutting, 2002). Maxim of relevance can be found in many conversation topics such as, "Never mind", "Oh, by the way", or "okay" (cited in Yule, 1996). Maxim of relevance is a rule in a conversation relating to the relevance of the information conveyed to the listener. Thus, a speaker must pay attention to every wording that is conveyed, whether it is relevant to the information being discussed or not. The information submitted must be relevant and in line with the topic being discussed. However, if someone violates the maxim of relevance, then the conversation will not run smoothly. This means that listeners will have a hard time responding to the intended meaning of the conversation because of irrelevant information. In addition, someone who violates this maxim of relevance can mislead the meaning that should be heard by the listener and can cause misunderstandings between both parties.

4. Maxim of Manner

Grice explained that in the maxim of manner, speakers generally tend to be sharp, to the point, directed, orderly, concise, and clear to avoid ambiguity in expressions and meanings that are confusing or ambiguous (quoted in Yule, 1996). In contrast to other maxims, maxim manner is a rule in conversation related to how speakers convey information. If a speaker violates the maxim of manner in his speech, it means that the speaker wants to give ambiguous and unclear information to the listener. This means that speakers can violate maxims by giving rambling utterances with various interpretations.

When the speaker disregards the cooperative principle, there is a maxim breach in the phenomenon of language. For instance, when a speaker gives too little or incomplete information, listeners have trouble understanding the details. On the other hand, if the speaker gives more details, the audience can grasp what is being said, yet it is viewed as ineffective and pointless to make a point with excessively long sentences. Several researchers related to the conversational implicature based on the violation of maxims in learning has been carried out by many previous researchers.

Among them were Novia who investigated the types of maxims and implicatures in students' conversations in teaching learning process pandemic of Covid-19; Martini, who addressed the conversational implicatures of Indonesian speaking students in their daily conversations; Isnaniah, who dealt with the conversational implicatures of learning in students; Pudyastuti and Zamzani, who analyzed the implicature of the conversation in learning Indonesian; and also Saifudin who concentrated to discuss the conversational implicature in pragmatic linguistics.

Research Methodology

According to Polkinghorne (1983: 269), The qualitative Methodology depends on linguistics rather than numerical data (scores), and meaning based rather than statistical forms of data analysis. In this study, the descriptive qualitative approach was chosen because the analysis was about finding and analyzing utterances of the characters in learning process during Pandemic Covid -19 and to describe the collected data as they are and then analyze them qualitatively. The data gained in this study were analyzed by describing the conversational implicatures in English teaching learning process relating to the context. The data were all from students' and teacher's utterances containing 4 maxim violations.

The subject of this study was conversation pieces in online teaching learning which was obtained from the recorded videos on zoom meeting which then made into transcription, selected and analyzed the entire conversation that took place during the learning process with a duration of 60 minutes. The main instrument in this study was the researcher herself. Researcher as instrument as interpreter of empirical materials and as involved in the construction of ideas (Janesick, 2001) is the key instrument. In addition, additional documents such as the results of conversation analysis from EFL online teaching recordings were also included in this study. The data collection techniques used were observation and note-taking techniques consisting of descriptions of implicatures and analysis of maxim violations.

The data was analyzed in four stages: first, describing the forms of violations against the Cooperation Principle and maxims; second, selecting implicature utterances; third, interpreting the types of implications of the conversation; and finally, ensuring data validity and reliability to strengthen the study's credibility. According to the research of Balqis and Jamaluddin, one way to validate the data is to use pragmatic validity in the form of the meaning of lingual units that contain

conversational implicatures. Meanwhile, intra-rate techniques, such as reading and reviewing data repeatedly, can be used to demonstrate its reliability.

Findings and Discussion

Based on the analysis of an English as Foreign Language teaching that has been carried out, it was found that several conversations were identified as having violated the Cooperation principle in Grice's maxim. Violation of these maxims automatically results in the phenomenon of conversational implicature. The data of four maxims were analyzed in the following.

Conversation 1

Lecturer: Hello, good morning, everybody! Assalamua'laikum wr.wb
Students: Wa'alaikum salam wr.wb ma'am
Lecturer: Is everybody here?
Students: *Silent*

There are four maxim violations occurred in this first conversation. When the teacher asked about the position of all students present, no one answered the question and instead created a quiet atmosphere in the zoom. This caused *a violation of a quantity maxim* occurred in which the teacher expected an informative and obvious answer, the first is greeting only answered by salam means it used *the violation of the quality maxim* occurred because the teacher expected an actual answer but the students hide truth. *The violation of relation maxim* occurred because the teacher expected answers in accordance with the context but the students avoid talking about it. Finally, *the violation of the manner maxim* because the teacher expected clear answers while silence just emerging ambiguity. This silence ensued when the learners were called implied that they were absent in the class.

Conversation 2

Lecturer: Hello… Can you hear me?
Students: Some haven't joined ma'am

There are two of maxim violations occurred in this second conversation. When the teacher asked all students present whether they could hear the teacher's question or not unfortunately they didn't answer it instead saying other thing, this caused *a violation of a quantity maxim* in which the teacher expected an informative and obvious answer, *The violation of the relation maxim* occurred because it changes the conversation topic while the students expected an actual answer but the students didn't tell the related answer.

Conversation 3

Lecturer: Alright, Why and where are they now? No one is asking for permission.
Students: *Silent*

There are four maxim violations occurred in this third conversation. When the teacher asked about the reason and position of not present students, no one answered the question and instead created a quiet atmosphere in the zoom meeting. This caused *a violation of a quantity maxim* occurred in which the teacher expected an informative and obvious answer, *The violation of the quality maxim* occurred because the teacher hide truth. *The violation of relation maxim* occurred because the teacher expected answers in accordance with the context but the students avoid talking about it. Finally, *the violation of the manner maxim* because the teacher expected

clear answers while silence just emerging ambiguity. This silence ensued when the learners were called implied that they were absent in the class.

Conversation 4
Group 2: (Explaining the topic about Pronoun)
       It's time to have a Question-and-answer section, do you have any questions friends?
Students: *Silent*

       There are four maxim violations occurred in this fourth conversation. When the presenter asked about others' understanding on their material whether the floor had question or not, no one answered the question instead created a quiet atmosphere in the zoom meeting. This caused *a violation of a quantity maxim* occurred in which the presenter expected an informative and obvious answer, *The violation of the quality maxim* occurred because the audience hide truth. *The violation of relation maxim* occurred because the teacher expected answers in accordance with the context but the students hide their confusion. Finally, *the violation of the manner maxim* because the teacher expected clear answers while silence just emerging ambiguity. This silence ensued when the learners were called implied that they were absent in the class.

Conversation 5
Group 2: Hello everybody! if you don't have any question, I will…
Student: (raised hand) Actually I am still confused then, I have a problem with Reflexive
       pronoun, how to distinguish myself and by myself in usage? They look similar and I
       don't understand how to use it.
Group: Excuse me, please tell us your name and group

       There are two maxim violations occurred in this 5th conversation. When the presenter asked the audience whether they still have a question or not about the material then a student answered too long explanation therefore *the violation of the quantity maxim occurred* and *the violation of manner maxim also occurred* because the presenter expected clear question from the floor but he explained exaggerated thing.

Conversation 6
       Lecturer: Let me elaborate simply for you (lecturer explained all detailly, clarifying the misunderstanding and interpretation made by the presenters). Well, now Do you still have any problem in understanding what pronoun is, what the kinds are and how are they used?
Students: clear ma'am

       There are three maxim violations occurred in this 11th conversation. When the lecturer explained the topic once more time and asked the students whether they still have understood or not about the material it means *the violation of the quantity maxim occurred* then a student answered by saying clear ma'am then *the violation of Quality maxim also occurred* because the students satisfied the lecturer by expressing simple answer.

Conversation 7
Lecturer: Good job everyone! I think it's enough for today, who will present for next week?
Students: group 3 ma'am about Verb

       There are two maxim violations occurred in this 16th conversation. When the lecturer said good job and asked who present next week but the students didn't respond the first compliment directly answered group 3 about Verb this caused *a violation of a quantity maxim* occurred and

informed more than what being asked, occurred in which the presenter expected an informative and obvious answer, *The violation of relation maxim* also occurred because the teacher expected answers in accordance with the context.

To determine the dominant violation of maxim and the characters' reason based on Tupan and Natalia (2008) and Christoffersen (2005), the researcher represented it into a table as follows:

No.	Maxim Violation	Categories	Data	Frequency	Percentage %
1.	Quantity	Circumlocution/ not to the point	13	1	2
		Uninformative	1,2,3,7,10, 15	6	12
		Talk too short	8,9,11,12,14	5	10
		Talk to much	5,6,8,16	4	8
		Repeat certain words	-	-	-
2.	Quality	Hide the truth	1,3,4,7,10, 12	6	12
		Saving face	13,15	2	4
		Feeling jealous	-	-	-
		Satisfying the hearer	11	1	2
		Build one's belief	14	1	2
		Convince the hearer	-	-	-
3.	Relation	The conversation unmatched with the topic	6,16	2	4
		Changes conversation topic abruptly	2,8	2	4
		Avoid talking about something	1,3,7,11,13,14	6	12
		Hide something /fact	4,10,12	3	6
		Do the wrong causality	-	-	-
4.	Manner	Use ambiguous language	1,3,4,7,8,10,12	7	14
		Exaggerated thing	5	1	2
		Use slang in front of people who don't understand it	-	-	-
		Voice is not loud	6,15	2	4
	Total			**49**	**100%**

Table 1 shows the category for each occurrence of maxim violation in the classroom during the learning process, some data found by categorizing some types of maxims.

Conclusion

Figure 1 shows the explanation of the percentage for each category of maxim violation as follows:
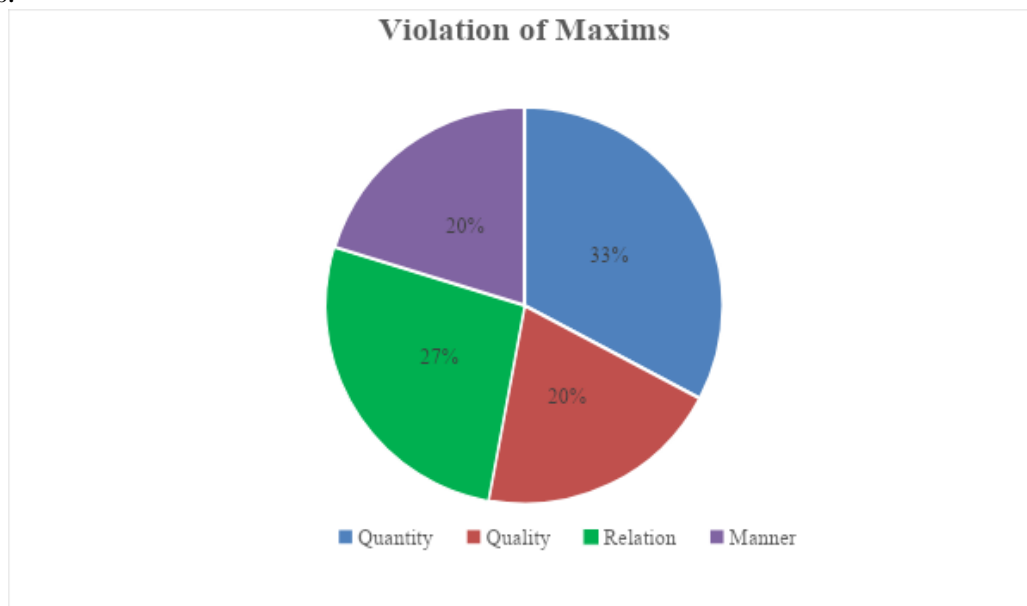
Figure 1 depicts According to H.P. Grice's theory, four maxims (maxim of quantity, maxim of quality, maxim of relation, and maxim of manner) are shown above. The quantity maxim was violated by 16 data (32.7%), the quality maxim by 10 data (20.3%), the relation maxim by 13 data (26.5%), and the manner maxim by 10 data (20.4%). The violation of quantity was the most common category of maxim violation used by students at the Islamic State University of North Sumatera's second meeting of TBI 3's first semester in 2021.

Acknowledgement

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Cultural Differences as an Obstacle to Intercultural Communication between Indonesian and German Citizens

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Abstract: Cultural diversity has its own positive and negative impacts. In general, the positive impact is as a nation's wealth. On the other hand, a problem arises when this culture is brought into communication that involves two cultures. This research is motivated by the occurrence of intercultural communication barriers caused by cultural differences between Indonesia and Germany. The aim of this research is to show how the influence of cultural differences can hinder intercultural communication. The research Methodology used was evaluation research using a qualitative approach using interview techniques as data collection material for an Indonesian citizen who was carrying out a work program in Germany. Where the resource person communicates directly with German citizens every day. The results of the research prove that the cultural differences between German and Indonesian citizens hinder intercultural communication.
Keywords: Cultural, Barriers, Communication, Language

Introduction

Cross-cultural communication between two culturally disparate groups of individuals occurs in an intriguing and complicated world because of cultural differences. In the current era of globalization, intercultural exchanges are growing more frequent, yet they are frequently accompanied by difficulties stemming from profound cultural differences. The value of intercultural understanding and how it helps break down obstacles to cross-cultural interactions between Germans and Indonesians People need to figure out how to get beyond these barriers to communication in order to improve communication and mutual understanding. Through the insights this article offers on overcoming cultural obstacles to communication, both citizen groups will be able to communicate more effectively. Anyone active in intercultural communication between Indonesia and Germany is expected to find this article beneficial. It will also be helpful for anyone who wish to understand more about the potential and difficulties associated with cross-cultural communication in today globalized society. It motivates individuals to learn more about various cultures by emphasizing cultural differences as hurdles. This may contribute to a greater respect and understanding of cultural variety.

Language is a system of phonetic symbols used by members of a linguistic community to communicate and interact with each other based on a shared culture. This statement was made by Dardjowono in Bintang (2020). However, cultural differences lead us to an interesting and complex world where cross-cultural communication occurs between two culturally different groups of people. As: Koentjaraningrat stated that language is an element of culture in that language and culture influence each other (Zulaihah, 2021). Intercultural interactions are becoming more common in the current era of globalization, but are often characterized by challenges arising from deep cultural differences. The importance of intercultural understanding and its benefits for overcoming intercultural communication barriers between Indonesia and Germany. To enable better interaction and better understanding of each other, people must find ways to overcome these communication challenges. Because this paper provides insight into how to overcome communication barriers caused by cultural differences, both groups of citizens can communicate better. The hope is that this article will be useful for anyone involved in intercultural communication between Indonesia and Germany. It will also be useful for those who wish to study the challenges and opportunities that exist in cross-cultural exchange in an increasingly connected world. This paper highlights cultural differences as a barrier and encourages people to learn more about different cultures. This can help increase understanding and appreciation of cultural diversity.

Methodology

This research is evaluation research using a qualitative approach. According to Sugiyono (2013), evaluation research is research that uses systematic Methodologys to determine the effectiveness of a program, action or policy or other careful object. The data obtained is presented in the form of descriptions according to the characteristics of a qualitative approach until a deeper and more specific understanding is obtained.

Data collection uses interview and observation Methodologys, while the questions that will be given have been prepared in a structured manner. According to Esterberg in Sugiyono (2015), an interview is a meeting held by two people to exchange information or ideas by means of questions and answers, so that it can be narrowed down to a conclusion or meaning on a particular topic. The interview technique used in this research was a semi-structured interview which was conducted once.

Then Creswell in (Murdiyanto, 2020) defines qualitative research as the process of investigating a social phenomenon and human problem. Qualitative research is also defined as a strategy to search for meaning, understanding, concepts, characteristics, symptoms, symbols and descriptions of a phenomenon, focused and multiMethodology, natural and holistic in nature, prioritizing quality, using several Methodologys, and presented narratively in scientific research.Because the main goal in qualitative research is to make facts/phenomena easy to understand (understandable) and allow according to the model to produce new hypotheses (Hennink, Hutter & Bailey, 2020).

This research uses data sources in the form of field notes, interview transcripts recorded through written notes or through audio tape recorders, pictures, photos, video recordings regarding Cultural Culture. This interview was conducted with Indonesian people who currently live in Germany and interviewed using Zoom Meeting.

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The purpose of using semi-structured interviews is to find problems more openly, the interviewee can be asked to express his opinions and ideas (Esterberg in Sugiyono, 2015).

In interviews there are stages that will be carried out by researchers to collect data, namely:

1. Create an interview question guide, so that the questions given are in accordance with the objectives of the interview.
2. Determine the interview source.
3. Determine the location and time of the interview.
4. Carry out the interview process
5. Documentation
6. Ensure that the results of the interview are in accordance with the information required by the researcher.
7. Recap the results of the interview.

Discussion

In the interview session conducted, the interview was of the opinion that there were several factors that caused miscommunication due to cultural differences in language. These factors are language speed, dialect, and cultural differences.

The data obtained came from an Indonesian citizen from Medan who is currently running the Ausbildung program in Germany, especially Bavaria, with a focus on the health sector.

Native German speakers tend to speak quickly, which often creates obstacles in communication. Indonesian people tend to be less understanding of sentences spoken by German speakers. One of the things that influences this problem is the difference between the German language learned and what is spoken. The German language studied is *Hochdeutsch*, which is formal German. So, when Indonesians communicate with Germans there are often obstacles because of this, coupled with the speed at which Germans speak which makes it difficult for Indonesians to understand.
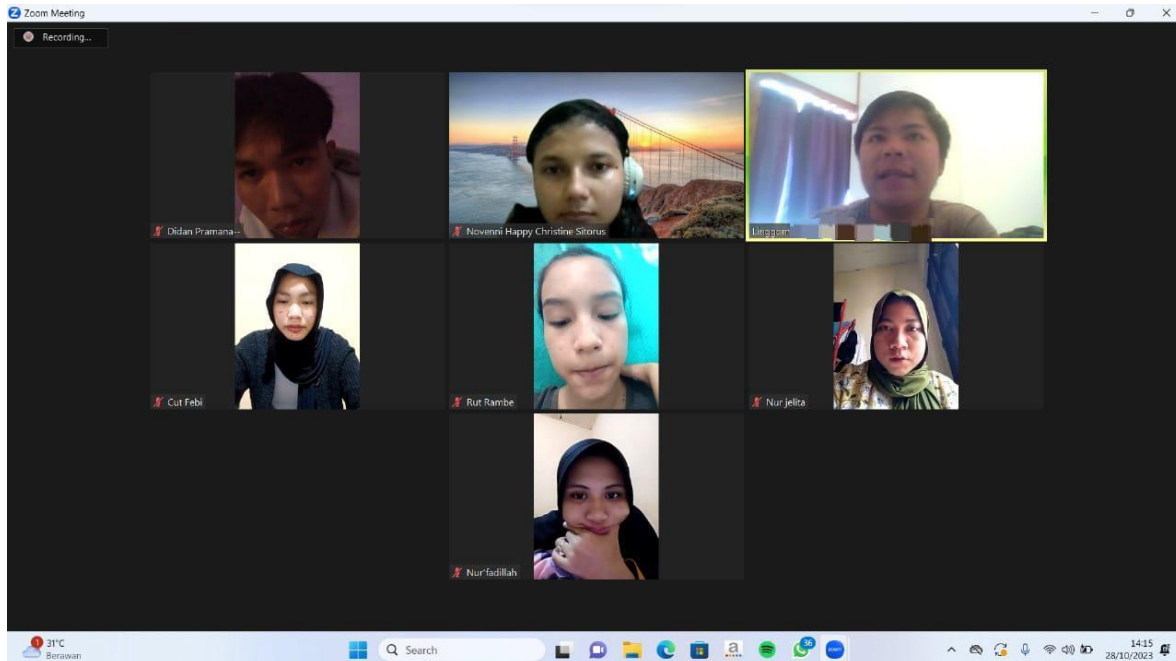
Figure 1 is the research team collected data via Zoom meeting with sources

Dialect differences in several regions in Germany also often hinder communication between Indonesian and German citizens. For example, in the Bavarian dialect, German speakers tend to say the letter a becomes o. The resource person gave an example by using the word *Straße*. When pronouncing this word, speakers with Bavarian dialect will pronounce the word *Stroße*. Responding to this, the interviewee several times said Wie Bitte? To get the meaning of the words spoken. Apart from dialect, Bavarians also have a greeting (*Begrüßen*) that is different from what Indonesians learn. For example, the word *Servus*! What parents say, and *Gruß dich*! which is often said by teenagers. Apart from that, there is also a *Gruß Gott* greeting! which is an ancient greeting used by Bavarian people.

Figure 2 various form of greeting in the city of Bavaria

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Cultural differences can also be an obstacle in communicating between Indonesian and German citizens. One of the characteristics of Indonesian culture is greeting someone if you already know that person. But in Germany it is different. They will greet someone they have made eye contact with someone for a few seconds. Another example is the habit of Indonesian people who often feel inferior because of small mistakes they have made that make them lack self-confidence. This can be an obstacle to intercultural communication.

So what can be done to overcome this problem? The resource person said that the way to overcome differences that hinder intercultural communication is to study that culture. As someone who is not a native German speaker, it would be good for Indonesians to have the initiative to learn about culture by asking directly or finding out via the internet. The resource person also suggested that Indonesians should *Lernsbereits* (prepare). What can be done with *Lernsbereits*, Indonesian people can follow German habits directly, because culture is born from habits that are carried out continuously. The resource person himself took 2 weeks to realize that there was a difference between the vocabulary learned and what he listened to directly. Therefore, the resource person learned about this via the internet by following the social media accounts of a particular region in Germany to get information related to the culture of that place.

Apart from this, you need to know that there are several German cultures that are very different from Indonesia. The resource person gave four examples of cultures that are very inversely proportional to Indonesia which can cause obstacles in communication. This culture is related to the availability of food that suits Indonesian tastes. Indonesian people in Germany will find it difficult to find Indonesian food in Germany. Availability of water in toilets, Germany is one of many countries that uses tissue when in the toilet, this culture is inversely proportional to Indonesia which still uses water today. The difficulty of internet access, the resource person said that in Germany, to get internet access it costs a lot of money. For every 1Gb of internet quota you need Rp. 300,000.00-. The last one is the bureaucratic system in Germany. Germany is a strict country when it comes to paperwork. All requirements related to documents require a Termin (appointment) first. And stamps are still valid in the digital era where barcodes can be used.

Conclusion

Cultural differences as an obstacle to intercultural communication between Indonesian and German citizens are caused by several factors. These factors include the differences between the Hochdeutsch language studied and the German language used in everyday conversations by the community. One of them is the difference between the forms of greeting (begrüßen) that are learned and those spoken by Germans, for example Gruß dich!, Servus!, and Gruß Gott. The next factor is the differences in dialects in several regions in Germany, especially in Bavaria. All of these factors can cause difficulties in understanding and communicating with Germans, so it is important to understand and respect these differences in an effort to improve intercultural communication. To overcome barriers to intercultural communication between Indonesians and native German speakers, it is important to study and understand German culture in more depth (Lernsbereits). Initiatives to learn about German culture, either through direct questions, searching for information on the internet, or by following the direct habits of German people, are very necessary.

Apart from that, it is also important to be aware of the significant cultural differences between Indonesia and Germany, such as regarding food, habits of using water in toilets, internet access, and bureaucratic systems. With a better understanding of German culture, it is hoped that

cross-cultural communication between Indonesians and native German speakers can become smoother and more harmonious.

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Use of Falou App as a Medium for Learning Speaking Skills German

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Abstract: This article presents the use of the Falou application as a medium for learning German speaking skills. Falou is a learning app for speaking skills, writing skills, listening, vocabulary mastery and grammar using audio conversion via mobile phone or PC and flashcards. The user must complete the dialog by recording. In this application there are 19 language choices including Indonesian, which must be accessed through the internet network directly (online). The Falou application has advantages and disadvantages. However, the advantages of this application, in addition to being easy to use, also provide benefits for the use of audio and evaluation of learning through quizzes. The artificial intelligence on this application helps users master pronunciation and daily conversation. The Falou application can be used by teachers, students, students, course participants and German language enthusiasts independently, so this application increases the independence of learners. This application can be downloaded via Playstore and Appstore.
Keywords: Falou app, speaking skills.

Introduction

German is one of the foreign languages studied in schools at the high school, vocational school, MA and tertiary levels. In learning German there are 4 basic skills namely listening (Hören), writing (Schreiben), reading (Lesen) and speaking skills (Sprechfertigkeit). Speaking is an important aspect of learning German. Speaking skills are one of the productive and expressive language skills and are used to communicate directly or face-to-face with other parties for certain purposes. Speaking skills are a need for all prospective teacher students to communicate in teaching students in the classroom (Darmuki &; Haryadi, 2019: 62). Through speaking activities, students can express their ideas, ideas, or feelings directly to others (Darmuki &; Hidayati, 2019: 121).

As research conducted by (Hanifah &; Damayanti, 2020), one of the factors that can influence speech difficulties is a social environment that is less exposed to good and diverse conversations at home or the surrounding environment may have difficulty in developing fluent and varied speaking skills.

Along with the times, technological advances are increasing so that it can facilitate the teaching and learning process. One of them is the use of *AI technology (Artificial Intelligence)* or often referred to as artificial intelligence technology which includes major changes in reality and

affects almost all aspects of life, especially in the current technological era. To overcome the above problems, a digital technology-based application called Falou has been developed.

Falou is an app designed to help users practice their speaking skills. Falou can be accessed using the internet network. It's very easy to use, even for beginner German learners, the Falou app allows users to speak German with *AI technology* that has been programmed with a voice recording feature users can record and listen back to conversations that have been carried out, if there is a user error in pronunciation of the conversation, Falou will provide response and feedback so that this application can increase learning independence. Based on reviews and ratings given by users, the Falou application received a very high appreciation, almost reaching perfection. This shows that users feel satisfied and get to take advantage of the features and functions offered by this application in the ability to speak German and other foreign languages.

Falou Application Usage Steps

Here is a more detailed explanation of the use of the Falou application:

1. Download Falou app via *Playstore* and *Appstore.*
2. Create an account by following the given steps. Fill in the required information, such as name, email address, and password.
3. Select the language you want users to learn. Falou supports multiple languages, so choose German or a foreign language you want to learn.
4. Then choose the reason why you want to learn the foreign language that has already been chosen.
5. Choose a learning target according to the time you want.
6. Finally, choose your language fluency level.

Advantages and Disadvantages of the Falou App

A. The advantages of the Falou application are as follows:

1. Falou is the best choice of apps that can improve your foreign language skills, especially your speaking skills quickly. Because, the learning in this app uses audio conversion. Users are asked to say what the bot says verbally while recording with a microphone.
2. Falou is a practical and creative language learning app. Not only does it help improve speaking skills, but it also improves writing, listening and reading skills. In addition, it improves vocabulary and grammar mastery.
3. Falou has 19 foreign language options including Indonesian that users can learn according to their interests. Not only that, but language lessons are created by more than 200 native speakers.
4. Language lessons are based on everyday life. Such as introducing yourself, chatting with friends, ordering food, conducting job interviews, making presentations, and others. 5. Learning with Falou is very practical, accessible and fun.

B. Disadvantages of the Falou application
      1. Must be accessed in the internet network (online).

      2. There are ads that appear if the user is not using the premium version of this application. 3. There is no emphasis on grammar, users have to look for other sources to learn grammar more in-depth
      4. Limited learning topics if not using the premium version.

Falou app display

1. The initial view of the Falou application. In the initial view, there are topics to be studied. There are 7 topics to choose from that can be learned for free.
2. The Falou application uses a dialogue-based learning Methodology.
3. The user will be directed to activate the microphone which will record the user's voice during dialogue.
4. The Falou app will provide listening exercises, where users will listen to short conversations in the selected language (e.g. German). The user will listen, will listen carefully and understand the context and words used.
5. After listening practice, the Falou app will give you speaking practice. You will be asked to repeat and pronounce words or sentences in the selected language. The app uses speech recognition technology to help you improve pronunciation.
6. The Falou app will provide feedback and evaluation after each exercise. If there is an error in the pronunciation of the word, the Falou application will notify the inaccurate word by marking it red and the user can listen back to the audio that has been provided so that the user can correct the pronunciation of the word correctly.
7. After the conversation is correct and finished, the user can hear the difficult conversation again or continue to the next topic.

Conclusion

Falou is a foreign language learning app that can be used as a learning medium for speaking skills, one of which is German. The application is easy to use with *pre-programmed* AI technology.Falou will provide feedback and feedback, so this application contributes to increasing learning independence and helps users to speak skills in an easier and more fun way. German learners can take advantage of this application as an effective and efficient learning medium to improve German speaking skills.

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Translating British Folktales into Indonesia: Analysis of Localization

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Abstract: This study explored the localization of British folktales into Indonesian within the Ruangguru application, analyzing translation techniques and cultural adaptations. It emphasizes the importance of preserving the essence of these tales while making them relatable to the Indonesian audience. The study identifies techniques such as cultural adaptation, simplification, and idiomatic expressions in the localization process. It also highlights the impact of localization on cultural authenticity and relevance in the translated folktales, shedding light on how these stories are effectively adapted for Indonesian readers in digital learning environments.

Keywords: Translation techniques, folktales, localization

Introduction

In this digital era, people spend more of their time looking for entertainment through gadgets and computers. When science and technology is growing rapidly, the learning process is no longer monopolized by teacher presence in class. Students can study anytime, anywhere. Students can learn anything according to the interests and learning styles of each student. Designer Learning must be able to design learning using various types appropriate media and learning resources, so that the learning process can be carried out attractively, effectively and efficiently. Rossi and Biddle (1966: 3) believe that the media learning are all tools and materials that can be used for purposes education, such as radio, television, books, newspapers, and magazines. More specifically, the concept of media in the teaching and learning process is often interpreted as graphics, photography or electronic devices that capture, process and reconstruct visual or verbal information.

The Ruangguru application is one of media and the end result of innovation diffusion. It is based on the theory of innovation diffusion made popular by Everett M. Rogers in his book "Diffusion of Innovations," which states that innovation is an idea, practice, or object that is perceived as novel by a person or other unit of adoption. In other words, an innovation is a thought that is novel to a person. The response determines the uniqueness of the idea; if a thought looks novel to the individual, it is innovative (Rogers, 2003).

An operational permission for the Ruangguru application is already in place and has the number 3/A.5a/31.74.01/-1.851.332/2018. In Indonesia, the Ruangguru app has evolved into a mobile tool for non-formal education (Haris et al., 2019). Students and learners can use the Ruangguru application's learning system to participate in teaching activities in-person or virtually anywhere. Users can benefit from the free Ruangguru application, which has thousands of question banks with information that is tailored to the Indonesian curriculum and tools for analysing test results. Education levels for elementary school, junior high school, and middle school are included in the Ruangguru application's content. based on the curriculum that the Republic of Indonesian government has established. Additionally, the Ruangguru application offers the most qualified

professors and tutors who are experts in their specialties. This is how the app functions. The most comprehensive learning application in Indonesia is called Ruangguru (Ginting, 2020).

One of the media in the teacher's room is English Academy where there are folktales translated from English to Indonesian and vice versa. Translation Folktales hold a special place in the cultural heritage of any country, representing its traditions, values, and history. When these tales are translated into different languages and cultures, it becomes crucial to adapt them appropriately while preserving their original essence. There are several localizations contained in the translations made by this platform.

Here is the example a piece of folktale:
- ▪ ST : Once upon a time, in Sherwood Forest, there lived a legendary hero named Robin Hood. He was an outlaw, a skilled archer, and the leader of a band of merry men, including Little John, Friar Tuck, Will Scarlet, and Alan-a-Dale. They fought against the injustice of the cruel Sheriff of Nottingham and the greedy nobles, stealing from the rich to give to the poor.
- ▪ TT : Dahulu kala, di Hutan Sherwood, hiduplah seorang pahlawan legendaris bernama Robin Hood. Dia adalah seorang penjahat, pemanah ulung, dan pemimpin sekawanan pria ceria, termasuk Little John, Friar Tuck, Will Scarlet, dan Alan-a-Dale. Mereka melawan ketidakadilan yang dilakukan oleh Sheriff Nottingham yang kejam dan bangsawan yang rakus, mencuri dari orang kaya untuk diberikan kepada orang miskin.

In the localized version, the adaptation of the British folktale "Robin Hood" into Indonesian involves several aspects of localization to make it resonate with the Indonesian audience. According to Anantharachagan (2019), "Localization refers to the process of adapting a product or content to a specific cultural or linguistic context, while taking into consideration the linguistic, cultural, and social norms of the target audience." Holmes (2018) defines localization as "the process of adapting a product or content to meet the linguistic, cultural, and functional requirements of a specific target market, ensuring that it resonates with the target audience and feels natural within the target culture."

The analyzing of these localization elements:
- ● Names: The names of the characters have been adapted to fit the Indonesian context. For example, "Little John," "Friar Tuck," "Will Scarlet," and "Alan-a-Dale" have retained their original names, but they have been transliterated into Indonesian to ensure familiarity to the target audience.
- ● Cultural References: The references to Sherwood Forest and the Sheriff of Nottingham have been preserved to maintain the essence of the original story. However, the localized version may also incorporate Indonesian equivalents or references to similar cultural and geographical elements, such as using an Indonesian forest and an Indonesian counterpart to the Sheriff of Nottingham.
- ● Language Adaptation: The language has been translated into Indonesian, ensuring that the story flows naturally and is accessible to Indonesian readers. This involves considering the linguistic nuances, idiomatic expressions, and cultural references that may differ between British and Indonesian contexts.
- ● Societal Context: The concept of fighting against injustice and the theme of wealth redistribution to benefit the poor remain central in the localized version. However, the localized adaptation may incorporate elements that resonate more.

Talking about translation studies, Brislin (1976) uses the word translation as a general term for the activity of transferring SL text messages to TL texts. Adding to Brislin's ideas, Newmark (1989) states that translation is the process of sending meaning from one language to another. Focusing on the adaptation form of the translation process, Larson (1984) states that translation is the completeness and equivalence between the language forms of the SL structure and the TL structure. From these definitions the author understands that translation is a process of adapting language forms from the SL structure to the TL structure permanently maintain the meaning contained so that the message can be conveyed accurately. It is the message or meaning that is transferred while the form is adapted according to the rules TL structure.

It is important to note that this analysis covers only a few of the translation techniques identified by Molina and Albir (2002). The specific techniques employed in the given translation example may vary, and the translator's choices might be influenced by factors such as context, audience, and the desired impact of the translation

Based on Molina and Albir's (2002) translation techniques, the following techniques can be identified in the translation of the given text:

5. Transposition: Transposition involves changing the grammatical category of a word or phrase while preserving the meaning. In the translation, the transposition technique is used to adapt the phrase "a band of merry men" into "sekawanan pria ceria" (a group of cheerful men). Here, the noun "band" is transposed into "sekawanan" to convey the same meaning in the target language.

6. Modulation: Modulation refers to a change in the perspective, point of view, or expressive means of the message while preserving the core meaning. In the translation, modulation is used to adapt the phrase "fight against the injustice" into "melawan ketidakadilan" (fighting against injustice). The modulation conveys the same meaning but adjusts the expression to fit the target language.

7. Cultural Equivalent: Cultural equivalent involves replacing a term or concept from the source culture with a culturally equivalent term in the target culture. In the translation, the cultural equivalent technique is employed when adapting the references to "Sheriff of Nottingham" and "nobles" into "Sheriff Nottingham yang kejam" (cruel Sheriff Nottingham) and "bangsawan yang rakus" (greedy nobles). This ensures that the cultural references are accurately conveyed and understood in the target culture.

8. Borrowing: Borrowing entails incorporating words or phrases from the source language into the target language without translation. In the translation, the names "Robin Hood," "Little John," "Friar Tuck," "Will Scarlet," and "Alan-a-Dale" are borrowed as they remain the same in the target language, ensuring their familiarity and cultural recognition.

Previous research conducted with the localization of video games in translation, namely Annisa (2019) Localization Quality Assessment for Video Game Subtitles entitled "SASTRASUKI" from IAIN Surakarta. This study analyzes the diegetic strategy used in the video game subtitles and also to determine the quality of localization in the video game entitled Sastratsuki by I After Smile, and this study uses a qualitative descriptive research data in the form of subtitled text and scores of localization quality assessment by the assessor.

Based on the case study mentioned earlier, it would be highly interesting to perform research on the localization on translation of British folktales into Bahasa and the techniques. Messages from the source language (SL) cannot be transmitted in the target language (TL) if the

translation is inaccurate. Even the message that is communicated differs from the one in the original language. It's important to examine the translation techniques utilized to see how the translators attempt to get identical results. According to Molina and Albir (2002), translation techniques are procedures for analyzing and classifying the equivalence of translation results. They further added that these procedures have five basic characteristics: 1) affect the translation results, 2) can be classified by comparing them with the original text, 3) affect the micro-units of the text, 4) discursive and contextual, 5) functional. Moreover,

Molina and Albir (2002) identify 18 translation techniques which translator can use, namely adaptation, amplification, borrowing, calque, compensation, description, discursive, creation, equivalence, generalization, linguistic amplification, linguistic compression, literal translation, modulation, particularization, reduction, substitution, variation, and transposition.

Research Questions:
1) What translation techniques can be employed to effectively localize British folktales for the Indonesian audience?
2) How does the process of localization impact the cultural authenticity and relevance of the translated folktales?

Objectives Of The Study:
- To identify and analyse translation techniques involved in adapting these folktales to be more relatable and culturally relevant to Indonesian readers.
- To identify and analyze the localization strategies utilized in translating English folktales into Indonesian within the Ruangguru application and the English Academy.

2. Literature Review

2.1. Localization

According to Anantharachagan (2019), "Localization refers to the process of adapting a product or content to a specific cultural or linguistic context, while taking into consideration the linguistic, cultural, and social norms of the target audience." Holmes (2018) defines localization as "the process of adapting a product or content to meet the linguistic, cultural, and functional requirements of a specific target market, ensuring that it resonates with the target audience and feels natural within the target culture." Lafford (2017) explains that in the context of instructional materials, localization is "the process of modifying and adapting materials to reflect the cultural, linguistic, and sociocultural realities of the target audience, making them more relevant, engaging, and effective for learners."

2.2. Translation Techniques

Translation technique according to Molina and Albir: "Techniques describe the result obtained and can be used to classify different types of translation solutions." Therefore, strategies and techniques occupy different places in problem solving: strategies are part of the process, techniques affect the result." (Molina dan Albir, 2002) "A technique is the result of a choice made by a translator, its validity will depend on various questions related to the context, the purpose of the translation, audience expectations, etc." (Molina dan Albir, 2002).

Molina and Albir (2002) define translation technique as procedures to analyze and classify how translation equivalence works. They have basic characteristics for translation techniques:
a) They affect the result of the translation
b) They are classified by comparison with the original
c) They affect micro-units of text
d) They are by nature discursive and contextual
e) They are functional

The manner a specific translation process is carried out in terms of the translator's purpose (a broad choice that influences the entire text) is how Molina and Albir (2002) define translation Methodology in their article. Thus, the translator should make a distinction between the strategies used (literal or adaptation) that influence the entire text and those used (literal or adaptation) that affect the text's smaller units. Borrowing is one of the most popular techniques when the goal of the translation process is to create a foreignizing version. However, the translator could run into issues during the translation process because there might be a competence mismatch. The translator therefore uses translation techniques to address those issues. Strategies and techniques play different roles in issue resolution; while techniques have an impact on outcomes, strategies are a component of the process.

2.1.1. Translation Techniques (Molina and Albir, 2002)
After exploring the differences among translation strategies, translation Methodologys, and translation techniques, now we will learn to use the 18 translation techniques proposed by Molina and Albir (2002):

Adaptation
The target text cultural element is substituted for the source text cultural element using this technique. In other words, it is employed to determine the cultural correspondence between the source and target languages. For example;
        ST: Sincerely yours,
        TT: Hormat saya,
In English, people will say "Sincerely yours," in the closing part of their letters, but Indonesian people usually close their letter by saying "Hormat saya".

Amplification
This Methodology adds information that isn't explicitly stated in the source text. It provides more thorough details on the source text. In order for readers to grasp the target content, translators must add notes to represent the word's contextual meaning as they translate a terminology. You can include the notes as endnotes or footnotes. For example;
        ST: Pecal adalah makanan favorit saya.
        TT: Pecal (a kind of salad with peanut sauce) is my favorite food
The translator wants to introduce the word "Pecal" to the target readers, but he also wants the target reader understands about what pecal is. Then, he gives additional information for pecal in endnote.

Borrowing
The technique takes a word from a different language. Pure borrowing or naturalized borrowing are both possible. For example:

ST: Lobby
TT: Lobby

Calque
The technique translates a foreign sentence literally, either lexically or structurally. It is employed to convert a morpheme from one language into its counterpart in another.
For example:
ST: Weekend
TT: Akhir pekan

Compensation
This technique introduces the source text stylistic effect in another place in the target text because it cannot be reflected in the same place as in the source text. For example;
ST: I was looking for you, Your Highness
TT: Saya mencari Anda, Yang Mulia.
The expression "your highness" is referring to someone on the throne in English. Indonesian people refer someone who is on the throne and has a kingdom as "Yang mulia".

Description
This technique replaces a terminology with a description of its form or function. For example;
ST: Hari ini Ibuku masak Nasi Tumpeng.
TT: Today my mom is cooking rice with turmeric designed in the shape of cone.

Discursive creation
This technique establishes a temporary equivalent that is totally unpredictable out of context. It is often used for translating the titles of movies. For examples;
ST: A: Kamu lagi nonton film apa?
   B: Si Malinkundang.
TT: A: What are you watching now?
     B: The Rebellious Son.
Si Malinkundang is translated as "The rebellious son" which is totally unpredictable out of context because Si Malinkundang is a name of person. If we translate it literally, then it will be "The Malinkundang" which probably will not be able to catch the target readers' attention as the target readers don't know this person (Malinkundang) as Indonesian people know.

Established equivalent
The technique makes use of terminology or a phrase that has an equivalent in the target language as determined by dictionaries or commonly used language. It works by including a regular expression in the destination text that can express the source text's expression. For example;
ST: They are as like as two peas
TT: Mereka bagaikan pinang dibelah dua

Generalization
This technique uses a more general terminology. For example;
ST: Bus
TT: Public transportation

Linguistic amplification

This technique adds linguistic elements, and it is often used for interpreting and dubbing. For example; "No way" is translated as "De ninguna de las maneras".

Linguistic compression

This technique synthesizes linguistic elements in the target text, and it is often used in interpreting or subtitling.

Literal translation

This technique translates an expression word for word. For example;

      ST: I have a car

      TT: Aku punya sebuah mobil

Modulation

This technique alters the original text's point of view lexically or structurally. Translators utilize this technique to view the meaning of the original language from many perspectives. When a literal translation results in an unnatural translation, this tactic is employed. If transposition works to change the language's structure, modulation works to change its meaning so that the intended audience can understand the source text's message well. The change in modulation here denotes a change in the text's perspective. For example;

      ST: I broke my leg

      TT: Kakiku patah

Particularization

This technique uses more precise or concrete term. This technique is opposite for generalization. For example;

      ST: Vehicle

      TT: Becak

Reduction

The information from the source text is suppressed in the target text using this technique. The reverse of amplification is this Methodology. Omission or deletion are other names for reduction. When using it, terms from the source text are left out of the target text. These passages are not translated into the intended language, to put it another way. The words are not particularly significant and are challenging to translate, thus it is made. The portion of the source language is diminished. for example;

      ST: Tomorrow is The Muslim month of fasting

      TT: Besok Ramadhan

Substitution

This technique changes the linguistic elements for paralinguistic elements (intonation or gestures). For example; an act of putting your hand on your heart is translated as "thank you".

Transposition
This technique changes the grammatical category. For example;
> ST: I find it more difficult to translate a poem than an article
> TT: Bagi saya menerjemahkan puisi lebih sulit daripada menerjemahkan artikel.

Variation
This technique changes the linguistic or paralinguistic elements that affect the linguistic variation (textual tone, style, social dialect, geographical dialect).

2.3. British Folktales
British folktales are a group of ancient tales and narratives that have been passed down orally in Britain over the ages. These stories have influenced the region's storytelling customs and collective imagination as part of the British Isles' cultural legacy.

British folktales encompass a wide range of themes and motifs, including legends, myths, fairy tales, and supernatural narratives. They often feature characters and settings rooted in British history, landscapes, and cultural traditions.

Common themes found in these folktales include morality, magic, love, and the triumph of good over evil. They might feature legendary individuals like King Arthur and Robin Hood as well as fabled beings like dragons, fairies, and witches.Folklorists and academics have gathered and recorded British folktales throughout history, preserving and disseminating these tales to a larger audience. In literature, theater, film, and television, they continue to serve as inspiration for adaptations, retellings, and interpretations. British folktales serve as a way to connect individuals to their heritage and promote a sense of shared identity. They also offer insights into the cultural, social, and historical fabric of the British Isles.

Methodologyology
Based on the case study mentioned earlier, it would be highly interesting to perform research on the English translation of folktales into Indonesia. It is Qualitative research. Source of data was from https://www.english-academy.id/blog/cerita-rakyat-pendek-bahasa-inggris, English Academic by Ruangguru. Collected data from British folktales, both English and its translation in Bahasa Indonesia The data consisted of sentences in English and their translation in Bahasa Indonesia researchers used a purposive sampling technique that led to the cases examined in this study, namely the types of translation technique. Then analyzed the localization in it.

Findings and Discussion
Findings
In the English Academy by Ruangguru, Robin Hood is a character from British folklore. He is depicted as a nobleman who opposes the Sheriff of Nottingham or Prince John, fighting against corrupt officials for the benefit of the people. He leads a band of 140 individuals known as the "Merry Men".
In the translation of Robin Hood, the Ruangguru translator incorporates several localization and translation techniques. This story consists of five paragraphs. From these paragraphs, the researcher will analyze the localization and translation techniques.

Exerpt 1:
- ST: *Once upon a time, in Sherwood Forest, there lived a legendary hero named Robin Hood. He was an outlaw, a skilled archer, and the leader of a band of merry men, including Little John, Friar Tuck, Will Scarlet, and Alan-a-Dale. They fought against the injustice of the cruel Sheriff of Nottingham and the greedy nobles, stealing from the rich to give to the poor.*
- TT: Dahulu kala, di Hutan Sherwood, hiduplah seorang pahlawan legendaris bernama Robin Hood. Dia adalah seorang penjahat, pemanah ulung, dan pemimpin sekawanan pria ceria, termasuk Little John, Friar Tuck, Will Scarlet, dan Alan-a-Dale. Mereka melawan ketidakadilan yang dilakukan oleh Sheriff Nottingham yang kejam dan bangsawan yang rakus, mencuri dari orang kaya untuk diberikan kepada orang miskin.

Based on Molina and Albir's (2002) translation techniques, the following techniques can be identified in the translation of the given source text to the target text:

1. Cultural adaptation: The technique of cultural adaptation is evident in the translation. The names of the characters, such as "Robin Hood," "Little John," "Friar Tuck," "Will Scarlet," and "Alan-a-Dale," are retained in the target text. This allows the Indonesian readers to recognize and connect with the well-known characters from British folklore.
2. Simplification and compensation: The technique of simplification can be observed in the translation. The phrase "a band of merry men" in the ST is translated as "sebuah sekawanan pria ceria" in the TT, which simplifies the description while maintaining the essence of the original meaning. Additionally, compensation is employed to ensure that the target text effectively conveys the actions and characteristics of the characters.
3. Use of idiomatic expressions: The translation incorporates idiomatic expressions to convey the intended meaning and capture the cultural nuances of the target language. For example, the phrase "fight against the injustice" in the ST is translated as "melawan ketidakadilan" in the TT, using an idiomatic expression commonly used in Indonesian.
4. Rephrasing and restructuring: The translation employs rephrasing and restructuring techniques to ensure that the sentences flow naturally in the target language. This includes adjusting sentence structures and word choices to adhere to Indonesian grammatical conventions while maintaining coherence and readability.

In the given sentences, the localization is evident in several aspects:

- Cultural adaptation: The localization process involves adapting cultural references to make them relevant to the target audience. In this case, the localization includes changing the setting from Sherwood Forest to "Hutan Sherwood" in Indonesia. Additionally, the mention of the Sheriff of Nottingham and the nobles reflects a localized understanding of power dynamics and societal structures in Indonesia.
- Language adaptation: The localization includes translating the names of characters to align with Indonesian naming conventions. For example, "Little John," "Friar Tuck," "Will Scarlet," and "Alan-a-Dale" are retained in the target text to maintain their recognizability, while adjusting the names to be more suitable for Indonesian readers.
- Idiomatic expressions: The localization incorporates idiomatic expressions and phrases that are familiar and commonly used in the Indonesian language. For instance, the phrase "hiduplah seorang pahlawan legendaris" (there lived a legendary hero) and "pemanah

ulung" (skilled archer) are idiomatic expressions that convey the intended meaning effectively in the target language.
  ▪ Sociocultural adaptation: The localization addresses the sociocultural realities of the target audience. By emphasizing the fight against injustice and the act of stealing from the rich to give to the poor, the translation reflects themes of social equity and compassion, which resonate with Indonesian cultural values.

Exerpt 2:
  • ST: *One day, the Sheriff of Nottingham decided to hold an archery contest in the town, with a golden arrow as the prize. He hoped to lure Robin Hood out of hiding and capture him. Robin Hood, hearing of the contest, decided to participate, knowing that it was a trap but confident in his skills as an archer.*
  • TT= Suatu hari, Sheriff Nottingham memutuskan untuk mengadakan kontes memanah di kota, dengan hadiah anak panah emas. Dia berharap dapat menarik Robin Hood keluar dari persembunyiannya dan menangkapnya. Robin Hood, yang mendengar tentang kontes itu, memutuskan untuk berpartisipasi, menyadari bahwa itu adalah jebakan tetapi percaya diri dengan kemampuannya sebagai pemanah.

Based on Molina and Albir's (2002) translation techniques, the following techniques can be identified in the translation of the given source text to the target text:
  ● Literal Translation: The translation mostly follows a literal approach, aiming to preserve the core meaning of the source text. The phrases "Sheriff of Nottingham," "archery contest," "golden arrow," "lure Robin Hood out of hiding," "capture him," and "skills as an archer" are translated directly without significant changes, maintaining their original meaning in the target text.
  ● Cultural Adaptation: The cultural adaptation technique is employed to ensure the relevance and comprehension of the text in the target culture. For example, "town" is translated as "kota" in Indonesian, reflecting the cultural context of the target audience.
  ● Modulation: Modulation is applied in the translation of the phrase "hearing of the contest" into "yang mendengar tentang kontes itu." The modulation technique adjusts the expression to convey the same meaning in the target language.
  ● Clarification: The translation includes certain clarifications to ensure the text's clarity and coherence in the target language. For instance, "out of hiding" is translated as "keluar dari persembunyiannya," providing additional information to specify the hiding place.

In the given sentences, the localization is evident in several aspects:
  ● Cultural Context: The localization is seen in adapting the names and locations to reflect the target culture. For example, "Sheriff of Nottingham" is localized as "Sheriff Nottingham" to align with the naming conventions in the Indonesian culture.
  ● Language and Idiomatic Expressions: The localization is observed in the use of idiomatic expressions and phrases that are appropriate and commonly used in the target language. For instance, "hold an archery contest" is translated as "mengadakan kontes memanah," using Indonesian idiomatic expressions to convey the same meaning.
  ● Value and Concept Adaptation: The localization is apparent in the adaptation of values and concepts to resonate with the target culture. The idea of "luring Robin Hood out of hiding

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and capture him" is retained, but the specific cultural references and motivations behind it might be adjusted to align with the Indonesian context.

- Syntax and Sentence Structure: The localization is reflected in the adjustment of sentence structures and syntax to conform to the norms of the target language. This ensures that the translated sentences are grammatically correct and natural-sounding in Indonesian.

Exerpt 3:
1. ST*: On the day of the contest, Robin Hood disguised himself as an old man and entered the competition. Archers from near and far gathered to test their skills, but none could match Robin's marksmanship. In the final round, with the target set at an incredible distance, Robin Hood drew his bow and fired a perfect shot, hitting the bullseye.*
2. TT= Pada hari perlombaan, Robin Hood menyamar sebagai seorang pria tua dan ikut serta dalam kompetisi. Pemanah dari dekat dan jauh berkumpul untuk menguji kemampuan mereka, tetapi tidak ada yang bisa menandingi ketepatan tembakan Robin. Di babak final, dengan target yang diatur pada jarak yang luar biasa, Robin Hood mengambil busurnya dan melepaskan tembakan yang sempurna, mengenai bullseye.

Based on Molina and Albir's (2002) translation techniques, the following techniques can be identified in the translation of the given source text to the target text:
1. Cultural Adaptation: The cultural adaptation technique is applied to ensure the relevance and comprehension of the text in the target culture. For instance, "disguised himself as an old man" is translated as "menyamar sebagai seorang pria tua," reflecting the cultural context of the target audience.
2. Clarification: The translation includes certain clarifications to ensure the text's clarity and coherence in the target language. For example, "Archers from near and far gathered to test their skills" is translated as "Pemanah dari dekat dan jauh berkumpul untuk menguji kemampuan mereka," providing additional information to specify the purpose of their gathering.
3. Idiomatic Expressions: The translation utilizes idiomatic expressions and phrases that are appropriate and commonly used in the target language. For instance, "hitting the bullseye" is translated as "mengenai bullseye," using an Indonesian idiomatic expression to convey the same meaning.

In the given sentences, the localization is evident in several aspects:
1. Cultural Context: The localization is seen in adapting names, locations, and cultural references to reflect the target culture. For example, "Robin Hood" remains unchanged as it is a well-known character in both cultures, while the concept of an archery competition and the bullseye target are also retained.
2. Language and Idiomatic Expressions: The localization is observed in the use of idiomatic expressions and phrases that are appropriate and commonly used in the target language. For instance, "disguised himself as an old man" is translated as "menyamar sebagai seorang pria tua," using Indonesian idiomatic expressions to convey the same meaning.
3. Measurement and Distance: The localization is reflected in adapting the measurement and distance descriptions to conform to the norms of the target culture. The phrase "set at an incredible distance" is adjusted to "diatur pada jarak yang luar biasa" in Indonesian, aligning with the language and understanding of measurements in the target culture.

Exerpt 4:
a) ST: *The crowd cheered, and the Sheriff of Nottingham, realizing that only Robin Hood could have made such a shot, ordered his men to arrest the old man. However, Robin Hood revealed his true identity, and with the help of his Merry Men who had infiltrated the crowd, they fought off the Sheriff's guards and escaped.*
b) TT: Orang banyak bersorak, dan Sheriff Nottingham, yang menyadari bahwa hanya Robin Hood yang bisa membuat tembakan seperti itu, memerintahkan anak buahnya untuk menangkap pria tua itu. Namun, Robin Hood mengungkapkan identitas aslinya, dan dengan bantuan Merry Men-nya yang telah menyusup ke dalam kerumunan, mereka mengalahkan penjaga Sheriff dan melarikan diri.

Based on Molina and Albir's (2002) translation techniques, the following techniques can be identified in the translation of the given source text to the target text:
- Simplification and explicitation: The technique of simplification is evident in the translation. The sentence "The crowd cheered" in the ST is translated as "Orang banyak bersorak" in the TT, which simplifies the expression while conveying the same meaning. Additionally, explicitation is employed to provide additional information to ensure a clear understanding of the events.
- Literal translation: The translation utilizes a literal translation approach in certain instances. For example, the phrase "with the help of his Merry Men" in the ST is translated as "dengan bantuan Merry Men-nya" in the TT, preserving the original term "Merry Men" in the target text.
- Retention of key terms: The translation retains key terms such as "Sheriff Nottingham" and "Merry Men," ensuring consistency and maintaining the recognizable elements of the original story.
- Sentence restructuring: The translation involves sentence restructuring to adhere to Indonesian grammatical conventions and improve readability. For example, the sentence "The Sheriff of Nottingham, realizing that only Robin Hood could have made such a shot" in the ST is translated as "Sheriff Nottingham, yang menyadari bahwa hanya Robin Hood yang bisa membuat tembakan seperti itu" in the TT, adjusting the sentence structure while conveying the same information.

In the given sentences, the localization is evident in several aspects:
1. Cultural adaptation: The localization includes adapting cultural references to make them relevant and relatable to the target audience. For example, "The Sheriff of Nottingham" is retained in the target text, reflecting the British origin of the folktale. Additionally, the phrase "Orang banyak bersorak" (The crowd cheered) captures the Indonesian cultural context of expressing excitement and enthusiasm.
2. Language adaptation: The localization includes translating the names of characters and locations to align with Indonesian naming conventions. "Sheriff Nottingham" remains unchanged in the target text to maintain the character's recognition, while "Merry Men" is translated as "Merry Men-nya" to indicate possession in Indonesian.
3. Idiomatic expressions: The localization incorporates idiomatic expressions and phrases that are familiar and commonly used in the Indonesian language. For instance, "memerintahkan anak buahnya" (ordered his men) and "dengan bantuan Merry Men-nya"

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(with the help of his Merry Men) are idiomatic expressions that convey the intended meaning effectively in the target language.

4. Sociocultural adaptation: The localization addresses the sociocultural realities of the target audience. The mention of the old man's arrest and the subsequent fight against the Sheriff's guards reflects a localized understanding of power dynamics, law enforcement, and resistance within the Indonesian context.

Exerpt 5:
- *ST: Robin Hood took the golden arrow and returned to Sherwood Forest, where he and his Merry Men continued their fight for justice and the protection of the poor. The legend of Robin Hood and his heroic deeds spread far and wide, inspiring hope and courage in the hearts of the common people.*
- TT: Robin Hood mengambil anak panah emas dan kembali ke Hutan Sherwood, di mana dia dan Merry Men-nya melanjutkan perjuangan mereka demi keadilan dan perlindungan orang miskin. Legenda tentang Robin Hood dan perbuatan heroiknya menyebar luas, menginspirasi harapan dan keberanian di hati rakyat jelata.

Based on Molina and Albir's (2002) translation techniques, the following techniques can be identified in the translation of the given source text to the target text:
- Literal translation: The translation employs a literal translation approach in several instances. For example, the phrase "took the golden arrow" in the ST is translated as "mengambil anak panah emas" in the TT, preserving the literal meaning and maintaining consistency with the original text.
- Cultural adaptation: The translation adapts cultural references to make them relevant to the target audience. For example, "Merry Men" is translated as "Merry Men-nya" to indicate possession in Indonesian, and the phrase "inspiring hope and courage in the hearts of the common people" is translated as "menginspirasi harapan dan keberanian di hati rakyat jelata," aligning with the cultural context of Indonesia.

In the given sentences, the localization is evident in several aspects:
1. Cultural adaptation: The translation adapts the cultural references to make them relevant and relatable to the target audience. For example, "Sherwood Forest" is localized as "Hutan Sherwood," aligning with the Indonesian cultural context.
2. Linguistic adaptation: The translation adapts the language by using Indonesian terms and expressions. For instance, "golden arrow" is translated as "anak panah emas," using the Indonesian term for "arrow" and "emas" for "gold."
3. Sociocultural adaptation: The translation reflects sociocultural norms and values by emphasizing the fight for justice and the protection of the poor, which resonates with Indonesian cultural values.
4. Naming adaptation: The translation adapts the names by adding possessive markers. "Merry Men" becomes "Merry Men-nya," indicating possession in Indonesian.
5. Localization of legend: The translation localizes the idea that the legend of Robin Hood and his heroic deeds spread far and wide. It is expressed as "Legenda tentang Robin Hood dan perbuatan heroiknya menyebar luas," aligning with the concept of legends in Indonesian culture.

Discussion

In the process of translating British folktales into Indonesian, several localization techniques come into play. Cultural adaptation is a crucial aspect, involving the adaptation of names, locations, and cultural references to reflect the target culture. This ensures that the story remains relatable and familiar to Indonesian readers. For example, the translation retains the well-known character names "Robin Hood" and "Sheriff of Nottingham" while making necessary adjustments to align with Indonesian naming conventions.

The use of language and idiomatic expressions is essential for maintaining cultural nuances and delivering the intended meaning. Target audience-relevant Indonesian colloquial terms and phrases have been incorporated into the translation. This makes it possible for readers to interact with the text more naturally and empathize with the narrative in a more profound way. The translation captures the substance of the original text while adjusting it to Indonesian linguistic standards by using appropriate idiomatic terms, such as "menyamar sebagai seorang pria tua" (disguised himself as an old man). Adapting measurements and distances to fit the target culture is another aspect of localization. The translation makes sure that the language is applicable and understandable to Indonesian audiences by changing terms like "an incredible distance" to "jarak yang luar biasa" in Indonesian. A smooth reading experience and greater reader immersion are made possible by adapting these measurement components.The sentence structure and syntax are essential to localisation. The translation adheres to the rules of the Indonesian language, maintaining grammatical correctness and a natural flow. The translated material flows easily and authentically to the intended audience by modifying the sentence patterns and grammar to conform to Indonesian traditions. This enhances reader enjoyment and comprehension of the story as a whole.

Conclusion

Translating British folktales into Indonesian necessitates the careful application of localization techniques to bridge cultural gaps and make the text culturally relevant and accessible. The discussed techniques, including cultural adaptation, language and idiomatic expressions, measurement and distance adaptation, and syntax and sentence structure adjustments, highlight the importance of catering to the target audience's linguistic and cultural preferences.

Effective localization allows the readers to engage with the folktales in a meaningful way, fostering a deeper connection and appreciation for the source material. By respecting the target culture and adapting the text accordingly, translators can successfully convey the essence of the British folktales while ensuring that the stories resonate with Indonesian readers.

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Development of Drama Teaching Materials Assisted by Nearpod Media for Indonesian Language and Literature Education Study Program Fbs Unimed

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Abstract: The aim of this research is to develop teaching materials assisted by Nearpod media in the Drama course at the Indonesian Language and Literature Education Study Program, FBS Unimed. This research uses the Research and Development (R&D) Methodology, this research was carried out until the product was revised after validation. The population of this study were all students in Semester IV of the Indonesian Language and Literature Education Study Program. The sample in this research were Regular B students of the Indonesian Language and Literature Education Study Program. The results of this research obtained the percentage of material expert validation for the content aspect with very good qualifications (85.7%), the material expert validation results for the presentation aspect were in the very good qualifications (85.5%), the material expert validation results for the linguistic aspect were in the category very good qualifications (85.8%) and design expert validation results on very good qualifications (85.6%).
Keywords:*Teaching Materials, Nearpod, Drama*

Introduction

Learning activities are the most basic activities in the entire educational process. This means that the success of education really depends on how the learning and learning process is designed. One of them is the use of technology to improve the quality of education. The use of technology in education allows learning activities to be more diverse, easier and more enjoyable, including the use of materials in learning both at school and at college.

In lectures, teachers must be able to convey material to students in an interesting way. Material can be packaged in different ways using various strategies in the teaching process(Putri Ningrat et al., 2018). For example, using certain media, models or teaching materials. According to Achmad (in Kurniawan, 2019), good teaching materials must pay attention to the following things, such as (1) preparing an outline of the content of the teaching materials, (2) writing the content of the teaching materials. (3) Designing the layout and use of illustrations for teaching materials, (4) using language for teaching materials, and (5) integrating audio and video media for teaching materials.

Based on this idea, a lecturer must need to develop teaching materials in certain subjects. One of the courses available for Indonesian Language and Literature education is semantics. For this reason, lecturers and students are required to have a good understanding of the material and its applications. However, so far most lecturers or students only use teaching materials that do not change from year to year in their learning process, this is based on observations made at the Faculty of Linguistics, Universitas Negeri Medan and the Arts, Department of Indonesian Language and Literature. So, there will be boredom or indifference to learning. And this can have an impact on not achieving learning objectives, for example in semantic learning. Problems faced by students should be overcome immediately, as the problems can affect negatively to the student's academic achievement(Mantasiah et al., 2020).

The goal of all institutions is to have quality graduates. All the above rules and responsibilities teachers must have skills in designing their learning activities to meet the needs of students and be suitable for modern times (Kaewchote & Wattanathum, 2022). To understand the current situation of mobile learning in teaching for the development and promotion of future studies(Chang & Hwang, 2019).One of the technologies that is used as an educational tool in many higher education institutions around the world is videos (Hertzog inApriyanti et al., 2021). The development of teaching materials currently needed is the use of digital or non-print based teaching materials. This teaching material is certainly very practical and easy to use because it can be accessed anytime and anywhere and doesn't cost a lot of money. The development of teaching materials is focused on developing teaching materials assisted by Nearpod media. Nearpod is an application that is downloaded from Playstore and Appstore and is free to download. Nearpod can be accessed via computer, tablet, Android, and others with an internet network so it can be accessed anywhere (Victor, 2021). There are many features contained in Nearpod that can be utilized by educators for the learning process such as presentations, interactive boards, discussion walls, interactive evaluation questions, interactive material simulations, and media in the form of video, 3D, VR, BBC Video, etc. The features offered are divided into two categories, namely Content and Activities.

Several studies show that the development of digital/Android based teaching materials can improve the quality of students' learning. One of them is research carried outSri Wahyuni, et al (2019) with the title Effectiveness of Android-Based Teaching Materials on Learning Outcomes.The results of his research show thatThe average value of learning outcomes in the pre-test experimental class is 65.00, while the average value of post-test learning outcomes in the experimental class is 75.56. The significant difference between the average value of learning outcomes in the pre-test and post-test can mean that there is an increase in learning outcomes. This is in line with research conducted by Insani Wahyu Mubarok, et al (2019) with the title Effectiveness of Using Indonesian Nemo Android-Based Teaching Materials for Beginner Level BIPA Students in the Darmasiswa Program at Muhammadiyah University Surabaya. The results of the research show that based on the graph of the results of the questionnaire, it can be seen that all students need Android to find learning references and learning needs with a percentage of 70%. This research found that there was an influence on the effectiveness of using Nemo Bahasa Indonesia android-based teaching materials for beginner level BIPA students of the Darmasiswa program at Muhammadiyah University of Surabaya in the listening skills course. In teaching and learning activities, learning outcomes are better than teaching and learning activities without using Android. In line with research conducted by Trisnawati Hutagalung and Abdurahman Adisaputera (2021) entitled Utilization of Flipbook Maker - Based Teaching Materials in Prose, Poetry and Drama Teaching Courses. The results of the research showed that Based on data analysis after using flipbook maker -based teaching materials, the overall results were 81.86 in the good category. Meanwhile, the average score before using flipbook maker-based teaching materials was 70.93 in the sufficient category. At the normality test is obtained Lcount = 0.1903 > Ltable = 0.161 and this proves that the data prior to use of teaching materials based flipbook maker normal distribution. Based on the above calculations, the value of t count = 6.87 . After the t count is known, then the value is consulted at the significance level = 0.05 and n = 30 , it is obtained t table = 2.042 . Thus it can be concluded that t arithmetic > t table is 6.87 > 2.042. Therefore H 0 is rejected and the Ha is accepted.

Therefore, based on the explanation above, the author is interested in developing a Drama Teaching Material Development with the help of Nearpod Media, Indonesian Language and Literature Education Study Program, FBS Unimed to see the extent of the effectiveness of Nearpod teaching materials in utilizing the Drama learning process.

Literature Review

Teaching materials

The selection and development of teaching materials must also be done seriously. Failure to select or develop teaching materials that suit the needs of students can have a negative impact on the quality of learning (Mantasiah R, 2021). Teaching materials also need new innovations by using technology because at this time technology plays an important role in learning. This is evidenced by the research conducted by Barzani (2021), in his research explaining that in contemporary language classes in Turkey, technology plays an important role in improving language learning abilities through proper integration.

Teaching materials are one component of learning in the form of information, tools and texts that are arranged regularly which is a description of the competencies that will be mastered by students (Trisnawati, 2022: 830). Teaching materials are materials used by students to be able to learn. Teaching materials are a set of information that students must absorb through fun learning (Iskandarwassid and Sunendar, 2011: 171). This means that in preparing teaching materials, students are expected to really feel the benefits of teaching materials or teaching materials after they study them. Thus, teaching materials are a set of learning tools or devices that contain learning materials, Methodologys, limitations, and ways to evaluate regularly and attractively designed to achieve the expected goals.

Teaching materials should make it easier for students who have difficulty understanding learning materials, able to meet student needs, the information presented to be studied by students that contains all learning materials or theories, is complete, so that students no longer need to look for other sources of material, keep up with technological developments, and make it easier for the user to use it. Teaching materials are one of the most important parts in the learning process because there is a number of information, instructions, processes, and evaluations that support learning activities (Hamdani, 2011) to achieve goals. Therefore, any material, both instructions and information exposure; presentations; language use; and the graphic writing is very helpful and friendly to the user. Good teaching materials do not only contain knowledge, but are developed with quality and use a theoretical basis. For this reason, in order to produce teaching materials that are able to carry out their functions and roles in effective learning, teaching materials need to be designed and developed using the latest approach.

Nearpod

*Nearpod*is a learning platform to make it easier for students and teachers to interact. Nearpod was founded in 2012 by Guido Kovalsky, Felipe Sommer, and Emiliano Abramzon, at an educational technology company in Aventura, Florida (Sarginson dan McPherson, 2021). This application is used for online and offline learning which allows educators and students to interact directly or indirectly. There are many features contained in Nearpod that can be utilized by educators for the learning process such as presentations, interactive boards, discussion walls, interactive evaluation questions, interactive material simulations, and media in the form of video, 3D, VR, BBC Video, etc.

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Methodologyology

Research design

This research was designed using the Research and Development (R&D) Methodology. According to Sugiyono (2015), the research and development (R&D) Methodology is a research Methodology used to produce certain products and test the effectiveness of the product. As the name suggests, it is a research and development Methodology. The research referred to here is conducting tests on Nearpod-based teaching materials carried out in the KDBK learning process for Teaching Children's Literature at the Indonesian Language and Literature Education Study Program, FBS Unimed. The development in question is how to develop Nearpod-based teaching materials in the FBS Unimed Indonesian Language and Literature Education study program after testing.

Data collection technique

In this research, three types of data collection Methodologys were used, and the three data are as follows:

1. Observations, observations in this research were carried out to record and record learning resources and study program resources
2. Questionnaire, in this research, a questionnaire was distributed to lecturers and students regarding the needs of lecturers and students in the learning process at the Indonesian Language and Literature Education Study Program, FBS Unimed.
3. Special test, in this research a test will be held for students to find out the effectiveness of using teaching materials assisted by Nearpod media. The sample in this research was a class of students who took part in the KDBK Drama Teaching learning process.

