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HIGHER VOCATIONAL STUDENTS' PERCEPTIONS ON THE USE OF CANVAS INSTRUCTURE IN BLENDED FLIPPED-INSTRUCTED ESP CLASSES

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ABSTRACT

During the epidemic era and because of COVID-19, especially when online learning was required and the only means to deliver instruction, learning management systems (LMS) have been frequently employed. Teachers are now required to use solutions developed since the epidemic, such as introducing blended learning with the use of an LMS, even in regular on-site classrooms. One of the learning management systems (LMSs) utilized by teachers and lecturers throughout the world is Canvas Instructure, a web-based and application-based LMS. This study looked into how students in a higher-education vocational setting perceived the use of Canvas Instructure as an extra learning platform in flipped ESP classes. To learn more about the usage of LMS in ESP classrooms, 108 students were given a questionnaire and semi-structured interviews. The study's conclusions show that students are generally in favor of using Canvas Instructure in flipped ESP classes. The vast majority of students agree that Canvas Instructure is user-friendly, helps them learn English more effectively, and makes it straightforward for them to access the course materials. Thus, using Canvas Instructure for other disciplines is highly recommended.

Keywords: Students' perception; LMS; Canvas Instructure; Blended learning; Flipped-instruction; ESP classes

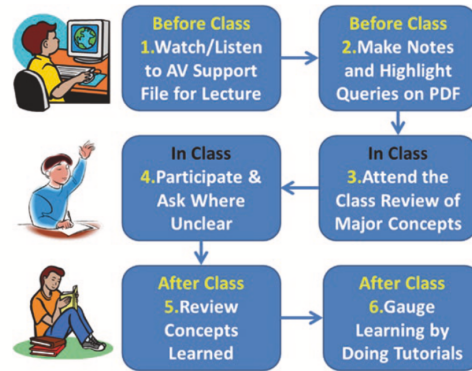
INTRODUCTION

The rapid advancement of technology has made it possible for people in all kinds of professions to accomplish more than ever before. Although many found it difficult to keep up with the changes, technology has been useful, particularly for teachers. Going from the term CALL (Computer Assisted Language Learning) in the early 1980s, expanding to the term TELL (Technology Assisted Language Learning), various resources on how teachers might use ICT (Information and Communications Technology) in the classroom ranging from using websites, Internet-based project work to electronically produced materials printed out for students (Harmer, 2008; Ko, 2017). Learning Management System (LMS) is one of the instruments that are more advantageous in the post-pandemic era, where touching is restricted, and a "greener" classroom environment is strongly advocated. LMS is a broad term that describes various systems that provide students, teachers, as well as managers the online educational services (Santiana et al., 2021; Sumardi & Muamaroh, 2020). It is defined as a learning 'platform' or Virtual Learning Environment (VLE) that is a web-based platform on which course content can be stored (Harmer, 2008). It is accessed by learners on the Internet, and they can not only see course content, such as documents, audio, and video lectures, but also do activities such as quizzes, questionnaires, and tests, or use communication tools like discussion forums or text and audio chat. LMS, a website-based integrative learning management system (Azizah, 2018), was in a high-demand especially during the pandemic era due to COVID-19. The LMS's online learning activity generates a variety of experiences and perceptions for both teachers and students. The usage of a learning management system (LMS) has been a helping hand to English for Foreign

Language (EFL) teachers since it has been seen that the educational paradigm is more successful in an active, student-centered learning environment. Teachers may give students access to a wealth of resources and information through an LMS, something that should be done in both online and traditional classroom settings. Gautreau (2011) adds that on its website, LMS provides educational tools that enable instructors to prepare lessons and involve students in their learning.

Yet, LMS is merely a tool to let teachers reach and interact with students with ease and flexibility. The way that people learn and choose to study has been greatly altered by these technologically advanced teaching aids (Tabassum, 2021). This is just a tool for any subject including English. In vocational institutions in which English for Specific Purposes (ESP) is mainly emphasized have expected graduates who can tune into the industry operations. English for Specific Purposes (ESP) refers to the way of teaching for specific learners who study for a certain workplace. It provides teaching English that relates to learners' needs in their workplace (Bekteshi, 2019; Benavent & Peñamaría, 2011; Ronaldo, 2016). According to (Tomlinson, 2003), ESP is an umbrella term that conveys the teaching of English to students who are learning the language for a particular work or study-related reason. Moreover, English for Specific Purposes is more emphasized to students who learn a specific skill in their study and gives a significant contribution to learning English for students who learn a specific skill.

Technology advancement has been rapidly enhanced even after the COVID-19 pandemic, and so does the ESP teaching and learning approaches. From student-centered learning to combined student-centered learning using flipped instruction has been applied in many classes across the globe. The students actively participate in the activities instead of being expected to be passive recipients of lectures, which allows the teachers to make the most of their face-to-face time in class. Students used to be expected to investigate the resources on their own. With the use of an LMS, teachers can organize the assignments and resources and make a goal for how far the students should advance after reviewing the materials independently (Tabassum, 2021; Tawalbeh, 2018). Blended learning is then introduced as an educational strategy that combines the traditional classroom with online activities and finds its best application (Capone et al., 2017). It is an option where most coursework takes place face-to-face, but there is a regular and carefully integrated online component to the course (Harmer, 2008). Due to the freedom with which they can select the course's modules and adapt them to their needs when there are knowledge gaps, blended learning can increase students' willingness to study. Also, the teacher provides online comments to the students, helping them to understand all the course requirements. (Rymanova et al., 2015)



Picture 1. Graphics integrated into a unit (course) documents to conceptualize the flipped class model (Al-Abdeli, 2017)

Among the LMSs introduced, Canvas Instructure is one of the LMSs used widely in several institutions around the globe. Canvas Instructure LMS is a web-based learning management system that also provides a mobile application for students to reach the learning materials easier across devices. It can be accessed at <https://canvas.instructure.com/login/canvas> which allows teachers to create a free account and manage their classes and lessons for free with some limitations compared to its premium version. Sari et al., (2020) mention that Canvas Instructure is a flexible learning management system for both instruction and learning. Lonn & Teasley, (2009) also noted that making an announcement in class, turning in assignments, and communicating online with one another are all made possible through the Canvas Instructure. As quoted on its website (<https://www.instructure.com/higher-education/products/canvas/canvas-lms>), it offers quite a wide range of tools, such as rubrics, modules, calendars, schedules, quizzes, syllabi, analytics, grade book, and integrations to third-party applications from Google Classroom, Microsoft Teams, Zoom to Adobe. With its mobile apps, it can be downloaded from Google Play Store on Android and App Store on iOS which can be helpful for teachers to engage with students whenever and wherever.

Various research has also been conducted on the use of this LMS. Baldwin & Ching (2019) discussed Canvas Instructure which was newly released at that time as the second largest LMS used by higher education institutions in the United States. The review, especially on the Canvas Course Evaluation Checklist (CCEC), was found to be helpful for those interested in online course design and development. Santiana et al. (2021) then investigated their students' perception of the use of Canvas to promote interactive online learning in the Technology Enhanced Language Learning (TELL) course 2021. The study's findings showed that students used Canvas Instructure on average for less than an hour to more than two hours every week. Students generally used it to participate in learning activities created by the teacher, such as reading learning modules, taking part in online discussions, and completing assignments. They also think that Canvas is a user-friendly LMS with lots of features that will aid their learning when they are taking courses online. Additionally, they concur that Canvas Instructure is successful in giving them the chance to have an engaged learning experience. Also, they felt that utilizing Canvas Instructure motivated them and made the learning experience more engaging. Nadia et al., (2021), in

the same year, investigated the design of an online learning module for nursing students with the use of Canvas Instructure. This developmental study has produced a workbook and online course to aid students in their learning. The results show that students can develop their work-related language skills at home with the use of online learning. The pupils are thought to be highly engaged in their education, and they also develop greater independence in their learning. These sum up that the use of Canvas Instructure gave an impact on students' online learning.

In this study, Canvas Instructure Free-for-Teacher (FFT) is used. Limited features are presented in this free version of Canvas Instructure; however, all features can be deployed to enhance the teaching and learning process of English for Travel and Tourism subject. The followings are Canvas Instructure Free-for-Teacher (FFT) main features that were used in this study:

- **Dashboard**
The Canvas Instructure dashboard gives every user a personalized view of the most recent, most important details of the course that makes it a lot easier to remain on assignment and focus on learning.
- **Courses**
Course features can be used by students to share, interact and explore ideas as part of a member. Its functionality allows members to share files, talk live or asynchronously, and collaborate on papers. This feature is used to learn and stay updated with the most recent announcement of group classes, syllabuses, quizzes, grades, modules, discussions, conferences, and collaborations with other networks.
- **Announcements**
In the Announcements feature, you can see all the notifications in your course. Announcements are presented in reverse chronological order with the latest first appearing and the oldest announcements appearing at the bottom.
- **Modules**
Modules allow instructors to arrange content to help monitor the course flow. Modules are used to arrange course materials by weeks, units, or another organizational structure. Modules create a one-way linear flow of what students can do in a course. Every module can contain files, discussions, assignments, quizzes, and other learning materials. Module features may be added to the course from existing content or new content shells in the modules.
- **Discussions**
This feature will help students think more deeply about the material through discussions. Discussions allow interactive contact between two or more people; users may take part in discussions with a whole class or community. Discussions can also be conducted within student groups.
- **Collaborations**
Collaborative technology allows multiple users to work together on the same document at the same time. Collaborative documents are stored in real-time ensuring that any change made by any of its users will be instantly available to all.

Therefore, this study aims at investigating the use of Canvas Instructure as the leading LMS being used globally for ESP classes in the vocational higher education context. With the implementation of flipped instruction in blended ESP classes, Canvas Instructure Free-for-Teacher (FFT) is used in this study as the aiding tool for the first-semester students of the Tourism Department in Politeknik Negeri Bali who are taking English for Travel and Tourism Course. Canvas Instructure FFT is chosen because it provides most of the features needed and has been mentioned by (Harmer, 2008) as a good VLE platform. Free for Teachers (FFT) version of Canvas Instructure was used in this study with several limitations, yet it is still useful and covers all the features needed. This LMS (Canvas Instructure FFT) was chosen under several considerations. They are: (1) freely accessed for teachers and students, (2) available and accessible in web-based and mobile-app based on all types of mobile devices, (3) complete features that enable the lecturer to track students' progress and grades, and also (4) two-way communication channels on Discussions and tasks or assignments completion.

METHOD

This study used a descriptive case study as a research method. It is used to describe the existing phenomena as accurately as possible (Atmowardoyo, 2018). Data for the research was collected from four classes with a total of 108 students who took English for Travel and Tourism, a mandatory course for all first-year students. Because it is simple to create, distribute, fill out, and calculate the results of an online survey, it was chosen as the medium for questionnaires after the semester. The questionnaire was designed bilingually with translations into English and Indonesian to make it easier for the study subjects to complete because it was anticipated that they might not all have the same level of English proficiency.

The data was collected through the questionnaire. There were 30 questions in total that include 19 statements using Likert-scale, and 11 open-ended questions to gather students' opinions on the use of Canvas Instructure FFT in the teaching and learning process throughout the semester. The questions cover the ease of use of the LMS and perceived effectiveness during learning English for Travel and Tourism subject with the use of Canvas Instructure FFT. In order to have feasibility result, triangulation was used to check the validity of the research instruments (Triana et al., 2021). This involves the use of various data/information sources including investigator triangulation, theory triangulation, and methodological triangulation. These started from the use of multiple evaluators and the utilization of multiple professional perspectives to interpret one set of data (Thao and Herman as cited in Triana et al., 2021).

RESULTS AND DISCUSSION

The investigation focused on how the student's perceptions of the use of Canvas Instructure FFT in the teaching and learning process of English for Travel and Tourism subject. The result of this aspect has aimed to answer the first subsidiary research question "what the students' perceptions toward the use of Canvas Instructure are in blended-flipped instructed ESP classes at the first semester students of Tourism Management Politeknik Negeri Bali who took English for Travel and Tourism subject." It consisted of 19 items of

the close-ended questionnaire with a 5-scale Likert scale. Table 1 shows the result of survey result on the perceived usefulness of Canvas Instructure FFT in blended flipped-instructed ESP classes.