Data analysis

Data analysis was carried out using data from a needs analysis questionnaire obtained from lecturers and students, also using data on the suitability of learning materials and designs for products obtained from material experts and design experts who had gone through expert validation tests. Data from expert validation is used to determine whether the product that has been produced is suitable or not. Furthermore, data regarding interest, whether it is easy or not and the benefits of the product are obtained from direct field tests with students.

Results and Discussion

Results of Analysis of the Need for Using Teaching Materials Assisted by Nearpod Media in Indonesian Language and Literature Education Study Programs

Based on the questionnaire given to lecturers and students, 100% said they really needed the use of Nearpod-based teaching materials. For more details, see the table below.

No	Question	Answer	Frequency			Percentage
			Lecturer	Student	Amount	
1	Do you have an electronic device such as an Android smartphone?	Yes	5	37	42	100%
		No	0	0	0	0%
2	Does the smartphone you own support learning?	Yes	5	34	39	92.85%
		No	0	3	3	7.14%
3	Are you familiar with Nearpod media-assisted teaching materials?	Yes	2	4	6	14.28%
		No	3	33	36	85.71%
4	When you teach/learn using teaching materials assisted by Nearpod media?	Yes	0	0	0	0%
		No	5	37	42	100%
5	Do you need teaching materials assisted by Nearpod media in the teaching/learning process?	Yes	5	34	39	92.85%
		No	0	3	3	7.14%

Table 1. Needs Analysis Data on the Use of Nearpod Media-Assisted Teaching Materials in Indonesian Language and Literature Education Study Programs

Based on table 1 regarding the analysis of needs for using CapCut-based teaching materials, the following data is obtained:

1. All lecturers and all students (100%) have itown an electronic device such as an Android smartphone.
2. All lecturers and the majority of students (92.85%) have *smartphones* Android that supports learning. There are no lecturers and a small number of students (7.14%) have Android smartphones which cannot support learning.
3. A small portion of lecturers and a small portion of students (14.28%) knowteaching materials assisted by Nearpod media. Most lecturers and most students (85.71%) are not familiar with Nearpod media-assisted teaching materials.
4. All lecturers and all students (100%) do not use Nearpod media-assisted teaching materials when teaching/learning.
5. All lecturers and the majority of students (92.85%) require the use of teaching materials assisted by Nearpod media. A small percentage of students (7.14%) do not require the use of Nearpod media-assisted teaching materials in studying.

Based on the results of the questionnaire analysis, it can be concluded that the application of teaching materials assisted by Nearpod media is really needed by lecturers and students in the Indonesian language and literature education study program. This is in line with the results of interviews conducted with lecturers and students who stated that the learning carried out so far had never used teaching materials assisted by Nearpod media. Students hope that lecturers will use teaching materials assisted by Nearpod media in the learning process so that learning outcomes can improve. This is in line with the opinion of Daryanto (2013: 7) that the learning process is a communication process and takes place in a system, where without communication media it will not occur and the communication process will not be able to take place optimally.

Development of Teaching Materials for Drama Courses Assisted by Nearpod Media

Currently, students cannot be separated from technological developments, the use of smartphones and internet access has become mandatory. Internet access that is often used by students is social media. Judging from the facilities owned by the Unimed Faculty of Languages and Arts, it shows that Unimed has various facilities, one of which is easy WiFi access. Meanwhile, the drama teaching materials used by students so far are printed teaching materials. These deficiencies can affect students' learning outcomes in drama learning so that development needs to be carried out. The following is a comparison of old teaching materials with teaching materials that have been developed:

Old teaching materials	Developed teaching materials
There is no mind mapping	There is mind mapping
There is no element of critical thinking learning	there is an element of critical thinking learning

There are no examples of images/animations in the material description	There are examples of images/animations in the explanation of the material
Only printed in books	Teaching materials were developed with the help of Nearpod media

Seeing that the facilities provided by Unimed at the Faculty of Languages and Arts can be utilized in implementing interesting and interactive teaching materials, namely teaching materials assisted by Nearpod media which have been developed in the Indonesian Language and Literature Education Study Program. The results of developing teaching materials assisted by Nearpod media can be seen in the following image.

Figure 1 Teaching Materials PageAssisted by Nearpod Media in the Drama Course at the Indonesian Language and Literature Education Study Program, FBS Unimed

Feasibility of Mobile Learning Assisted by Nearpod Media in its Use in Indonesian Language and Literature Education Study Programs

The results of validation and assessment by material experts and media experts on each aspect of the overall assessment are determined by the average score of the respective criteria. The results of this research were analyzed to determine the feasibility of learning media assisted by Nearpod media. The average percentage of assessment results by material experts, media experts, lecturer assessments as well as the results of individual trials, small group trials and limited field group trials assessed based on assessment aspects and indicators. The results of the assessment aspects obtained will be described as follows.

a) Material Expert Validation Result Data

Product validation is intended to determine the opinion of material experts regarding the appropriateness of the content, appropriateness of presentation and language. This validation was carried out byDrs. Azhar Umar, M.Pdwho is a lecturer at Universitas Negeri Medan. The assessment was carried out to obtain information on the quality of teaching materials developed to improve the quality of learning in the Indonesian Language and Literature Education Study Program in the drama area.

Based on the results of the assessment of the appropriateness aspect of the content of the material, the use of Nearpod media-assisted teaching materials for teaching drama was declared "Very Good" with a total average percentage of 85.7%. Data from validation results from material experts regarding the suitability of the content can be seen in table 2 below.

Sub Component	Indicator	Average (%)	Criteria
A. Suitability of material to learning outcomes	1. Completeness of material	86	Very good
	2. Breadth of material	85	Very good
	3. Depth of material	84.5	Very good
B. Accuracy of Material	4. Accuracy of concepts and definitions	84	Very good
	5. Data accuracy	86	Very good
	6. Accuracy of examples	88	Very good
	7. Image accuracy	85	Very good
	8. Accuracy of terms	85.5	Very good
	9. Accuracy of symbols and icons	85	Very good
C. Latest Material	10. Suitability of the material to language development	86	Very good
	11. Internet-based displays using CapCut-based learning media for local communities	88	Very good
	12. Examples and cases in everyday life	86	Very good

	13. Pictures and illustrations in everyday life	85	Very good
	14. Use examples of cases found in everyday life	84	Very good
D. Encourage Curiosity	15. Encourage curiosity	85	Very good
	16. Create the ability to ask questions	86	Very good

Table 2. Material Expert Assessment of Nearpod Media-Assisted Teaching Materials for Content Suitability

The validation results by the validator above regarding the suitability of the content show that the suitability of the content of the teaching materials that have been developed includes very good criteria. This can be seen from the assessment score for the appropriateness of the presentation according to the material expert which was rated "Very Good" with an average total presentation of 85.5%. Data from validation results from material experts regarding the appropriateness of presentation can be seen in table 3

Sub Component	Indicator	Average (%)	Criteria
A. Presentation Technique	1. Consistent serving system	85	Very good
	2. Concept confusion	84	Very good
B. Presentation Support	3. Examples of questions in each learning activity	86	Very good
	4. introduction	85	Very good
C. Presentation of Learning	5. Student Engagement	87	Very good
D. Coherence and sequence of thought flow	6. Linkages between learning activities/sub-learning activities	85	Very good
	7. Wholeness of meaning	86	Very good

Table 3 Expert Assessment of Teaching Materials Assisted by Nearpod Media for Presentation

The language aspect assessment according to material experts is rated "Very Good" with a total average percentage of 85.8%. Data from material expert validation of language aspects can be seen in table 4.

Table 4 Material Expert Assessment of Nearpod Media-Assisted Teaching Materials for Language Aspects

Sub Component	Indicator	Average (%)	Criteria
A. Straightforward	1. Accuracy of sentence structure	86	Very good
	2. Effectiveness of sentences	87	Very good
	3. Standardity of Terms	85	Very good
B. Communicative	4. Understanding the message or information	86.5	Very good
C. Dialogic and interactive	5. ability to motivate students	86	Very good
	6. the ability to encourage critical thinking	85	Very good
D. Suitability to the student's level of development	7. suitability to students' intellectual development	87	Very good
	8. suitability to the student's level of emotional development	85	Very good
E. Conformity to the rules	9. Grammatical correctness	86	Very good
F. Use of terms	10. Consistency in the use of terms	85	Very good

Material validation was carried out twice with the first stage still requiring improvement. Some suggestions from material validators that need to be improved are that the content of the material should be more specific, and provide more examples of comparisons of what is included in children's literature and what is not included in children's literature as well as improving writing grammar. After carrying out repairs the material was declared suitable. The language aspect assessment according to language aspect material experts was rated "Very Good" with a total average percentage of 85.8%.

b) Data from Validation Results from Learning Design Experts

Teaching material design experts validate CapCut-based teaching material products in the teaching material aspect. Validation of teaching materials is carried out byAdek Cerah Kurnia Azis, S.Pd., M.Pd. who is a lecturer at Universitas Negeri Medan. Assessment of this aspect of teaching materials was carried out to improve the appearance quality of the CapCut-based teaching materials being developed. The results of the validation of teaching materials by learning design experts can be concluded that the teaching materials developed are in the "very good" criteria with a total average percentage of 85.6%. Data from validation results from learning design experts can be seen in table 5 below.

Indicator	Average (%)	Criteria
1. Effective and efficient learning media	86	Very good
2. Reliable (some or all of the learning media can be reused)	86	Very good
3. Maintainable (can be maintained/managed easily)	86.5	Very good
4. Usability (easy to use and simple in operation)	85	Very good
5. Accurate selection of the type of application/software/tool/for development	86	Very good
6. Compatibility	85	Very good
7. Easy program packaging	85	Very good
8. Completeness of learning media	86	Very good
9. Reusable	85.5	Very good

Table 5 Expert Assessment Scores for Design of Teaching Materials Assisted by Nearpod Media

Validation of the teaching material design was carried out twice, the first validation still needed improvement. The suggestions for improvement given by the learning design expert validator are that the layout of the text in the teaching materials must be more attractive and look neat and animation needs to be added to support the delivery of the material so that it is easier to understand. After improvements were made, the design expert assessed that the teaching materials assisted by Nearpod media in their use in children's literature courses for students of the Indonesian Language and Literature Education Study Program which were developed were appropriate with an average score percentage of 85%.

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To Develop Monopoly Games as Learning Media for French for Speaking Elementary.

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Abstract: This research aims to develop learning Media for French for Speaking Elementary (or Production Orale Élémentaire) based on monopoly game and to know the feasibility of learning media based on monopoly game. The course is studied by second semester students in the French section of FBS-Unimed. This research uses the research and development Methodology ADDIE was developed by Dick and Carry (1996). It uses 5 stages of development as follows: Analysis, Design, Development, Implementation, and Evaluation. The product of this research is the Monopoly Game based Elementary Speaking Learning Media, which is complemented by a video. The stages of this research begin with the collection of information and the analysis, the design and development of the learning media and the validation of experts in material and media. The data collection instrument in this research was in the form of a validator scorecard. The data analysis technique of this research uses percentage analysis. The validation result by the material expert was 80% in the category (good) while the media expert was 95% in the category (very good). The development of monopoly game media obtains an average score of 87.5%. Therefore, it can be concluded that the learning media which is developed based on monopoly game is declared valid to be used in the learning process of French for Speaking Elementary.

Keywords: development, media of learning, french for speaking elementary, game monopoly.

Introduction

French for Speaking Elementary (or Production Orale Élémentaire) is a course studied in the second semester at the French section FBS-Unimed. The learning objective in this course is the students are able to communicate well using simple sentences on the topics of everyday life which refers to the standard European curriculum (Common European Framework of Reference for Languages (CEFRL)) Level A1. According to the Harris Scale Guided Interview Assessment Indicators in Tagliante (1991:113-114) indicates that there are several indicators to measure speaking proficiency which includes: pronunciation, grammar, vocabulary, fluency and comprehension.

According to the results of questionnaire to third semester students who studied elementary oral production with 32 respondents, the results show that 84.4% of them declared their weak command of vocabulary, 12.5% of them reported pronunciation difficulties. It can be concluded that poor vocabulary proficiency is the main problem of elementary speaking students.

Several factors can influence the achievement of learning objectives, especially the learning Methodology and media. In the previous learning process, the teacher uses

Methodologys such as 31.3% discussion, 15.6% follow-up monologue, 53.1% role play. The Methodologys used are quite good, but it is necessary to optimize the use of learning Methodologys to make learning more interesting. In addition, the learning media used in elementary oral production is 59.4% Tendances Level A1, 25% video, 9.4% images, etc. The use of media is even less efficient. Because 62.5% of students said the media used was less varied and 37.5% said it was less interactive.

According to Mardiah in the Journal Mitra PGMI (2015:1) play in learning is an alternative that can be used effectively to trigger interactive learning. The monopoly game is familiar to students, even 96.9% of them know how to play it, while the monopoly game media has never been used in the elementary oral production course at the French section FBS-UNIMED.

Methodologyology

This research uses the procedure of research and development, namely the process or stages for developing new products or improving existing products. The ADDIE model was developed by Dick and Carry 1996 (Endang Mulyatiningsih, 2012: 200) to design the learning system. This ADDIE model uses 5 stages of development, namely: Analysis, Design, Development, Implementation and Evaluation. The steps of R&D research can be seen in the image below:
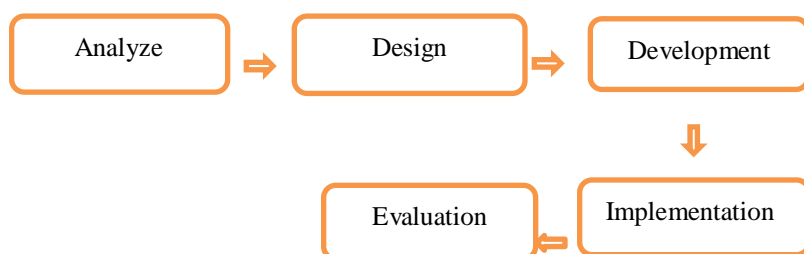
Scheme 1. ADDIE Development Model Stages.

This research is limited to the developmental stage, due to limited time and limited education levels.

1. Analyze

In this step, the main activity is to analyze the importance of developing new learning media. We do a problem analysis and a needs analysis. In the analysis of the problem we discuss with one of the teachers of French for Speaking Elementary. Then we do a needs analysis by giving questionnaires to the students of the third semester who have studied the course of French for Speaking Elementary.

2. Design

In this step, we will create the monopoly game media so that students can produce sentences using vocabulary, clothes, means of payment, colors.

3. Development

Development in the ADDIE model contains activities for the realization of product design, including:

a. Create the elementary oral production learning media based on the monopoly game and the result of the product design. The media produced is a video of the learning process based on the monopoly game which students can access. This media is made to practice the pronunciation of the students because they can listen to the pronunciation of the expressions used and repeat them. In addition, the property card display and the stimulation card can enrich students' vocabulary.

b. Expert evaluation: the material expert and the media expert. They are the teachers of the French section of FBS-UNIMED. They assess the feasibility of the learning media for french for speaking elementary based on the game monopoly and provide criticisms and suggestions for improving this media.

c. Revision aims to minimize errors and incompatibilities of game learning media monopoly.

Result and Discussion
Result
1. The analysis results

The student problems of french for speaking elementary course are based on the following questionnaire; 93.8% of students said that course was difficult. In addition, 84.4% of students said that the problem in learning speaking elementary was the lack of vocabulary. 12.5% reported pronunciation. 71.9% of students said that the difficult material was shopping. 62.5% of students said the learning media used was less varied. 28.1% said it was less interactive. We find the problem on the mastery of vocabulary, it is a main problem for students. For example: students have limited vocabulary and have difficulty doing dialogue on the use of expressions to make purchases. One of the causative factors is less varied and interactive learning media. The learning media used is Tendance Level A1, video, and images. The media is an important role in the learning process. So the learning media of French for speaking elementary must be developed.
2. The design result

The design stage which includes material design and media design. There are several sources of reference in the material design process, the main sources are: Trends French Methodology A1 (Jacky Giradet et al.2016). Accurate Grammar (Chollet, Isabelle. 2009). Modern french grammar a practical giune second edition (Perez, Isabelle. 2004). Additionally, this material is also obtained from several website sources including: *bonjur de france.com* and *français facile.com.*

The media design of the monopoly game is made so that at the development stage, the presented media become more detailed and systematic. In this research, media design is divided into two stages, namely Desain grafis and Video Editing. Design Grafis aims to design the appearance of the game board and supporting media in Monopoly game. At this stage assisted by the support software, namely: Photoshop Cs6. For making video using the Powtoon.com website to create presentation display so that the resulting media becomes more interesting.
3. The result of development

The Monopoly game developed in this research is well packaged in a box, there is a monopoly game board and supporting media such as property cards, money, simulation cards. This medium can be played by 3 to 5 participants. The results of developing a monopoly game as learning media for French for speaking are as follows:
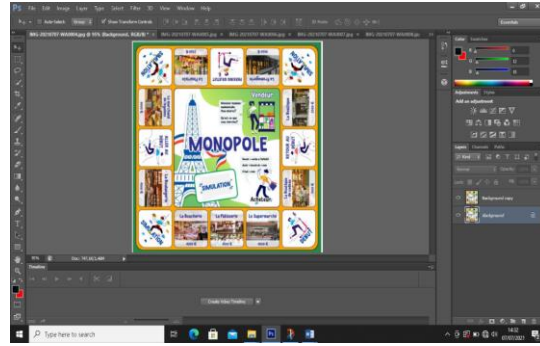
Figure 1 Monopoly board display
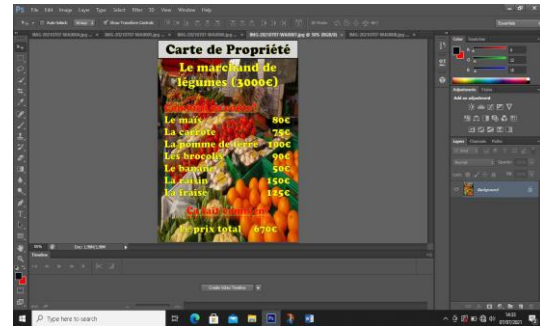
Figure 2 The property map display
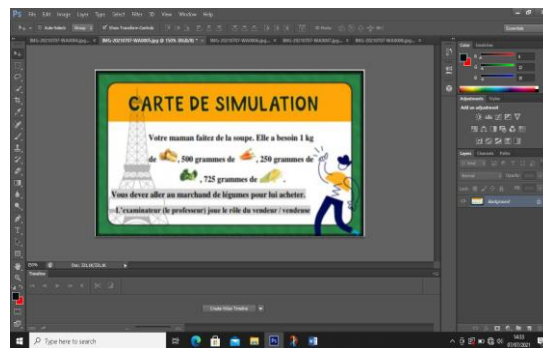
Figure 3 The simulation map display
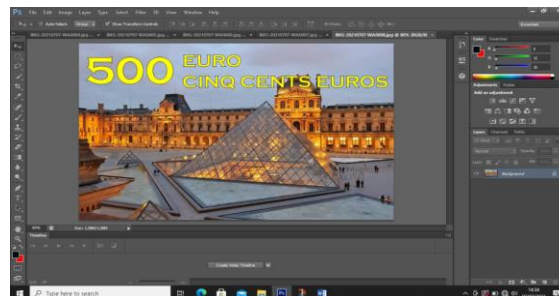
Figure 4 Money display

Figure 5 The video on the learning process of french for speaking elementary uses the monopoly game.

Discussion

The learning media feasibility score is measured based on material expert and media expert validation. The data obtained from the expert are descriptive quantitative data using a Likert scale. The validation of the material is based on 3 aspects: the adequacy of the material with the RPS, precision of the material and the timeliness of the material. Before the teaching material is feasible, several revisions are made based on reference works and expert opinion in order to obtain an average rating of 80 is within the criteria of "Good".

Media validation is based on 4 aspects: coloring aspect, media usability aspects, media display aspects and supporting media aspects. We have several revisions based on expert opinion in order to obtain an average score of 95 in the "Very Good" criteria. Based on the results of expert validation that Monopoly game-based french for speaking elementary learning media is feasible for use as learning media.

Conclusion

In this research, monopoly game-based french for speaking elementary learning media development process using ADDIE research model which is limited to three steps only, namely; Analysis, design and development. The development of the learning media have been validated by experts. The assessment instrument comes from the BSNP of 2008 with modifications by the researchers and assessment criteria based on the Likert scale by Sugiyono 2013. The results showed that the average value of material experts 80% (well) and media expert 95% (very good). Based on the results of expert validation that Monopoly game-based Elementary Spoken Production learning media is feasible for use as learning media.

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Identity Construction and Reception of Batak Toba Reflected in the Mise En Scene of Ngeri-Ngeri Sedap Movie

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Abstract: This research aims to reveal the form of Batak Toba cultural identity contained in the mise en scène structure in the Ngeri-Ngeri Sedap movie and see the formation and acceptance of Batak identity in the whole scene. The structure of the mise en scène is everything that is seen in front of the camera, ready to be shot. Through this structure, forms of Batak Toba's cultural identity will be obtained in the NNS movie. The structure of the setting and props, costumes and Make-up, actors, and actors in one story of family life. The researchers used a qualitative approach to observe and interview some participants in describing the object of research and all the data used in this study. The results of this study indicate that the cultural identity of the Batak Toba is found in three elements of the mise en scène structure settings with Gorga carving motifs as backgrounds, costumes, and make-up of characters wearing ulos cloth with natural make-up, and players and movements that reflect the kinship system and habits of the Batak Toba people, there are also six elements inherent in the characters shown from all series of scenes also form the identity of the Batak Toba and the other 2 are the acceptances of Batak Toba identity.

Keywords: *Identity Construction, Mise en Scene, Ngeri-Ngeri Sedap, Reception*

Introduction

The population of North Sumatra by ethnic group consists of native people of North Sumatra, native immigrants, and foreigners. Included in the indigenous population are: Malay, Karo Batak, Simalungun, Pakpak. /Dairi, Batak Toba, Mandailing, Pesisir, and Nias. The group of native immigrants is ethnic: Javanese, Sundanese, Balinese, Ambonese, Minahasa, Banjar, Palembang, Riau, Minangkabau, and others, while foreign residents are Arabs, Indians, Chinese, and other nations. The Batak tribe is the majority among ethnic groups that inhabit the area of North Sumatra, Indonesia. The Batak tribe consists of several subgroups that each have their own unique culture and language. Some well-known Batak ethnic subgroups include the Batak Toba, Batak Karo, Batak Simalungun, Batak Pakpak, and Batak Mandailing hence The Central Statistics Agency (BPS) reports that 44.75% of the ethnicity in North Sumatra is Batak.

Batak culture is very rich and varied. They have a unique tradition of music, dance, art, and rituals. Traditional Batak music often uses musical instruments such as the gondang, flute, and bamboo flute. Traditional Batak dances usually depict everyday life, such as the tortor dance, which is an accompaniment dance at traditional events. The language used by the Batak tribe also varies, although in general, they use the Batak language. Each Batak ethnic subgroup has its dialect and variations in the Batak language. Batak ethnic identity is also related to religion. The majority

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of the Batak tribe adheres to Protestant Christianity, while a small number of others adhere to Islam or the traditional Batak religion called Parmalim. Each tribe has different traditions and customs, for this chance the researcher carried out the Batak Toba Mise en scene in the Ngeri Ngeri Sedap movie which aired in Indonesia on 2 June 2022 and attracted many interests from the audience.

Films based on local wisdom in a society certainly have a very positive impact on the preservation of the local cultural identity of an area with based on the theme of local cultural identity, the wider community will become more familiar with the nation's cultural wealth based on the theme of local cultural identity, of course, the wider community will become more familiar with the nation's cultural wealth.

Exists as a medium that is capable of presenting audio-visual concepts that are capable of entertaining viewing media in human life. Apart from being entertaining, are also able to still have various values and ways of looking at everything (Arsi & Sobur, 2019). As an audio-visual medium, the concepts constructed into s can display realities that can show an identity. This is so that the product can be accepted by people who have that culture. According to Amura (1989: 91), that has the meaning of seeing something alive or as if it were alive. Therefore, s that are constructed from local cultural wisdom must be able to Mrs. e the audience see and feel that the being watched is the true reality.

The cultural wealth possessed by the Indonesian nation is a form of superiority possessed by the Indonesian People. The existence of these various cultures has created great potential for Indonesian Mrs. ers to Mrs. e s. The existence of a culture raised in the medium is certainly very helpful in maintaining it. Preservation of this culture. At this time, it is not only an art medium that can entertain; it is also used as a socio-cultural practice. This is marked by the ability to influence social life. Culture of a group or individual in a society. becomes a social practice that influences everyday life through fandom, gossip, fashion, and all activities related to the formation of cultural identity (Thalib, 2017). The form of Batak Toba cultural identity that is reflected in the mise en scène structure in NNS consists of a system of values, norms, beliefs, and kinship systems as well as actions. The Batak Toba is an ethnic Batak tribe in North Sumatra. The Batak Toba ethnic group originates from the Toba Samosir region. Over time, the Batak Toba ethnic group spread to various regions of Indonesia.

Ngeri- Ngeri Sedap is directed by director Bene Dion Rajagukguk. This tells about the ups and downs of a Batak-blooded family and talks about the longing of parents for their children. Not only that, this talks about the efforts of parents who try to maintain adat while their children have chosen their path. On this occasion, I will analyze the aesthetic value of mise en scène in 'Ngeri Ngeri Sedap'. Mise en scène" is an expression used to describe all the visual aspects that exist when producing a theatrical performance. Such as setting, props, actors, costumes used, lighting, and others. First, starting from the background setting of this, this was made in an area called Holbung Hill, which is around Lake Toba in Dolok Raja, Haian District, Samosir Regency, North Sumatra. The setting for this consists of a traditional house located on Lake Toba called Rumah Bolon, which is characterized by being made of wood, rectangular in size, and dark in color.

The set features white, yellow, and brown colors, which give a warm impression to the visuals of the story. The use of these warm colors has a peaceful meaning, like the warmth that is in the family. The second, in terms of the cast of actors in this, the actors play drama acting, which is very animating, so that the audience can also feel the scene and show their identity by using a Batak accent and an emotional character that is characterized by being tough. Then the third one is the costumes, which are also part of the mise en scène. One of the costumes in this scene is during the Batak Toba traditional ceremony, namely the traditional clothes of North Sumatra,

typical of the Batak Toba, made of ulos cloth, or traditional woven cloth. For the Batak Toba people, ulos has a special meaning. This cloth is a symbol of the bond of affection, which is expected to be like rattan, which is known as a strong binding material so that philosophy becomes a prayer for newlyweds to remain firmly bound in navigating the household.

However, the elements of mise en scène contained in a certainly cannot stand alone, but the elements of mise en scène have a very closely interrelated relationship with cinematic elements such as cinematography, sound, and editing. As is the case with the combination of various elements in the creation of s, of course, the s produced have quality, attractive visuals, just like this movie. The Batak Toba cultural identity depicted in the structure of the mise en scène in this movie certainly has information, values, and meanings that are very useful for the audience. In a cultural context, Indonesia's cultural values that exist and grow in the midst of society certainly have their own meaning and uniqueness that can be seen from various points of view. The mise en scène structure reflects the Batak Toba cultural identity in the. The application becomes unique and deserves to be studied more deeply. The uniqueness can be seen in elements of mise en scène that reflect the context of the Batak cultural identity that began to erode over time. The cultivation of the concept of elements of mise en scène in NNS to reflect the cultural identity of the Batak Toba is packaged as if it really happened at the community level.

The process of cultivating mise en scène elements. The application covers aspects of the setting, costumes, Mrs. e-up, symbols, and acting. Apart from that, the NNS also uses the dialect of the Batak Toba ethnic group. Based on the description above, the authors are interested in conducting more research about the cultural identity of the Batak Toba contained in NNS based on the qualitative description of the application of the mise en scène structure. Through that description carried out qualitatively on the application of the mise en scène structure, it will be known the extent to which visual reality conveys the Batak Toba cultural identity in the application. Thus, the structure of the mise en scène shows cultural identity. The Batak Toba in NNS can be expressed as well as possible.

Literature Review

Issues of Cultural Identity, National in the Film "Tenggelamnya Kapal Van der Wijck" (2017), by Amirah Anis Thalib: Study of Cultural Studies and Social Change. According to studies, variations in race and socioeconomic status are major factors to think about before tying the knot. Amirah Anis Talib applies the multiculturalism theory developed by Will Kymlicka to the film's data to decipher its meaning. Tenggelamnya Kapal Van der Wijck conveys both ethnic and class identity, as uncovered by Amirah Anis Talib. The film has been used as a research object in studies by Amirah Anis Thalib and the same researcher.

The study by Agung Sugihartono and Dyah Ayu Wiwid Sintowoko, 2014, conducted by Ranang, becomes the standard for future researchers to follow. This study provides evidence that the characters and settings of the film Soekarno are reflected in their clothing. The film Soekarno's Clothing helped highlight the individuality of its cast. The film is used as the object of study in this and related research by the same author. Who exactly "became" depends on one's point of view.

The next related study was the most relevant: The movie Lamaran is reflected in the structure of the mise en scene, which includes the stage, the actors, symbols or signs, and their actions. Different elements of the film's environment. All of the scenes for the application were shot in and around Jakarta. Nonetheless, the Batak Toba's cultural identity is reflected in a variety of contexts. Use those locations as a supplementary asset to help the audience better understand the film's

central theme of Batak culture. Culturally significant environment. The Batak Toba use gorga motifs in their stage decoration. An attractive motif-themed configuration tool is available. This source text in its entirety Source texts is required to acquire supplementary translation information. While in NNS the entire scene was most captured originally in Lake Toba with aspects of Batak Toba culture that are very thick both in settings, costumes, acting, food, drinks, traditional houses, religion, traditions, and daily habits.

Discussion and Findings

Cultural wealth is one of the advantages possessed by the Indonesian nation that is not owned by other nations. Indonesia, with its various tribes and customs, certainly has enormous cultural potential. The diversity of cultures that belong to the Indonesian nation should be preserved. One form of preserving cultural values can be seen in the interest of Indonesian film Mrs. ers in elevating various Indonesian cultural contexts to audio-visual works of art, better known as films. Development of the film industry. Indonesia at this time, of course, needs story ideas that are unique and have appeal so that the films that have been produced are eyed by the audience. With the existence of a culture that is lifted into the film medium, it certainly has a very positive impact on society. Developments, especially the younger generation. The development of the times and the unstoppable flow of information and various cultures entering Indonesia from various gaps, of course, will slowly Mrs. e Indonesian local culture disappear with time.

Thus, of course, it will Make the younger generation forget and not know the original Indonesian culture in general. Therefore, with films with local Indonesian cultural nuances being shown in cinemas, of course, more or less, they will be able to open up the thinking horizon of the younger generation to be aware of the richness of Indonesian culture. With the development of the times and current information technology, the younger generation prefers information media such as film as an audio-visual medium to fill their free time instead of having to sit and listen to their parents and grandparents, who know culture, customs, and family trees. One form of cultural theme that becomes the focus of Indonesian film. Mrs. ers and is adapted into films is Batak culture. The Batak ethnic group is well-known in the area. North Sumatra certainly has its uniqueness in terms of culture, social customs, language, and accent. The existence of this uniqueness is certainly an "X" factor that Mrs. es directors continue to incorporate elements of Batak culture into film works like this film. Both Identity construction and reception were applied in analyzing Batak Toba's identity, the construction is the process of forming an identity based on personal and other people's perceptions of oneself while reception is the Perception involves how a person views the world, organizes what is perceived, interprets information, and evaluates information. Batak Toba's Cultural Identity in the Embodiment of Mise en Scene in Film.

In film production, a director has roles and responsibilities. Full control of production quality from the pre-production stage to completion. Director control over the structural aspects and elements of the formation of a film, such as aspects, accompaniments, players, pictures, and even the editing aspects of a film. Producing good production results certainly requires full teamwork. solidarity and creativity. For that, a director must be able to see and measure the potential for creative work as well as team solidarity recruited and agreed with the film producer. Therefore, of course, a director needs a strategy. qualified to be able to realize a film that is under the design and expectations that were designed before the production process runs. Film is a medium able to present a story or stories in a dramatic structure. Every scene reflected in the dramatic structure of NNS cannot be separated from the embodiment of the mise en scène

structure. As for the form of elaboration of Batak cultural identity Toba describes the structure of the mise en scène in the film NNS as follows:

1. **Setting**

Setting plays an important role in the film. The setting has the function of providing information about the location and time in a film. The existence of a setting in a film can give meaning to the narrative structure of the film. The existence of a setting in a film helps the director provide artistic control when directing a film. According to Wiyanto (2002), the setting is the setting of the story, depicting the time, place, and atmosphere in which a story occurs. The film NNS as a whole takes shooting locations in the Jakarta area. However, some settings reflect the cultural identity of Batak Toba. The setting is used as a complementary property so that the Batak Toba cultural theme in the film NNS can be seen in the visual context of the film. Nurgiyantoro (2002) in Santosa (2011) states that setting is the basis, leading to the understanding of place, time relationships, and the social environment in which the events are told occur. The setting that shows the Batak Toba cultural identity in the NNS film can be seen in the scene that contains the following picture:

Figure. 1 "Lake Toba" (Source: Ngeri-Ngeri Sedap Film, 2022)

The setting shows the audience a real view of Lake Toba as the shooting location. Lake Toba is the largest volcanic lake in Indonesia and one of the largest lakes in the world. This lake is located in the province of North Sumatra, on Sumatra Island. Here is some information about Lake Toba: Size and location: Lake Toba is about 100 kilometers long and has a maximum width of about 30 kilometers. The total area of the lake is about 1130 square kilometers. Lake Toba is located in the caldera of a long-dormant supervolcano. Samosir Island: In the middle of Lake Toba, there is an island known as Pulau Samosir. This island is a volcanic island in the middle of a lake and is a popular tourist destination. Samosir Island has stunning natural beauty, rich Batak culture, and historic sites. Natural beauty: Lake Toba is surrounded by green mountains and hills that present a beautiful natural panorama. The water is blue and clear, adding to the charm of this lake. Tourists can enjoy the stunning views, take a boat trip around the lake, or swim in its waters. Batak tribe: Lake Toba is located in an area inhabited by the Batak tribe.

The Batak people have a rich and unique culture, including traditions of music, dance, and traditional Batak house architecture. Tourists can learn more about Batak culture by visiting traditional villages around Lake Toba. Historical sites: Around Lake Toba, there are several interesting historical sites. One of them is the Hanging Rock, a large boulder suspended over a cliff. This site has important cultural and historical values for the Batak people. Lake Toba is becoming a popular tourist destination in Indonesia because of its stunning beauty and unique culture. Tourists can enjoy the stunning natural scenery, visit traditional villages, explore Samosir Island, or relax by a view of the lake.

Figure. 2 Setting "Silangit International Airport."

In this scene, Mr. Domu's three children return home to Lake Toba by plane and arrive at Sisingamangaraja XII Airport is an airport located in Siborong-borong district, North Tapanuli district, North Sumatra province, Indonesia, this airport is also known as Silangit International Airport. after not going home for a long time, and their parents miss them so much that they play as if they wanted a divorce so that their three sons want to return. The gorga art motif on the walls of Silangit International Airport, located in North Sumatra, Indonesia, depicts typical Batak cultural motifs. Gorga is a traditional ornamental motif commonly found in Batak art and architecture. The following are some examples of gorga art motifs that might be seen on the walls of Silangit International Airport.

Dragon motif: The dragon is one of the motifs that often appear in Batak art, including gorga art. The dragon in Batak culture symbolizes strength, protection, and fertility. Dragon motifs in gorga art are often shown in circular and twisting shapes. Animal Motifs: Apart from dragons, other animal motifs such as birds and deer can also be seen in Gorga's art. Birds are often associated with freedom and spiritual spirits, while deer symbolizes prosperity and abundance. Plant Motifs: Some gorga art may also depict plant motifs such as leaves, flowers, or other plants. Plant motifs in Batak art often depict life and growth. Geometric Motifs: Gorga art also often displays geometric motifs consisting of lines, circles, and other geometric shapes. These motifs often form intricate and symmetrical patterns. Gorga art on the walls of Silangit International Airport can provide a touch of distinctive Batak culture and enrich the visual experience of visitors. The motifs contained in the gorga art reflect the unique cultural and historical values of the Batak tribe.

Figure. 3 Setting "Cross on the Wall."

The picture of the cross hanging on the wall above the bed shows a symbol of Christian identity. The cross is one of the most important symbols in Christianity, representing the sacrifice of Jesus Christ and the Christian faith in His death and resurrection. The cross has a shape consisting of two intersecting lines, with the vertical line symbolizing the human relationship with God while the horizontal line represents the human relationship with others. It describes the basic Christian teachings of love, sacrifice, and redemption. The cross is also used as a symbol of faith in Christian worship, worn as jewelry, and placed in churches and places of Christian worship. In some Christian denominations, the cross can take a variety of shapes, such as a Latin cross (with longer vertical lines), a Greek cross (with equal-length horizontal arms), or a Celtic cross (with circles where the lines intersect). The use of the cross as a symbol of Christian identity reflects the belief in and appreciation for the sacrifice of Jesus Christ and His followers in living a life based on His teachings. However, it is also important to remember that Christian identity is more than a physical symbol; it also involves beliefs, teachings, and actions that reflect Christian values.

Figure. 4 "Pray before dinner"

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In this scene, all family members sit and eat dinner together after several years of not feeling that togetherness. They prayed with wisdom, gave thanks, and prayed that the food would be healthy and did not die because of the poison in it, as Mr. Domu pretended to be worried about it even though everything was safe. Christians, especially, clasp their hands into fists. Generally, in the practice of Christian prayer, hand positions do not have rigid or specific provisions. Each individual can choose a hand position that Mrs. Domu then feel comfortable and spiritually connected during prayer. Some Christians may choose to clasp their hands into fists, clench their fists, or put their hands in their pockets as a form of concentration and focus during prayer.

2.Costumes and Make-up

Costumes and Makeup in films are both important and inseparable elements of the mise en scène. because in film, he is an element to support the artist. Costumes and Mrs. e-up function as a tool to tell a story by communicating the visuals of the film in detail through the personalities of each character played on the film screen. This was emphasized by McDonald (2010), who reads, that with costume holding this much potential to support or undermine the characterization and narrative of the film, it seems important to consider some of these theories before moving on to discuss what the radical on-screen change of costume can be. As one of the elements contained in the mise en scène structure. Deep costume A film can certainly be seen, imagined, felt, and internalized by the audience as a form of motivation (Sugihartoni & Sintowoko, 2018).

Therefore, the costumes used by the cast of the film can certainly reflect the character of the characters, the cultural background raised, and the socio-cultural identity played by the characters in the film. Through costumes, of course, we can also create a point of view through the complementary accessories worn by a character in the film NNS. In the film NNS Costume, which reflects the cultural identity of Batak Toba, can be seen from the type of ulos and the traditional event celebrated by Opung.

Ulos is a type of traditional cloth that is often used for traditional ceremonies in the Batak tribe as well as the Batak Toba. Ulos is intricately woven by hand using traditional techniques, and it comes in various sizes, designs, and colors. Ulos serves multiple purposes within Batak culture: 1. Symbol of Status and Identity: Ulos is often worn as a garment, such as a shawl or a sash, during significant cultural events, ceremonies, and rituals. It serves as a symbol of status, wealth, and social hierarchy. The type and design of ulos worn can indicate the wearer's clan, marital status, and role within the community. 2. Ritual and Ceremonial Use: Ulos plays a central role in Batak rituals and ceremonies. It is used in various life-cycle events, including birth, marriage, and death ceremonies. Ulos is believed to have protective and blessing properties, and it is often used to wrap or adorn important objects or individuals during these occasions. 3. Gift Exchange and Social Bonds: Ulos holds great value as a traditional gift within Batak culture. It is exchanged during social interactions, such as weddings, engagements, or formal visits. Gifting ulos signifies respect, honor, and the establishment or strengthening of social relationships between individuals, families, or communities. 4. Cultural Heritage and Preservation: Ulos represents the rich cultural heritage of the Batak people. The intricate weaving techniques, motifs, and patterns used in ulos carry ancestral knowledge and stories. The passing down of ulos from one generation to the next helps preserve and transmit Batak cultural traditions and identity.

The creation and appreciation of ulos involve a significant amount of skill, time, and cultural knowledge. It is considered a valuable and treasured possession within Batak society, and its significance extends beyond its utilitarian function as a cloth. Ulos serves as a visual representation of the Batak people's identity, beliefs, and according to Austin Alexander Parhusip, each ulos has a motif, commonly called Gorga. Basically, each ulos has three main ulos, including ulos mangiring, ulos maratut, and ulos suri-ganjang, and all three are also called ulos gomgom. of the three then developed into various forms and varieties. The scene of the character wearing the Ulos costume is shown in the scene below.

Figure 5. Ulos Ujung

Ulos Tujung is believed by the Batak Toba Tribe to be a symbol of sadness in death ceremonies. Ulos Saput is also used in traditional Batak Toba death ceremonies (hutabutar, 4 April 23) . This ulos is an ulos that covers the corpse that is brought to the grave. Ulos Tujung was taken by Domu after being ordered by his mother to be taken to his traditional grandma's event. It turned out that he took the wrong ulos that his mother meant because he did not understand the meaning of the motive or pattern of each ulos, he just took it as he pleased, but that made his father angry and said that's why Marry you with a future Batak wife too so that someone will teach you. Father and son do not have a good relationship because they have different opinions about a life partner for their future. Another kind of ulos is also worn in this traditional event

Ulos Bintang Maratur is a type of traditional cloth originating from the Batak tribe in North Sumatra, Indonesia. "Ulos" means cloth in the Batak language, while "Bintang Maratur" is the

name of a special motif used in this cloth. The Bintang Maratur motif is a star-shaped pattern that is repeated sequentially along the fabric. This motif usually consists of small stars connected to form a beautiful geometric pattern. The Maratur is often seen as a symbol of courage, strength, and safety in Batak culture. Ulos Bintang Maratur has a symbolic meaning and is used in various traditional ceremonies and religious activities of the Batak tribe. This cloth is also often given as a gift at weddings, traditional gatherings, or as a symbol of affection and appreciation. Ulos Bintang Maratur has high cultural value for the Batak people and is an important part of their identity.

3. Actors and Movement

The actors who play in the NNS film are actors who have starred in many types of film titles. The actor chosen by Bene Dion Rajagukguk as the director already has a lot of experience in film acting. Mr. Domu (Arswendy Bening Swara) and Mrs. Domu (Tika Panggabean), who live with their daughter, Sarma (Gita Bhebhita), in North Sumatra, Mrs. Domu want his three sons who have migrated, namely Domu (Boris Bokir), Gabe (Lolox), and Sahat (Indra Jegel), to be able to return to their villages to attend traditional events. Domu works as a BUMN employee in Bandung and has a Sundanese girlfriend. Gabe left his law degree and became a famous comedian in Jakarta. Meanwhile, Sahat takes care of an old man in Yogyakarta whom he met while doing a real work lecture (KKN). The three of them always refused to go home because their relationship was not harmonious with Mr. Domu. For Domu, Gabe, and Sahat, his father is stubborn, old-fashioned, and cannot accept differences of opinion. To bring their children back, Mr. Domu and Mrs. Domu ended up pretending to be fighting and planning a divorce to get attention. The effort was also successful, but the problem did not just go away; it further divided this family. At the end of the story Mr. Domu changed his behaviour, and he could accept all his sons' interests and desires.

Identity Construction and Reception

1. There are six elements of Batak Society Life as Identity construction took place in the series of this movie:

1. Traditional Event "Sulang-sulang Pahompu"

This event was organized by ompung boru, or Mr. Domu's mother, to celebrate the ompung's traditional wedding, which was previously postponed. For information, the Batak Toba community highly respects customs in wedding traditions. However, due to the huge cost of customs, not all couples can organize it. Customs that have not yet been implemented are

considered "customary debt," which must be repaid if the financial condition improves (Hutabutar, 4 April 23), as was done by Mr. Domu's family. In the film "Ngeri Ngeri Sedap", the ceremony of toasting pahompu seems to show harmony. Mr. Domu gave the largest nominal amount of money to organize this traditional part

Figure 7. Opung's event

2. Playing Guitar at Lapo

♪ Agak lain kau sekeluarga ♪

Figure 8. Singing together at Lapo

This event was organized by ompung boru, or Mr. Domu's mother, to celebrate the ompung's traditional wedding, which was previously postponed. For information, the Batak Toba community highly respects customs in wedding traditions. However, due to the huge cost of customs, not all couples can organize it. Customs that have not yet been implemented are considered "customary debt," which must be repaid if the financial condition improves, as was done by Mr. Domu's family. In the film "Ngeri Ngeri Sedap", the ceremony of toasting pahompu seems to show harmony. Mr. Domu gave the largest nominal amount of money to organize this traditional party.

3. The Youngest Son will Inherit the House

Generally, in Toba Batak families, the youngest son is the one who will inherit the house as well as take care of the parents. Meanwhile, from Sahat's side, it is also told that the conflict between him and Mr. Domu arose due to Mr. Domu's stubborn attitude, therefore, he prefers living in Jogja with Mr. Pomo to his parents in Toba as he feels comfortable and happy being able to help villagers to teach them to get the best crops and be able to sell them at high prices so that society can be more prosperous, with this kind attitude many residents love and regard him as a family so he feels more comfortable living there but unfortunately, in Batak custom, the last child must stay and look after the parents because he will inherit all the property.

Figure 9. Calling Sahat

4. Breakfast by "Mie Gomak."

Figure 10. Mie Gomak.

Mie gomak. , or what is known as spaghetti for the Batak people, is often eaten for breakfast. Mie gomak. is a typical Batak dish in the form of boiled noodles in coconut milk with yellow seasoning. The taste of gomak. noodles will be more delicious and authentic if you use andaliman, a typical Batak pepper. It is called mie gomak. because of the way the noodles are taken by hand (digomak.), like what Mrs. Domu does it when serving gomak. noodles at the dinner table.

5. Martutur
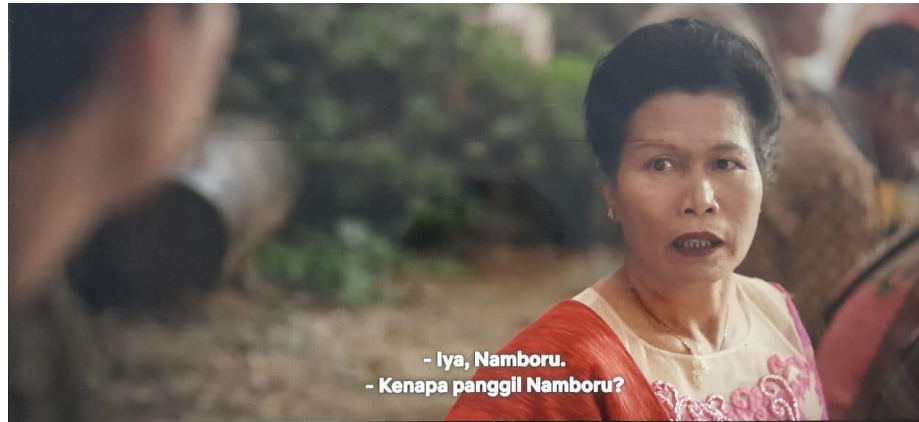
Figure 11. Clarification

If martarombo is done to find out the lineage of clan order, family serial number, and origin, then martutur is a custom that Batak people often do to determine nicknames. Like the name for bones for men who share the same surname as the mother, and for the wife of the Tulang to be called nantulang. Or namboru for women who share the same surname as their father, and amangboru for husbands of Namboru. The Batak tribe Salah martutur can be seen in the scene when Sahat is laughed at by guests who come to the pahompu toasting party because of the incorrect pronunciation of the nickname.

6. Marriage must be within the Batak ethnic group.
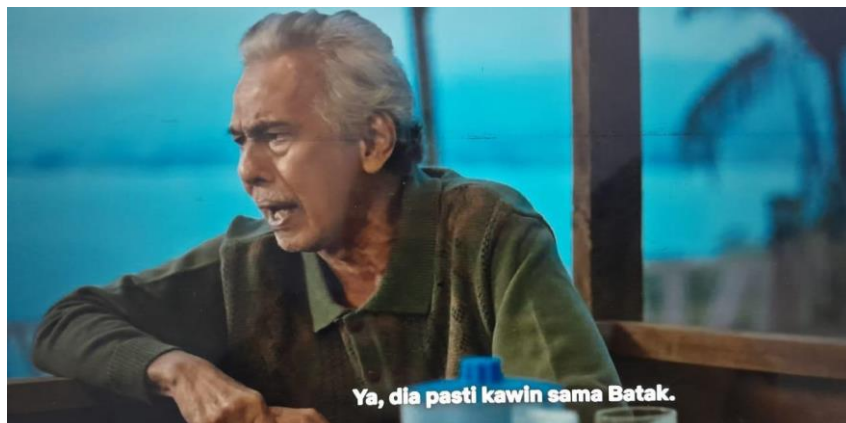
Figure 12. Affirmation

Not a few Batak parents require their children to marry women or men from the same tribe. This became one of the conflicts experienced by Domu, the eldest son in his family. Domu, who has a future wife from the Sundanese tribe, was strongly opposed by his father to marry. Likewise, with Sarma (Domu's younger sister). He had to break up with his girlfriend, who came from the Javanese tribe.

B. Identity Reception Scenes

There are two Identity receptions of Batak took place in this film:

- Saying Horas to gratitude Batak people
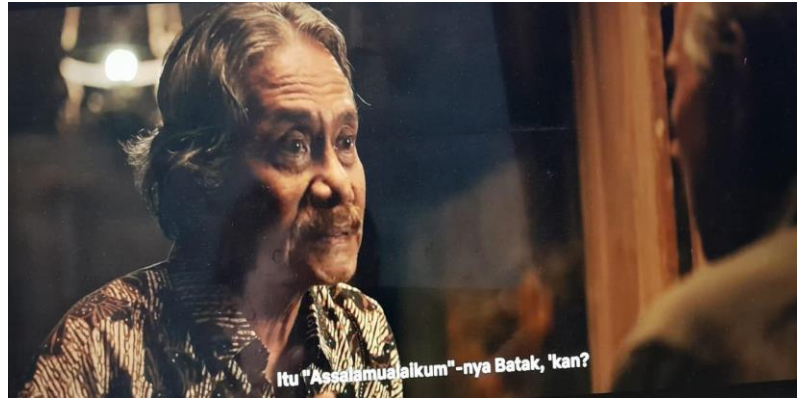
Figure 13. Reception

In this scene, Mr. Dumo comes to see Sahat, but Mr. Pomo opens the door, welcomes him, and greets Hormas as an expression of greeting to the Batak people. Then Mr. Dumo clarifies by saying Horas is not Hormas. It means Mr. Domo has accepted Batak culture by saying horas to Mr. Sahat. Then he let him in to talk a lot about his son Sahat.

- Accepting Batak culture

Figure 14. Reception

Mr. Domu came to Neny's house as the girlfriend loved by Domu whom he will marry. He confirmed how Neny is, she loved Domu a lot, even though his outer appearance is tough, he is very kind and trustworthy, so I have no reason to doubt him. Then Mr. Domu asked if she wanted to marry using Batak custom. Neny said yes because she liked Batak weddings; it seems very unique, sacred, and emotional.

Conclusion

The conclusions of this study indicate that the cultural identity of the Toba Batak in the film Ngeri-Ngeri Sedap is reflected in the mise en scène structure, which consists of aspects of the setting, costumes, Mak e-up, and actors and movements. Aspects of the setting in the NNS as a whole took filming locations in the area of Lake Toba and strongly reflected the cultural identity of Toba Batak. The setting is used as a complementary property so that the theme of Batak culture in this film is deeply felt and observed in the visual context of the film. The setting that reflects the Toba Batak cultural identity can be seen in the designs at Silangit International Airport made of gorga motifs. With the use of settings with Gorga motifs, of course, the director wants to provide information related to the socio-cultural context of the Toba Batak.

The Toba Batak cultural identity is also reflected in the costumes and makeup used by the actors and actresses in this film. Costumes that reflect the dominant Batak Toba cultural identity can be seen in the use of ulos by actors and actresses at traditional events. In addition, the make-up in this film is made naturally so that it gives a natural, not flashy, impression. In addition, the makeup is also adjusted to the costumes worn by the actors and actresses. Mrs. Domu does not wear Mrs. e-up in her daily life; her hair is often loose, but sometimes it is in pigtails or she wears a cloth on her head. To show that the host is working and becomes a Batak cultural identity, this film can also be seen from the actors' movements. This film is purely about family, so there are no protagonists, antagonists, or deuteragonists. But Mr. Domu, who is considered a strict father, wants his children to always listen to him and become successful people according to his wishes and directions. In this film, six elements show strong Batak identity apart from Mise en Scene, namely the traditional event "Sulang-sulang Pahompu", playing guitar at Lapo, The Youngest Son Will Inherit the House, Breakfast by Mie Gomak. ", Martutur, and marriage must be within the Batak ethnic group. There are also two acceptances of Batak identity that appear in the story, namely saying Horas and the recognition that the Batak people look scary from the outside but have a kind and gentle heart.

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Translation Methodologys in Webtoon
"Secret Playlist" Comic

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Abstract The objective of this research is to investigate the translation Methodologys utilized in the digital comic "Secret Playlist" by 2F on Webtoon. The research was conducted by using a descriptive qualitative approach and the documentation Methodology was utilized to gather data from the dialogues between the main characters, Levi and Pli in episodes 1 to 5. The collected data was analyzed using the translation Methodologys theory proposed by Newmark (1988). The study identified seven distinct translation Methodologys used in the comic, including word-for-word translation (21%), literal translation (3%), faithful translation (4%), semantic translation (9%), free translation (26%), idiomatic translation (3%), and communicative translation (34%). Notably, adaptation translation was not found. Thus, the findings suggest that communicative translation is the dominant Methodology utilized in "Secret Playlist."

Keywords: Translation Methodologys, Webtoon, digital comic.

Introduction

Translation serves as a powerful tool for transferring information, acting as a bridge that connects people from diverse languages and cultures. Through the utilization of translation, people have the opportunity to learn and gain an understanding of one another's languages and cultures. Molina and Albir (2002), the term "translation Methodology" pertains to the specific approach employed during a translation process, taking into consideration the translator's objectives, such as a global option that has an impact on the entire text. Based on the statement above, the concept of "translation Methodology" as it relates to the process of translating texts. It means that the translation Methodology refers to the specific approach or strategy chosen by the translator to carry out the translation. This Methodology is influenced by the translator's objectives and can have a significant impact on the overall outcome of the translation. In essence, the translation Methodology refers to the conscious choices and techniques employed by the translator to convey the meaning of the source text accurately and effectively in the target language. It is an important aspect of the translation process that determines how the translation will be approached and executed.

One of the literary works which also largely translated is comic. Rosalinah, Apriella, and Rangga, *etl* (2020) argued that comics serve as a valuable tool for mass communication, offering educational content suitable for both children and adults. Moreover, comics serve as engaging and captivating reading material due to their light-hearted nature. As a communication tool, comics can stimulate the imagination of readers, as they combine images and written language to convey

information. The visual elements within comics assist readers in envisioning the content being read, creating a unique discourse between the text and pictures that form the essence of a comic. Therefore, according to Weiner (2012), comics can be defined as a tangible and sequential form of reading, comprising a series of interconnected images that convey narratives. Consequently, comics are composed of a visual sequence, where illustrations are accompanied by text that serves to elucidate the imagery.

Comics can talk and the reader gets carried away emotionally. Chon (2013), explained that comics utilize both verbal and visual means of communication, effectively employing what is known as the language of visuals. This means that comics convey messages not only through text but also through visuals like illustrations and images. The combination of words and visuals in comics allows for a unique and engaging way of storytelling. In recent times, the medium of comics has expanded beyond traditional books and can now be accessed through digital platforms such as smartphones. With the emergence of various applications like Webtoon, comic enthusiasts can conveniently enjoy their favorite comics without the need to carry physical books. This advancement in technology has made it easier for comic fans to access and read comics on the go.

In its development, comics have many fans, especially in Indonesia. This resulted in demands for the translation of quality comics. The number of foreign language comics is also a problem for comic fans. Especially for those who do have limitations on the mastery and understanding of a particular language (source language), namely English. The limited mastery and understanding of a particular language or foreign language comic is the specter of its fans. Therefore, for the Indonesian market, comics from other countries were translated into Indonesian. The purpose of translation is to enable readers to derive pleasure from reading in the target language, allowing them to experience the text as if they were reading the original version explained by Koller (1995:215). The challenges in the translation process lie in determining the precise equivalence of meaning between the source language (SL) and the target language (TL). The translator is tasked with conducting a thorough comparison of the two languages to identify and establish the appropriate equivalences of meanings or messages. Nababan (2004:32) states that the concept of translation can be summarized as the close relationship between equivalence and quality in the translation process. During the translation process, translators strive to establish an equivalence between the source language text and the target language text, as this relationship is a defining characteristic of a high-quality translation.

It is not easy to translate scientific or literary books as a complex task that involves capturing the essence of the message and finding precise and equivalent expressions from the Source Language (SL) into the Target Language (TL). Translators aim to enhance their vocabulary to ensure they can deliver high-quality translations. Given the challenges involved, translation is a demanding endeavor, requiring translators to meet various criteria to produce a translation that is both effective and comprehensible. Newmark (1988) stated that a translator has to have: word-for-word translation, literal translation, faithful translation, semantic translation, adaptation translation, free translation, idiomatic translation, and communicative translation. These various translation techniques provide translators with a range of approaches to adapt and employ based on the specific requirements and nuances of the source and target texts.

For this research, the chosen comic comes from Webtoon, a digital comic platform originating in South Korea. Line Webtoon offers a diverse range of genres and captivating art styles that can appeal to a wide audience. Notably, Line Webtoon's global reach is facilitated by its language customization feature, allowing readers to adapt the comic to their preferred language and making it a truly globalized online comic platform. Line Webtoon offers a versatile reading

experience, accessible on various devices ranging from computer monitors to mobile devices. The availability of Line Webtoon applications for both Android and iOS users further enhances accessibility. Additionally, Line Webtoon provides an opportunity for comic creators to monetize their work through the platform, allowing them to benefit from the release of paid comics on Webtoon's website. The support of viewers, measured through likes and comments, reflects the professionalism of Webtoon comic artists in terms of their originality, art style, and productivity. This opens up new business opportunities for these artists, allowing them to benefit from merchandise sales, film adaptations, and more. Kim (2016) highlights that numerous Webtoon comics have successfully inspired drama series and even PC games based on their captivating storylines and visuals.

The focus of this research is the Webtoon comic titled Secret Playlist by 2F. Currently, it stands as one of the most popular series on Line Webtoon, captivating a substantial fan base since its initial release. Fans appreciate its relatable main characters and the perfect blend of romance, humor, and drama. Moreover, this comic can be enjoyed in various languages, such as English and Indonesian as provided by the application. The language used in Secret Playlist is straightforward and easily understandable. Based on this description, the researcher wants to know the type of translation that is mostly applied in the Methodologys of translating English to Indonesian on Secret Playlist comic. This investigation holds significant importance in enhancing the understanding of translation skills by examining the various translation approaches utilized in the Webtoon comic. The findings from this analysis are expected to make a valuable contribution to future studies on the procedural aspects of these comics. Based on the aforementioned details, the researchers are enthusiastic about conducting a study titled "Translation Methodologys in Webtoon *"Secret Playlist"* Comic.

Methodology

This research applied a descriptive qualitative Methodology to analyze translation Methodologys. It approach is an appropriate Methodology to do this study because it is about types of translation that were found in Secret Playlist comics. Creswell (2003: 18) argues that the qualitative Methodology is one in which the inquirer often makes knowledge claims based primarily on constructivist advocacy, participatory, perspectives, or both. This research uses the documentation Methodology as set out in Arikunto (2006:231), The documentation Methodology is several data that presents verbal data such as correspondence, journal, memory, report, and other "written text that can be mutually responsible." This means that documentation is in the form of written data. This kind of documentation uses pictures and conversations written in the comic itself.

The data of this research was taken from a Webtoon entitled "Secret Playlist" by 2F which is data from the dialogues between the main characters, Levi and Pli in episodes 1 to 5, on November 15, 2020. In the line, Arikunto (2010:22) stated that data sources of qualitative research are presented in spoken or written that are accurate by the researcher, and the things detail is monitored to be able to catch the implicit meaning of the document or the thing.

Findings and Discussion

This research has been completed. Translation Methodologys were applied in the "Secret Playlist" comic in Webtoon where English as the source language (SL) and Indonesia as the target language (TL). Communicative translation was the most dominant strategy applied by a translator while adaptation translation was not found. Communicative translation occurs to ensure that the

contextual richness and nuances of the narrative are accurately conveyed, making the storyline not only linguistically accessible but also emotionally resonant.

In this section, the researcher showed the analysis data on the types of translation Methodologys on the "Secret Playlist" comic which was analyzed based on Newmark's (1988) theory. The result of the research showed that seven types of translation Methodologys were found from the data in the "Secret Playlist" comic. The data gained was 70 data. All of the data are presented in Table 1 below.

No	Types of Translation Methodologys	Frequency	Percentage (%)
1.	Communicative Translation	24	34
2.	Free Translation	18	26
3.	Word for Word Translation	15	21
4.	Semantic Translation	6	9
5.	Faithful Translation	3	4
6.	Literal Translation	2	3
7.	Idiomatic Translation	2	3
8.	Adaptation Translation	-	-
Total		**70**	**100**

Table 1. The result of Translation Methodology types

In Table 1. Translation Methodologys in Webtoon through digital comic was applied in the "Secret Playlist" Comic, from the most frequently to the least commonly used Methodologys. A thorough explanation of each translation Methodology along with the examples and the respective contexts are presented as follows:

- **Communicative Translation**

Communicative translation tries to render the exact contextual meaning of the original in such a way that both content and language are readily acceptable and comprehensible to the readership.

Example 1:

| L: | Oh, if that's the policy… oh well. Sorry to have bothered you! |
| L: | *Tidak apa-apa kalau itu aturan agensi! Maaf kalau kami menggangu!* |

From the data above, the translator translated the source language text into the target language and focused on contextual meaning so that the content and message from the source language are understandable in the target language.

Example 2:

| L: | Sometimes I'm here three times a week and sometimes once a week. |
| L: | *Aku datang ke sini maksimal 3 kali, minimal 1 kali dalam seminggu.* |

From this sentence, the source language sentence "Sometimes I'm here three times a week and sometimes once a week" is translated into the target language sentence *"Aku datang ke sini maksimal 3 kali, minimal 1 kali dalam seminggu."* The translation conveys the same meaning in a way that is easy to understand for the target audience. It states that the speaker visits the place with a maximum frequency of three times a week and a minimum frequency of once a week. This ensures effective communication in the target language while considering cultural and linguistic differences.

- **Free Translation**

Free translation is part of TL Emphasis which reproduces the matter without the manner or the content without the form of the original. Here is the process of free translation:

Example 1:

| SL: | S | I'm sorry. My management company changed the policy on photos, so I'm not allowed to anymore… |
| | T | *Gimana, yaa? Menurut aturan agensiku, sepertinya tidak bisa…* |

The translation of the sentence above includes the free translation Methodology. Since the target language is shorter than the source language it shows the source language is not transferred completely to the target language. It is proven by the second sentence which is shorter than SL. It reduces the message because "the company changed the policy on photos "shows the limitation of kinds of management policy meant.

Example 2:

| SL: | S | Okay, I'm coming. |
| | T | *Iya.oke.* |

In this data, free translation is used to translate the sentence "Okay, I'm coming" into *"Iya. oke"* in the target language. The translation takes into account the linguistic and cultural differences, condensing the original sentence to fit the target language's style. "Okay" is translated as *"Iya"* meaning "yes" or "okay," and "coming" is translated as *"oke,"* which is a colloquial abbreviation for "okay." The aim is to convey the general meaning of the original sentence in a way that is natural and understandable to the target language speakers.

- **Word for Word Translation**

Word-for-word translation, the main use of word-for-word translation is either to understand the mechanics of the source language or construe a difficult text as a pre-translation process. Here is the process of it in the dialogues:

Example 1:

| L: | Now I feel like my next video has to be even better. So much pressure… |
| L: | *Sekarang saya merasa video saya berikutnya harus lebih baik lagi. Begitu banyak tekanan.* |

The data provided indicates that the text has been translated from the source language (SL) to the target language (TL) while maintaining the original form of the text. This means that the translation preserves the structure, syntax, and overall format of the original text without significant alterations.

Example 2:

	S	This is the third time…
L:		
	T	*Ini ketiga kalinya…*
L:		

In the given statement, it is mentioned that the translator has translated the text word by word without altering the overall structure or format of the original text. This implies that each word in the source language has been assigned a specific meaning in the target language, without any deviation or modification. The focus is on maintaining a one-to-one correspondence between the words in both languages, aiming to preserve the individual meanings of each word throughout the translation process.

- **Semantic Translation.**

It may translate less important cultural words by culturally neutral third or functional terms but not by cultural equivalents and it may make other small concessions to the readership. Here is the process:

Example 1:

	S	Wow, that a popous a**hole. Does he still think
L:		he's popular? Hahaha.
	T	*Dasar, sok jual mahal. Apakah dia sudah sudah*
L:		*ketinggalan zaman. Hahaha….*

With this data, the translator translates cultural words that are less important by the third culturally neutral. A translator made a sentence functional terms but not by cultural equivalents. So the data here, make other small concessions to the readership.

Example 2:

	S	Why do I have so many messages all of a sudden-
L:		?
	T	*Wah, banyak sekali DM.*
L:		

In this case, the translator has decided to translate cultural words that are considered less important using culturally neutral terms. Instead of providing exact cultural equivalents, the translator prioritizes functional terms that convey the overall meaning of the sentence. This approach involves making small adjustments to better suit the readership of the target language.

- **Faithful Translation.**

It attempts to reproduce the precise contextual meaning of the original within the constraints of the TL grammatical structures. It means that in faithful translation, the translator translates the meaning from SL to convey the researcher's intention. The process of faithful translation is the below:

Example 1:

	S	Ahh, you are remember! People loved it when I
L:		posted that photo of us on my Instagram!
	T	*Ahh, iya! Kamu ingat rupanya! Waktu aku upload*
L:		*foto itu, semua orang heboh!*

Here, the translator maintains the original term of the source language to the target language. It means that in faithful translation, the translator translates the meaning from SL to convey the translator's intention.

Example 2:

	S	I said, it's fine.
L:		
	T	*Kubilang tidak usah.*
L:		

From this sentence, the translator maintains the original term of the source language in the target language, it is referred to as faithful translation. This means that the translator aims to accurately convey the intended meaning from the source language to the target language while staying true to the original terminology. The focus is on capturing the translator's intention and preserving the meaning without deviating significantly in the translation process.

- **Literal Translation**

It means that the SL grammatical constructions are converted to their nearest TL equivalents but the lexical words are again translated singly, out of context. It is that when the translator translates, the words are translated literally from SL into TL. The process of literal translation is as follows:

Example 1:

	S	Sorry have a good day.
L:		
	T	*Maaf, ya. Aku harus pergi duluan*
L:		

For the data above, there is a difference between the grammatical construction of the source language and the target language. This shows that the translator has started translating the data between the source language to the target language.

Example 2:

	S	Oh my gosh… I'm sorry. I was in a rush and
L:		wasn't watching where I was going.
	T	*Ah, maaf. Aku sedang buru-buru… jadi tadi aku*
L:		*tidak lihat ke jalan.*

The statement suggests that there are grammatical differences between the source language and the target language, indicating that the translator has initiated the process of translating the data from the source language to the target language. These grammatical differences could involve variations in sentence structure, word order, verb conjugation, or other aspects of grammar. The translator is likely taking these differences into account while ensuring the accurate transfer of information and meaning from the source language to the target language.

- **Idiomatic Translation**

Idiomatic translation reproduces the 'message' of the original but tends to distort nuances of meaning by preferring colloquialisms and idioms where these do not exist in the original. The process is the below:

Example 1:

| | S | Oh, really? Thank you, I appreciate it. Please let |
| L: | | the teaching assistant know that I had to go. |

	T	*Oh, ya? Makasih. aku titip, ya. Nanti tolong juga*
L:		*jelaskan ke asdos.*

This data is idiomatic translation and is used to translate the source language (SL) sentences into the target language (TL). The phrase "oh, really?" is translated as *"Oh, ya?"* in the target language. This translation captures the expression of surprise or disbelief. The sentence "Thank you, I appreciate it" is translated as *"Makasih"* in the target language. *"Makasih"* is a colloquial expression that conveys gratitude and appreciation. The phrase "Please let the teaching assistant know that I had to go" is translated as *"Aku titip, ya. Nanti tolong juga jelaskan ke asdos"* in the target language. This translation means "Please relay this message to the teaching assistant. Also, please explain it to them." The term *"titip"* is used in the target language to mean asking someone to pass on a message.

Example 2:

	S	I think that's mine…!
L:		
	T	*Inikan ponselku…!*
L:		

In this dialogue is idiomatic translation, the source language sentence "I think that's mine...!" is translated into the target language sentence *"Inikan ponselku...!"* The target language phrase *"Inikan ponselku"* is used to express the realization or recognition that the item in question belongs to the speaker. *"Inikan"* is an idiomatic expression meaning "this is" or "this belongs to," and *"ponselku"* means "my handphone." So, the translation captures the same meaning while using idiomatic language specific to the target language.

Based on the previous explanation, the analysis of translation Methodologys in the comic revealed that most types were found in Secret Playlist, except for adaptation translation. This type, which involves the freest form of translation, is commonly used for translating literary works such as comedies, poetry, short stories, and narratives. In adaptation translation, the cultural elements from the source language (SL) are transformed to fit the target language (TL) culture, and the text is rewritten accordingly.

Conclusion

Based on the results of the study and discussion of translation Methodologys in the Webtoon comic entitled "Secret Playlist", it was found seven types of translation Methodologys used in the comic. Those were word-for-word translation (21%), literal translation (3%), faithful translation (4%), semantic translation (9%), free translation (26%), idiomatic translation (3%), communicative translation (34%), and the data for adaptation translation was not found. From the results mentioned above, the most common data found is communicative translation.

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Integrating Character Education in The Department of Foreign Languages

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Abstract: The purpose of this research is to realize innovative learning in the Department of Foreign Languages by integrating character education. The Methodology used in this research is an action research Methodology with stages of planning, implementation, evaluation, and reflection. Research planning begins with socialization and in-depth discussion among lecturers of the Department of Foreign Languages about the character that will be applied. From the discussion, 10 characters were generated that could be applied with 32 indicators. The 10 characters are faith in God Almighty, obedient to worship, noble character, creative in German/French, physically and mentally healthy, independent, organized work, efficient, obedient to rules, and a useful personality. The results of the study indicate that these 10 characters cannot be applied to classroom learning because these characters have not been implemented properly and perfectly among lecturers. As it is known that character education will be effective and successful if the lecturers have applied it first, in other words the principle of exemplary applies.
Keywords: Character Education, Innovative Learning

Introduction

The 21st century is marked as the century of openness or the century of globalization, meaning that human life is experiencing fundamental changes that are different from the order of life in the previous century (Wijaya et al., 2016). Education in the 21st century requires educational institutions to apply learning that includes complex knowledge accompanied by various skills, both higher-order thinking skills, skills in the world of work, skills in using information, media and technology in accordance with the innovative 21st century learning framework designed by Partnership for 21st Century Learning (2011). Astawan (2016) concluded 4 basic principles of 21st century learning, namely (1) Instruction should be student-centered; (2) Education should be collaborative; (3) Learning should have context; (4) Schools should be integrated with society. Another perspective, many 21st century skills include creativity, problem solving, decision making, communication, collaboration, citizenship, and personal and social responsibility, are closely related to character.

Character can be formed through character education. Character education is a conscious effort to instill and develop good values in the context of humanizing humans, to improve character and train intellectuals in order to create a generation of knowledge and character that can provide benefits to the surrounding environment. Character education can be obtained through educational institutions. Also explained in Law no. 20 of 2003, Article 3 that "National education functions to develop capabilities and shape dignified character and national civilization in order to educate the life of the nation, aims to develop the potential of students to become human beings who believe

and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible citizen." (Yaumi, 2018:5).

Character education is the main pillar in creating character someone through education. Wibowo (2012:34) explains that education should be an active part in preparing quality Human Resources (HR) who are educated and able to face the challenges of the times, because of education character is a system of embedding character values for all citizens community through formal or informal education, which includes knowledge, awareness, will, and action to carry out the overall value. According to Samani and Hariyanto (2013: 46) there are 18 values contained in character education as follows; Religious, honest, tolerance, discipline, hard work, independent, creative, democratic, patriotism, curiosity, friendship, peace-loving, like reading, preserving the environment, social care, recognizing its advantages, taste respect and responsibility. Of these values, there are four synergistic values with multicultural values, namely tolerance, democracy, mutual respect, and peace. Based on some of the opinions above, it can be concluded that character education is the formation of character in a person through formal or informal education.

From the statement above, it can be understood that the presence of character education in educational institutions will form the character of students to meet the demands of 21st century education. This will shape students to be collaborative and participatory in the learning process so that learning becomes innovative and fulfills 21st century education.

Innovative learning can adapt from a fun learning model. "Learning is fun" is the key that is applied in innovative learning. If students have instilled this in their minds there will be no more passive students in class, feelings of pressure, possibility of failure, limited choices, and of course boredom. (Komara, 2014). Syah and Kariadinata (2009:16) argue that innovative learning can balance the function of the left and right brain when done in a way managing technology-based media in the learning process. So that, process of building self-confidence in students. Learning that Innovative students are expected to be able to think critically and be skilled in solving problems. Students like this are able to use clear reasoning in the process of understanding something and easy to make choices as well make decision. This is possible because of related understanding with the problems they face. Ability to identify and Find the right questions that can lead to problem solving better. The information obtained will be developed and analyzed so that you can answer these questions properly.

Students with characters like this can show ability to work effectively in diverse teams, to play flexibility and ability to discuss in achieving common goals. Therefore, it is necessary to have character education which aims to shape the character of students who are able to work together (collaborative) and are always active (participatory) in the learning process so that innovative learning will be created.

Methodology

This study uses an action research model (action research). Davison, Martinsons&Kock (2004), mention action research, as a research Methodology, founded on the assumption that theory and practice can be closely integrated with learning from the outcomes of planned interventions after a detailed diagnosis of the context of the problem. Davison, Martinsons&Kock (2004), divide Action research into 5 stages which are cycles, namely
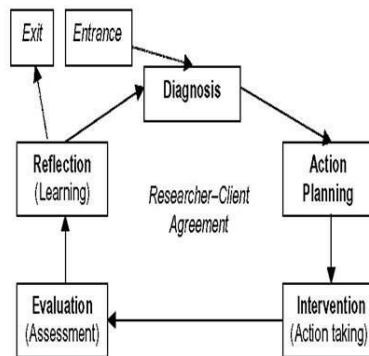
Figure 1.Action Research Stage

The first step is to carry out a diagnosis by observing the learning process to identify problems and development of learning and student character. The second step, make a plan from the results of problem identification. By paying attention to the needs and conditions of students on the results of the learning evaluation, there will be the application of innovative learning through the integration of character education. The third step, implementing innovative learning such as creating a collaborative and participatory class through the integration of character education. Furthermore, evaluating the learning process of student learning outcomes and character after character education. The final step is learning. At this stage all the criteria in the learning principle must be studied, changes in the situation evaluated and reflected on the results of the project. The overall outcome is considered in terms of its implications for subsequent actions.

This study uses field observation data collection techniques and document study. Field observation technique is to observe field conditions to identify problems. This technique is carried out at an early stage before conducting research. Document study is a data collection technique by collecting and analyzing documents, both written documents, drawings, works, and electronics. The documents obtained are then analyzed, compared and combined (synthesis) to form a systematic, integrated and complete study.

The population and sample in this study were students of the Department of Foreign Languages Semester 4, Semester 6 and students who were preparing final project proposals.

Result And Discussions

Student learning outcomes have been observed and evaluated by the Foreign Language Department lecturer. Based on this it has been obtained that the student learning process is still less innovative. With online learning that has been implemented, there are still many students who have no interest in participating in the learning process. This can be seen by the lack of student response in the discussion.

With this in mind, the Department of Foreign Languages implements Unimed's motto, namely "Character Building" which consists of 6 pillars to help encourage students and lecturers to be more active in lectures and in completing their final assignments. The 6 pillars are Citizenship, Fairness, Respect, Responsibility, Caring and Trustworthy. The Department of Foreign Languages seeks to break down the 6 pillars in stages with the following indicators for the stages of implementation:

Table 1. KDM-JBA Character Indicator

No	Character	Indicator
1	Believe in God Almighty (*Beriman kepada Tuhan Yang Maha Esa*)	Acknowledging the existence of God as the creator and regulator of the universe.*(Mengakui adanya Tuhan sebagai pencipta dan pengatur alam semesta).* Follow one of the official religions in Indonesia. *(Menganut salah satu agama resmi di Indonesia).*
2	Obedient worship (*Taat beribadah*)	Discipline in carrying out the obligatory religious worship. *(Disiplin melaksanakan ibadah wajib agamanya).* Carry out additional daily superior practices of his religion.*(Melaksanakan amalan unggul tambahan harian agamanya).*
3	Be noble (*Berakhlak mulia*)	Get used to smiling, admonishing, and greeting (3S). *(Membiasakan senyum, salam, dan sapa (3S)).* Polite and courteous in language. *(Sopan dan santun dalam berbahasa).* Throw garbage in its place. *(Membuang sampah pada tempatnya).* Dress neatly according to ethics and religion. *(Berpakaian rapi sesuai etika dan agama).*
4	Creative in German/French (*Kreatif berbahasa Jerman/ Prancis*)	Competent in German/French according to level.Kompeten berbahasa *(Jerman/ Prancis sesuai level.)* Write at least one scientific article in an international journal a year. *(Menulis minimal satu artikel ilmiah pada jurnal internasional dalam setahun).* Carry out at least one community service in a year. *(Melaksanakan minimal satu pengabdian masyarakat dalam setahun.)*
5	Physically and mentally healthy (*Sehat jasmani dan rohani*)	Proportionate activity and rest. *(Beraktifitas dan istirahat secara proporsional).* Eat and drink on time.*(Makan dan minum tepat waktu).* Consume healthy food and drink. *(Mengkonsumsi makanan dan minuman yang sehat).* Do not smoke. *(Tidak merokok).* Free from the influence of narcotics. *(Bebas dari pengaruh narkotika).* Exercise regularly. *(Olahraga secara teratur).*
6	Independent (*Mandiri*)	Able to meet the routine needs of daily life and incidental. *(Mampu memenuhi kebutuhan rutin hidup sehari-hari dan insidental).* Save diligently. *(Rajin menabung).* Free from the habit of "dig a hole close the hole". *(Bebas dari kebiasaan "gali lobang tutup lobang.")* Responsible for the tasks carried out. *(Bertanggung jawab terhadap tugas yang diemban).*

No	Character	Indicator
7	Organized work (Kerja terorganisir)	Have a "time schedule" of daily, weekly and yearly tasks. *(Memiliki "time schedule" tugas harian, mingguan, dan tahunan).* Able to delegate tasks to the right people. *(Mampu mendelegasikan tugas pada orang yang tepat).*
8	Efficient (*Efisien*)	Always on time in completing assignments. *(Selalu tepat waktu dalam menyelesaikan tugas).* Able to complete tasks based on priority scale (*Mampu menyelesaikan tugas berdasarkan skala prioritas).*
9	Obey the rules (*Taat aturan*)	Work according to applicable regulations *(Bekerja sesuai peraturan yang berlaku).* Oriented to maximum results in work. *(Berorientasi pada hasil yang maksimal dalam bekerja).* Have an honest and open nature. *(Memiliki sifat jujur dan terbuka).*
10	Helpful personal (*Pribadi yang bermanfaat*)	Willing to give and receive advice. *(Mau memberi dan menerima nasehat).* Always lighten the burden of others. *(Selalu meringankan beban orang lain).* Far from revenge and jealousy. *(Jauh dari sifat dendam dan iri).* Able to work well in groups. *(Mampu bekerja kelompok dengan baik).*

Based on the evaluation of learning through observing in-class learning by the Department of Foreign Languages, it was stated that students and lecturers experienced changes for the better in character according to the indicators set. This is due to the process of character education for students and evaluation meetings for lecturers of the Foreign Language Department.

Conclusion

The 21st century learning process requires students to be more active and innovative in learning in class. However, based on the observations of the lecturer in charge of the course and data from the two Study Programs, this has not been achieved in the Foreign Language Department. There is still a need for improvement in the learning process. So that the Department of Foreign Languages integrates character education into the learning process to motivate students to be more active and innovative in class. The Department of Foreign Languages sets 10 indicators for the Character of Student Lecturers in the Department of Foreign Languages (KDM-JBA) consisting of Faith in God Almighty, Obedience to worship, Good morals, Creative in speaking German/French, Healthy physically and spiritually, Independent, Organized work, Efficient , Rule Obedient and Helpful Personal. This was done in an effort to realize Unimed's motto, namely "Character Building" and to motivate students and lecturers to be active in lectures and in completing their final assignments.

Suggestion

This research is recommended for students who take part in the learning process and prepare final project proposals. In addition, it is also recommended for lecturers who teach in learning classes and guide final students.

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Potential of Textural Abstract Painting Based on Iconic Forms as Tourism Products in the City of Medan

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Abstract: The city of Medan in Indonesia has long been one of the destinations for domestic and international tourists. Tourism in Medan also has significant potential for growth. One of the potentials is related to the provision of tourism products. In this regard, this research explores the creation of textural abstract paintings based on iconic forms of the city of Medan. The aim is to determine the potential of creating textural abstract paintings as tourism products in the city of Medan. The research model is descriptive-qualitative, using survey Methodologys and creative creation based on Graham Wallas' creativity theory. Research data were obtained through various techniques from relevant sources, then analyzed based on the interactive model: data reduction and presentation, verification, and drawing conclusions. The results of the research explain that the potential material to be explored is rubber sheets as a painting surface. The potential techniques to be explored are textural visualization through relief processes and impasto painting techniques. The aesthetic potential of textural abstract paintings is seen in the stages of execution, confirmation, validation, and development. The economic potential lies in the creation and marketing processes of the artwork. Textural abstract paintings contribute to the development of souvenir products by depicting the city of Medan with creative and innovative touches.
Keywords: painting, textural abstraction, iconic forms, souvenirs, Medan city

Introduction

Medan is the largest city in the Sumatra region and the third largest in Indonesia after Jakarta and Surabaya. As a metropolitan city, the latest data shows that its population has reached 2,460,858 people (https://www.detik.com/sumut/berita/d-6098240/jumlah-dan-kepadatan-penduduk-di-kota-medan-tahun-2022-cek-di-sini). Medan is also the capital of North Sumatra Province, known for its natural beauty and rich cultural heritage. European tourists have been interested in and visiting Medan since the 1920s (Damanik, 2014). At least four areas in North Sumatra, namely Medan, Tanah Karo, Parapat, and Nias, have been famous as tourist destinations since the Dutch colonial era. Over time, Medan has grown into a modern city in Sumatra, becoming an industrial and commercial city with a heterogeneous and multi-ethnic population. Geographically, Medan is strategically located, bordering Malaysia and Singapore.

Despite the portrayed potential of tourism in Medan, it is not yet supported by the existence of tourism products, especially in the form of souvenirs for tourists. This is something important to address, as every visitor to Medan would want locally identified products to preserve memories of their visit to the city. There is currently no art market in Medan, only a few art shops. Based on surveys in several places such as Pasar Sentral Medan, supermarkets or malls, and around the Malay area near Istana Maimun, various craft products are offered, including woodcraft, ceramics, batik, and weaving, some of which do not represent the local identity and are imported from other regions, especially Java, notably from Yogyakarta. Moreover, products sold in modern markets,

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malls, or supermarkets are clearly not representative of local Medan, as they are fabricated products sold in many other areas.

To support the development of tourism in Medan to be on par with advanced regions in Java, it is important to develop locally identified souvenir forms. As a source of inspiration, many forms of visual culture can be referenced. In Medan, there are iconic forms that have become markers in society. As a Malay city, Medan is home to buildings that signify the grandeur of the Deli Malay Sultanate, namely Istana Maimun and Masjid Raya Al-Mashun. Another architectural category is colonial-era buildings found around Medan's Merdeka Square. Additionally, there are iconic forms of transportation from the past, such as becak and city transportation, that represent Medan.

The purpose of this research is to explore how iconic forms can be used as a basis for creating textural abstract paintings, serving as tourism products in the city of Medan. To realize these tourism products, Medan has many creative resources as the main capital. These creative resources come from the Department of Fine Arts at Universitas Negeri Medan and art vocational schools in Medan and North Sumatra. The creative community is also reliable, ready to develop textural abstract paintings as part of the creative industry. Therefore, these potentials should be maximized to develop creative products that support the acquisition of exclusive souvenirs for tourism in Medan.

Through this research, a form of tourism souvenir product is developed, namely the creation of textural abstract paintings based on the iconic forms of Medan. This art is expressed through layers of rubber sheets treated with heat-conducting tools, and then finished with thick paint (impasto technique). The diversity of media and techniques applied will provide alternatives for research partners and the community to more flexibly develop forms of painting as a creative industry.

Aligned with its goal, this product is conceptualized and developed based on the principles of tourism art. The exploration of painting as tourism souvenirs by referring to the iconic forms of Medan is expected to be a solution for diversifying original tourism products from Medan. This is crucial, considering that in any developed tourism destination, the contribution of souvenir products is significant (Rahajeng, 2015). Moreover, it is also part of the continuous effort to revitalize the identity of Medan in line with the preservation of its local visual cultural identity. Additionally, this effort synergizes with the promotion of the creative industry to support tourism in Medan.

1.1. Abstract Painting

In the development of modern painting, there are various styles and movements, commonly referred to as genres, ranging from naturalism, realism, impressionism, expressionism, to abstractionism. Abstract art is in contrast to realist or naturalist styles. In general, abstract painting is art without representative form, non-figurative, expressed through the arrangement of lines, shapes, and colors. The development of abstract painting in America and Europe in the early 20th century occurred when artists liberated themselves from previous painting conventions that considered painting as imitating nature (Susanto, 2011).

In its development, it can be observed that although abstract painting does not imitate nature or display a specific form, it does not mean that abstraction has no connection with the recognizable form. An individual's experience of form is an essential factor in appreciating abstract paintings. In this case, paintings have associations with specific forms and feelings about nature (Pertiwi and Wiguna, 2019). In this research, abstract paintings to be explored are abstractions of

iconic forms of the city of Medan. This means that even though abstracted, the visualization of the painting still represents forms known to the public as symbols of Medan.

In line with the emphasis on the process in abstraction, this research involves the process of abstracting representative objects, so they no longer completely imitate nature or a specific form. Furthermore, the abstraction of abstract paintings is done by creating textured painting tafril. The creation of this textural abstract painting is an effort by the research team to develop innovative paintings that are modern in style but still represent local character.

1.2. Iconic Forms of the City of Medan

In general, the understanding of the iconic is discussed and understood in semiotics, which relates to the relationship of signs. It can be understood that iconic forms represent or symbolize the character of a specific object (Budiman, 2011). Based on this understanding, iconic forms undoubtedly become characteristic of the identity they represent. Medan, as a historical city, has many forms that can be categorized as iconic forms or objects. Some have existed for a long time and have become monumental identities or landmarks of Medan. For example, in the architectural category, there are the remnants of the Deli Malay Sultanate, namely the Maimun Palace and the Al Mashun Grand Mosque, as well as colonial-era buildings such as the post office, Tirtanadi tower, London Sumatra building, and others. In the category of city transportation, there is the legendary motorized rickshaw (becak) and the rowing rickshaw, as well as the Medan public transportation called "sudako." There are also visualizations of traditional Malay dance and music.

It can be said that iconic forms in the category of buildings in Medan include the buildings of the Deli Malay Sultanate, as Medan is the Deli Malay city. Then there are the colonial-era buildings, the buildings of the past Dutch government. The Dutch or Europeans have long been coming to Medan for tourism, as Medan is the gateway to North Sumatra. Therefore, it is not surprising that Medan is nicknamed Parijs van Sumatra (Yasyi, 2020). The buildings of the Deli Malay Sultanate and the colonial-era Dutch buildings are the icons of Medan that must be preserved.

Although these iconic forms have long existed in Medan, some have become legendary and markers for people outside Medan, but not many have explored them as references for tourism souvenirs. The souvenirs marketed in Medan are generally non-specific, not specifically representing the visual culture of Medan. Some products are imported from Yogyakarta, a region known for producing various crafts. Through this research, we develop souvenir products in the form of textural abstract paintings based on the iconic forms of Medan. These iconic forms offer many alternatives as artistic perspectives in painting. For example, focusing on a specific perspective and artistic part of one building. The identification results of these iconic forms are stored in data files for documentation. To ensure the preservation and development of iconic forms continue, development models are created.

1.3. Tourism Souvenirs

Souvenirs in the context of tourism are part of tourism products, produced, distributed, and consumed in relation to the world of tourism (Zulkifli, 2010). One prominent aspect to support the progress of a tourism destination is the existence of souvenir products. In connection with this, the ideal form of souvenirs is expected to represent and represent the socio-cultural conditions of the local area. In other words, tourism souvenirs are intrinsically objects that connect someone's memories or imagination (tourists) with the tourist destination they have visited (Causey, 2006).

As a form of tourism product, souvenirs have practical principles to be taken anywhere (Yulianto, 2015). In detail, Atmojo (2007) explains that the characteristics of tourism souvenir products include: 1) imitations of the original; 2) short, concise, or mini forms of the original; 3) full of variations; 4) leaving magical, sacred, and symbolic values; and 5) relatively inexpensive.

In general, research on souvenir topics, especially tourism souvenirs in Medan, involves two things: their visual form and their reference objects. The visual form that has been widely explored is in the form of ceramic, batik, and various other crafts, as seen in the research results of Dermawan Sembiring and Wahyu Tri Atmojo. The reference object or reference base is generally the forms of ornamentation and cultural artifacts of North Sumatra. There has not been much exploration in the form of paintings, especially specifically in the form of textural abstract paintings.

In the context of the Archipelago or Indonesian context, not many regions have a tradition of two-dimensional visual art in the form of paintings as souvenir products, except for Bali and Cirebon. Bali is known for its perspective technique, creating a sense of space in a two-dimensional field, and Cirebon is known for its reverse painting on glass, a distinctive technique in its glass paintings. What is common is calligraphy, which is found in various places, including Medan. Non-specific products do not represent specific regional characteristics, making them irrelevant as souvenir products (Rahajeng, 2015; Pelly, 2015). Through the exploration of developing textural abstract painting souvenir products in this research, it is hoped that Medan will have unique and original souvenir products, similar to Bali and other advanced tourism regions.

Methodology

In line with social humanities and cultural research, this study employs a descriptive-qualitative approach. Generally, this applied research involves field research and studio work. Field research is conducted in the city of Medan and its surrounding areas, while studio research takes place in the studio or workshop of the Department of Fine Arts, FBS Unimed. Consistent with its character, this research applies a combination of survey Methodologys and creative creation, with a structured and systematic mechanism. The survey Methodology is applied during the collection of data on the potential iconic forms of Medan, classified based on their representative characteristics. The survey Methodology is also applied during the collection of appreciative responses to the quality of textural abstract paintings resulting from innovation. Appreciative responses are gathered from observers and the community during exhibitions, including appreciative discussions.

Creative creation Methodologys are developed based on the theory of the creative process formulated by Graham Wallas. This creativity Methodology outlines the creation process starting from preparation, incubation, illumination, execution, confirmation, validation, and development (Graham Wallas in Irma Damajanti, 2006: 23-24). Data sources for obtaining valid information come from various references, photo documentation, interview results, and notes on the creative process, as well as appreciative responses. Informants interviewed include experts who understand the history of Medan, especially related to its iconic forms, as well as art observers and the community attending exhibitions.

In accordance with the established data sources, data collection is carried out through literature or reference studies, field observations in Medan and its surroundings, photo and video documentation, interviews and discussions with informants, daily notes on the creation process, and the distribution of instruments for appreciative responses. The creative process begins with collecting data on the iconic forms of Medan through observation, photo and video recording,

supplemented by interview and discussion data, as well as literature reviews. Subsequently, after the creation process, data collection is carried out based on appreciative assessments by observers and the community who witness exhibitions and participate in appreciative discussions. To ensure the validity of all collected data, testing is carried out based on data triangulation, through the process of comparing data from various sources. Furthermore, data on the creative process are obtained based on daily records and carefully made recordings.

As a research product in the form of tourism souvenirs, textural abstract paintings are tested for their quality based on two forms of assessment. The first is based on aesthetic quality assessments conducted by five competent observers. The second is based on appreciative responses given by the community during exhibitions and appreciative discussions. The observer's assessment is carried out according to indicators that are aspects of the aesthetic quality assessment of innovative textural abstract paintings. The assessment options include 5 (five) levels: excellent, good, average, less good, and not good. As indicators, the assessment focuses on 10 aspects, seven of which are determined by the researcher, and the other three are from the observers themselves.

Given the characteristics of the creative research data, data analysis is developed based on qualitative Methodologys, supported by quantitative data. Data related to the potential iconic forms of Medan, the aesthetic potential of representative reference characteristics, the quality of the design results, and the exploration of textural abstract paintings resulting from innovation, as well as their evaluations, are analyzed qualitatively. In this context, the applied descriptive-qualitative Methodology emphasizes the appreciative aspect, namely the extent to which textural abstract paintings based on iconic forms contribute to the development of tourism souvenirs in Medan.

Subsequently, data processing involves the evaluation of innovative quality data from textural paintings provided by observers and the art-loving community, which is analyzed and described qualitatively. In this case, all assessment aspects formulated as indicators are comprehensively and deeply analyzed. After that, data interpretation and research conclusion drawing are carried out, following the interactive data analysis model, including data reduction and presentation, then conclusion drawing or verification.

Result and Discussion

To present solutions and simultaneously address the research problems formulated earlier, this section is explained based on the study aspects as follows: 1) exploration of material and technique potentials in realizing textural abstract paintings based on iconic forms of Medan; 2) development of aesthetic and economic potentials of textural abstract painting souvenirs; and 3) the contribution of textural abstract paintings based on iconic forms to the development of Medan souvenir products.

3.1. Exploration of Materials and Techniques in Realizing Textural Abstract Paintings

The materials explored generally include rubber sheets as painting templates and plywood sheets as the base for attaching the template. In conjunction with this, oil paint is used, relevant to textural techniques. Techniques explored generally include the technique in preparing painting templates and visualizing textures in the painting process.

Rubber sheets, as the main material in preparing painting templates, are cut according to the pattern of the depicted object based on a digital design. These rubber cuts do not need to be precise, as deviations in shape and size can be accommodated as expressions of abstraction. The application of rubber layers prioritizes the main object of the painting. The rubber sheets are made layered, some with two layers and others with three, according to the character of the crafted

object. The rubber applied to reveal the pattern of the painting object does not necessarily adhere to the principles of relief perspective. Unlike realistic or naturalistic paintings that require the application of relief perspective, paintings realized through the abstraction process do not necessitate the application of these principles. Other principles such as proportion and anatomy are also not binding.

As a substitute material, in addition to rubber sheets, cardboard, hardboard, or other sheet materials can be used. Rubber sheets were used in this study because they were considered practical, in line with one of the principles of art tourism. The important thing is that the sheet to be used as a painting template can be firmly attached to a rigid base like plywood. In this study, rubber sheets were glued with white fox glue, and the adhesion was pressed for about 10 hours. After the rubber sheets are attached as templates, the general object pattern is already visible, and the next process is to use a soldering iron and the coloring process.

The soldering iron is used to emphasize the object pattern and to provide emphasis as part of the abstraction process through the stylization of the artwork. This is followed by the application of the base coat, aimed at preventing the paint from being absorbed by the rubber template, making the painting look faded. After the base coat is completely dry, the use of paint colors begins. To be effective and efficient, as one of the principles of art tourism, before applying the impasto technique, the painting object is based on an initial layer. In addition to serving as a base, it also clarifies the object pattern so that when applying the impasto technique, it is more directed.

With a brief explanation, the techniques explored up to the attachment of rubber sheets as painting templates can be considered as a simplification process in textural abstraction. Furthermore, from the process of working on the painting object using a soldering iron to the coloring process can be considered as a stylization process in textural abstraction. Simplification and stylization are two forms of deformation applied in the textural abstraction process in the creation of paintings in this study.

3.2. Aesthetic and Economic Potentials of Textural Abstract Painting Souvenirs

In accordance with Graham Wallas' theory of creativity, the aesthetic potential of textural abstract paintings can be seen in the stages of execution, confirmation, validation, and development. The execution stage is when the painting process begins after ensuring the framing of the painting object based on an artistic perspective and various other emphasis aspects. The aesthetic potential in this regard is understood internally based on observations during the painting process, followed by internal confirmation and validation by examining the creation process notes and discussing them with the research team.

Next is the external confirmation and validation to determine the aesthetic potential of textural abstract paintings. This external confirmation and validation are carried out by requesting assessment responses from observers based on distributed questionnaires. Aesthetic potential in this case is understood based on the application of visual elements and compositional principles. Observers responded positively to each aspect in the questionnaire. The developed paintings have applied visual elements, especially the elements of line, shape, color, and texture, well. The application of these visual elements fulfills the principle of unity, namely the unity of abstract style and textural techniques that align with the established theme of the painting.

Considering the weight of compositional taste, the explored paintings generally exhibit an asymmetrical balance due to non-frontal angles towards the painting object. Overall, the aesthetic potential of the paintings is supported by the application of the rhythm principle, which generates

compositional dynamics. This rhythm principle is reinforced by the emphasis principle, which focuses attention based on line and plane emphasis, as well as emphasis on color and texture. The aesthetic potential in this case is conditioned based on the principles of art tourism, so the aesthetic potential is realized in line with the economic potential of painting products.

Figure 1: Exploratory Work of Abstract Textural Painting Souvenir Products
with Aesthetic and Economic Potential

Economic potential of the explored art painting products can be categorized based on the process of creating the artwork and offering or marketing the artwork. The economic potential based on the creation of artwork includes low production costs, where all main and supporting materials are easily accessible. The process is not difficult, easily trainable for partners, and skilled labor is available for development. From the beginning, this art painting product was conceived as a tourism product, containing principles such as simplicity, practicality, and relative affordability.

Next, the economic potential in terms of marketing has also been adjusted based on various principles but with local distinctiveness. Tourists visiting a region, especially intellectual tourists, will undoubtedly look for souvenir products that represent that area. The reason is that the purchased souvenirs will help preserve their memories of the visited area. In this case, the developed art painting souvenirs are based on the iconic forms of Medan City. Furthermore, this art painting is relevantly developed in the creative industry, which is different from paintings developed by artists based on pure aesthetic expression.

3.3. Contribution of Abstract Textural Painting to the Development of Medan City Souvenir Products

The contribution of abstract textural painting to the development of tourism souvenir products in Medan City is obtained through the observations of art experts. The experts were shown photos of the developed art paintings for examination. Then, the experts provided feedback based on a list of questions. Before providing feedback, the experts were explained about the context of this research, namely the creation of art paintings as tourism souvenir products.

The creation of textural art paintings contributes to the development of souvenir products by portraying Medan City. The representation of Medan City is revealed through the visualization of art paintings, even though they are abstracted to provide a creative and innovative touch. The iconic forms used as references for art paintings are shapes widely known by the general public, both within and outside of North Sumatra, as distinctive features. The main characteristic of

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souvenir products is having distinctive features that represent the local area, which is revealed in the developed art paintings.

Moreover, abstract textural paintings contribute to the development of tourism products because they are made in a simple and practical size or format that can be easily transported by car or plane. In line with this is its safer nature during transportation since the painting surface is attached to a rigid sheet and protected by a strong profile frame. To meet consumer preferences in making choices, the development of abstract textural paintings is offered in many alternatives with various variations of objects, all based on the iconic forms of Medan City. Considering the ease of production and its development potential, the price of these tourism souvenir products is relatively affordable.

Several indicators in the above explanation support the contribution of abstract textural painting products as tourism souvenirs of Medan City. Moreover, for the purpose of efficiency and effectiveness in reaching the lowest consumer capabilities, this form of painting can still be minimized, as is commonly developed in the creative industry.

Conclusion

In general, the materials explored for the art paintings include rubber sheets for creating painting templates (tafril), and plywood sheets as a base to attach the tafril surface. Along with that, the use of materials such as oil paint relevant to textural techniques was explored. The techniques explored generally involve the preparation of painting templates and the visualization of texture during the painting process. The application of principles such as perspective relief, proportion, and anatomy is not necessary when using rubber sheets to display the pattern of the painting object. Once the rubber sheet is attached as a tafril, the general pattern of the object is already visible, and the process continues with the use of soldering tools and the coloring process.

Following Graham Wallas' creativity theory, the aesthetic potential of abstract textural paintings can be observed in the stages of execution, confirmation, validation, and development. The execution stage begins when the painting process starts. The aesthetic potential is understood internally based on observations during the painting process, followed by internal confirmation and validation by reviewing creation process notes and discussing them with the research team. External confirmation and validation are then conducted to assess the aesthetic potential of abstract textural paintings. This external confirmation and validation involve obtaining feedback and assessments from observers through distributed questionnaires.

The economic potential of the explored art painting products can be categorized based on the process of creating the artwork and offering or marketing the artwork. The economic potential based on the creation of artwork includes low production costs. From the outset, these art paintings were conceptualized as tourism products, embodying tourism art principles such as simplicity, practicality, and relative affordability. The economic potential in terms of marketing has also been adjusted based on various principles but with local distinctiveness. Tourists visiting a region, especially intellectual tourists, will seek souvenir products that represent that area. In this case, the developed art paintings are based on the iconic forms of Medan City.

The contribution of abstract textural paintings to the development of tourism souvenir products in Medan City was assessed through the observations of art experts. The creation of these paintings contributes to the development of souvenir products by portraying Medan City. The representation of Medan City is revealed through the visualization of art paintings, even though they are abstracted to provide a creative and innovative touch. For the purpose of efficiency and

effectiveness in reaching the lowest consumer capabilities, the form of these paintings can still be minimized, as is commonly developed in the creative industry.

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Development of Project Based Learning Project Based Teaching Materials Containing QR Codes in Dance Music Accompanying Courses

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Abstract: This research aims to develop Project Based Learning-Based Teaching Materials containing QR Codes for the Dance Music Accompaniment course that are valid and effective in improving the learning outcomes of Dance and Performing Arts Study Program students. The research Methodology used is development research with a 4D (Four-D) development model which consists of four stages, namely: 1) Define, 2) Design, 3) Develop (development) and 4) Disseminate (spread). The data collection techniques that will be used are expert validation sheets, response questionnaires and student learning outcomes instruments. The results of this research are as follows (1) Producing Project Based Learning-Based Teaching Materials containing QR Codes in the Dance Accompaniment Music course which are suitable for use with an average percentage of expert validation results of 89.28% in the "very good" category while the percentage is average -The average in individual tests, small groups and limited field tests was 95.20% in the "very good" category. (2) The effectiveness of using teaching materials that have been developed in learning shows that there is a prominent difference between learning outcomes before using and after using teaching material products. This is based on data processing using the SPSS 20 application, obtained t count > t table or 42.32 > 2.05 with df=25, it can be seen that the learning outcomes after using teaching materials are 77.42% higher than the learning outcomes before using teaching materials which are 64.46%. So it is concluded that the teaching materials developed are effective in improving student learning outcomes.

Keywords: *Teaching materials, Dance Music, Project based learning, QR Code*

Intoduction

The Music Accompaniment to Dance course is a lesson that discusses the understanding of the relationship between music and dance of various types, the background of music as dance music, as well as the function of music as dance music but also requires students to be able to design, compose and create creative dance musical compositions where demands are made. Currently, creative dance has a theme, so apart from functioning as an accompaniment, dance music must also be able to visualize the atmosphere of the theme contained in a dance work. However, the obstacle that many teachers and students face is the lack of teaching materials for dance music that are able to provide understanding apart from theory and practice. This results in less than optimal learning outcomes which require each student to be able to independently produce musical works accompanied by dance. The teaching materials circulated and used so far only provide theoretical understanding by providing absurd examples because music is audio in nature, while students will understand learning better if they are given concrete and real time examples.

Learning that emphasizes students being able to produce a product through systematic process stages is the goal of project-based learning or often known as PjBL (Project based learning). Project-based learning provides students with the opportunity to organize and manage their own activities or task completion activities so as to train students to become independent, and can provide students with a deeper understanding of concepts or knowledge. One way of applying technology to students' learning resources is by loading Quick Response Code technology or what can be called QR Code into textbooks. Rouillard in Sulistyo & Supriyanto (2014) states that QR Code is a two-dimensional matrix image that has the ability to translate stored data at high speed. Durak, Orkezin, and Ataizi (2016) stated that compared to ordinary barcodes, QR Codes can accommodate more information. Apart from that, printed teaching materials which are still very much needed by students can be combined with QR Code technology adds significant and interesting functions for students. Apart from that, Rikala and Kankaaranta (2012) stated that QR Codes attract students' interest because they are different and provide a learning atmosphere that is no longer limited to textbooks. Apart from that, QR Codes are also suitable for use in independent and collaborative learning.

Based on the existing reality, it is necessary to develop a teaching material that can help students, especially dance and performing arts students, in understanding and analysing concepts, techniques and procedures as well as working in the creation of dance accompaniment music without being limited by time and space. In addition, students can also learn independently interactively using their android by utilising QR Code technology in learning the Dance Accompaniment Music Course. Therefore, in this case the researcher intends to conduct research on the Development of Teaching Materials Based on Project Based Learning with QR Code in the Dance Accompaniment Music course as one of the solutions to problems in learning Dance Accompaniment Music courses at Universitas Negeri Medan.

Theoretical Study

Teaching materials are an important part of the learning process. Iskandarwassid and Dadang Sunendar (2011: 171) reveal that teaching materials are a set of information that must be absorbed by students through enjoyable learning. This shows that in the preparation of teaching materials, students are expected to really feel the benefits of teaching materials or materials after they learn them. Dance accompaniment music is a form of musical accompaniment that is patterned in terms of time, harmony, tempo, dynamics, rhythm, and melody. To form dance accompaniment, musical instruments both instrumental and vocal are used to accompany dance movements. The relationship between dance and accompanying music can be expressed in form, style, rhythm, atmosphere, etc., or a combination of these aspects. Fathurrohman (2016:119) states that project-based learning is a learning model that uses projects/activities as a learning tool to acquire attitudes, knowledge and skills. This learning replaces teacher-centred learning. The focus of this type of learning is on student activities that lead to meaningful and useful products at the end of their studies. QR code is a type of matrix code or 2-dimensional bar code developed by Denso Wave, a division of Denso Corporation which is a Japanese company and published in 1994 whose main function is to be easily read by a scanner QR stands for quick response, which according to its purpose is to provide information quickly and obtain a response quickly. to provide information quickly and get a quick response as well (Soon, 2008).

Methodology

The type of research used is development research and the development model used is the 4-D development model (Define, Design, Develop, and Disseminate). The definition stage is the analysis of needs and the formulation of learning objectives. At the design stage, namely providing and collecting project materials, at the development stage, namely about developing topics, preparing drafts, producing prototypes of one type of product that will be used for learning and evaluating products to achieve feasibility and effectiveness while the disseminate stage is the dissemination of products that are considered valid and effective in use. Data collection techniques using walkthrough interview techniques are data validation involving several experts aimed at evaluating products and questionnaires used to determine the opinions of students on the practicality of using digital-based teaching materials. The data analysis technique uses a Likert scale of 1-4 to measure opinions and the value is converted into a percentage. The research was conducted at the UNIMED Sendratasik Department with the research sample being dance and performing arts students.

Result and Discussion

The define stage consists of five analysis steps, namely front end analysis to understand the fundamental problems in the dance accompaniment music course. The second stage is learner analysis to determine the characteristics and cognitive development of learners to be considered in compiling and designing teaching materials. Next is task analysis which has the aim of knowing what skills need to be acquired and mastered by students throughout the learning process. The next step is concept analysis to analyse the content and material in the teaching materials developed to be in line with the course learning outcomes (CLO) contained in the course. And the last is to determine the learning objectives as the achievement of students in learning.

The design stage is the stage of designing and compiling teaching materials. The first step is to choose the format of teaching materials to align with learning needs. The format of teaching materials used is the format of BSNP (2014) and modified as needed. The application of the Project Based Learning learning model is contained through the stages of project implementation material in producing dance accompaniment music. The stages of project implementation material in producing dance accompaniment music on Project Based Learning Teaching Materials with QR Code in Dance Accompaniment Music Course can be seen in the schematic image below :

Figure 1: Schematic of the stages of Project Based learning on Teaching Materials for Dance Accompaniment Music.
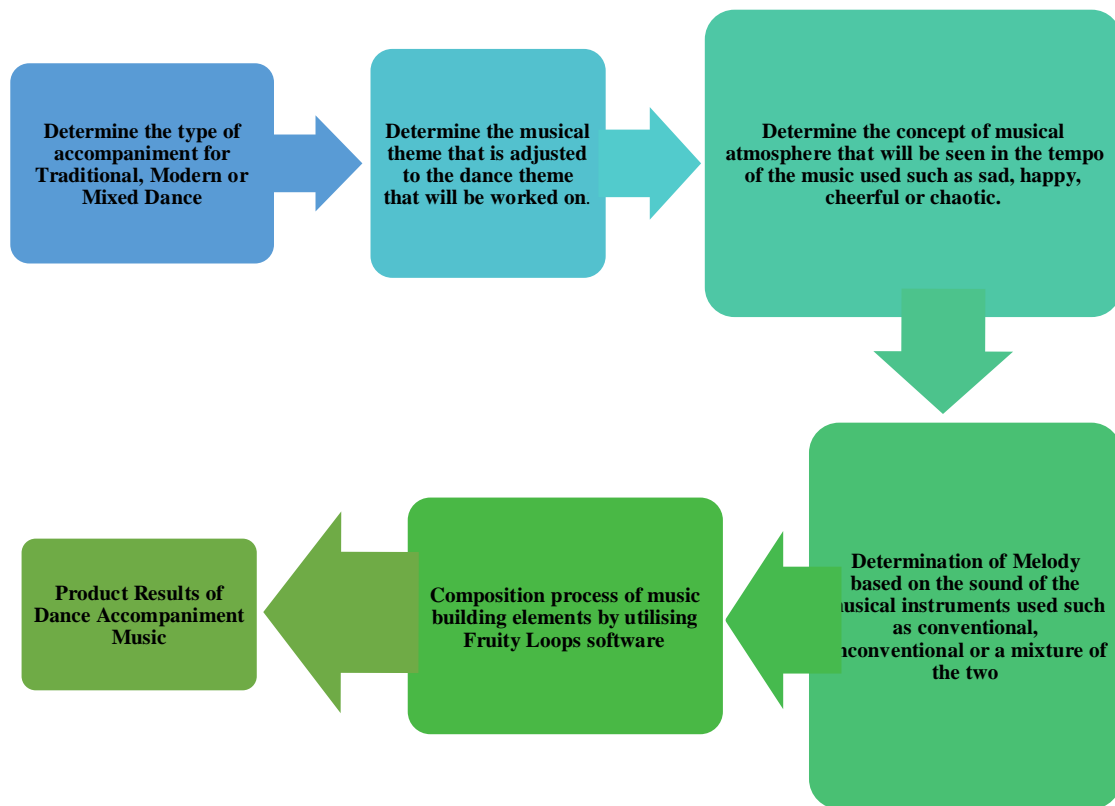
The next stage after determining the format of teaching materials is designing teaching materials adjusted to the selected format. Teaching materials that have been completed will produce a draft and then will be analysed by each expert. In the product development stage, researchers have developed topics and collected materials that will be used as product prototype drafts of QR Code-loaded Project Based Learning Teaching Materials in Dance Accompaniment Music courses. The materials collected are material from Dance Accompaniment Music which is equipped with examples of images and video tutorials on online video platforms in the form of links which are the main ingredients for making QR Codes. Where the materials collected are tailored to the needs of learning materials, especially Dance Accompaniment Music material. In the process of making QR Code-loaded Project Based Learning Teaching Materials in this Dance Accompaniment Music course, many use words of direction or appeal so that readers are motivated to try to do or practice the steps of the procedure for creating dance accompaniment music in accordance with the desired concept. Therefore, the teaching materials are equipped with several work tables in accordance with the stages of the process of creating dance accompaniment music. After the process of making teaching materials, the next is the process of converting the image link into a QR Code so that it can be scanned by the QR Scanner software where in this process the QR Code must have a high level of image clarity so that it can be captured and read by the android scan camera when applying the software.

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Figure 2: Display of the process of converting online video links into QR codes.
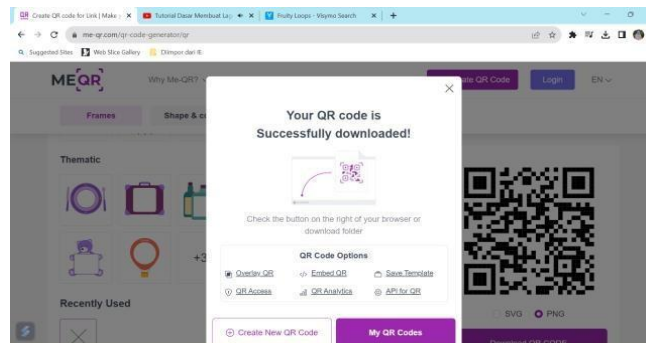
After the product development stage, the next is the product evaluation stage where in this study the evaluation stage. In the results of product feasibility testing, researchers only carry out the expert review stage which is a reference for researchers to find out the advantages and disadvantages of teaching material products. Based on the results of the material feasibility test on the teaching materials for Project Based Learning-based Dance Accompaniment Music with QR Code, seen from the aspect of the relevance of the material to the syllabus, it was declared valid with a percentage score of 93.65% in the "very good" category. Then in the aspect of the quality of the material declared valid with a percentage score of 88.27% with the category "very good", in the aspect of language and typography declared valid with a percentage score of 90.33% with the category "very good". To make it clearer the score acquisition can be seen in the following diagram:

Figure 3: Diagram of the score of the material feasibility test on the product of teaching materials for Dance Accompaniment Music based on Project Based Learning with QR Code

Figure 4: T-test output on pretest and posttest data with Paired Sample T-Test using the SPSS 22 application.

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pretest	64.4615	26	12.12017	2.37696
	postest	77.4231	26	12.12328	2.37757

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	pretest & postest	26	.992	.000

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	Upper			
Pair 1	pretest - postest	-12.96154	1.56156	.30625	-13.59227	-12.33081	-42.324	25	.000

In the Paired Sample Statistic table, it can be seen that the statistical summary results of the pretest and posttest data are for the pretest value obtained the average learning outcome of 64.46, while for the posttest value obtained the average learning outcome of 77.42. The number of students sampled (N) was 26 people. The standard deviation on the pretest score is 12.120 and the standard deviation on the posttest score is 12.123. In the Paired Sample Correlation table is the result of the correlation or relationship between the two data or variables, namely pretest and posttest. The Paired Sample Test table shows that there is a significant difference between the learning outcomes of the pretest and posttest data because the Sig. (Two-Sided p) column is 0.000 <0.05. Based on these results, it can be concluded that there is a significant difference between before using Teaching Materials Based on Project Based Learning with QR Code in Dance Accompaniment Music Course and after using Teaching Materials Based on Project Based Learning with QR Code in Dance Accompaniment Music Course.

Conclusion

The product development process of QR Code-loaded Project Based Learning Teaching Materials in Dance Accompaniment Music Subjects must begin with the collection of materials according to the material that will be contained in it, then arranged systematically. In the stages of creating dance accompaniment music comes from the YouTube online video platform by converting the video URL link into a QR code by utilising the QR Code maker application. This conversion process requires a stable internet network to avoid failure. The application of the Project Based Learning model is contained in the performance table which is equipped with a sentence of appeal and direction. The form of the table resembles a Learner Worksheet that can be filled in directly by the book owner. In the feasibility test that has been carried out by material experts and media experts, the QR Code-loaded Project Based Learning Teaching Material product in the Dance Accompaniment Music Course obtained the "very good" category because the average assessment score obtained was 89.98%. Meanwhile, the practical use test obtained the "very good" category because the average assessment score obtained was 93.83%. Therefore, it can be stated that the Teaching Materials Based on Project Based Learning with QR Code are

feasible, practical and effective in learning Dance Accompaniment Music Course in the Dance and Performing Arts Education Study Program of Sendratasik UNIMED.

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Development of Teaching Materials for the "Ulos Weaving" Course in the Fine Arts Department of FBS as Implementation of an OBE-Based Curriculum (Outcome Based Education)

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Abstract This research is based on the results of an analysis of student and lecturer needs through interviews and lecture observations. It was concluded that it was important to develop and apply teaching materials for the Ulos Weaving course. The problem studied is the validity, effectiveness and practicality of the teaching materials being developed. This development research model uses the ADDIE approach developed by Robert Maribe Brach with five stages: analysis, design, development, implementation and evaluation. Product trials were carried out on 1 class (18 people) of the fifth semester fine arts education study program students. The research product is the development of teaching materials that are oriented towards textbook products which have an impact on improving the quality of graduates. From the results of the research and discussion, it was found that the average product validity value reached 90.33% with a very feasible category. The practicality and effectiveness of the product was tested through a questionnaire to students with an achievement of 86.57% in the very feasible category. As many as 100% (6 people) of the lecturers who teach the Ulos Weaving course and those which are related to this course said that the textbook product was in accordance with the achievement-based curriculum and was very suitable to be implemented as a mandatory book at the Fine Arts Department of FBS Unimed.
Keywords: *Development, teaching materials, ulos weaving, OBE*

Introduction

Curriculum changes always take into account future market needs, this is done so that the gap between Higher Education and the Business and Industrial World can be resolved. Currently, innovation is needed as an answer to challenges and competition in entering the Industrial Revolution 4.0. The Directorate General of Higher Education continues to strive to improve the quality and relevance of graduates. In an effort to improve this and prepare students to face social, cultural changes, the world of work and rapid technological advances, one of the measures being implemented is a policy regarding the development of the "Free Learning Independent Campus" (*Merdeka Belajar Kampus Merdeka/MBKM*) curriculum.

Higher Education Institutions are required to be able to design and implement innovative learning processes so that students can achieve learning outcomes including aspects of attitudes, knowledge and skills optimally and relevantly. MKBM is expected to be the answer to these demands because it is not restrictive and is always adapted to student needs because it is autonomous and flexible, thereby creating an innovative learning culture.

The key to the success of universities in implementing this policy is the existence of a curriculum that is adaptive and able to adapt to current developments in facing 21st century

education. To bridge the gap between universities and the Business and Industrial World, an approach was taken through Outcome Based Education (OBE). OBE is an approach to the education system with a clear focus on managing everything in the education system so that students' competency skills can be implemented at the end of the learning experience.

The principles of OBE are the basis for achieving quality higher education, including: 1). Education is planned in advance (curriculum, learning system and assessment) linked to program objectives and graduate outcomes (knowledge, abilities, attitudes/behavior) to be achieved. 2) the approach is not based on what is taught but what is provided, namely ensuring that human resource development is carried out. 3) success is based on indicators of "ability" mastered by students, not structural assessment, namely assessing student work results based only on knowledge.

One of the tools prepared in the implementation of the OBE curriculum is teaching materials. However, if it is a good plan, if it is not accompanied by appropriate teaching materials, it will not reach its maximum potential. In line with this, the Fine Arts Education Study Program must improve the learning tools for each course. Each course must be taken into account for the Business and Industrial World needs so that the study output can meet market needs and education.

In the course of implementing this course, the author was involved as one of the teaching lecturers. In preparation for this research, the author has carried out a curriculum analysis, analysis of the needs of lecturers and students, so that the author concludes the importance of developing and implementing teaching materials for the Ulos Weaving course which are adapted to the concept of achievement-based education (OBE). Based on the analysis of student needs, it is necessary to develop and implement a textbook for the Ulos Weaving course.

The problem that will be solved in this research is: What is the process of developing and validating teaching materials up to the application of the product to students? Are the teaching materials developed suitable for use and in accordance with the implementation of the OBE curriculum? How can the effectiveness of the teaching materials developed increase student interest and learning outcomes? What are the responses and results of product trials for developing teaching materials for the Ulos Weaving course for students?

The aim of the research is to find out the process of developing and implementing teaching materials until they are suitable according to the validator. Then to find out whether the teaching materials developed and implemented are in accordance with the implementation of the OBE-based curriculum. Furthermore, to find out the effectiveness of the teaching materials developed can increase student interest and achievement. To find out the responses of students and lecturers regarding the products implemented so that they are suitable for use as implementation of the OBE-based curriculum.

The research output is a textbook product for the Ulos Weaving course in accordance with the curriculum which refers to Minister of Education and Culture Regulation No. 3 of 2020 concerning SN-DIKTI. The textbook is as complete as it should be for a higher education level teaching material adapted to the profile of the Fine Arts education department. The textbook is designed to adapt the implementation of the Achievement-Based Fine Arts Study Program Curriculum (OBE) based on Graduate Competency Standards. The theoretical contribution is to develop knowledge and increase knowledge in developing textbooks for each course in the Fine Arts education department. The practical contribution is that the product results can be applied to the development of ulos design and its application both in traditional ceremonies of the people of North Sumatra and the archipelago and as a tourist souvenir product.

Theoritical Review

A. Development and Applied Research

Development and applied research is research that is directed at producing products that are ready for use after undergoing trials. In the world of education and learning in particular, development research focuses its studies on the field of design and planning, in the form of design models and the design of teaching materials and products such as media, teaching materials and learning processes (Sugiyono, 2015: 407).

According to Setyosari (2019:277), development is a process used to develop and validate educational products. Development can take the form of processes, products and designs. Meanwhile, the development model according to Robert Maribe Brach (2009) (in Sugiyono, 2017:38) uses 5 stages. Based on the opinion above, it can be concluded that development research is a process used to develop and validate processes, products or designs related to education. This research uses the ADDIE (Analysis, Design, Difine, Implementation and Evaluation) approach, which is directed at creating innovation and developing science and technology that has been validated by experts in the field (Directorate of Research and Community Service, Ministry of Research, Technology and PT, 2020).

B. Definition and Types of Teaching Materials

Teaching materials are teaching tools in the form of learning materials to discuss one or more subjects. Various kinds of teaching materials, namely textbooks, textbooks, modules, articles, both printed and electronic. Teaching materials are deliberately designed according to learning objectives and outcomes. Teaching materials are sometimes also called teaching media, media itself from the word "medius" which means middle, intermediary or introduction. Arsyad (2016:3) states that more fully learning media can be used as an intermediary between students and lecturers in understanding learning material to make it more effective and efficient. The word media in "learning media means an intermediary or introduction, while the word learning is defined as a condition created to make someone carry out a learning activity. Learning media emphasizes the position of the media as an introduction to learning messages or information to condition someone to learn.

Learning media is one of the communication components that is very important in conveying material delivered by lecturers to students to be able to provide the same stimulation, equate experiences and create the same perceptions in teaching and learning activities to achieve learning goals. It can also be said that learning media is a series of learning processes or activities delivered by teachers to students so that they can achieve learning goals well.

C. Ulos Weaving Course

Development and refinement of the KKNI Curriculum into MBKM to anticipate future developments in the creative industry which increasingly dominates the market. To anticipate this, the Fine Arts Education Study Program includes a Ulos Weaving course in its curriculum as a specialty of North Sumatra which is rich in ulos and songket weaving.

Ulos woven cloth is woven cloth for the Batak people, and is called songket as a typical Batubara and Malay weave (Wesninan, 2020:11-12). Ulos has a very important function and meaning for the Batak tribe who still strongly carry out their customs. Various traditional ceremonies such as births, weddings, deaths and other rituals are never carried out without including ulos (Sitompul, R.H.P., 2009:44-45)

Ulos has a symbolic function as special clothing for ceremonial activities or rituals in the customs of Batak community life. Ulos is a woven product or also called ikat weaving, because the way it is done is tied before weaving. The work of ulos is woven using thread and is done traditionally, so that the work on a woven ulos can take up to 1-2 weeks for one piece according to a motif measuring 80 x 180 cm (Siregar, 1985:2).

This course is also expected to be an option for foreign students in the foreign student exchange program in collaboration with Unimed with partner campuses abroad such as Malaysia, Thailand and Brunei. With foreign students studying in the Fine Arts Department which has been accredited A by BAN-PT. It is hoped that this study program will have Superior Accreditation from LAM-Dik and have a FIBAA (Foundation for International Business Administration Accreditation) certificate for social sciences and humanities and AUN QA (Asean University Network-Quality Assurance), namely international certification at ASEAN level for each study program. become a member.

D. Ulos as a symbol of life in the Batak community

Ulos weaving is an Indonesian ikat weaving tradition known for its tie and dye technique to get the desired color to form a motif (Gratha, 2016:13). In the Batak community, ulos has a philosophical meaning in their social and cultural life. Every traditional activity is always marked by the giving of ulos which differentiates between who gives and who receives. An observer of ulos H.P. Panggabean gave a foreword to the book R.P. Sitompul (2009:v-vi) (in his book *Ulos Batak Tempo Dulu – Masa Kini*" writes; we should be proud because tribal culture in Indonesia has a high level of civilization because it has clothing that is made by itself, namely ulos. The quality of civilization of the Batak tribe This has been determined by the creation of ulos and the practice of ulos values (Astuti, 2019: 47). The presence of ulos for the Batak tribe is related to the existence of spiritual beliefs which consist of 3 cultural components, namely blood, breath and heat in the spiritual relationship of Batak kinship which is called *Dalihan na Tolu* (DNT) (Hasibuan and Rochmat, 2021:311)

Of the 3 elements of cultural life above, "ulos" always appears in traditional cultural events where the meaning of ulos is as a symbol. Firstly, as a symbol of brotherhood, because both parties have been bound by brotherly love. Second, a symbol of appreciation, that Sipembei Ulos believes that the kinship relationships that have occurred have been based on mutual respect. Third, as a symbol of spiritual hope from the group giving ulos who hope for God's grace for the welfare of the families receiving ulos, both in physical and spiritual health (Siregar, 1985:1-2, Alamo et al, 2021:103-104).

The three descriptions above embody the meaning/benefits of ulos for every member of the Batak traditional community. The color and motif of the ulos refer to the meaning and position of the person who will receive it, just as the motif of a Batak traditional house ornament also refers to the social level of the person wearing it (Sarag, 2028: 170). The world community has recognized the cultural values of the Batak tribal civilization, through the rite of embedding the traditional ulos in various official ceremonies in the Batak land area and overseas (Simanjuntak, 1994: 145-146).

E. Concept of Achievement-Based Education (OBE)

OBE (Outcome Based Education) is an approach to the education system with a clear focus and regulates everything in the education system so that what abilities are important for students can be carried out at the end of their learning experience. The principles of OBE are the basis for

achieving quality higher education, including: (1) previously planned education (curriculum, learning system, assessment) is linked to program objectives and graduate outcomes (knowledge, abilities, attitudes/behavior) to be achieved (2) the approach is not based on what is taught but what is provided is ensuring that human resource development is carried out (3) success is based on indicators of abilities mastered by students, not structural assessment, namely assessing students' work results based only on cognitive mastery.

Implementing systematic and focused curriculum preparation requires benchmaking as a role model and benchmark. Benchmaking activities are carried out with universities that are considered better and capable of being role models in curriculum preparation. With benchmaking activities, the preparation of the OBE curriculum has a benchmark as a benchmark to be achieved. With the preparation of the RI 4.0-based OBE curriculum produced by universities, it will be down to study programs and one of them is the adjustment of *Ulos* Weaving teaching materials or textbooks in accordance with Graduate Competency Standards and Learning Achievements.

Research Methodology

This research model is in line with Research and Development (R&D). Research to develop teaching materials in the form of textbooks that will be used by students in the Ulos Weaving course (2 credits). The textbook that was designed and implemented was based on an analysis of student needs regarding teaching materials for the Ulos Weaving course which were felt to be lacking and difficult to find. The title of the textbook that was developed and implemented is entitled ULOS WEANING OF NORTH SUMATRA.

The research was carried out at the Fine Arts Education Department, FBS Unimed. The research subjects were the results of the product assessment by the validator and those who would be the place to test the product were Fine Arts students who were taking Ulos Weaving courses in 4 classes in the fifth semester, totaling 68 people. Sample selection was random and aimed at class B (18 people).

A. Teaching Material Development Model

This research uses the ADDIE approach developed by Robert Maribe Branch. This model is a learning system design model that shows the basic stages of learning system design that are simple and easy to learn, as well as a systematic structure. The ADDIE model consists of 5 components that are interrelated and systematically structured, which means that from stages I to V, its application must be systematic and sequential. Because these five stages/steps are very simple when compared to other design models (Sugiyono, 2017:45-48). The ADDIE model was developed by designing a learning system consisting of five main phases or stages, namely (A) analysis, (D) design, (D) development, (I) implementation, and (E) evaluation. The five phases or stages are carried out systemically as follows.

1. Analysis

The analysis step consists of two stages, namely performance analysis and needs analysis. The first stage, namely performance analysis, is carried out to find out and clarify whether the performance problems faced require a solution in the form of implementing a learning program or improving management.

The second stage, namely needs analysis, is a necessary step to determine the abilities or competencies that students need to learn to improve their performance or learning achievement. If the results of the analysis of the data that have been collected lead to learning as a solution to

overcome the learning problems currently being faced, the learning program designer needs to carry out a needs analysis by answering several more questions, as follows: a) What are the characteristics of the students who will take part in the learning program? (learner analysis). b) What kind of knowledge and skills do students have? (pre-requisite skills). c) What abilities or competencies students need to have (task or goal analysis). d) What indicators or criteria can be used to determine that students have achieved the specified competencies after carrying out the learning process? (evaluation and assessment). e) What conditions are needed for students to be able to demonstrate the competencies they have learned? (setting or condition analysis).

2. Design

Design is the second step of the ADDIE model, in this step it is necessary to clarify the learning program being designed so that the program can achieve the learning objectives as expected. In the design step, the focus needs to be focused on efforts to investigate the learning problem at hand. An important step that needs to be taken in design is to determine the learning experience that students need to have while participating in learning activities. The design step must be able to answer the question of whether the designed learning program can be used to overcome the problem of performance gaps that occur among students.

The ability gap referred to in this case is the observable difference between the abilities that students already have and the abilities that students should have. In other words, the gap describes the difference between existing abilities and ideal abilities.

The key questions that must be answered by a designer or learning program designer when carrying out design stages or steps are as follows: a). What special abilities and competencies should students have after completing the learning program? b). What indicators can be used to measure student success in participating in the learning program? c). What equipment or conditions do students need to be able to demonstrate competence (knowledge, skills and attitudes) after participating in the learning program? d). What kind of teaching materials and activities can be used to support the learning program?

3. Development

The development step includes activities to create and modify teaching materials or learning materials to achieve predetermined learning objectives. Procurement of teaching materials needs to be adjusted to the specific learning objectives or learning outcomes that have been formulated by the designer or learning program designer in the design step. Important goals that need to be achieved in carrying out development steps are: (a) producing or revising teaching materials that will be used for previously formulated learning; and (b) choosing the best media or combination of media that will be used to achieve learning objectives.

4. Implementation

The main objectives of the implementation stage, which is the realization of design and development, are: a). Guiding students to achieve learning goals or competencies. b). Ensure problem solving/solutions occur to overcome gaps in learning outcomes faced by students. c). Ensure that at the end of the learning program students need to have competent knowledge, skills and attitudes.

The key questions that must be answered by a learning program designer when carrying out implementation steps are: a). What kind of learning Methodology is most effective to use in delivering learning materials or materials? b). What kind of efforts or strategies can be made to

attract and maintain student interest so that they are able to focus their attention on the delivery of the material or learning substance being delivered?

5. Evaluation

The final or fifth step of the ADDIE learning system design model is evaluation. Basically, evaluation can be carried out throughout the implementation of the five steps in the ADDIE model. In the analysis step, for example, the evaluation process is carried out by clarifying the competencies (knowledge, skills and attitudes) that students must have after participating in the learning program. In addition, evaluation can also be carried out by comparing the learning outcomes that have been achieved by students with the learning objectives that have been previously formulated.

Evaluation of the learning program aims to find out several things, namely: student attitudes towards learning activities as a whole; increasing competence in students which is the impact of participation in learning programs; and the benefits felt by the campus due to increased student competency after participating in the learning program. These five stages can be summarized as shown in the image below.
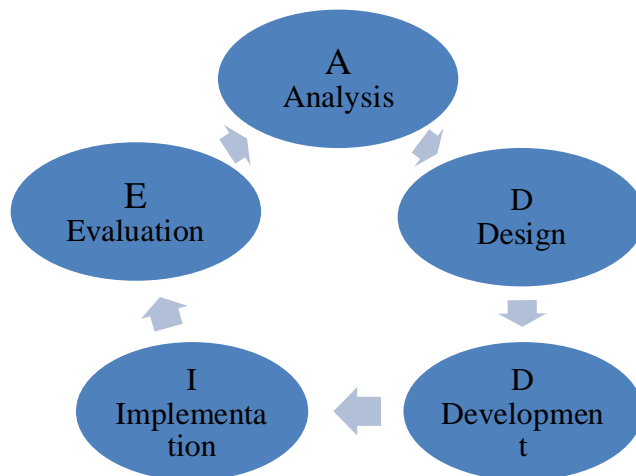
Picture.1. Stages of development of the ADDIE model

B. Data Type

After the teaching material product was developed, it was then validated by 3 experts in each field of language, book design and appearance, and material field. Next, the product was tested for practicality and effectiveness on students and lecturers. Assessment aspects include (a) learning aspects, correctness of content, and suitability of material obtained from material experts and learning design, and (b) quality of appearance and presentation of material, obtained from individual, small group and field trials. The data obtained is adjusted to the objectives and development design used, so the type of data collected in this development is quantitative descriptive data as the main data, which is collected through a questionnaire with a Likert scale rating of 1 to 4.

C. Data Collection Techniques and Instruments

The data obtained from this research is qualitative and quantitative data. Qualitative data in the form of responses and suggestions for improvement from lecturers and students regarding the Ulos Weaving teaching material stage obtained from answers to a questionnaire containing textbook assessment standards from BNSP. Quantitative data was obtained from the results of trials and learning innovations used by lecturers.

The data collection instrument for this development is in the form of an assessment instrument to assess the product that has been developed (Saragi, Sinaga, Tarigan, 2022:65-66). The main instrument used to collect data in this development is the expert team validation questionnaire sheet. The validation sheet is used to obtain assessment data from the validator regarding the textbook product being developed. Then the results of the questionnaire are student responses to the textbook to determine the practicality and effectiveness of the product.

The validation sheet instrument grid by material experts assessed 20 items, each of which was given a score of 1 to 4 with categories ranging from very good with a score of 4, good with a score of 3, quite good with a score of 2 and not good with a score of 1. The content suitability component is 13 questions and the language suitability is 7 questions.

The design or appearance of the presentation consists of 30 questions, consisting of 7 questions regarding the assessment indicator component for writing appearance, 9 questions for image appearance, 10 questions for attractiveness and a combination of writing, image and color components for 4 questions. The instrument for student and lecturer responses to teaching materials was carried out using a questionnaire for 18 students and 4 lecturers. Student and lecturer response questionnaire instrument grid with content indicators of 8 questions, language and presentation of 5 questions each with a total of 18 questions.

D. Data Analysis Techniques

The data obtained is about the condition of the North Sumatra Ulos Weaving textbook. This data was collected through expert validation, questionnaires/questionnaires distributed to students. Research instruments for validators and large group tests (1 class).

No.	Answers	Scor
1.	Very Good	4
2.	Good	3
3.	Not Bad	2
4.	Not Good	1

Table 1. Criteria for Answering Validation Instrument Items with a Likert Scale

Sugiyono, 2017:118 Then analyzed quantitatively descriptively, namely calculating the percentage of indicators for each category in the teaching materials developed.

$$\% \text{ Score} = \frac{\text{number of indicators per category}}{\text{number of total category indicators}} \times 100\%$$

From the calculation results of the formula above, a number is produced in the form of a percentage. The score classification is then converted into a classification in percentage form (Sugiyono, 2017:118; Yusuf, 2014:234), then interpreted using qualitative sentences listed in table 2.

No	Answer	Score
A	Very Good	85% ≤ X < 100%
B	Good	71% ≤ X < 84%
C	Medium	51% ≤ X <69%
D	Poor	31% ≤ X <49%
E	Very Poor	0% ≤ X <29%

Table 2 Criteria for the Percentage of Occurrence of Teaching Material Indicators for Ulos Weaving Textbooks That Have Been Developed

Discussion

A. Textbook Development Process

The results of the development of each stage in the development of textbook products start from the first stage: Analysis, at this stage a needs analysis is carried out, an analysis of the characteristics of students, lecturers and teaching materials is carried out. The results of the analysis are used as considerations or reasons for product development. Analysis was carried out by observation and interviews regarding the teaching materials used by students and regarding the characteristics of learning in the classroom.

Second, the design stage of the product being developed is a textbook for the Ulos Weaving course entitled "Ulos Weaving North Sumatra". The initial design starts from the cover, material in the form of typical weaving from each tribe in North Sumatra along with pictures and explanations. The front cover is a part that is no less important, this part is designed to meet the criteria in accordance with the science of good visual communication design. The material is designed according to the indigenous tribal groups of North Sumatra who have distinctive weaves.

Third, the development stage (Development) of the North Sumatra Ulos Weaving textbook which has been prepared at the design stage, is then assessed by expert validators according to their field of expertise. In developing a product, validation is a very important part of correcting errors and weaknesses in the product being developed. Validators consist of material experts, language experts and layout design experts who are lecturers at Universitas Negeri Medan.

Product validation is aimed at three experts who are competent in their fields, namely material experts, language experts and display design experts. Each validator carried out the assessment twice so that they obtained a score that was very suitable for use as a textbook for the Ulos Weaving course. The first validation of the textbook material received several suggestions and input to improve the suitability of the material in accordance with the basic competencies and course achievements. From the 4 assessment aspects of 30 indicators with 4 assessment categories, the stage I assessment was obtained at 82% and after revisions were made based on validator input, the assessment was increased to 90% in the "very good" category, with an increase of 8%.

Language validation was carried out twice, in the first stage obtaining a score of 80% in the good category with several notes for improvement, especially regarding non-standard terms. After

the revision was carried out, a second validation was carried out with results of 89% in the "very good" category and it could be tested without improvement, there was an increase of 10%.

The layout and cover validation was carried out twice, the first presentation was designed in such a way as to appear attractive, but the validator provided input in the form of notes to place greater emphasis on a balanced and attractive image display. It is recommended that the captions for each image be more communicative so that readers can understand the image more deeply. From the first presentation, it obtained an average score of 83%, but after undergoing improvements and second validation, it was able to obtain an assessment of 92% and "very good" to be applied as a textbook for the Ulos Weaving course.

To find out the practicality and effectiveness of the product, a questionnaire was conducted with students as users. The results of the questionnaire found that the product was very practical as a textbook in color display and in quarto size with a score of 91% "very practical and effective. The questionnaire to lecturers was aimed at finding out whether the textbook was suitable as a textbook with 100% answers from lecturers saying it was 'very suitable' and needed.
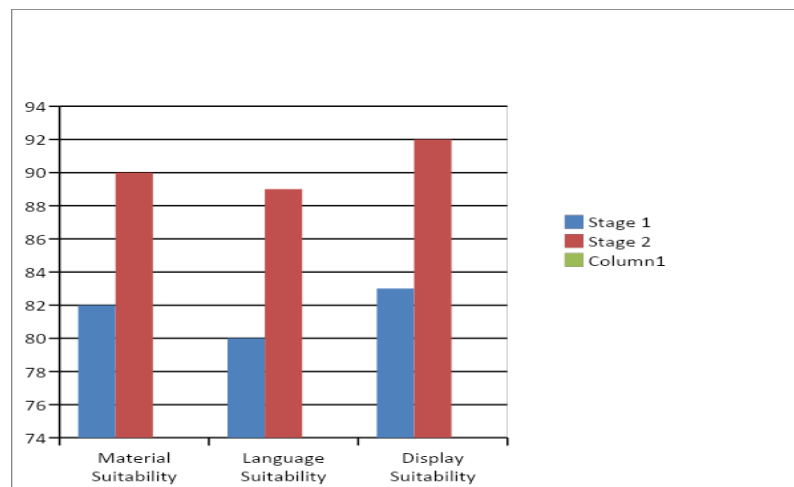
Picture 2. Assessment Results of 3 Validators

The fourth stage of implementation after the product is developed and validated by experts, the product is tested on students, and to find out the practicality and effectiveness of the product is carried out using a student response questionnaire. Likewise, to determine the suitability of the textbook to be applied as a mandatory book for ulos weaving courses, an assessment questionnaire was submitted to 4 lecturers with the results as below:

Indicator	No Item	Scor	P (%)	Mean	Criterion Avarage
Contens	1	63	87%	86,80%	Eligible to apply
	2	63	87%		
	3	62	86%		
	4	62	86%		
	5	64	88%		
Presentation	6	61	84%	86%	Eligible to apply
	7	64	88%		

250

Language	8	63	87%	86,5%	Eligible to apply
	9	62	86%		
Ggraphics	10	63	87%	87%	Eligible to apply
Average	86,57%				
Criteria	Eligible to apply				

Table 4. Results of Student Response Questionnaire on textbook products

Based on table 4 above, it is explained that the average score obtained from 18 students was 86.57% with the criteria being feasible to apply. The lowest score is point 6, namely regarding the presentation used in textbooks. On average, students agree but it must be revised because of the use of language that has double meaning. Student responses become input for researchers to improve the presentation of the quality of the resulting textbook so that it can then be applied.