Table 1 Questionnaire result of student's perception of the use of Canvas Instructure in blended flipped-instructed ESP classes

No	Statements	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
The general impression of the use of Canvas						
1	Canvas Instructure is good and interesting.	0 (0,00%)	1 (0,93%)	22 (20,37%)	44 (40,74%)	41 (37,96%)
2	I have got a new experience learning English using Canvas Instructure.	0 (0,00%)	0 (0,00%)	7 (6,48%)	49 (45,37%)	52 (48,15%)
3	I find it quite easy to learn English using Canvas Instructure.	0 (0,00%)	4 (3,70%)	29 (26,85%)	49 (45,37%)	26 (24,07%)
4	I like learning English using Canvas Instructure.	0 (0,00%)	4 (3,70%)	26 (24,07%)	49 (45,37%)	29 (26,85%)
5	Using Canvas Instructure is more fun for me.	0 (0,00%)	3 (2,78%)	30 (27,78%)	41 (37,96%)	34 (31,48%)
6	I feel motivated to learn English using Canvas Instructure.	1 (0,93%)	3 (2,78%)	30 (27,78%)	47 (43,52%)	27 (25,00%)
7	In general, I am satisfied learning English using Canvas Instructure.	0 (0,00%)	2 (1,85%)	25 (23,15%)	52 (48,15%)	29 (26,85%)
8	I want to keep learning English with Canvas Instructure in the future.	1 (0,93%)	2 (1,85%)	35 (32,41%)	43 (39,81%)	27 (25,00%)
9	I recommend other students or teachers use Canvas Instructure.	0 (0,00%)	4 (3,70%)	27 (25,00%)	45 (41,67%)	32 (29,63%)
Canvas Instructure's features						
10	I find it quite easy to understand English material presented in Canvas Instructure.	0 (0,00%)	1 (0,93%)	31 (28,70%)	49 (45,37%)	27 (25,00%)
11	Features in Canvas Instructure are quite easy in facilitating my English learning.	0 (0,00%)	4 (3,70%)	24 (22,22%)	52 (48,15%)	28 (25,93%)

12	Features in Canvas Instructure (materials, assignments, quizzes, discussion, audio, video, submissions) are complete and adequate.	0 (0,00%)	1 (0,93%)	10 (9,26%)	49 (45,37%)	48 (44,44%)
13	Canvas Instructure's display was nice.	1 (0,93%)	4 (3,70%)	27 (25,00%)	45 (41,67%)	31 (28,70%)
14	Assignment submission and quiz completion through Canvas Instructure become faster, more effective, and more efficient.	0 (0,00%)	3 (2,78%)	16 (14,81%)	56 (51,85%)	33 (30,56%)
15	Canvas Instructure is quite stable and easily accessible.	1 (0,93%)	5 (4,63%)	30 (27,78%)	47 (43,52%)	25 (23,15%)
16	Canvas Instructure lets me do the quiz unlimited times to review and improve my abilities.	0 (0,00%)	0 (0,00%)	12 (11,11%)	43 (39,81%)	53 (49,07%)
17	I can track and improve my progress in learning English through Canvas Instructure.	0 (0,00%)	0 (0,00%)	12 (11,11%)	62 (57,41%)	34 (31,48%)
Blended learning in flipped-instructed ESP classes with Canvas Instructure						
18	The quality of teaching and learning through Canvas Instructure is as good as face-to-face.	2 (1,85%)	13 (12,04%)	45 (41,67%)	31 (28,70%)	17 (15,74%)
19	Canvas Instructure helps me to track the materials I need to review before the class sessions.	0 (0,00%)	1 (0,93%)	24 (22,22%)	45 (41,67%)	38 (35,19%)

The data presented in Table 1 reveals that (45, 37%) of students like learning English using Canvas Instructure and that the use of Canvas Instructure is good and interesting (40,74%), students received a new learning experience by having Canvas Instructure being implemented (48,15%), learning English was quite easy with the help of Canvas Instructure (45,37%), using Canvas Instructure is more fun (37,96%), and the students felt motivated to learn English because Canvas Instructure is used in learning English for Travel and Tourism subject (43,52%). It can be assumed that Canvas Instructure helps encourage students' motivation in learning the subject. Students have a positive experience with Canvas, which

increases their desire to utilize and adopt the new LMS (Garcia et al., 2021). The materials provided in Canvas Instructure for English for Travel and Tourism subject are covering all language skills and components that are usually started from the presentation of vocabulary needed for the lesson. Canvas Instructure allows the lecturers to provide various sources and embeds gamification content from another website such as Wordwall. Therefore, the students are eager to do every task and sub-task provided in the LMS.

Respondent 47 mentioned that “[the implementation using Canvas Instructure is] thrilling fun. It is not boring so [we] do not realize that time has passed so quickly. [We are also] encouraged to be responsive and communicative [by having Canvas Instructure being implemented]”. It is also supported by Respondent 72 that stated “[I think] by implementing a learning system with the use of integrative media (Canvas Instructure), so that students are more diligent in lectures that apply blended-language and will get used to [to technology and the Learning Management System]”. In addition, Respondent 80 also stated that “English for Travel and Tourism course is an interesting lesson, and easy to understand because it has a different system from all courses [by having Canvas Instructure being applied]”, and Respondent 81 cited that “In my opinion, the English for travel and tourism course is very interesting, because here I can learn various materials that I might not have studied before [that are provided in Canvas Instructure].” By having the materials updated every lesson/week, the students are more motivated and enthusiastic. Respondent 8 stated that “Of course I like [English for Travel and Tourism subject], because I can improve my English knowledge in speaking or writing more, and also the lectures have interesting & interactive materials every week”. 48.15% of students agree that they are satisfied with learning English using Canvas Instructure, 39.81% agree that they want to keep learning English with Canvas Instructure in the future, and 41.67% agree that they would recommend other students or teachers to use Canvas Instructure.

The data in Table 1 also shows that Canvas Instructure features are of help in students’ learning. It reveals that: 45.37% of students agree that they found it quite easy to understand English materials presented in Canvas Instructure, 48.15% mentioned that features in Canvas Instructure are quite easy in facilitating their English learning; 45.37% believe that features in Canvas Instructure (materials, assignments, quizzes, discussion, audio, video, submissions) are complete and adequate; 41.67% stated that Canvas Instructure’s display was nice; 51.85% stated that assignment submission and quiz completion through Canvas Instructure become faster, more effective and efficient; 49.07% strongly agree that Canvas Instructure let them do the quiz in unlimited time to review and improve their abilities, 57.41% agree that tracking their progress in learning English through Canvas Instructure would improve their progress in learning English, and 43.52% mentioned that Canvas Instructure is quite stable and easily accessible. To assist in the management of the teaching and learning process, it offers features for providing the material, developing discussion media, assigning learning assignments, communicating in online meetings, and working with other platforms (Al Khoeri et al., 2021). Besides, lecturers can set whether the students should do the task in sequential order with some requirements, and students can see their progress and grades live in the Gradebook.

These perceptions were supported by the response from Respondent 1 who mentioned that “[Canvas Instructure features] makes the practice and doing assignments

easier.” Respondent 18 also strengthened that “Canvas Instructure’s features of providing modules separately are convenient for the students to find the materials going to be discussed”. In addition, Respondent 55 mentioned that “Canva Instructure is a style of education in which students learn via electronic and online media as well as traditional face-to-face teaching. [It] is really interesting because Canvas Instructure makes it simple, about the discussion via online.” This online discussion at some meetings was also conducted online and was also used as an e-bulletin board as an alternative to subscribed online bulletin applications. In this very feature, students can post the task, have the other students like or grade it, and even comment on their own or the other students’ posts. This was very helpful in teaching correspondence in English for Travel and Tourism subjects. Respondent 75 mentioned that “In my opinion, Canvas Instructure helped me and convenient to finish the task and get me challenged because the lecturer set a score target to achieve before I can move on to the next task.” Respondent 21 stated that “[Canvas Instructure is] interesting and not monotonous, it is very interactive and has many features compared to other LMS, it also makes lecturers more interesting than just speaking and does not combine LMS, the outstanding application than the other LMS”

Regarding the implementation of blended learning in flipped-instructed ESP classes with Canvas Instructure, 41,67% agree that Canvas Instructure helps the students to track the materials they need to review before the class sessions. This was stated by Respondent 54 “In my opinion, it makes me easier when before class started to prepare the material using a Canvas Instructure to get the material first.” Respondent 57 also mentioned that “I really like this blended method because [Canvas Instructure] provides all the materials, is easy to access, and it is far from being confusing”. This is also supported by Respondent 82 who stated that “In my opinion application blended learning using Canvas Instructure is very effective because blended learning makes it easier for students to understand the material”. The implementation of Canvas Instructure is supporting the implementation of blended learning with flipped instructions because having the students access the materials online before the face-to-face session in the classroom, encourages students’ self-regulated learning. As mentioned (Fatimah & Nurfitriani, 2022), students get the chance to learn freely and comprehend the material by having access to the materials in Canvas Instructure. Because the materials are easily accessible, if they later found they did not grasp what they had studied, they could go back and read and examine the information again.

However, 41,67% remained neutral about the quality of teaching and learning through Canvas Instructure being as good as face-to-face. Respondent 21 said that “it’s interesting to know that this [Canvas Instructure] is deeper [or completed] with many features [that are] suitable for integration in offline schools”, but Respondent 96 stated that “I love using Canvas Instructure because it is easy and have a lot of features that make learning English fun. But, I think, if we are attending class offline, the quiz will also be better to be done offline instead of an internet-based quiz. It will make students focus more on the class. If we are using the phone in an offline class, there is a bigger chance for students to open different apps during class and not focus on the material”.

CONCLUSION

The current study aims to find students' perceived usefulness of how Canvas Instructure is being used to improve teaching and learning in English for Specific Purposes in classrooms, especially in English for Travel and Tourism subject, as well as how students' impression about using Canvas Instructure in blended flipped-instruction classroom settings. To provide answers, researcher employed a qualitative technique. To address the first research question about the use of Canvas Instructure to improve the teaching and learning process, the researcher used observation. The information regarding the lesson plan through Canvas Instructure in the English classroom was then obtained using document analysis. Finally, a questionnaire was distributed to the participants to collect more information. Because of its many capabilities, Canvas Instructure improved the teaching and learning process in English classrooms. To assist in the management of the teaching and learning process, it offers features for providing the material, developing discussion media, assigning learning assignments, communicating in online meetings, and working with other platforms embedded. As their first-time using Canvas Instructure, the students are interested, enjoying, amazed, and motivated. Some of the challenges the pupils experienced, though, were unavoidable, such as not all the students have updated devices that might support the upgraded interface that interfered several activities. Undeniably, the findings of this study recommend that all teachers use Canvas Instructure to aid in the teaching and learning process as students perceived that Canvas Instructure is useful and help their learning process. Canvas Instructure is encouraged to supporting instruction from multiple subjects to produce more varied outcomes. Despite being convenient in having the learning materials managed well in the system and successfully implemented in most online learning, in the application of blended learning, classroom management should be emphasized and mastered well by the lecturers on using this application and even in onsite classes. Thus, the researcher suggested other researchers to explore deeper on Canvas Instructure features' and the classroom management especially in implementing blended learning particularly in teachers' perception as this research was limited to the students' perception.

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SLANG WORDS FOUND ON “TO ALL THE BOYS ALWAYS AND FOREVER” MOVIE

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ABSTRACT

Slang is a variety of language used mainly by teenagers to communicate with group members in informal situations. This research aims at identifying slang words and categorizing the type of slang used in the film "To All the Boys Always and Forever". This is a descriptive qualitative research. The data are limited to the main character in the film, namely Lara Jean and Peter Kavinsky. The data collection method used in this research was observation method, namely by downloading film, watching movies and choosing words that belong to slang in the dialogue. This study applied the theory of types of slang by Kipfer and Chapman (2007). The data analysis were done by using descriptive qualitative method with the stages of data collection, data reduction, presentation of data and drawing conclusions. This research found 11 data of slang words, which are divided into 2 types, such as; namely primary slang and secondary slang. There are ten data of primary slang and only one data of secondary slang.

Keywords: slang, types, and movie

INTRODUCTION

Language is an important tool for communicating and interacting with others. As a means of communication, language is always changing and developing in line with current trends. Therefore, there is always a new linguistic phenomenon that appears in the center of society, moreover, language plays a very important role, and language can be used as an identity for a group of people, a society, a nation, and even as a global identity within a society. Language is a tool used for communication, and it can help people to understand one another and to carry out their intentions. Sociolinguistics is the study of language related to society. It also studies how people use language in their everyday lives, and investigate different aspects of society.

Slang is a type of language used primarily by teenagers to communicate between group members in informal situations. Adams (2009) explains that slang is a boundary term, it is a bridge between or from broader linguistic interests and motives, and it is often even impossible to tell in the context, interests and motives it represents, while "all at once" is not a terrible conclusion. Slang continues to change and develop over time, with people using it informally to communicate with friends and society in general, but it is not polite to use slang with older people—they may not understand it. Slang usually consists of shortened or misspelled words, or changes in pronunciation or meaning. Words play an important role in language. Slang is often used in films. Some people do not always understand slang, which can make it difficult to understand. Not all listeners or readers understand the true meaning of slang itself. Therefore, in order to avoid misunderstandings, in this investigation this researcher wants to review the slang words which in the film.

Watching movies is one of the most popular activities to do to entertain us and take a rest after a day of activities. Of course, everyone has their own preferences in choosing the type of movies, similar to tragedy, love, comedy, horror, action, etc. Movies have their own oneness and characteristics. According to Ardianto (2004), there are some characteristics of movie such as, using a screen, shooting, full concentration, and psychology identification. Thus, it's one of the great ways to analyze slang since numerous talks used slang. Likewise, the movie or 3D “To All the Boys Always and Forever” movie that was released in 2021 by Metthew Kaplan and Chris Foss is taken as data source in this study. This movie tells the story of Lara Jean (Lana Condor) who is on holiday in Korea with her family. She'd to temporarily separate from lover, Peter Kavinsky (Noah Centineo). Even so, their relationship is still romantic through video calls. After returning to America, Lara Jean is enjoying her last years as a high school student. She also attended the prom with Peter and her school friends.

Research on slang in movies has been done by many previous researchers. The first study was written by Pangestu (2019). He discussed slang and the reason of the main character uses slang words in the movie “The Reasons of the Main Character in Using Slang Words in Deadpoll 2 Movie Directed by David Leitch”. He found kinds of slang used by the main character like teen slang, slang vulgar, sex slang and hip hop slang. Likewise he found 66 slang words according to theory from Coleman (2016).

Kumayas (2020) also discussed slang especially the types of slang used in the “Geek Charming” movie. The theory used is the theory from Partridge (1945). He found three types of slang found in "Geek Charming" movie namely public house slang, society slang, slang in public school or university.

Another researcher who conducted the study of slang is Ratna (2021). She found three types of slang found in the "Pitch Perfect 3" movie that are fresh and creative, flippant, and imitative

The next researcher who conducted the study of slang is Pahamzah (2021). That study discussed the types of slang used by teenagers in associations with the theory of Allan and Burridge (2006) and the reason why teenagers used slang was according to Partridge (1945) theory. He found five types of slang namely acronym, clipping, fresh and creative, compounding and imitative. And there are also 7 reasons why teenagers use slang in their interactions.

Hafiza (2021) also conducted research about slang. That study discussed the tendency to use slang words and the process of word formation using the theory of Yule (2010). He found 65 slang words from movies “Straight Outta Compton”.

Those previous studies have similar topic with this study. This study aims to provide an explanation of slang words and types of slang found in the film “To All the Boys Always and Forever.” There are some slang words found and interesting to research with the aim of to provide more in-depth knowledge about slang words and types of slang. The researcher hopes that this research can be useful and easy to understand for others.

METHODS

The data in this studied were taken from the film “To All the Boys Always and Forever”. This film was chosen as the data source because there were some slang words found in this movie. This research applied observation method in collecting data. The data were collected by following several steps, such as; downloading movie, watching the movie and choosing the words that were included in the slang in the dialogue. This research is a qualitative descriptive. The use of this observation technique is to know slang words and the types of slang in the movie "To All the Boys Always and Forever". In formulating data analysis techniques, this research used data analysis for data collection, data reduction, data presentation and drawing conclusions from observation techniques.