The fifth stage, evaluation, is carried out on the results of product feasibility tests and product effectiveness. The evaluation results are used as the final conclusion regarding the results of the analysis of the product being developed, and are used as a benchmark for the researcher's success in answering the questions in this research. The results of this research state that: The average assessment from the 3 validatories is 90.33% with the valid category so it can be said that the Ulos Weaving textbook is suitable for use because in terms of material, language and layout design it is in accordance with the function of the textbook . The average percentage of student response questionnaires after using the textbook was 86.57% with the category very suitable for application, so from this data it can be said that the textbook product is very suitable for application as a mandatory book for the Ulos Weaving course.

The results of the questionnaire from 6 lecturers who teach Ulos Weaving courses and which intersect with other courses such as Tourist Souvenir Design and Decorative Drawing really support the development of this Ulos Weaving teaching material so that it can broaden the insight of lecturers and students in developing product-based lecture outcomes. Thus, based on the five stages of research development (ADDIE) in this research, it was found that the product developed had fulfilled the elements of feasibility and effectiveness of using the product for the Ulos Weaving course.

Conclusion

Based on the research results that have been analyzed and discussed in this research, the following conclusions can be obtained:

- The development of the Ulos Weaving textbook refers to the Research and Development (R&D) research design using the ADDIE development model. The analyze stage is the initial stage, namely analyzing the needs of students and lecturers regarding the suitability of teaching materials and learning objectives. The next stage is design. At this stage, researchers design products by referring to achievement-based curriculum standards which are arranged based on material characteristics and learning objectives. Create an initial design according to the chosen format and then the textbook product development stage which undergoes revisions based on suggestions and input from 3 validators. The next stage of product implementation consists of product trials with questionnaires filled in by students and lecturers.

- The feasibility of the textbooks that have been developed is determined based on feasibility assessments from expert validators and student response questionnaires. The results of material expert validation of the Ulos Weaving textbook were 90% with a very feasible category. This figure shows that the material contained in the textbook is in accordance with the basic competencies that students want to achieve. The results of textbook validation by language experts were 89% with the very appropriate category. Furthermore, the validation results from layout design experts reached 92% with a very feasible category. This means that the teaching materials developed have met the requirements of the achievement-based curriculum well. The results of the student response questionnaire after testing the textbook were 86.57% in the very appropriate category. Based on this data, it can be concluded that the achievement-based Ulos Weaving teaching materials are very suitable for use.
- With this percentage achievement, the Ulos Weaving teaching materials developed are very effective and practical to be applied as the main teaching materials for the Ulos Weaving course because they meet the quality standards of the achievement-based curriculum.

  From the research results and conclusions, it is necessary to suggest to several parties, including students and lecturers, to make this research product into a mandatory textbook for the Ulos Weaving course in the Fine Arts Education Study Program. To the leadership of the Faculty of Language and Arts, Universitas Negeri Medan, to determine the Ulos Weaving course as one of the courses in the independent campus learning (MBKM) curriculum which can be the choice of students from various university study programs throughout Indonesia and universities in the ASEAN environment. Thus, the Ulos Weaving Course needs to be improved, developed in accordance with the Implementation of the Achievement-Based Curriculum.

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Development of Drama Teaching Materials Assisted by NEARPOD Media For Indonesian Language and Literature Education Study Program FBS Unimed

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Abstract: The aim of this research is to develop teaching materials assisted by Nearpod media in the Drama course at the Indonesian Language and Literature Education Study Program, FBS Unimed. This research uses the Research and Development (R&D) Methodology, this research was carried out until the product was revised after validation. The population of this study were all students in Semester IV of the Indonesian Language and Literature Education Study Program. The sample in this research were Regular B students of the Indonesian Language and Literature Education Study Program. The results of this research obtained the percentage of material expert validation for the content aspect with very good qualifications (85.7%), the material expert validation results for the presentation aspect were in the very good qualifications (85.5%), the material expert validation results for the linguistic aspect were in the category very good qualifications (85.8%) and design expert validation results on very good qualifications (85.6%).
Keywords:*Teaching Materials, Nearpod, Drama*

Introduction

Learning activities are the most basic activities in the entire educational process. This means that the success of education really depends on how the learning and learning process is designed. One of them is the use of technology to improve the quality of education. The use of technology in education allows learning activities to be more diverse, easier and more enjoyable, including the use of materials in learning both at school and at college.

In lectures, teachers must be able to convey material to students in an interesting way. Material can be packaged in different ways using various strategies in the teaching process (Putri Ningrat et al., 2018). For example, using certain media, models or teaching materials. According to Achmad (in Kurniawan, 2019), good teaching materials must pay attention to the following things, such as (1) preparing an outline of the content of the teaching materials, (2) writing the content of the teaching materials. (3) Designing the layout and use of illustrations for teaching materials, (4) using language for teaching materials, and (5) integrating audio and video media for teaching materials.

Based on this idea, a lecturer must need to develop teaching materials in certain subjects. One of the courses available for Indonesian Language and Literature education is semantics. For this reason, lecturers and students are required to have a good understanding of the material and its applications. However, so far most lecturers or students only use teaching materials that do not change from year to year in their learning process, this is based on observations made at the Faculty of Linguistics, Universitas Negeri Medan and the Arts, Department of Indonesian Language and Literature. So, there will be boredom or indifference to learning. And this can have an impact on not achieving learning objectives, for example in semantic learning. Problems faced by students should be overcome immediately, as the problems can affect negatively to the student's academic achievement (Mantasiah et al., 2020).

The goal of all institutions is to have quality graduates. All the above rules and responsibilities teachers must have skills in designing their learning activities to meet the needs of students and be suitable for modern times (Kaewchote & Wattanathum, 2022). To understand the current situation of mobile learning in teaching for the development and promotion of future studies(Chang & Hwang, 2019).One of the technologies that is used as an educational tool in many higher education institutions around the world is videos (Hertzog inApriyanti et al., 2021). The development of teaching materials currently needed is the use of digital or non-print based teaching materials. This teaching material is certainly very practical and easy to use because it can be accessed anytime and anywhere and doesn't cost a lot of money. The development of teaching materials is focused on developing teaching materials assisted by Nearpod media. Nearpod is an application that is downloaded from Playstore and Appstore and is free to download. Nearpod can be accessed via computer, tablet, Android, and others with an internet network so it can be accessed anywhere (Victor, 2021). There are many features contained in Nearpod that can be utilized by educators for the learning process such as presentations, interactive boards, discussion walls, interactive evaluation questions, interactive material simulations, and media in the form of video, 3D, VR, BBC Video, etc. The features offered are divided into two categories, namely Content and Activities.

Several studies show that the development of digital/Android based teaching materials can improve the quality of students' learning. One of them is research carried outSri Wahyuni, et al (2019) with the title Effectiveness of Android-Based Teaching Materials on Learning Outcomes.The results of his research show thatThe average value of learning outcomes in the pre-test experimental class is 65.00, while the average value of post-test learning outcomes in the experimental class is 75.56. The significant difference between the average value of learning outcomes in the pre-test and post-test can mean that there is an increase in learning outcomes. This is in line with research conducted by Insani Wahyu Mubarok, et al (2019) with the title Effectiveness of Using Indonesian Nemo Android-Based Teaching Materials for Beginner Level BIPA Students in the Darmasiswa Program at Muhammadiyah University Surabaya. The results of the research show that based on the graph of the results of the questionnaire, it can be seen that all students need Android to find learning references and learning needs with a percentage of 70%. This research found that there was an influence on the effectiveness of using Nemo Bahasa Indonesia android-based teaching materials for beginner level BIPA students of the Darmasiswa program at Muhammadiyah University of Surabaya in the listening skills course. In teaching and learning activities, learning outcomes are better than teaching and learning activities without using Android. In line with research conducted by Trisnawati Hutagalung and Abdurahman Adisaputera (2021) entitled Utilization of Flipbook Maker - Based Teaching Materials in Prose, Poetry and Drama Teaching Courses. The results of the research showed that Based on data analysis after using flipbook maker -based teaching materials, the overall results were 81.86 in the good category. Meanwhile, the average score before using flipbook maker-based teaching materials was 70.93 in the sufficient category. At the normality test is obtained Lcount = 0.1903 > Ltable = 0.161 and this proves that the data prior to use of teaching materials based flipbook maker normal distribution. Based on the above calculations, the value of t count = 6.87 . After the t count is known, then the value is consulted at the significance level = 0.05 and n = 30 , it is obtained t table = 2.042.Thus it can be concluded that t arithmetic > t table is 6.87 > 2.042. Therefore H 0 is rejected and the Ha is accepted.

Therefore, based on the explanation above, the author is interested in developing a Drama Teaching Material Development with the help of Nearpod Media, Indonesian Language and Literature Education Study Program, FBS Unimed to see the extent of the effectiveness of Nearpod teaching materials in utilizing the Drama learning process.

Literature Review
Teaching materials

The selection and development of teaching materials must also be done seriously. Failure to select or develop teaching materials that suit the needs of students can have a negative impact on the quality of learning (Mantasiah R, 2021). Teaching materials also need new innovations by using technology because at this time technology plays an important role in learning. This is evidenced by the research conducted by Barzani (2021), in his research explaining that in contemporary language classes in Turkey, technology plays an important role in improving language learning abilities through proper integration.

Teaching materials are one component of learning in the form of information, tools and texts that are arranged regularly which is a description of the competencies that will be mastered by students (Trisnawati, 2022: 830). Teaching materials are materials used by students to be able to learn. Teaching materials are a set of information that students must absorb through fun learning (Iskandarwassid and Sunendar, 2011: 171). This means that in preparing teaching materials, students are expected to really feel the benefits of teaching materials or teaching materials after they study them. Thus, teaching materials are a set of learning tools or devices that contain learning materials, Methodologys, limitations, and ways to evaluate regularly and attractively designed to achieve the expected goals.

Teaching materials should make it easier for students who have difficulty understanding learning materials, able to meet student needs, the information presented to be studied by students that contains all learning materials or theories, is complete, so that students no longer need to look for other sources of material, keep up with technological developments, and make it easier for the user to use it. Teaching materials are one of the most important parts in the learning process because there is a number of information, instructions, processes, and evaluations that support learning activities (Hamdani, 2011) to achieve goals. Therefore, any material, both instructions and information exposure; presentations; language use; and the graphic writing is very helpful and friendly to the user. Good teaching materials do not only contain knowledge, but are developed with quality and use a theoretical basis. For this reason, in order to produce teaching materials that are able to carry out their functions and roles in effective learning, teaching materials need to be designed and developed using the latest approach.

Nearpod

*Nearpod*is a learning platform to make it easier for students and teachers to interact. Nearpod was founded in 2012 by Guido Kovalsky, Felipe Sommer, and Emiliano Abramzon, at an educational technology company in Aventura, Florida (Sarginson dan McPherson, 2021). This application is used for online and offline learning which allows educators and students to interact directly or indirectly. There are many features contained in Nearpod that can be utilized by educators for the learning process such as presentations, interactive boards, discussion walls, interactive evaluation questions, interactive material simulations, and media in the form of video, 3D, VR, BBC Video, etc.

Methodology
Research design

This research was designed using the Research and Development (R&D) Methodology. According to Sugiyono (2015), the research and development (R&D) Methodology is a research Methodology used to produce certain products and test the effectiveness of the product. As the name suggests, it is a research and development Methodology. The research referred to here is conducting tests on Nearpod-based teaching materials carried out in the KDBK learning process for Teaching Children's Literature at the Indonesian Language and Literature Education Study Program, FBS Unimed. The development in question is how to develop Nearpod-based teaching materials in the FBS Unimed Indonesian Language and Literature Education study program after testing.

Data collection technique

In this research, three types of data collection Methodologys were used, and the three data are as follows:
1. Observations, observations in this research were carried out to record and record learning resources and study program resources
2. Questionnaire, in this research, a questionnaire was distributed to lecturers and students regarding the needs of lecturers and students in the learning process at the Indonesian Language and Literature Education Study Program, FBS Unimed.
3. Special test, in this research a test will be held for students to find out the effectiveness of using teaching materials assisted by Nearpod media. The sample in this research was a class of students who took part in the KDBK Drama Teaching learning process.

Data analysis

Data analysis was carried out using data from a needs analysis questionnaire obtained from lecturers and students, also using data on the suitability of learning materials and designs for products obtained from material experts and design experts who had gone through expert validation tests. Data from expert validation is used to determine whether the product that has been produced is suitable or not. Furthermore, data regarding interest, whether it is easy or not and the benefits of the product are obtained from direct field tests with students.

Results and Discussion

Results of Analysis of the Need for Using Teaching Materials Assisted by Nearpod Media in Indonesian Language and Literature Education Study Programs

Based on the questionnaire given to lecturers and students, 100% said they really needed the use of Nearpod-based teaching materials. For more details, see the table below.

No	Question	Answer	Frequency			Percentage
			Lecturer	Student	Amount	
1	Do you have an electronic device such as an Android smartphone?	Yes	5	37	42	100%
		No	0	0	0	0%
2	Does the smartphone you own support learning?	Yes	5	34	39	92.85%
		No	0	3	3	7.14%
3	Are you familiar with Nearpod media-assisted teaching materials?	Yes	2	4	6	14.28%
		No	3	33	36	85.71%
4	When you teach/learn using teaching materials assisted by Nearpod media?	Yes	0	0	0	0%
		No	5	37	42	100%
5	Do you need teaching materials assisted by Nearpod media in the teaching/learning process?	Yes	5	34	39	92.85%
		No	0	3	3	7.14%

Table 1 Needs Analysis Data on the Use of Nearpod Media-Assisted Teaching Materials in Indonesian Language and Literature Education Study Programs

Based on table 1 regarding the analysis of needs for using CapCut-based teaching materials, the following data is obtained:
- All lecturers and all students (100%) have itown an electronic device such as an Android smartphone.
- All lecturers and the majority of students (92.85%) have *smartphones* Android that supports learning. There are no lecturers and a small number of students (7.14%) have Android smartphones which cannot support learning.
- A small portion of lecturers and a small portion of students (14.28%) knowteaching materials assisted by Nearpod media. Most lecturers and most students (85.71%) are not familiar with Nearpod media-assisted teaching materials.
- All lecturers and all students (100%) do not use Nearpod media-assisted teaching materials when teaching/learning.
- All lecturers and the majority of students (92.85%) require the use of teaching materials assisted by Nearpod media. A small percentage of students (7.14%) do not require the use of Nearpod media-assisted teaching materials in studying.

Based on the results of the questionnaire analysis, it can be concluded that the application of teaching materials assisted by Nearpod media is really needed by lecturers and students in the Indonesian language and literature education study program. This is in line with the results of interviews conducted with lecturers and students who stated that the learning carried out so far had never used teaching materials assisted by Nearpod media. Students hope that lecturers will use teaching materials assisted by Nearpod media in the learning process so that learning outcomes can improve. This is in line with the opinion of Daryanto (2013: 7) that the learning process is a communication process and takes place in a system, where without communication media it will not occur and the communication process will not be able to take place optimally.

Development of Teaching Materials for Drama Courses Assisted by Nearpod Media
Currently, students cannot be separated from technological developments, the use of smartphones and internet access has become mandatory. Internet access that is often used by students is social media. Judging from the facilities owned by the Unimed Faculty of Languages and Arts, it shows that Unimed has various facilities, one of which is easy WiFi access. Meanwhile, the drama teaching materials used by students so far are printed teaching materials. These deficiencies can affect students' learning outcomes in drama learning so that development needs to be carried out. The following is a comparison of old teaching materials with teaching materials that have been developed:

Old teaching materials	Developed teaching materials
There is no mind mapping	There is mind mapping
There is no element of critical thinking learning	there is an element of critical thinking learning
There are no examples of images/animations in the material description	There are examples of images/animations in the explanation of the material
Only printed in books	Teaching materials were developed with the help of Nearpod media

Seeing that the facilities provided by Unimed at the Faculty of Languages and Arts can be utilized in implementing interesting and interactive teaching materials, namely teaching materials assisted by Nearpod media which have been developed in the Indonesian Language and Literature Education Study Program. The results of developing teaching materials assisted by Nearpod media can be seen in the following image.

Figure 1 Teaching Materials PageAssisted by Nearpod Media in the Drama Course at the Indonesian Language and Literature Education Study Program, FBS Unimed

Feasibility of Mobile Learning Assisted by Nearpod Media in its Use in Indonesian Language and Literature Education Study Programs

The results of validation and assessment by material experts and media experts on each aspect of the overall assessment are determined by the average score of the respective criteria. The results of this research were analyzed to determine the feasibility of learning media assisted by Nearpod media. The average percentage of assessment results by material experts, media experts, lecturer assessments as well as the results of individual trials, small group trials and limited field group trials assessed based on assessment aspects and indicators. The results of the assessment aspects obtained will be described as follows.

a) Material Expert Validation Result Data

Product validation is intended to determine the opinion of material experts regarding the appropriateness of the content, appropriateness of presentation and language. This validation was carried out byDrs. Azhar Umar, M.Pdwho is a lecturer at Universitas Negeri Medan. The assessment was carried out to obtain information on the quality of teaching materials developed to improve the quality of learning in the Indonesian Language and Literature Education Study Program in the drama area.

Based on the results of the assessment of the appropriateness aspect of the content of the material, the use of Nearpod media-assisted teaching materials for teaching drama was declared "Very Good" with a total average percentage of 85.7%. Data from validation results from material experts regarding the suitability of the content can be seen in table 2 below.

Sub Component	Indicator	Average (%)	Criteria
A. Suitability of material to learning outcomes	1. Completeness of material	86	Very good
	2. Breadth of material	85	Very good
	3. Depth of material	84.5	Very good
B. Accuracy of Material	4. Accuracy of concepts and definitions	84	Very good
	5. Data accuracy	86	Very good
	6. Accuracy of examples	88	Very good
	7. Image accuracy	85	Very good
	8. Accuracy of terms	85.5	Very good
	9. Accuracy of symbols and icons	85	Very good
C. Latest Material	10. Suitability of the material to language development	86	Very good
	11. Internet-based displays using CapCut-based learning media for local communities	88	Very good
	12. Examples and cases in everyday life	86	Very good
	13. Pictures and illustrations in everyday life	85	Very good
	14. Use examples of cases found in everyday life	84	Very good
D. Encourage Curiosity	15. Encourage curiosity	85	Very good
	16. Create the ability to ask questions	86	Very good

Table 2 Material Expert Assessment of Nearpod Media-Assisted Teaching Materials for Content Suitability

The validation results by the validator above regarding the suitability of the content show that the suitability of the content of the teaching materials that have been developed includes very good criteria. This can be seen from the assessment score for the appropriateness of the presentation according to the material expert which was rated "Very Good" with an average total presentation of 85.5%. Data from validation results from material experts regarding the appropriateness of presentation can be seen in table 3

Sub Component	Indicator	Average (%)	Criteria
A. Presentation Technique	1. Consistent serving system	85	Very good
	2. Concept confusion	84	Very good
B. Presentation Support	3. Examples of questions in each learning activity	86	Very good
	4. introduction	85	Very good
C. Presentation of Learning	5. Student Engagement	87	Very good
D. Coherence and sequence of thought flow	6. Linkages between learning activities/sub-learning activities	85	Very good
	7. Wholeness of meaning	86	Very good

Table 3 Expert Assessment of Teaching Materials Assisted by Nearpod Media for Presentation

The language aspect assessment according to material experts is rated "Very Good" with a total average percentage of 85.8%. Data from material expert validation of language aspects can be seen in table 4

Sub Component	Indicator	Average (%)	Criteria
A. Straightforward	1. Accuracy of sentence structure	86	Very good
	2. Effectiveness of sentences	87	Very good
	3. Standardity of Terms	85	Very good
B. Communicative	4. Understanding the message or information	86.5	Very good
C. Dialogic and interactive	5. ability to motivate students	86	Very good
	6. the ability to encourage critical thinking	85	Very good
	7. suitability to students' intellectual development	87	Very good

D. Suitability to the student's level of development	8. suitability to the student's level of emotional development	85	Very good
E. Conformity to the rules	9. Grammatical correctness	86	Very good
F. Use of terms	10. Consistency in the use of terms	85	Very good

Table 4 Material Expert Assessment of Nearpod Media-Assisted Teaching Materials for Language Aspects

Material validation was carried out twice with the first stage still requiring improvement. Some suggestions from material validators that need to be improved are that the content of the material should be more specific, and provide more examples of comparisons of what is included in children's literature and what is not included in children's literature as well as improving writing grammar. After carrying out repairs the material was declared suitable. The language aspect assessment according to language aspect material experts was rated "Very Good" with a total average percentage of 85.8%.

b) Data from Validation Results from Learning Design Experts

Teaching material design experts validate CapCut-based teaching material products in the teaching material aspect. Validation of teaching materials is carried out byAdek Cerah Kurnia Azis, S.Pd., M.Pd. who is a lecturer at Universitas Negeri Medan. Assessment of this aspect of teaching materials was carried out to improve the appearance quality of the CapCut-based teaching materials being developed. The results of the validation of teaching materials by learning design experts can be concluded that the teaching materials developed are in the "very good" criteria with a total average percentage of 85.6%. Data from validation results from learning design experts can be seen in table 5 below.

Indicator	Average (%)	Criteria
1. Effective and efficient learning media	86	Very good
2. Reliable (some or all of the learning media can be reused)	86	Very good
3. Maintainable (can be maintained/managed easily)	86.5	Very good
4. Usability (easy to use and simple in operation)	85	Very good
5. Accurate selection of the type of application/software/tool/for development	86	Very good
6. Compatibility	85	Very good
7. Easy program packaging	85	Very good
8. Completeness of learning media	86	Very good
9. Reusable	85.5	Very good

Table 5 Expert Assessment Scores for Design of Teaching Materials Assisted by Nearpod Media

Validation of the teaching material design was carried out twice, the first validation still needed improvement. The suggestions for improvement given by the learning design expert validator are that the layout of the text in the teaching materials must be more attractive and look neat and animation needs to be added to support the delivery of the material so that it is easier to understand. After improvements were made, the design expert assessed that the teaching materials

assisted by Nearpod media in their use in children's literature courses for students of the Indonesian Language and Literature Education Study Program which were developed were appropriate with an average score percentage of 85%.

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Implementation of Mbkm Campus Teaching on Guided Reading Literacy Program at Sdn 067260 Medan in 2023

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Abstract: This paper aims to describe the level of students' reading literacy skills at SDN 067260 Medan based on the implementation of the MBKM 5th batch of teaching Campus. The program 5th batch of teaching Campus was implemented from February 21 to June 16, 2023 at SDN 067260 Medan. To deal with the problem of the low level of reading skills at SDN 067260, a program called "Guided Reading Literacy" was formed with the aim of improving the reading skills of SDN 067260 students. Before implementing the program, observations were made for one week, and interviews were conducted with each homeroom teacher to obtain information and data on the level of reading skills of students in grades 1 to 6. The reading Methodology used in the "Guided Reading Literacy" program is the SAS (Structural Analytic Synthetic) Methodology with supporting media, namely letter cards and word cards. After the program was implemented, there was an increase in reading skills in students at SDN 067260. This improvement can be seen in some students who have begun to recognize letters and are able to read fluently.
Keywords: *Campus Teaching, Reading Literacy.*

Introduction

The Teaching Campus Program is part of the Merdeka Campus program which involves students at each campus from various educational backgrounds to help with teaching and learning activities in schools, especially at the elementary school level and this program also provides opportunities for students to learn and develop themselves through activities outside of lecture classes. (Ministry of Education and Culture, 2021). In 2013 the Ministry of Education and Culture through Ministerial Regulation number 23 of 2013 launched a school literacy movement to help students foster a culture of reading and writing in the school environment. Reading ability in Indonesia is still low even though people realize that reading skills are very important to develop from an early age because we will not be able to gain knowledge without reading (Lawalata & Sholeh, 2019). The importance of interest in reading was also conveyed by (Hendrayanti, 2018), interest in reading is a force that encourages children so that they are interested, pay attention and enjoy reading activities so that they want to carry out reading activities of their own accord.

The Guided Reading Literacy Program implemented at SDN 067260 by Teaching Campus students has gone through a series of considerations and planning so that it can enter the implementation stage. Before implementing the Guided Reading Literacy program, the implementing team carried out observations and interviews with the homeroom teachers at SDN 067260 to obtain information about what obstacles they felt while teaching at that school. From the results of interviews with the homeroom teachers, the obstacles and problems that were most

often found from the homeroom teachers' explanations were the number of students who were still low in terms of reading literacy. This is not only found in low classes, but also in high classes such as classes 5 and 6. In fact, one of the students in a high class did not know any letters at all.

Due to this phenomenon, the implementation team together with the school and supervisors discussed to design a solution that could overcome the problem of low levels of reading literacy at SDN 067260. After holding discussions, it was agreed that the Guided Reading Literacy program would begin to be implemented at the school with the approval of the school and lecturers. mentor. Because the main aim of student service through the Teaching Campus program is to become teacher partners, one of which is by helping to improve reading literacy at the elementary school level. For this reason, the Guided Reading Literacy program is the main program implemented at SDN 067260.

The importance of having the ability to read as a child makes the Guided Reading Literacy program the main program implemented at SDN 067260 during the Teaching Campus service period. Reading skills are the foundation for learning various other things. Through reading, students can absorb knowledge and explore the world which is beneficial for their lives. Reading is a window to the world, when someone reads a lot, their insight and knowledge will broaden (Rahman, 2018).

Literature Review

The Teaching Campus is part of the Merdeka Belajar Kampus Merdeka program whose aim is to provide opportunities for students to learn and develop themselves through activities outside of lecture classes. In the campus teaching program, students will be placed in elementary schools close to their domicile throughout Indonesia and teach elementary school students in areas included in the 3T namely *Terdepan* (Frontier), *Tertinggal* (Disadvantaged) and *Terluar* (Outermost). The school that is used as a place for students to serve is a school with C accreditation where students help with the teaching and learning process at school, assist with administration, and help with technology adaptation (Ministry of Education and Culture, 2021:3).

This article contains the results of implementing the Guided Reading Literacy program through the Teaching Campus program. Basically, the Guided Reading Methodology is reading together with several students with the same reading ability. In this way, each child's abilities can be known more specifically because teachers can dig deeper into the difficulties experienced by students when reading (Yulius, 2020: 1).

Reading is an important factor that needs to be considered in the learning process because it can determine student learning success. Reading is a basic skill that students must have, so that students can easily follow subjects well and as a key to learning another knowledge. As we already know, every learning process cannot be separated from the reading process.

Reading in elementary school is the foundation of the abilities that underlie the next level of education, so reading needs to receive attention from teachers, because if the basics cannot be done then at the next stage of education students will experience difficulties in obtaining knowledge and information.

According to Aprivia Kapitania (2019:2), the guided reading Methodology can improve the quality of the learning process and the results of students' initial reading skills. Students will better master initial reading skills so that it will be easier for students when entering the reading comprehension skills stage in class. Reading skills are the skills that underlie the next skills, so students must master them so they can easily learn other knowledge. This is because every learning process cannot be separated from the reading process. The guided reading Methodology can provide several benefits for lower grade students. This Methodology can make it easier for teachers to facilitate students to learn literacy.

Through guided reading, teachers group students according to the same level of reading readiness (homogeneous) in small groups. This is done to help improve children's reading skills more effectively and optimally. The Guided Reading Methodology plays a very important role in helping the process and achieving learning goals gradually.

Implementation Methodology

Service activities through the Class 5 Teaching Campus program by implementing the Guided Reading Literacy program in target schools aim to improve students' literacy skills in elementary schools. The implementation of the Guided Reading Literacy program at SDN 067260 goes through a series of Methodology stages starting from the observation, interview and program implementation stages.

1. Observation
   At this stage the implementing team carries out observations of the school environment as well as observations of learning activities in the classroom.
2. Interview
   Interview activities were carried out with the homeroom teachers with the aim of obtaining information and data regarding students whose reading literacy skills were still low.
3. Program Implementation
   At this stage, a Guided Reading Literacy program is implemented which begins with outreach activities to students regarding the Guided Reading Literacy program which will be implemented at SDN 067260.

Program Implementation

Student service activities through the Class 5 Teaching Campus program have the main task, namely to maximize students' reading literacy skills in elementary schools. The Teaching Campus Program starts from February 21 to June 16 2023. The school where the implementing team is serving is SDN 067260 Medan. In the first week, according to established procedures, the activities carried out were school observations. As written in the Teaching Campus student guidebook, this observation activity is carried out to obtain information about the school, information about problems experienced by the school, obstacles in the teaching and learning process and so on. So that later the implementation team can prepare a plan for activities that will be carried out at SDN 067260. During the observation period the implementation team conducted interviews with each class teacher, from class 1 to class 6 to determine the level of reading literacy

skills of the students considering the main objective of implementing this Teaching Campus. to maximize students' reading abilities.

The results of the observation and interview activities provide an overview for the implementing team in creating a program to address the low level of reading literacy skills at SDN 067260 Medan. Because in the interviews that were carried out previously, we found out that there were still many students at SDN 067260 whose reading skills were still low and this was even found in students in higher classes, such as grades 5 and 6. After discussing with the school and field supervisor lecturer, the implementation team agreed to create a "Guided Reading Literacy" program which has received approval from the school and field supervisor lecturer. It is hoped that this program can trigger changes in the level of reading literacy skills of students at SDN 067260 for the better.

The Guided Reading Literacy Program is held after school for students who enter the morning schedule starting at 11 A.M. until 12 P.M. and for students who are on the afternoon schedule, this program is held before entering school, namely at 12 P.M. until 1 P.M. Before implementing the Guided Reading Literacy program, the first thing the implementation team did was reorganize the library, because later the program would be carried out in the library. The arrangement of the library was carried out over 3 days, because the condition of the library was quite messy and it had not been used properly for a long time. The books were lying irregularly, dusty and there were many unused items there, because there had been no reading activities in the school library for a long time. The image of the library before arrangement is seen in Picture 1 and after arrangement is seen in Picture 2.

Picture 1. The library before arrangement

Picture 2. The library after arrangement

After carrying out activities to organize the library, the condition of the library now looks better, cleaner, and this will certainly provide comfort for students at SDN 067260 who want to read books in the library. Organizing the library is done by rearranging books that were previously messy, cleaning the dust and moving unused items from the library. This activity was also assisted by teachers at SDN 067260. After the library arrangement activity, the implementing team

continued the activity by making a list of names of students who would take part in the Guided Reading Literacy program in turns.

After the library arrangement was complete, the implementation team then conducted outreach to each class regarding the program that we would carry out. The students looked enthusiastic when the implementing team conducted socialization to the class that the Guided Reading Literacy program would be implemented at SDN 067260. The students did not object to the program implementation schedule that had been determined. After the socialization activities, the Guided Reading Literacy program begins on the first day. It can be seen that students are very enthusiastic when they enter the library, because now the library has become more comfortable to operate. The implementation of this program looks like in Pictures 3 and 4.

Picture 3. Recognition of letters using letter cards.

Picture 4. Introduction to letters using beginner reading books.

In Pictures 3 and 4 above, the implementing team guides students who do not yet know letters using supporting media, letter cards and beginner reading textbooks containing letters of the alphabet.

During the implementation phase, this program has provided quite good results. Some students have experienced improvements in reading literacy. Like those who previously didn't know letters, now they know the names of one letter and another, those who previously could only spell can now read fluently without spelling. Although this increase is still not felt equally by all students, this program has had a positive impact on some students who are serious and persistent in following this program until the end.

Several other positive things are happening more and more at SDN 067260, one of the most visible is now that many students spend their time after school visiting the library to read books while waiting for their parents to pick them up. This shows that reading is still popular with children in this generation of increasingly sophisticated technology and the rise of online games. If they receive support and motivation, especially from parents, students will have a higher

enthusiasm for reading. The role of teachers is also no less important, because most of students' time is spent at school. For this reason, a teacher needs to maximize the empowerment of existing facilities at school, especially those that are useful in fostering students' love of reading.

There was an increase in reading ability among students at SDN 067260 after the program was implemented. This increase can be seen from the 20 students from class 1 to class 6 who have participated in the Guided Reading Literacy program, 5 students can now recognize letters and 7 students can read fluently compared to before the implementation of the Guided Reading Literacy program they were still in the spelling stage.

Conclusion

The Class 5 Teaching Campus Program implemented at SDN 067260 has had a positive impact on the target schools. Through the implementation of the Guided Reading Literacy program, 5 students were able to know the names of letter 1 and the other letters, 7 students were also able to read fluently and successfully passed the spelling stage. Apart from having an impact on the school and students, the implementing team also received a positive impact from the implementation of the Teaching Campus, namely increasing knowledge regarding the duties and role of an educator in the school.

The implementing team hopes that this article can motivate other students to contribute to become school partners and be part of advancing schools that are still in a disadvantaged position through the Teaching Campus program.

THANK YOU NOTE

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Analysis of Students Learning Styles in Differential Learning

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Abstract: Merdeka Belajar-Kampus Merdeka (MBKM) program has the benefit of obtaining wider opportunities to explore interests and talents while undergoing education. The learning outcomes as the objectives of the program are potentially achieved by understanding the learning styles of the students. Learning style is one element that cannot be separated from the form of student interests and talents. Learning style itself is related to how students receive and process the information they get during learning. Differentiated learning itself is a learning that prioritizes the needs of students in the classroom. By understanding students' learning styles, a potential achievement of learning outcomes will be created by the teachers and the students as well. Therefore, this study aims to get an overview of student learning styles in differentiation learning. Where in this case, to realize differentiated learning objectives, lecturers can recognize student learning styles in order to support learning in accordance with the MBKM program launched by the Indonesian government. This research was conducted qualitatively with data collection techniques carried out using questionnaires and interviews to find student learning styles as a form of initial preparation for implementing differentiated learning. The participants of this study are 54 students at a university in North Sumatra and one lecturer were involved in this research. The results showed that students tend to have a visual learning style where in this case students more easily associate learning through what they see rather than what they hear. It was found that students were less interested in auditory learning like conventional learning which is often done by lecturers in class using the lecturing Methodology.
Keywords: Differentiation, Learning Styles, MBKM

Introduction

The main goal of Merdeka Belajar Kampus Merdeka (MBKM) is to guarantee the independence of institutions of higher learning in both the public and private sectors. In the modern democratic era, where students can choose from eight MBKM curricula provided by the ministry (Wardhana, 2020; Sugiri & Priatmoko, 2020; Sesfao, 2020; Sabardila, 2020), MBKM is considered appropriate and relevant for implementation. For one semester or the equivalent of 20 credits at the same college, students enrolled in this MBKM program may attend lectures that are not part of their course of study. The same or a different study program provides students with two semesters of lectures they can attend outside of college. Program for internships that allows students to work in either public or private companies (Yamin & Syahrir, 2020).

The brain's ability to absorb, process and convey information varies for each student. Learning is a mental activity that involves absorbing, processing and transmitting data by the brain. Learning is not just memorizing; within a few hours, a lot of things were gone. Students must process information and understand it so they can remember what has been taught.

Therefore, to carry out learning well, students must have skills in receiving and processing information obtained from learning. The learning style chosen is very important for students to be

able to master all the skills to become a good teacher. Brown (2000) quoted in Gilakjani (2012, p. 105) defines learning styles as "the way in which individuals understand and process information in learning situations." Brown argues that learning style preference is one aspect of learning style, referring to the preference of one learning situation or condition over another. Students learn in different ways from one another. They often choose to use what is known as a preferred learning style.

Moreover, every student must be aware of their learning style preferences to create a good atmosphere for learning. Awareness of the preferred learning style is very important because it impacts the learner's achievement in art and ethics when teaching. Honey and Mumford in Pritchard (2009, p. 42) say that the inability or unwillingness to adopt a particular style has the potential to hinder students' ability to learn effectively. For this reason, students must be familiar with the existence of a learning style within themselves that encourages them to learn effectively.

One of the learning characteristics related to absorbing, processing and conveying information is the student's learning style. Learning style is a very important learning modality. Some students can learn very well just by watching other people do it. They like a coherent way of presenting information. During lessons, students like to write what the educator/teacher/lecturer says. Visual students are different from auditory students who rely on their ability to hear. Meanwhile, Kinesthetic students tend to choose to learn by direct involvement or observation in the field.

If students receive learning according to their learning style, it is hoped that the information conveyed during learning can be well received by students. According to Prashning in Chatib (2014: 171) receiving information depends on how students work on it. By providing direction to students, through the strength of their learning style, a rapid change in attitude and a high level of success will be seen.

Tomlinson (2001:1) suggests that differentiation learning means mixing all the differences to get information, create ideas and express what they learn. In other words, differentiated learning is creating a diverse class by providing opportunities to obtain content, process ideas and improve the results of each student, so that students will be able to learn more effectively. It can be concluded that, differentiation learning is learning that creates a learning environment that invites students to learn and try to achieve course learning or in other words, differentiation learning includes an eclectic Methodology used by lecturers, where this Methodology adapts to student needs.

Based on what has been explained previously, the researchers concluded that there is great benefit from information related to student learning styles. With information about student learning styles, lecturers are expected to be able to improve the quality of their learning by developing worksheets and learning plans carried out through differentiated learning strategies. Thus, the title of this research is Analysis of Student Learning Styles on Differentiated Learning Strategies.

Literature Review
1. Definition of Learning style
Learning, according to Suyono and Harianto (2011), is a process or action that improves knowledge, skill, behavior, and personality. Knowledge may be acquired or obtained in a number of best or preferred Methodologys. Every learner has preferred learning styles and Methodologys that are most effective for them. Their success is influenced by how they learn as well as how well they learn.

However, Myra and David (2005) believed there are three different types of factors that influence learning, understanding, and knowledge: the cognitive factor, which refers to the various ways that information is perceived, organized, and retained; the affective factor, which refers to the various attitudes, values, and emotions; and the psychological factor, which refers to the various psychological developments. According to Nic and Betty (2012), each student learns in a unique way. Students' self-evaluation will also be promoted if they are aware of their preferred Methodology of learning and their place in the teaching process. When students are taught to think critically about their learning processes, it has an influence on their behavior and academic performance. Therefore, it's crucial for pupils to understand how they learned. It is related to students' preferences for a certain way of engaging with, absorbing, and processing stimuli or knowledge, and it will have an impact on students' learning results. The way a learner takes in and comprehends a concept or idea is referred to as their learning style.

On the other hand, Kolb (1996) highlighted that the learner's emphasis on abstractness over concreteness in information perception and the learner's emphasis on action over contemplation in information processing in a learning scenario are characteristics of their learning style.

Learning styles, according to Hilliard (2011), are the distinctive ways that a person gathers, interprets, and processes information. According to Dunn and Dunn (2011), a learner's learning style determines how they begin to comprehend, process, remember, and apply new and challenging material.

As a result of these conclusions, learning style is the preferred Methodology of learning. She or he will take pleasure in and feel at ease in learning the material in their own way. The phrase "learning style," which is distinct from "learning approaches," is used to define the attitudes and actions that determine a person's preferred Methodology of learning. Despite having a variety of learning styles, pupils often have a dominant learning style or a preferred learning style. Others typically discover that they employ a different approach depending on the situation. It just depends on how you want to study or take in information.

2. Types of learning style

Students have a mix of visual, auditory, and kinesthetic learning styles, but there is undoubtedly one that predominates, according to Deporter and Hernarcki (1992), who describe some features of each learning type. Following are some examples of learning style features. visual Methodology of learning.

a. Visual learning style

Visual refers to a connection with sight or perception. A visual learner relies on their eyes to process information, and Yong defines a visual learning style as a predilection for learning by vision. They graphically store the knowledge after organizing it according to the spatial links between thoughts. There are a few of the students' visual learning preferences; they may memorize the information more effectively when it is provided through visual media like power point presentations, films, and photographs.

b. Auditory learning style

An individual who learns via hearing is said to have an auditory learning style. According to Myra Pollack and David Miller (2005), students who are auditory learners learn best by listening; they can recall conversational details and have excellent language abilities. The primary idea of a book or the teacher's remark should be repeated, and

auditory learners should be given the chance to do so. They should also be allowed to read aloud the definition of the illustration and the key topic headings, as well as any new vocabulary terms. Understanding the subject matter content may be beneficial to them. According to Abbas Pourhoussein Gilakjani (2012), auditory learners use pitch, emphasis, and speed to evaluate information as they listen and learn.

According to Deborah Daiek and Nancy Anter (2004), auditory learning is the process of learning through listening to lectures or audiotopes. The characteristics of auditory learners are elaborated upon by Daiek and Anter. These characteristics include listening to tapes, watching documentaries, speaking about topics, sounding out words, using rhymes, having discussions, explaining notes, using word links, taping-recording studying, using oral directions, talking and listening with a partner, using rhythmic sounds, listening carefully, talking to oneself, and reading aloud.

However, there are the characteristics of an auditory learner, as described by Booby De Porter and Mike Hernaki (2000); talking to oneself while working, becoming easily distracted by noise, moving their lips while reading, preferring to read aloud and listen, finding it difficult to write but excelling at storytelling, speaking in a good rhythm, once a fluent speaker, listening to music rather than art, learning by listening and remembering what they heard.

Similar to the explanation given above about the auditory learning style, Abbas Pourhoussein Gilakjani (2012) claimed that auditory learners pay close attention to what they hear in order to retain knowledge. It implies that information should be heard first before being memorized and understood. So it follows that auditory learners, as opposed to readers, employ their sense of hearing to take in and digest information.

c. Kinesthetic learning style

The kinesthetic learning style describes how people learn and comprehend information by physically using their bodies or senses of touch on their surroundings. Joy M. Reid (1987) said kinesthetic learning: experiential learning, which is total physical involvement with a learning situation.

Nahla M.Moussa (2014) stated that kinesthetic learners benefit most from active learning. The human body is designed for movement, and kinesthetic learners favor maintaining body mobility. Moving their bodies helps kinesthetic learners digest information better. They like using their hands to play with or juggle things, as well as moving their bodies in response to noises and music. They are not bothered by visual or auditory displays, and when provided with information in these modalities, they do not process it well. Instead, kinesthetic learners do better in settings that allow them to actively participate in the learning process. There are those that learn better by engaging in kinesthetic activities. These people are referred to as haptic learners. They love to learn by touch, thus activities that require children to use their hands well are quite beneficial to them. Particularly if they have weak auditory preferences, they love doing crafts, putting things together, tracing drawings, highlighting words as they read, taking notes while they listen, and having their hands occupied.

Meanwhile, Zainal Abidin (2011) believed that students are prefer to think through questions, ideas, and problems while the teacher is offering exercises are said to have a kinesthetic learning style. The body language and greater hand movements that these students often utilize to communicate. Their need for action and curiosity may make it

difficult for them to stay still for extended periods of time, and they learn best through a hands-on approach.

In addition to that Deborah Daiek and Nancy Anter (2004) stated that kinesthetic learning style is encouraged learning by touching and doing: performing processes, drawing maps, making outlines or constructing models. The characteristics of that learning style include always being better at learning physically, being more engaged in role-playing, being good at taking notes and drawing pictures, preferring to stretch and get up from a chair, preferring to point with the finger while reading, preferring to practice by repeatedly doing something, preferring to ride a stationary bike while reading, preferring to put your feet in a tub of sand while reading.

As a result, it cn be concluded that kinesthetic learning style refers to the learning style through which students assimilate knowledge through physical bodily movement or demonstrations.

Research Methodology

The research design used was descriptive qualitative. This research involved students from two different classes in a state university in Medan. A total of 54 students responded to the questionnaire distributed online. The instrument used in this research was a questionnaire filled in by the research subjects. A questionnaire or questionnaire is a data collection technique that is carried out by providing a series or list of statements that are arranged systematically, then answered in writing by the respondent (Sugiyono, 2016).

The questionnaire contains a number of written questions which are used to obtain information from research subjects regarding several characteristics of their learning styles. Judging from the way of answering, the questionnaire used is a closed type of questionnaire because the answers to the questionnaire have been provided and the subject only has to choose the available answers. The data analysis technique used by researchers is qualitative descriptive data analysis technique. Miles & Huberman (1994, p: 10) mentions three activities for analyzing data in descriptive qualitative research, namely data reduction, data presentation, and drawing conclusions/verification.

Discussion

Research conducted to investigate student learning styles based on 3 aspects of differentiation.

In accordance with the progress of learning which is supported by a differentiated learning strategy where this learning prioritizes student learning styles as the main benchmark for a teacher or lecturer in determining worksheets or teaching materials in certain subjects, the team distributed questionnaires to students to find out their learning styles. The following are the results of the learning style analysis of two classes, consisting of 54 students.

The answer item given in point (A) refers to the visual learning style, then point (B) refers to the auditory learning style, and point (C) refers to the kinesthetic learning style. This questionnaire is an adaptation of Wiedarti (2019) in the GLS Manual Series book The Importance of Understanding Learning Styles.

Students' learning styles

30%

40%

30% Visual ■ Auditory ■ Kinesthetic
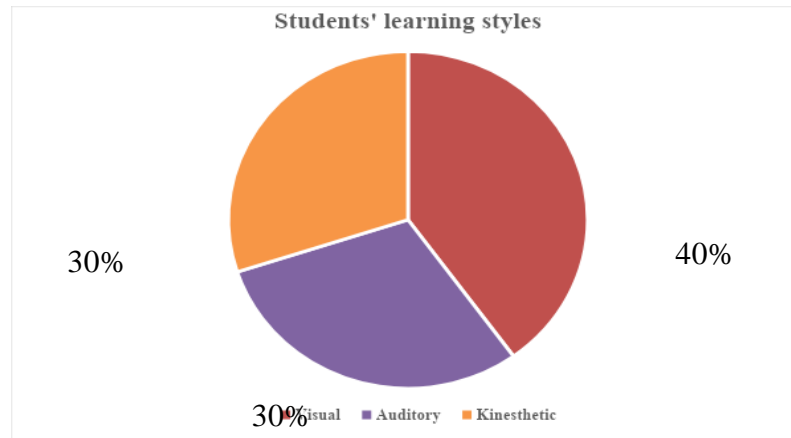
Based on the results of the analysis, it can be seen that the majority of students, namely 40%, have a visual learning style, then 30% have a kinesthetic learning style, and 30% have an auditory learning style.

Following the data analysis, it was discovered that students' learning styles were dominated by visual learners. According to DePorter (2014: 123), there are particular aspects of learning that children should be exposed to visually. The following are some characteristics of the visually strong students: regular, pays close attention to everything, keeps up appearance, remembers things better with images, prefers reading over other activities, and demands a clear understanding of the situation and its goal.

As a result, the following learning styles are ideal for students that are very visual: While delivering the information segment, the lecturer stands steadily and switches between parts slowly. by using colorful symbols, drawings, and diagrams in their visual student records, teachers may encourage students to describe information. Tables and images can help visual learners grasp lessons on pronunciation, speaking, and reading more fully. Making mind maps or idea maps will help the visual learner present a "whole picture" of a topic, Using visual symbolism to express the main ideas, teach the learner how to take notes by utilizing appealing images or a variety of colors, and think about lighting the environment where learning will take place.

Additionally, it was discovered that auditory learners occurred in this study. Students that are highly auditoria exhibit some of the following traits, including the ability to easily switch their focus, speaking rhythmically, learning by listening, and moving their lips or voices while reading both internally and externally (DePorter, 2014:124). Students require visual and auditory learning qualities since they are visual-auditory learners. Particular students can mix and match different learning style, hence the lecturer should be required to design lessons that incorporate certain learning type features.

Additionally, there are several options for the kids to study. Knowing each student's preferred style of learning helps both the teacher and the students better understand how effectively they retain information. Each of them must assess the preferred Methodology of knowledge or information processing by students. Students would then be able to refine their learning processes, increasing their learning capacity.

Several learning traits are relevant given the qualities of the auditoria student: Ask pupils to retain instructions and concepts by repeating material, using questioning strategies, and using repetition techniques. Lecturers encourage students to memorize or to simplify memorizing or remembering concepts by using question-and-answer techniques, role-playing, group work,

mnemonics techniques, and incorporating music in learning. They also use vocal variations in presentations to sing key concepts or ask students to make songs related to the concept.

The results of distributing a needs analysis questionnaire which was carried out as an initial stage in developing a differentiation-based learning environment found that students have different learning styles, where the visual learning style is the most dominant learning style in the class.

The questionnaire was then distributed in order to obtain student answers regarding the form of worksheets or activities that could attract their attention. The results of distributing the questionnaire showed that (1) visual worksheets, students were more interested in worksheets that used pictures compared to worksheets that used tables, diagrams and videos, (2) audio worksheets, students were more interested in worksheets that were done using discussing and listening to each other compared to worksheets that use audio recordings and explanations carried out by lecturers, (3) kinesthetic worksheets, the majority of students prefer to carry out observation activities in the field compared to role-playing activities or activities that use props.

Conclusion

The research results show that the visual learning style is the learning style that is most widely used by students in the learning process. This means that, using this learning style, students can easily obtain and process the information provided during learning. From the results of distributing a questionnaire to which 54 students responded, it was found that 40% of students tend to use a visual learning style. With information on learning styles, it is hoped that lecturers and instructors can develop lessons and worksheets that suit student interests.

Some suggestions from this research include: a) To get maximum learning results, it is hoped that lecturers and students can work together in creating learning that is able to involve many learning styles simultaneously; b) after knowing their learning style tendencies, each student is expected to be able to utilize their learning style in studying/understanding information.

In line with this study, the researcher suggest the future research to investigate on students' learning styles in higher education such as postgraduate students learning styles that will assist lecturers in higher education enhcancing their students' potential.

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Cultural Translation of a Poetry entitled "Karbala" by Hidayat Banjar

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Abstract: The cultural translation is needed to translate this story because the concept of culture is critical when examining the consequences of translation, and despite disagreements over whether language is a component of culture or not, the two concepts appear to be inextricably linked. This study uses a qualitative approach with a descriptive design, to provide an overview of a poetry translation by cultural technique. The position of the data source in the form of data analysis. Qualitative research is a research procedure that produces descriptive data in the form of written or spoken words from people and observable behavior (Slameto, 2015: 72). The data in this study is poetry by Hidayat Banjar. The tools used to collect data are in the form of observation using Graedler's theory, and others as support. The data were conducted in a structured manner and expanded the data through related references.

Keywords: Translation, Poetry, Hidayat Banjar, and Language

Introduction

Language is a fundamental to understanding. There are numerous excellent novels available in a variety of languages. We can discuss our opinions, participate in cultural activities, education, and business matters with others, but there is a linguistic barrier that prevents us from doing so. The use of a translation service comes in helpful when we need information written in a foreign language. Translation is the process of converting the meaning of a text into another language in the manner intended by the author (Newmark, 1988: 7). A translated text should convey the same meaning as the original text's author. In the human sciences, 'translation' has long been a critical 'but ambiguous' word for fundamental difficulties of understanding and interpretation (Severi and Hanks 2015, 1). Because the primary goal of translation is to reproduce the message, a translator should avoid doing anything else. A translator should favor equivalence above utterance when reproducing meaning.

English language are related to translation because the translator translates what the words in the original message imply in a language that everyones know. English is an international language that is spoken in almost every country on the world. On various situations, like as business, international meetings, or activities related to formal and informal events, people utilize English as their daily discourse. As a result, English is taught as a second language and a foreign language in almost every country on the world. Most of people in Indonesia are learning English as foreign language due to there are many Methodologys which can be understood by learners, for instance through translation. Yousofi (2014) defines translation as a process of interpreting the meaning from source language to the target language. Translation has important role in language transfer progress either English to indonesian or Indonesian to English.

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However, translation poetry is not as simple as we assume, and it does not alter word for word; rather, translation is an action in which a translator is responsible for the substance and intent of the translation. In particular, while translating literature, and in this case, poetry, the translator requires specialized knowledge to complete the task. A poetry is a combination of spoken or written words that vividly and imaginatively expresses thoughts or feelings. A poetry follows a specific rhythmic and metrical structure. It is, in reality, a literary technique distinct from prose or ordinary speech because it is written in either metrical or free verse. Writers or poets are able to communicate their emotions more easily through this medium than they are able to do through other mediums. It acts as a light, guiding readers in the proper direction. It also occasionally uses sugar-coated language to give kids a moral lesson.

In a poetry there are so many cultural words that somehow can make a readers confuse about it. Language takes on many meanings depending on the context. The meanings of the same words change somewhat or dramatically when they migrate from one culture to the next. Those meaning disparities can sometimes represent little or significant value differences, which can be essential in translations. Furthermore, the phrase has a long history of being associated with another ambiguous term, namely "culture." the phrase "cultural translation" was originally coined by anthropologists in Edward Evans-circle, Pritchard's according to Burke. 'To express what happens in cultural interactions when one side seeks to make sense of the other's action,' it was used here (Burke 2007, 8). The practice of translating while respecting and displaying cultural differences is known as cultural translation. This type of translation is useful for resolving cultural issues such as dialects, food, and architecture. The main issues that cultural translation must solve consist in translating a text as showing cultural differences of this text and respecting the source culture.

Based on the background above, poetry as the subject of research studies will be examined in what are translation techniques that used in translating a Poetry. Poetry used in this study are the poetry of *Sapardi Djoko Damono*. The researcher is encouraged to conduct qualitative research with the title "Aku Ingin" that translated into english by John McGlynnn. With the purpose to know about the what are the techniques used in translation the poetry.

Literature Review
Definition of Translation

According to Newmark (1988), translation is the process of converting the meaning of a text into another language in the manner intended by the author. We can deduce from Newmark's definition of translation that he views translation as a rendering activity that corresponds to the author's goal. It indicates that when translating a text, we should consider the writer's intent in the source text and choose the most equivalent words that can convey that message effectively in the target language. Newmark also considers translation to be a craft/art in which the written word in one language is replaced by the same message in another. According to him, we should be able to create a target text that conveys the same message as the source text, and it is recommended that we include detailed explanations so that target readers can comprehend the message in the same way that source text readers did.

The Meriam-Webster Dictionary defines translation as "the process of shifting from one state or form to another in order to communicate in one's own or another's language." A text is a translation. It consists of words structured in phrases, and sentences arranged in bigger structures, in a non-arbitrary manner according to linguistic standards, with the goal of expressing a specific message. This text is constructed with a purpose by a speech actor, in this case a translator. The

translator is referring to another text and attempting to create something that is regarded to be comparable to the original material in some way. The translator recognizes that an original author wanted to express something to an original audience, and the translator's goal is to recreate that original communication in a new context and with a new audience that the original, source material did not reach.

Translation, according to Catford (1965), is the process of replacing textual material in one language (Source Language) with equivalent textual material in a different language (Target Language). We can conclude from this definition that a translator must be able to locate the most equivalent words to replace words from one language in another. Words, phrases, sentences, linguistic style, and grammatical structures are examples of textual resources.

It can be conclude from the experts that translation means that when translating a text, we should think about the writer's intent in the source text and use the most equivalent words in the target language to express that message effectively. We should be able to construct a target text that conveys the same message as the source text, and we should include thorough explanations so that target readers understand the message as well as source text readers did. The translator understands that an original author intended to communicate something to an original audience, and the translator's purpose is to recreate that original communication in a new context and with a new audience.

Definition of Cultural Translation

When translating cultural words, problems arise when the translator is unable to locate the same cultural notions in the target language, resulting in a lack of adequate equivalents. According to Venuti (2008: 119), translating cultural concepts necessitates additional information and a word list that relates to the text that contains cultural words. "Cultural translation" can be defined as a process in which no starting text and, in most cases, no set target text exists. Instead than focusing on products, the focus is on cultural processes. The mobility of people (subjects) rather than the movement of texts is the primary cause of cultural translation (objects). Cultural translation concepts can complement other paradigms by highlighting the translator's intermediary role, the cultural hybridity that can characterize that role, the cross- cultural movements that shape the places where translators work, and the problematic nature of the cultural borders that all translations cross. There have previously been proposals for broader types of Translation Studies to be developed, as well as a greater focus on the cultural implications of translation. Cultural translation can draw on a range of translation concepts, including those created in 1) social anthropology, where the ethnographer's duty is to describe a foreign society, and 2) cultural anthropology, where the ethnographer's task is to describe a foreign culture. 3) Sociologies that investigate communication between groups in complex, fragmented societies, particularly those shaped by migration, and 2) actor-network theory ("translation sociology"), in which the interactions that constitute networks are understood as translations. Despite the book's best efforts to explain cultural translation explicitly, the nature of the relationship between culture and translation is generally left undefined – or assumed – throughout the book. This is the case, for example, when it is claimed that all translation is cultural because translators always transfer texts (originally addressed to foreign target audiences) to new collectives or target cultures, and that they do so through a reading of a source translation that will remain unstable because it will always be an object of interpretation, or when all interpretative activity that uses a 'source' as the basis for interpretation and 'rendering'.

Translation began so that there would be no communication gap between nation-states and that trade and cultural exchange could go place. The goal was to increase mutual understanding between these nation-states. According to Eugene Nida, an American translation theorist, translation entails reproducing the closest natural equivalent of the source language in the receptor language, first in terms of meaning and then in terms of style.

When we talk about preserving the meaning and style in place, we mean that it should make it easier for a reader to connect with the text and grasp the references in his own language. Cultural variations have a significant impact on translation, and the correctness of every translated material is directly proportionate to the translator's knowledge of another culture. This means that translation not only assesses a translator's linguistic abilities, but also how well he or she understands the cultural background of the target languages.

After reading the three definitions above, it is clear that culture and translation are intertwined and go hand in hand. Culture and translation work together to fill in the gaps that various languages can generate. Returning to the fact that there are so many nations, and within each nation, so many languages are spoken, translation has been an important part of healthy cultural interaction. The human race's interdependence and the need for trade have given translation a green light.

Poetry: Form and Meaning

Perrine described the structure and meaning of poetry by stating that the poet creates his or her own bank of felt, seen, or imagined experiences, which he or she then picks, combines, and reorganizes. It signified the poet had a profound connection to their experiences and a Methodology of expressing them via poetry. The very feelings, reactions, and attitudes are commonly addressed in poetry. Like Perrine's remark, poetry is thought to be an ancient language. Poetry is almost as old as language. It has been utilized by the most rudimentary of peoples and cultivated by the most cultured. two and five It explains how an ancient culture has been practiced from antiquity and continues to be practiced today. Because poetry is an ancient kind of literature with a purpose, understanding it requires some historical knowledge.

A poem is a combination of spoken or written words that vividly and imaginatively expresses thoughts or feelings. A poem follows a specific rhythmic and metrical structure. It is, in reality, a literary technique distinct from prose or ordinary speech because it is written in either metrical or free verse. Writers or poets are able to communicate their emotions more easily through this medium than they are able to do through other mediums. It acts as a light, guiding readers in the proper direction. It also occasionally uses sugar-coated language to give kids a moral lesson. There are ten types of Poem:
- Haiku – A type of Japanese poem consisting of three unrhymed lines, with mostly five, seven, and five syllables in each line.
- Free Verse – Consists of non–rhyming lines, without any metrical pattern, but which follow a natural rhythm.
- Epic – A form of lengthy poem, often written in blank verse, in which poet shows a protagonist in action of historical significance, or a great mythic.
- Ballad – A type of narrative poem in which a story often talks about folk or legendary tales. It may take the form of a moral lesson or a song.
- Sonnet – It is a form of lyrical poem containing fourteen lines, with iambic pentameter and tone or mood changes after the eighth line.

- Elegy – A melancholic poem in which the poet laments the death of a subject, though he gives consolation towards the end.
- Epitaph – A small poem used as an inscription on a tombstone.
- Hymn – This type of a poem praises spirituality or God's splendor.
- Limerick – This is a type of humorous poem with five anapestic lines in which the first, second, and fifth lines have three feet, and the third and fourth lines have two feet, with a strict rhyme scheme of aabba.
- Villanelle – A French styled poem with nineteen lines, composed of three– line stanza, with five tercets and a final quatrain. It uses refrain at the first and third lines of each stanza.

A poem's primary purpose is to express a concept or emotion through beautiful language. It depicts the poet's feelings about a thing, person, idea, concept, or even an object. Poets use vivid imagery, emotive shades, figurative language, and other rhetorical strategies to capture the audience's attention. The supreme function of a poem, on the other hand, is to translate imagery and words into poetic form in order to impact the readers' hearts and minds. Through versification, they may readily stimulate the emotions of their audience. Poets also use an unique diction, intonation, and rhythm to develop creative knowledge about things.

Review of Related Study
In this section, the researcher examines some undergraduate theses and journal articles on similar issues to ensure that the researcher's study adds to the conversation about poetry translation procedures and acceptability. This research looks at two journal papers.
- The first research is conducted by Gunawan Mohamad entitled "harry aveling's style in translating three poems by goenawan mohamad". Using the qualitative descriptive technique, this study examines Harry Aveling's translation style in translating Goenawan Mohamad's poems Senja pun Jadi Kecil, Asmaradana, and Z. The researcher gathers data by reading the poem, checking and selecting data, and focusing on lines in these poets to have a better understanding of the entire meaning. The researcher classifies the style translation based on Libo Huang and Andre Lefevere's seven strategies for translating poetry after finding the data. The translator's style of translation is explained by the style of translation he or she uses. It is based on Ribner and Morris, and it sees components of poetry and meaning in poetry. As a result, Harry Aveling's translation style is S-type translator style, which is as close to the source language as feasible in full words and phrases. The translator appears to prefer an S-type translator technique for all three poems, employing vocabulary with comparable meanings and researching the poetry's history. In transferring the meaning of the source language, the translator uses literal and blank verse.
- The second research conducted by Deny Kuswahono entitled "analysis on translation of cultural terms in dan brown's the da vinci code novel from english into Indonesian" This research intends to identify cultural terms included in Dan Brown's novel The Da Vinci Code, as well as investigate what translation procedures the translator used to translate those cultural terms from English to Indonesian and why they were used. This research employs both a descriptive and a qualitative technique. The application of domestication and foreignization, as well as Newmark's five categories of culture, were compiled in tables. According to the findings of the study, the novel contains 174 cultural words. There

are 11 cultural terms in the category of ecology with a 6% occurrence rate, 48 cultural terms in the category of material with a 27% occurrence rate, four cultural terms in the category of social culture with a 2,5% occurrence rate, 110 cultural terms in the category of political and social organization with a 64% occurrence rate, and one cultural term in the category of gesture and custom with a 5% occurrence rate. Transposition, pure and naturalized borrowing, calque, established equivalence, discursive construction, and linguistic amplification are the seven Molina and Albir translation strategies used by the translator.

The literary text, poetry, and utilization of Libo Huang and Andre Lefevere theories are all similarities between this study and the prior one. According to the first study, translation is more than just a matter of personal preference. This research looks for the political, cultural, and analytical context in which translation embodies his community. The second study looks at translation as a form of ideology manipulation, and the third study looks at a translation that employs the newmark technique of translation. The difference between this research and the previous research is that this one examines translator style in literary translation. The way in which the translator maintains the poetry's meaning and analyzes the element of poetry. The purpose of this study is to fill in the gaps left by the prior research.

Research Methodology

This study uses a qualitative approach with a descriptive design, to provide an overview of a poetry translation by translation technique. Qualitative research is a research procedure that produces descriptive data in the form of written or spoken words from people and observable behavior (Slameto, 2015: 72). In qualitative research, the type of data source in the form of humans in research is generally the respondent. The position of the data source in the form of data analysis.

The data in this study is a poetry translation by John McGlynnn. The data were conducted in a structured manner and expanded the data through related references.

Data Analysis

In this research, the researcher tries to analyze the translation style that used by the translator. The translator examines the selected data poetry by looking into the elements of poetry. The researcher also uses Oxford dictionary and http://kbbi.web.id/ (Indonesian dictionary), in translating words in these poems and when the researcher found the difficult word to understand.

Technique of Collecting Data

The data collected by means of interviews (interviews), observation (observation), and documentation (collection of evidence, selection, processing, and information storage). The tools used to collect data are in the form of observation used translations theory by Newmark, and others as support. The data is done by organizing the data, describing it into units, synthesizing it, arranging it into patterns, choosing which ones are important and what will be studied, and making conclusions that can be shared with others (Sugiyono, 2007: 224).

Technique of Analyzing Data

To begin collecting data, the researcher examines closely the English and Indonesian versions of "aku ingin" in order to gain a thorough knowledge of the poem and to identify and assess the poetry translation tactics used by the translator. When all of the data has been collected,

the researcher describes the result of the translation. as a result, there are two main pieces of data collected in this study: the original poetry in SL and their translations in TL.

The Poetry of Sapardi Djoko Damono

Aku ingin
aku ingin mencintaimu dengan sederhana
dengan kata yang tak pernah diucapkan
kayu kepada api yang menjadikannya abu.

Aku ingin mencintaimu dengan sederhana
dengan isyarat yang tak sempat disampaikan
awan kepada hujan yang menjadikannya tiada

The Translation of the Poetry " Aku Ingin " by John McGlynnn

I want
I want to love you simply
In words not spoken:
Tinder to the flame which transforms it to ash

I want to love you simply
In signs not expressed:
Clouds to the rain which make them evanesce

Research Finding
Cultural Translation Strategies That Applied in a Poetry by Hidayat Banjar.
In this part, the researcher used four poetry translation strategies that are proposed by Graedler (2003). Those strategies are 1) Making up a new word 2) Explaining the meaning of the SL expression in lieu of translating it. 2) Preserving the SL term intact 3) Opting for a word in the TL which seems similar to or has the same "relevance" as the SL term. The result of the analysis about the strategies that are employed in translating some poems in Karbala by Hidayat Banjar are presented as follows:
Data I
SL: Karbala, empat belas abad silam
hari ini terulang
TL: Karbala, fourteen centuries ago
repeat today.

1.1 Preserving the SL Term Intact
The data are started with analysis from Preserving the SL term intact strategies. Karbala or Kerbala is a city in central Iraq, located about 100 km (62 mi) southwest of Baghdad, and a few miles east of Lake Milh, also known as Razzaza Lake. The city, best known as the location of the *Battle* of Karbala in 680 CE, or the shrines of Imam Husayn and Abbas, is considered a holy city

for Shia Muslims, in the same way as Mecca, Medina and Jerusalem. The source language word order is preserved and the words translated singly by their most common meanings, out of context. Cultural words are translated literally because karbala is a place that has cultural story.

Data II

SL: beratus-ratus <mark>Hussein</mark> dibantai
padang yang kini jadi wilayah Irak itu
hadir di pelupuk mata kita
TL: hundreds of <mark>Hussein's people</mark> were massacred
 The desert that is now Iraq's territory
present in our eyelids

1. **Making up a New Word and Preserving the SL Term Intact Strategies**
    Al-Ḥusayn ibn ʿAlī ibn Abī Ṭālib was a grandson of the Islamic prophet Muhammad and a son of Ali ibn Abi Talib (the fourth caliph of Sunni Muslims and the first imam of Shia Muslims) and Muhammad's daughter Fatimah. He is an important figure in Islam as he was a member of the Household of Muhammad (Ahl al-Bayt) and the People of the Cloak (Ahl al-Kisāʾ), as well as the third Shia Imam. He is given the title Aba Abdullah, meaning father of Abdullah. In this poetry Making up a new word and Preserving the SL term intact strategies are needed. Husayn traveled towards Kufa along with a small caravan of his family, relatives and followers, after getting some favorable indications, but near Karbala his caravan was intercepted by Yazid's army. "beratus-ratus hussein" it indicated as his family, relatives and followers who was massacred on the way to Kufa. Making up a new word for "people" and preserving the SL term "hussein" are needed in translating this section.

Data III

SL: menyaksikan <mark>para Ali</mark> yang tak dapat menangis
 karena kehabisan air mata.
TL: watching the <mark>relatives</mark> who can't cry
for running out of tears

2. **Opting for a word in the TL which seems similar to or has the same "relevance" as the SL term.**
    "para Ali" means "relatives" of Hussein bin Ali. Ali is a family name of Hussein. Opting for a word in the TL which seems similar to or has the same "relevance" as the SL term is needed in this translation.

Data IV

SL: kita seperti tak bersudara dengan <mark>para Ali</mark>
terpesona kemilau pedang Yazid
TL: we are like not <mark>brothers in faith</mark>
mesmerized by the sheen of Yazid's sword

3. Making up a New Word

"bersudara dengan para Ali" here means "brother in faith". Because we know that the majority of the citizens of this country are followers of Islam indicated that we are all brother in faith. If maintaning the SL language "Ali" the meaning of the translation is not relevance and the message of the poetry couldn't deliver perfectly to the readers and might be causing a misunderstood.

Data V

    SL: Karbala hadir di sini

    dengan panji Muawiyah

    TL: Karbala is here

    With the battle flag of Muawiyah

4. Making up a New Word

"panji" are a type of flag of the armed forces used in war to inform troops of the meeting point and the location of warlords. The use of "panji" is estimated to have existed since the time of Ancient Egypt about 5,000 years ago. If we translate the word "panji" it will come out as "a flag" and it's not deliver the real meaning of "panji". Making up a new words is needed to translate this line. "battle flag" is more relevance to result of TL.

Discussion

From the result that conducted from the data there are three making up new words, two Preserving the SL Term Intact, and one opting for a word in the TL which seems similar to or has the same "relevance" as the SL term. This poetry mentioning Karbala's name will come to mind about a very heart-wrenching and tragic event in the history of Muslim life. Imagine, one of the grandchildren of the Prophet Muhammad, namely Husein bin Ali bin Abu Talib, was killed in this area. Even in some narrations it is mentioned, his head was separated from his body.

This incident occurred more than 1350 years ago, on the 10th of Muharram 61 H, or 680 AD. Husein bin Ali bin Abu Talib by Shia Muslims is considered the 3rd Imam. Shia are a group in Islam who really love the family of the Prophet Muhammad. From the death of Husayn, this was the beginning of the celebration of the Day of Ashura (10 Muharram).

Ibn Kathir in his book Al-Bidayah wa an-Nihayah revealed, during the reign of Mu'izz Al-Daulah of the Shia-leaning Buwaihiyah dynasty, the Ashura commemoration was held in Baghdad (Iraq). On that alert, all trading activity is stopped. The whole population went around the city crying, wailing, and hitting their heads. They walked around wearing black clothes. In fact, the women are required to look disheveled.

The author connect the history of karbala with sampit and aceh which is the place of people who doesn't care about being a "human being". The author indicated that the people already turn hungry and thirsty of something bad and take refuge in the Qur'an and Hadith which has been reversed reminding him of Karbala Tragedy.

Conclusion

From the analysis that is conducted, this study is able to answer the research questions mentioned in the previous chapter. The first finding is related to the answer of the research question that is the poetry translation strategies which are used in translating the poetry in Karbala by Hidayat Banjar. The poetry strategies are taken from Graedler's theory of cultural translation strategies (2003).

From the analysis and the findings, there are seven cultural words on Hidayat Banjar's poetry. The cultural translation needed to translate this story because the concept of culture is critical when examining the consequences for translation, and despite disagreements over whether language is a component of culture or not, the two concepts appear to be inextricably linked. It is also explained that despite major formal differences in the translation, cultural similarities often give a common understanding.

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The Use of Translanguaging in the Classroom of Grade XII in SMA Advent Air Bersih

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Abstract: This research focused on finding the types and analyzing the process the use of translanguaging in the teaching and learning process in the classroom of Grade XII in SMA Advent Air Bersih. The researcher will use descriptive qualitative research design to investigate using two languages or translanguaging in the teaching and learning process in the classroom. This reserach will take English teacher of SMA Advent Air Bersih. This research will conducted by found the types and process of use translanguaging in teaching and learning process in the classroom of grade XII in SMA Advent Air Bersih. The technique of collecting data will using interview and observation by video-recording whole the process of using translanguaging in the classroom interaction.
Keywords: *Translanguaging, Languages, Classroom Interaction, Classroom.*

Introduction

The issue of translanguaging related to the very high use of foreign languages in English classes. Medupeola (2013) said that the teacher's translanguaging has become a controversial issue because it is sometimes done unconsciously and automatically as a deliberate teaching strategy. In addition,the teacher used English to maximize teacher teaching in the classroom. Martin (2005) stated that Translanguaging can also benefit students by portraying a safe environment in which their identities and cultures are appreciated, allowing more reticent students to participate more actively and fully in their education. Cummins (2008) argued that Translanguaging allows students to use their native language as a positive linguistic resource that will help them develop strategies for negotiating meaning and communicating in English.

Based on interview in SMA Advent Air Bersih, it was found that the teacher use translanguaging in teaching and learning process. The importance of involving language in the use of translanguaging in junior high schools is to explore the extent of students' understanding in obtaining subject matter in the teaching learning process with use of translanguaging in the classroom. Siregar (2020) found that the teacher used Translanguaging in teaching English in Medan vocational schools, according to the data found in the classroom conversation. The teacher began with English and then transitioned to Indonesian language, which he also translated. This study was conducted purely to help students in comprehending the concept being studied. It had the potential to make it easier for students to comprehend what the teacher said in front of the class. It was difficult for students to understand English learning when the teacher used full English in the classroom. Jönsson (2020) investigated that teachers prefer to utilize English in the classroom. The findings revealed that teachers were more pleased about their students' usage of translanguaging than their own. It had desired that its students communicate mostly in English.

In addition, in terms of translanguaging, there are still many teachers who still use Indonesian in the teaching and learning process. Among them, teachers rarely use multilingual language to teaching in classroom. So, students are still confused about translating sentences or to speak using multiingual language. So, they need attention to use of translanguaging in the teaching and learning process. Therefore, this research focused on finding the types and analyzing the process the use of translanguaging in the teaching and learning process in the classroom of Grade XII in SMA Advent Air Bersih.

Literature Review

Cen Williams in the 1990's (Williams referred to in Wei, 2016) the expression "translanguaging" was first used in Welsh as "trawsiethu". Williams investigates and embraces the term translanguaging as a way of clarifying how pupils can develop their language capability and gain further information regarding the current matter through the equal use of two languages in their schooling. Inspecting the use of translanguaging, Williams found that when the Students efficiently needed to alternate between their two languages as far as receptive input and productive output, their abilities in the two languages improved. Additionally, Williams concludes that it doesn't make any difference if the students invest more energy using one language over the other, but insteadthat effective language advancement is concerning which exercises are being used.

Garcia & wei (2014) Stated that Translanguaging happens fluidly in the classroom, but teachers can also support translanguaging by intentionally guiding students to use all of their linguistic abilities. For example, teachers can ask students to write or speak stories with bilingual characters who use both of their languages. The intentionality behind this teaching practice is to provide a flexible and comfortable space for students to fully share what they know across all of their languages. Sahib (2019) stated that teachers consistently used translanguaging in teaching and learning measure. Translanguaging used by the teachers could assist students with being more active in teaching learning process, translanguaging used by the teacher could to make successful correspondence among teachers and students in classroom interaction, translanguaging used by the teacher could help the low students in English vocabulary, translanguaging used by the teacher could to could to accommodate local language in EFL classroom.

According to Wei (2017; 23), there were two types of translanguaging conceptions, which were translanguaging space and translanguaging instinct. Based on these two principles, translanguaging space suggested that by using translanguaging in discussion, it will create a social space in which many parts of history, experience, environment, attitudes, and ideology may be coordinated and meaningfully. Translanguaging impulse implied that a linguistic change occurred. because of the gaps between meanings but doesn't change the context of a discourse. After the dialogue, the evolving language developed new structures, new signs, and new listener comprehension, yet it may still be understood together between the speaker and the listener.

Previous research that discussed translanguaging was Yuvayapan (2019) showed in EFL classrooms, translanguaging is practiced. The data collected from semi-structured interviews, participants in this study perceived and practiced translanguaging differently due to the pressure to instruct their students using a monolingual strategy that is authorized by the institution, the public, and their colleagues. The Methodologyology has long been viewed as a barrier to students achieving native-like proficiency in the target language. Jönsson (2020) investigated that teachers prefer to utilize English in the classroom. The findings revealed that teachers were more pleased about their students' usage of translanguaging than their own. It had desired that its students communicate mostly in English. Anwar, Salija and Abduh (2020) show that the extent to which

translanguaging occurs between teachers and students in the EFL class or simply how the interaction process between L1 (first language), L2 (second language), L3 (third language) besides finding answers teachers and students such as what is translanguaging, how

translanguaging is and whether it has a good or bad influence on the learning and teaching process in the EFL class andalso the effects of translanguaging itself in enhancing, Many good answers and expectations concerning translanguaging in the field of education, notably in EFL classroom teaching and learning, from teachers and students. Based on the relevant studies, it can be found some similarities to this study. All researchers have contributed useful information to support this research.

Research Methodologyology

This study used descriptive qualitative design. Descriptive qualitative design was chosen in order to explore and understand the social phenomenon, the qualitative research has natural setting as the direct source of data, and the key instrument of this research is the researcher itself (Cresswell, 2009). Descriptive qualitative research design focus on around acquiring further agreement understanding related to the opinions, Attitudes and perspective, feelings ofthe participants under the research (Lodico, M. G., Spaulding, D. T., and Voegtle, 2010) and (Nassaji, 2015). The research that be used in this study is qualitative research. Qualitative research according to Bogdan and Taylor in the Moleong procedure of the research that generates descriptive data in the form of the written word or spoken of people and behavior that observed and direct at natural background and individual the thoroughly.

The participants of this research in EFL teacher was getting information by interview and observation. The research completed by researcher to get data about teachers' experience to use of translanguaging in SMA Advent Air Bersih. To explain the information in the data observation, the researcher used organize interviews for the teacher to obtain data, for example, the teacher's information about the use of translanguaging in the teaching and learning process and how the teacher uses translanguaging in the classroom. The data sources came from interviews and observation in SMA Advent Air Bersih by teachers as primary data. The analyze data was taken in the form of saying and words produce by teacher interviews. The technique of collecting data will using interview and observation by video-recording whole the process of using translanguaging in the classroom interaction. In analyzing the data, Wiersma (1991) explain that data analysis in qualitative research is a process of categorization, and description. Conducting in this study, some of those steps are: observing, interviewing, recording, transcribing, finding and the conclusion.

Finding

Types of Translanguaging used in the teaching and learning process

According to Wei (2017; 23), there were two types of translanguaging conceptions, which were translanguaging space and translanguaging instinct. Based on these two principles, translanguaging space suggested that by using translanguaging in discussion, it will create a social space in which many parts of history, experience, environment, attitudes, and ideology may be coordinated and meaningfully. Translanguaging instinct implied that a linguistic change occurred. because of the gaps between meanings but doesn't change the context of a discourse. After the

dialogue, the evolving language developed new structures, new signs, and new listener comprehension, yet it may still be understood together between the speaker and the listener.

T : *Ok., good. Your name is?*
St 1 : *Carissa Alia*
T : *Carissa Alia. **Ok I will give you score**. **The others? yang lain***? ***ayo? You please, yes!***
St 2 : ***Descriptive text is menceritakan tentang kepribadian suatu objek***.
T : *Kepribadian, bisa gak kepribadian? Bisa tetapi lebih tepatnya menceritakan tentang karakter atau khusus 1 benda 1 orang atau yang lainnya*. ***contohnya for the example, look at him. Warna apa kulitnya? What is his skin color?***

The coversation above, showed both concept of transalanguaging. On the term of translanguaging space, the dialog above combined ideology between teacher and student. This dialog fully showed the translanguaging space to build english environment although they were in classroom. Then in translanguaging instinct, the changing languages proved combination structures between English and Indonesia language structures. The Indonesia structure consists of Subject, Verbs (predicate), objects and Adverbs which used on the dialog still complete.

Ss : Black! But sweet.
T : ***Yes, black. Ok misalnya saya bilang***. *Nak, panggilkan yang mana dia*, ***dimana sir?*** *Dikelas warna kulitnya hitam badannya tinggi dan sedikit gemuk. Oh itu dia warna abu-abu. Jadi dah tau ya deskripsinya sebagai apa gambarannya seperti apa.*
Ss : *Yes sir.*
T : *For example,ok misalnya kamu bercerita tentang place*. ***Apa itu place? Ya, tempat favorit. Apa tempat favorit kamu dirumah?***
Ss : *di balkon*
T : *Ya, balkon*. ***Terus bercerita eh aku ada lah dirumah tempat favoritku dirumah. The place is very comfortable***. *Jadi, sudah bisa tergambar bahwa eh tempatnya ada tempat bersantainya. Jadi untuk menggunakan teks deskripsi itu strukturnya apa? Menggunakan?*

The coversation above, showed both concept of transalanguaging. On the term of translanguaging space, the dialog above combined communication between teacher and student. This dialog fully showed the translanguaging space to build english environment although they were in classroom. Then in translanguaging instinct, the changing languages proved combination structures between English and Indonesia language structures. The Indonesia structure consists of Subject, Verbs (predicate), objects and Adverbs which used on the dialog still complete

T : ***Ok descriptive text yang pertama itu ada identifikasi atau identification, apa itu? Secara umum dia kan. Kemudian apa? Mulailah di deskipsikan balkon tadi seperti apa? Itulah descriptive text. Are you understand? Apakah kalian mengerti?***
Ss : *Yes*
T : ***Good! Kemudian spesificnya apa? Yaitu participant***. *Objeknya harus 1 ya tidak boleh banyak. Dia focus kepada 1 hal yaitu 1 benda 1 orang pilih salah satu. Paham sampai sini?*
Ss : *Paham*

The discussion above demonstrated both concepts of transalanguaging. The dialog above combines communication between teacher and student in terms of translanguaging space. Despite the fact that they were in a classroom, this conversation fully demonstrated the translanguaging space to establish an English environment. The changing languages then demonstrated combination structures between English and Indonesia language structures in translanguaging instinct. The Indonesia structure consists of a subject, verbs (predicate), objects, and adverbs that are still utilized in the dialog.

T   : *Ok are you ready, students?*
Ss   : *Yes sir.*
T   : *Ok. You please. Say your result please.*
St 1   : ***I will describe about my favorite place. It is my room. Itu adalah kamar saya. The room is unique. The color of wall is pink. There are some photos in the wall. Thank you.***
T   : *Okay thank you. I think you have understand about descriptivtext. That's all for today. Thank you , students*
Ss   : *Yes, thank you sir.*

The discussion above demonstrated both concepts of translanguaging. The dialogue above combines communication between the teacher and the student in terms of translanguaging space. Even though they were in a classroom, this conversation perfectly demonstrated the translanguaging space to establish an English environment. The shifting languages then demonstrated combination patterns between English and Indonesian language structures in translanguaging instinct. The Indonesia structure includes of a subject, verbs (predicate), objects, and adverbs, all of which are still utilized in the conversation.

The Process of using Translanguaging in the teaching and learning process.
T   : *Assalamualaikum warahmatullahi wabarakatuh, good morning students!*
Ss   : *Waalaikumsalam warahmatullahi wabarakatuh, good morning sir.*
T   : *Are you ready to study, now?*
Ss   : *Ready!*
T   : *Open your book page 5 chapter 1 about descriptive text. Our title today about?*
Ss   : *Descriptive text!*
T   : ***What do you know the definition of descriptive text? Siapa yang tau defenisi dari deskriptif teks? atau teks deskripsi. Please raise your hand.*** *Yes, please. Your name is? please*
St 1   : *My name is Carissa.*
T   : *Yes, please Carissa. What do you know about descriptive text?*
St 1   : *Tentang menceritakan suatu objek.*
T   : *objek. Kira-kira seperti apa dia menceritakannya?*
St 1   : *Ehmm.. menginformasikan ..*
T   : *Secara? Specific atau khusus?*
Ss   : *Secara specific.*
T   : *Ok., good. Your name is?*
St 1   : *Carissa Alia*
T   : *Carissa Alia.* ***Ok I will give you score****. The others? yang lain?* ***ayo? You please, yes****!*
St 2   : ***Descriptive text is menceritakan tentang kepribadian suatu objek***.
T   : *Kepribadian, bisa gak kepribadian? Bisa tetapi lebih tepatnya menceritakan tentang karakter atau khusus 1 benda 1 orang atau yang lainnya.* ***contohnya for the example, look at him. Warna apa kulitnya? What is his skin color?***

Ss : Black! But sweet.

T : **Yes, black. Ok misalnya saya bilang. Nak, panggilkan yang mana dia, dimana sir? Dikelas warna kulitnya hitam badannya tinggi dan sedikit gemu**k.. *Oh itu dia warna abu-abu. Jadi dah tau ya deskripsinya sebagai apa gambarannya seperti apa.*

Ss : Yes sir.

T : **For example,ok misalnya kamu bercerita tentang place. Apa itu place? Ya, tempat favorit. Apa tempat favorit kamu dirumah?**

Ss : di balkon

T : Ya, balkon. **Terus bercerita eh aku ada lah dirumah tempat favoritku dirumah. The place is very comfortable.** *Jadi, sudah bisa tergambar bahwa eh tempatnya ada tempat bersantainya. Jadi untuk menggunakan teks deskripsi itu strukturnya apa? Menggunakan?*

Ss : Present tense

T : *Ya, dia harus menggunakan present tense yaitu yang sekarang. Paham ya?*

Ss : Yes sir.

T : **Ok descriptive text yang pertama itu ada identifikasi atau identification, apa itu? Secara umum dia kan. Kemudian apa? Mulailah di deskipsikan balkon tadi seperti apa? Itulah descriptive text. Are you understand? Apakah kalian mengerti?**

Ss : Yes

T : **Good! Kemudian spesificnya apa? Yaitu participant**. *Objeknya harus 1 ya tidak boleh banyak. Dia focus kepada 1 hal yaitu 1 benda 1 orang pilih salah satu. Paham sampai sini?*

Ss : Paham

T : **Ok. Kemudian, menggunakan kata adjective kata sifat, what the example of adjective? Apa contoh dari kata sifat? he is cute. dia itu lucu.** *Lucu itu kata sifatkan?*

Ss : Yes, itu kata sifat

T : *Kemudian seperti tadi menggunakan present tense. Kemudian ada juga kita buat yang namanya a sinkron yang artinya kata kerja yang aktif. Ia melompat. Dia suka melompat. It like jump.mungkin disitu ada gabungan kata kerja dan kata sifat.*

T : Ok. **Now, you make 1 descriptive text. Description about person or place. Buat teks 1 deskripsi tentang orang atau tempat. Terserah, ntah si carissa di matamu, atau misalnya kamu liat ada tempat bagus misalnya. Ok, kalau udah siap dikumpul, kemudian speaking in front of class.**

Ss : Ok sir.

T : *Ok saya akan sambil mengabsen kamu ya. Can you say present?*

Ss : Okay sir.

10 minute later

T : Ok are you ready, students?

Ss : Yes sir.

T : Ok. You please. Say your result please.

St 1 : **I will describe about my favorite place. It is my room. Itu adalah kamar saya. The room is unique. The color of wall is pink. There are some photos in the wall. Thank you.**

T : Okay thank you. I think you have understand about descriptivtext. That's all for today. Thank you , students

Ss : Yes, thank you sir.

The teachers employed translanguaging to communicate with their students during the teaching and learning process. The teacher began by speaking English and then changed to Indonesian. The teacher sometimes utilized translanguaging without translating into Indonesian; she just used English. After that, used Indonesian.

Conclusion

The English teacher at SMA Advent Air Bersih frequently utilized translanguaging to help students comprehend what the professors stated in class and to help students speak English more effortlessly. The pupils will then appreciate, have fun, and be interested in studying English. This research will help students grasp what their teachers mean/say in front of the class. So, when the teacher indicated from the observation of the teaching and learning process used translanguaging in the classroom by monitoring the students' answers toward teacher used translanguaging in the classroom, 80% of the students could easily comprehend.

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Optimization of Student Research Activities Integrated Standard Operational Procedures

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Abstract: The Department of Indonesian Language and Literature, Faculty of Language and Arts, Universitas Negeri Medan consists of two study programs, namely the Indonesian Literature Study Program and the Indonesian Language and Literature Education Study Program. In carrying out the academic process, the BSI Department is always centered on serving students. One of the highlights is the student process in taking thesis. Currently, the BSI Department does not yet have standard standards in implementing a series of thesis activities, which include proposing research titles, proposal seminars, thesis examinations, and assessing students. Standard Operating Procedure or Standard Operating Procedure is a set of rules, guidelines, or references made by a company. The aim is to become a reference for carrying out work processes in accordance with the duties and functions of each human resource in the company. This study aims to 1) produce student research SOPs, 2) integrate SOPs with e-learning, 3) analyze the effectiveness in the process of writing final assignments for students of the Indonesian Language and Literature Department. The research results are in the form of products that can be utilized and integrated and have effectiveness to facilitate students in carrying out their research. This policy research is a form of action research to produce products in the form of SOPs that will be socialized and used for students, lecturers, and department functionaries. The research outputs are in the form of indexed proceedings articles and HKI research reports, which are mandatory outputs, as well as guidebooks for implementing a series of thesis activities, which are additional outputs.
Keywords: SOP, research, student

Introduction

Learning is a process of teaching and learning activities that plays a role in determining student learning success. From the learning process, there will be a reciprocal activity towards a better goal. The learning process is a process in which there are interaction activities between lecturers and students, and reciprocal communication that takes place in educational situations to achieve learning goals. In the learning process, lecturers and students are two components that cannot be separated. Between these two components there must be mutually supportive interaction so that student learning outcomes can be achieved optimally.

The characteristics of the learning process in the Department of Indonesian Language and Literature are learning that is scientific, interactive, holistic, integrative, contextual, effective, collaborative and student-centered. Scientific learning states that graduates' learning outcomes are achieved through a learning process that prioritizes a scientific approach so as to create an

academic environment that is based on a system of values, norms and rules of science and upholds religious and national values.

Furthermore, being interactive means that graduate learning outcomes are achieved by prioritizing a two-way interaction process, between students and lecturers. Holistic means that the learning process encourages the formation of a complete person with a comprehensive mindset by internalizing the advantages of local and national wisdom. Integrative means that graduate learning outcomes are achieved through an integrated learning process to meet overall graduate learning outcomes in a single program through an interdisciplinary and multidisciplinary approach. Contextual means that graduates' learning outcomes are achieved through a learning process that is adapted to the demands of their ability to solve problems in their domain of expertise. Effective means that graduates' learning outcomes are achieved successfully by prioritizing the results of internalizing the material properly and correctly within an optimal period of time. Collaborative means that graduate learning outcomes are achieved through a joint learning process that involves individual learners and lecturers to produce attitudes, knowledge and skills. The last step is student-centered, namely a learning process that prioritizes the development of student capacity, personality, needs and develops independence in seeking and finding knowledge.

The actual aim of learning is to acquire knowledge in a way that can train students' intellectual abilities and stimulate curiosity and motivate students' abilities in three domains, namely: the cognitive domain, the affective domain, and the psychomotor domain.

1. Cognitive goals relate to an individual's ability to know the world around him which includes intellectual development.
2. Affective goals regarding the development of attitudes, feelings, values which are also called moral development and education.
3. Psychomotor goals involve the development of skills that contain fine and gross motor elements such as pronouncing vowel letters properly and correctly, practicing or teaching drama and so on.

Department of Indonesian Language and Literature, Faculty of Language and Arts, Universitas Negeri Medan consists of two study programs, namely the Indonesian Literature Study Program and the Indonesian Language and Literature Education Study Program. In carrying out the academic process, the BSI Department always focuses on service to students. One of the highlights is the student's process in completing their thesis. Currently, the BSI Department does not have standards for carrying out a series of thesis activities, which include proposing research titles, proposal seminars, thesis examinations, and student assessments. In the process, so far there are still many implementations that do not rely on clarity of regulations. As has happened before, when a student takes a thesis exam and is later declared to have failed, is the thesis repeated or only the exam is repeated? In this case, there are no regulations that specifically regulate this.

Education is not only oriented towards results, but also towards processes. Therefore, assessment of learning outcomes and learning processes must be carried out in a balanced and continuous manner. Assessment of learning outcomes sometimes without going through a process tends to see students as scapegoats for educational failure. However, it is not impossible that student failure is caused by a weak teaching and learning process for which the lecturer is responsible.

According to Slameto (2013:2) Learning is a process of effort carried out by a person to obtain a new change in behavior as a whole, as a result of his own experience in interaction with his environment. Learning theory according to J. Bruner, namely learning is not to change a person's behavior but to change the school curriculum in such a way that students can learn more

and easily. S. Nasution in Kunandar (2011:276) states that learning outcomes are a change in the individual who learns, not only regarding knowledge, but also forming skills and appreciation in the individual who learns. Furthermore, Hamalik (2008: 155) believes that learning outcomes appear as changes in behavior in students which can be measured in the form of changes in knowledge, attitudes and skills. This change can be interpreted as an improvement and better development compared to before.

Standard Operating Procedure is a set of regulations, guidelines or references made by a company. The aim is to become a reference for carrying out work processes in accordance with the duties and functions of each human resource in the company. SOPs are also indicators of performance assessment for both government agencies and private companies. This is because the SOP has been created in accordance with technical, administrative and procedural indicators which have been adapted to the work processes and work units involved. In addition, the SOP has been created in chronological order so that it has become a reference procedure for completing work in the most effective way. SOPs can also be used for academic needs, for example to organize a series of thesis activities. This article only provides a simple illustration of how SOPs can be used to support research carried out by students in the Language and Literature Department.

Methodology

This research uses an action research model. Davison, Martinsons & Kock (2004), mention that action research, as a research Methodology, is founded on the assumption that theory and practice can be closely integrated with learning from the results of planned interventions after a detailed diagnosis of the problem context. Davison, Martinsons & Kock (2004), divide Action research into 5 stages which constitute a cycle, namely:

1. Carry out a diagnosis (diagnosing)
Identify existing main problems to become the basis for groups or organizations so that changes occur, to improve student learning outcomes. This stage will be carried out by distributing questionnaires and conducting field observations of students.
2. Make an action plan (action planning)
At this stage, create a plan from the results of problem identification. By paying attention to students' needs and conditions regarding learning outcomes, there will be practitioners to teach in the classroom.
3. Take action (action taking)
Practitioners will be invited to teach specified courses for one semester. This process will continue for the next semester's learning process.
4. Carrying out evaluations
In this stage, evaluate the learning process and review student learning outcomes after practitioners are in the classroom.
5. Learning (learning)
This stage is the final part of the cycle. At this stage all the criteria in the learning principles must be studied, changes in the situation evaluated and reflected on the project results. The overall results are considered in terms of their implications for subsequent action.

This research uses field observation data collection techniques and questionnaires. The field observation technique is observing field conditions to identify problems. This technique is carried out at an early stage before conducting research.

Result and Discusion

In a company, SOPs have two main benefits. First, by using SOPs the company has a knowledge reference for operational activities that is always updated. This is very important considering that, for example, for sales, there is always something new on the market, be it trends or new, more effective Methodologys. Having a sample SOP document can make the evaluation process easier to ensure the current SOP is the latest. Second, the SOP example functions as an archive for tracking operational activities, assessments and improvements. SOP is written evidence because it usually includes work forms such as minutes, proof of delivery, visit minutes and so on. With written evidence like this, if one day an error or deficiency is discovered, it will be easy to trace it. All that remains is to match the proper procedures with the existing physical documents. The evaluation process can run more easily. In the same case, this concept can be applied in a department to provide a simple illustration of how SOPs can be used to support research carried out by students in the Language and Literature Department.

Apart from these two main reasons, there are also other reasons why SOPs are very important in companies:
1. Map the roles and positions of each person in the company
2. Provide clarity of direction regarding the work process and responsibilities of each individual
3. Provides an explanation regarding the relationship between each work process
4. Maintain consistency in carrying out work processes and every operational activity
5. Reduce the possibility of errors in carrying out work processes
6. Facilitate evaluation of each work process that occurs

The process of preparing SOPs starts from the needs analysis stage. To realize the goal of the SOP, namely creating a work process in thesis activities that is uniformly consistent and efficient, the SOP drafting team must study the thesis activity process carefully. This can be done by observing the thesis activity process from the beginning to the end user stage. From this observation, data will be obtained that can be used to prepare SOPs, for example the duration of the work process, who the human resources are involved and so on. In relation to student needs, it is necessary to consider the flow of the final assignment which starts from submitting the title, proposal, seminar proposal, carrying out research, preparing the final assignment, to the exam defending the assignment. A clear sequence and guidelines used can make it easier for students to go through each stage.

SOP components include:
1. Goals
2. Scope
3. References
4. Definition
5. Responsible person
6. Description of procedures
7. Procedure flow diagram (Al Azhar: 2019)

The goal is the first thing to know so that students know the real purpose of carrying out the final assignment so as to ensure that in preparing the final assignment the student has a clear goal in accordance with the goals that have been determined. So, the goals of the department and the goals of students in the final assignment process have close relevances.

This research uses field observation data collection techniques and questionnaires. The field observation technique is observing field conditions to identify problems. This technique is carried out at an early stage before conducting research. The questionnaire technique is making a

questionnaire to find out students' opinions. This technique is carried out at the initial stage as problem identification and at the final stage as evaluation material.

Based on the results of this research, it will be interpreted through the percentage of achievement levels, giving meaning and decision making using the comparison table (Sudjana, 2005) If the target achievement is 75-89% then the actions taken can be categorized as good and can be applied in the learning process.

No	Kegiatan	Peralatan				Mutu Baku			Keterangan
		Dekan	WD I	Jurusan	Sekjur	Kelengkapan	Waktu	Output	
1	Pengusulan pelaksanaan Sidang Skripsi				▭	Dokumen Usulan	1Minggu	Dokumen	SOP Penetapan Sidang
2	Verifikasi pengusulan pelaksanaan Sidang Skripsi			▭		Dokumen Usulan	1Minggu	Dokumen	
3	Menyetujui usulan pelaksanaan Sidang Skripsi		▭			Dokumen Usulan	1Minggu	Disposisi	
4	Menerbitkan ST pelaksanaan Sidang Skripsi	▭				Dokumen	1Minggu	**ST**	
5	Membagikan ST ke Masing-masing prodi		▭			Dokumen	1Minggu	Dokumen	
6	Mendistribusikan ST pada Dosen				▭	Dokumen	1Minggu	Dokumen	

The diagram above is an illustration of the flow diagram for the SOP in carrying out the final assignment exam. Students go through each stage by considering the ideal time and duration where students are given the freedom to set the time interval to make improvements. This opportunity to revise is important considering students' varying understanding of the rules. Other things as external factors also greatly influence this process. In optimizing learning through SOPs, an important step is how the SOPs are socialized to lecturers and students so that they both understand the process. A good SOP is an SOP that has the correct structure and is then published appropriately to improve the goals of the SOP.

This SOP can be prepared and integrated into each lecturer's e-learningfbs account so that it can be seen, observed and followed up, both by the thesis supervisor and the students they supervise so that in the process no errors occur that are detrimental to students. So far, students are often at a disadvantage because there is no clear and correct flow of submitting a thesis, so problems often occur between students and their lecturers. This is certainly very bad in an administrative flow that demands significant speed and accuracy of work. Apart from the SOP having been prepared and integrated into e-learningfbs for each lecturer, there are also interesting socialization activities so that lecturers and students really understand the flow of the thesis process so that later they don't ask questions and it actually harms the process so that students feel they don't have a standing point to correct. and improve the title, proposal and thesis maximally and on time. The socialization was carried out online by inviting all lecturers majoring in Indonesian Language and Literature.

Conclusion

Standard Operating Procedure is a set of regulations, guidelines or references made by a company. The aim is to become a reference for carrying out work processes in accordance with the duties and functions of each human resource in the company. SOPs are also indicators of performance assessment for both government agencies and private companies. This is because the SOP has been created in accordance with technical, administrative and procedural indicators which have been adapted to the work processes and work units involved. In the same case, this concept can be applied in a department to provide a simple illustration of how SOPs can be used to support research carried out by students in the Language and Literature Department.

The data analysis technique uses quantitative and qualitative analysis techniques by calculating the percentage of questionnaire respondents. in accordance with the results of this research, it will be interpreted through the percentage of achievement levels, giving meaning and decision making using the comparison. If the target achievement is 75-89% then the actions taken can be categorized as good and can be applied in the learning process.

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Exploring Translanguaging in the English Classroom Activities

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Abstract: The concept of Translanguaging recently gain popularity among scholars in the study of multilingualism. Translanguaging viewed as the new perspective in multilingual classroom activities. Translanguaging also viewed as a Methodology to identify mobile and complex communication in society. Other expert viewed Translanguaging as a strategy in language learning. Translanguaging endeavor increased ambiguity and debate of how it can be implemented. This article aimed to explore translanguaging in English classroom activities. Expert described translanguaging as a scaffold instruction to make sense of learning and language and encouraged students to think, reflect and extend their inner speech. Translanguaging considered a transformation and extension of traditional multilingual programs, furthermore, it focused on complex linguistic interaction on classroom activities. The article used descriptive qualitative analysis Methodology to explore translanguaging in classroom activities. The data sources of this article taken from four meetings in English classroom activities. The phenomenon observed for this research are teachers' utterances contain of translanguaging during English classroom activities. The findings showed translanguaging had positive feedback to teachers in English classroom activities. The incorporation of local language and Bahasa Indonesia in English classroom activities benefit to both teachers and students. Nevertheless, teacher interaction using translanguaging were differ between each occasion. Futhermore, student general understanding of English language also played part in how teacher translanguaging in classroom activities. Further studies required to develop effective interaction in English classes using translanguaging.

Keywords: Translanguaging, English Classroom, Multilingualism, Interaction

Introduction

Translanguaging recently gaining popularity in recent year. Translanguaging is the practice of bi/multilingual individuals utilizing their diverse linguistic skills to effectively communicate in various settings. Sembiante (2016) mentioned that translanguaging admits that speakers use a combination of languages to suit various social goals and communication contexts. It acknowledges their flexibility in adjusting to these varied sociolinguistic settings. Translanguaging emphasized on multilingual studies and dynamic perspective of multilingualism rather than monolingual paradigm. Translanguaging rooted in view of multilingualism as a dynamic, complex and creative practice. (Garcia and Wei, 2014). The shift of studies on multilingual related to development of social context where mobility of people across country, political dynamic, advancement of technology increased exponentially. (Creese and Blackledge, 2015, Cenoz and Gorter, 2020, Jenks and Lee, 2020). Based on this social phenomenon the studies on

multilingualism are gaining popularity to investigate the dynamic aspect of linguistic features done by the speakers. Furthermore, translanguaging viewed as pedagogical approach in multilingual classroom activities. (Garcia and Wei, 2014) emphasized translanguaging transforms and extends traditional multilingual programs and focuses on complex linguistic interaction. Furthermore, (Garcia and Wei 2014) described translanguaging scaffold instruction to make sense of learning and language and encouraged students to think, reflect and extend their inner speech. (Garcia and Otheguy, 2019) emphasized the focus of translanguaging as pedagogy is on expanding the abilities of the speakers to do language in order to critically transact with texts and with others. We can conclude that translanguaging can help learners to gain more understanding related to learning material and linguistic skill.

Some studies related to translanguaging done in Indonesia are (Munirah, et al, 2021) studied about the practice of translanguaging done by buyers and sellers in traditional market of Palopo. The research found out that translanguaging represents the awareness of language user to social, cultural and political entities in the communication. (Kusumaningputri and Khazanah, 2021) surveyed undergraduate students opinion regarding translanguaging. The research collected undergraduate respond to translanguaging as practice, for English learning, for social use, and in university context. The finding was Translanguaging considered Neutral-Positive among undergraduate students. (Raja, et al, 2022) studied high school students of East Nusa Tenggara respond toward translanguaging. The study collecting the data using online questionnaire and found out most students have positive feelings towards teachers' translanguaging. (Ekaningsih, 2020) explored translanguaging in Halustik film. The researcher described concept, function, benefit and linguistic resources in the film. In her article, translanguaging facilitated understanding the use of languages. Khairunnisa and Lukmana, (2020) administrated survey related importance of translanguaging in EFL classrooms. The result of their studies found out that incorporation of local language and Indonesian language in EFL classroom beneficial to classroom activities.

This article focused on exploring translanguaging in English classroom activities. Researchers observed translanguaging from teacher utterances during learning process in classroom. The phenomenon observed was English classroom activities in SMK Swasta Advent Medan.

Literature Review
Translanguaging And Multilingualism
Translanguaging defined as speakers' construction using original and interrelated discursive practice that make speakers complete language repertoire (Garcia and Wei, 2014). (Li, 2017) in (Moore, et al, 2020) conceptualized Translanguaging 'as a practical theory of language, in that it involves an ongoing and emergent 'process of knowledge construction that goes beyond language(s)'. Translanguaging intended for meaning-making, experience shaping, gaining knowledge and understanding through the use of two different languages (Baker, 2011) in (García and Wei, 2014).

The dynamic interaction of translanguaging and other field of disciplines have been circulated for same decades. Translanguaging closely related to many disciplines, such as, linguistic anthropology, ethnography, sociolinguistics, discourse studies and semiotics (Mazzaferro, 2018). For example, Duranti (1997) in Mazzaferro explained translanguaging in linguistic anthropology explore language as social and transformative practice to possibility mediate different being and create interactional spaces. The adoption of translanguaging in sociolinguistics disciplines emphasized speaker process of interactive meaning making.

Furthermore, Mazaferro (2018) stated translanguaging is not codeswitching, code mixing or linguistic hybridization. As Garcia (2009) emphasized, translanguaging is not going between linguistic system but transcending them. Orchestration of languages, language varieties, semiotics, multimodal and cognitive resources were the objective of translanguaging.

Translanguaging viewed on multilingual interaction, emphasized on creative process of linguistic options in speaker utterances in a dynamic way (Bayham and Lee, 2019). Fundamentally, Translanguaging disrupts a classic structuralist understanding of language as a purely lexical or grammatical set of codes or rules (Mazzaferro, 2018). Contrary to traditional notion of bilingual and multilingualism that considered addition of partial or whole autonomous languages of speakers, Translanguaging or dynamic bilingualism suggested that the language practices of bilinguals are complex and interrelated since there is only one linguistic system (Garcia and Wei, 2014). Translanguaging perspective on bilingualism and multilingualism round up in the following statement. (Garcia and Wei, 2014). A translanguaging approach to bilingualism extends the repertoire of semiotic practices of individuals and transforms them into dynamic mobile resources that can adapt to global and local sociolinguistic situations. At the same time, translanguaging also attends to the social construction of language and bilingualism under which speakers operate.

Moreover, Garcia and Wei (2014) pictured how Traditional bilingualism, Linguistic interdependence and Dynamic bilingualism or Translanguaging related to linguistic system and linguistic features.

Figure 1. Different view on how traditional bilingualism, linguistic interdependence and dynamic bilingualism/translanguaging.

Wei (2011) in Garcia and Wei (2014) concluded the dimension of translanguaging named creativity and criticality. Creativity means the ability to choose between following and flouting the rules and norms of behavior, including the use of language. While, criticality refers to the ability to use available evidence appropriately, systematically to inform considered views of cultural,

social, and linguistic phenomena. Furthermore, creativity and criticality complement each other and cannot be separated.

Translanguaging and Classroom activities

Garcia and Wei (2015) viewed translanguaging as the concept of bilingual education that we will construct through a translanguaging approach transforms and extends our current definition, focusing on complex linguistic interactions in classrooms that cannot be simply enumerated as two, three or more. In choosing to continue to talk about bilingual education, we emphasize that a translanguaging approach in education is not a substitute for bilingual education programs, important on their own. Rather, translanguaging in education transforms and extends traditional bilingual education programs.

In education, Cenoz and Gorter (2015) stated that translanguaging is a holistic view of the linguistic repertoire is adopted in 'Focus on Multilingualism', an approach to teaching in multilingual education. Futhermore, Cenoz, (2009) proposed the features of multilingual education can be represented in a model based on four continua they are,

1. Subject taught, refers to the use of different languages as school subject in curriculum;
2. Language of instruction, consist of two features (1) the use of different language as instruction and (2) the integration in syllabus design;
3. Teacher, related to teacher education (1) language proficiency in different language and (2) specific training for multilingual education;
4. School context, related to the use of language inside the school.

Translanguaging viewed as the solution in the major paradox of global education. Cenoz and Gorter (2015) described that education institution mission were to teach national language, literature and culture, meanwhile, as global communication, they have to become more multimodal and develop cultural competence across multilingual contexts. Wei (2018) in Mazzaferro (2018) stated that translanguaging is an integrated approach to the understanding of language, multilingualism and multilingual practices in contexts of unprecedented mobility.

Based on the above features of multilingual education, Baker (2001) in Garcia and Wei, (2015), Rerung (2017) elaborated translanguaging potential in education, which are,

1. *Promoting deeper and fuller understanding of the subject matter.*

   Translanguaging can be used to achieve better understanding of the subject matter. Students linguistic feature was varied from one another, the obstacle to learn language can be anticipated with teacher translanguaging and anticipated better result from students. Garcia (2019) emphasized encouragement bilingual continuum to translanguage to think, reflect and extend the inner speech.

2. *Supporting the development of the weaker language.*

   Development of the weaker language became the goal for English classroom, since the objective of English classroom in Indonesia is to develop English language. By translanguaging, teacher and students together can develop weaker language in a dynamic environment. Students are likely to work in their stronger language then the challenging one. Translanguaging support to rebalancing the hierarchical ordering of languages within the classroom.

3. *Facilitating join use of languages and cooperation.*

   Facilitating join use of languages and cooperation benefit student comprehension ability. The importance of student comprehension is to prevent misdiagnosis and a false impression of the abilities of students and biased perception to the topic.

4. *Developing language with content learning*

Translanguaging approach in classroom activates highlighted the importance of content learning. The strategy that can utilize is read the material in one language and discuss the material using another language. Translanguaging considered this approach will get students or learners better comprehension regarding the subject matter. Translanguaging encourages classroom interaction between dominant language and language learners

Methodology

This research was done using qualitative research Methodology. Data collection completed using observation and interview, capturing translanguaging in classroom. The phenomenon observed were four classrooms' activities in SMK Swasta Advent Medan. This data of the study was teacher's utterance consists of translanguaging during English classroom activities. Teacher utterances then analyzed to find out how translanguaging done in the classroom interaction.

Qualitative research emphasized the boundaries of studies that will be analyzed. This article focused on exploring translanguaging in English classroom activities. There are several techniques in collecting data for qualitative research, which are; interview, observation, action research, focus meeting, and personal text. This research completed data collection by interview and audio recording. The data was captured using audio recording devices. The data was taken from four English classroom activities in SMK Swasta Advent Medan.

Data analysis done after all four meeting of English classroom activities were done. Data analysis first step were data reduction, where the audio recording from English classroom activities were break down into several parts. The researcher then pulled teacher's utterances then selected and grouped into appropriate category related to translanguaging. Translanguaging phenomena in English classroom were categorized, described and analyzed through Baker (2001) elaboration of translanguaging potential in education.

Discussion

Translanguaging to promote fuller understanding of the subject matter

In this section, the discussion was to show translanguaging in promoting fuller understanding of the subject matter. Translanguaging done by teacher were promoting students' comprehension of the learning material. From interview with the teacher, students' capability in understanding English language significantly vary from one and another student, hence teacher consider using bahasa Indonesia in majority of class instruction nevertheless teacher keep translanguaging in order to promote better understanding of the topic. Based on the phenomena observed, the topic was application letter.

Teacher used translanguaging to introduced topic of the study. The context of discussion from teacher's utterance below were the introduction of how to make an application letter.

> *Data 1*
> It talks about *apa*? Applying a job *ya*? *Nah, kalau kita melamar pekerjaan, kalau kita melamar pekerjaan pasti kita bikin surat.*
> What is it talking about? Is it applying a job? So, if we want to apply a job, we must write an application letter.

Translanguaging above taken from teacher's utterance to introduce topic of study. linguistic features and linguistic system performed by teacher are dynamic bilingualism, clause {(It talks about *apa)* [What it is talk about?]} is teacher's linguistic choices tried to promote deeper understanding to the topic of the study. Teacher explained that in order to apply job vacancy, students need to make application letter.

> *Data 2*
> Always make an effort to write directly to the person in charge of hiring. *Contoh nya melamarlah kamu disana*, you need to know who are the manager.
>
> Always make an effort to write directly to the person in charge of hiring. For example, you need to know who are the managers in the company you want to apply.

From data 2, teacher emphasized how students can write an application letter to the company. Teacher explained that an application letter should stated clearly the recipient of this letter. Teacher utterance translanguage when describing a person in charge and the manager. The researcher found out teacher explained example and tips in writing application letter. Teacher used (*contohnya melamarlah kamu disana,* you need to know who are the manager*)* [For example, you need to know who are the managers in the company you want to apply.] to make sure students comprehend the material that when student writing application letter, student should make effort to know who is the person in charge in the company.

Translanguaging to support the development of weaker language

In this section, the discussion is to show translanguaging to support the development of weaker language. From interview with the teacher, students' capability in understanding English language significantly vary from one and another student, hence teacher consider using bahasa Indonesia in majority of class instruction nevertheless teacher keep translanguaging in order to promote better understanding of the topic.

> *Data 3*
> You put it under your name. Lilis Handayani, *contohnya namamu*.
>
> You put it under your name. For example, Lilis Handayani.

Translanguaging taken from teacher's utterance explaining topic of study. Here we can see that teacher linguistic choices tried explain where should we write our address. Teacher explained that address usually written down below the applicant's name. Here, teacher translanguaging to support weaker language of the students.

> *Data 4*
> *Untuk memegang dokumen penting*. That's your responsibility.
>
> Keeping important documents. That's your responsibility.

From data 4 we can see that teacher linguistic choices tried to elaborated the job of a secretary. Teacher explains the important to keep important documents is one of secretary responsibility. Teacher used his linguistic system explaining how a secretary should do the task given by the company.

> *Data 5*
> One possibility is to ask for an interview at former time. *Jadi tanyakan mereka, jadi kira – kira saya bisa interview kapan.* Just put there your number. It means you need to be ready for the interview.
>
> One possibility is to ask for an interview at former time. Ask them, when will the interview scheduled. Just put your number there. It means you need to be ready for the interview.

Data 5 explained about how the students should notify the company that the applicant is ready for further interview. Teacher linguistic choice in this data were to make sure students gain new knowledge of how to write an appropriate application letter. Translanguaging intended for meaning-making, experience shaping, gaining knowledge and understanding through the use of two different languages (Baker, 2011) in (García and Wei, 2014).

Translanguaging and join use of languages and corporation

Baker (2001) pointed out the join use of language and corporation in potential translanguage in education. Collaboration join use languages and corporation among all elements of classroom activities promoted the other potential of translanguaging in education. Below several data that highlighted join use of language and corporation in classroom activities.

> *Data 6*
> Number 5. *Baca number 5, Puan*.
> <one of the students read the text>
> *Di paragraf inilah kamu tuliskan alasanmu. Contohnya, saya melamar jadi guru*.
> Maybe you can describe yourself. You explain it. You tell your experience.
>
> Number 5. Please read number 5, Puan.
> <one of the students read the text>
> You write your reason in this paragraph. Maybe you can descrive yourself. You explain it. You tell your experience.

Teacher and student interaction in data 6 clear pictured how corporation between classroom elements discussing learning material. Teacher giving instruction to read learning material then translanguaging in order to give deeper understanding about the subject.

> *Data 7*
> Okay, how about closing paragraph. Come on, Cecilia, read the text.
> <one of the students read the text>
> It means, *biar lah mereka yang menentukan kapan jadwal interviewnya.* When they match the schedule, *kalian sudah punya persiapan.*

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Okay, how about closing paragraph. Come on, Cecilia, read the text.
<one of the students read the text>
It means, you let the employee to schedule the interview. You must be ready when they match the schedule.

Continuing from data 6, data 7 showed corporation between classroom elements discussing learning material. The same procedure conducted by teacher to the student. Teacher done translanguaging after student finished the reading.

Data 8
Bacalah. Ayo baca.
<The student felt reluctant to read the text>
Students: *Ayo bacalah. Kuat*
Teacher: Bikin
<The student assigned to read still reluctant to read the text>
Okay. Always sign the application letter.
Perhatikan kembali seluruh isi suratmu.

You read the text. Come on, read.
<The student felt reluctant to read the text>
Students: Come on read the text. Loud.
Teacher: Come on.
<The student assigned to read still reluctant to read the text>
Okay. Always sign the application letter.
You must check your application letter and make sure it is okay.

Data 8 point out several categories of potential of translanguaging in classroom activities. Data 8 situated after data 6 and data 7 taken place, here teacher encourage other student to read learning material. Unfortunately, the student felt reluctant to read learning material. The reason behind this were student English comprehension considered low compared to the other. Although other students gave encouragement for him to read the material, eventually the student still felt reluctant to read. Teacher then taking over and read the learning material to the students. Moreover, he elaborated the point of the subject. Teacher utterance 'Always sing the application letter' then followed by '*perhatikan kembali seluruh isi suratmu'.* Teacher translanguaging to elaborate how final checking of an application letter should be done.

Translanguaging with content learning
Translanguaging and content learning is the last potential point that Baker (2001) suggested to the education field. Translanguaging contributed significantly to content learning, translanguaging mediate comprehension gap that can be occurred when only discuss learning material in one named language.

Data 7
What is qualification? *Contohnya, harus yang bisa bawa mobil, harus yang bisa mengoperasikan komputer. Itulah maksudnya kualifikasi.*

What is qualification? For example, someone who can drive, someone who can operate computer. That is qualification.

Data 7 showed clearly how teacher's utterance stressed the word 'qualification' by translanguaging and give example to the students the example of 'qualification'. Teacher explained 'qualification' in the context of an application letter. It will be different for teacher to explain qualification in other context of field, for example, in topic of government field.

Data 8
If you don't understand what is number one, what is number two, *inilah penjelasannya.*
Lilis Handayani, Jalan A Yani 389, Surabaya, 65151. Your address.

If you don't understand what is number one, what is number two, here is the explaination.
Lilis Handayani, Jalan A Yani 389, Surabaya, 65151. Your address.

Data 8 elaborated on how to write an applicant address in application letter. Teacher translanguaging to explain fully how students should place their address in an application letter.

Data 9
Use this paragraph to specify which job you are applying to. *Jadi pekerjaan mana yang kamu lamar. Yang meminta sebagai personal manager. Kalian harus spesifikasikan. Inilah dia isinya.* I am writing to you in response to your advertisement.

Data 9 discussed about how to write application letter in context that this job application advertised in newspaper. Teacher explained the learning material through translanguaging. This strategi was done to make sure student comprehend the strategies and minimize misunderstanding of the context.

Exploration of Translanguaging to English classroom activities in SMK Swasta Advent Medan have positive feedback from teacher's perspective. Dynamic bilingualism performed by teacher give deeper understanding to the topic being discussed. Teacher utilized his linguistic features and linguistic system to reach students comprehension into the topic. Another case of Translanguaging practice done is to control classroom activities. The perfect example of this were how teacher use his linguistic repertoire in Batak, Indonesia and English language to address one of the students that fall asleep in the class.

Further discussion on Translanguaging research related to English classroom activities is needed to broaden researchers' perspective. Translanguaging required neighboring field of disciplines to creatively and critically assimilated learning material comprehensively. The writer suggested comprehensive research on classroom discourse on all aspect of learning process is a good starting point to investigate.

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Introduction to German Language through The MBKM Kampus Mengajar 5 Program At SDN 060948 Medan Labuhan

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Abstract: This article contains the results of learning basic German for students in grades 5 and 6 at SDN 060948 Medan Labuhan in 2023. The aim of this activity was to introduce foreign languages, especially German language to students. The initial stage carried out was introducing the alphabet, words and sentences using lecture Methodologys and using visual media. After carrying out this activity for 4 meetings, the students were able to pronounce the 21 nouns, 3 adjectives, 4 verbs, 3 articles, 10 number words in German that had been studied. It can be concluded that the MBKM Kampus Mengajar program has succeeded in introducing German language to students at SDN 060948. It is recommended that this program continue so that German language is known among elementary schools.

Keywords: MBKM, Kampus Mengajar, German language, Introduction

Introduction

Kampus Mengajar is one of the MBKM (Merdeka Belajar Kampus Merdeka) programs designed by the Kemendikbudristek Indonesia to provide university students with the opportunity for one semester to participate in improving the quality of education in Indonesia. This teaching activity is carried out, especially in schools in remote and less developed areas. University students become partners with teachers, and teaching staff, collaborating to improve creative and innovative learning model strategies. Kampus Mengajar focuses on literacy, numeracy, technology adaptation, and school administration activities. Before the program begins, observations will be carried out and a work program will be designed together with the field supervisor and the school principal so that the program implemented is effective and has an impact on the students.

Kampus Mengajar 5 begin in February 2023 – June 2023 throughout Indonesia, including the city of Medan. The author received an assignment at SDN 060948 Medan Labuhan. One of the work programs designed by Kampus Mengajar 5 university students together with field supervisors and school principals is foreign language learning. The lack of foreign language teaching staff at SDN 060948 Medan Labuhan means that foreign language learning for students is not going well. In the current era of globalization, foreign languages are very much needed. One of the important roles of foreign languages is exchanging information from the economic, social, cultural, political, technological, as well as educational fields. Therefore, foreign languages are important to learn.

This article focuses on the impact of Kampus Mengajar 5 on the introduction of German language at SDN 060948 Medan Labuhan, especially for students in grades 5 and 6. In the current era of globalization, mastery of foreign languages is very necessary. German is an important language in international communication (Irfan and Hasmawati, 2018; 110). More than 101 million people in the world speak German, about 20 million people worldwide learn German. From this we can conclude that German is a language that has an important position in the world.

Currently German language is taught in several secondary schools such as SMA/SMK/MAN and then at higher education levels throughout Indonesia. In some areas there

are course institutions such as the Goethe Institute. However, in some schools, many school leaders do not realize the importance of foreign languages, do not want to open language classes because they feel they are less prestigious, do not have enough teaching staff, and other reasons (Kudriyah, 2008). This results in a lack of knowledge of foreign languages, especially German. Through Kampus Mengajar 5, through the author's background in studying German Language Education, the author provides an introduction to German to students as an effort to increase foreign language skills for students at SDN 060948 Medan Labuhan.

Literature Review

The existence of the Merdeka Belajar Kampus Merdeka (MBKM) program is the government's effort to improve the quality of education. One of the MBKM programs is the Kampus Mengajar. Kampus Mengajar program is an effort to improve education in disadvantaged schools, especially in remote areas, by involving university students and field supervisors from universities (Ismail and Busa, 2023; 25). University students have the opportunity to contribute directly to educational development in Indonesia through this program. Through the Kampus Mengajar which is held for one semester, students can use their knowledge and skills to encourage other students.

Technological developments, cultural and social changes require people to be able to speak languages other than their mother tongue. The language referred to in this context is a foreign language. Language is a very important communication tool so that humans can convey all information properly and correctly (Mirwan et al, 2020; 56). Communicating is not only done with local communities, but also other regions or even other countries. Communicating with more people will give us more information too. Therefore, the more we can speak another language, the more information we get.

Currently, being fluent in German can be the best opportunity for someone to continue their education or pursue a career abroad. One of the important things about the German language is that it has a very strong position in knowledge and literature (Tomasouw et al, 2022;3). As the language of knowledge and technology, German plays an important role in research and education. In the 19th century, German, as an intellectual and literary language, occupied an important place in the world, more important than French and in some cases English. From this it can be concluded that being able to speak German is important.

Methodology

German language learning is only given to students in grades 5 and 6 because looking at the situation of students in grades 1 to 4 there are still some who cannot read. Meetings are held once a week for one month. The initial target is for students to be able to recognize letters, spell and memorize numbers 1 to 10 in German. The author uses visual image media to present material and uses interactive lecture Methodologys to explain learning.

The interactive lecture Methodology is the explanation or narration of material directly by the teacher in front of the class (Savira et al, 2018;43). In this approach, a teacher dominates and is responsible for learning, while students only receive what is conveyed by the teacher passively. Even though the author uses the lecture Methodology, there is still interaction with the students in it to ensure the class remains lively, the material is conveyed well, and the learning achieves the objectives. The Methodology chosen must consider many factors so that learning takes place well and learning objectives are achieved.

The author chose this Methodology because the students had no knowledge of German at all. The author introduces German starting from letters, how to spell, how to read, recognizing numbers 1 to 10, then reading a sentence. Each meeting begins with an explanation of the material from the author so that students are not confused about what they will learn. The author gives students the opportunity to ask questions about lessons they do not understand. The author also invites students to be active by giving quizzes at the end of the lesson or appointing several students to say what they have learned in front of the class.

In the first meeting, the author taught the German alphabet using image media displayed through infocus. The author guides how to pronounce 26 letters and 4 umlauts in German. The author also invites students to pronounce the letters together so that the students are interactive in learning.

At the second meeting, the author taught how to spell and read words in German. Starting from simple words to several types of words that are read according to the provisions of the German language. This learning takes quite a long time because the students find it difficult to memorize several rules on how to read German words. However, after practicing using several words, there were students who were able to read several German words.

At the third meeting, the author taught the numbers 1 to 10 in German. Because they have previously been taught how to spell and read words, they can read numbers more easily. They are still guided by the author so that they can pronounce it with the correct pronunciation. Several students were invited to say the numbers 1 to 10 in front of the class so that the students remained active.

At the last meeting, the writer began to provide simple sentences for them to read. The author took this simple sentence from the book Studio Express A1, which is a book for beginners who want to learn German. The sentences the author provides are sentences that are often used every day. Like; good morning, good afternoon, good evening, my name is..., my age is..., I love you.., and so on. At this final meeting, the author interacted a lot with the students regarding German. They asked a lot about other meanings and actively spoke the German language they had previously learned.

Results and Discussion

After holding 4 meetings using the lecture Methodology and visual media, it was found that several students could read and pronounce several words in German. Although it was found that there were still many students who had difficulty pronouncing some words, had incorrect pronunciations, and misinterpreted words. Some types of words that they can mention include 4 adjectives (*guten, gut, vielen, alt*), 21 nouns (*Morgen, Abend, Tag, Nacht, Ich, Dich, Jahre, Freund, Freundin, Frau, Herr, Lehrer, Lehrerin, Mutter, Vater, Bruder, Schwester, Buch, Tasche, Danke*), 4 verbs (*wohnen, kommen, gehen, liebe, heissen*), 3 articles (*der, die, das*), and 10 numbers (1,2, 3,4,5,6,7,8,9,10). Not only are they active when learning German, outside of learning they are also active in asking about new vocabulary that they want to know. Several times they also practiced simple sentences outside of class such as Guten Morgen, Guten Tag, Ich bin gut, ich liebe dich, and so on.

Conclusion

Through 4 meetings in grades 5 and 6, 85 students were found to be able to pronounce 4 adjectives, 21 nouns, 4 verbs, 3 articles and 10 numbers. Because they had never studied German before, they experienced many difficulties during learning. Pronunciation is not perfect, reading rules are still missed. However, after practicing repeatedly they are able to pronounce and remember words and sentences.

During learning, students are active in pronouncing words and asking new vocabulary. Outside of learning, they also found that they used German such as Guten Morgen and Ich liebe dich. It can be concluded that Kampus Mengajar 5 has succeeded in introducing German at SDN 060948 Medan Labuhan.

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Advice

It is hoped that the Kampus Mengajar program can continue because it has been proven to have a positive impact on students at SDN 060948 Medan Labuhan. Kampus Mengajar 5 also succeeded in introducing German language to grade 5 and 6 students at SDN 060948 Medan Labuhan. It is hoped that the German language introduction program in elementary schools can continue.

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Cognitive Processes in Writing of Senior High School Students

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Abstract-The objective of this study was to explain the reasons behind the way cognitive processes of tenth-grade students occur in writing descriptive text. This study was conducted by using descriptive qualitative design. The data were collected by partially structured interview. The subjects of this study were the tenth grade students at SMAS Amir Hamzah Medan. The findings of this study showed the reason for tenth-grade students' cognitive processes in the planning stage were the subject's habits of how they usually think about organizing their writing by determining the title and subject skills of composing an outline descriptive text. The reasons of tenth grade students cognitive processes in the translating stage were the different abilities to think in constructing sentences into text structures of descriptive text, namely identification, and description. Then, the subjects faced difficulties, namely a lack of vocabulary in the translating stage. The reason of the cognitive process of grade tenth students in the reviewing stage were the students had the awareness to rethink their results by reading and rewriting their previous text to revise an errors in their text to ensure the results of writing descriptive text.
Keywords: *Cognitive Processes, Tenth Grade Students, Writing, Descriptive Text. Memory*

Introduction

Cognition is defined as mental activities such as thinking, understanding, and remembering. Cognition or mental activity refers to the process of acquiring, storing, transforming and applying knowledge (Matlin, 2009). Cognition occurs whenever individuals acquire, store, transform, and use information, and also includes various mental processes. Thus, cognition can be synonymous as cognitive processes.

According to Nunan (2003), writing is a mental process of developing ideas, deciding how to express ideas, and organizing them into statements and paragraphs that can be understood by readers. It means that there is a cognitive process tries to process knowledge or ideas through the writing process. This skill is one of the productive skills that students learn. Students must be able to organize their thoughts and construct meaningful and structured sentences. If a student lacks this ability, they will struggle to produce good writing.

Writing is a cognitive process in when the writer generates ideas, translates them, and reviews his work when creating texts. According to Hayes and Flower (1981), there are three cognitive processes in writing: planning, translating, and reviewing. Planning includes idea generation, evaluation. In translation, writers transform and modify their ideas from hierarchical plans into sentences. This includes putting ideas into words (text generation) and then writing them down (transcription) to create a coherent text. Finally, writers conduct a thorough review of the ideas and goals, as well as the language used in the writing, during the review stage. These three stages activate students' cognitive processes in producing a piece of writing.

This study focuses on descriptive text. In English language learning, there are three genres of text in learning English with the use of text-based learning for tenth-grade students based on the curriculum 2013 revision 2017 in Permendikbud number 47 in 2018. These are Descriptive text, Narrative text, and Recount text. This research focuses on descriptive text. In competency 3.4, namely, students are able to distinguish social functions, generic structure, and language features of some texts descriptive oral, and written giving and asking for information related to tourist attractions and famous historical buildings, short and simple, appropriate with the context of its use. And then, in competency 4.4 students are able to compose oral descriptive texts and write it, short and simple, related to tourist attractions and famous historical buildings, with concern to social function, generic structures, and language features, correctly and appropriate to the context. Thus, competencies 3.4 and 4.4 are expected for tenth grade students to understand descriptive texts that conform to social functions, generic structure, and language features to ensure that readers can identify the author's information and purpose and can use writing skills.

Based on observation conducted at SMAS Amir Hamzah Medan, it was found that tenth-grade students did not achieve expectations of the social function, generic structure, and language features in writing descriptive text. The tenth grade students have difficulties in their processes of writing descriptive text. Thus, from the phenomenon written by tenth-grade students in descriptive text which was found by researcher preliminary observation, the researcher conducted a research entitled *"Cognitive Processes in Writing of Tenth-Grade Students At SMAS Amir Hamzah Medan"*.

Literature Review
Cognitive Processes

Affective and psychomotor domains are used in the development of learning activities in the cognitive domain of English language learning. Cognitive refers to the process of gaining knowledge or the capacity for thought. Cognitive is derived from the word cognition, which some experts have defined as having multiple meanings. Cognition is defined as mental activities such as thinking, understanding, and remembering. Cognition or mental activity refers to the process of acquiring, storing, transforming and applying knowledge (Matlin, 2009). Cognition occurs whenever individuals acquire, store, transform, and use information, and also includes various mental processes. Thus, cognition can be synonymous as cognitive processes. In the line with definition, Bein (2018) stated that cognitive processes are the process of intellectual knowledge gained through perception and ideas. The cognitive processes are the mental process of acquiring knowledge; it includes memories, producing and perceiving in learning, and problem-solving by the writer. Mental processes include all the thinking that a person can do when performing language skills in their mind. Furthermore, Hvelplund (2011) stated that cognitive processes include all processes in which sensory input is transformed, reduced, elaborated, stored, retrieved, and utilized. He also added that cognitive as the mind's ability to analyze information and apply knowledge in information processing contexts.

Cognitive processes are concerned with the way the individual processed information. It is focused on human mental processes and their role in thinking, feeling, and behaving. The processes take place in the human mind and can only be seen through human behavior. Memory activities (short-term memory and long-term memory) occur in each individual during the information acquisition process. For example, the eyes receive visual information and encode it into memory activities, which are then fed back to the brain for storage and encoding. This information can be used by other parts of the brain involved in mental activities such as sensory,

perception, and attention. The outcomes of this process are visible in the form of behavioral responses.

Cognitive processes can be summarized as the way of the individual processed information in their minds using a variety of processing systems such as perception, learning and reasoning. These are concerned with how people or individuals process information, and cognitive process can be defined as any mental process used by an individual to transform, reduce, elaborate, store, retrieve, utilize, and manipulate information in systematic ways, with the output visible in the form of behavior responses.

Cognitive Processes in Writing

Task Environment

The Rhetorical Problem
Topic
Audience

The produced so far

The Writers Long Term Memory

Knowledge of topic, knowledge of audience and writing plans

Cognitive Processes

Planning

Ge ner ati ng

Organizing

Goal Setting

Translating

Reviewing

Evaluating

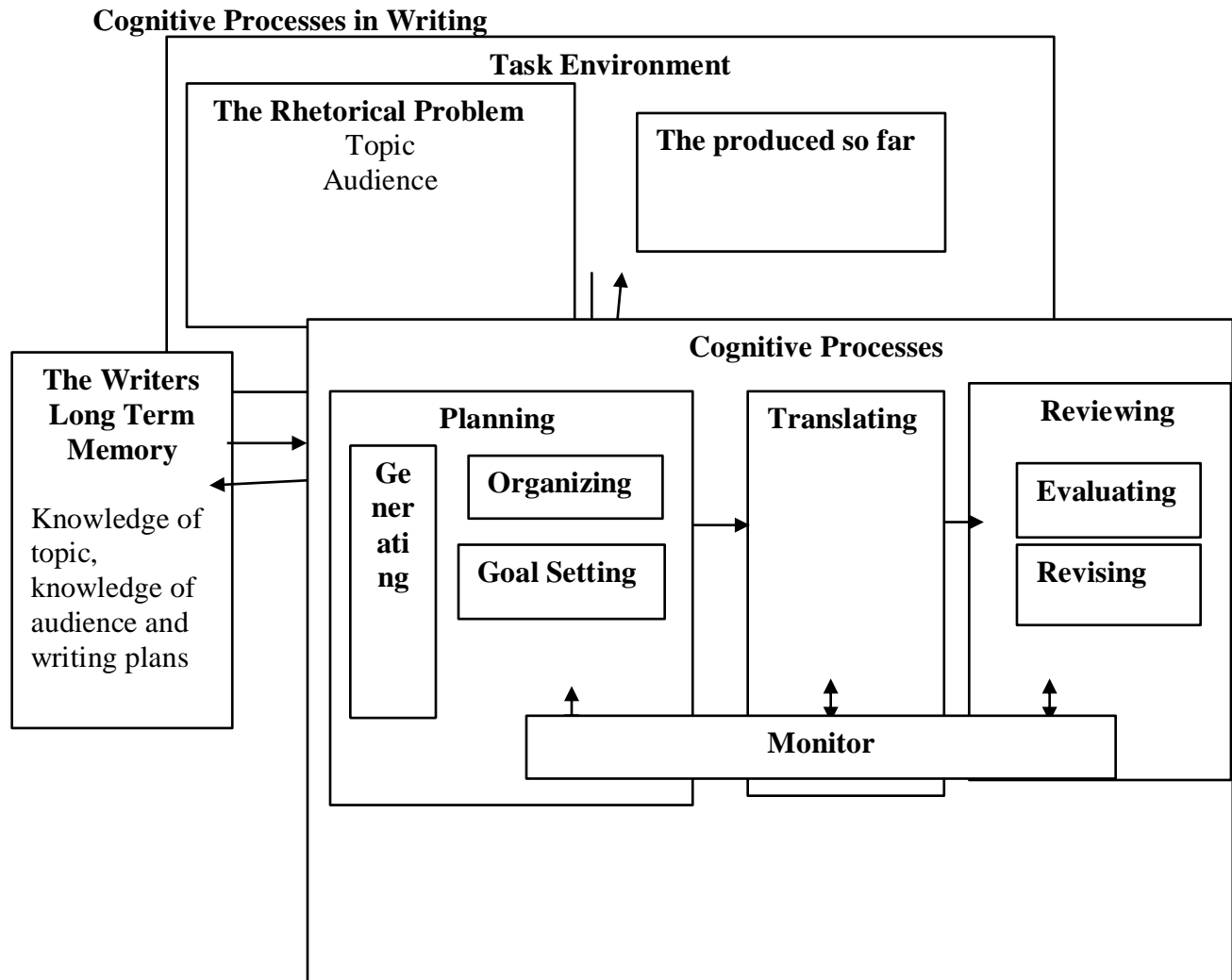**Revising**

Monitor

Figure 2.1 Cognitive Processes in Writing Model By Hayes and Flower (1981).

According to Hayes and Flower (1981) described the model of cognitive processes in writing process. Cognitive processes in writing can be identified through three stages of the writing process, namely: Planning, Translating and Reviewing. Explanation of the sub-process is explained as follows:

1. Planning

Planning can be defined as the writer did the process of taking information or gathered idea from task environment and long-term memory and using it to setting a goals based on task environment and compose a writing plan based on their knowledge about the topic to guide the production of text (Hayes and Flower,1981). There are the activities of planning stage, namely: making a list, free writing, mind mapping and compose an outline.

a. Making a list

According to Albright and Lagan (2020), making a list is a technique for generating ideas in which the writer jots down ideas as they come to mind. To make a list, the writer will make a list related to the topic in their writing. For example, a student wants to describe a place, the student can make a list with the characteristics of that object. Students can discuss to find ideas to describe the place with its location, conditions, architecture or interior, history or interesting facts about the place, and other details that can be conveyed both according to personal experience and general views.

b. Free writing

According to Albright and Lagan (2020), freewriting means jotting down in rough sentences or phrases everything thatcomes to mind about a possible topic.Free writing is a writing technique in which writers express themselves quickly and continuously, without regard for form, style, or even grammar. Freewriting, like making a list, this technique is typically used early in the writing process to collect and realize one's thoughts. For example, I know I want to talk about adopting an unloved pet rather than purchasing one from a pet store... let me see... I have a lot of reasons for this... hmmm some of them include all the unwanted animals that are put down or go without companionship, oh yes, and the money for adopting pets goes toward spaying and neutering cats and dogs so that there are no more unwanted pets generated.

c. Idea Mapping:

According to Albright and Lagan (2020), idea mapping is a writing technique that helps writers visualize their ideas on paper by using circles, lines, and arrows. This technique is also known as clustering because ideas are broken down and grouped, or clustered together. Many writers prefer this Methodology because the shapes show how ideas relate or connect, and the mapped relationships help writers find specific topics. For example, a student is asked to write a text with a topic related description by the teacher. The student grouping characteristics related to the topic given by the teacher such as color, personality, or shape. Students can generate ideas by drawing shapes to organize ideas related to the topic.

d. Outlining (Scratch outline)

Scratch outline or outlining can define an effective continuation of the plan technique. Outlining frequently follows freewriting, and a mind map may form gradually in the middle technique. In fact, attempting to sketch strokes is a smart approach to determine whether the writer requires additional prewriting. If the writer is unable to create a good outline, it is clear that extra prewriting or planning is required to clarify and reinforce the main ideas.

2. Translating

The translating process is to take information from memory and transform it into appropriate written English sentences under the guidance of a writing plan. Translating refers to how the writers in writing a text. The translating process gathered information and ideas based on memory and transformed into appropriate written English sentences under the guidance of a writing plan (Hayes and Flower, 1981). It should be underlined that the knowledge that the writer wants to express in a draft can be stored in various formats of idea generation to compose the idea in language or sentences form. Some knowledge is stored as language, such as proverbs, idioms or language features in genre of text which can be represented in linguistic form. For example of translating process as cited in Pulungan (2016), students gradually try to put their ideas and thoughts on paper. They start writing and link their ideas in a piece of writing, starting with one sentence and moving on to the next, and then sorting it into paragraphs that are well written and easy to understand. They strive to emphasize the use of proper English grammar, spelling and punctuation. After that, each student tries to write good English by paying attention to the correct English structure, punctuation and spelling.