RESULT AND DISCUSSION

RESULTS

This part shows the results of slang words found in the “To All the Boys Always and Forever” movie which can be categorized into the types of slang words according to Kipfer and Chapman theory (2007). The types of slang found are:

No	Utterance	Types of Slang	Word Class
1	Oh my god, dad!	Primary slang	Noun
2	Well, you wouldn't have gotten a scholarship if you weren't good enough.	Primary slang	Verb
3	In two days, I'm gonna tackle you and smother you with kisses.	Primary slang	Verb
4	I gotta get to practice.	Primary slang	Verb
5	Okay, all I know is I'm glad you guys are both going to Stanford next year.	Primary slang	Noun
6	I know a guy .	Primary slang	Noun
7	Right on, bro . Okay.	Primary slang	Noun
8	I don't wanna be far away from my family.	Primary slang	Verb
9	What's up?	Primary slang	Interjection
10	Let's bail before she sees us.	Secondary slang	Adjective
11	And you, buddy . Thank you.	Primary slang	Noun

Based on the data obtained in this study, this research found 11 slang words in “To All the Boys Always and Forever” movie and there are 2 types of slang words in the film from Kipfer and Chapman (2007). The types of slang found are primary slang and secondary slang.

The first type of slang mentioned by Kipfer and Chapman (2007) is primary slang. This is very commonly used by many people especially among teenagers in daily conversation and to express their feelings (Kipfer and Chapman, 2007). The research found 10 slang words that were categorized as primary slang, namely *dad*, *gotten*, *gonna*, *gotta*, *guys*, *guy*, *what’s up*, *bro*, *wanna* and *buddy*.

The second type is secondary slang. This is a slang word that is known by several people or groups that use slang words in their social interactions. These words to express one’s attitude and mind by pretending for a moment, become a member of a street gang, criminal, and hence to express one’s contempt and superiority (Kipfer and Chapman, 2007). In this type there is only one word of slang found, that is the word „*bail*“.

DISCUSSION

Data 1

“Oh my god, **dad!**” (01:38)

This utterance appears in minutes 01:38 when Lara Jean and her father were enjoying lunch. Lara Jean called her father “dad”. The word “dad” here can be categorized as primary slang because this word is a term to address a man, especially older men and is a common expression used in communicating with each other in everyday life. The use of the word

“dad” is common for people who use English as native language, therefore this is a kind of primary slang.

Data 2

“Well, you wouldn’t have **gotten** a scholarship if you weren’t good enough.” (03:54)

In the movie “To All the Boys Always and Forever” in minutes 03:54 Lara Jean was on a video call with Peter Kavinsky at night. There Lara Jean said “Well, you wouldn’t have gotten a scholarship if you want good enough. “The word “gotten” is included in slang words and categorized as primary slang because this word is a word that means “get” which comes from the word get which means get. This word is often use in movies, songs and their daily conversations. The used of the word “gotten” is common for people who use this word in their daily communication in informal situations. Therefore, this word can be identified as primary slang.

Data 3

“In two days, I’m **gonna** tackle you and smother you with kisses.” (04:55)

This sentence appears in minutes 04:55 Peter Kavinsky said “In two days, I’m gonna tackle you and smother you with kisses” to Lara Jean. The word “gonna” belongs to the slang words and is categorized as primary slang because the word “gonna” has the same meaning with “going to”. This word is usually used in informal situations and people are easy to catch the meaning.

Data 4

“I **gotta** get to practice.” (04:47)

This sentence appeared in minutes 04:47 Peter Kavinsky said “I gotta get to practice” to Lara Jean. The word “gotta” is included in the slang words and categorized as primary slang because the slang word “gotta” has the same meaning with “go to”. This word is easy to understand its meaning and purpose and society and teenagers often use this language as their everyday language.

Data 5

“Okay, all I know is I’m glad you **guys** are both going to Stanford next year.” (02:45)

This utterance appeared in minutes 02:45 Kitty says “Okay, all I know is I’m glad youguys are both going to Stanford next year.” to Lara Jean. The word "guys" includes slang words and categorized as primary slang because it is used to greet good people with anyone orwith people you know or don't know. The word “guys” is usually used to address friends.

Data 6

“I know a **guy**.” (1:01:15)

This sentences appears in minutes 1:01:15 Trevor says “I know a Guy.” to Christine. The word "guy" belongs to slang words and is categorized as primary slang because the word “guy” means words that lead to boys and the primary slang which is common words used by people to express his feelings in everyday communication.

Data 7

“Right on, **bro**. Okay.” (1:14:56)

This data appeared in minutes 1:14:56 Trevor says “Right on, bro. Okay.” to Peter Kavinsky. The word “bro” is a kind slang words and it is categorized as primary slang because the word “bro” based on the characteristics of the words associated with the theory and the sentence of the manuscript. The slang word “bro” is an abbreviation of the word “brother”.

Data 8

“I don’t **wanna** be far away from my family.” (20:09)

This sentences appears in minutes 20:09 Lara Jean says “I don’t wanna be far away from my family.” to Margot. The word “wanna” belongs to slang words and is categorized as primary slang because the word “wanna” is the meaning of the word “want to”. This word is used as everyday language and is easy to understand. This word is a type of primary slang because many people and teenagers use this language.

Data 9

“What’s up?” (1:01:26)

This expression appears in minutes 1:01:26 Gen says “What’s up?” to Lara Jean. The expression “what's up” is a sentence in the form of an informal greeting and usually use to greet a friend which means how you are. This word is often used by people in daily conversation they and this word belong to the type of primary slang.

Data 10

“Let’s **bail** before she sees us.” (41:17)

This sentences appears in minutes 41:17 Chirstine says “Let’s bail before she sees us.” to Lara Jean. The word the word “bail” is a word that is often used by teenagers today when traveling, expression to be expressed by a group of people in a secret way. The word “bail” is included in secondary slang.

Data 11

“And you, **buddy**. Thank you.” (08:29)

This sentences appears in minutes 08:29 dad says “And you, buddy. Thank you.” to Lara Jean. The word “buddy” is another name for the word “buddy” which can be called as a nickname for a friend and belongs to the type of primary slang because primary slang is slang expressions used by people among adolescents in daily communication.

CONCLUSION

After analyzing the data, this study found 11 slang words in the “To All the Boys Always and Forever” movie. Based on the theory by Kipfer dan Chapman (2007). According to the theory from Kipfer and Chapman (2007), there are two types of slang found in the film, namely primary slang and secondary slang. Of 11 data found there are 10 data are included in primary slang and 1 data included in secondary slang. Such slang words like *dad, gotten, gonna, gotta, guys, guy, bro, wanna, what's up, bail* and *buddy*. The most common type of slang used in the “To All the Boys Always and Forever” movie is a type of primary slang, because the dialogues from the film “To All the Boys Always and Forever” used some slang words that people already know and used in informal situations. The purpose of using these slang words that is to create an atmosphere when communication be more relaxed, informal and sounds modern in the community. The limitation of the study will use the theory of primary and secondary slang from Kipfer and Chapman (2007) and support theory from Allan and Burridge (2006).

These slang words are so much fun and one can be interested in learning those slang words. We can find this slang word in a film, novel, comic, social media and we can learn the character and function of using the slang. From this study, there are some suggestions for the next researchers to improve the study of slang words with different theories, methods, or research problems such as the next researcher should analyze slang words using a different theory. Furthermore, by watching the movie, students can understand the use of slang words and for those who want to learn slang words. The researcher suggests watching this movie and other american movies because students can find the types and functions of these slang words. This study is a useful reference for people who will analyze

the same topic. I hope this research can give positive things for the development of research on the types, functions of slang words.

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DEVELOPING DIGITAL LITERACY OF LEARNING MEDIA INNOVATION BASED ON LOCAL WISDOM FOR ONLINE CLASS TO IMPROVE LISTENING AND WRITING SKILLS

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ABSTRACT

The availability of technology in education enables educators to plan and implement innovative and interactive learning models. This research was development research (R&D) which aimed to develop the current media for teaching and learning the language in the digital era based on local wisdom for an online class to improve listening and writing skills in the information systems education program at ITB STIKOM Bali. Data was collected by means of documentation, interviews, observations, and questionnaires. The research procedure followed Luther's model design proposed by Branch (2009) with some modifications. The digital literacy-based listening and writing materials were appropriate to be implemented as the listening and writing materials that could support the teaching and learning process for the Information Systems education program at ITB STIKOM Bali. This was supported by the result of the experts' judgment who evaluate the appropriateness of the product in terms of content, language, presentation, and media aspect. The mean score in the experts' judgment based on the materials evaluation in the aspect of content, language, and presentation was 3,8 which belonged to the very good category. The mean score based on the graphic evaluation was 3,8 which belonged to the very good category. This digital literacy-based listening and writing materials were packed into Google Form that consisted of 3 materials.

Keywords: *Digital literacy based learning media, local wisdom, listening, writing*

INTRODUCTION

English is the foreign language taught at school from elementary up to university level in Indonesia. The purpose of teaching English in Indonesia are designed to make the students master four skills in English such as Reading, Speaking, Writing and Listening, and internalize other English elements i.e., Pronunciation, Grammar and Vocabulary. Those skills and the components should be improved and learned simultaneously to make students able to use their English appropriately and as native speakers. Some method or media that can improve teaching and learning English for EFL need to be updated and easier to be applied in daily life. Media are tools that are brought and provided to facilitate teaching-learning process and to make students easy to understand materials given by the teacher.

Media is an instrument that is used to transform messages or information from "resource" to "receiver" Criticos (in Daryanto, 2015). Based on these definitions, it can be said that the learning process is a process of communication. The learning process contains five components of communication, teachers (communicators), learning materials, learning media, students (communicants), and learning objectives. So, learning media is everything that can be used to channel messages (learning materials), so that it can stimulate attention, interest, thoughts, and feelings of students in learning activities to achieve learning goals. Gerlach and Ely (in Mubaraq, 2020) stated that instructional media plays a key role in the design and use of systematic instruction. A medium, broadly conceived, is any person, material, or event that establishes conditions which enable the learner to acquire knowledge, skills, and attitudes. In this sense, the lecturer, text book, and

campus environment are also media.

These days, teaching and learning have begun to integrate technologies in its' process. Information and communications technology (ICT) or digital technology can be referring to online or internet usage. It can be for communicating, creating and sharing information, multimedia texts, and the like. Digital media includes many kinds of things that can be surf by internet such as websites, electronic books or E-Books, many kinds of software e.g. e-mail or anti-virus programs, audio material from MP3, MP4 or podcast, video, video games, mobile media applications or 'apps', and social media.

Sometimes English becoming difficult to learn as a foreign language,. As this problem appears, lecturers have to be able to solve. Even though it is included in the campus that focuses on teaching and learning about information and communication technology, English is also important and needed by them because Technology and English are interrelated and worldwide. ITB STIKOM Bali students must learn and have good skills in mastering English because all aspects and teaching on computers, the internet, technological matters then use English, for example one of the newest topics today in the field of technology is about IoT (Internet of things) and AI (artificial intelligence). All explanations and all about them in English. That is, if ITB STIKOM Bali students do not have the ability to speak English, how can they understand it? So that English becomes the main point that they must be mastered when they want to master of technology.

RKPS in teaching English as a technological foreign language allows students to master four integrated skills, such as: listening, speaking, reading, and writing. In addition to cognitive skills, students are also required to have competence in both affective and psychomotor aspects. There are several factors needed to achieve the success of the teaching and learning process. These factors are: the role of lecturers, the role of students, teaching and learning strategies, as well as materials and media that are relevant and appropriate for students. Furthermore, the aim of language teaching is primarily to enable students to communicate in their target language.

Listening and writing are productive skills in learning English that must be mastered by ITB STIKOM Bali students. Students must be able to communicate in written form accurately to be applied in everyday life, especially in teaching writing and listening. Students must be able to listen and write with correct grammar, punctuation, and diction. One of the ways to solve the difficulty, especially in teaching listening and writing are by using and developing this kind of teaching learning media. Moreover, teaching and learning process that implemented in english classes of ITB STIKOM Bali using online meeting due to post covid-19 pandemic. This situation become such a challenge for both lecturers and students to build an effective teaching and learning situation. Normally, in online meeting, students often felt boredom and couldn't stay focused on the materials given by lecturer. It was because students got lot of distractions from their environment, doing multitasking things while following the lesson, and conventional way of teaching that used by lecturer to teach them via online class.

Those kind of problems encountered by students in online meeting need to be solved immediately. One of the thing that lecturer can do is to create an interactive online class for them in case of increasing their curiosity in learning new things on online meeting. The next thing is to create variations way of teachings media to make them pay lots of attention to the

material being given to them. And the other thing is to synchronize the materials with traditional culture that grow up in their place. In this case is balinese culture based on local wisdom, and this occasion will be able to bold their understanding of balinese culture aswell as to actualize their understanding in their daily life. This chance is also as a good opportunity to introduce balinese culture to the students from outside bali.

In order to make it happen, kinds of media supports are really needed. The Digital Literacy method in teaching listening and writing become one of the answer to solve the problem. The Digital literacy Method combines face-to-face classroom methods with computer-mediated activities to form an integrated instructional approach. In the past, digital materials have served as complementary, helping to support face-to-face teaching (Bonk, C. J. & Graham, C. R, 2017). Based on the factors and situations above, the researcher conducted research in the context of Developing Digital Literacy of Learning Media Innovation based on local wisdom for Online Class to Improve Listening and Writing Skills.

RESEARCH METHODOLOGY

This research can be categorized as Research and Development (R&D). It refers to evaluation materials in which research findings are used to develop new products (Borg & Gall, 2013). In connection with the above definition, this research is considered as preliminary research and development (R&D) because the purpose of this research is to design a new product Digital Literacy of Innovation Learning Media based on local wisdom for online Class to Improve Listening and Writing in Programs Education Information System ITB STIKOM Bali.

This media design is for the ITB STIKOM Bali Information System education program from the Luther (2013) model. At each stage there are two activities, namely evaluation or review and revision of the draft. Then, the prototype of product is " Digital Literacy of Innovation Learning Media based on local wisdom for online class to improve listening and writing in Information System program at ITB STIKOM Bali. This media is available in google form.

In connection with the above definition, this study uses the Luther (2013) model which states that in developing multimedia there are six steps that must be followed, namely; (1) concept, (2) design, (3) collection of materials, (4) assembly, (5) testing, and (6) distribution.

The data were analyzed through several steps, namely; 1) data was collected from questionnaires filled out by students, 2) then, the data were classified and entered into a coding table, and 3) data was calculated to find the results of the questionnaire. The results of the questionnaire were described descriptively and the researchers drew conclusions on the application of local wisdom-Based Digital Literacy of Innovation Learning Media for online Class to Improve Listening and Writing in Information System education program ITB STIKOM Bali.

In addition, the product Digital Literacy of Innovation Learning Media based on local wisdom for online Class to Improve Listening and Writing at the ITB STIKOM Bali Information System Education Program was analyzed quantitatively.

RESULT AND DISCUSSION

Based on the result of the students' need analysis questionnaire, the researcher took the highest percentage of the statement of the respondents. It was found that most of students' goal in learning English was to be able to communicate using English in daily life both spoken and written text. The students' goal in learning listening was to help them to develop their knowledge and understand about the spoken of the speaker. Then followed by writing exercises which developed based on listening activity that students' had. The students' problem during listening English were comprehend the new vocabularies they heard in the listening materials. The listening input that the students preferred was came from interactive learning multimedia like social media. If there was a digital media developed based on books, the students preferred the material presented in reduced and simplified. The students' opinion about the content of materials should be presented in digital-based listening materials was having a clear display and presentation of material. The topic of listening that the students most preferred was about local wisdom around their life and environment. The effective duration of audio listening that preferred by the students were 15-30 minutes.

It was found that the activities for learning listening that the students most like was listen then complete the sentence and respond it into writing form. The teacher role that the students preferred was giving clear explanation about the steps for doing an exercise. The role of the students that the students preferred was actively to participate in learning activities in the online class. The researcher developed digital-based listening and writing materials for the Information Systems education program at ITB STIKOM Bali based on the result of data from needs analysis. Those data were used as the guidance in developing digital literacy based listening and writing materials.

Digital literacy based listening and writing materials was designed firstly by designing the screen, such as home screen, main materials, and exercise. The home screen or start screen is the opening of the platform in Google Form. It consists of five parts: The title of the materials, students' identity that consist of (*name, Nim/ID number, and class*), pre-listening and writing activities. In pre-listening and writing activities, there are several questions that aims to make the students able to predict and brainstorm information as well as prepare the students to establish a link between their previous knowledge and newest information. The formulation questions of writing activities belong to the pre-listening activities. In the main materials or whilst-listening and writing, the researcher inserting the recording of the audio into Google Form and transform them into links.

In the main materials part, the students do the listening activity by following the instructions in Google Form. In the listening activity, the students are asked to listen the audio of listening is about three times. Then, while listening audio they write everything that they listen. After that, they answer some questions provide related to audio that they have just listened.

There are two buttons under the platform, such as "Back" and "Next" button here the user can directly go back to the main menu or "Next" to the next menu. Below is the first design of the main materials or whilst-listening in the digital-based listening materials.

In the exercise or post-listening and writing, there are two main parts: the instructions for doing the exercise and questions. After doing some activities in the

previous part, the students should do the exercise. In the exercise, the students are asked to complete the statements properly. There are two form of exercise such as objective and short essay. This activity belongs to the post-listening and writing activity which is the step after the students have listened. In this step, the students must do the exercise related to the listening that they have heard before and do the writing exercise.

There are two buttons under the platform, such as “Back” and “Send” buttons. The “Send” buttons aims to send the exercise of the students. After designing the screen, continued by designed the layout of the Google Form.

The features of Google Form can give the direct feedback to the students. After finishing the exercise, the students can get their score automatically and they can find the key answer of the questions. Moreover, they can find their progress in doing the exercise. There are two buttons in this part such as, “view score” and “view the previous score”.

After designing all material in google form as draft of digital literacy listening and writing materials, the experts’ judgment was conducted to evaluate the appropriateness of the product in terms of content, language, presentation, and media aspect. From the evaluation of the materials and media by the experts, it could be concluded that the developed digital literacy based listening and writing materials was appropriate to be implemented as the listening and writing materials for the Information Systems education program at ITB STIKOM Bali. The mean score in the experts’ judgment based on the materials evaluation in the aspect content, language and presentation was 3,8 which belonged to the very good category. The mean score based on the graphic evaluation was 3,8 which belonged to the very good category. However, from the results of experts’ judgment rating scale and the blueprint, the experts only gave the note in terms of instructions.

CONCLUSION

From the explanation above, the digital literacy based listening and writing materials was appropriate to be implemented as the listening and writing materials that could support the teaching and learning process for Information Systems education program at ITB STIKOM Bali. This was supported by the result of the experts’ judgment who evaluate the appropriateness of the product in terms of content, language, presentation, and media aspect. The mean score in the experts’ judgment based on the materials evaluation in the aspect content, language and presentation was 3,8 which belonged to the very good category. The mean score based on the graphic evaluation was 3,8 which belonged to the very good category.. This digital literacy based listening and writing materials was packed into Google Form that consists of 3 materials such as Word Processing, Asking and giving for information, and Globalization. Therefore, the written materials of second draft and the final product of the digital literacy based listening and writing materials are the same product. That was the final product of this research.

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MODULATION STRATEGY IN TRANSLATING VERB PHRASES IN ENGLISH COOKBOOK INTO INDONESIAN

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ABSTRACT

The sentence structure in recipe text tends to use verb phrases in starting instructions for cooking. While the construction of phrases in the predicative structure and syntactical fields has a complicated analysis. This research is focused on the modulation strategy in translating verb phrases in English cookbooks into Indonesian. The data is taken from an English cookbook written by Lowery, et.al. entitled “The Essential Book of Sauces & Dressings” and its translation into Indonesian is translated by Hadyana P. entitled “*Saus dan Dressing yang esensial*”. The methods that are used to collect data are documentation and observation. Modulation that is used in the translation of verb phrases in cookbooks such as expressing the implied meaning of source text and appearing in the target text, changing active verbal phrases into passive forms in the target text, changing the perspective of the target reader while maintaining the message to be conveyed in the source text.

Keywords: verb phrases, cookbook, modulation

INTRODUCTION

This study is focused on the modulation strategy in translating verb phrases in English cookbooks into Indonesian. According to Reiss (2000), based on the typology of the text, the translation of cookbooks is included in the text of information, where the translator is required to make the result of the translation as accurate as possible to the source language. The understanding of international cookbook, which uses English as the medium of instruction, is difficult to be understood for Indonesian students. It can be seen from the result of the dishes that are not based on the expectation. That is why the translation of the English cookbook is very helpful to make Indonesian students easy to make the dishes.

Most of the instructions in the cookbook use the complex verb phrase, the verb not only consisted of one verb as a head but also includes some complimentary elements after the main verb. A verb Phrase (VP) consists of minimally a single verb. So, the verb phrase minimum consists of one verb element $VP \rightarrow V$ (Carnie, 2006; Ekasani et al., 2018; Simaremare et al., 2021). The translator of the target language sometimes omitted the words or phrases that should be translated because can cause a difference in producing the food. As we know, translation is not only translating meaning in words, sentences, phrases, or paragraphs of the source language (SL) into the target language (TL), but in the process of translating the translator should make the consideration of the culture of the language.

This is also the same as the research from Köhler (2011) which emphasizes the translation of cookbooks from a cultural point of view. Her research found that the translation of the source language is based on the culture of the target language. The same study also found by Sirait (2014), that the translation of the data source which has a different culture from the target language is finally not translated and still uses the language of the source. Here is the challenge for the translator to make the translation in the target language as closest as the source language. The study here focuses on the modulation strategy in translating the verb phrase in the English cookbook into Indonesian. Modulation is one of

the translation strategies that help the translator to keep the naturalness by changing the point of view (Putranti, 2018).

The modulation occurs when the translator reproduces the message of the original text in the TL text in conformity with the current norms of the TL, since the SL and the TL may appear dissimilar in terms of perspective (Newmark, 1988). It means that the SL text untranslatability because there is no lexical substitute in the TL text for an SL text (Bassnet, 1991). Modulation can be used as a change in the point of view or a change of perspective when rendering the message from the SL into the TL texts (Vinay and Darbelnet, 2000). Modulation is a translation strategy that changes the point of view, focus, or cognitive categories in a translation. Modulation technique occurred at the lexical or structural level (Adam et.al., 2019). At the level of the message, modulation is still divided into several categories: concrete for an abstract, cause–effect, part – another part, reversal of terms, a negation of opposite, active to passive (and vice versa), space for time, rethinking of intervals and limits (in space and time), and change of symbol (including fixed and new metaphor) (Putranti, 2018).

RESEARCH METHOD

This research is based on qualitative research in which the data studied is qualitative data in the form of phrases derived from the translation text. Descriptive research of translation is divided into three types, adjusted for orientation, namely: 1) translation research oriented to the function, 2) translation research oriented to the process, and 3) translation research oriented to the product. This research is oriented to a product that focuses its attention on the result of translation. The translation unit of this study is at the phrase level especially in the verb phrases so the study is located on the macro level, i.e. the text's level. The type of data used in this study is qualitative data, namely in the form of verb phrases in the translation of the cookbook. Furthermore, the data sources used in this study are primary data sources and secondary data sources. The primary data source used in this research is in the form of the translated text, as a product of the translation process from the source language (SL) to the target language (TL).

RESULT AND DISCUSSION

Data 1

SL : Using a metal spoon, fold into the Hollandaise sauce. (p.23)

TL : *Aduk krim dan saus Hollandaise dengan sendok.* (p.23)

Verb phrases in the SL text consist of prepositional verbs (fold into) + noun phrases (the Hollandaise sauce). While the translation results in TL text becoming a verb (*aduk*) + noun phrase (*krim dan saus Hollandaise*). Fold into means to use a spoon or knife to add something slowly and gently to a mixture. Judging from the results of the translation in TL, the translator brings up additional noun elements (*krim*) to clarify the process of the verb (fold into) in SL. If the noun element does not appear in the TL sentence, it will be confusing for the target reader.

From the analysis above, the translation procedure used is modulation, in which the verb phrases in the SL contain the implied meaning and appear in TL. So that according to the meaning of prepositional verbs (fold into) the translator raises nouns (*krim*) that do not

appear in the SL verb phrases to make instructions for making dishes clear to the target readers.

Data 2

SL : Return pan to heat, cover; simmer gently for 10 minutes. (p.6)

TL : *Didihkan tertutup di atas api kecil selama 10 menit.* (p.6)

In the data above there are three verb phrases in one sentence, namely 1) return the pot to heat, 2) cover and 3) simmer gently for 10 minutes. Meanwhile, the translation in TL text consists of one verb phrase, which is a combination of two verbs (*didihkan tertutup*) + prepositional phrase (*di atas api kecil*) + prepositional phrase (*selama 10 menit*). The translation procedure according to the translation results in the TL text can be included in the modulation by changing different points of view to the message conveyed so that the translation results are more acceptable to the target readers.

Return itself means to return, which as a whole FV (return pan to heat) translates literally to returning the pan to heat. While the second verb phrase (cover) is translated into closing, and the third verb phrase (simmer gently for 10 minutes) becomes a slow boiling process over low heat for 10 minutes. So that the three verb phrases (SL) with the modulation procedure are translated into *Didihkan tertutup di atas api kecil selama 10 menit*. Even though there is a change in point of view, the message conveyed in the SL text is still the same as the result of the translation in the TL text.

Data 3

SL : Continue whisking for 3 minutes. (p.22)

TL : *Terus dikocok selama 3 menit.* (p.22)

The verb phrases above are included in the monotransitive verb type consisting of the verb (continue) + -ing participle (whisking) + prepositional phrase (for 3 minutes). The function of the -ing participle in the verb phrase (SL) is as an object, while the prepositional phrase functions as a time duration adverbial. The translation results in the TL text the verb phrase changes form into a passive verb, and the object that appears in the SL text, namely in the form of a gerund (whisking) experiences a change in form to become a passive verb in the TL text. So that the verb phrases formed in TL become adverbial phrases (*terus*) + passive verbs (*dikocok*) + prepositional phrases (*selama 3 menit*). The verb continue in the SL text becomes an adverbial phrase (*terus*) in the TL text. While the SL prepositional phrases are still translated into the same form with the same function as time adverbs. The translation procedure used is modulation by changing the active structure of the SL verb phrase translated into the passive form in the TL text.

Data 4

SL : The following points **will help you make perfect sauces** every time. (p.58)

TL : *Berikut ini **petunjuk untuk membuat saus yang lezat**.* (p.58)

In the data above, the verb phrase in the SL consists of modal (will) + verb (help) + noun phrase (you) + bare infinitive (make perfect sauce). While the translation results in TL text the verb phrase consists of a verb (*petunjuk*) + a prepositional phrase (*untuk membuat saus yang lezat*). The translation procedure used to translate SL verb phrases is modulation.

Modulation is done to make the translation results reasonable and acceptable to the target readers without changing the message conveyed by the SL text. Modulation is used when a literal translation cannot be used to translate the BS text in a reasonable manner. If translated literally, the verb phrase in the SL text (*will help you make perfect sauce*) becomes '*akan membantu anda untuk membuat saus yang sempurna*'. The result of its translation into TL text becomes very stiff and inflexible. So that a change in the point of view of the translator makes the translation results more equivalent.

Data 5

SL : Use a wooden spoon as your stirring tool. (p.58)

TL : *Gunakan sendok kayu untuk mengaduk.* (p.58)

The verb phrase in the SL text above consists of a prepositional verb consisting of a verb (use) + a noun phrase (a wooden spoon) + a prepositional particle (as) + a noun phrase (your stirring tool). The function of a noun phrase is as an object, both a direct object (a wooden spoon) and a prepositional object (your stirring tool) so that it is also included in the type of transitive complex verb. While the translation results in TL text the verb phrase consists of a verb (*gunakan*) + noun phrase (*sendok kayu*) + prepositional phrase (*untuk mengaduk*). The translation procedure used is modulation by changing the point of view and making the translation results more acceptable to the target readers.