3. Reviewing

Reviewing process can be defined as the writer assessed the overall outcome of their written text by re-reading and verifying the writing to ensure the text's perfection and to correct errors (Hayes and Flower, 1981). Reading and revising are strategies during reviewing. Reading is defined as the stage in which the writer reads his or her own writing and discovers errors or incorrect sentences. The aim is to discover and correct errors in writing convention and meaning inaccuracies, as well as to analyze materials with a focus on writing goals. While editing is to find and rectify weaknesses in the text in terms of language conventions and meaning accuracy, as well as to assess the extent to which the text achieves the writer's goal. According to Kellog (1994), reviewing entails reading the evolving text, evaluating the text or plans for text (both written and mental), and editing errors. It assesses how well one has gathered, planned, and translated. Working with personal symbols (for example, Is this idea adequate?), consensual symbols (for example, Is this sentence grammatical?), and their relationships (for example, Does this sentence convey my intentions?) are all part of the review process.

The writer attempts to adopt the prospective reader's point of view when reviewing. The goal is to anticipate and match the meaning that readers will derive from the text with the writer's intentions. For example of reviewing process as cited in Pulungan (2016), students finish writing a text. Each student tries to revise, check and evaluate their English writing work as a whole. They double-check spelling, vocabulary/collocation, punctuation, sentence structure, and paragraph coherence.

Writing Skill

There are two kinds of macro skills in language learning: receptive skills and productive skills. When learning to use a language, one of the productive skills that should be mastered is writing. This is due to the importance of writing ability in improving communication skills when acquiring a foreign language. To improve their communicative competence, students learn and acquire language in both written and spoken forms.

Nunan (2003) defined writing as the mental or physical process of developing ideas, deciding how to express them, and organizing them into statements and paragraphs that readers can understand. It denoted a cognitive process that attempts to process knowledge or ideas by writing

process. Writing is a necessary skill to master. Writing is a language skill that enables people to express their ideas, feelings, or perceptions.

It can concluded that, writing is a communication skill that involves expressing, organizing, and communicating clear information or ideas to readers through written text. This demonstrates that writing is a mental process of student communication in the form of written text that occurs during the writing process. Students can express themselves through writing, and the information they write can help the reader learn more. Additionally, writing is a Methodology of communicating information, ideas, thoughts, impressions, and feelings in written form, with the cognitive processes of planning, translating, and reviewing. Writing must be well organized in terms of ideas, words, grammar, content, and coherence. It is possible to conclude that comprehension and techniques for generating good ideas are required, but writing must also integrate these ideas into the components of good writing.

Descriptive Text

Dirgeyasa (2016) states that the word description or descriptive is etymologically derived from the word describe. Describe means to draw, illustrate, or picture an object, place, or person in order to have a visual representation of the object described. A descriptive text is one that goes into detail about people, things, and places. The social function of descriptive writing is to depict a picture of a person, place, or thing in the reader's mind. In addition, the goal of descriptive writing is to make our readers see, feel, and hear what we have seen, felt, and heard. The writer and reader want to reveal a subject through vivid and carefully chosen details, whether we're describing a person, a place, or a thing. The descriptive topic for this stage is based on the tenth-grade syllabus in curriculum 2013 in revision 2018, which is related to the subject chosen by the researcher and focuses on tenth grade students.

According to Dirgeyasa (2016), the generic structure and textual elements of descriptive writing are as follows:

1. Identification

The identification of terms or people who want to describe something is included in identification. And then, identification is a general opening statement in the first paragraph or sentence that introduces the subject of description to the audience. Furthermore, it can provide the audience with brief details about when, where, who, or what subject is being described.

2. Description

The description includes an explanation, a description of a person's identification terms, and information about the characteristics of a particular object. The description is a series of paragraphs about the subject, each starting with a topic sentence. The topic sentence foreshadows the information that will be included in the following paragraph. Next, each paragraph should describe one aspect of the subject, and all paragraphs should build on the subject description. The description can be in the form of the subject's physical appearance, qualities such as the level of beauty, superiority, or value, and other characteristics of the subject that are different from their description aspects.

Methodology

This study conducted by using Descriptive Qualitative Research. According to Cresswell (2012), qualitative research investigated a problem and provides a detailed understanding of a central phenomenon. Based on this understanding, the research was described the existing data and describe it to get a certain meaning of the findings.

The data of this study were paragraphs containing cognitive processes in writing descriptive texts and transcript of interview. The sentences were taken from each tenth grade students who did planning, translating, and reviewing in writing descriptive text. Then, after the students finished their writing, the researcher interviewed them to ask about the students' writing a descriptive text.

In this study, the technique of the data analysis by Miles, Huberman and Saldana (2014) was applied. They elaborate several steps of analyzing data: data condensation, data display and conclusion drawing.

Findings and Discussion

After analyzing the data cognitive processes in writing descriptive text and the reason cognitive processes in writing descriptive text, the findings of this study can be shown as follows:

The interview was conducted to find out and explain the reason cognitive processes of tenth grade student in writing in the way they do. Based on the transcript interview, the researcher found there were some underlying reason cognitive processes occur in the way they do and the data were analyzed as follows:

1. Planning

●Data 1 (Transcript of Interview Student NR)

Researcher	:	Selanjutnya apa yang kamu lakukan setelah memilih judul itu dek?
Subject NR	:	Menulis isi teks deskripsinya.
Researcher	:	Ada tidak kamu membuat kerangka karangan dek?
Subject NR	:	Ada sir.
Researcher	:	Terus bagaimana kerangka karangan yang kamu buat dek?
Subject NR	:	Jadikan saya kerangka berpikir terus dari itu saya merangkai kalimat menjadi deskripsi teks.
Researcher	:	Selanjutnya, ada tidak kamu mengalami kesulitan dalam memikirkan atau kerangka karangan itu dek?
Subject NR	:	Tidak
Researcher	:	Mengapa membuat kerangka karangan dek?
Subject NR	:	Karena sudah terbiasa sir. Kan yang paling penting menguasai judulnya dulu biar gampang menulis textnya.

Based on the data, it showed the transcript of interview subject NR. The researcher asked about the subject cognitive processes in planning stage, and the subject stated that after the subject chose an appropriate title, the subject composed an outline. It can seen in this statement "*Jadikan saya kerangka berpikir terus dari itu saya merangkai kalimat menjadi deskripsi teks",* It was explicit that the subject cognitive process composed an outline in the planning process.And the subject gave statement the reason composed an outline "*Karena sudah terbiasa sir. Kan yang paling penting menguasai judulnya dulu biar gampang menulis textnya.".* It can be seen that the subject used to make an outline and the subject mastered the title before the subject wrote the title. Futhermore, the subject constructed a sentence into a descriptive text. Then, the subject stated that the subject did not face any difficulties in composed an outline.

●Data 2 (Transcript of Interview Student AAR)

Researcher	: Saya sudah melihat hasil dan proses menulis descriptive text yang kamu lakukan. Dan sir memiliki beberapa pertanyaan yang ingin sir tanyakan kepada kamu. Yang pertama apa judu descriptive text yag kamu tulis dek?
Subject AAR	: Istana Maimun
Researcher	: Apa yang kamu lakukan sebelum menulis descriptive text?
Subject AAR	: Membuat Mind Mapping
Researcher	: Membuat Mind Mapping yang bagaimana dek?
Subject AAR	: Membuat bagan-bagan tentang istana maimun sir.
Researcher	: Mengapa kamu melakukan seperti itu?
Subject AAR	: Hmm… mikirin judul dan saya memastikan kalau mendeskripsikan judul itu sir sama membuat kerangka karangan sama list informasi sir.
Researcher	: Ada gak kesulitan yang kamu hadapi?
Subject AAR	: Kalau kesulitan ada sir vocabulary sir. Kayak kurang bisa membuat kosa kata sir.

Based on the data, it showed a transcript of the interview subject's AAR. The researcher asked about the cognitive processes of student AAR in the planning stage. The researcher asked subject AAR "*Apa yang kamu lakukan sebelum menulis descriptive text?*". Then, the subject gave the statement "*Membuat Mind Mapping*". The subject stated that after the subject chose the appropriate title, the subject composed a mind mapping. The subject made a chart about Maimoon Palace. It can be seen in this statement *"Membuat bagan-bagan tentang istana maimun sir"*. Then, the subject made sure that the subject could describe the title and composed an outline. It can be seen in this statement "*Hmm… mikirin judul dan saya memastikan kalau saya bisa mendeskripsikan judul itu sir sama membuat kerangka karangan sama list informasi sir.*" After that, the subject explained that the subject had difficulties, namely a lack of vocabulary. It can seen in this statement "*Kalau kesulitan ada sir vocabulary sir. Kayak kurang bisa membuat kosa kata sir*".

It can be concluded from both data that the reason for tenth-grade students' cognitive processes in the planning stage were the subject's habits of how they usually think about organizing their writing by determining the title and subject skills of composing an outline descriptive text.

2. Translating

●Data 3 (The transcript of Interview Student HQ)

Researcher	:	Selanjutnya, apa yang kamu lakukan dalam proses menulis?
Subject HQ	:	Setelah buat list dan kerangka karangan, setelah itu buat descriptive textnya dan mencari tahu tentang yang mau dideskripsikan.
Researcher	:	Mengapa kamu melakukan seperti itu?
Subject HQ	:	Agar lebih tersusun dengan baik.
Researcher	:	Dalam proses menulis itu ada gak kamu mengalami kesulitan?

Subject HQ : Sedikit mengalami kesulitan karena beberapa kata bahasa inggris yang kurang dipahami.

Researcher : Mengapa seperti itu?

Subject HQ : Karena beberapa kata bahasa inggris yang kurang dipahami sehingga mengalami kendala.

Based on the data, it showed a transcript of interview student HQ. The researcher asked about the cognitive processes of student HQ in the translating stage. The subject stated that after the subject composed an outline, the subject developed it into descriptive text. It can be seen in this statement "*Setelah buat list dan kerangka karangan, setelah itu buat descriptive textnya dan mencari tahu tentang yang mau dideskripsikan".*The subject added the reason for doing it so that it would be organized. It can seen in the subject statement *"Agar lebih tersusun dengan baik".* In transforming ideas of the subject into acceptable written English, the subject faced difficulties, namely the subject lack of vocabulary. As seen in the subject statement "*Karena beberapa kata bahasa inggris yang kurang dipahami sehingga mengalami kendala.*

- Data 4 (The Transcript of Interview Student AAR)

  Researcher : Kamu tadi bilang kamu membuat mind mapping dan kerangka karangan, selanjutnya apa yang kamu lakukan?

  Subject AAR : Setelah itu barulah saya menulis descriptive textnya sir. Kayak mengembangkan kerangka karangan yang saya buat dari kalimat utama terus dikembangkan menjadi struktur teksnya. Di paragraph utama itukan identifikasinya isinya saya kenalkan tempat wisata itu kayak istana maimun setelah itu diparagraf kedua baru saya buat struktur description yang isinya ciri-ciri dari tempat itu sir.

  Researcher : Setelah itu, ada tidak mengalami kesulitan menyusun descriptive text?

  Subject AAR : Tidak ada sir.

  Researcher : Bisa gak kamu ceritakan apa yang kamu tulisakan dengan judulmu itu?

  Subject AAR : Udah lupa sir. Kalau istana maimun itu sir kayak tempat kerajaan dari sultan deli terus dia sebagai salah satu ikon kota medan. Sekarang sudah banyak pedagang kaki lima disitu.

Based on the data, it showed a transcript of interview student AAR. The researcher asked about the cognitive processes of student AAR in the translating stage. The subject wrote a mind mapping and an outline in planning stage, and then the subject developed topic sentence into text structure of descriptive text. As seen in the subject statement "*Setelah itu barulah saya menulis descriptive textnya sir. Kayak mengembangkan kerangka karangan yang saya buat dari kalimat utama terus dikembangkan menjadi struktur teksnya. Di paragraph utama itukan identifikasinya isinya saya kenalkan tempat wisata itu kayak istana maimun setelah itu diparagraf kedua baru saya buat struktur description yang isinya ciri-ciri dari tempat itu sir".* The subject was asked to explain what the subject wrote, and the subject could not explain it because the subject forgot it.

It can be concluded from both data that the reasons of tenth grade students cognitive processes in the translating stage were the different abilities to think in constructing sentences into text structures of descriptive text, namely identification, and description. Then, the subjects faced difficulties, namely a lack of vocabulary in the translating stage.

3. Reviewing

● Data 5 (The Transcript of Interview Student MRM)

Researcher   : Setelah kamu melakukan proses menulis, selanjutnya apa yang kamu lakukan dek?
Subject MRM : Untuk merubah kalimat yang salah yang tadi di tulis.
Researcher   : Mengapa kamu melakukan seperti itu?
Subject MRM : Karena ada tulisan yang salah sir.
Researcher   : Setelah itu apa yang kamu lakukan selanjutnya?
Subject MRM : Itu saja sir.
Researcher   : Apakah kamu sudah yakin dengan tulisan kamu?
Subject MRM : Karena saya yakin sudah bagus tulisannya
Researcher   : Itu saja yang sir ingin tanyakan. Terima kasih Rahman.

Based on the data, it showed a transcript of interview student MRM. The researcher asked about the cognitive processes of student MRM in the reviewing stage. After the subject transformed ideas in the translating stage, the subject checked and revised an error sentence in the text. The reason the subject did it was because the subject found an error sentence in the text. As seen in the subject statement *"Karena ada tulisan yang salah sir".* Then, the subject submitted it after checking and revising it, and the subject was convinced of the text.

● Data 6 (The Transcript of Interview Student T)

Researcher : Setelah menulis itu, apa yang kamu lakukan selanjutnya?
Subject T   : Saya membacanya dulu.
Researcher ; Mengapa kamu melakukan seperti itu?
Subject T   : Karena saya ngerasa belum sesuai kalimatnya dengan teks dan memperbaikinya.
Researcher : Setelah itu apa yang kamu lakukan selanjutnya?
Subject T   : Setelah itu saya kumpulkan
Researcher : Jadi kamu sudah yakin dengan tulisanmu?
Subject T   : Sudah sir.
Researcher : Mengapa kamu sudah yakin dengan tulisanmu?
Subject T   : Saya yakin karena saya sudah periksa.

Based on the data, it showed a transcript of interview student T. The researcher asked about the cognitive processes of student T in the reviewing stage. In reviewing stage, the subject read and revised the text, because the subject thought did not match sentences in the text. As seen in the subject statement, "*Karena saya ngerasa belum sesuai kalimatnya dengan teks nya dan memperbaikinya".* After that, the subject collected it and the subject was convinced of the text.

It was inferred that the reasons for the cognitive process of grade tenth students in the planning stage were that the students had the awareness to rethink their results by reading and reflecting on the text they had written and that they revised errors in the text to ensure the results of their writing.

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Discussion

Cognitive processes are as mental activities such as thinking, understanding, and remembering. According to Hayes and Flower (1981), the students' cognitive processes in writing were going through three processes, namely planning, translating, and revising. In this study, the tenth-grade students at SMAS Amir Hamzah Medan were chosen as source of data. The purposes of this research are to describe cognitive processes in writing of tenth grade students and to explain the reasons behind the way they do. There are a number of items that are deemed crucial to discuss after data analysis and findings the results.

The researcher found a similarity between the results of this study and the results of relevant studies. The previous study conducted by Tarigan (2020) revealed the findings of the cognitive processes of different genders in writing argumentative texts. The cognitive process of students in writing argumentative text did planning, translating and reviewing. The students generate ideas through brainstorming and then organize their thoughts as a guide for writing. Then, the students visualize their ideas into generic structure and review their writing.

Furthermore, the findings of the study conducted by Gultom (2023) revealed the findings showed that the students tended to compose an outline as a plan and visualize ideas based on their memory and writing abilities. Further, in the process of rewriting they did rewriting by revising the mistakes in their previous writing.

On the other hand, the finding of this study was different from a relevant study conducted by Sianturi (2020). The study revealed the cognitive processes of the students of different genders differed. Male students' writing cognitive processes were divided into two stages: (a) organizing the idea and (b) translating the text. And then, the students did not revise their writing.

Besides, the findings of this study showed the reasons of cognitive processes of tenth grade students occur in writing descriptive found that in the planning stage were the subjects' habits of how they usually think about organizing their writing by determining the title and subject skills of composing an outline descriptive text. The reason for tenth-grade students' cognitive processes in the translation stage was the different abilities to think in constructing sentences into text structures of descriptive text, namely identification, and description. Then, the subjects faced difficulties, namely a lack of vocabulary in the translation stage. The reason for the cognitive process of grade tenth students in the planning stage was that the students had the awareness to rethink their results by reading and reflecting on the text they had written and that they revised errors in the text to ensure the results of their writing.

Conclusion

Based on the research's findings, it is obtained some conclusions as follows:

1. The result of data analysis in an interview with tenth-grade students at SMAS Amir Hamzah Medan showed the reasons for tenth-grade students' cognitive processes in writing. The reason for tenth-grade students' cognitive processes in the planning stage was the students' habits of how they usually think about organizing their writing by determining the title and subject skills of composing an outline descriptive text. The reason of tenth grade students cognitive processes in the translating stage were the different abilities to think in constructing sentences into text structures of descriptive text, namely identification, and description. Then, the students faced difficulties, namely a lack of vocabulary in the translating stage. The reason of the cognitive process of grade tenth students in the reviewing stage were the students had the awareness to rethink their results by reading and reflecting on the text they had written and they revised errors in the text to ensure the results of their writing.

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From the research result that have been concluded by the researcher, the researcher would like to suggest some points:

1. For the teachers, the teachers are advised to pay more attention in teaching writing and the teacher can use this study to be reference and insights regarding the cognitive processes of tenth-grade students in writing. This study will also provide teachers with information that it will help to develop English teaching, especially in developing the cognitive processes of tenth-grade students in writing.

2. For students, the tenth-grade students of SMAS Amir Hamzah Medan are suggested to be carefull and pay attention more to the writing they write. They should had understanding about composed a text appropriate and they should had a good understanding the planning, translating and reviewing before and after wrote a text. As cognitive processes, writing quality can be improved by having more ideas or information in the students thinking process related to the text being written and the student need to improve their skill based component of writing.

3. To other researcher, the result of this study can be used as relevant study to conduct research about cognitive processes in writing a text.

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Development of the Teaching Medium in the Subject "Speaking" with the Help of the Benime Application

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Abstract: The aim of this research is to create an animated video-based teaching medium for the A2 level. In this research used descriptive qualitative Methodology. The development process consisted of explaining the phases of Richey and Klein's theory. These include (1) planning, (2) creation, and (3) evaluation. The data of this research are all idioms, vocabularies and sentences in the topic "Festival und Celebration" and the data source of this research is book Studio Express A2 by Hermann Funk and Christina Kuhn 2017 and from the internet. This research is carried out in the language laboratory of the Faculty of Language and Arts of the Universitas Negeri Medan. The result of this study is a teaching medium in the form of video animation in MP4 format on the subject of "Festival and Celebration" for the subject A2 speaking. This video animation is 11 minutes 5 seconds. The development process includes the phases of defining, designing and developing. The materials and media are checked by experts and the results of the teaching medium Benime application is good (93.84).

Keywords: development of the teaching medium, speaking A2, application Benime.

Introduction

German is one of the foreign languages taught in high school. In order to learn German, students must be able to master four: speaking, writing, reading and listening. These four language skills are linked.

Knowledge of German must be supported by knowledge and mastery of a rich, productive and up-to-date vocabulary in order for students to be able to communicate fluently with one another. However, many students have difficulty communicating due to their very poor command of vocabulary, are afraid to speak and choose to remain silent. According to Hafid. S (2015) furthermore, speaking skills are difficult to teach as they require students to have the willingness, mentality and courage to perform in front of others. This reduces students' interest in learning German.

In this inquiry that is on the subject of festivals and celebrations. This subject is discussed in the book Studio Express A2 by Hermann Funk, et. Al. Book Studio Express A2 by Hermann Funk, et. Al, (cf. 2017:6-126) is a German language book used by students at Universitas Negeri Medan. The Studio Express book consists of twelve units with different themes. They are: living and studying in Europe, family history, travel, leisure and hobbies, everyday media, going out, meeting people, from the countryside to the city, experiencing culture, working environments, festivals and celebrations, using all your senses, ideas and discoveries. In the third semester,

students get to know festivals and celebrations. The students can repeat the material with the content of the video animation.

The results of this survey indicate that many students need interesting teaching materials in the festivals and celebrations subjects to better understand this topic, especially speaking skills. For this reason, lecturers and students need interesting teaching media in order to be able to deal more easily with the topic of festivals and celebrations. For example, using video animation. Instructors can use video animation to teach students about festivals and celebrations. Teaching media are tools that serve to convey learning messages. Pursuant to RI Law No. 20 of 2003, Article 1, Section 20. Instructional media are one of the components that support the success of the teaching and learning process. Teaching medium is one to improve the speaking skills students need teaching medium, including application Benime.

Benime is an online application program on the Internet and functions as a video maker application for presentations and teaching media. These applications will stimulate student interest, stimulate student interest in learning and promote student learning outcomes. Benime is a teaching medium that can be used to help students speak A2 as it contains video animation with dialogues for students to engage in. Due to its nature, it is suitable for students who are just beginning to learn German, especially language skills, to help students understand the material or increase vocabulary. This application has a simple interface but is capable of producing interesting videos that make it easier for students to transmit or receive what they have learned. In addition, this application can also be accessed or used on Android without having to use a laptop, so students who do not have or do not have a laptop can easily study.

Based on the above explanation, the author is interested in investigating the title "Development of the learning medium in the subject "Speaking" using the Benime application.

- What is the process of developing the teaching medium in the subject "Speaking" with the help of the Benime application?
- What is the result of the development of the teaching medium in the subject "Speaking" with the help of the Benime application?

Literature Review

The development model

As Richey and Klein describe in Sugiyono (2015:39) a development model used in this study is a plan, build, and evaluation model. The focus of this development research is a start-to-finish analysis, including design, production, and evaluation .

Richey and Klein focus on analytical development research from beginning to end, including: (1) planning, (2) construction, and (3) evaluation. Planning means the activity of creating product designs. Creation is the activity of making products based on designs that have been created. And evaluation is assessment of the results of materials and media, validated by experts.

The Concept of the Learning Media

Arsyad (2016, p.3) said: "Media is a tool that conveys or delivers learning messages. Learning media are graphic, photographic or electronic tools for acquiring, processing and rearranging visual or verbal information. Sudjana & Rivai (2015, p.1) state that learning media are a teaching tool that is regulated by the teacher in the Methodologyological component as one of the learning environments.

From the above explanation, it can be concluded that learning media is a tool that helps convey learning messages that are included in the Methodologyology component as one of the regulated learning environments.

The word media comes from the Latin word medius, which literally means the "middle" intermediary or introductory message from the sender to the message (Azhari, 2015). Media are a means of disseminating messages or information in the teaching and learning process that are intended to be conveyed from the source of the message to the destination or recipient of the message (Mahnun, 2012). Learning media can be understood as anything that can channel information from information sources to information receivers (Falahudin, 2014). Learning media as a whole is a tool or material used in the teaching and learning process and acts as a carrier of information from learning resources.

The Benime application

Benime is a video editor and writes engraving application like words and also accompanied by music and audio that is easy to understand. Benime uses animated sketches to present presentations with illustrations of images on a white background, namely a presentation medium with a screen like a whiteboard and a hand animation that moves to write or draw something according to the object on the screen in Android or PC.

Benime is a Whiteboard Animation Creator application by Benzveen is listed in category Art & Design. This application program is online which is on the internet and works as a video maker application for presentations and learning media. Benime application has an attractive look and is unique and contains many animation options and is easy to use.

Benime Based Learning Animation Video is a simple cartoon animation video that can be created via gadgets, cellphones and laptops with educational materials that are designed and customized and can be used as a learning medium for speaking skills as it is especially interesting and interesting for students who are just learning German what is impressive is to help undergraduates and students to understand the given material.

Speaking ability at level A2

In Indonesia, German has been voted one of the most popular foreign languages taught in high school (SMA), vocational high school and Madrasa Aliah (MA) (Malik, Emzir and Sumarni 2020). When learning German not only refers to the established curriculum but also uses the Common European Terms of Reference or the Common European Framework of Reference for Languages (CEFR). According to Widodo in (Dosi and Budiningsih2019) GER is a European language standard that is the benchmark for teaching German worldwide. Based on CEFR, level or mastery German is divided into six levels, namely A1 and A2 (basic level), B1 and B2 (intermediate level) and C1 and C2 (advanced level). The CEFR reference is used to determine

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the language level at high school level and its equivalent at elementary level A1 (level A1), (Nurohmah, Rafli, and Hutubessy 2020). In addition to referring to the curriculum of the 21st century and CEFR when learning German, teaching is also integrated into four language skills, namely listening comprehension (listening comprehension), speaking ability, reading comprehension (reading skills) and writing skills (writing skills).

Conceptual basis

German is one of the international languages widely used by the world population in both business, education and daily communication. German starts learning at SMA, SMK, MA and universities. German has four language skills, namely listening, speaking, reading and writing. In addition to these four skills, grammar and vocabulary are also taught.

The aim of this research is to create an animated video-based teaching medium for the A2 level. This teaching medium can be used on the topic of festivals and celebrations at level A2. The material and dialogue comes from Studio Express A2 books and the internet, these media are useful and interesting for students. Therefore, with the Benime application on the subject of festivals and celebrations, an interactive medium for German language skills at A2 level was created. In this study, Richey and Klein's theory was used, including (1) planning, (2) creation, (3) evaluation.

Research Methodology

This investigation is developmental research. The purpose of this research and development is to create and test a product. This study used a descriptive qualitative Methodology. This study uses the theory of Richey and Klein including: 1) planning, 2) construction, 3) evaluation.

The data of this research are all idioms, vocabulary phrases and sentences in the topic "Feste und Celebrations" and the data source of this research is book Studio Express A2 by Hermann Funk and Christina Kuhn 2017 and from the internet.

This research is carried out in the German department of the Faculty of Languages and Arts at the Universitas Negeri Medan.

This study uses the Richey and Klein theory. In Chapter II this theory would already be explained. There are three steps in this theory. These are: (1) planning, (2) creation and (3) evaluation. Below will be explained old steps of creation, and will describe the scheme according to Richey and Klein.

- The planning

The planning phase is an activity in planning products that will be used for specific purposes. In this first investigation phase, information for the needs analysis was collected with the help of a questionnaire. Questions are asked to help students overcome problems or difficulties in learning German, especially by encouraging the students.

- The creation

The second stage is to create a product. This phase is an activity to create a product based on the design concept. In this phase of production, learning media are created using the Benime

application. After that, it was developed into an animated video as a medium for learning speaking skills.

- ▪ The evaluation

The final stage is the assessment. The evaluation phase is a review to assess the quality of the product that meets the criteria for good learning materials and learning media. The validation is carried out by a materials expert and a media expert.

Findings and Discussion

This chapter discusses research results. This chapter contains the results of creating animated videos for learning German with Benime application for speaking subjects for level A2. The themes is festivals and celebrations.

This animated video has been reviewed by experts. Experts provide suggestions and comments. Design experts give grade 4 for 5 aspects. A grade of 4 means very good and the design expert gives grade 3 for 2 aspects. A score of 3 means good, hence the value of this educational game about festivals and celebrations with the help of Benime application 93, 84 (good). The material expert gave a score of 4 for 3 aspects. A score of 4 means very good and design experts give a score of 3 for 3 aspects. A score of 3 means good, hence the value of this material about festivals and celebrations using the Benime app 87.5 (good).

The Discussion

As part of this research, an animated video can be developed for the subject Speaking A2. From the results of this study, it can be concluded that the animated video with the topic "Festivals and celebrations" represents a unit for the subject speaking at level A2. As a result of the research, a video was created on the subject of "Festivals and Celebrations" for the subject Speaking A2. The video consists of idioms, vocabulary for festivals and celebrations, a dialogue developed by the author, an epilogue and an exercise on the topic of festivals and celebrations. This animated video is made in three stages of development presented by Richey and Klein (in Sugiyono, 2015:39), namely: (1) planning, (2) creation, (3) evaluation.

There are difficulties in making such animated videos. The writer needs to adapt the material and use animated characters that fit the theme. Only two characters can be created by the writer herself, so the writer must be creative and innovative in designing the character while maximizing the use of existing traits. And through the guidance of consultant and expert judgement, the writer can improve the animation video well.

This research is limited to the creation of an animated video for the subject Speaking A2 with the topic "Festivals and Celebrations", not for other topics. And the research findings focused specifically on German learners in Indonesia.

Conclusion

Based on the results of the above investigation, it can be concluded as follows:

- ● The process of creating an animated video on the subject of "parties and celebrations" for the subject Speaking A2 consists of development stages by Richey and the customer (in Sugiono 2015:39) . Namely: (1) planning, (2) creation and (3) evaluation. An online survey has been

conducted and collected during the planning phase, and animated video material on the subject of "Festivals and Celebrations" for the subject Speaking A2 with the Benime application is in preparation. The second phase is creation. In this phase, an animated video design for "Feasts and Celebrations" for the subject Speaking A2 was created using the Benime application. The third stage is the assessment. In this phase, a validation is carried out. The validation includes materials and media.

- The results of the development of the teaching medium in the subject Speaking A2 with the help of the Benime application on the subject of "Festivals and Celebrations" are:
  - The results of the study are in the form of learning media in the form of animated videos in MP4 format on the subject of "Festivals and Celebrations" for the A2 speaking subject. This animated video is 323MB in size and supported with subtitles and audio. The audio is a voice over of the text included in the Benime application. The duration of this animated video is 11 minutes 5 seconds. This animated video on the subject of parties and celebrations is packaged well, practically and effectively to be used as a teaching medium.
  - Animated video validation on the topic of "parties and celebrations". Material validation and media validation were performed by experts. The materi was validated by a materials expert (Indah Aini, S.Pd., M.A) and received a score of 87.5. This animated video was validated by a media expert (Sri Puji Lestari, S.Kom) and the media validation scored 93.84 points.

The Suggestions

Based on the discussion of research results from the development of animated videos for the production of teaching medium with the Benime application on the festivals and celebrations material, some suggestions are made among others:

- This animated video on the subject of "Festivals and Celebrations" can be used by students in the future as an additional learning medium for speaking A2.
- German students or learners of German can use this animated video on the subject of "Festivals and Celebrations" as a flexible learning medium when learning German for speaking A2, regardless of time and place.
- General readers should use the animated video with the Benime app on the subject of "Feste und Celebrations" as a reference for further research and a better understanding of learning German.

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H5P Framework-Based Content Development in Artificial Intelligence Course of Indonesian Language and Literature

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Abstract: This paper aims to develop interactive H5P framework-based e-learning content in "Artificial Intelligence Course of Indonesian Language and Literature" at the Indonesian Literature Study Program, Faculty of Language and Arts, Universitas Negeri Medan with a problem formulation on how to form content development and how the feasibility of the content is. This research uses the R&D (*Research and Development*) development Methodology with the ADDIE model research procedure. The result of the study is interactive-based learning content that has been developed using the H5P framework, namely a 22-minute video podcast entitled "Obrolin Artificial Intelligence with Experts" from Unimed. The conclusion of media validation and material experts shows that the content is very worthy of use with a media assessment of 89.58% and a material assessment of 93.18%.

Keywords: content, H5P framework, Artificial Intelligence

Introduction

In this era, the use of creative and innovative technology has begun to be developed in the preparation of media and learning content in lecture rooms. Interactive multimedia-based learning content is a good way to stimulate student knowledge, because it must be fun. In line with this, Dwi Surjono (2017: 5) stated that one way to increase motivation in using multimedia is to provide activities. Therefore, a multimedia learning must be interactive, so as to provide opportunities for students to move. This paper discusses the development of interactive-based e-learning content using the H5P framework in the Indonesian Language and Literature Artificial Intelligence course.

H5P is an HTML 5-based web framework or work tool that facilitates users with various interactive learning content, such as presentations, interactive videos, podcasts, quizzes, drag and drop, memory games, and so on. Furthermore, H5P can be accessed for free by loading an open source and responsive system and can be integrated on a Moodle-based e-learning platform. In June 2018 the company's management announced that H5P has been financially supported by the Mozilla Foundation in the MOSS program. In addition, there are currently four platforms that can be integrated with the H5P framework, namely Drupal, WordPress, Tiki, and Moodle. So that the application is very easy, interesting, and also fun. In principle, this research is expected to bridge students' knowledge and competence to the four skills of the 21st century, namely creativity, critical thinking, communication, and collaboration in the era of Society 5.0.

The Artificial Intelligence Course of Indonesian Language and Literature is a new course in the current Merdeka Curriculum presented by the Indonesian Literature Study Program, Department of Indonesian Language and Literature, Faculty of Language and Arts, Universitas

Negeri Medan. As a new course that has good expectations for student competence in the field of digital product development of Indonesian language and literature, it is necessary to develop interactive-based e-learning content that can add to the wealth of knowledge and knowledge of students so that lectures in this course are more interesting and fun. The Indonesian Language and Literature Artificial Intelligence course instils competencies in students with knowledge of various multimedia applications or digital computing that can be used in the field of Indonesian language and literature.

Analysis of the need for interesting and fun e-learning content in the Artificial Intelligence course of Indonesian Language and Literature, was conducted through a comprehensive interview with the head of the Indonesian Literature study program, Department of Indonesian Language and Literature, Faculty of Language and Arts, Universitas Negeri Medan. As a content creator, researchers are considered capable of developing interactive learning content that is expected to bridge students' knowledge and competencies. Based on this rationale, this study developed interactive-based e-learning content in the form of video podcasts. Content interactivity is adapted to the tools available in the H5P framework. The formulation of the problem formulation is what is the form of developing interactive-based e-learning content in Indonesian Language and Literature Artificial Intelligence lectures using the H5P framework? and how is the feasibility of interactive-based e-learning content in Indonesian Language and Literature Artificial Intelligence lectures by using the H5P framework in media and material expert validation tests.

As reference material in this study, there are several previous studies that discuss the development of interactive content, namely the research of Siregar, Alfina Gustiany and Sembiring, Friscilla in 2022, entitled Interactive Learning Content Using H5P in Pronunciation Course, published in the Journal of Education, Humanities, and Social Sciences (JEHSS) volume 5 number 2, pages 1219-1225. Furthermore, Utari, Dian Asa, Miftachudin et al's research in 2022 entitled Utilization of H5P in the Development of Interactive Online Language Learning Media, was published in Metalingua Journal of Indonesian Language and Literature Education, volume 7 number 1, pages 63-69.

Review of Literature
Content
According to the Kamus Besar Bahasa Indonesia (KBBI), content is information available through media or electronic products. Furthermore, according to Simarmata (2011), content is the subject, type, or unit of digital information. Content can be text, imagery, graphics, video, sound, documents, reports and others. That is, content is all things that can be managed in electronic format. Based on some of these expert opinions, it can be concluded that learning content is the main thing in the learning process, it can be said that content is the spirit of learning. In addition, learning content must also be interesting and fun and can foster student enthusiasm for learning. Therefore, in this study, interactive-based e-learning content will be developed using the H5P framework, namely interactive learning videos in the form of podcasts.

H5P Framework
H5P framework or work tool is an HTML 5-based web framework learning evaluation tool program with a variety of interactive content such as presentations, interactive videos, game memory, quizzes, multiple choice, drag and drop that can be accessed easily.

Based on data obtained from Wikipedia pages, the H5P framework or toolkit was first released on January 25, 2013. The type of content in H5P applications works the same way as all H5P-compatible websites. To make it easier to integrate this app with the new platform, it has been designed to minimum platform-specific code and minimum backend code, most of the code is JavaScript. To be precise, H5P is a free and open source content collaboration framework.

H5P can be a very interesting learning medium to use because the digital perspective is more suitable for today's students. H5P is designed to share, create, and reuse interactive content. Usually, e-learning content created has interactive learning media so that it can cause and increase motivation in learning activities, therefore the right media is needed to make interactive content that can stimulate positive responses from every learning material delivered in the Indonesian Language and Literature Artificial Intelligence course.

Methodology

This research uses the R&D (Research and Development), that is the development Methodology with the ADDIE model, such as Analyse, Design, Development, Implementation, and Evaluation which developed by Dick and Carry in 1996.

Results and Discussion

The results of the research in the form of developing interactive-based e-learning content are video podcasts as many as two episodes. The following will describe the stages of development.

▪ **Analysis Stage**

The target users in the development of this research product are sixth-semester students of the Indonesian Literature study program, Department of Indonesian Language and Literature, Faculty of Indonesian Language and Literature, Universitas Negeri Medan. Based on the results of interviews conducted, it shows that interactive learning content is needed that is interesting and fun, considering that the Artificial Intelligence course of Indonesian Language and Literature is a new course.

▪ **Design Stage**

The next stage is the design of interactive-based e-learning content using the H5P framework. H5P is an open source framework based on JavaScript, making it easier for users to create/develop learning content to share it. Here's what the design looks like

▪ **Development Stage**

This stage is carried out by developing interactive-based e-learning content using the H5P framework through the web base plug-in. The manufacture is certainly adjusted to the design of the design. First, researchers collected material taken from conversations with lecturers who teach courses and digital literature studies, namely, Google and YouTube.

This episode invited and interviewed IT persons as well as lecturers at the Information and Computer Technology Education Study Program, Faculty of Engineering, Universitas Negeri Medan, namely Bagoes Maulana, S.Kom., M.Kom. The form of the podcast video display that has been published on the PapaBiyya Production Youtube Channel. PapaBiyya Production is a Youtube channel account owned by researcher Muhammad Anggie Januarsyah Daulay. which currently has around 2000 subscribers or subscribers. Here's how the podcast video looks on PapaBiyya Production's Youtube channel.

Figure 1 PapaBiyya Production Youtube Channel Account

Furthermore, we will describe the display of interactive-based e-learning content development on the following H5P framework.

3.1 Interactive Video Display (Podcast)

▪ **Upload/Embed Video**

Before the content development, researchers filmed a podcast with speakers with IT education backgrounds from Universitas Negeri Medan, namely Bagoes Maulana, S.Kom., M.Kom. The reason for determining the resource persons was based on their expertise in the field of computer information technology who completed bachelor and magister in computer. The filming location was carried out at PapaBiyya Studio, Menteng Indah Street Block C2 Number 9, Medan Denai. After the filming is complete, then edit the footage until it becomes a complete video of 22 minutes. The topics discussed are around Artificial Intelligence including the concept of Artificial Intelligence, the history of the development of Artificial Intelligence in the world and in universities, the inventor of Artificial Intelligence and the impact of using Artificial Intelligence for the world of work and students. Here is what video upload looks like on the H5P framework.
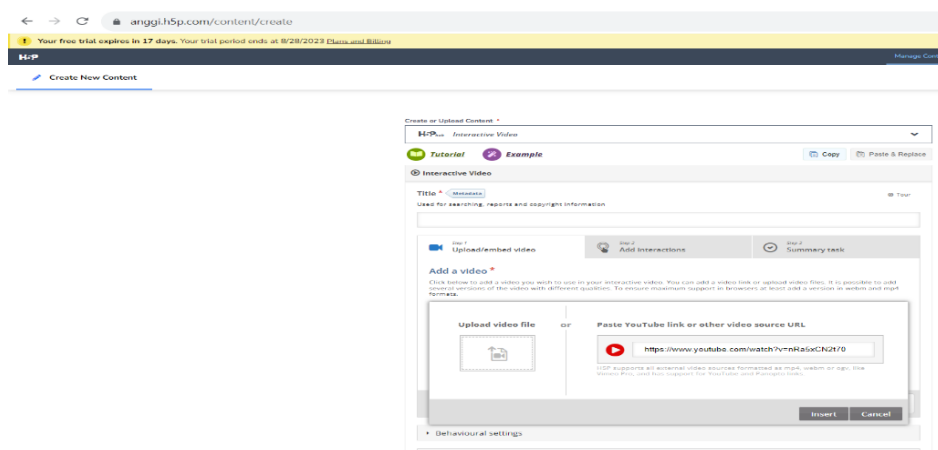

Figure 2. Video Upload Display

3.1.2 Add Interactions

This stage is to create questions and set the duration of questions that will appear on the H5P framework view. Content interactivity, lies in the listening process carried out by students on conversations between researchers and resource persons from the beginning to the end of the video. The finger symbol that will appear contains direct questions for students to answer by clicking on them. There are two answer options, if the question is correct, then the system will show the green line, while if the answer is wrong, a red line will appear. The questions given in this video podcast are as many as six questions. This is done so that student competence is maximized by watching from the beginning to the end of the video.

The questions that have been compiled, then set the duration by adjusting the minutes of question exit. This of course must be adjusted to the substance of the discussion between the researcher and the source. In this episode, interactive questions from the discussion were in the form of what is the concept of Artificial Intelligence, what is the history of the development of Artificial Intelligence, what year did Artificial Intelligence enter Indonesia and how it developed in universities, who is the inventor of Artificial Intelligence according to the books read by the speakers, how the positive and negative impacts of Artificial Intelligence for the world of work and students.
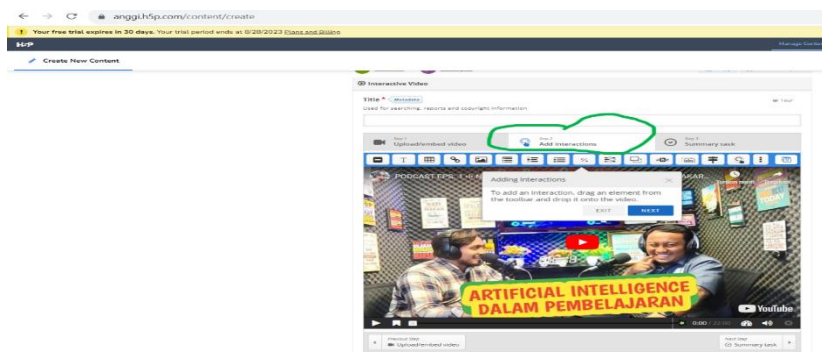
Figure 3 Add Interactions Video Podcast

3.1.3 Summary Task

Summary task is the final stage of developing interactive videos on the H5P framework before it is published and ready to use. Basically, this stage contains the conclusions of all questions. For example, questions that have been prearranged based on the minute, will reappear as a reinforcement of memory of questions that have been answered. After all the questions have been answered, the final score will appear as well as brief comments from the content developer. Then the words continue will appear, click and all processes are complete.
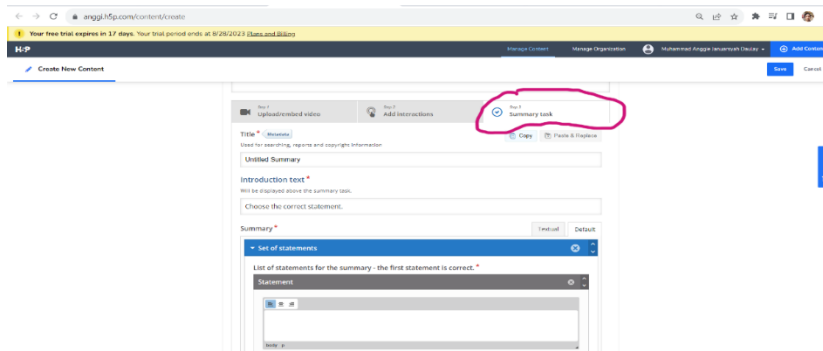
Figure 4 Summary Task Video Podcast

▪ **Implementation Stage**

The implementation stage is a trial of e-learning content that has been developed to a number of respondents, namely sixth-semester students of the Indonesian Literature study program who contracted the Indonesian Language and Literature Artificial Intelligence course. But before e-learning content is used, researchers ask two experts, namely media experts and material experts to provide an assessment of the e-learning content products that have been developed.

4.1. Media Expert Assessment Results

Media experts are respondents who are tasked with validating a learning media. This e-learning content is tested by media experts who understand software systems, audio-visual communication, and media The following are presented media validation indicators and media assessment results by experts.

Table 1. Media Validation Indicators

Aspects	Indicator	Score			
		1	2	3	4
Audio dan Visual	Video display quality				✓
	Audio quality in video				✓
	Compatibility of language selection with content			✓	
	Accuracy of voice usage				✓
	Attractiveness of video content			✓	
Media	Duration conformity to learning				✓
	Interesting video flow			✓	
	Ease of media access				✓
Benefit	Facilitate the learning comprehension process			✓	
	Can be used anytime and anywhere				✓
	Independence in media use				✓
	Clarity of the material			✓	

Table 2. Results of Assessment and Validation by Media Experts

Aspects	Indicator	Percentage	Criterion
Audio dan Visual	Video display quality	100%	Excellent
	Audio quality in video	100%	Excellent
	Compatibility of language selection with content	75%	Good
	Accuracy of voice usage	100%	Excellent
	Attractiveness of video content	75%	Good
Media	Duration conformity to learning	100%	Excellent
	Interesting video flow	75%	Good
	Ease of media access	100%	Excellent
Benefit	Facilitate the learning comprehension process	75%	Good
	Can be used anytime and anywhere	100%	Excellent
	Independence in media use	100%	Excellent
	Clarity of the material	75%	Good
Average percentage		89,58%	Excellent

Based on the assessment questionnaire on media content above, media experts gave a very good assessment of 89.58%. So it can be concluded that the e-learning content that has been developed is very feasible to be used in supporting learning in the Indonesian Language and Literature Artificial Intelligence course.

1. Material Expert Assessment Results

Material experts are respondents who test the feasibility from the perspective of the material on learning content. The following are presented indicators of material validation and the results of material assessment by experts.

Aspects	Indicator	Score			
		1	2	3	4
Self Instruction	The material presented is easy to understand				✓
	These videos allow learners to learn independently			✓	
	Videos keep learners motivated to seek additional material			✓	
Self Contained	This video can support the achievement of learning objectives				✓

Aspects	Indicator				
	This video can support the implementation of blended learning models				✓
	The material contained in the application is in accordance with the RPS course Artificial Intelligence Indonesian Language and Literature				✓
Stand Alone	This video material provides enough information to understand the concepts taught			✓	
	The video material is clear and coherent so that the concepts are interrelated				✓
Adaptive	The materials in the video are in accordance with the development of science and technology.				✓
User Friendly	Easy access to videos				✓
	The video is accompanied by features that support the understanding of the material				✓

Table 3. Material Validation Indicators

Aspects	Indicator	Percentage	Criterion
Self Instruction	The material presented is easy to understand	100%	Excellent
	These videos allow learners to learn independently	75%	Good
	Videos keep learners motivated to seek additional material	75%	Good
Self - Contained	This video can support the achievement of learning objectives	100%	Excellent
	This video can support the implementation of blended learning models	100%	Excellent
	The material contained in the application is in accordance with the RPS course Artificial Intelligence Indonesian Language and Literature	100%	Excellent

Stand Alone	This video material provides enough information to understand the concepts taught	75%	Good
	The video material is clear and coherent so that the concepts are interrelated	100%	Excellent
Adaptive	The materials in the video are in accordance with the development of science and technology.	100%	Excellent
User Friendly	Easy access to videos	100%	Excellent
	The video is accompanied by features that support the understanding of the material	100%	Excellent
Average percentage		93,18%	Excellent

Table 4. Results of Assessment and Validation by Material Experts

Based on the assessment questionnaire on the two material content above, material experts gave a very good assessment of 93.18%. So it can be concluded that the e-learning content that has been developed is very feasible to be used in supporting learning in the Indonesian Language and Literature Artificial Intelligence course.

2. Evaluation Stage

Evaluation stage is carried out in order to improve the e-learning content that has been developed using the H5P framework. The suggestions and criticisms from both experts on visual perspective are as follows.

Aspects	Suggestion		Improvements to the App
Visual	1	Display design needs to be made layer photos so that students better understand	Researchers have designed layer photos on the display of the program discussed so that students better understand the Artificial Intelligence program discussed.
	2	It's good that the videos contained in the content can be downloaded by students.	Researchers have included a video download link.

Table 5. Expert Evaluation of E-Learning Content

Conclusion

The conclusions of this study are outlined as follows. Media development using the ADDIE model begins with a need analysis of e-learning content related to the Indonesian Language and Literature Artificial Intelligence course as a new course in answering the Era Society 5.0 in the Indonesian Literature Study Program. In answering this, then e-learning content development is carried out using the H5P framework which begins with creating a content design that contains steps, features / tools, and the form of its appearance. The interactive-based learning content developed is a video podcast entitled "Ngobrolin Artificial Intelligence with Experts from Unimed" with a duration of 22 minutes. Material and media experts provide excellent ratings for interactive video content (podcasts) that have been developed through H5P devices. Media experts gave a rating of 89.58% and material experts gave a rating of 93.18%. So it can be concluded that the e-learning content that has been developed is very feasible to be used in supporting learning in the Indonesian Language and Literature Artificial Intelligence course.

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Implementation of MBKM Kampus Mengajar Program in Elementary School 064034 in Medan City

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ABSTRACT: This article is the result of the implementation of the MBKM Kampus Mengajar Program 2023 activities. This article specifically describes aspects of reading literacy. In the initial stages discussions were held with Indonesian subject teachers and principals to obtain preliminary information about reading literacy in grade 4 Elementary School 064034 Medan City. Preliminary information is obtained through reading tests and interviews to grade 4 students. The results are discussed with Indonesian subject teachers. Based on these results, a mentoring and assertion program in class 4 was implemented, in the form of: reading aloud, finding the main idea in the text, retelling the contents of the text in its own words. The results of mentoring and assistance activities are classed 4 indicating that there is an increase in reading skills of grade 4 SD 064034 students in Medan City. Based on these results, it is recommended that the MBKM-Kampus Mengajar program continue the following year.
Keywords: MBKM, Reading Literacy

Introduction

The independent campus learning program (MBKM) is a new initiative from the Ministry of Education, Culture, Research and Technology. This program supports students in improving their thinking and social skills through an active learning approach. According to Sopiansyah, D. at all (2022) stated that the aim of the MBKM program is to provide students with the opportunity to choose courses and learning based on their passion in their field, in order to prepare them to become graduates who are ready to enter the workforce.

Independent campus learning activities are carried out for four months. Currently the MBKM program has entered its sixth generation where the MBKM program has been running for five years. The MBKM program has been implemented in several schools in Medan City, including at Elementary School 064034 Medan where the Kampus Mengajar team carries out the duties of the MBKM kampus mengajar program. The implementation of increasing reading literacy at MBKM kampus mengajar is aimed at the fourth grade of elementary school. The reason the team chose fourth grade elementary school was because at the age of around nine years this reading literacy improvement program was suitable to be implemented, not too minimum or maximum like grades five and six. The team will carry out the implementation of the MBKM kampus mengajar program at Elementary School 064034 Medan from August to September 2023.

In the MBKM Kampus Mengajar program , the team implemented increased literacy by reading aloud, finding the main idea in the text, and retelling the content of the text using their own words. The results of implementing reading literacy in fourth grade will be negotiated together with the Indonesian language teacher. The purpose of this article is to explain the results or impacts of implementing MBKM Kampus Mengajar, especially at SD 064034 Medan.

Literature Review

The Independent Campus Independent Learning Program (MBKM) is a program launched by the Minister of Education and Culture which aims to encourage students to master various sciences to prepare them for entering the world of work. The independent campus learning program (MBKM) is an implementation of President Joko Widodo's vision and mission to create superior human resources (HR). Planning for the independent campus concept basically only requires changing ministerial regulations. The concept of an independent campus is planned to be implemented soon to obtain higher quality learning. In its implementation, through the Independent Campus Independent Learning Program (MBKM), students have the opportunity for 1 (one) semester (equivalent to 20 credits) to study outside the study program at the same university; and a maximum of 2 semesters or the equivalent of 40 credits studying the same study program at different universities, studying different study programs at different universities; and/or learning outside of higher education.

According to Hendri (2020:29) an independent campus is a form of democratization in campus life, so that it is able to grow and develop in accordance with the dynamics of the times and in line with the needs of the nation. It is hoped that this independent campus will have implications, especially in realizing a democratic society. The meaning of an independent campus is that it must support freedom of thought, not only within the limits of freedom in lectures. However, it is comprehensive by providing legal certainty to students, accommodating their orientation, broadening their horizons, and fostering a critical attitude. The meaning of an independent campus should not be limited to accommodation for students to study outside their study program, as well as freedom for universities to expand their influence. But more than that, it must give freedom to the academic community to think and speak wisely in order to produce national leaders and heroes.

According to the kampus mengajar team (kampusmerdeka.kemdikbud.go.id) MBKM kampus mengajar is a learning channel that provides students with the opportunity to study outside campus for one semester to train their ability to solve complex problems by becoming a partner with teachers to innovate in learning, develop strategies , and creative, innovative and fun learning models.

Methodology

The target sample for implementing the MBKM kampus mengajar program was twenty-eight fourth grade students at Elementary School 064034 Medan. Questionnaires are the Methodology used to obtain data. In implementing this program, the team used a questionnaire to explore students' literacy levels. The questionnaire was adapted from The Attitude Motivation Test Battery (AMTB) by Gardner (2004) and uses a Likert scale.

To get the results of fourth grade students' abilities. The team first distributed questionnaires to fourth grade students regarding the reading literacy program in terms of reading aloud, retelling text content in their own language and finding the main idea in a text. After the fourth grade students filled out the questionnaire, the team got the results of the fourth grade students' abilities.

Measuring the level of reading literacy using a questionnaire with a Likert scale containing selected and approved statements, tested for validity and reliability (Likert, Rensis: 1932)

1.   Strongly Agree (SS) If the respondent strongly agrees with the questionnaire statement given with a questionnaire answer score of 4.

2. Agree (S) if the respondent agrees with the questionnaire statement given through a questionnaire answer with score 3.
3. Disagree (KS) if the respondent does not agree with the questionnaire statement given a questionnaire answer score of 2.
4. Disagree (TS) if the respondent does not agree with the questionnaire statement given through a questionnaire answer with score 1.

The forced Likert scale has a range of 4 points. The reason this term is used is because users are forced to form opinions. There is no safe "neutral" option. They used a 4-point scale to elicit detailed responses, which is ideal for researchers. Advantages of a 4 point scale Needed.
1. A 4-point scale is best in situations where user opinions are specific
2. It's best for capturing consumer feedback on things or services they've tried or encountered.

At the beginning before implementing the MBKM kampus mengajar program, the team held a discussion first with the fourth grade Indonesian elementary school teacher. The results of the discussion show that the implementation of the MBKM kampus mengajar program is very important and suitable for implementation in schools. Then the team distributed questionnaires to twenty-eight fourth grade elementary school students when the team was mandated to fill that class. After the students filled out the questionnaire, the results were obtained that reading literacy was still less popular and mastered by the students.

After getting these results, the team began to develop a program, with the first program being reading aloud. The team provides various interesting stories for children from various sources such as Indonesian language books, and children's story books from libraries and the internet. First the team gave an example of how to read aloud in front of the students. After providing examples, the team began teaching and practicing how to read aloud to twenty-eight students for one week. Every day for six consecutive days of reading aloud lessons, the team tested students' reading aloud literacy levels by calling students one by one to stand at the front of the class and read stories aloud in front of the teacher and classmates.

The second program is finding the main idea in a text or story. After implementing reading aloud in front of the class, students are taught to find the main idea in a text or story. The team teaches students to focus and read slowly so that students are careful in finding the main idea. Teachers also help students to find out what the main idea is in each story. Every day for six consecutive days of learning to find the main idea in the text, the team gave exam questions that had several stories in them to fourth grade elementary school students. In the exam questions, students are asked to find various main ideas in a story.

The third program is to tell the contents of the story book text using your own language. If the first is reading aloud by following the text of the book and the second is finding the main idea in a text or story, this time students are asked to retell the contents of the story book text in their own language and using the memorization Methodology. Students are asked to focus on reading a story that has been shared by the teacher and internalize the contents of the story in their hearts so that students can memorize the contents of the story. The teacher also gave an example of how to appreciate a story by focusing on the main idea in a story first, then memorizing several other texts and then telling them in your own language which is lighter than the text from a story book. After the teacher gives an example, the teacher teaches and assigns students to memorize and then tell the contents of the book in their own language.

Every day for six consecutive days of learning to tell stories in their own language, the team tested their level of ability by calling students one by one to stand in front of the class and retell the contents of the text in the storybook they had read in their own, more relaxed language in front of the teacher. and classmates.

Results

Before implementing the MBKM kampus mengajar program, the team asked the Indonesian language teacher for permission to implement the program. Then the team went to the fourth grade to explain the implementation of the MBKM kampus mengajar program in terms of reading aloud, retelling the contents of the text in their own language and finding the main idea in a text. Then the team distributed pre-test questionnaires to the twenty eight students to determine the initial reading literacy skills of fourth grade students.

The following are the results of fourth grade students' abilities in terms of reading aloud, retelling the contents of a text in their own language and finding the main idea in a text:

(Female student)
- I really like reading.
  Answer: 13 students answered SS, 3 students answered S, and 1 student answered TS.
- I always read carefully.
  Answer: 7 students answered SS, 9 students answered S, and 1 student answered KS.
- I can't concentrate on reading if the atmosphere is busy.
  Answer: 3 students answered S, 3 students answered KS, and 11 students answered TS.
- I like to find the main idea in a story I read.
  Answer: 9 students answered SS, 4 students answered S, and 4 students answered KS.
- I was less enthusiastic when the teacher asked me to read in front of the class.
  Answer: 2 students answered S, 11 students answered KS, and 4 students answered TS
- I am willing to read texts in front of the class without being asked.
  Answer: 1 student answered SS, 3 students answered S, 6 students answered KS, and 7 students answered TS.
- In one day I can read at least one book.
  Answer: 4 students answered SS, 6 students answered S, 5 students answered KS and 2 students answered TS.
- In my spare time I prefer reading books rather than playing.
  Answer: 6 students answered SS, 5 students answered S, 4 students answered KS, and 2 students answered TS.
- During the holidays I still read books.
  Answer: 4 students answered S, 2 students answered KS and 11 students answered TS.
- Taking part in extracurriculars is more fun than reading.
  Answer: 11 students answered SS, 4 students answered S and 2 students answered KS.

(Male Student)
1. I really like reading.
   Answer: 10 students answered SS, and 1 student answered S.
2. I always read carefully.
   Answer: 3 students answered SS, 7 students answered S, and 1 student answered KS.
3. I can't concentrate on reading if the atmosphere is busy.
   Answer: 1 student answered S, 3 students answered KS, and 7 students answered TS.

4. I like to find the main idea in a story I read.
   Answer: 4 students answered SS, 5 students answered S, 1 student answered KS, and 1 student answered TS.
5. I was less enthusiastic when the teacher asked me to read in front of the class.
   Answer: 9 students answered KS, and 2 students answered TS.
6. I am willing to read texts in front of the class without being asked.
   Answer: 1 student answered SS, 5 students answered KS, and 5 students answered TS.

7. In one day I can read at least one book.
   Answer: 1 student answered SS, 4 students answered S, 3 students answered KS and 3 students answered TS.
8. In my spare time I prefer reading books rather than playing.
   Answer: 3 students answered SS, 1 student answered S, 3 students answered KS, and 4 students answered TS.
9. During the holidays I still read books.
   Answer: 11 students answered TS.
10. Taking part in extracurriculars is more fun than reading.
    Answer: 10 students answered SS, and 1 student answered S

After getting the results of the fourth grade students' initial abilities, the team implemented the MBKM campus teaching program with a reading aloud program, retelling the contents of the text in their own language and finding the main idea in a text. So the team created a post-test questionnaire to see the results of fourth grade students after completing the implementation of the MBKM campus teaching program.

The following are the results of fourth grade students' abilities in reading aloud, retelling the contents of a text in their own language and finding the main idea in a text after the implementation of the MBKM campus teaching program:

(Female student)
- After the teacher implemented reading lessons, I started to like reading more.
  Answer: 12 students answered SS, and 5 students answered S.
- After the teacher taught me how to find the main idea in a story, it became easy for me to find the main idea.
  Answer: 13 students answered SS, 2 students answered S , 1 student answered KS, and 1 student answered TS.
- After the teacher taught me how to read, I became brave and enthusiastic about reading in front of the class.
  Answer: 11 students answered S, 4 students answered S, and 2 students answered KS
- After the teacher taught me how to read, I was able to tell the contents of the book in my own language.
  Answer : 11 students answered SS, 3 students answered S, and 3 students answered KS.
- After the teacher taught me how to find the main idea of a story, I became quick to understand the content of the story.
  Answer: 10 students answered SS, 2 students answered S, 1 student answered KS, and 4 students answered TS.

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(Male student)
1) After the teacher implemented reading lessons, I started to like reading more.
   Answer: 9 students answered SS, and 2 students answered TS.
2) After the teacher taught me how to find the main idea in a story, it became easy for me to find the main idea.
   Answer: 4 students answered SS, 5 students answered S , and 2 students answered KS.
3) After the teacher taught me how to read, I became brave and enthusiastic about reading in front of the class.
   Answer: 5 students answered SS, 4 students answered S, 2 students answered KS, and 2 students answered TS.
4) After the teacher taught me how to read, I was able to tell the contents of the book in my own language.
   Answer: 8 students answered SS, 2 students answered KS, and 1 student answered TS.
5) After the teacher taught me how to find the main idea of a story, I became quick to understand the content of the story.
   Answer: 4 students answered SS, 5 students answered S, and 2 students answered KS.

Implementation of reading aloud, retelling the contents of the text in your own language and finding the main idea in a text to the fourth grade Elementary School students

Discussion

The results of implementing the MBKM kampus mengajar, namely reading aloud, retelling the contents of the text in your own language and finding the main idea in a text, are quite good. Of the twenty-eight students, twenty-six students were able to read aloud, retell the contents of the text in their own language and find the main idea in a text. Only two people haven't been able to.

Reading aloud is the activity of reading by voicing the text that is read with speech, appropriate intonation that allows the listener and reader to grasp the information. Reading aloud also results in fourth grade elementary school students increasing their vocabulary and becoming more active in reading.

Then there is also retelling the contents of the text in one's own language, which means someone who has understood the contents of the text then retells it in oral or written form. All of this was obtained because of the feedback process that they had gone through, the result was that students

became enthusiastic to move forward in class to retell the text and made students more confident and no longer shy.

And finally, find the main idea in a text, which is the idea that develops the main paragraph. The main idea contained in the main sentence. From the results of this implementation, everything went well.

From the results of the implementation, there were several obstacles, such as in the class there were two people who could not read, so it was difficult for them to carry out the implementation. And there are also some students who don't want to learn, making it difficult for them to understand the application. However, the implementation team tries to make students focus more on learning, for example the team reprimands students who are noisy in class during the learning process, thereby making students orderly and follow the learning. And in the end all students focused and understood the learning that the team had implemented.

Conclusion
The implementation of MBKM kampus mengajar at Elementary School 064034 Medan can increase students' reading literacy (92%). Twenty-six of the twenty- eight students were able to read aloud, retell the contents of the text, and find the main idea. in other words , the mbkm kampus mengajar program is beneficial for students.

Notes Of Giving Thanks
The team expresses gratitude and gratitude to God Almighty, the Indonesian Ministry of Education and Culture, the Chancellor of Universitas Negeri Medan, Teachers, Students and Staff of elementary School 064034 Medan who have given the Team the opportunity to become Class 6 Teaching Campus students.

Suggestions
The implementation team recommends that 4th grade students at Elementary School 064034 Medan continue to implement and improve reading literacy, so that students get used to reading, gain knowledge, become smarter at reading aloud, retelling stories and being able to find the main idea in the text. The team also provided suggestions for teachers to carry out reading literacy activities in all subjects but by collaborating with interesting activities such as literacy games. So that students don't get bored and are enthusiastic about learning.

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Sharing Cultural Information in Pedawa Village Bali through MBKM Nusantara Module Program

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Abstract : One of the biggest supporters of the development and development of a country is the citizens and young generation in the nation. In reality, Indonesia still produces few good quality human resources for the nation. This can be seen from the state of the country that is still developing, poverty and unemployment are still many. Therefore, the government has designed a program to improve the quality of human resources, the program is a student exchange program (PMM). Merdeka Student Exchange (PMM) is a program from Merdeka Learning campus Merdeka (MBKM) designed to encourage students to master various knowledge to enter the world of work. Students have the right to determine the campus and conduct lectures on that campus to gain knowledge and hone the skills they want for one semester. The Methodology used in this research article is descriptive qualitative Methodology. This article presents some information related to culture in Pedawa Village, such as food and drink, clothing and customs. Pedawa Village is a village that still maintains its culture. One of them is the activity of making moola pedawa coffee, which is a typical Pedawa coffee served with typical Pedawa palm sugar and processed directly in Pedawa Village.
Keywords: Bali Culture, MBKM, Pedawa Village

INTRODUCTION

Culture is a heritage that has existed since ancient times and is still maintained today. A unique culture will be a wealth for the world. The benefit of culture itself is to increase the source of knowledge that can be learned by everyone and even other nations.MBKM stands forIndependent Campus Teaching and Learning, a new program of the Ministry of Education, Culture, Research and Technology which aims to provide students with the opportunity to study off campus. Students will learn about the culture of a region through the Nusantara Module Program. This program is mandatory for all students who are participating in the Merdeka Student Exchange (PMM).

- **Culture**

Culture or culture comes from the Sanskrit language, namely buddhayah, which is the plural form of buddhi (budi or intellect) which is defined as matters relating to human mind and intellect, in English culture is called culture which comes from the Latin word colere, which means cultivating or working, which can also be interpreted as cultivating land or farming, the word culture is also sometimes translated as "Kultur" in Indonesian (Muhaimin, 2001); (Aslan & Yunaldi, 2018).

According to KBBI, culture is the mind; intellect, and something that has become a habit and is difficult to change.Culture is a pattern of basic assumptions of life that are believed to be shared, which are created, discovered, or developed by a group of people and can be therefore, it is taught and passed down from one generation to the next, as a guide for behavior, thinking, and a sense of community among them. The notion of culture is associated with part of the human mind and intellect. Culture is a pattern or way of life that continues to develop by a group of people and is passed down to the next generation (Departemen Pendidikan Nasional RI, 2008: 2014).

A. **MBKM**

Independent Campus Teaching and Learning Learning is a program planned by the Minister of Education and Culture which aims to encourage students to master various sciences to prepare for entering the world of work. The independent campus gives students the freedom to seek learning experiences outside their study program (Directorate General of Higher Education, Ministry of Education and Culture, 2020).

Reported on the official website of the Ministry of Education, Culture, Research and Technology, there are eight MBKM policies, namely:

- Independent Student Exchange
- Internship / Work Practice
- Teaching in Educational Institutions
- Village Project
- Research
- Entrepreneurship Activity
- Independent Study/Project
- Humanitarian Project

The Nusantara Module activities offered in this program are intended to provide comprehensive information and understanding of diversity, national insight and love for the country which includes four types of activities, namely:

- Understanding of diversity, conducted through visits to various local tourist attractions, historical sites, places of worship, traditional institutions and social institutions, as well as other places. Accompanied by direct discussion activities with religious leaders.
- Inspirational activities, are student meetings with community leaders, achievers, religious leaders, legendary athletes or artists in an area to absorb or explore their success tips.
- Reflection activities are expected to be an indicator of the success of the implementation of the Nusantara Module activities as a whole in the form of discussions, scientific writings, video documentation or student talk shows on the results of reflection on diversity and inspiration activities.
- Social contribution activities in the form of social service activities in the recipient college area. In addition to social service, this activity also includes teaching in schools, visits to orphanages or nursing homes, cultural performances, volunteering in hospitals and other social activities.

B. **Pedawa Village**

Launching from the Pedawa Buleleng website Pedawa is a village in Banjar subdistrict, Buleleng Regency, Bali Province, Indonesia. This village is one of the old villages or Bali Aga villages because it existed long before the Majapahit era came to Bali. Pedawa Traditional Village is one of the old traditional villages in Buleleng Regency, Bali. This traditional village has a long history. However, the long historical record of the Pedawa Traditional Village is not contained in any inscriptions or specific palm letters. This long history is mostly based on stories handed down from generation to generation, although it is also contained in a few palm prints from outside the village.The Pedawa Traditional Village has various unique features. The Pedawa people have not known about Kahyangan Tiga for a long time, what existed was a series of villages, where there were six places of worship. The main livelihood of the Pedawa people is agriculture. In the beginning, the Pedawa people were known as sugar palm farmers, tapping palm sap to make sugar. Pedawa sugar is famous from the past until now, the icon of the Pedawa people is palm sugar. It's just that, in line with the times and the pressures of people's lives, many are turning to coffee. Many palm trees were cut down to plant coffee trees, then after that came in cloves, durian, mangosteen and so on. In the past, Pedawa people rarely drank coffee with snacks like in the city, but Pedawa people drank coffee with palm sugar. The sugar is eaten, not put into the coffee cup. There are also foods such as cassava, taro, sweet potatoes. In the past, people would get their food in the morning, then drink coffee mixed with sugar, then they would eat at eleven in the afternoon.

METHODOLOGY

This research uses an inductive approach and an exploratory qualitative research type. Exploratory qualitative is a type of research which aims to explore extensive information that influences the occurrence of something. This research uses qualitative data in the form of sentence descriptions, namely structured interviews with subjects. The data sources used in this research were interviews, analyzing data, and drawing conclusions with 3 sources. Other sources of supporting data are books and journals. Data collection used in research was structured interviews.

The recording equipment used was a laptop, while the recording equipment used was an interview guide, pens, paper, books and other work stationery. The following are the stages of the interview guide: (a) Identify the variables in the research title formulation or those stated in the research problem. (b) Describe variables into sub or part variables. (c) Look for indicators for each sub or part of the variable. (d) Arranging descriptors into instrument items. (e) Complete the instrument with guidelines or instructions and foreword (Arikunto, 2005:135).

Discussion

●   **Palm Sugar Production**

Information regarding palm sugar production was obtained through sources who were native residents of Pedawa village.However, what differentiates it is the belief of the local people who believe that the taste of this sugar is called "Dewasa Ayu" which is also called good day, so palm sugar has a distinctive taste, the right sweetness, savory and sticky. Palm sugar is used to make coffee, so the coffee provided has a different distinctive taste.The uniqueness of typical Pedawa coffee is through a unique way of drinking coffee, such as drinking coffee with typical Pedawa palm sugar, the palm sugar is not mixed

into the coffee or stirred with the coffee but is brewed separately, so that the taste of coffee and palm sugar (which is typical of Pedawa) awake and feels distinctive when enjoyed/drinked. According to the source, Pedawa specialty coffee is one of the things that describes Pedawa village, because every newcomer or tourist who comes to Pedawa village will be brewed Pedawa specialty coffee, therefore Pedawa specialty coffee is the characteristic of this village.