The meaning of the prepositional verb *use something as something* (**use** a wooden spoon **as** your stirring tool) is to make something function as something. When translated literally, it becomes '*Gunakan sendok kayu sebagai alat pengaduk Anda*' so that the translation results are not flexible or stiff. Therefore the translator uses a modulation procedure that he feels can make the translation acceptable to the target reader to be '*Gunakan sendok kayu untuk mengaduk*'.

Data 6

SL : Add a whole peeled garlic clove and **shake to combine**. (p.32)

TL : *Tambahkan bawang putih kupas, kocok rata.* (p.32)

In the above verb phrase, data that is analyzed is *shake to combine* which is included in the transitive verb phrase. According to Quirk (1985), to-infinitive follows a verb function as an object. While it can be seen from the results of the translation in the TL text there is no object that follows the verb (*kocok*) that is included in the type of intransitive verb. The translation procedure used is modulation with the view that the message conveyed to the SL is translated literally the translation becomes unnatural. *To combine* can mean to combine, unite, or possess, so that the message to be conveyed by the verb phrase, *shake to combine* that can be received by the target readers is *kocok rata*. In the above data, the translation procedure used is modulation.

Data 7

SL : . . . the eggs **are whisked in the machine** . . . (p.59)

TL : . . . *proses telur.* . . (p.59)

In the above data, the expansion of FV is a passive form consisting of be (are) + verb form 3 (whisked) + prepositional phrase (in the machine). Meanwhile, the result of the translation

into TL is in the form of a noun phrase, *proses telur*. The modulation procedure is used on the above data to change the point of view of the target reader. Process in KBBI means a series of actions, manufacturing, or processing that produces a product. This means that the translation of the SL verb phrase is whisked in the machine into a noun phrase *proses telur* in the TL text and has the same goal, namely, to process eggs until they produce the desired result. So, the translation procedure used is modulation. In the element of FV expansion in the SL, there is an element of omission of prepositional phrases (in the machine). The function of this prepositional phrase is as an adverb that describes the place where the egg is beaten. The omission of this element by the translator means that the adverbial element has been explained in the previous clause, *To make the Hollandaise in a food processor, the eggs are whisked in the machine, then the hot butter is added to create the emulsion*. While the translation results in TL text become *To make Hollandaise sauce with a processor: process the eggs, then pour hot melted butter to form an emulsion*. This omission procedure in translation is included in the reduction procedure. The procedure for translating the verb phrases used in the data above is modulation and reduction.

Data 8

SL : Plain milk **may be used**, particularly if the sauce is to have other flavourings. (p.24)

TL : ***Gunakan susu biasa tanpa bumbu tambahan bila saus akan diberi aroma lain.*** (p.24)

The next SL verb phrase is included in the passive form which consists of modal (may) + be + third form verb (used). While the translation results in TL text the verb phrase consists of a verb (*gunakan*) followed by a noun phrase (*susu biasa tanpa bumbu tambahan*). The translation procedure can be classified into a modulation procedure by changing the passive structure of the SL into the active structure of the TL text. Furthermore, it can also be classified into the transposition translation procedure, the structure of intransitive verb phrases in SL becomes a form of transitive verb phrases in TL. Furthermore, in the noun phrase element TL, there is additional information present to explain ordinary milk (*susu biasa*) used in cooking recipes, namely, *tanpa bumbu tambahan*, so this procedure is included in the addition procedure. It can be concluded from the verb phrase data above that the translation procedures used are modulation, transposition, and addition.

Data 9

SL : Place capsicum, onion, garlic, and 1-2 small red chillies in food processor. (p.51)

TL : *Cincang kasar semuanya bersama 1-2 cabai rawit merah dengan prosesor.* (p.51)

In the data above, the FV expansion in the SL is a verb (place) followed by a noun phrase (capsicum, onion, garlic, and 1-2 small red chillies) and a prepositional phrase (in food processor). While the results of the translation in TL text become verbs (*cincang*) followed by adjective phrases (*kasar semuanya*), adverbial phrases (*bersama 1-2 cabai rawit merah*) and prepositional phrases (*dengan prosesor*). There are several translation procedures used in translating the above data. The first translation procedure is a transposition by looking at the structure of noun phrases in the SL (capsicum, onion, garlic) translated into adjective phrases (*kasar semuanya*). In addition, there is a change in the structure of the plural noun (small red chillies) in SL which is translated into a single noun (*cabai rawit merah*) in TL.

The noun element also shows the use of the modulation procedure, namely in the translation of (small) adjectives into *rawit*. Small itself means *kecil* when translated into TL, but the translator changes the point of view by changing the word small to *rawit*. *Rawit* itself is a small chili that has a spicier taste compared to regular red chilies. The choice of the word *rawit* compared to *kecil* for the translation of the word 'small' is to give a specific meaning to the target readers who generally use *cabai rawit* rather than small chilies in making spicy dishes.

The next translation procedure is *kalke*, the noun (food processor) is translated literally according to the original (*prosesor*). So that the translation procedures used in the data above are transposition, modulation, and *kalke*.

Data 10

SL : The butter **is added very slowly to the egg yolks**. (p.59)

TL : ***Tuang mentega cair sangat perlahan-lahan ke dalam kuning telur***. (p.59)

In the above data the SL verb phrases consist of aux (is) + 3rd form verb (added) followed by adverbial phrases (very slowly) and prepositional phrases (to the egg yolks). The verb phrases above are included in the passive verb type. Meanwhile, the translation result in TL becomes a verb (*tuang*) followed by a noun phrase (*mentega cair*), an adverbial phrase (*sangat perlahan-lahan*), and a prepositional phrase (*ke dalam kuning telur*). TL verb phrases are included in transitive active verbs. In the translation of the verb phrase above, there are three translation procedures used. The first translation procedure is modulation, the structure of the SL passive verb changes into the TL active verb. The next translation procedure that can be seen in the results of the data translation above is addition, namely the existence of additional information (*cair*) that appears in the translation results from the word butter in the SL to become *mentega cair*. The existence of new information added clarifies the instructions given to the target reader, that what will be processed by the verb is not the butter which is still solid but the liquid one. The last procedure used is a transposition, a change in the structure of the SL plural noun (yolks) is translated into a singular noun form in TL (*kuning telur*). The change of the plural form into the singular carried out by the translator does not change the meaning contained in the SL. So, the three translation procedures used in the data above are modulation, addition, and transposition.

CLOSING

The sentence structure in the cookbook is generally dominated by the use of verb phrases. This can be seen in every instruction in the cookbook that always uses the verb at the beginning of the sentence. Meanwhile, in the field of syntax, the construction of phrases has a fairly complex analysis, both in the structure of the phrase itself and its relation to the predicate structure. Related to the field of translation, the translation strategy is one of the strategies in translating the source language into the target language. One of the strategies that are mostly used by the translator in translating verb phrases in cookbook is modulation. The equivalence in the translation of the English cookbook into Indonesian can be observed in this strategy. Modulation is used in the translation of verb phrases in cookbook such as expressing the implied meaning of source text and appearing in the target text, changing active verbal phrases into passive forms in the target text, and changing the perspective of

the target reader while maintaining the message to be conveyed in the source text. In addition, Modulation is not the only strategy in translating verb phrases in cookbook, but there is a combination of several translation strategies, namely modulation and reduction; modulation, transposition, and addition; transposition, modulation, and kalke; and modulation, addition, and transposition. This means that the translator pays attention to the acceptability of the translation results in the TL text, so that a combination of several translation strategies can be carried out.

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DOES EXPLICIT INSTRUCTION IMPROVE EFL STUDENTS' READING COMPREHENSION?

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ABSTRACT

This study aimed to improve students' reading comprehension using explicit instruction. Two-cycle classroom action research was applied in conducting this study. The study involved forty-eight (48) 8th-grade students of a private junior high school in Denpasar, Bali. In the process of collecting the data, the researcher administered a pre-test and post-test to find the difference in students' reading comprehension before and after being taught using the explicit instruction method. A questionnaire was also administered to find out students' responses during the teaching and learning process. The results of this study indicate that explicit instruction could improve students' reading comprehension significantly. It was also supported by the data of the questionnaire that discovered students' positive responses to the method being used.

Keywords: Explicit Instruction, Reading Comprehension, EFL Students

INTRODUCTION

Reading skills play a very strategic role in someone's academic life. Through good reading skills, a student would be able to learn more effectively so then she or he could get successful learning achievements (Palani, 2012; Scott & Saaiman, 2016). In research done by Rooy & Rooy (2015) on several university students in South Africa, the lack of students' reading comprehension was one of the most significant factors in their poor academic performance. For that reason, it can be stated that reading is an essential skill that is needed by students along the process of education to acquire better knowledge and achievement in school.

Despite the fact of the importance of reading comprehension was widely stated by several research, students' lack of reading skills was still discovered at a private junior high school in Denpasar Bali. Through an interview that was done with the English teacher in that particular school, it was discovered that the students found it difficult to recognize and understand both the vocabulary and the full sentences used in a passage. Based on the interview which was done with students, this was caused by the teaching approach used by the teacher. The teacher usually asked them to answer the LKS (Students' Worksheet) without giving a detailed explanation of the unrecognized and new vocabulary or term in a passage.

Through interviews, the researcher also found another reason for such a condition. It was because of the unconducive learning situation. 48 students in this particular classroom were making the teacher face difficulties in choosing the best method to teach the students. The students had difficulty mastering reading comprehension, and its components namely identifying general information, finding specific information, determining the textual references, and determining contextual meaning (Jorgensen & Philips, 2002).

Due to the importance of reading skills in every aspect of everyday life, it was necessary to find out an advantageous method to improve students' reading skills. One method that is worth to try was explicit instruction. Archer and Huges (in Huda, 2013) on

their research found that explicit instruction was made specifically to improve student's learning process and achievement. This method describes and defines some key instructional that should be done during the learning process. Explicit instruction is used to support the students by guiding the students by using clear explanations and demonstrations. Supported practice and constructive feedback will also be given throughout the learning process with the purpose of students achieving their independent mastery and well achievement (Hughes, Riccomini & Morris, 2018).

Research done by Yulia (2019) analyzed that explicit instruction was able to give a significant effect on students' English writing skills. It was proven by the mean score of students' post-test which passed 75 as a passing-grade score. Moreover, in her research, Yulia also states that along the learning process of explicit instruction class, the students became more active.

Pangestu, Hidayah, & Apriani (2021) have also researched the impact of implicit and explicit instruction on students' reading comprehension. It was found that explicit instruction implementation was giving more significant effect on students' better reading comprehension skills compared with the implicit instruction method.

Another research on explicit instruction was also done by Lumaela & Que (2021). The research learned about the effect of explicit instruction on students' grammar. At the end of their study, they found out that the students achieved a good result in the use of English grammar especially simple present tense, auxiliary verbs, subject-verb agreement, and on the use of the third singular person.

The explicit Instruction method is delivered into three steps namely opening, body, and closing (Hughes, et al., 2017). There are several purposes of the opening activities, which are to gain students' attention, review students' prior knowledge, and discuss and link the students' prior knowledge with the target/learning material. Next in the "body" step, the first simulation is given to the students and followed by another simulation that involves students' roles. In the "close" step which is also the last step in explicit instruction, the students are asked to do independent practice. The teacher provides the students with feedback to build the student's knowledge of the material.

Based on the explanation above, the researcher believes that explicit instruction could be beneficial for students to improve their reading comprehension. This study is focused on one research question; can the reading comprehension of the 8th-grade students of a private junior high school in Bali be improved through explicit instruction?

METHOD

This study applies a classroom action research (CAR) method. It was done in 2 (two) cycles. The participant of this study were 48 (forty-eight) eight grade students of a private junior high school in Denpasar, Bali. The data perceived in this research were from the pre-test and post-test to see students' reading comprehension achievement before and after being taught using explicit instruction methods. Questionnaires were also applied to find out students' responses qualitatively on the use of explicit instruction in the classroom. The research design is presented below to give a more distinct understanding:

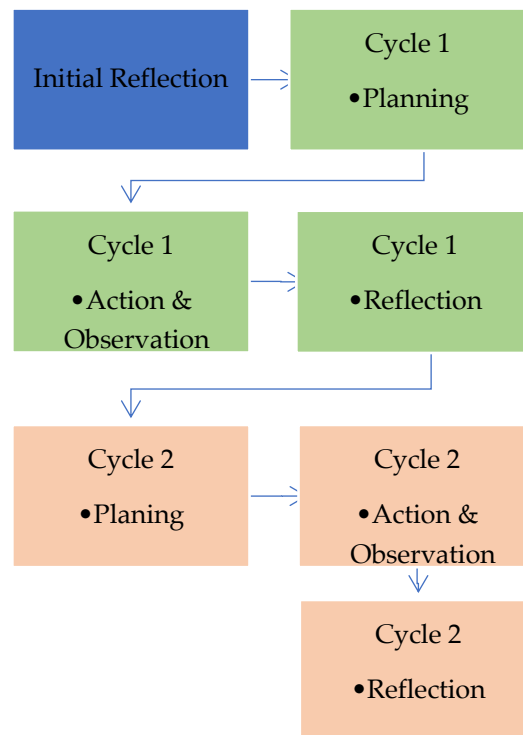


Chart 1. Classroom Action Research Design

2 (two) cycles Classroom Action Research method was administered in this study. In each of the cycles, there were four main interconnected activities, namely: Planning, Action, Observation, and Reflection. Moreover, before those main activities were implemented, the researcher also had the Initial Reflection. In the Initial Reflection of this study, a pre-test was taken to find out students' reading comprehension achievement before the treatment. The pre-test was focusing on finding out students' mastery of descriptive-themed passages. At the end of the section, the result of every pre-test means the score was compared to assess whether explicit instruction was able to improve students' reading comprehension significantly.

The first stage of this research was planning. The planning stage was down to identifying the problems. It could be stated that this stage was important to determine the right problem, so then the researchers could seek the right answers or solutions.

Instructional planning was done at the beginning of the study. Firstly, the researcher decided on the topic that was going to be carried out in the first and second cycles of the study. Secondly, the researcher who also acted as the teacher designed the lesson plan. The next stage was constructing the pre-test and post-test that were going to be used to assess the student's mastery of the subject matter. The last stage was delivering the pre-test to determine students' mastery of the subject.

The plan was implemented in the action stage. This stage was the most important activity in the research. In the action stage, the researcher acted as a teacher and did the teaching process for the students. Throughout the teaching process, the researcher carried out an explicit instruction method. There were 2 meetings done during a single cycle of action. In each meeting, the class was divided into three phases, those were pre-activity, whilst-activity, and post-activity.

The first activity that was done in the pre-activity stage was greeting. It was continued by attendance list checking. The teacher also asked several leading questions to brainstorm with the class on the subject matter. The pre-activity would be done in approximately 10 minutes in every meeting. The pre-activity stage was continued by the whilst-activity. It was also known as the main activity stage. In this stage, the teacher carried out the main teaching process using an explicit instruction method. This stage would be done in 60 minutes in every session. In this step, the teacher did some specific activities in modeling how to answer the questions. There were 5 steps that the researcher did; First, the review. The researcher gave the students a review of the theory of the learning objective, the background information, the purpose of the study, and also the outline activity of explicit instruction.

Next, the second step is modeling or demonstration. There were 5 main activities in this present study. First, the researcher read the question carefully and explain the meaning of the question to the students. Second, the researcher turned the question into part of the answer and write it down. Third, the researcher thought of the answer or located the answer in the article by underlining the supporting sentences. Fourth, the researcher completed the answer. Fifth, the researcher reread the answer. The researcher practiced and showed the students how to answer the questions properly step by step.

The third step is guided practice. The researcher asked the students to answer the questions together by following the teacher's instructions from the first step until the last step. In this step, the teacher also gave some corrections to the students and made the students understand the steps. And the last step is independent practice. The researcher asked the students to finish their work independently by using the steps already shown by the researcher. The post-activity became the last part of the action. In this session, the researcher concluded the subject and then asked the students to collect their work and the researcher confirmed some difficulties with the material. The researcher which was also the teacher gave homework to the students so they could train their reading comprehension at home. This session was taking around ten minutes.

The next step was observation. In this stage, the researcher observed how explicit instruction would improve students' English reading comprehension. Student's response to the learning process was also recorded by the questionnaire that was given by the researcher at the end of the stage. The researcher took some notes when the learning process happened about the daily attitude of the students. The result of the questionnaire would be used as feedback on the teacher's teaching process and to find the weaknesses that appeared during the learning process.

The last stage of each cycle was reflection. In this stage, the researcher administered the post-activities. The post-activities would be done at the end of each session. In this stage, the researchers applied a post-test that would assess students' reading comprehension mastery.

FINDING AND DISCUSSION

In collecting the data, the researcher applied three kinds of instruments, those were; pre-test, post-test and questionnaire. The pre-test and post-test were administered to find out students' results on reading comprehension before and after the implementation of explicit

instruction as a teaching method. The pre-test and post-test were done in each cycle of this study.

Table 1. Mean Score during Pre-Cycle, Cycle 1, & Cycle

	Pre-Cycle	Cycle 1	Cycle 2
Mean Score	70.52	75.42	85.31

The table below shows the result of a questionnaire that was answered by the students. The data was analyzed using a Likert scale of 1-4 points. The data represents as follows:

Table 2. Students' Questionnaire

Students (Total)	A (4)	B (3)	C (2)	D (1)
48	70.23%	26.74%	2.67%	0.35%

The limitation of this study only covered the descriptive text especially in understanding the general information, specific information in the passage, and the textual meaning and reference. The study was considered successful if 80% of the students were able to pass the passing grade, which was 72. The pre-test shows that students had very low reading comprehension with a mean score of 70.52. Fortunately, the mean score of Cycle 1 was automatically higher than the previous mean score. The result of the mean score in Cycle 1 was 75.42. This mean score was revealed higher than the pre-test result. This data revealed that teaching students' reading comprehension significantly increased after being taught using explicit instruction. The result of the data analysis of the reflection obtained in Cycle 2 showed a result of 85.31. There was a significant difference in mean score by 9.89 (85.31 - 75.42) between the mean score of each cycle. It concluded that explicit instruction supported students' learning. It was shown by the Cycle II data which was higher than the Cycle I.

On the other hand, the result of the questionnaire score showed that the subjects gave quite positive responses toward the implementation of explicit instruction. It showed that there were 70.23% of the subjects surely agreed, 26.74% agreed, 2.67% quite agreed and only 0.35% of students disagreed. For the agreed answer most of the students answer questions 6 to 10. Based on the response to the questionnaire, it can be concluded that explicit instruction could help the students to increase their ability in comprehending the text especially in determining the general information, specific information, textual meaning, and textual reference. Unfortunately, in this study, the researcher got 6 points for the disagreed response. Some of the subjects thought that explicit instruction was less fun for them which was identified because of the highly structured environment that was needed in the classroom. So it would obtain most of all students' attention to the work. After all,

most of the students agreed that explicit instruction could increase their ability in comprehending the reading passage. And the result of their study showed a significant improvement. It was confirmed that explicit instruction could positively be accepted as a learning method to improve students' reading comprehension.

CONCLUSION

After this research was conducted, the EFL students' reading comprehension significantly improved. Based on the result of the pre-test, the mean score was 70.52. Furthermore, the researcher applied a pre-test after implementing explicit instruction during the teaching session in Cycle 1. Furthermore, based on the post-test result in Cycle I, it was found that there was a significant difference in students' reading comprehension.

However, of 48 students there were only 30 students who could achieve the minimum score, which was 72. In this phase, the mean score was 75.42. Moreover, the research continued to Cycle II, with better planning than Cycle I. The result of the post-test mean score was 85.31. Among the 48 students involved as participants in this study, 42 of them achieved the minimum score in reading comprehension. It could be concluded that 80% of the participants had achieved a good result.

Based on the result of the questionnaire findings, it could be summarized that explicit instruction supports learning. Most of the participants in this study chose A (strongly Agreed) and B (Agreed) in the questionnaire. It also could be concluded that explicit instruction methods could support students learning especially in reading comprehension for eight grade students in a private junior high school in Denpasar, Bali.

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HATE SPEECH ON RAGIL MAHARDIKA'S INSTAGRAM

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ABSTRACT

Individuals who respect normative ideals should communicate carefully, particularly on social media. Instagram, for example, a popular social media platform that is now used by active users. The hate speech on Ragil Mahardika's social media accounts is a reflection of the behavior of netizen who purposefully post comments and opinions about Ragil Mahardika's life. This research also look into the many sorts of hate speech. Thus, the purpose of this study is to investigate how many types of hate speech uttered by netizens in giving comment on Ragil. Descriptive qualitative research with supporting theory was employed as the research approach. Researchers collected the data from comment column in Ragil's account focused on hate speech. After analyzing of the data, reserachers found that there are three types of hate speech uttered by netizens on Ragil; words, phrases and sentences. The three types of hate speech tend to dysphemias. Because of the expression contains dysphemias, it can be categorized as hate speech. The researchers expects that this study will enlarge reader's knowledge about hate speech and be more aware in writing a comment.

Keywords: hate speech

INTRODUCTION

Nowdays, social media is a necessity that is always used by almost all levels of society. Social media is often used as entertainment for its users. Everyone has the freedom to share their life stories on their respective social media accounts. The use of social media can be described as two sides of an inseparable coin where when someone shares their life story, on the other hand, other people will also comment on the story, regardless of whether the comments are good or bad. Social media has changed the people mindset to express thoughts and moods. As the activity of socialmedia users increases, it does not rule out the possibility of crimes of spreading hate speech can spread quickly and widely(Patihullah, J., & Winarko, 2019).

Social media is one of the communication media which is currently loved by many groups because it is considered as an effective, transparent and efficient communication media so that it has an important role as an agent of change and renewal (Uarterly & Numani, 2021). Social media is a popular and, more crucially, simple means for people to communicate with others online and express themselves openly. It is become a common aspect of modern life. People can be readily harassed or targeted on this site by those who harbour hate in various forms, including sexism, racism, and politics. The use of these social media platforms for cyber oppression, online annoyance, and extortion is likewise rising quickly(Das, 2021)

Instagram is still one of the most popular types of social media today through the development of the feature "Reels". Through this feature, become a platform for Gen Z in Indonesia to watch entertaining content, while continuing to connect with others through conversations in the DMs and comments column(Maulida, 2022). This feature is very favored by Gen Z for all society, especially for every influencers. It is include to Ragil Mahardika. Ragil Mahardika is someone who is a lover of the same sex or what we often

call Gay. This figure appears quite often on social media Instagram and has gone viral, due to his courage to reveal his true identity. Ragil, who is the object of the hot discussion, chooses to live and work in Germany, where the country gives permission for its citizens to foster LGBT relationships. However, until now Ragil is still an Indonesian citizen. This provoked netizens, especially Indonesian citizens who strongly oppose LGBT. So it is not uncommon for the comments column on the account of the figure of Ragil to be bombarded with comments which express their hate speech. Basically, there are two main components of hate speech: hate and speech. Hate is a human emotion that can be brought on or intensified by exposure to certain kinds of information. Hate entails a pervasive disdain, a lack of empathy, and even a wish to harm certain individuals. Hate speech is typically believed to target individuals or groups who share certain fixed characteristics, such as a certain race, religion, ethnicity, gender, age, or sexual orientation. Speech, on the other hand, refers to communication via a variety of media, including gestures, text, pictures, videos, and spoken words or utterances. A more inclusive definition of hate speech would include insults, discrimination, dehumanization, demonization, and calls for violence. However, given the emphasis on the human feeling of hate and the term's inherent ambiguity, some thinkers have questioned its applicability and suggested alternative terms like "dangerous," "fear," and "ignorant speech." (Bahador, 2020). Bahador added that Different people will probably react differently to hearing hate speech. When it comes to important issues, like hating others, people frequently have biases that have developed over a long period of time and will act in ways that support or contradict a message. Furthermore, other moral, cultural, and legal restraints frequently stop people from acting violently and criminally even when hate reinforces and radicalizes preexisting views or persuades vulnerable audiences who may grow more hostile owing to exposure (Bahador, 2020).

The one of hate speech which is uttered by netizen in harsh connotation. Harsh connotation is also called dysphemism. Dysphemism is an expression with a harsh connotation about something or someone or both. Clearly, dysphemism is the use of words or linguistic forms that contain meaning or has the meaning of being disrespectful, taboo, or can hurt people's feelings other (Chaer, 2009). Allan & Burridge (1991) cited in Laili, said that the use of language in the form of words, phrases, clauses or sentences that are offensive and not polite and likely to hurt or disturbing this listener or audience called dysphemism. Dysphemism is the use of offensive language as a weapon to fight or subdue the opponent, or using of rough language to express anger and frustration. Allan & Burried added that Dysphemism is an expression with painful connotation for the speaker (second person), or the listener (third person), or both of them. Therefore, then it should be replaced with neutral or subtle expression. Dysphemism is used to talk about an opponent, something, or actions which is opposite to the speaker, thus, the use of this dysphemism will worsen (Laili, 2017)

This hate speech is also contrary to the concept of politeness in language as an indicator of linguistic intelligence, as well as communication ethics (Ningrum, D. J., Suryadi, S., & Chandra Wardhana, 2019). It is only natural that in communicating we should maintain ethics in using language. Especially in giving our opinion in looking at everything, both in the real world and in the virtual world such as on Instagram. At this time so many netizens (active users of social media) use inappropriate speech acts without thinking about the norms that are upheld by our country. The other examples of hate speech are generally

in the form of defamation, humiliation, blasphemy of religion, as well as provoking and sharing certain news that lacks truth value. This is often done by certain people by spreading the activity on social media.

The similar incident happened on Ragil Mahardika's social media account, where he was subjected to different hate tests and offensive harsh words and statements, resulting in provocation. Netizens (active users of social media), particularly Indonesians, are known for expressing their views on the life of this particular figure. Ragil is not thought to be an acceptable figure for someone with character who defies Indonesian standards. This is also due to the fact that Ragil, an LGBT supporter, is still an Indonesian and not a German citizen. Related to the description above, the researchers intrigued to analyze how does the netizens utters their hate to Ragil's life. The researchers hope that this study will enlarge reader's knowledge about hate speech and the readers can avoid this expression in writing a comment.

METHOD

This research belongs to the type of descriptive qualitative research which means it has a purpose to describe the form of hate speech. Then the design used is descriptive design. The data in this study are in three forms, namely words, phrases, and sentences containing hate speech in the comments of Ragil Mahardika's Instagram. Source of the data for this research are comments on Ragil Mahardika's Instagram. In collection of data using reading and note words, phrases, and sentences of hate speech.