This image was obtained from one of the researchers who took part in the PMM 2022 Nusantara Module in Pedawa village.

Figure 1 is a coffee bean crushing machine
(located in Kubu Hobbit, Pedawa village, Banjar, Buleleng Regency,
Bali 81161, Indonesia)

Figure 2 is coffee powder in packaged form
(located in Kubu Hobbit, Pedawa village, Banjar, Buleleng Regency,
Bali 81161, Indonesia)

Figure 3 is coffee with separated palm sugar typical of Pedawa Village.
(located in Kubu Hobbit, Pedawa village, Banjar, Buleleng Regency,
Bali 81161, Indonesia)

● **Traditional Clothes**

Pedawa Bali village is a traditional Bali Aga village, so the people in the village still maintain their habits or wear traditional clothing such as kemben which has been done from the past until now. But to worship they use sarongs.Apart from kemben, the traditional clothes usually worn by the residents or people in Pedawa Village, namely kebaya, skirts and shawls which are usually tied at the waist. This clothing is usually worn when praying (worshipping), dancing practice, and every Thursday at school you are required to wear traditional Balinese clothing. This clothing is also worn by women and all Balinese tribes.

● **Tradition**

The Pedawa village community has a tradition, namely the tradition of human life from life to death, which means that from birth they are bound by culture. Newborn babies are called Nampi. For the death tradition, local people mourn for only 3 days and the body must be buried, because after 3 days the spirit of the deceased is believed to have ascended to heaven. However, there are no tombstones, only graves for bodies, there is a saying that says "everything will return to its origin" which means humans were created from earth, they will return to earth but their spirits are in heaven. So the community only provides a burrow which can be recognized 1 to 3 months after which it can no longer be recognized.In Pedawa village there is also a welcoming ceremony to welcome guests who come to the village. Before entering the house, firewood is burned, then the firewood is doused with water, in order to ward off negative things from entering the house, then they are served coffee and eat together.

● **Has a Dialek**

Then the people of Pedawa village also speak using dialect. The typical dialect or accent used in Pedawa village is apparently different from Balinese in general. For example, asking if you have eaten. In Balinese, "Raganesempura ngajen?" while in Pedawa village; Pedawa language : Have you eaten ? : ko uba ngamah ?, Yes I have eaten : ee, aku uba ngama, What are you doing ? : ko ngudiang ? or ko apa gae?, what's your name ?, nyen adan mune.

● **Custom Related to Gods**

There are many customs or traditions related to gods, such as religious ceremonies for ancestors, traditions of people living from birth to death, ceremonial traditions of demonic creatures that influence human life, for example lower life such as under trees, under rocks and others. There are also ceremonies for animals and plants.

● **Lots of experience**

The trip to Pedawa Village was carried out by all PMM students at Ganesha Education University accompanied by the lecturer in charge. Here students can get to know and learn the language and culture of Pedawa Village, Bali. Of course, this will add to the students' experience while in Pedawa Village, Bali.Through this Nusantara Program, students are expected to gain an understanding of diversity by visiting various local tourist attractions, historical sites, places of worship, traditional institutions and social institutions. Students can also have direct discussions with religious leaders. Students can also get inspiration by meeting community figures, high achievers, government officials and other inspirational figures to absorb or explore ways to be successful. By visiting Pedawa village, students can promote Pedawa village as a tourist village that has a lot of culture and customs. Students can also conduct research in Pedawa village. Finally, students contributed directly to building and advancing Pedawa village by providing free English lessons to children in the village. Apart from that, students also visit orphanages or nursing homes to help and lighten the burden on doctors and nurses.

● **Benefits of PMM Nusantara Module for Students and Destination Villages**

According to the resource person, the PMM program is very useful and meaningful, like the PMM motto, namely *"Exchanging Temporarily is Meaningful Forever."*, this motto very clearly conveys that there are many useful and meaningful things that are learned while participating in student exchange. Such as getting to know and learning new environments and cultures, meeting friends from various races, ethnicities, cultures and regions. Participating in the PMM program is very meaningful starting from building a social level with a new culture and environment and being able to explore many things about the target culture and environment. Participating in PMM can improve relationships starting from getting to know several lecturers at the destination campus and also getting to know students from the destination campus.

According to the resource person, the Indonesian archipelago module was very meaningful, as was the resource person who was placed in Bali, so that the resource person was introduced to and invited to explore various things about Bali. The Nusantara Module is different from other courses, the Nusantara Module is divided into several groups and each group is monitored directly by each lecturer in charge

and one student who is the LO (Liaison Officer) in each group of the Nusantara module. The archipelago module brings and invites exchange students to go directly into the field to directly see and learn many things, such as meeting elders to be given inspiration and motivation, then exploring nature such as planting mangroves, releasing turtles into the sea, cleaning the coast, and many more extraordinary activity. This is what makes the Nusantara Module very useful for exchange students.

Conclusion

Entering and continuing to develop the era of globalization is a challenge for the Indonesian people because it can have a negative impact on Indonesian culture. So that's why we have to protect and preserve the nation's culture. By helping to spread areas that have natural potential and cultural heritage so that they become tourist attractions that are busy with visitors while still adhering to our culture. Participating in the Ministry of Education and Culture's MBKM program is worth a try because this program has positive activities and supports the progress of the nation's young people.Researchers hope that the Government will continue to improve and help the younger generation, especially students who want to learn many new things.

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Sharing Cultural Information in Pedawa Village Bali through MBKM Nusantara Module Program

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8. Humanitarian Project

The Nusantara Module activities offered in this program are intended to provide comprehensive information and understanding of diversity, national insight and love for the country which includes four types of activities, namely:

1. Understanding of diversity, conducted through visits to various local tourist attractions, historical sites, places of worship, traditional institutions and social institutions, as well as other places. Accompanied by direct discussion activities with religious leaders.
2. Inspirational activities, are student meetings with community leaders, achievers, religious leaders, legendary athletes or artists in an area to absorb or explore their success tips.
3. Reflection activities are expected to be an indicator of the success of the implementation of the Nusantara Module activities as a whole in the form of discussions, scientific writings, video documentation or student talk shows on the results of reflection on diversity and inspiration activities.
4. Social contribution activities in the form of social service activities in the recipient college area. In addition to social service, this activity also includes teaching in schools, visits to orphanages or nursing homes, cultural performances, volunteering in hospitals and other social activities.

● **Pedawa Village**

Launching from the Pedawa Buleleng website Pedawa is a village in Banjar subdistrict, Buleleng Regency, Bali Province, Indonesia. This village is one of the old villages or Bali Aga villages because it existed long before the Majapahit era came to Bali. Pedawa Traditional Village is one of the old traditional villages in Buleleng Regency, Bali. This traditional village has a long

history. However, the long historical record of the Pedawa Traditional Village is not contained in any inscriptions or specific palm letters. This long history is mostly based on stories handed down from generation to generation, although it is also contained in a few palm prints from outside the village.The Pedawa Traditional Village has various unique features.

The Pedawa people have not known about Kahyangan Tiga for a long time, what existed was a series of villages, where there were six places of worship. The main livelihood of the Pedawa people is agriculture. In the beginning, the Pedawa people were known as sugar palm farmers, tapping palm sap to make sugar. Pedawa sugar is famous from the past until now, the icon of the Pedawa people is palm sugar. It's just that, in line with the times and the pressures of people's lives, many are turning to coffee. Many palm trees were cut down to plant coffee trees, then after that came in cloves, durian, mangosteen and so on. In the past, Pedawa people rarely drank coffee with snacks like in the city, but Pedawa people drank coffee with palm sugar. The sugar is eaten, not put into the coffee cup. There are also foods such as cassava, taro, sweet potatoes. In the past, people would get their food in the morning, then drink coffee mixed with sugar, then they would eat at eleven in the afternoon.

Methodology

This research uses an inductive approach and an exploratory qualitative research type. Exploratory qualitative is a type of research which aims to explore extensive information that influences the occurrence of something. This research uses qualitative data in the form of sentence descriptions, namely structured interviews with subjects. The data sources used in this research were interviews, analyzing data, and drawing conclusions with 3 sources. Other sources of supporting data are books and journals. Data collection used in research was structured interviews.

The recording equipment used was a laptop, while the recording equipment used was an interview guide, pens, paper, books and other work stationery. The following are the stages of the interview guide: (a) Identify the variables in the research title formulation or those stated in the research problem. (b) Describe variables into sub or part variables. (c) Look for indicators for each sub or part of the variable. (d) Arranging descriptors into instrument items. (e) Complete the instrument with guidelines or instructions and foreword (Arikunto, 2005:135).

Discusion
1.   Palm Sugar Production

Information regarding palm sugar production was obtained through sources who were native residents of Pedawa village.However, what differentiates it is the belief of the local people who believe that the taste of this sugar is called "Dewasa Ayu" which is also called good day, so palm sugar has a distinctive taste, the right sweetness, savory and sticky. Palm sugar is used to make coffee, so the coffee provided has a different distinctive taste.The uniqueness of typical Pedawa coffee is through a unique way of drinking coffee, such as drinking coffee with typical Pedawa palm sugar, the palm sugar is not mixed into the coffee or stirred with the coffee but is brewed separately, so that the taste of coffee and palm sugar (which is typical of Pedawa) awake and feels distinctive when enjoyed/drinked. According to the source, Pedawa specialty coffee is one of the things that describes Pedawa village, because every newcomer or tourist who comes to Pedawa village will be brewed Pedawa specialty coffee, therefore Pedawa specialty coffee is the characteristic of this village.

This image was obtained from one of the researchers who took part in the PMM 2022 Nusantara Module in Pedawa village.

Figure 1 is a coffee bean crushing machine
(located in Kubu Hobbit, Pedawa village, Banjar, Buleleng Regency,
Bali 81161, Indonesia)

Figure 2 is coffee powder in packaged form
(located in Kubu Hobbit, Pedawa village, Banjar, Buleleng Regency,
Bali 81161, Indonesia)

Figure 3 is coffee with separated palm sugar typical of Pedawa Village.
(located in Kubu Hobbit, Pedawa village, Banjar, Buleleng Regency,
Bali 81161, Indonesia)

2.   Traditional Clothes

Pedawa Bali village is a traditional Bali Aga village, so the people in the village still maintain their habits or wear traditional clothing such as kemben which has been done from the past until now. But to worship they use sarongs.Apart from kemben, the traditional clothes usually worn by the residents or people in Pedawa Village, namely kebaya, skirts and shawls which are usually tied at the waist. This clothing is usually worn when praying (worshipping), dancing practice, and every Thursday at school you are required to wear traditional Balinese clothing. This clothing is also worn by women and all Balinese tribes.

3.   Tradition

The Pedawa village community has a tradition, namely the tradition of human life from life to death, which means that from birth they are bound by culture. Newborn babies are called Nampi. For the death tradition, local people mourn for only 3 days and the body must be buried, because after 3 days the spirit of the deceased is believed to have ascended to heaven. However, there are no tombstones, only graves for bodies, there is a saying that says "everything will return to its origin" which means humans were created from earth, they will return to earth but their spirits are in heaven. So the community only provides a burrow which can be recognized 1 to 3 months after which it can no longer be recognized.In Pedawa village there is also a welcoming ceremony to welcome guests who come to the village. Before entering the house, firewood is burned, then the firewood is doused with water, in order to ward off negative things from entering the house, then they are served coffee and eat together.

4.   Has a Dialek

Then the people of Pedawa village also speak using dialect. The typical dialect or accent used in Pedawa village is apparently different from Balinese in general. For example, asking if you have eaten. In Balinese, "Raganesempura ngajen?" while in Pedawa village; Pedawa language

: Have you eaten ? : ko uba ngamah ?, Yes I have eaten : ee, aku uba ngama, What are you doing ? : ko ngudiang ? or ko apa gae?, what's your name ?, nyen adan mune.

5.   Custom Related to Gods

There are many customs or traditions related to gods, such as religious ceremonies for ancestors, traditions of people living from birth to death, ceremonial traditions of demonic creatures that influence human life, for example lower life such as under trees, under rocks and others. There are also ceremonies for animals and plants.

6.   Lots of experience

The trip to Pedawa Village was carried out by all PMM students at Ganesha Education University accompanied by the lecturer in charge. Here students can get to know and learn the language and culture of Pedawa Village, Bali. Of course, this will add to the students' experience while in Pedawa Village, Bali.Through this Nusantara Program, students are expected to gain an understanding of diversity by visiting various local tourist attractions, historical sites, places of worship, traditional institutions and social institutions. Students can also have direct discussions with religious leaders. Students can also get inspiration by meeting community figures, high achievers, government officials and other inspirational figures to absorb or explore ways to be successful. By visiting Pedawa village, students can promote Pedawa village as a tourist village that has a lot of culture and customs. Students can also conduct research in Pedawa village.

Finally, students contributed directly to building and advancing Pedawa village by providing free English lessons to children in the village. Apart from that, students also visit orphanages or nursing homes to help and lighten the burden on doctors and nurses.

7.   Benefits of PMM Nusantara Module for Students and Destination Villages

According to the resource person, the PMM program is very useful and meaningful, like the PMM motto, namely *"Exchanging Temporarily is Meaningful Forever."*, this motto very clearly conveys that there are many useful and meaningful things that are learned while participating in student exchange. Such as getting to know and learning new environments and cultures, meeting friends from various races, ethnicities, cultures and regions. Participating in the PMM program is very meaningful starting from building a social level with a new culture and environment and being able to explore many things about the target culture and environment. Participating in PMM can improve relationships starting from getting to know several lecturers at the destination campus and also getting to know students from the destination campus.

According to the resource person, the Indonesian archipelago module was very meaningful, as was the resource person who was placed in Bali, so that the resource person was introduced to and invited to explore various things about Bali. The Nusantara Module is different from other courses, the Nusantara Module is divided into several groups and each group is monitored directly by each lecturer in charge and one student who is the LO (Liaison Officer) in each group of the Nusantara module. The archipelago module brings and invites exchange students to go directly into the field to directly see and learn many things, such as meeting elders to be given inspiration and motivation, then exploring nature such as planting mangroves, releasing turtles into the sea, cleaning the coast, and many more extraordinary activity. This is what makes the Nusantara Module very useful for exchange students.

Conclusion

Entering and continuing to develop the era of globalization is a challenge for the Indonesian people because it can have a negative impact on Indonesian culture. So that's why we have to protect and preserve the nation's culture. By helping to spread areas that have natural potential and cultural heritage so that they become tourist attractions that are busy with visitors while still adhering to our culture. Participating in the Ministry of Education and Culture's MBKM program is worth a try because this program has positive activities and supports the progress of the nation's young people.Researchers hope that the Government will continue to improve and help the younger generation, especially students who want to learn many new things.

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The Violations of Conversational Maxim in Mike White's Movie *the School of Rock*

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Abstract: This study aimed to pinpoint the specific conversational maxims that the movie's characters violated. "*The School of Rock*". *The School of Rock* is one of the movies that showcases classroom talk. The most interesting part about the movie that is relevant to this research is the depiction of a day-to-day conversation between a teacher and his students. Many violations of maxim principle may create funny effects and make people laugh or it can be confusing or even insulting. The research Methodology that are used is Quantitative research Methodology, The written material used for this study's data consisted of phrases, words, and sentences that were taken directly from the movie screenplay. and causes that are uttered by the significant characters in *The School of Rock*. The result presented that there are 60 violations of conversational-maxim in the movie, The type of maxim that are violated the most are maxim of Manner (33%), maxim-of quantity (32%), maxim of relation (25%) and the last is maxim of quality (10%). Thus, proves that the violation of conversational maxim can also happen in a student-teacher communication in the classroom.

Key words: Conversational Maxim, Grice's Principle, *The School of Rock* Movie

Introduction

According to Chomsky, language is a naturally occurring thing, a part of the one's mind, physically reflected in one's brain, and a biological trait unique to the species (Chomsky, 2002). He criticized behaviourism, a proponent of cognitivism that views language and behaviour as products of context or environment. In a conversation, language is used for its intended purpose.

People achieve a wide range of daily objectives through discussion, including information sharing, relationship building, problem solving, and problem solving. The cooperative principle of Paul Grice, which consists of conversational maxims, is one of the more well-known theories of language used in pragmatics. Grice's maxims are not universal speech conventions that everyone must abide by. The speaker is free to deliberately or inadvertently breach the maxims in order to communicate a message that differs from the exact meaning. The speakers employ those violations to convey a variety of pragmatic meanings, including verbal irony, sarcasm, etc (Anssari & Hadi, 2021). In conversations, whether they be more private and ritualized ones like family dialogues or school discussions or Question Time, the maxim can be violated.

The School of Rock is one of the movies that showcases classroom talk. The most interesting part about the movie that is relevant to this research is the depiction of a day-to-day conversation between a teacher and his students. Many violations of maxim principle may create funny effects and make people laugh or it can be confusing or even insulting. In society, a similar trend also grows when people speak informally. However, there are still a lack of research that specifically analyse the violation of conversational maxim in classroom settings. Often times, the research are revolving around the violation between peers. Thus, the researchers are interested in analysing the violation of conversational maxim in the movie *The School of Rock* that essentially

contains various conversation between a student and a teacher. Hopefully, the findings could provide readers with new ideas on how the violation of maxim occurred in the classroom.

In the family film *The School of Rock,* Dewey Finn, a guitar player with great passion, is fired from his band and finds himself in need of work. He pretends to be a substitute music teacher at a famous private elementary school and, much to the dismay of the strict administration, introduces his kids to the hard rock gods he admires and aspires to.

The following conversation from the film serves as one of the key examples of the violation of a conversational maxim:

- ▪ B: Just go out and have recess
- ▪ A: My parents don't spend $15,000 a year for recess.

In the conversation above, the teacher (B) gives his student a freedom to do recess to avoid teaching in the classroom. And the student (A) expresses her disapproval by saying "My parents don't spend $15,000 a year for recess." Which imply that her parents are spending a lot of money for their daughter to be taught properly. The student however, instead of directly tell the teacher that she wants to be taught, proposes a fact that her parents has spent a lot of money instead, and according to the context, A is the student of B, so B has already known how much her parent pay for school. According to the theory, one is said to have violated the quantity maxim when they provide more information than is necessary. Thus, A is violating the maxim of quantity for the reason that she provides more information than necessary to B.

To make the conversation with their peers interactive, people employ a variety of techniques. The types and qualities of a discussion are defined using those variations. In order for the dialogue to be successful, people must cooperate with one another. Numerous research has been conducted to evaluate violations from various angles because they play a significant role in communication. This section will discuss earlier research in the same field.

There are some researchers who had done research about sarcasm. (1) Mustikawati (2016) "*the violation of conversational maxims done by the characters in the movie of Tomorrowland*" it is to analyze each conversational rule that was broken throughout the film and its implications. The conclusion she draws is that each conversational maxim violation has a different implicature, which is backed by the reasons why the characters violate the maxim. The result reveals that the most frequently violated conversational maxim in the film is the maxim of quantity. (2) Purnomo (2017) *"An Analysis of The Violation of Grice's Maxims on 'The Boy' Movie Script"* The focus of this study, which uses a movie as its research subject, is on the non-observance of maxims, particularly the disregard for conversational maxims. Their research aims to identify the different cooperation principles employed in *The Boy* movie and to determine the implications of each statement that deviates from the show's conversational guidelines. In the conclusion, the study discovers that the major characters in the movie violates the maxims of quality and manner for a variety of reasons. They uncover implications in every line of discourse that the main characters disregard in order to satisfy the demand of understanding the conversation. (3) Qassemi, Ziabari, and Kheirabadi (2018) "*Grice's Cooperative Principles in News Reports of Tehran Times*" The purpose of this study is to compare how Grice's cooperative principles are adopted and violated in news articles published in Tehran Times and to determine which principle has been broken the most and least. 120 news articles from the newspaper Tehran Times were chosen at random for this study.

The findings indicate that the relational maxim was least violated while the quality maxim was most frequently broken. (4) Widyana (2020) "*Violation of Grice Maxims in Social Media Conversation of English Language Education Students of Ganesha University of Education*". In

this study, the researcher study about the violation of Grice's principle in social media. The results shows that there are a lot of maxim violation that occurs in social media conversation especially among students. (5) Raniah Shakir AL Anssari and Hussam Aldeen Nidhal Hadi (2021) entitled "*A Pragmatic Study of Sarcasm in Selected TV Shows*". In this study, the conversational maxim principle of the philosopher and linguist Paul Grice was used to evaluate the characters in the American sitcom "Friends" when they used sarcasm.

Generally, previous researches are conducted to analyse the violation of conversational maxim in various movies and tv series. Most of the object of the research in previous articles are maxim violation that happens between peers, e.g., friends, colleagues, etc, and one of the research projects was of a monologue. This research however, realized the importance of addressing the violation that happens in a more specific field. Thus, the researchers are going to focus on the violation of the Conversational maxim by Paul Grice. The object of research will specifically focus on utterances that happens between pupils and a teacher in a classroom. For these reasons, the researcher conducts the research entitled "*An Analysis of conversational maxim in Mike White's Movie the School of Rock*".

Review Of Literature
Language

Language, as a symbol of sound produced by the mouth, is a medium of communication between members of the community, stated by (Gorys Keraf, 1997). There could be a counterargument that language is not the only means of communication. They contend that communication between two people or parties occurs by predetermined means that have been agreed upon, such as through paintings, smoke, the sound of drums or casks, etc. But they must also understand that, in comparison to language, all previous forms of communication have many flaws.

Language, in (Saussure, 1986) 's view, consists of an arbitrary system of signifiers and signifieds. Consequently, language is a system that includes both actual items and expressions that refer to actual objects. It is a system that is not reliant on reason or logic. Third, connections between expressions and objects are arbitrary. The sounds and graphemes that people use to communicate verbally and in writing are also contained in expressions.

According to (Chomsky, 2002) Language refers to a person's ability to comprehend and construct grammatical sentences. A language is a collection of (finite or infinite) sentences, each of which is composed of a few fundamental parts. This definition says that sentences are the structural base of the language. Sentences may be brief or long and just have a few minor components.

In general, language performs a range of functions depending on an individual's needs, including social control, organization, and social integration in a particular location or set of circumstances (Keraf, 1997).

Pragmatics

According to (Levinson, 1983), pragmatics is the study of how language is used or how language and context interact. Due to the necessity of drawing conclusions between what is said and what is assumed to have already been stated or what has already been said, this subject is essential to an explanation of language understanding. The issue of point of view can be resolved between the speaker and the listener using pragmatics. According to Leech (1983), pragmatics

entails resolving issues from the perspectives of the speaker and the audience. The difficulty with the speaker's point of view is coming up with a sentence structure that will have the desired impact.

According to a broader definition provided by (Yule, 1996), pragmatics is the investigation of speaker intent. The second definition of pragmatics is the study of contextual meaning. The examination of how more information can be communicated with less speech is the third definition of pragmatics. The study of relative distance expression is what pragmatics is ultimately defined as. According to Yule, one needs to relate pragmatics to other areas of linguistics in order to quickly understand it. Semantics and syntax are relevant to this topic. As stated in the definitions above, Pragmatics is the study of how language, meaning, and context interact.

Conversational Maxim

A theory regarding cooperative principles in discourse is put forth by Paul Grice (1975. P. 22-40). According to the cooperation principle, information shared during a conversation should normally be necessary, accurate, pertinent, and understandable. It implies that every participant will be asked to contribute as needed to the dialogues. The cooperation principle's tenets are mentioned in a few of the dialogues. (Cutting, 2005) identified four conversational maxims of cooperative principles that can lead to a successful conversation. Grice recommends the following formulation of these maxims of quality, quantity, relation, and manner:

    a. Quantity
- Include all the necessary information in your contribution.
- Avoid providing more information than is necessary.
  - b. Quality
  - ▪ Don't mention something you know to be false.
  - ▪ Don't make claims for which you don't have enough support.
  - c. Relation
  - ▪ Be pertinent/ relevant.
  - d. Manner
  - 1. Avoid using cryptic language.
  - 2. Prevent ambiguity.
  - 3. Be concise.
  - 4. Maintain order (Yule, 1996)

The maxim of quality is the first cooperative maxim principle. Speakers are supposed to be more direct and to say what they feel is appropriate for the situation, according to the maxim of quality. They made the supposition that they wouldn't say anything that they knew to be false or for which they lacked sufficient proof. The speakers like to emphasize to their listeners that they are saying what they think is true and that they are making their genuine contribution by doing so.

The maxim of quantity is the second cooperative maxim principle. The adage "quality over quantity" states that speakers should be as informed as necessary while still giving just enough information to be useful. Furthermore, (Cutting, 2005) asserts that those who provide insufficient details run the danger of making their listeners unable to understand them because they are not sufficiently specific. People who give more information than the listener requires run the danger of becoming tedious.

The maxim of relation is the third cooperative maxim principle. It denotes that the speakers are taken to be making a point that is connected to what has already been expressed. To help the

listener better understand what they are saying, the speakers must refrain from bringing up unrelated topics during the dialogue.

The maxim of manners is the final maxim. It implies that individuals should be succinct, avoiding needless prolixity, ordered, avoiding ambiguity, and avoiding expression obscurity.

Violation of conversational Maxim

In a dialogue, the four cooperative sub-principles can also be disregarded and violated. The opposite of flouting a maxim is to violate it. Unintentionally breaking a dictum, the speakers also include certain failure-related components. According to (Cutting, 2005), maxims are broken when a speaker is aware that the listener would only perceive the words' superficial meaning and not the truth. However, rather than being a true violation, the speakers' flouting of the maxims is done to help the listeners understand the reason behind them. (Cutting, 2005) When speakers disregard a maxim, they are assuming that the listener is aware that their statements should not be taken at face value and that they are capable of deducing the implicit meaning. As this study is focused on the violation of the conversational maxim of the cooperative principle, the flouting of maxims is not used in this study. Here is further information regarding the breaking of the maxims that were utilized to examine the study's study object:

- ▪ **The maxim of Quality**

For the speaker to achieve the highest level of quality, the information must be accurate and well supported by evidence. If any of those two conditions is missing, it might be said that the speaker has violated the maxim. Below are some examples of quality maxim infractions that include the conversational context.

- A: How much did that new dress cost, darling?
- B: Less than the last one

Here, B conceals the cost of the purse by failing to mention how much less expensive it was than the last purse. Then B might have broken the rule of quality by not being clear when asked how much the new purse cost. (Winiharti, 2009)

- ▪ **The maxim of Quantity**

The speaker should talk truthfully and stay away from untrue or speculative material. In order to maximize quantity, the speaker must contribute information that is at least as instructive as is necessary. One can be deemed to have violated the quantity maximus when they provide more information than is necessary. The speaker forbids anyone from speaking for less or more time than is necessary. A sane speaker, for instance, would select Speech (A) above Speech (B):

- A: The blind man is a masseuse.
- B: The person who cannot see it turns out to be a masseuse.

Speech 1 has truth values and is thought to be more effective and efficient. Everyone is aware that blind persons are unable to sight. As a result, it is thought that the element (b) is too much to see in speech. Given that it only includes things that are already obvious and do not require further explanation, the element in (b) that cannot be seen is regarded as being inconsistent with the quantity maxim. (Putri & Apsari, 2017)

▪ **The maxim of relation**

The speaker's statement must be pertinent to the subject. The idea behind this adage is to make a point by expressing something pertinent to the subject. Relevance between the speaker and the listener is required by this adage. Think about the following instance:

- A: There is somebody at the door
- B: I'm in the bath.

When A alerts B that a visitor is approaching their door and requests that B answer the door for the visitor, B responds that he is now in the restroom. Since B is currently unable to open the door to see who is approaching, according to his response, he expects A to comprehend where B is at that precise moment. As a result, it may be claimed that the relationship between the speakers is not necessarily based on what they are saying, but rather on what they are implying. (Putri & Apsari, 2019)

▪ **The maxim of manner**

The speaker must be very direct and concise. Avoid ambiguity and obscure language. The maxim of manner demands contributions that are straightforward, clear, concise, and ordered. To follow the Manner maxim, speakers must refrain from using ambiguous language and obscure phrasing. As evidenced in the discussion below, discourse is frequently encountered in everyday communication when a speaker wilfully breaks this maxim:

1. A: Let's stop and get something to eat.
2. B: Okay, but not M-C-D-O-N-A-L-D-S

The purpose of the spelling discussion in speech B is to make kids who like McD's unaware that his parents preferred another restaurant. The words used by his interlocutors must be interpreted by the speaker. In taxonomy, depending on the usage context, it is (ambiguous). This is predicated on the idea that imprudence (ambiguity) won't occur if participants in speech acts always adhere closely to the pragmatic standards described by Leech with the idea of the speech context. (Putri & Apsari, 2019)

Grice's maxims are not universal speech conventions. In order to express a particular meaning that differs from the literal meaning, the speaker may purposefully or inadvertently violate the Maxims. The maxims are frequently disobeyed (flouted), sometimes on purpose to express a particular meaning, such as in caustic remarks. The speakers employ those broken to convey a variety of pragmatic connotations, including linguistic irony, sarcasm, etc.

The "School of Rock" Movie
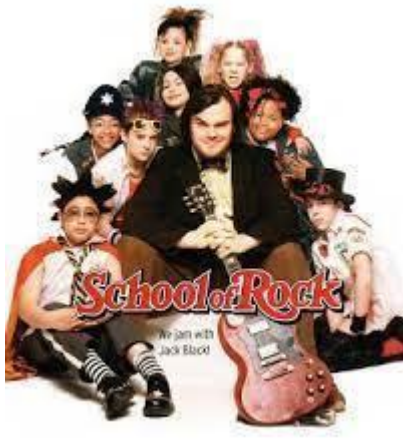
Comedy film *School of Rock (2003)* was written and directed by Richard Linklater with production by Scott Rudin. In the film, Sarah Silverman, Joan Cusack, Mike White, and Jack Black all have roles.

After being sacked from his band, Black's character Dewey Finn, a failing rock guitarist, pretends to be a temporary teacher at a prominent preparatory school. Dewey organizes a band of fourth-graders after hearing the pupils' musical talent in an effort to come out victorious in the forthcoming Battle of the Bands and utilize the proceeds to cover his rent.

Paramount Pictures released *School of Rock* on October 3, 2003 on a $35 million budget, it brought in $131 million globally. Critics gave the movie favourable reviews and commended Black's acting and humour. Up until the 2015 release of Pitch Perfect 2, it had the most lifetime box office earnings for a comedy with a musical theme, adjusted for inflation. A Broadway musical adaptation debuted in December 2015, and on March 12, 2016, Nickelodeon's television adaption debuted.

Methodology

Since this study's objective was to understand how sarcasm operates as a linguistic phenomenon, a qualitative descriptive Methodologywas adopted. The research's conclusions then have a tendency to be more descriptive. The objectives of qualitative research, according to (Vanderstoep and Johnston, 2009), are more descriptive than predictive. Additionally, they state that a qualitative study's main objective is to deeply comprehend the viewpoints of its participants.

This study was conducted using data from *School of Rock* movie script. Language and action provide the primary data in a qualitative study, according to (Lofland & Lofland, in Moleong, 2001). The words, phrases, clauses, and sentences used by the main characters in *School of Rock* were therefore used as the main data in this study, which was a written text that was based on the screenplay for the film.

Findings and Discussion

The research's findings are presented in this chapter. As stated in Chapter 1, the objectives of this study are:
1. To characterize the varieties of maxims that are violated by the main characters in *School of Rock* movie.
2. To define the way maxim are violated in the main characters' statements, in *School of Rock*.

Additionally, this chapter's two major sections provide a full description of the study's findings. These include discussion and findings. In the first section, the findings, the facts of the numerous maxim principles supporting the violation of conversational maxims are presented. The frequency with which the four different sorts of conversational maxims are broken in the film is shown in the table below.

No	Types of Violation	Number of Violation	Percentages
1.	Maxim of Quantity	19	32%
2.	Maxim of Quality	6	10%
3.	Maxim of Relation	15	25%
4.	Maxim of Manner	20	33%
	Total	60	100%

Types of Violations

Overall, the movies with the primary protagonists broke the conversational maxim. As was already established, Grice (1975) divides those caustic statements into four categories.

▪ **The Violation of Maxim of Quality**

For speakers to achieve the highest level of quality, the information must be accurate and well supported by evidence. If any of those two conditions is missing, it might be said that the speaker has broken the maxim. Below are some examples of quality maxim infractions that include the conversational context.

In the movie, an example of violation of maxim of Quality can be found in the following conversation:

1. A: Any questions about our schedule?
2. Because usually now Miss Dunham teaches vocabulary, then gives us a pop quiz, then splits us up into reading groups. Track B is.
3. B: Okay, hey, hey, hey. Miss Dumbum ain't your teacher today, I am.

The context of this conversation is that the student (A) was informing her teacher about the class schedule, and the teacher (B) answered with saying "Miss Dumbum ain't your teacher today, I am" which completely disregard the true name of the teacher that has been said before. In theory, this is viewed as a violation of maxim of quality because this maxim requires someone to present a correct information to the other.

More violation of maxim of quality can also be found in the following conversation:

1. B: What's the matter?
2. A: You want me to be a groupie?
3. B: Groupie is an important job.
4. A: I researched groupies on the Internet. They're sluts. They sleep with the band.

The context of the conversation above is that the teacher (B) asked his student about what's troubling her about the assignment of band position that they have been discussed before. The student (A) answered with "I researched groupies on the internet. They're sluts. They sleep with the band". Thus violates the maxim of quality because the student said that groupies are slut based on no known fact. She found the information on the internet which wasn't an entirely credible source for information.

▪ **The Violation of Maxim of Quantity**

In following the maxim of Quantity, the speaker must contribute information that is at least as instructive as is necessary. One can be deemed to have violated the quantity maxim when they provide more information than is necessary. The speaker cannot speak for less or more time than is necessary.

The conversation below serves as an illustration of a violation of the quantity maxim.:

- B: Are you psyched about the project?
- A: Sure.

In the conversation above, between student (A) and teacher (B), the teacher (B) asked his student whether he's 'Pyched'of 'Excited' about the project that they're going to do. The student, who currently has a personal issue, responded with the cryptic "Sure" which is not considered as an enough respond nor information. Thus, the student (B) violates the maxim of Quantity, because in this maxim, a person is expected to give enough information as required, no more no less.

The violation of maxim of quantity is also detected in this dialogue below:

- B: Oh, yeah. I was this close to getting a chair on the Polish Philharmonic, and I nailed the audish,
- But I didn't get it. Guess who did. Yo-Yo Ma's cousin, little "Nepotis".

In this scene, the teacher (B) is telling his experience to his students. His statement "But I didn't get it. Guess who did. Yo-yo Ma's cousin, little "Nepotis", indicates that his failure in acquiring the job was caused by nepotism. The context here is that the teacher was relying that kind of information to a bunch of elementary students who weren't supposed to know about nepotism as a cause of failure. Thus, the teacher (B) violates the maxim of quantity, because he provides more information than required.

▪ **The Violation of Maxim of Relation**

According to the maxim of relevance, the speaker's statement must be pertinent to the subject. The idea behind this principle is to make a point by expressing something relevant to the subject. Relevance between the speaker and the listener is required by this maxim.

In the movie, some violation of the maxim of relation can be found in the conversation between a student (A) and a teacher (B) below:

- B: Ever play electric guitar?
- A: My dad won't let me.

In the conversation above, the teacher (B) was asking whether his students (A) had any previous experience in playing an electric guitar that is necessary for their future project. The student (B) replied with "My dad won't let me" which has no strong relation to the question. If studied by the context, the answer by (A) is acceptable, asssuming he was never played an electric guitar because his father never allows him to. But according to the theory, a conversation between the speaker and the hearer must be relevant, and it supposed to be clear enough in the sentences. Thus, the student (A) violates the maxim of relation.

Another violation of maxim of relation can be found in the conversation below:

- A: What are we gonna play?
- B: You don't have to worry about that.

In the conversation above, the student (A) asked her teacher (B) about what kind off song are they going to play in the competition. The teacher (B) answered with "You don't have to worry about that" which was not pertinent to the question that was uttered by the student (A). The topic

of this conversation is a kind of song or song title to be played later, and the teacher (B) disregard the topic and start saying something else entirely. Since the speaker's remark ought to be pertinent to the subject, this is against the relational norm.

- **The Violation of Maxim of Manner**

To uphold the Manner maxim, speakers must speak in a clear and concise manner, avoiding ambiguity and obscure phrasing. A speaker who wilfully disregards this principle can frequently be heard in everyday speech.

One of the examples violations of maxim of manner can be foud in the conversation below:

- A: Can I be the band stylist instead?
- B: Of course, you can, Fancy Pants.

Above is the conversation between a student (A), and the teacher (B). The context of this conversation is that the student (A) was asking his teacher whether he can be the band stylist, which the teacher responded with "Of course you can, Fancy Pants". Looking at the context, this responds by the teacher can have more than one meaning, by saying "Fancy pants" it is possible that the teacher is undermining the student's ability, or praising him for dressing well. In theory, this such kind of ambiguity can become a violation of Maxim of manner, because in this maxim, ambiguity and obscurity has to be avoided.

There is also a violation of the maxim of manner in the following utterance:

- B: All right, here's a useful lesson for you. Give up. Just quit. Because in this life, you can't win.
- Yeah, you can try, but in the end, you're just gonna lose, bigtime.

In utterance above, the teacher (B) was telling his student a supposedly "Useful lesson" to his students. However, the meaning of this "Useful lesson" that is supposed to be something positive and informative was instead followed by some utterances that can be either good or bad. Which contradicts the precept of manner, which calls for speakers to make contributions that are explicit, clear, concise, and well-organized.

Conclusion and Suggestions

In this study, the movie contained up to 60 instances of conversational maxim violation., The school of rock (2003). The violation consists of maxim of quality, maxim of quantity, maxim of relation, and maxim of Manner. The type of maxim that are violated the most are maxim of Manner (33%), maxim of quantity (32%), maxim of relation (25%) and the last is maxim of quality (10%) as shown in the diagram below:

Maxim Violations

Maxim of Quality, 10%
Maxim of Manner, 33%
Maxim of Quantity, 32%
Maxim of Relation, 25%

■ Maxim of Quality ■ Maxim of Quantity ■ Maxim of Relation ■ Maxim of Manner
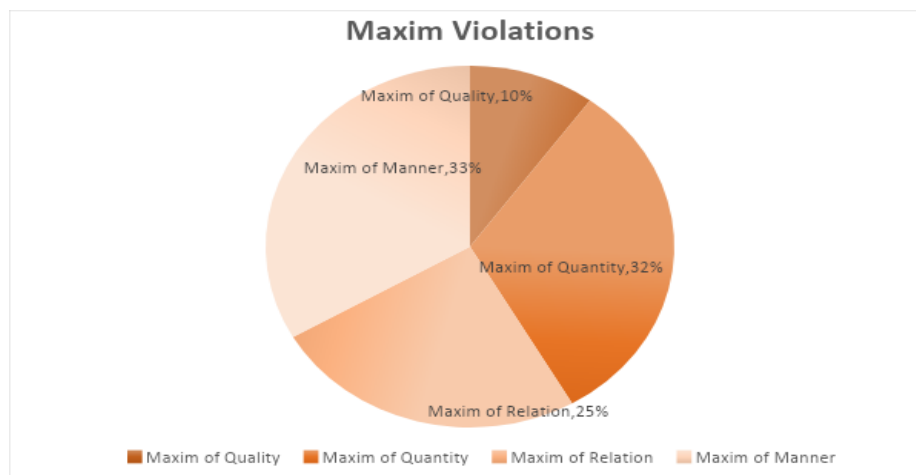
In conclusion, despite the cooperative principle of maxims being proposed by Grice (1975), people continue to break the law. It is fairly typical and can be seen both in reality and in movies, such as The School of Rock, which the author analyses. It has been discovered that those depicted in films frequently break the rules in order to conceal the truth, provide incomplete information, or plainly deflect prying queries. All of the Grice (1975) recommended maxims, including the maxims of quality, quantity, relation, and manner, are consistently broken by the speakers. However, the listener won't accept infractions of conversational rules that occur in a conversation if the context is unclear.

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Fiction Text Based on Local Wisdom as an Effort to Preserve National Culture

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Abstract: This conceptual article discusses the utilization of local wisdom-based fictional text materials as a national cultural preservation strategy. The focus is on demonstrating how the application of local wisdom elements in fictional texts can be an effective tool to strengthen cultural identity and trigger love for national cultural heritage. The research also reviews the impact of using local wisdom-based fictional texts on the younger generation. Reading stories that reflect local cultural values can shape a sense of love and pride for cultural heritage. In addition, fictional texts can also be a means of self-reflection and a deeper understanding of each individual's cultural identity. By harmonizing the richness of local culture in fictional texts, this article proposes that creative literacy can play an important role in preserving and passing on cultural values inherent in society.

Keywords: Fiction Text, Local Wisdom, Cultural Value

Introduction

Indonesia's cultural diversity is a valuable asset that needs to be maintained and preserved. Through various artistic and literary expressions, local wisdom can be elevated as a key element in efforts to preserve national cultural identity. One art form that has great potential in playing this role is fictional text. Fictional texts, as a forum for imagination and creative expression, have the appeal to elevate local wisdom values and immerse them in entertaining and inspiring stories. In this era of globalization, when cultures interact and integrate with each other, cultural preservation is increasingly imperative. Therefore, an innovative and effective approach is needed to keep local wisdom alive and relevant.

This contextual article aims to discuss the important role of local wisdom-based fiction texts as a strategy in preserving and maintaining Indonesia's cultural wealth. By exploring the potential of literary creativity, fictional texts become a powerful medium to form a sustainable and relevant cultural narrative in the midst of globalization. In this context, this research will discuss how fictional texts can be an effective national cultural preservation tool. The discussion will include how fictional texts can integrate local wisdom values into their narratives, enrich readers' experiences with cultural richness, and stimulate a sense of love and pride in cultural heritage. In addition, this research will also review the positive impact of local wisdom-based fictional texts on the younger generation and how this can be a strategic step in spreading the message of local wisdom at the national and international levels. By diving into the world of local wisdom-based fiction, we can find creative solutions for cultural preservation. Local wisdom-based fictional texts are an important part of national cultural preservation efforts. Through narratives that contain local values, folklore, legends and myths, fictional texts are able to convey cultural heritage from one

generation to the next. Local wisdom reflected in fictional texts is not only entertainment, but also a window for readers to understand the cultural identity of a nation. These stories not only recount past events, but also hold moral messages, wisdom, and outlook on life inherent to a society.

The preservation of national culture through local wisdom-based fictional texts is not just a perpetuation of old stories, but also a way to revive values that may be overlooked in the current globalization. Through these literary works, a nation can build awareness of its cultural identity, strengthen a sense of pride in ancestral heritage, and inspire the younger generation to appreciate and inherit their cultural values. The importance of local wisdom-based fictional texts as an effort to preserve national culture lies in their ability to maintain cultural diversity, promote tolerance, and encourage appreciation of a country's rich culture. By telling stories that reflect local wisdom, we are indirectly strengthening the cultural foundation of a nation's identity. Through an in-depth understanding of the relationship between fictional texts and local wisdom, it is hoped that this article can provide new insights into efforts to preserve and raise awareness of cultural diversity at the national level. The formulation of the problem in this article, namely:

- How does local wisdom-based fiction text material contribute to the preservation of national culture?
- What elements of local wisdom can be integrated into fictional texts to strengthen national cultural identity?
- What is the impact of using local wisdom-based fiction texts on people's understanding and appreciation of national cultural heritage?
- Are there any obstacles or barriers in implementing local wisdom-based fiction text materials as a national cultural preservation strategy?
- What is the role of creative literacy in increasing public awareness of cultural diversity and the importance of preserving national cultural heritage through fictional texts?

The research objectives of this conceptual article, namely analyzing the contribution of local wisdom-based fiction text materials: assessing the extent to which local wisdom-based fiction text materials can contribute to national cultural preservation efforts, identifying elements of local wisdom in fictional texts: identifying and analyzing elements of local wisdom that can be integrated into fictional texts to strengthen national cultural identity, evaluating the impact of using fictional texts on public understanding: evaluate the impact of using local wisdom-based fictional texts on people's understanding and appreciation of national cultural heritage, analyze obstacles and barriers in implementation: analyze obstacles and barriers that may arise in implementing local wisdom-based fictional text materials as a national cultural preservation strategy, and investigate the role of creative literacy in public awareness: investigate the role of creative literacy in increasing public awareness of cultural diversity and understanding how important it is to preserve national cultural heritage through fictional texts.

Significance of the research, supporting cultural preservation policy planning: providing a research foundation that can support policy planning related to national cultural preservation by considering the contribution of local wisdom-based fictional texts, providing practical guidance for writers and publishers: presenting practical guidance for writers and publishers in the development of local wisdom-based fictional texts that can effectively strengthen national cultural identity, encouraging innovation in the utilization of creative literacy: encourage innovation in the utilization of creative literacy as a tool to increase public awareness of cultural diversity and strengthen emotional connections with national cultural heritage, and provide data and findings for further research: provide data and findings that can serve as a foundation for further research in the field of national cultural preservation and creative literacy. With these research objectives,

it is hoped that this conceptual article can make a meaningful contribution to the understanding and implementation of national cultural preservation strategies through local wisdom-based fictional text materials.

● **Local Wisdom in Fiction Texts**

Local wisdom according to Susanti (in Asriati, 2012: 112) is local ideas that are wise, full of wisdom, good value, which are followed by community members. In the Indonesian Dictionary, local wisdom consists of two words: wisdom and local. In the Indonesian English Dictionary (John M. Echols and Hassan Syadily in Juanda Aziz, 2021: 608) local means local, while wisdom is the same as wisdom. In general, local wisdom can be understood as local ideas that are wise, full of wisdom, good value, which are embedded and followed by members of the community. Local wisdom is a view of life and science as well as various life strategies in the form of activities carried out by local communities to answer various problems in meeting their needs. In foreign languages, it is often conceptualized as local wisdom or local knowledge or local genius (Fajarini, 2014:123).

The research team also found 5 data on the local wisdom value of customs. Customs are defined as a system of behavior that is eternal and passed down from one generation to another as a legacy so that it is strongly integrated with the pattern of community behavior (Department of National Education: 2014). Based on the definition of local wisdom described, it can be concluded that local wisdom refers to local ideas that are wise, good value, and followed by community members. In general, local wisdom includes a view of life, science, and life strategies that are an integral part of local community activities in responding to various problems and meeting their needs. The sustainability of local wisdom is reflected in the values of customs, which are codes of conduct that are passed down from generation to generation and have a strong integration with the behavior patterns of the community. In addition, local wisdom can also be conceptualized in foreign languages as local wisdom, local knowledge, or local intelligence.

Local wisdom has a very important relevance in the context of national culture. Its relevance covers various aspects, including the preservation of identity, the promotion of cultural diversity, and the strengthening of traditional values in society. Local wisdom carries the unique elements of a region or community. By maintaining and passing on local wisdom, communities can preserve their cultural identity. This identity includes language, customs, arts, and distinctive values that distinguish one region from another. The preservation of such cultural identity supports the formation of a strong national identity. Indonesia's rich and diverse culture is a wealth that needs to be preserved. Local wisdom is one of the pillars of this cultural diversity. By recognizing, appreciating, and preserving local wisdom, society can prosper national cultural diversity. It also creates intercultural tolerance and strengthens the sense of unity in diversity. Local wisdom often reflects traditional values that have been passed down from generation to generation. The reinforcement of such values involves the continuous practice of daily life, social norms and ethics that are an integral part of the local community. By encouraging the strengthening of traditional values, local wisdom contributes to the formation of the character and morals of society. Local wisdom not only covers cultural aspects, but also includes an understanding of the relationship between humans and their environment. The values of local wisdom often create a sustainable lifestyle.

Local wisdom plays a crucial role in strengthening cultural identity in fictional texts. Through the depiction of local wisdom in fiction, the author can give a feel of the uniqueness and cultural richness of a region or community.Local wisdom can form an authentic and distinctive

story background (setting). Descriptions of local traditions, scenery, and lifestyles give the story its own color. Readers can feel the uniqueness of the culture presented through the details of local wisdom in the story setting.Characters in fictional texts that internalize local wisdom have richer dimensions. The values, beliefs, and perspectives of the characters reflect their culture. Thus, readers can get closer and connect with the characters' journeys, while understanding the cultural roots that shape their personalities. Fiction can integrate traditions and rituals into the storyline. Through events based on local wisdom, writers can explore cultural values offered in the form of rituals or ceremonies. This creates cultural solidity and longing in the storyline.

Local wisdom often includes moral and ethical values inherent in society. In fictional texts, writers can use stories to convey moral or ethical messages based on local wisdom, giving the story a deeper moral dimension. Symbols and metaphors based on local wisdom can provide deep symbolic meaning in the story. By utilizing local wisdom in fictional texts, writers not only create entertaining works, but also contribute to the preservation and strengthening of cultural identity. Through narratives that blend creativity with local wisdom, fictional texts can become a powerful tool for maintaining and developing valuable cultural heritage.

- **Contribution of Fictional Texts to the Preservation of National Culture**
  Fiction text is one of the genres of literary works that contain fictional stories resulting from the author's imagination. The author's imagination of the fictional story text is processed based on his experience, views, interpretations, intelligence, insights, and assessments of various events, both real events and fictional events.

  The value of local wisdom is very important to be taught to the younger generation, namely students at school. The value of local wisdom can be implemented into teaching materials at school, one of which is fictional story text teaching materials. Fictional story text is the right media to teach local wisdom values to students. This is because fictional story texts are made based on the results of artistic and intense processing of the author's imagination colored by culture, inner experience, philosophy, religiosity, and the author's background and other social backgrounds. Fiction texts reflect local wisdom. There are several distinctive elements of kebuyaan that can be integrated into the story to create a rich and authentic experience. The following are these elements.

  1. Language and Dialect, the use of local language or dialect can give a distinctive color to the narrative. Words or phrases that are unique to a particular region can be used to create an atmosphere that is closer to the local culture.
  2. Customary Traditions and Ceremonies, including descriptions of customary traditions and ceremonies in the story can provide a deeper understanding of the local way of life. This could include traditional celebrations, rituals or events in their culture.
  3. Cultural Values, highlighting cultural values such as mutual corporation, respect for ancestors or attitudes towards the surrounding nature can strengthen local wisdom in the story. The character's struggle to maintain these values can be the core conflict or theme of the story.
  4. Folklore and Local Mythology, integrating folklore or local mythology into the plot or character background can add a dimension of local wisdom. This not only preserves cultural heritage, but also gives it a mystical or magical appeal.
  5. Local proverbs and sayings, using local proverbs or sayings in dialog or narration can add authenticity and give character to the language used in the story.

6. Inter-character and Community Relationships, highlighting inter-character relationships and community dynamics in the context of local culture can provide a deeper understanding of social values and interactions in society.

Fictional writing has the power to convey cultural values, traditions, and local stories that can raise people's awareness of their cultural heritage. This article will discuss the contribution of fictional texts in preserving local wisdom, highlighting the importance of fictional works as a medium to promote and maintain cultural identity. Fictional writing provides an in-depth reflection of the daily lives of local people. By portraying characters, settings, and situations that reflect local wisdom, writers are able to elevate the essence of people's lives and build appreciation for the uniqueness of their culture.Much local wisdom is passed down through oral tradition. In fictional texts, writers can creatively depict myths, legends or folktales. Thus, these stories remain alive in the imagination of readers, lending support to the preservation of oral cultural heritage. Fiction not only provides entertainment, but also contains moral messages and cultural values. Through characters and plots, writers can emphasize the importance of values such as gotong royong, respect for nature, and other local norms. This helps spread positive messages to readers, which can create positive changes in society. Through fiction writing, authors have the opportunity to inspire the younger generation to love and appreciate their local wisdom. Interesting and relevant stories can be a source of motivation for young readers to explore, understand and care for their cultural heritage.

● **Implementation of Fiction Text Materials Based on Local Wisdom**
According to Smith (2018), effective strategies involve in-depth research into local traditions, folklore and community values to create authentic and pervasive narratives. As we know that teaching/education requires many strategies that almost always experience innovation, so it requires teachers to have creativity in creating various components or learning media designs that suit the needs in the learning process. Ibrahim (Ghufron, Roebyanto, and Harmini, 2017: 210 in Istiningsih, 2022) states that learning media is anything that can be used to channel messages so that it can stimulate the attention, interests, thoughts and feelings of students in learning to achieve learning goals. Strategies that can be done in incorporating local wisdom in fictional texts, namely;

1. Integrate local wisdom values into the story plot. Make the characters, conflicts, and resolutions of the story in line with the cultural values or traditional wisdom you want to convey.
2. Insert relevant local language or terms into the dialog or narration of the story. This helps create a cultural feel and enriches the reader's experience.
3. Describe the physical and social environment in accordance with local wisdom. Describe traditions, customs or daily life practices that are an important part of the local culture.
4. Build the characters in the story by portraying them as holders of local wisdom values. These characters can be the embodiment or representative of these values.
5. Take inspiration from local folklore, legends or myths to form new fictional stories. While the story is changed or modified, the core values and moral messages are preserved.
6. Involving local characters or communities in story development can provide a deeper understanding of the local wisdom to be conveyed.
7. Beyond entertainment, make sure the story provides a message or lesson that is relevant to the local wisdom values you want to convey to the reader. This can provide a deep learning experience.

8. After the story is finished, get feedback from individuals or communities who represent the local wisdom raised in the story. This can help to improve or correct the representation of local culture in the story.

Research by Tuwuh Handayani et al (2022) shows that it is urgent to hold a supplement in the form of teaching materials whose content is in the form of folklore (fictional text) which is local wisdom. The teaching materials direct and motivate students to recognize and be interested in learning folklore. Teaching materials for fictional texts based on local wisdom are declared effective. This is evidenced by the results of the pretest and postest on reading literacy skills in the basic competencies of examining characters in fictional stories, and the results of completeness both individually and classically. Research conducted by Santoso, Seni Apriliani, and Kosasih (2017) on children's storybooks with the title "Tasikmalaya Embroidery Local Wisdom-Based Children's Storybook for Elementary School Students". The findings of this study are, based on the results of interviews and observations in elementary schools obtained data that Tasikmalaya local wisdom-based children's storybooks are not yet available, this causes children to be less familiar with the local wisdom of their own region. Thus, based on the above conditions, it requires a solution for children's storybooks based on Tasikmalaya local wisdom as a support for learning, increasing students' knowledge of their local wisdom, and increasing students' interest in reading. Research that has been conducted by N.L.M.T. Pratiwi (2017) on children's storybooks with the title "Development of Children's Storybooks by Incorporating Local Culture in My Favorite Theme for Grade I Elementary School".

The findings of this study are that early childhood has a thinking process that thinks narratively rather than espositively. The use of expository children's storybooks is not something bad, but the character of children who are more interested in narrative learning, it is logical that the textbooks that have been provided are also accompanied by narrative-based children's storybooks in accordance with the themes that must be taught in the implementation of the 2013 Curriculum. Research that has been conducted by I Md. Aditya Dharma (2019) on children's storybooks with the title "Development of Illustrated Children's Storybooks with the Insertion of Balinese Local Culture Towards Reading Interest and Attitudes of Grade V Elementary School Students Curriculum 2013". The findings in this study are, based on PIRLS and PISA it is known that Indonesia is ranked 45th out of 48 participating countries. This shows that the competence of Indonesian students is low, especially in reading comprehension skills.

When conducting research on local wisdom-based fictional texts as an effort to preserve national culture, some of the challenges and obstacles that may be faced are that obtaining resources, especially information and direct access to communities or oral stories, can be difficult especially if the location or culture under study has limited access. Accurately presenting local wisdom in a fictional text can be tricky. The challenge of translating cultural aspects that are complex or can be interpreted differently can be problematic. There may be difficulties in communication between researchers or writers and local communities due to language or cultural differences. This can affect collaboration and mutual understanding. Local wisdom-based fictional texts may not always be well received by communities that have different views on how to inherit culture. In preserving local wisdom, there is a risk of different understandings of cultural sensitivity. Treating and representing with sensitivity is a significant challenge. Some communities may not have sufficient access to the technology or literacy required to create or acquire fictional texts in a more widely accessible form. Facing these challenges requires strong cooperation, respect for culture, and creativity in finding solutions. Understanding and overcoming these

barriers is important to ensure that research and preservation of local cultures can be conducted with respect and accuracy.

- **The Role of Creative Literacy in Raising Cultural Awareness**

Setiadi (2010: 57 in Mekar Ismayani) who says "*In a basic sense, literacy is generally viewed as reading and writing abilities"* literacy is generally viewed as the ability to read and write. Alwasilah (2012:162) reveals that a person's literacy appears in reading, writing, calculating, and speaking activities. The definition of creativity can be viewed from four dimensions, namely *person, process, product, and press.* Creativity seen from the person dimension is stated by Sternberg (Sudarma, 2013: 20), a creative person is a person who can think synthetically, meaning that he can see relationships where others cannot see them, and has the ability to analyze his own ideas and evaluate the value or quality of his personal work, able to translate theories and abstract things into practical ideas, so that individuals are able to convince others of the ideas he will work on. The definition of creativity seen from the press dimension or a power that exists in individuals is expressed by John Adlair (Sudarma, 2013: 18 in Mekar Ismayani), *"Creativity is the faculty of mind and spirit that enables us to bring into existence, ostensibly out of nothing, something of use, order, beauty or significance."* The statement more or less implies that creativity is the faculty of mind and spirit that enables us to bring into existence, ostensibly out of nothing, something of use, order, beauty or significance. Based on these expert opinions, it can be concluded that creative literacy encompasses more than just reading and writing skills, but also involves the ability to think creatively, produce original work and participate actively in creative culture. The definition reflects the importance of a holistic approach to literacy in an era increasingly driven by creativity and innovation. Creative literacy is one's ability to understand, interpret and produce creative texts, which involves the original expression of ideas, emotions and imagination.

Creative literacy and cultural preservation have a close relationship in the context of community development. Creative literacy can help understand, respect and maintain cultural heritage. Through creative literacy, one can explore and express new ideas that are still related to traditional values and cultural history. Creative literacy can produce works of art, literature, music or other forms of expression that reflect cultural richness. These works can be a form of cultural preservation as they perpetuate values, stories and traditions in creative and innovative forms. Creative literacy can also be used as a tool to educate the public about cultural values and the importance of cultural preservation. Creative and innovative cultural education campaigns can raise awareness and a sense of responsibility towards cultural heritage. Fiction texts can provide an in-depth look at everyday life and cultural realities. This can include aspects such as traditions, social norms, customs and so on, which help convey the richness of culture in a way that is accessible to readers. Creative literacy in fictional texts can help overcome stereotypes and clichés that may exist in relation to a culture. It provides an opportunity to introduce nuances and complexities that may be missed or condensed in cultural representations. By utilizing creative literacy in fictional texts, we can create works that not only engage readers but also make a positive contribution to the preservation and dissemination of cultural wealth.

Raising public awareness through creative literacy is a powerful approach to promoting understanding, empathy and participation in various aspects of life. And raising public awareness through creative literacy in fictional texts can be an effective and engaging approach. Writers can create fictional stories that reflect social, environmental or cultural issues that are important to society. Engaging readers in narratives that touch on their daily lives can raise awareness of these issues. Presenting diverse characters and experiences in fiction can open people's eyes to different

realities. It can also help overcome stereotypes and increase cross-cultural understanding. And writers can explore and explore local stories, myths or history. This helps strengthen people's cultural identity and raise awareness about their cultural heritage.

- **Conclusion**

Fictional texts that reflect local wisdom can hold folktales, legends, or myths that are part of cultural heritage. This helps maintain the cultural identity of a nation. Fictional texts can be a medium to spread and introduce certain cultural values to the younger generation. This helps in the appreciation of local wisdom that is sometimes overlooked. Through fictional texts, readers can gain a deeper understanding of local traditions, customs and wisdom. It is a means of education about national culture. Local wisdom-based fictional stories can help in promoting awareness of important values in national culture, such as harmony, wisdom, and diversity. By retelling traditional stories in the form of fictional texts, cultural heritage can remain alive and relevant amidst changing times. Inspiration from local wisdom in fictional texts can spark creativity in producing new works that remain linked to tradition, helping to encourage the maintenance of tradition. Fictional texts that depict local wisdom can help build awareness of a strong and diverse national identity. The preservation of national culture is not just about maintaining old traditions, but also about how we can integrate those values into modern life. Local wisdom-based fictional texts can be a powerful tool in this endeavor, as they can touch and influence people's thoughts and views on their culture.

Through this article, it is evident that the active involvement of local communities in the creative process is crucial. It encourages cultural preservation efforts by applying the direct knowledge and experiences of the communities themselves. With community involvement, local wisdom-based fictional texts are more likely to portray culture authentically, avoiding superficial or stereotypical representations that can be detrimental to the sustainability of cultural heritage. By researching and applying local wisdom, it demonstrates a deep appreciation of cultural richness. It also provides an opportunity for communities to feel ownership and be directly involved in the preservation of cultural heritage. The study of local wisdom-based fictional texts becomes a valuable source of knowledge for learning and understanding national culture. It opens the door to a deeper understanding of a society's values, traditions and history. Fictional texts that represent local wisdom can be a powerful tool to shape young people's thoughts and perspectives on their own culture. This affects the way they perceive, appreciate and inherit national culture. The implications of this article can make a significant contribution in building a strong cultural identity, rooted in values and traditions that are an important part of the national cultural heritage. This article on local wisdom-based fiction texts is not only about creating stories, but also about preserving, respecting, and strengthening national cultural heritage. It involves active participation, appreciation, and recognition of the cultural wealth possessed by a nation. Surely, further research in local wisdom-based fictional texts as an effort to preserve national culture can make a greater contribution in understanding, preserving, and integrating local wisdom into literary works.

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Factors Affecting Second Language Acquisition of Four-Years Old Male Batak Child

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Abstract : This research focused on the second language acquisition of four-years old male Batak child. However, the objectives were to investigate the factors affecting second language acquisition on the four-years old Batak child on his second language acquisition. This research applied descriptive qualitative Methodology. There were many general factors that affected second language acquisition such as *motivation, attitude, age, cognitive style, aptitude, intelligence and personality.* The findings of the research were: there was one language that FAS had on his second language acquisition; there were sixth factors on his second language acquisition, five factors found based on the theory, namely *age, intelligence, cognitive style* and *attitude* and *motivation* and also, the sixth factor (external factor) were *routines* and *patterns* on his second language acquisition.
Keywords: Second Language Acquisition, Four-Years Old Male Batak Child, Factors Affecting, Strength and Weakness

Introduction

As Chomsky's theory of language acquisition, the nature of the human brain naturally supports the ability to acquire and utilize languages. There was sophisticated device exists that enables language acquisition in people since infancy. In other words, this device enables language acquisition in humans since they were in birth. As expressed by Chomsky that humans from birth would learn the language by itself. Chomsky (2004) in Da Cruz (2015:6) argued that children's ability to learn language was due to a genetically programmed organ that was located in the brain. Once children were born, they had complete programmed-organ that had functions especially brain. Children knew the language by the environment then brain absorb and produce it. This was a reason why environment and brain were important in children's first language acquisition, so was Second Language Acquisition (SLA).

Language Acquisition is having some meaning with the process children use in acquiring first and second languages. When children learn their L1 and L2, the process of language acquisition takes on some significance. Natural communication, when speakers are more concerned with the messages they are communicating and comprehending than the form of their utterances, is required for meaningful engagement in the target language. Error correction and explicit teaching of rules are not relevant to language acquisition (Brown and Hanlon, 1970; Brown, Cazden, Bellugi, 1973). It was assumed that the order of acquisition of structures was quite stable in language acquisition, in other words, clear similarities could be seen between studies in which structures are usually acquired early and which are acquired late (Brown, 1973; Dulay and Burt, 1975). There are many languages spoken in the world but first language (L1) acquisition is called as mother tongue which is the L1 that children generate and speak. Since children were born, young children had the mysterious, miraculous ability to learn languages in addition to their mother tongue completely and effortlessly. Children had only one language which was mother

tongue. But, when children have grown up, children can have their second or third more languages that they can capture.

Moreover, SLA is a language that is learned after the children have learned their L1 and children want to acquire a foreign language that is not their mother tongue. Before discussing further, Ellis (1997) defined second language acquisition as "the study of how people learned a language other than their mother tongue". Seidlhofer (2003) also noted that SLA was problematic. She identified a mother of issues that were open to debate, namely, that "SLA" stood for the "study of SLA"; that "second language" included such notions as "foreign language" and "third", "fourth"…nth language"; that "A" in SLA covered both "acquisition" and "learning" (…)' lastly, "learning referred to different kinds of learning (for example, inside classroom or by living in the country where the target language is spoken)" (p.169).

There were some current researches related to the topic of language acquisition. *Khasinah* (2014) described that influence of language acquisition varied. Individual differences were important factors in SLA. Those factors were *motivation, attitude, age, intelligence, aptitude, learning style and personality* influenced the way learners encountered language learning and might hinder or support in their efforts to acquire or master L2. Moreover, these elements seemed to be an essential part of the learning process which could contribute to the success or failure of a second language learner. Then, *Ratnaningsih* (2017) concluded that there were three languages became the little girl's first language, there were three factors influenced in the little girl's first language acquisition and as the last, the little girl's first language acquisition has developed. That little girl has been able to communicate and interact at the same time in responding the environment.

The right definition to examine the meaning of SLA is, for instance, when a child has acquired his/her L1 well, then English is learned when she/he starts going to school. English is acquired by the process of second language acquisition. SLA is famously named as bilingualism. It is those people who can show themselves in more than one language. The definition supports the most well-known definition of bilingualism given by Bloomfield (1993) who defined bilingualism as the 'native-like' control of two languages. This term may sound too heavy.

Studies of literacy development before schooling showed that most children had some knowledge of print before they came to school (Goodman and Schickedanz, 1986). It is interesting to study second language acquisition possessed by people in general, it is more interesting and challenging to explore phenomenon of bilingualism possessed by children. The primary of aim of SLA is to present the factors and the contribution to success or failure in a second language acquisition of four-years boy. Ellis (1985) which was said that there were many general factors that influence second language learning such as *age, aptitude, intelligence, cognitive style, attitudes, motivation and personality.*

The data source of this research was a four-years male child who was called as FAS. He came from a Batak tribe or called *Bataknese* which was the tribe also had its own language, but he still had his L1 (mother tongue) since he was born. His L1 was Bahasa Indonesia. In his age 2,5 years he got his second language acquisition (L2) that was English by many factors. Although in his 2,5 years, he did not know how to pronounce English clearly and well, but he understood little when his aunty told him to do something in simple English sentences such as "wash your hands, please" instead of *mencuci tangan*. That is the reason why the researcher choose FAS as the object for the data analysis.

Child required to communicate and make sense of their environment long before they enter formal schooling. SLA was acquired in a social context and that the surrounding environment could play a role in promoting or hindering development of a second language system (Gebhard, 1999). In conclusion, a child has undergone a very long process even though some experts are still debating whether SLA is beneficial or even harmful for their cognitive, psychological and linguistic competence, children nowdays are created to be bilinguals even since they were born to cope with the dynamic of the environmental changes.

Therefore, this research aims at investigating factors affecting the phenomenon of second language acquisition of four-years old male Batak child is regarded to be necessary explained.

Literature Review
Concept of Second Language Acquisition

Acquisition was basically another word for learning. However, it was sometimes used for different use and meaning such in second language acquisition. The process by which person learned a language was sometimes called acquisition instead of learning, because some linguists believe that the development of a first language in a child was a special process (Richards, 1985, p.3). in other words, acquisition is such a unconscious way to acquire a first language in child because since child was born, he/she did not learn his/her languages, it was just natural process.

Language acquisition has same with native language acquisition which is the developing the ability to understand a language and use it to communicate with others. Language acquisition are closely related to a person's ability to create the perception and understand the speech of others. In addition, a child could produce speech or speech if he knew the rules derived from childhood (Soenjono, 2010:225). When child acquires the mother tongue, child does not need a thick grammar or a long list vocabulary to memorize, the child's learning is instinctive and unconscious, which means that child has the ability to create the perception and understand the language itself by his own understanding.

Based on the book of 'Introducing Second Language Acquisition', a second language acquisition refers to both the study of individuals and groups who are learning a language subsequent to learning their first one as young child to the process of learning that language. The additional language is called L2, even though it may actually be third, fourth, or tenth to be acquired. Then, Ellis (1997) also defined second language acquisition as 'the study of the way in which people learn a language other than their mother tongue'.

Krashen (1982: 10) put the idea of two separate systems as the subordinated performances of a second language. The first system was an acquisition system which took place naturally when a person received a fairly comprehensive input, with a low filtration level and the focus of language learning was communication and the important uses of language. It meant that humans were born with a natural ability or innate capacity to learn a language.

Talking about second language acquisition in this study in which the little four-years old boy being observed acquire more than one language. It is important to know that this language acquisition will be closely related to culture. As simply stated, that language and culture work together in studying relationship between language and aspects of culture affect language and so on.

Factors Affecting Second Language Acquisition

There are several factors that affect the language acquisition especially for second language acquisition. These factors include the linguistic environment (language environment), neurological aspect, innate ability (for language-specific learning also plays a crucial role), interactions, routines and patterns and cultural and social factors.

There are also some differences in which speech functions children learn to use at an early age, according to social experience. For instance, children who attend pre-school are often more advanced in developing the verbal skills needed to control and manipulate other children than children who are educated at home who lack peer's interaction and competition. When young children's social experience includes people who use two or more languages, they have the same innate ability to learn both or all of them, and the same ability to learn the linguistic features of each without instruction.

Broadly, the linguistic environment can be divided into two, namely (1) the formal environment or artificial environment found in learning process; (2) informal or natural environment in a living society (Krashen, 1982:40). One factor that is also very important in the language acquisition is innate ability (initial condition). While in a child's mind the "main state" of learning a first language is almost certainly an innate ability to learn a language, it is thought that because the acquisition of a L2 follows the acquisition of L1, which is an important part of the initial state of language. L2 learning should be prior knowledge of L1. This requires knowledge of how language (in general) works, as well as a myriad of language-specific features that are only partially important in the production of new L2. This prior knowledge of the first language is responsible for the transfer to the second language during second language development.

There were many general factors that influence second language acquisition such as motivation, attitude, age, cognitive style, aptitude, intelligence and personality (Ellis, 1985). The aim is to present these factors, namely:

1. Motivation

Motivation was one of the most significant factors in second language acquisition. Richards (1985; p.185) believed that motivation as a factor that determined a person's desire to do something. Motivation is an example of a factor that is clearly variable, but the strength of an individual learner's motivation can change over time and is influenced by external factors.

There is widespread acknowledgment that motivation is of great significant influence for successful second language acquisition. Motivation can be causative or resultative. It also can be intrinsic and extrinsic. Recent discussions of motivation (for example, Crookes and Schmidt, 1990). However, have emphasized the need for investigating other aspects of motivation in L2 learning such as intrinsic motivation.

Patsy (2000) and Ellis (1985) also distinguished two types of motivation:

a) *Integrative Motivation*: a learner studied a language because he was interested in people and culture of the target language or in order to communicate with people of other culture who speak it.

b) *Instrumental Motivation*: a learner's goals for learning the second language are functional and useful, for example, they need the language to get a better job, to pass tests, to enable him to read foreign newspaper, etc.

By both types of motivation, it can be stated that learners can be influenced by them. People's motivations are different. Whatever the goals are, motivation trend in a positive direction

by regularly checking on learning progress. Motivation, so measured, affects the extent to which individual learners preserve in the learning of L2.

2. Attitude

Ellis (1985, p.292) examined that attitude was sets of beliefs about factors as the target language culture, their own culture and in case of classroom learning, of their teachers and the learning task they are given. Language attitude is normally between thought and act. In other words, a person who learns the language such as English and has positive attitude towards the language, will behave positively to the language such as speaking English frequently, praising the language, etc.

Gardner and Lambert have investigated a number of different attitudes, which were classified by Stern (1983, p.376-7) into three types:
1) attitudes towards the community and people who speak L2
2) attitudes towards the learning and language concerned
3) attitudes towards language and language learning in general

In the field of foreign language acquisition, it is fact that both motivation and attitude have impacts on people, especially child's success in learning a foreign language. It is also claimed that attitudes have a strong power to motivation. It can be analogous like, if a language learner has negative attitudes towards a language, he/she can't be motivated.

3. Age

Age is one significant of the factors that influence second language acquisition. it is also believed that age plays a critical role in foreign language learning. It is also believed that children are better at language acquisition than adults. Children have more time to spend on language learning especially when they are in school. Children do not have to worry about the things like grammatical errors or grammatical structure. A child's brain is also more flexible and adaptable than an adult's brain. In the sense, like many other issues, the role of age in L2 acquisition is controversial. *Critical period hypothesis* by Lenneberg proposes that in child's development, there was a period during which language could be acquired easier than that any other time (Richards, 1985)

However, Long (1990a) has presented evidence to suggest that the acquisition of a native-like accent is not possible by learners who begin learning after 6 years of age. He also argued that it has been very difficult for learners who begin at puberty to acquire second language grammatical competence. A key theoretical issue relating to the age issue and the reason why it has attracted considerable attention is whatever adult L2 learners have continued access to the innate knowledge of linguistic universal which guide children's acquisition of their mother tongue (Ellis, 1985, p.36)

4. Aptitude

It has also been claimed that language learning aptitude constituted a relatively immutable factor (Carroll, 1981). Much of the early work on aptitude focused on developing tests to measure it. Carroll and Sapon (1959) developed the Modern Language Aptitude Test (MLAT) and Pimsleur (1996) developed the Pimsleur Language Aptitude Test Battery. These tests conceptualized aptitude in modular form. Different modules measured such as skills as the learner's ability to perceive and memorize new sounds, to identify syntactic patterns in a new language, to detect similarities and differences in form and meaning, and to relate sounds to written symbols.

Aptitude refers to specific ability of a learner has for learning second language (Ellis, 1986, p.2923). Richards (1985) explained that aptitude was neutral ability to learn language. Further, he added that language aptitude was thought to be combination of various abilities, such as the ability to identify sound patterns in a new language, recognize the different of grammatical functions of words in sentence, etc. Students need aptitude-some specific abilities which are responsible for learning languages. Also, a recent study by Skehan (1990) indicated the importance of aptitude as an explanatory for both L1 and L2 learning.

5. Cognitive Style

Cognitive style is related to a learning style. It is a specific way in which a learner tries to learn something. Keefe (1979, as cited in Ellis 1994, p.499) described learning styles as "typical cognitive, affective and psychological behaviors that serve as relatively stable indicators of how learners perceive, interact with and respond to the learning environment". Students' learning styles can be influenced by many factors, including their genetic background, culture and prior learning experience.

Other individual learning factors are somewhere along the poles of the continuum. One such factor that has received much attention, although with rather inconclusive results, is *cognitive style*. Different dimensions of cognitive style have been identified in psychology, but dependence (holistically) or independence (analytic) has attracted the most attention in SLA. The main research hypothesis that field-independent learners would be more successful at formal, classroom learning (Ellis, p.37)

Ausburn and Ausburn described cognitive style as individual's consistent psychological representations/characteristics/elements, governed and linked cognitively to information acquisition and its processing in perception, thinking, problem solving and imagery, with quantitative and qualitative variation. With regard to brain activities, it has been proven that cognitive styles differences are supported by neurophysiological and basic brain differences.

6. Intelligence

Ellis (1985, p.293) said that intelligence is general ability to master academic skills. also, Robert (2012) also argued that intelligence was the ability to learn from experience and to adapt to, shape and select environment. Based on the definition of the experts, it can be believed that intelligence was individual's ability to learn and master something or experiences. Intelligences also individual's ability to adapt new things, shape the skills and select environment which one has good impact for individual.

Gardner (1983) introduced a theory of Multiple Intelligence. He described eight types of intelligence:

1. linguistics (used in reading a book, writing a paper, novel or poem and understanding spoken words);

2. logical-mathematical (used in solving math problems, in balancing checkbook in solving mathematical proof and logical reasoning);

3. spatial (used in getting from one place to another, in reading a map, packing suitcases in the trunk or car so that they all fit into a compact space);

4. musical (used in singing a song, composing a sonata, playing instrumental or appreciating the structure of piece of music);

5. bodily-kinesthetic (used in dancing, playing basketball, running or throwing a javelin);

6. natural intelligence (used in understanding patterns in nature);

7. interpersonal (used in relating to other people, such as understand another person's behavior, motives or emotions);

8. intrapersonal (used in understanding ourselves; the basis for understanding who we are, what makes us thick and how we can change ourselves, given our existing constrains on our abilities and interests)

Gardner believed that every person possesses eight types of intelligence. His theory of eight types of intelligence based upon a variety of sources of evidence, among them are neuropsychological as well as psychometric evidence.

7. Personality

Personality is another uncontrollable factor that can influence how quickly and deeply people learn a foreign language. people's personality is made up of different traits, like how open people are to new experiences, how organized people are, whether people are introverted and extraverted, how well work with others, and how anxious people in general. People with different personality types tend to learn best from different activities.

According to American Psychological Association stated that personality refers to the enduring characteristics and behavior that comprise a person's unique adjustment to life, including major traits, interests, drives, values, self-concept, abilities and emotional patterns. Various theories explain the structure and development of personality in different ways, but all agree that personality helps determine behavior

According to Long (2009:99) personality referred to "those enduring characteristics by which individuals differed from each other and which underlie their actions. It was usually a label applied to interpersonal behavior and we would normally say that, for example, a socially outgoing person extroverted personality". Based on Long's definition, it can be seen that everyone has different characteristics. It makes people are unique because there are differences, personality also makes people behave differently. The most important personality factors are: introversion and extraversion, self-esteem, inhibition, risk-taking, anxiety and empathy (Ellis, 1986, p.119-121).

Methodology

The research design of this research was a case-study on the second language acquisition. Sugiyono (2010) stated that qualitative research was descriptive means that collected data was in the form of words rather than number. In addition, Bogdan & Biklen (1982) said that qualitative research was research which investigated the quality of relationships, activities, situations or materials. It means that the purpose of qualitative research focused on promoting a deep understanding of a particular phenomenon such as environment, a process or even belief. The data source was four-years old male child who came from *Bataknese* family namely FAS was a male Batak child. He was acquiring his one language as well as L1, that was a Bahasa Indonesia while his L2 is English. Those both languages he got from the language used by his caregivers (parents, grandparents, aunts, teacher and people around the object of this study).

He merely acquired two languages, he obtained Bahasa Indonesia when he communicated with his both parents, grandparents, his aunts and mostly people around the child. He received English to communicate and as his L2 from his parents, his aunts and his teacher in kinder garden school. In terms of SLA, especially in English, he has been able to understand and pronounce word or simple sentences such as "no, no angry ante

The technique of collecting data in descriptive had some varieties of technique including interviews, observations, action research, focus meetings, and other personal text. The technique which used in this research to investigate and analyze the data through observation and recording.

The procedure adopted in collecting the data for the research was to keep playing with the little boy and it might attract his attention to keep him talking with his second language acquisition. In this research, the writer will be collecting the data in various ways to observe the performance of the four-years old male child. This study aimed at exploring the performance of the child in his second language acquisition. This study had been done for one year observation started from the boy was in two and half years old.

Findings And Discussion

The participant of the study on observing the second language acquisition is a male Batak child, at the age of four-years old. He was acquiring his one language as well as a first language, that was a Bahasa Indonesia while his second language is English. Those both languages he got from the language used by his caregivers (parents, grandparents, aunts, teacher and people around the object of this study).

In the analysis, the role of the factors related to language acquisition which has been mentioned on the literature review will be discussed in relation to the second language acquisition experienced by the four-years old male Batak child observed. The first factor that affected the research object's second language acquisition was *age*. It was believed that child played a critical role in foreign language learning. It was also believed that child was better at language acquisition than adults. "Age" as the factor could be seen from the data below:

His aunt   : *FAS, tolong ambilkan Hp ante please*?
       (FAS, would you like to take my phone, please?)
FAS   : No, no ante (did not what his aunt said)
His aunt   : FAS, t*olong ambilkan gelas ante yang disana?*
       (FAS, please take my glass there?)
FAS   : OK (He did it)
His Aunt   : *Terima kasih ya, good job* (Thank you ya, good job)
FAS   : 'Welcome', ante. It also happened when FAS wanted to watch "big plane"
        on Youtube,
FAS   : *Ante, FAS mau nonton 'big plane' di TV* (memberi remote tv pada ante)
       (Ante, FAS wanted to watch 'plane' on TV (giving TV remote to
        his aunt)
His aunt : Yes, with my pleasure.

On his age, 2,5 years old, FAS has used simple English and understood to refuse with said "No", understand how to answer 'thank you' and saying 'big plane'. On his age which he still learns his L1, he also has understood how said those simple words, although data one is not corresponding to the question asked. As explained that children have more time to spend on language learning and do not care about the grammatical errors or structure.

An important thing that can be noted based on the observation, the second factor that played a role in SLA, especially for the four-years old male child observed, was neurological or referred to *intelligence*. It happened when his aunt and FAS going for strolling.

1. His aunt : *FAS, apakah nama itu? (sambil menunjuk lampu lalu lintas)*
(FAS, what's that name? (Pointed out the traffic light)
FAS : *Lampu jalan, ante.* (Traffic light)
His aunt : *Bukan, itu traffic light ya.* (No, it was traffic light)
FAS : *Oh, traffic light ya ante.*

On some days, we saw traffic light when we were going to somewhere and every time his aunt got the chance to point out the traffic light, she always asked "what's that name ya FAS?" and he remembered and said, "traffic light, ante". Also, second data was happening when FAS has washed his feet and his aunt help him:

2. His aunt : FAS, *cuci kaki nya ya supaya bersih. Cuci kaki itu 'wash feet'.*
(FAS, washed your feet ya to make these clean. 'Cuci kaki' was Washed feet)
FAS : Yes ante, wash feet.
3. His aunt : *Kalau sudah siap kita cuci kaki, kemudian keringkan kakinya seperti ini dan bahasa inggrisnya 'stamp on your feet" (menghentakkan kaki ke alas kaki)* (if we had washed our feet, then those must have been dried like this and in English, said 'stamp on your feet') (stamp on those feet to doormat)
FAS : *Yes, seperti ini kan ante 'stamp on your feet'nya.*
(Yes, like this ante how to 'stamp on your feet')

Based on the research's observation, it shows that FAS had his intelligence on memorizing the words. It means that he understood what the aunt's language. It is because of his neurological factor or can be said his linguistic *intelligence* (the ability to learn language). When young children's social experience includes people around them using two or more languages, they have the same innate capacity to learn or along with the same ability to learn language-specific features of each without instruction. It also meant that he interacted and communicated with his aunts.

The third factor that affected FAS's SLA, was *cognitive*. Cognitive style referred to a learning style. It was the particular way in which a learner tries to learn something. The child usually loved playing toys especially planes. He had more than 15 plane toys. It started when his aunt arranged his planes based on the colors.

1. His Aunt : *Wow, banyak pesawat. Ini pesawat merah, ini biru, ini juga hijau, itu kuning, itu juga oranye (Menyusun berdasarkan warna dan menunjuk satu persatu mainan pesawat). Lihat, merah itu red, biru itu blue, hijau itu green, kuning itu yellow begitu juga dengan oranye itu orange ya.Coba ulang lagi dan sambal tunjukkan sama ante ya* (Wow, so many planes. This plane was red, this one was blue, this one also was green, that was yellow and that one was orange (arranged the planes based on the colors and pointed one by one). Look, 'merah' was red, 'biru' was blue, 'hijau' was green, 'kuning' was yellow also
'oranye' was orange ya. Repeat again and showed me ya)
FAS : Red, blue, green, yellow and orange. Yeee!! (Pointed out the colors)
2. FAS : *(Mengambil pensil-pensil warnanya) ante, lihat pensil ini. Ada banyak warna. Lihat, ada warna biru, abu-abu, kuning, hijau sama cokelat. Banyak kan ante pensillnya?* (Taking his color pencils) ante, look these color pencils. There were many pencils. Look, there were blue, grey, yellow, green and brown. There were many pencils, right ante? FAS also

knew how to count one to five. Then he showed to his aunt how to count with his finger:

3.FAS : *Ante, lihat FAS bisa menghitung 1 sampai 5. Lihat ini (menunjukkan jarinya) 'one' di jari jempol, 'two' di jari telunjuk, 'three' di jari tengah 'four' di jari manis, 'five' di jari kelingking. Pande kan ante?* (Ante, FAS could count number 1 to ten. Look at this (showing his fingers) one was on thumb, two was on index finger, three was on middle, four was on ring finger and five was on little finger. I am good, right ante?)

His aunt : Wow, FAS is good job (showing her two thumbs to FAS)

Based on the data above, it can be concluded that FAS's psychological representation connected cognitively to information acquisition and its processing in perception, thinking and problem solving with quantitative and qualitative variation. With regard to brain activities, it has been proven that cognitive style difference supported by neurophysiological and basic brain differences.

The fourth and fifth factor that affected a role in the four-years old male Batak child by second language acquisition was *attitude* and *motivation*.

1. His aunt : FAS, *ayo cuci tanganmu. Cuci tangan sama dengan* "wash your hands" *ya... (Tante mempraktekan cuci tangan)* (FAS, Let's go washing your hands. 'Cuci tangan' is same with "wash your hands" ya. (His aunt showed him how to wash hands)

   FAS : Iya, wash hands ya... (FAS did it)

The data also happened when FAS was still sleeping and his aunt tried to wake him up:

2. His aunt : *Wow, Wow. FAS masih tidur ya.* Come on FAS, just wake up. Didn't you go to school today right?
   (Wow, Wow. FAS was still sleeping ya. Come on FAS, just wake up. Didn't you go to school today right?)

   FAS : Don't ante.

   His aunt : *Nanti mama marah loh. But, are you going to the school, right?* (Mama would be angry later, loh. Are you going to school, right?)

   FAS : Yes, ante, yes. (He got up and going to take a shower)

The third data either happened when FAS had his snacks and his aunt wanted to ask:

3. His aunt : *Wow, so many jajan ya. Could ante take one, please?* (Wow, there were so many snacks ya. Could ante take one, please?

   FAS : Ok ante, 'sharing is caring'. (Giving his snacks to his aunt)

From the data above, it could be categorized into *attitude and motivation*. It was shown from his attitude on language. He did what his aunt said, it meant that he understood when his aunt told and showed him how to wash his hand in English, answering the question and sharing his. What FAS did and said were categorized as attitudes towards language and language learning in general by Stern (1983). Ellis (1985) defined that language attitude was normally between thought and act. In other words, FAS who learned the language such as English and has positive attitude towards the language. In the field of SLA, it is fact that both motivation and attitude have impacts on child's success in learning SLA. It is also claimed that attitudes have a strong power to motivation.

In addition, out from the theory of factors affecting SLA (Ellis, 1985*), routines* and *patterns* were the sixth factor that affected a role in the four-years old male Batak child's second language acquisition observed. Some evidences for the concept of routines and patterns that exist in SLA experienced by the child observed was the researcher gave an attention to the child in his routines. For the phrase "good morning", "no, no angry ante", "no, no touching", "no, no shaking hands"

and "put all the toys, please". For the very early moment, the researcher only uttered those sentences repeatedly which Bahasa Indonesia was firstly uttered *"tidak boleh menggoyangkan tangannya ya"* and then repeated the English language "no, no shaking hand". To sum up, routines occurred and patterns became his sixth factor that affected his SLA.

Conclusion

The conclusion that can be drawn based on this research can be read as follows:
There was one language that the four-years old male Batak child had in his second language, that was English. The dominant language that child used was his L1 and L2. Also, there were six factors affecting the four-years old male batak child's second language acquisition based on the theory of Ellis (1985), *namely age, neurology or intelligence, cognitive style, attitude* and *motivation* and in addition, out of the theory, there were routines and patterns. Moreover, these factors seemed to be an essential part of the learning process, which could contribute to the success of SLA.

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Introduction to German Language through the MBKM Kampus Mengajar 5 Program at SDN 060948 Medan Labuhan

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Abstract: This article contains the results of learning basic German for students in grades 5 and 6 at SDN 060948 Medan Labuhan in 2023. The aim of this activity was to introduce foreign languages, especially German language to students. The initial stage carried out was introducing the alphabet, words and sentences using lecture Methodologys and using visual media. After carrying out this activity for 4 meetings, the students were able to pronounce the 21 nouns, 3 adjectives, 4 verbs, 3 articles, 10 number words in German that had been studied. It can be concluded that the MBKM Kampus Mengajar program has succeeded in introducing German language to students at SDN 060948. It is recommended that this program continue so that German language is known among elementary schools.

Keywords: MBKM, Kampus Mengajar, German language, Introduction

Introduction

Kampus Mengajar is one of the MBKM (Merdeka Belajar Kampus Merdeka) programs designed by the Kemendikbudristek Indonesia to provide university students with the opportunity for one semester to participate in improving the quality of education in Indonesia. This teaching activity is carried out, especially in schools in remote and less developed areas. University students become partners with teachers, and teaching staff, collaborating to improve creative and innovative learning model strategies. Kampus Mengajar focuses on literacy, numeracy, technology adaptation, and school administration activities. Before the program begins, observations will be carried out and a work program will be designed together with the field supervisor and the school principal so that the program implemented is effective and has an impact on the students.

Kampus Mengajar 5 begin in February 2023 – June 2023 throughout Indonesia, including the city of Medan. The author received an assignment at SDN 060948 Medan Labuhan. One of the work programs designed by Kampus Mengajar 5 students collage together with field supervisors and school principals is foreign language learning. The lack of foreign language teaching staff at SDN 060948 Medan Labuhan means that foreign language learning for students is not going well. In the current era of globalization, foreign languages are very much needed. One of the important roles of foreign languages is exchanging information from the economic, social, cultural, political, technological, as well as educational fields. Therefore, foreign languages are important to learn.

This article focuses on the impact of Kampus Mengajar 5 on the introduction of German language at SDN 060948 Medan Labuhan, especially for students in grades 5 and 6. In the current era of globalization, mastery of foreign languages is very necessary. German is an important language in international communication (Irfan and Hasmawati, 2018; 110). More than 101 million people in the world speak German, about 20 million people worldwide learn German. From this we can conclude that German is a language that has an important position in the world.

Currently German language is taught in several secondary schools such as SMA/SMK/MAN and then at higher education levels throughout Indonesia. In some areas there are course institutions such as the Goethe Institute. However, in some schools, many school leaders

do not realize the importance of foreign languages, do not want to open language classes because they feel they are less prestigious, do not have enough teaching staff, and other reasons (Kudriyah, 2008). This results in a lack of knowledge of foreign languages, especially German. Through Kampus Mengajar 5, through the author's background in studying German Language Education, the author provides an introduction to German to students as an effort to increase foreign language skills for students at SDN 060948 Medan Labuhan.

Literature Review

The existence of the Merdeka Belajar Kampus Merdeka (MBKM) program is the government's effort to improve the quality of education. One of the MBKM programs is the Kampus Mengajar. Kampus Mengajar program is an effort to improve education in disadvantaged schools, especially in remote areas, by involving university students and field supervisors from universities (Ismail and Busa, 2023; 25). University students have the opportunity to contribute directly to educational development in Indonesia through this program. Through the Kampus Mengajar which is held for one semester, students can use their knowledge and skills to encourage other students.

Technological developments, cultural and social changes require people to be able to speak languages other than their mother tongue. The language referred to in this context is a foreign language. Language is a very important communication tool so that humans can convey all information properly and correctly (Mirwan et al, 2020; 56). Communicating is not only done with local communities, but also other regions or even other countries. Communicating with more people will give us more information too. Therefore, the more we can speak another language, the more information we get.

Currently, being fluent in German can be the best opportunity for someone to continue their education or pursue a career abroad. One of the important things about the German language is that it has a very strong position in knowledge and literature (Tomasouw et al, 2022;3). As the language of knowledge and technology, German plays an important role in research and education. In the 19th century, German, as an intellectual and literary language, occupied an important place in the world, more important than French and in some cases English. From this it can be concluded that being able to speak German is important.

Methodology

German language learning is only given to students in grades 5 and 6 because looking at the situation of students in grades 1 to 4 there are still some who cannot read. Meetings are held once a week for one month. The initial target is for students to be able to recognize letters, spell and memorize numbers 1 to 10 in German. The author uses visual image media to present material and uses interactive lecture Methodologys to explain learning.

The interactive lecture Methodology is the explanation or narration of material directly by the teacher in front of the class (Savira et al, 2018;43). In this approach, a teacher dominates and is responsible for learning, while students only receive what is conveyed by the teacher passively. Even though the author uses the lecture Methodology, there is still interaction with the students in it to ensure the class remains lively, the material is conveyed well, and the learning achieves the objectives. The Methodology chosen must consider many factors so that learning takes place well and learning objectives are achieved.

The author chose this Methodology because the students had no knowledge of German at all. The author introduces German starting from letters, how to spell, how to read, recognizing

numbers 1 to 10, then reading a sentence. Each meeting begins with an explanation of the material from the author so that students are not confused about what they will learn. The author gives students the opportunity to ask questions about lessons they do not understand. The author also invites students to be active by giving quizzes at the end of the lesson or appointing several students to say what they have learned in front of the class.

In the first meeting, the author taught the German alphabet using image media displayed through infocus. The author guides how to pronounce 26 letters and 4 umlauts in German. The author also invites students to pronounce the letters together so that the students are interactive in learning.

At the second meeting, the author taught how to spell and read words in German. Starting from simple words to several types of words that are read according to the provisions of the German language. This learning takes quite a long time because the students find it difficult to memorize several rules on how to read German words. However, after practicing using several words, there were students who were able to read several German words.

At the third meeting, the author taught the numbers 1 to 10 in German. Because they have previously been taught how to spell and read words, they can read numbers more easily. They are still guided by the author so that they can pronounce it with the correct pronunciation. Several students were invited to say the numbers 1 to 10 in front of the class so that the students remained active.

At the last meeting, the writer began to provide simple sentences for them to read. The author took this simple sentence from the book Studio Express A1, which is a book for beginners who want to learn German. The sentences the author provides are sentences that are often used every day. Like; good morning, good afternoon, good evening, my name is..., my age is..., I love you.., and so on. At this final meeting, the author interacted a lot with the students regarding German. They asked a lot about other meanings and actively spoke the German language they had previously learned.

Results

After holding 4 meetings using the lecture Methodology and visual media, it was found that several students could read and pronounce several words in German. Although it was found that there were still many students who had difficulty pronouncing some words, had incorrect pronunciations, and misinterpreted words. Some types of words that they can mention include 4 adjectives (*guten, gut, vielen, alt*), 21 nouns (*Morgen, Abend, Tag, Nacht, Ich, Dich, Jahre, Freund, Freundin, Frau, Herr, Lehrer, Lehrerin, Mutter, Vater, Bruder, Schwester, Buch, Tasche, Danke*), 4 verbs (*wohnen, kommen, gehen, liebe, heissen*), 3 articles (*der, die, das*), and 10 numbers (1,2, 3,4,5,6,7,8,9,10). Not only are they active when learning German, outside of learning they are also active in asking about new vocabulary that they want to know. Several times they also practiced simple sentences outside of class such as Guten Morgen, Guten Tag, Ich bin gut, ich liebe dich, and so on.

Conclusion

Through 4 meetings in grades 5 and 6, 85 students were found to be able to pronounce 4 adjectives, 21 nouns, 4 verbs, 3 articles and 10 numbers. Because they had never studied German before, they experienced many difficulties during learning. Pronunciation is not perfect, reading rules are still missed. However, after practicing repeatedly they are able to pronounce and remember words and sentences.

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During learning, students are active in pronouncing words and asking new vocabulary. Outside of learning, they also found that they used German such as Guten Morgen and Ich liebe dich. It can be concluded that Kampus Mengajar 5 has succeeded in introducing German at SDN 060948 Medan Labuhan.

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Advice

It is hoped that the Kampus Mengajar program can continue because it has been proven to have a positive impact on students at SDN 060948 Medan Labuhan. Kampus Mengajar 5 also succeeded in introducing German language to grade 5 and 6 students at SDN 060948 Medan Labuhan. It is hoped that the German language introduction program in elementary schools can continue.

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Analysis of Intercultural communication in the German Language Students Community on the Telegram Application

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Abstract: There are presently multiple German language communities for German language students in the world. This community not only includes language skills but also the customs and social norms that exist in Germany. This research aims to examine and explain the characteristics of intercultural communication in a German language student environment. This research is based on observations of online message-based communication via the Telegram application; in this case, the online message focuses on greetings in German. Greeting in this case is asking for news. There are two themes in this paper in looking at intercultural communication. First, regarding how to greet in German formally and informally and how to return a greeting. Second, regarding the expression of asking for health and how to answering it in German. The research results show that there are still some people who are still confused about how to answer the health question in German. In the research, data was collected through groups in the Telegram application. This type of research is qualitative, by observing the contents of Telegram Application massage group.

Keywords: Intercultural, Communication, German, Language.

Introduction

Language is an integral part of human life. There are many different languages spoken throughout the world that serve as a barrier to everyday communication amongst people. However, these days, we communicate with friends abroad as well as those in our own nation. It's critical that we communicate with others in a kind manner.

Since humans are social creatures that depend on other people to function, greetings and inquiries about news will serve as a good starting point for interpersonal communication. As long as a person is a member of society, their need for interaction and communication will always be satisfied.

Humans are sociable animals thus they'll need a way to communicate with their surroundings. There is no denying that building relationships with others is facilitated most greatly by language. It would be difficult for people to evolve without language. Therefore, it is a given that every human being possesses language and uses it for communication in a variety of social contexts. No civilization can exist without language, and no language can exist outside of society (Soeparno, 1993: 5).

Language use as a social phenomena has a big impact on a lot of things. Language use is also influenced by gender, economic status, and education. The context in which words, phrases, or sentences are used, as well as who is speaking, who is listening, when, and where the language is utilized, all influence how they are used. The same goal behind choosing language: to establish a cordial and comfortable communication. In most communication actions, there are two or more

persons involved: the one greeting and the one being greeted. In order for the person being greeted to comprehend the greeter's objective, the greeter must use acceptable forms of communication in order to achieve the desired communication. Greetings are one way to communicate (Seraj, 1995 via Thamrin, 1999: 2).

Telegram

One piece of software with Russian roots is Telegram. On Telegram, messages can be sent individually, in groups, or over the phone. Telegram wants to make it easier for users to share information with each other, both locally and globally. People from all over the world can exchange the information they need by joining a group.

The goal of the Telegram app is to facilitate text messaging between users; however, at the moment, emoticons, audio, images, videos, documents, and text messages are all supported on Telegram. Because Telegram is cloud-based, users can access it on multiple devices at once with a single account (Nova, 2018).

Research Methodology

This study employs a qualitative descriptive approach, meaning that the descriptions are written from firsthand, in-depth accounts of events that take place in the field (Fitriansyah, 2019). This study was carried out in the "German Learning" group on the Telegram app through text messaging. The following Methodology were used to acquire data for this study:

1. Observations were carried out to obtain an overview of the text message interaction process between fellow members by examining messages related to greetings and asking about health.

2. Literature study is carried out by reading and recording various references related to the research carried out such as books, journals, magazines, articles, the internet.

Greeting

Conversational situations arise between speech participants during communication activities when information is shared or when someone wishes to communicate their feelings to another person. The speech participants exchange greetings prior to the conversation scenario, which requires a minimum of two parties: the one addressing or greeting and the one being greeted. In spoken and written communication, greetings are practically always employed. When striking up a discussion or if one is hoping to get the other person's attention, one says hello. When pleasantries are absent from the start of a conversation, it becomes unclear to whom the discourse is directed. In addition, a speaker needs to be able to adapt their greeting to the particular context of the conversation.

Greeting words are used to greet, reprimand, refer to a second person or the person you are talking to. Greeting words are words used to greet, reprimand or mention a second person or person being spoken to (Chaer in Irawan, 2019). The use of greetings in communication can be influenced by several things, such as who is greeting, who is being greeted, and the relationship between the speakers. The words of greeting for greeting are not always the same for each person you are talking to. On the other hand, the use of different greeting words is influenced by the relationship between the greeter and the person being addressed, the relationship in question is kinship or non-kinship.

As a result, in order to establish the intended communication scenario, the speaker will focus on language conventions and forms (such as greetings) in order to facilitate mutual comprehension among speech participants. The manner a speaker addresses or greets another speaker is not the only technique to observe the usage of greetings in communication. A component of linguistic etiquette is greetings, which naturally varies depending on the culture of each language user in a community. The way that people greet each other in their respective languages varies depending on their customs. According to Djatmika, in order for humans to meet each other's needs, they must interact with one another on a social and cultural level (2014:1).

Words that are used to greet the other person are known as greeting words. Words of greeting are those that are used to welcome, correct, or bring up another person or the one being addressed to, according to Chaer (2011:107). Greetings arise from interpersonal communication. Words used to greet the person you are speaking to are known as greeting expressions. With the intention of receiving a response, this greeting is offered to the other person. Kinship and non-kinship greetings are the two categories into which this type of greeting is separated. Words used to greet those with a brotherly bond are called kinship greetings.

BEGRÜBUNG (GREETINGS)
Greetings that are usually spoken orally and in writing in German are as follows.

1. Formell (Formal)
Guten Morgen : Good morning
Guten Tag : Good afternoon
Guten Abend : Good afternoon/evening
Gute Nacht : Good evening
Guten Appetit: Bon appetit
Herzlichen Glückwunsch: Congratulations!
Herzlich wilkommen : Welcome.

2. Informell (Informal)
Hallo : Hello
Hi : Hi
Tach: Hello/hi
Hey : Hi

3. Regionale Varianten
Some regions in Germany have certain greetings, including:
Servus! (Bayern and Austria)
Grüß Gott! (Süddeutschland and Österreich)
Grüezi! (Schweiz)
Moin! (Norddeutschland)

B. VERABSCHIEDUNG (saying goodbye)
1. Formell (Formal)
Auf Wiedersehen! : See you again
Auf Wiederhören! : See you again (via telephone) Auf Wiederschreiben! : See you again (via text message)

2. Informell (Informal)
• Tschüss! : Until you stay
• Ciao! : See you
• Bis bald!: See you again (in the near future)
• Bus dann: See you
• Bus Morgen: See you tomorrow
• Bis später : See you later
• Gute Reise: Goodbye
• Wir sehen uns! : See you again
• Mach's gut! : Be careful
• Einen schönen Tag noch! :Have a nice day

C. Regionale Varianten
Servus! (in Suddeutschland and Österreich) =
DANK SAGEN

1. Expression of Thank You
Danke : Thank you
Danke sehr : Thank you very much
Danke schön : Thank you very much
Vielen Dank : Thank you very much
Besten Dank : Thank you very much
Ich danke Ihnen : Thank you
Ich danke dir : Thank you
Tausend dank : Thank you very much
Danke vielmals : Thank you very much
Ich bin Ihnen sehr dankbar für ... : I am very grateful to you for Vielen Dank für Ihre
Freundlichkeit : Thank you for your kindness Ich bin Ihnen sehr dankbar : I am very
grateful to you

2. Expressions of answering thanks
Gern geschehen : You're welcome
Gerne : My pleasure
Danke/Gleichfalls : Thank you/you're welcome
Keine Ursache : You're welcome
Bitte : You're welcome
Bitte sehr : You're welcome
Bitte schön : You're welcome
Nicht zu danken : It's okay
Das ist selbsverständlich: As it should be
Das ist doch eine selbsverständlich : It is as it should be.

D. ENTSCHULDIGUNG
1. Expression of apologizing
Es tut mir leid : Sorry, I'm sorry
Entschuldigung : sorry

Entschuldigen Sie mich einen Augenblick : Sorry, I'll be gone for a moment. Es tut mir Leid, Ich habe mich Verspätet : Sorry, I'm late
Ich bitte um Verzeihung : I apologize
Entschuldigen Sie : I'm sorry
Ich muss mich entschuldigen : I want to apologize
Es war nicht so gemeint : I didn't mean that

2. Respond to the apology
Das mach nicht : It's okay

Greetings are a linguistic form used to refer to a conversation partner in direct lingual exchanges and are meant to draw their attention. This conclusion can be drawn based on the various viewpoints that have been described above. Here, the second person or person being spoken to is the conversation partner.

Expression of asking for Health
In German, there are 2 ways to ask others how they are, namely formal and informal

1. Formally
Wie geht es Ihnen?
In English, it means how are you? The word Ihnen is used for people older than us or people who are not familiar to us.
Wie geht es euch?
This phrase refers to a group greeting. And suitable for use when greeting a group.

2. Informally
In German, asking others how they are is: **Wie geht's dir?**
In English, it means how are you? The word ‚dir' is used for people who already know or are close to us.
In the telegram group that researchers observed, there were still some people who didn't know how to answer the news.

Pictures 1. Massage on the Telegram Application Picture 2. Massage on the Telegram Application In both pictures you can see the answer 'Ich bin gut'.

Grammatically, both are not wrong, but the sentences have different meanings. 'Ich bin gut' means that you are awesome or good at something. For example: ,you succeeded' ,jaa, ich bin gut'. The phrase 'ich bin gut' is never used in answering questions about the health or "How are you?" in German "Wie geht es dir?".

So amore effective answer to use in answering questions about the health or "How are you?" in German "Wie geht es dir? is "es geht mir gut" which means I am fine. Here are some examples of phrases in responding to questions about the health or "How are you?" in German "Wie geht es dir?

1. Danke, gut
2. Es geht mir gut
3. Wunderbar
4. Gut!
5. Super!

Conclusion

One of the things that needs to be done in this life is to interact and communicate. Because of this, saying hello and inquiring about news will be a smart way to start building harmonic communication as well as a welcoming and cozy environment. By exchanging information, the Telegram app can serve as a substitute for international communication between German language learners across borders.

Saying hello and asking about your health are common things to do before starting a conversation. However, there are also several things to pay attention to. If we say it to people we know closely or are friends with, we can say it informally. but if we say it to older people or to people we don't know then we have to say it formally.

The phrase 'ich bin gut' is never used as an answer to a health question in English 'how are you' in German wie geht's dir?. More precise answer in health question in english 'how are you' in german wie geht's dir? are Es geht mir gut, Super!, Wunderbar!, Gut.

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Implementation of the MBKM Kampus Mengajar Program on English Speaking Skills through the WTAL Community at Private Junior High School Bulugok Samosir

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Abstract: This paper describes the results of the implementation of the 2023 MBKM kampus mengajar program on English speaking skills through the community, namely WTAL (*We Talk A Lot Club*). The initial stage was to discuss with the English subject teacher. The results of the discussion stated to conduct a pre-test to determine students' English speaking skills. Initial information was obtained through a brief introduction in English. The results obtained were then discussed together with the English subject teacher. Based on the initial information, the learning program was implemented, namely learning with pictures, videos, and outing class media. After the learning program was completed, a post-test was conducted. The post-test results showed an improvement in the English speaking ability of the students of SMP Swasta Bulugok Samosir. Based on this, it is recommended that the MBKM kampus mengajar program be continued in the following year.

Keywords: MBKM, Speaking Skills

Introduction

Innovation in the field of Indonesian education continues and increases, one of which is MBKM. Merdeka Belajar Kampus Merdeka (MBKM) has been implemented since the beginning of 2020 until now, which has entered the 6th batch in all Indonesian universities (PTN and PTS). One of the main pillars of MBKM aims to improve literacy and numeracy at the elementary, junior high and vocational school levels. The presence of this program is expected that students will have the opportunity to hone their leadership spirit and character and have a learning experience, instill empathy and social sensitivity in students to the problems of community life that exist around them, hone thinking skills in working together across fields of science and various student origins in solving the problems faced, encourage and spur national development by fostering community motivation to participate in development, increase the role and real contribution of universities and students in national development. (Khotimah, 2021: 195-196).

The focus in this description is how the implementation of MBKM kampus mengajar and its impact on English speaking skills through the "*We Talk A Lot*" community. Speaking skill is the ability to utter sentences to express, state, convey thoughts, ideas, and feelings (Arsjad and Mukti, 1993: 23). When someone speaks, that person experiences a thinking process to express their ideas and thoughts widely. The process of speaking is closely related to the development factor of thinking based on experience. This experience can be obtained through reading, listening, observation and discussion.

In daily life, humans spend more time communicating with others. The most dominant form of communication in social life is oral communication. Humans need communication with others when providing information or obtaining information. In addition, the ability to communicate is very important for a person to convey opinions to others. Speaking is a skill to convey one's ideas to others using spoken language (Rahmayanti, Nawawi, & Quro, 2017: 22).

Implementation Methodology

This teaching campus MBKM activity was carried out in class VII of Bulugok Private Junior High School which is located in Huta Hotang Village, Onanrunggu District, Samosir Regency. The subjects in this observation were class VII students totaling 16 students, consisting of 6 girls and 10 boys. This activity was carried out in English subjects, such as: *Greeting, Leave Taking, Thanking, and Apologizing, Introduction myself and otherself*. Grade VII students have different language skills, especially in speaking skills. To improve speaking skills, the implementation team formed a community, namely the "*We Talk A Lot*" community and then the implementation team obtained data from teachers, students and existing documents.

Before the *We Talk A Lot* community Methodology*, the* implementation team conducted an initial ability test, namely carrying out a Pretest by giving a test to students before getting lessons from the teacher. The pretest was conducted with google formulir and spontaneous question and answer with simple questions. After the pretest was completed then the implementation team implemented the *We Talk A Lot* community. Then the posttest was carried out by giving tests to students after receiving learning materials.

Initially, students received materials outside of class hours. The initial material was *greeting* and *parting*. In this material theme, students are invited to find out how to start every conversation in English. *Greeting* focuses on opening greetings and *parting* focuses on farewells. The second material is *thanking* and *apologizing*. In this material theme, students are invited to form new vocabulary and sentences independently. The next material is *introducing self* and *introducing others*. Through this material students do direct practice both in introducing themselves and introducing others in English. Then students practice practicing in front of the class after obtaining material delivered by the teacher on each theme. After the exercise, students are given home assignments to develop the material into sentences or dialogs, as well as other themes. The assignment is collected through the WA Group, corrected and if the results are not good then it will be repeated. If the results are good then continue with the next theme.

Results and Discussion

Based on the results of observations and pretests conducted, it shows that speaking skills are not yet optimal due to students' low self-confidence. Then the students' speaking ability in terms of language and non-language. In terms of language, there are still many students who when speaking do not pay attention to the accuracy of language style, word structure, intonation and word choice. Most students still use their mother tongue which indicates that their vocabulary is still lacking. This makes students hesitant to speak, less fluent or stammering when speaking, even saying words repeatedly due to limited vocabulary and the teacher still dominates the learning process. The teacher does not activate students so they are not trained to speak skillfully.

1. Pretest Learning Outcomes

Value	Frequency
60	5
62	1
70	5
72	2
75	2
78	1
Total	**16**

Table 1.1 *Pre Test* Score

The pretest results obtained can be depicted in the following graph: *Pre Test* **Score**
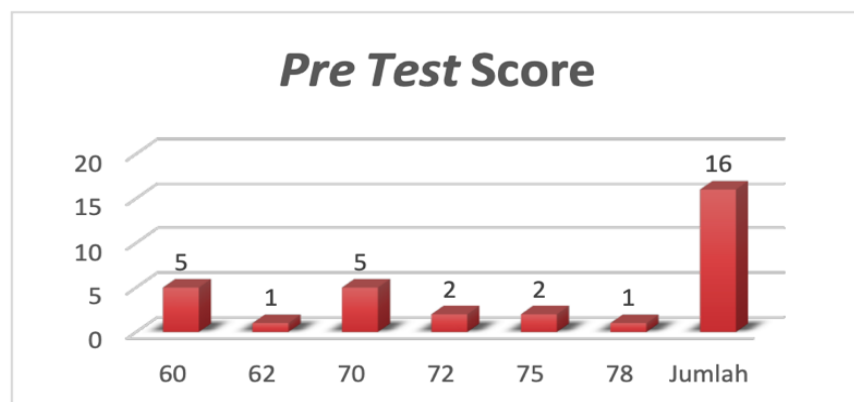
Based on the picture above, it can be concluded that the pretest results with a score of 60 totaled 5 students, a score of 62 totaled 1 student, a score of 70 totaled 5 students, a score of 72 totaled 2 students, a score of 75 totaled 2 students and a score of 78 totaled 1 student. As for the results of statistical calculations (table 1.1), the following results can be obtained:

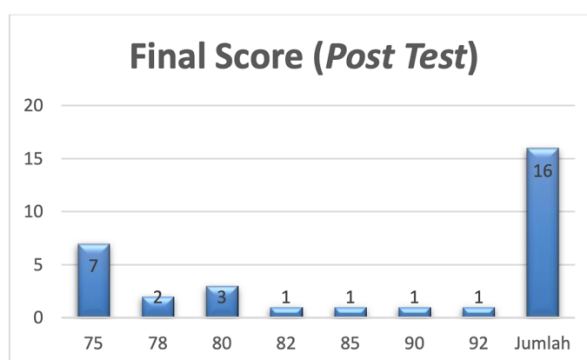| N	Minimum	Maximum	Mean
16	68	78	72.56

Table 1.1 shows that the number of students who took the pretest (N) was 16 with a minimum score of 68, a maximum of 78, and a mean of 72.56.

2. Post Test learning outcomes

<div align="center">

Table 1.2
Final Score (*Post Test*)

Value	Frequency
75	7
78	2
80	3
82	1
85	1
90	1
92	1
Total	**16**

</div>

The pretest results obtained can be depicted in the following graph:

Final Score (*Post Test*)

Final Score (*Post Test*)

Based on the picture above, it can be concluded that the posttest results with a score of 75 totaled 7 students, a score of 78 totaled 2 students, a score of 80 totaled 3 students, a score of 82 totaled 1 student, a score of 85 totaled 1 student, a score of 90 totaled 1 student and a score of 92 totaled 1 student. As for the results of statistical calculations (table 1.2), the following results can be obtained:

N	Minimum	Maximum	Mean
16	75	92	79.37

Table 1.2 shows that the number of students who took the pretest (N) was 16 with a minimum score of 75, a maximum of 92, and a mean of 79.37. The results of student learning on the pretest and posttest will later become one of the success references in this study. The following is a presentation of students' initial test scores (pretest) and final test (posttest) in tabular form.

Respondent No.	Pre Test	T/TT	Post Test	T/TT
1	60	TT	80	T
2	75	T	90	T
3	60	TT	80	T
4	70	T	75	T
5	70	T	78	T
6	75	T	80	T
7	60	TT	75	T
8	70	T	75	T
9	72	T	82	T
10	70	T	75	T
11	78	T	92	T
12	62	TT	78	T
13	70	T	75	T
14	60	TT	75	T
15	60	TT	75	T
16	78	T	85	T
Total	**1090**		**1270**	
Average	**68.125**		**79.375**	

Maximum Value	**78**		**92**	
Minimum Value	**60**		**75**	
Number of students who are complete		**10**		**16**
Percentage of Learning Completeness (%)	**63%**			**100%**

Table 1.3 Recapitulation of Pre Test and Post Test Results

Learning outcomes based on the table above in the pretest obtained an average score of 68.125 and a class completeness percentage of 63%. Then the post-test learning results showed a significant increase with an average score of 79.375 with a percentage of 100% completeness.

The increase in the percentage of class activity can be realized if the learning process is improved and refined. To solve a problem in students' speaking ability, teachers must be more creative in choosing teaching Methodologys that will greatly affect the success of achieving goals in the learning process activities. Creative teachers will create a learning atmosphere that meets students' expectations so that students will not feel bored in receiving learning and can make students more active.

The model used in this study is a community called *We Talk A Lot* where the model matches the characteristics of learners who are active and like to discuss in groups. In addition to using a model, a teacher must also use media in the learning process to support the achievement of educational goals so that students more easily capture material using visual learning media in the form of material presented in the form of power points. The learning process can be done by speaking to channel ideas, thoughts, ideas, and or suggestions. The learning outcomes (learning completeness and average score) obtained after the learning process can be seen in the following table:

Pretest	Post-test	The Difference
63%	100%	37%

Table 1.4 Percentage of Learning Completeness

The percentage of learning completeness obtained can be depicted in the following graph:
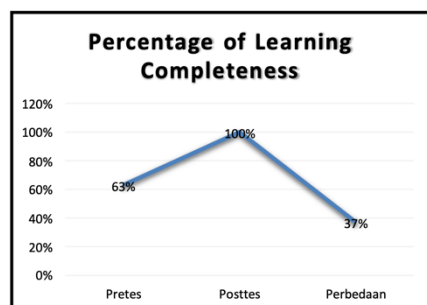
Pretest mean score	Posttest mean score	Difference
68.125	79.375	11.25

Table 1.5 Class average score

The class average score obtained can be depicted in the following graph: Class Average score. Based on the graph above, it is generally said that learning outcomes improved. This fact can be explained that the use of the WTAL (*We Talk A Lot*) Community isinteresting for students, so that students are motivated to learn seriously both individually, with friends, and from the teacher's explanation.

Conclusion

Based on the implementation of the MBKM kampus mengajar program on English speaking skills through the WTAL community at SMP Swasta Bulugok Samosir, some important conclusions can be drawn:

1) MBKM Program Provides Positive Contribution.

   The MBKM kampus mengajar program was shown to contribute positively to the improvement of English language skills at Bulugok Samosir Private High School. This indicates that the MBKM approach can be successfully implemented at the junior high school level.

2) The importance of the WTAL community.

   The WTAL community plays an important role in supporting the implementation of this program. They help in providing support, facilitating activities, and creating an environment conducive to English language learning.

3) The Synergy Effect between Campus and Community.

   There is a strong synergy effect between the campus and the WTAL community. Good collaboration between the two parties allows for more effective achievement of English learning goals.

Notes of giving thanks

The team would like to take this opportunity to express their gratitude to God Almighty, the Indonesian Ministry of Education and Culture, the Rector of Universitas Negeri Medan, the principal, teachers, students and staff of SMP Swasta Bulugok who have given the team the opportunity to become students of the 6th batch of Teaching Campus. Hopefully this good cooperation can continue and inspire future initiatives.

Advice

The successful implementation of this program provides the potential to be extended to other schools in the same region or even in other regions. This model can be adopted to improve English language learning at the junior secondary school level. Despite the success of the program, it is important to continue to conduct continuous evaluation and monitoring. This will help identify areas that require improvement and ensure the continuity and improvement of the program in the future. Overall, the implementation of the MBKM kampus mengajar program on English language skills through the WTAL community at Bulugok Samosir Private Junior High School shows that this approach can be an effective model to improve English language skills at the junior high school level.

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Use of Tiktok as a Media for Learning German Grammar in the Unimed German Language Education Program

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Abstract: This article aims to describe the use of TikTok as a medium for learning German grammar in German language education study programs. Identify the problem that underlies this article because many students use the TikTok application as an entertainment medium so they forget to study, so in this learning medium we use the TikTok application specifically to learn German grammar. Tiktok can be useful as an interesting and interactive learning media, its application is easy and its features are varied, therefore TikTok can be implemented in learning activities. This article informs how TikTok is used by students in the process of learning German grammar.
Keywords: TikTok, Learning Media, German Grammar.

Introduction

In this digital era, social media has become an inseparable part of everyday life, and with the continuous development of technology and the creativity of technology players, the use of social media is increasingly widespread (Kurniati, 2022). This article examines the use of TikTok as a medium for learning German grammar, an initiative designed to address the problems identified. One of the major challenges is students' preference to use TikTok as a means of entertainment, resulting in delayed fulfillment of their learning obligations.

This is consistent with the findings of research conducted by Setiawan, Hayun, et al (2022) that TikTok dependence can have a negative impact on students, including causing users to use TikTok for so long that they forget to study. The reason for choosing TikTok as a focus is not only its popularity, but also the creative and interactive potential that can be applied in learning. In the context of German language learning, understanding German grammar is a focus that needs to be strengthened. The main issue behind this article is the tendency of students who use TikTok as their main means of entertainment, often forgetting their own learning responsibilities. In the context of German grammar, this can be a serious obstacle in understanding language structures in depth.

TikTok is unique in its short video format, allowing room for creativity in delivering learning materials. With its ease of implementation and wide accessibility, teachers can easily create and share learning content, allowing students to access materials anytime and anywhere.

Interactivity is a key element of learning. TikTok provides students with opportunities to engage collaboratively in the form of comments, replies and challenges, thus creating a dynamic and entertaining learning environment.

According to Rahardaya in (Bahri, Almaidah et al.: 2020), TikTok is a social media platform that allows users to create 15-60 second videos, accompanied by a wide selection of features such as music, sticker filters, and others Some creative features. TikTok features such as background music, creative effects and filters can be optimized to create a unique and engaging learning experience. The use of these various functions is expected to provide additional stimulation in

learning German grammar.

Despite its many advantages, the use of TikTok in learning is also faced with challenges, including time-use monitoring and potential distractions from irrelevant content. An in-depth understanding of these challenges is important for designing effective learning strategies. Through a discussion of the context, issues and rationales for using TikTok, this article aims to provide a comprehensive insight into the potential and challenges of implementing TikTok as a language learning medium. The data and findings from this article are expected to serve as a foundation for the development of innovative learning Methodologys. This article aims to describe the utilization of TikTok as a medium for learning German grammar. This article will detail how TikTok is used by students in the process of learning German grammar. Thus, readers will obtain information related to the use of TikTok in the context of lecturers and language at Universitas Negeri Medan.

Literature Review
German grammar

Understanding grammar in the context of German is a very important element in learning this language. The understanding of German grammar has similar key terms, namely rules or rules, although one concept is not as complete as the other (Isyam, Zainil: 2010). Grammar includes sentence structure, word changes (inflection), grammar, and general rules of word usage. In the context of language teaching, a focus on grammar provides a solid foundation for understanding and using language effectively (Munir, 2023). A deep understanding of grammar helps learners build speaking, writing and listening comprehension skills.

German grammar at A1 level includes a basic understanding of German structures and vocabulary used in everyday situations. The following is a discussion of the grammatical elements contained in the netzwerk neu A1 (2021) book on the theme Alltag und Famillie:
1. Zeitangaben (Mention of Time):
   a) am: Used to express a specific time of day (e.g. am Montag - on Monday).
   b) Um: Used to express the time around or approximately at a certain hour (example: Um drei Uhr - around three o'clock).
   c) Von - Bis: Used to express a time span (example: Von Montag bis Freitag - from Monday to Friday).
2. Possessivartikel (articles of ownership) im Nominativ und Akkusativ:
   a) Im Nominativ: Mein (me), Dein (you), Sein (him), Ihr (you formally), Unser (us), Euer (you guys), Ihr (them).
   b) Im Akkusativ: Meinen, Deinen, Seinen, Ihren, Unseren, Euren, Ihren.
3. Modalverben (Modal Verbs) können, müssen, wollen:
   a) Können (can): Ich kann schwimmen (I can swim).
   b) Müssen (must): Du musst arbeiten (You must work).
   c) Wollen (want): Er will Deutsch lernen (He wants to learn German).
4. Modalverben im Satz (Modal Verbs in Sentences):
   a) Modalverben are usually followed by an infinitive without "zu" (to) and precede the main verb.
   b) Example: Ich kann gut singen (I can sing).

Here are some example sentences using the A1 grammar elements mentioned above:

a) Am Montag gehe ich zur Arbeit (On Monday, I go to work).

b) Um drei Uhr trinke ich Kaffee (Around three o'clock, I drink coffee).

c) Ich lese ein Buch von Montag bis Freitag (I read a book from Monday to Friday). d) Mein Bruder spielt gerne Fußball (My brother likes to play soccer).

e) Ich kann gut Deutsch sprechen (I can speak German well).

f) Du musst deine Hausaufgaben machen (You have to do your homework). g) Er will eine Pizza essen (He wants to eat pizza).

Understanding these components provides a solid foundation for building grammatical and meaningful sentences in German. The integration of TikTok as learning media can provide visual images and contextual examples that support students' understanding of these various aspects of grammar.

Learning Media

Learning media in the context of lecturers and is any form of tool or technology used to convey information and facilitate the learning process (Melati, Eka, et al.: 2023). Learning media can take various forms, including images, audio, video, as well as digital technology. First, visualization through learning media can provide a clear picture of sentence structure and grammar rules. The use of pictures, diagrams, and graphs can help students better visualize grammatical concepts, providing concrete examples to reinforce understanding.

Secondly, audio and video provide an additional dimension to grammar learning. Sounds and moving recordings can convey the nuances of pronunciation and the context of grammar use in everyday situations. These technologies can enrich the learning experience, especially for students who are more responsive to audiovisual elements (Fadli, 2022).

Next, interactive technology allows students to participate actively. E-learning applications, educational games, and simulations can make grammar learning more fun and interactive. This interactivity can increase students' motivation and engagement in the learning process.

The use of social media can also be a platform for discussion, sharing information, and interacting with learning materials. This discussion can expand students' understanding of the context of grammar use in daily conversations.

TikTok App

TikTok is a leading platform for short-form videos that offers a diverse range of content, from music, dance, education, beauty, fashion, to talent shows. The app is owned by ByteDance and allows users to create and watch engaging and entertaining videos (Setiawan, 2023). TikTok, as a short video-based app, has become a significant social phenomenon, especially among millennials and the Z generation. The app allows users to create, share and watch short videos with various creative effects. In the context of learning, TikTok can be considered as an innovative learning medium (Al Wali & Maulida, 2022). Features such as background music, visual effects, and the ability to interact with content can be integrated to create an engaging learning experience, especially for German grammar comprehension.

Discussion

This article shows that TikTok has great potential as a medium for learning German grammar. There are five communication elements involved in the learning process, namely the instructor (communicator), learning materials, learning aids, students (recipients of information), and learning objectives (I Wayan Santyasa in Devi, 2020).

The steps to implement the tiktok application as an A1 grammar learning media according to the material contained in the Netzwerk neu A1 book in the classroom are as follows:

a) Determination of Relevant Content:

In determining relevant content, German language educators carefully selected TikTok accounts, ensuring that the content was in line with the A1 grammar material in the Netzwerk A1 book,
especially on the theme "Alltag und Familie". The use of TikTok as a content source is an effective tool in helping students understand concrete grammar concepts displayed in the selected accounts.

b) Screening videos in the Learning Process

After the video is selected, the next step is to show the TikTok video with the theme "Alltag und Familie" using infocus and speakers. The lecturer then plays the TikTok video, directs students' attention to the grammar aspects that are emphasized, and provides additional context in accordance with the Netzwerk A1 book material. This process aims to create a more dynamic and engaging learning experience. By including TikTok videos in class sessions, lecturers give students the opportunity to see and hear grammar usage in authentic contexts. The integration of videos also opens up space for interactive discussions, where students can share their understanding, ask questions, and relate the material to personal experiences. The utilization of this technology in the classroom not only creates a more enjoyable learning atmosphere but also provides space for students' active involvement in the learning process.

c) Implementation of learning in the form of games

After students watch the TikTok video, the next step is for the lecturer to give the game to students, which is played individually. The lecturer then makes or applies the conditions that have been set before the game starts. This game involves students to be more interactive in learning so that it is not boring. The game focuses on video analysis, with special emphasis on the use of A1 grammar of the theme "Alltag und Familie". https://vt.tiktok.com/ZSNaJjSDb/

Advice

Based on the explanation and discussion above, it can be concluded that the Tik Tok application can be a learning medium with curiosity, intellectual, and creative when used appropriately and with the right strategy. Utilization of the Tik Tok application in learning can be realized with various application functions that can adapt to the learning process and its application.

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Strategy for Learning German Pronouns (Personal Pronomen) Using the TikTok Application

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Abstract: This study aims to develop a strategy for learning writing skills, especially grammar, namely pronouns (Personal Pronomen) which are used to replace people, objects and situations in German using the TikTok application. There are 3 types of German Pronouns (Personal Pronomen) cases, namely Nominative, Akkusativ and Dativ cases. for example, in the case of the nominative pronoun which becomes the subject of a direct sentence such as I becomes ich, in the case of Akkusativ the pronoun becomes the object of the sentence but is followed by the verb Akkusativ for example me becomes mich, in the case of Dativ the pronoun becomes the object but is followed by the verb Dativ , for example me became mir. By utilizing social media, especially the TikTok application, which is very widely used by young students, learning German, especially pronouns (Personal Pronomen) , will be easy to learn using TikTok media. In this media there is an explanation of material about pronouns (Personal Pronomen) in German and practice questions that can be answered through the comments column. The Methodology used is a combined Methodology of the writer's theories and the result is a medium that is ready to be used in writing skills training, especially grammar, namely pronouns (Personal Pronomen) in German with the link provided.

Keywords: Strategy, Pronouns (Personal Pronomen), TikTok

Introduction

A foreign language is a language learned to interact between nations in the world. German is one of the foreign languages of choice which is included in the subjects studied in several high school/vocational schools Even several universities in Indonesia have German language departments. In German language learning there are four language competencies taught, including: listening (Hören), Speak (Sprechen), Read (Lesen), and write (Schreiben), and supported by tutoring. two aspects of ability, namely: grammar (Strukturen), and vocabulary (Wortschatz).When studying German, you must be able to use it Personal Pronomen (pronouns). Personal Pronomen are personal pronouns in German which are divided into three forms, namely first person (singular and plural), second person (singular and plural), and third person (singular and plural).

Ader(1998:170) who said that "PersonalpronomenistPronomenfür die sprechende, die angesprochene und die besproche Person. Alledreikommenim Singular und Plural vor". This means that personal Pronomen are pronouns for the person who is speaking, the interlocutor and the person being discussed, All three have singular and plural forms." Basically there are five main learning processes, namely educators (communicators), students (communicants),

learning materials, instructional Media, and learning objectives. (Dewanta, 2020). Meanwhile, teaching materials are teaching materials that are arranged systematically used by educators and students as a guide in the learning process. (Ajietal., 2018).

Therefore, in learning Personal Pronomen or pronouns in German can use learning media. This really needs to be done so that learning is not boring. One of them is by using the TikTok application. TikTok can be used as a tool or medium in the learning process that is suitable for use in learning because it can meet students' learning needs and attract students' interest with its novelty, and has many features that can be implemented into learning. Besides that, This application is equivalent to the development of maturity and experience as well as the characteristics of students who are the millennial generation who are attached to the digital world Especially gadgets.

TikTok is one that can be used to display short video content that can attract students to study learning material Personal Pronomen or Pronouns in German.

Methodology

This Methodology uses qualitative Methodologys, where researchers create general and abstract theories through process analysis, Action, or specific interactions drawn from the participant's view related to the topic of learning strategies about Personal Pronomen using the Tiktok application.

TikTok is a video platform that people often use to record videos therefore this application can be used as learning media. With the Methodology used namely, using the Gnet o Tiktok application will make tutoring easier. raise VIBRA understands learning especially personal Pronomen / pronouns in German.

Personal Pronomen

Das persönlicheFürwort or Personal-pronomen namely pronouns in German whose function is to replace people, things or situations.

Personal pronouns are grouped into three parts:
1. Based on roles in the order of subjects
2. Based on the number of subjects
3. Based on the case used

Personal Pronomen Based on the role of the subject order. Personal Pronomen can be differentiated according to the role of the subject.

• Das Pronomen der ersten Person, namely the first person who acts as the speaking subject; ich, wir.
• Das Pronomen der zweiten Person, namely a second person who acts as the intended subject or listener; du, ihr.
• Das Pronomen der dritten Person, that is, the third person or subject being talked about or discussed; er, sie, es, sie.

Personal Pronomen are based on the number of subjects. Personal Pronomen can be differentiatedaccording to their number.

Singular: ich, du, er, sie, es, Sie.
Plural: wir, ihr, sie.

Personal Pronomen	Meaning	Explanation
ich	I	First person singular
du	You	Second person singular
er	He	Third-person singular male
Sie	She	Third-person singular female
es	It	Third person singular noun
wir	We	First person plural
ihr	You guys	Second person plural
sie	They	Third person plural
Sie	You (formal)	Second person formal

Tabel 1. PersonalpronomenBased on the number of subject.
Source : SkripsiSyamsinarEkaYanti , 2020.

Personal Pronomen Based on the case used. In Personal Pronomen there are changes in their use so that it is adapted to the case used.

There are three cases in German personal Pronomen, namely:
• In the case of Nominativ
• In the case of Akkusativ
• In the dative case

Meaning	Nominatif	Akkusativ	Dativ
I	ich	mich	mir
You	du	dich	dir
He	er	ihn	ihm
She	Sie	sie	ihr
It	es	es	ihm
We	wir	uns	uns
You guys	Ihr	euch	euch

They	sie	sie	ihnen
You (Formal)	Sie	Sie	Ihnen

Tabel 2.PersonalpronomenBased on the case used
Source : SkripsiSyamsinarEkaYanti , 2020.

• Personal-pronomenimNominativ
Personal-pronomenimNominativ functions as the subject in the sentence and is located at the beginning of the sentence.
example:
    a. I like reading book = Ich lese gerneBücher
    On the word "ich" or it means that I is a personal Pronomen in the nominative case and acts as the subject of the sentence.
    b. she cooks vegetables in the kitchen Sie KochtGemüse in der Küche
    On the word "Sie" namely the Personal Pronomen in the nominative case which acts as the subject in the sentence.
    c. We will play football tomorrow morning Wirwerden morgen frühFußballspielen
    On the word "Wir" or which means we are the Personal Pronomen in the Nominativ case which acts as the subject of the sentence.
• Personal-pronomenimAkkusativ
Personal Pronomen in the case of Akkusativ acts as a direct object in the sentence but it is located after the preposition or verb that follows the Akkusativ case. Pronouns also change from nominative to accusative.
Example :
    a. I love you = Ich liebe dich
    On the word "dich" is the object addressed in the sentence. The dich is a change of the pronoun Du.
    b. You can ask us any time = Sie könnenunsjederzeitfragen
    On the word "uns" is the object addressed in the sentence. Uns is a pronoun change from wir.
• Personal-pronomenimDativ
Personal Pronomen in the case of Dativ acts as a direct object in the sentence but it comes after the preposition or verb that follows the Dativ case. Pronouns also change from nominative to dative.
Example:
    a. I will go to the cinema with him = Ich gehemitihm ins Kino
    mit is a preposition from Dativ therefore the pronoun used is the dative case of the word ihm. "Ihm" is the object addressed and a change of the pronoun er.
    b. Wie kann ich Ihnenhelfen? = How can I help you?
    helfen is a verb from Dativ. Therefore the pronoun used is the dative case. The subject in this sentence is ich, and the intended object is the change in the pronoun you.

Tiktok

(JurnalEpistema, 2022) The use of the Tik Tok application can be useful as a means in an interactive and interesting learning process. With its ease of use and various functions, the Tik Tok application can be applied to learning activities. Interactive learning tools or media can show what has not been given by educators and the learning process becomes more efficient and effective. With the Tik Tok application, educators are able to easily create a learning process that attracts the attention of students, especially in learning Personal Pronomen learning material or pronouns in German.

Strategy carried out in steps:

1. Recorded a video explaining the theory of Personal Pronomen in German with the nominative case, Akkusativ and Dativ.

2. The learning video is then posted on the Tik Tok to fyp applications then the link can also be shared with students to be learning.

3. At the end of the learning video there are questions about incomplete sentences that viewers can answer in the comments column and by answering in the comments column you will train students' writing skills in German.
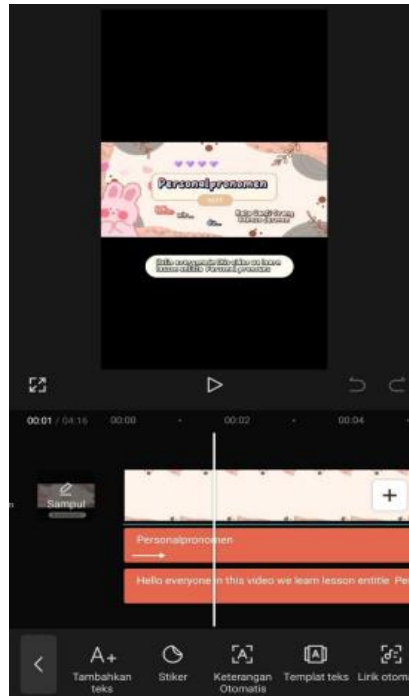
Benefits of the Tik Tok application in learning German personal Pronomen:

Language learning media, especially the TikTok application is a tool that can be used in learning Personal Pronomen that is easy to understand and the TikTok application is also very commonly used by everyone especially students So in general the benefits of the Tik Tok application in learning Personal Pronomen German are:

A. As a learning tool in today's technological advances

B. An integral part of the overall teaching within social media.

C. Social media can be used for learning materials that arouse students' learning motivation.

D. Improving the results and quality of teaching and learning regarding Personal Pronomen in German.

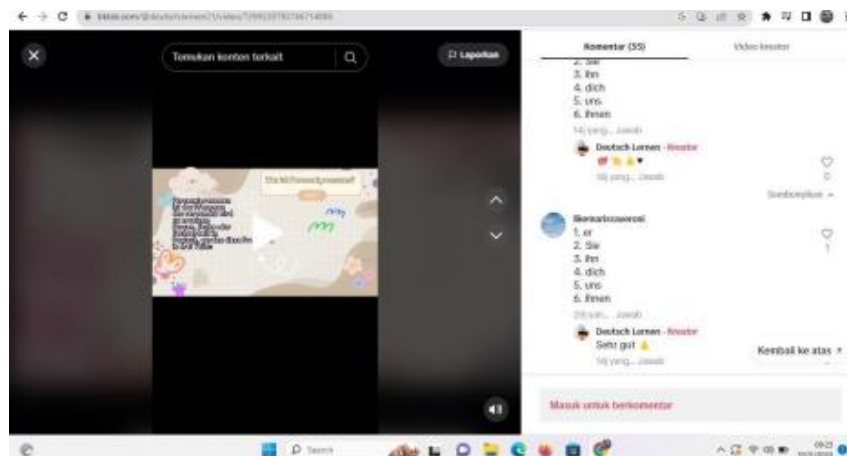**Steps to use the TikTok application in learning German Personal Pronomen:**

1. Prepare personal pronoun material

2. Record a video explaining Personal Pronomen then edited in the CapCut application.

4. The Learning Video is then posted on the TikTok application until it is fyp or can be watched by all TikTok application users.
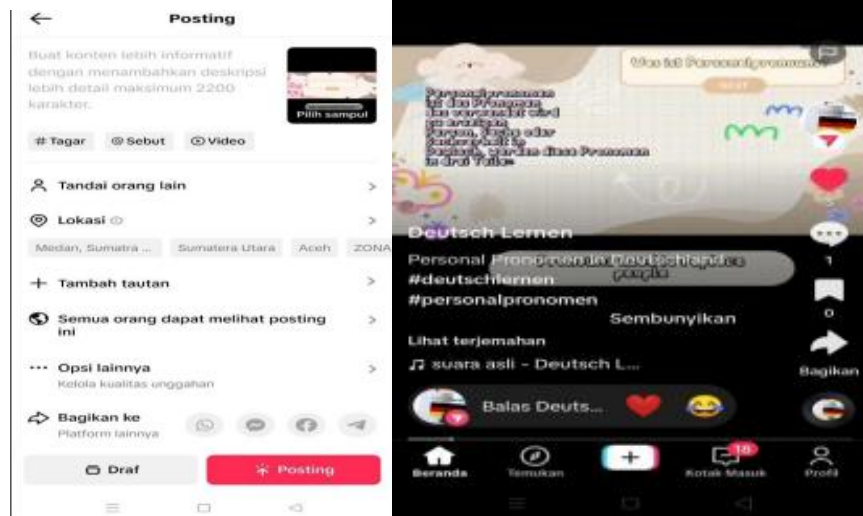
5. At the end of the learning video, there is a question about the overlapping sentences that can be answered by viewers in the comments column.

Explanatory videos about learning Personal Pronomen using the TikTok application can be shared by educators with the TikTok link listed below:
https://vt.tiktok.com/ZSNyuYmGC/

Conclusion

In the modernization era with increasingly sophisticated advances in science and technology, it is easier to find information about the knowledge being studied. By utilizing technology, namely social media, one of which is the TikTok application which is very widely used by millennials, especially students, the use of this application is one of the strategies used by educators to make learning media, especially Personal Pronomen / pronouns in German. The strategy used is that the educator records a video explanation of Personal Pronomen learning in German using a template from the CapCut application with the educator's voice recording and then the learning video is posted on the TikTok application.

At the end of the learning video there is a question about the overlapping sentences that can be answered by students or viewers in the comments column, by answering in the comments column will train the writing competence of students or viewers of TikTok application users. The learning video link posted on the TikTok application can also be shared with students. Based on the strategies used, it will help students learn personal Pronomen / pronouns in German easily and will utilize the TikTok application into learning media. The Methodology used qualitative observation obtained online is relevant and the strategy, Grammatik personal Pronomen, and material on the media can be applied in the German language learning process.

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