FINDING AND DISCUSSION

Based on the investigation, it can be found that there are three ways of hate speech which is uttered by the netizens on Comment "Ragil Mahardika" because of his post about his life as a gay. The following table will present several hate speech:

Table 1. Type of Hate Speech

No	Types of hate speech	examples
1	Hate speech by using word	Gilak Menjijikkan Dajjal Rusak Sesat miris
2	Hate speech by using phrase	Sakit jiwa Amit amit Perusak peradaban Dunia sementara

3	Hate speech by using sentence	Memang kau tak normal BXXi aja tau lawan jenis, lah kau manusia..... Yuk kita hujat terus makhluk aneh ini L****g B****tmu aman? Ntar Am****n Boleh numpang muntah disini?
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The expression above indicate to hate speech as it is mentioned by Allan & Burrige. The following will show the description from each hate speech expression

1. Hate speech by using word

a. Gilak

In The KKBI online the words “ Gilak” means memory pain (bad memory); mental illness (nerves are disturbed or the mind is abnormal). This word includes to the expression of hate speech. This word is uttered on Ragil’s account because of their dislike of deviant behavior is considered to be insane.

b. Menjijikkan

Menjijikkan comes from the word Jijik, it is something be disgusted by; consider (look at) disgusted; very disliking of. This word is an expression of their dislike for the behavior of Ragil as a gay. Netizens reminded Ragil in impolitely that gay is the most disgusting behavior.

c. Dajjal

Dajjal is a term for people who like to lie, manipulate, cover up the truth. This word is an expression for Ragil, one who expects that people will admit his life as a gay. Netizen expressed their hate by rejecting. They rejected Ragil’s statement that his behavior is not deviation but a uniqueness that belongs to him. His statement led netizens to say the word Dajjal, they considered that ragil’s statement was a deception of a truth where all religions forbid sexual deviation.

d. Rusak

In KKBI Online, Rusak is defined as a bad behavior. This word was raised by netizens for deviant sex behavior owned by Ragil. Netizen expressed their hate by the word Rusak, means that what Ragil’s behavior can destroy follower’s mind.

e. Sesat

In KKBI Online, Sesat is defined as something that deviates from the truth. In this case, the netizen said the word Sesat to Ragil as a warning to him that such sexual behavior is something that deviates from religion and culture in Indonesia.

f. Miris

Miris is one example of slang that appears in Indonesia. This term means a feeling that a person expresses when the reality they face is significantly different from expectations. In this case, netizens commented “miris” on the Ragil account because netizens thought that someone who was highly educated and smart like Ragil would not behave in a deviant manner. but the facts are different, so that it triggers netizens to say the word Miris

2. Hate speech by using phrase

a. Sakit jiwa

Sakit Jiwa is a mental disorder that affects mood, thought patterns, and general behavior. This phrase is expressed as a form of insult to Ragil, someone who has deviant sexual behavior and wants to be recognized in Indonesia. so that Ragil's willing is considered to a mental illness, the recognition and existence of LGBT behavior will never be accepted in Indonesia.

b. Amit-amit

The phrase "amit-amit" is an expression to keep someone away from something that is embarrassing or dangerous. This phrase was expressed by netizens because of their hate to Ragil. They did not want that the Gay behavior exhibited by Ragil to spread to themselves or their families.

c. Perusak peradaban

In KKBI Online, Perusak is described as destroying people and Peradaban are matters concerning the manners and culture of a nation. This expression was expressed by netizens as a warning to Ragil that his gay behavior is one thing that can damage the minds of his followers towards customs, culture and religion in Indonesia.

d. Dunia sementara

In KKBI Online, the world is the earth with everything on it and the word sementara is something that is impermanent. This expression is netizens' hatred for gay behavior as a warning that life in this world is temporary, there is an afterlife that awaits us to account for all actions in the world.

3. Hate speech by using sentence

a. Memang kau tak normal

This sentence indicates netizen's hatred to Ragil who decided his life as a gay and show up his behavior in social media. This sentence is an affirmation to Ragil that being gay is an abnormal behavior.

b. BXXi aja tau lawan jenis, lah kau manusia.....

This sentence is an expression of hatred for netizens in the irritation. Here, netizens regret that the Ragil's behaviour is very inappropriate, because even animals know the opposite gender, but Ragil who have a highly educated human being cannot see the gender.

c. Yuk kita hujat terus makhluk aneh ini

This sentence is expressed as a hatred to Ragil and provoke Ragil as a strange person for his life as a gay

d. L**g B***tmu aman? Ntar Am*****n**

This sentence is an expression of hatred conveyed by netizens in the Ragil comment. they warn that the life of a gay couple will damage organs and cause dangerous diseases

e. Boleh numpang muntah disini?

This sentence is an expression of disgust conveyed by netizens that the life of a gay couple is a very disgusting, so they want to vomit seeing Ragil's Posting on his Instagram.

CONCLUSION

Related to the finding and discussion above, there are three types of hate speech uttered by netizens on Ragil's Instagram; words, phrases and sentences. The three types of hate speech tend to dysphemism. According to Allan and Burridge in Alvesad Dysphemism is an expression with a harsh connotation about something or someone or both. Because of the expression contains dysphemism, it can be categorized as hate speech. Among of expressions that refer to hate speech, such as insulting(Alvestad, 2014). In Ragil's comment column, several netizens uttered their hateful in the form of insults such as dajjal, sakit jiwa or gilak, perusak peradaban etc. Next, another form of hate speech that is indicated in provocation. This can be seen from one netizen's comments such as " Yuk kita hujat terus makhluk aneh ini. Then, hate speech is also in the form of condescending as found in netizen comments " Babi aja tau lawan jenis, lah kau manusia ". This expression was made because netizens felt that the level of Ragil's higher education was in vain due to his lower behavior than animal. Although the netizen's goal is basically to remind that gay is a deviant behavior in all religions and is unacceptable in Indonesia, the warning is in the form of harsh and inappropriate sentence. Netizens deliberately bullied gay Ragil's behavior with harsh sentences, hoping that Ragil will realize that his behavior deviates from religious and cultural in Indonesia. But unfortunately, these expressions are considered rude and include to hate speech. Hate speech is described as a word that aims to hate, violate, discriminate by offending, threatening, or insulting groups based on race, color, religion, national origin (Waldron, 2010). This study shown that hate speech in instagram. This hate speech is also very easy spread all over to other social media.

The previous study show another examples of hate speech social media like youtube. The audience on youtube also show their hate speech in hars connotation such as belagu, itak cetek, dakian, anak haram etc(Latifah, 2019).

Since the rapid technology development, another social media such as tiktok which has been very viral since the spread of covid have also not escaped hate spreaders. Netizens often give hateful comments to influencers and fellow tiktok users. This statement is also based on facts from the research that has been conducted by Gabriel Weimann & Natalie Masri. Their scanning found that there are 196 Total far-right extremism-related postings. These included fascism, racism, anti-Semitism, anti-immigration, chauvinism, nativism, and xenophobia, all far-right ideas. These postings included those that glorified terrorists, promoted conspiracy theories, and advocated violence(Weimann, Gabriel & Natalie, 2020).

The similar study is also conducted by María Antonia Paz etc. They focused their analysis on defining of hate speech and hate crime as the purpose of applying criminal sanction. Understanding the sort of message utilized, its emitter, how the message rallies supporters, and how they interpret the message requires an investigation of hate speech in the media(Paz, María Antonia, Diaz & Moreno-Delgado, 2020). From this previous study, it can be seen that hate speech can give the bad effect for every people. As the internet users, it is a must to know that hate speech can give the worse effect to the people. The impact of hate speech will be more terribel, as a research conected by sorat (2018) cited in Natalia, Soral et alfound that the more desensitization to hate speech a person has, the more compelling the message is and the more prejudice that person harbors toward the group being targeted by hatred. In other words, the person grows desensitized to hate speech,

normalizes it, and turns it into resentment, which increases prejudice and violence against the targets of hate (Natalia et al., 2022). In addition, circular issued by the National Police Chief that hate speech is an act that can be in the form of a criminal act regulated in the book (KUHP) in the form of insulting, defamation, provoking, inciting according to Law no. S3/6IX/2015 contains Hate Speech and types of illocutionary speech acts.

Based on this case, the author suggests readers to be wiser in their comments, because harsh comments that refer to hate speech can lead someone into the realm of criminal law. Moreover, rude words and behavior is something that is contrary to the teachings of all religions, customs and cultures in Indonesia. Smart phones for people who are smart in using social media.

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VERBAL AND VISUAL SIGN IN VALENTINE'S DAY EDITION CHOCOLATE ADVERTISEMENTS

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ABSTRACT

Every advertised product or service has a meaning contained in it, such as a verbal or visual sign that is inserted. This study focused on explaining the verbal and visual signs meaning contained in Valentine's Day Edition chocolate advertisements. This study applied the observation method using a qualitative descriptive method. This study used the theory proposed by Saussure (1983) to describe verbal and visual signs, Barthes (1967) to explain the meaning of verbal and visual signs, and Wierzbicka (1996) to explain the colors used in Valentine's Day Edition chocolate advertisements. This study found 9 verbal and 15 visual signs from 3 Valentine's Day Edition chocolate advertisements and 6 connotative and 14 denotative meanings that were found by the researcher. This indicates that the company wants to make the advertised product known to the public with different concepts and ideas by using attractive verbal and visual signs.

Keywords: verbal sign, visual sign, valentine's day edition, advertisements

INTRODUCTION

In life as social beings, we do not escape the interaction and communication between human beings by using language. Communication that we do can be either direct or verbal indirect. According to Saussure (1983:65), semiotics is part of linguistics which discusses the field of communication which is related to signs, or symbols that are direct or indirect. Advertisements that we often see in the form of videos, print media, or posters are also part of communication between a product company and listeners or readers as a form of promoting goods or products and services using signs and symbols in it.

In advertisements, we often see interesting things in the form of writing made or images used by companies in promoting their products and services. This is the main thing that must be used by every company in advertising something. In advertising products and services, 2 main things are the main points in an advertisement, there are verbal signs and visual signs, each of which has an important role in communicating using advertisements. These signs have meanings inserted by the company for readers and buyers to understand. According to Leech (1981), the meaning that is seen or appears in an advertisement is a complex thing including concepts, ideas, creations, and feelings that are combined into one to produce a unique advertisement.

Andriani, Pratiwi, & Santika (2021) results of the researchers found 11 verbal signs and 10 visual signs from the 3 advertisements used in face wash. From these findings, more verbal signs were found than nonverbal ones. This indicates that in the advertisement for the face wash, more verbal signs tend to be found. In line with that, the study on the 3 Valentine's Day Edition chocolate advertisements found more visual signs used than verbal signs. This indicates that each advertisement made by the company creates a different amount of verbal or visual. Pratami, Santika, & Utami (2022) also examines verbal and visual signs contained in Downy Collection advertisements. The results of this study found 9 verbal signs and 11 visual signs from 3 downy collection advertisements used. This shows that the advertisement is visual like a picture, and the color is used more than written text.

In line with this, the study on 3 Valentine's Day Edition chocolate advertisements also found that visual signs were more prevalent than verbal signs. This shows that research conducted by Pratami on downy collection advertisements and this study on 3 Valentine's Day Edition chocolate advertisements found more prominent visual signs.

In analyzing this, this research was conducted to find out what are the verbal and visual signs in Valentine's Day Edition chocolate advertisements and what are the meanings of verbal and visual signs in Valentine's Day Edition chocolate advertisements. The purpose of this study was to find out the verbal and visual signs used in Valentine's Day Edition chocolate advertisements and to analyze, and describe the hidden meaning of verbal and visual signs contained in Valentine's Day Edition chocolate advertisements.

METHOD

The data obtained in this study were taken from 3 Valentine's Day Edition chocolate advertisements, such as Galaxy chocolate, Silverqueen, and Nestle Kitkat. The researcher chose the 3 Valentine's Day Edition chocolate advertisements because in terms of the advertisements given are very interesting to analyze. The chocolate advertisement data used in this study was downloaded via the internet. The observation method was used in this research to guide the writer in collecting data about Valentine's Day Edition chocolate advertisements. The qualitative descriptive method was also used in this study. The analysis involves describing data and findings. In addition, researchers also use formal and informal methods to present the results of their analysis. In the formal method, the findings that have been found are presented in tabular form to show the verbal and visual signs obtained in the Valentine's Day Edition chocolate advertisement. While the informal method, the researcher describes and explains the findings in the 3 Valentine's Day Edition chocolate advertisements. In this method, the researcher uses 3 theories to support the analysis of verbal and visual signs from advertising, including the theory put forward by Saussure (1983:65), about identifying markers and signifiers, the theory put forward by Barthes (1957), about the meaning of signs and the last is the supporting theory put forward by Wierzbicka (1996), about the color theory used to support the analysis of the meaning of the colors given in this Valentine's Day Edition chocolate advertisement (Barthes, 2010).

RESULT AND DISCUSSION

In this section, the researcher has described the classification of the findings obtained related to verbal and visual signs and meanings contained in the 3 Valentine's Day Edition chocolate advertisements. Here, researchers have found 10 Verbal Signs and 15 Visual Signs contained in the 3 Valentine's Day Edition chocolate advertisements. In addition to finding verbal and visual, the researcher also found 7 connotative meanings and 16 denotative meanings given to the verbal and visual signs of the 3 Valentine's Day Edition chocolate advertisements.

Table 1. Verbal and Visual sign in Valentine's Day Edition Chocolate Advertisements

Advertisement	Verbal	Visual
Galaxy Chocolate	<ol style="list-style-type: none"> 1. Experience a perfect valentine with a perfect person 2. Galaxy 3. 7 Days of Valentine 	<ol style="list-style-type: none"> 1. The picture 2 hands holding a package of chocolate 2. Five heart ribbon pictures 3. 2 pictures of the galaxy package 4. Peach color as the background advertisement
Silver queen Montes	<ol style="list-style-type: none"> 1. Special edition valentine 2. Silverqueen Montes 	<ol style="list-style-type: none"> 1. Four pictures of heart balloons 2. Nine pictures of the heart 3. Pink color is dominant in the background of the advertisement 4. The picture of the chocolate package
Nestle Kitkat	<ol style="list-style-type: none"> 1. 6 Pieces 2. Nestle KitKat 3. Have a break 4. Have Kitkat 5. love KitKat 	<ol style="list-style-type: none"> 1. The pink background of the packaging 2. Seven pictures of brown bears holding balloons with different words on the advertisement. 3. Twenty-seven heart pictures 4. The picture of chocolate packaging 5. The use of red in some words 6. The words that make up a picture of a heart. 7. Tan color as a background advertisement.
Total	10 Verbal Sign	15 Visual Sign

In this table, the researcher found verbal and visual signs with different numbers from the 3 Valentine's Day Edition chocolate advertisements. The Galaxy chocolate advertisement found 3 verbal signs and 4 visual signs, the Silverqueen Montes advertisement found 2 verbal signs and 4 visual signs, and Nestle Kitkat advertisement found 5 verbal signs and 7 visual signs. The most widely used verbal and visual signs are the Nestle KitKat advertisement which has 4 verbal signs and 7 visual signs. This indicates that Nestle Kitkat's Valentine's Edition chocolate advertisement uses more visuals to attract buyers.

Table 2. Connotative and Denotative meaning in Valentine's Edition Chocolate Advertisements

Advertisement	Connotative	Denotative
Galaxy Chocolate	3 Connotative in verbal sign 2 Connotative in visual sign	- 2 Denotative in visual sign
Silverqueen Montes	- -	2 Denotative in verbal sign 3 Denotative in visual sign
Nestle Kitkat	2 Connotative in verbal sign	4 Denotative in verbal sign 5 Denotative in visual sign
Total	7 Connotative meaning	16 Denotative meaning

In this table, the researcher finds that the meanings inserted into the 3 Valentine's Day Edition chocolate advertisements are 7 connotative meanings and 16 denotative meanings. This indicates that of the 3 Valentine's Day Edition chocolate advertisements, connotative meanings are more often used in verbal signs because the meanings given tend to be more directed to hidden meanings and contain implicit meanings that are inserted. While for denotative meaning it is more likely to be used in visual signs because the picture provided by the 3 Valentine's Day Edition chocolate advertisements directly describes the theme and product.

Data 1.:



The Analysis of Verbal Sign:

The first verbal sign contained in this Valentine's Day Edition chocolate advertisement is "Experience a perfect valentine with your perfect one". In this statement, according to the Oxford dictionary, the word experience contains the meaning of skill and knowledge, while the word perfect the meaning of perfect and has no weaknesses. The given sentence has a meaning that is too exaggerated because as we know there is no perfect human in this world. However, in terms of this advertisement, the sentence has the meaning that when Valentine's Day we spend time with people who we think are special, like people we love. These words are more addressed to our partner or our loved ones to celebrate this Valentine's Day. This sign is included in the connotative meaning because the sentence contains a hidden meaning given by the company to the buyer.

The second verbal sign is "Galaxy". In this statement, according to the Oxford dictionary the word galaxy means outer space and a star system. However, in terms of advertising, the word galaxy contains the product identity or brand name of the chocolate. In this case, the company deliberately gave the word Galaxy in a form large enough to let

buyers know that the galaxy is the name of this chocolate brand. The sign used this time has a connotative meaning because the sign has a hidden meaning, like a brand of the product.

The third verbal sign contained in this Valentine's Edition chocolate is "7 Days of Valentine". In the statement, literally the phrase 7 Valentine's Day means 7 days when Valentine's Day arrives. but in this ad, the sentence has the meaning that before the peak of valentine's day, there are 7 days which have meanings such as the first day is considered a rose day which has the meaning of giving roses as a sense of our love and affection to the person we like, the second day expresses feelings that have meaning that we express all the feelings we feel towards the person we like, the third day is a chocolate day which has the meaning of a day to forget all the hatred that we have for each other with chocolate gifts, the fourth day is a teddy bear day which has the meaning to express joy and cheerfulness with giving a teddy bear, the fifth day is a promising day meaning that on that day people will make promises and commit to being together forever, a day as a hug day which means that on this day people will hug their partners to comfort and give love, and the seventh day has a day of kissing which has a meaning as a day representing love, feelings, and affection with a kiss on a loved one. This chocolate product can tell the buyer that the 7 days on Valentine's Day have a very beautiful meaning before welcoming Valentine's Day. This sign uses a connotative meaning because this sign tells about the meaning of 7 Valentine's Day.

The Analysis of Visual Sign

The first visual sign is the picture of 2 hands holding a package of chocolate. This sign represents a picture when giving chocolate to the person we love on Valentine's Day and that person receives the chocolate we give, this is often we see people giving chocolate to celebrate Valentine's Day. Here Galaxy inserts the picture with its Valentine's edition chocolate product as a symbol of celebrating the day for our loved ones. This has a connotative meaning because the 2 hands pictures given here make shoppers feel the activity of giving each other chocolates on Valentine's Day.

The second visual sign is the five-heart ribbon pictures. This sign has denotative and connotative meanings. The denotative meaning of this picture, already has a clear meaning, like the picture of the heart which is identical to Valentine's Day. But the connotative meaning here is seen in the picture of the ribbon that forms a heart. The ribbon has the meaning of a relationship which is like a thread that runs with love until the thread forms a heart-like shape that runs with passion and affection.

The third visual sign is 2 pictures of the galaxy chocolate package. In this picture, it means that in the galaxy chocolate packaging, there are 2 packs of chocolate packaging. By filling in the picture, buyers can find out how much is in the Galaxy Valentine's Edition chocolate packaging. This sign has a denotative meaning because it has explained in detail the purpose of giving the packaging picture.

The last visual sign is the color peach of the background in the Galaxy chocolate Valentine's Day Edition advertisement. The peach color is often associated with something elegant and attractive. The peach color itself is still a family with pink color which means that the peach color contains elements of joy and happiness. This illustrates how cheerful and attractive this product is to give to our loved ones when Valentine's Day comes.

Data 2 :



The Analysis of Verbal Sign

The first verbal sign is "Valentine special edition". According to the Oxford dictionary, the word "special" has an ordinary or usual meaning. In general, the sign has the meaning of items that come out of the Valentine's Day edition. The same as what is meant in this ad, the sign means that the chocolate brand has issued a special product for the Valentine's Day edition. The word "Special edition valentine" can be a product attraction where buyers have the desire to try and buy chocolate because of that word. The sign given in this advertisement uses a denotative meaning because the statement provides information to the buyer that the product is a Valentine's Day edition.

The second verbal sign is "Silverqueen Montes". This sign indicates the name of the brand or type of output product. "Silverqueen" is the brand name in the chocolate advertisement while "Mondes" is the chocolate edition issued on Valentine's Day. The statement given to the advertised product is obvious and can make buyers aware, making the brand more known by the public and will become an attraction in the field of chocolate food. This sign uses a denotative meaning because the sign has explained and described the brand and type of product from the chocolate food.

The Analysis of Visual Sign

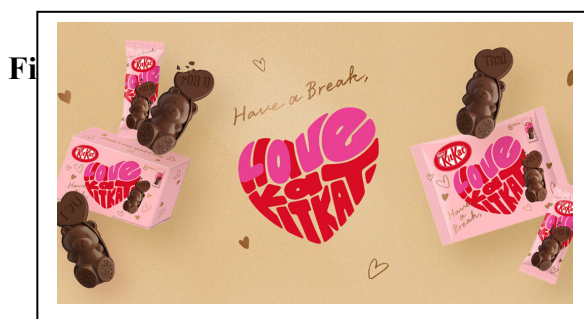
The first visual sign is four pictures of heart balloons. This picture identifies that 4 pictures of heart balloons have the meaning of party and fun, such as Valentine's Day which falls once a year which makes those who celebrate it make a party or event with loved ones. This makes Silverqueen Montes want to give the same feel and want to make this product liked as well as balloons that are liked by children and even teenagers because of their fun shape and taste. This sign contains a denotative meaning because in the picture Silverqueen has described the theme of the product, like Valentine's Day with a heart balloon.

The second visual sign contains nine pictures of the heart. The nine hearts in this picture relate to advertising themes such as Valentine's Day. This has a sign that the heart picture has the meaning of love and affection for loved ones. Pictures of hearts are often used as icons or things that characterize Valentine's Day. This sign uses a denotative meaning because the image of the heart directly describes the meaning of Valentine's Day.

The third visual sign is pink color as the background of the advertisement. The color pink is very iconic in love and affection. Pink is also often used as a color for pictures of hearts or love. In addition, the pink color describes a sweet thing like this chocolate from Silverqueen Montes which is very sweet like the pink color itself. The use of pink in this Valentine's Edition advertisement is very suitable because Valentine's Day itself is a day of love and the color pink itself is associated with love and affection.

The final visual sign is the picture of the chocolate package. The picture of chocolate provided by the company in this advertisement has a meaning so that buyers or the public can know the shape of the chocolate. This sign is included in the denotative meaning because the Silverqueen directly describes the meaning of the picture clearly. The picture can be one of the attractions for the silverqueen company to attract buyers' interest in the Valentine's Day chocolate edition.

Data 3 :



The Analysis of Verbal Sign

The first verbal sign is "6 Pieces". On this sign emphasize the amount provided. The word "Pieces" here refers to the number of packages found in the product, in the package, there are 6 packs that can be enjoyed. The sign also makes it easier for consumers to know the amount of chocolate they get in 1 package. This has a denotative meaning because "6 pieces" gives clear information to the buyer that the package contains 6 chocolates.

The second verbal sign is "Nestle Kitkat". This sign represents the company and brand of this Valentine's Day Edition chocolate product. The word "Nestle" here describes the company that makes chocolate and the "KitKat" sign indicates the brand of Nestle which is a company in the chocolate sector. Giving a brand makes the company and the brand known to the public, the more familiar the company and the brand make the more products to be issued and more in demand in the market. This mark has a denotative meaning because the company has provided and publicly displayed the brand name on the word KitKat to customers.

The third verbal sign is "Have a break". According to the Oxford Dictionary, the word "break" here means to be damaged. However, in this advertisement, the sign has a different meaning, like when resting accompanied by Kitkat chocolate. The sign also means that "Have a break" is a phrase that has become the icon of the chocolate company Nestle KitKat. This icon from Nestle Kitkat can be an attraction and a way for people to know about the products of the brand. This has a connotative meaning because the sign has a hidden meaning, like a product icon where every chocolate product advertisement issued by Nestle Kitkat always uses sentences that become company and brand icons.

The fourth verbal sign is "Have Kitkat". The sign contains denotative and connotative meanings. The denotative meaning of the word "Have kitkat" has directly explained the meaning of the word, like people on Valentine's Day have Kitkat chocolates to give to loved ones or enjoy themselves. While the connotative meaning of the word "Have kitkat" has a hidden meaning, such as a sentence icon that is characteristic of the Nestle

KitKat brand. The word is a snippet of Nestle Kitkat's icon sentence "Have a break, have a KitKat" where the icon can make an attractive characteristic of the Nestle KitKat brand.

The final verbal sign is "Love Kitkat". On the sign, Nestle Kitkat issued Valentine's Day-themed words, such as "Love Kitkat". According to Oxford Dictionary, the word "Love" here means a strong feeling of liking for someone or something. This indicates that the sign in the advertisement has the meaning given by Nestle Kitkat under the Valentine's Day celebration, such as the word I love. This sign has a denotative meaning because Nestle Kitkat has explained the sign in detail to the buyer. By giving these words, KitKat hopes that people who buy Nestle Kitkat chocolates for Valentine's Day can love their products as well as Valentine's Day which is marked with affection and love.

The Analysis of Visual Sign

The first visual sign is pink color as the background packaging. Pink is often associated with love and romance. The color pink is often attached throughout society as the color of love and has the effect that it makes our minds feel comfortable when seeing the color. This illustrates that the Valentine's Edition chocolate product issued by Nestle Kitkat can make one's affection for someone increase even more precisely on Valentine's Day. The combination of colors and products made by Nestle Kitkat can attract people to buy Valentine's Day Edition chocolates.

The second visual sign is seven pictures of brown bears holding balloons in the advertisement. Picture of a brown bear holding a balloon with different words like "I love u", "for u", and "thx!" describes the feelings we will give to our loved ones on Valentine's Day. These words can also be used as things to express feelings to a loved one. As we all know, in addition to Valentine's Day chocolates which are identical to bears, this time Nestle Kitkat has developed its Valentine's Day Edition chocolate by combining bears with chocolate to form a bear-shaped chocolate that makes this chocolate even more flavorful on Valentine's Day. This has a denotative meaning because it directly describes the meaning of the word the bear is holding.

The third visual sign is the twenty-seven pictures of hearts. Twenty-seven pictures of hearts given on the chocolate packaging have the meaning of love and affection according to the product theme on Valentine's Day. In this heart in the picture, Nestle Kitkat uses a different composition than usual by using brown for the color of the heart to make it look different from the others and to attract buyers' interest in Valentine's Edition chocolates with a very different composition of ideas than usual. This has a denotative meaning because the picture of the heart already depicts and describes directly love and the theme of Valentine's Day.

The fourth visual sign is the picture of chocolate packaging. The picture of the chocolate packaging means that the Valentine's Edition Nestle Kitkat product has a package shaped like the one shown in the picture where which can make it easier for buyers when they want to know what kind of packaging is in the product. This looks small but has a big meaning in the product. By providing a picture of the package contained in this advertisement, it adds value to the product because it has provided an overview to the buyer or the public regarding the packaging carried out by Nestle KitKat. This has a denotative meaning because the packaging has explained in detail the shape of the product

The fifth visual sign is the red color used in some words. The color red has the meaning of passion, fiery spirit, strength, and determination. The color red is also often assumed to be associated with love and affection, like the color pink. Weirzbicka (1996: 315) argues that the color red contains the meaning of a warm and rich color. The color red often represents human feelings about pleasure, joy, sexuality, and love. In this advertisement, Nestle Kitkat uses red for the word KitKat. The word was deliberately made and combined with red because the word KitKat is the brand name of the product, whereas Nestle Kitkat uses the word red as the icon. This can be interpreted that Nestle Kitkat uses red in its product name so that it can give a sense of love and joy as well as other things that can make anyone who eats it happy, and raise the mood. This indicates that the red color is the *prima donna* and the iconic color for the Nestle KitKat brand.

The sixth visual sign is the words that make up the picture of the heart. The sign has a denotative meaning because the words are arranged to form a heart that directly describes the Valentine's Day chocolate edition and also the picture formed by these words illustrates that the Nestle Kitkat company wants to give its love to all buyers and hopes that buyers can give their love to them. Nestle Kitkat with a fondness for various chocolate products from Nestle Kitkat.

The last visual sign is tan color as a background advertisement. The color tan has the meaning of warmth and kinship. The color tan is also often associated with the neutral color of the brown family which means it goes well with a variety of colors. This indicates that Nestle Kitkat uses a tan color as an advertising background to combine various colors in it to make it neutral and attractive so that each color doesn't stand out too much.

CONCLUSION

Based on the analysis of verbal and visual signs found in Valentine's Day Chocolate Advertisement, it can be concluded that the role played by verbal and visual signs in an advertisement is very significant. Seen in every advertisement that uses verbal signs such as writing, basic ingredients, brands, or words that become the icon of the product. Verbal signs in each advertisement can be a thing to attract consumers or the public to the product. In addition, companies in advertising products use verbal signs as a way to announce the product name in large letters with additional striking colors so that people can get to know the product. In contrast to visual signs that tend to point to the picture, color, or model used. The role of visual signs is no less important in an advertisement. The colors used in this Valentine's Edition chocolate advertisement are more directed to the theme of the advertisement, namely Valentine's Day. The pink color as the background color for the brown advertisement chosen by the company is very supportive of the Valentine's theme, which is characterized by pink, peach, red, that day. Hopefully, this research can provide an overview and be usefully related to the field of semiotics, and the next researchers can continue to develop problems that arise in the latest upcoming advertisements.

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