

METODE PEMBELAJARAN BAHASA INDONESIA DI SMA BERBASIS ETNOPRAGMA- EDUCATIF

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METHODS OF LEARNING INDONESIAN LANGUAGE: ETHNOPRAGMA-EDUCATIVE PERSPECTIVE IN HIGH SCHOOL

METODE PEMBELAJARAN BAHASA INDONESIA DI SMA BERBASIS ETNOPRAGMA-EDUCATIF

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Abstract

The problems discussed in this study are based on the transition of curriculum changes that often change by government policies and the dominance of the use of English. This problem causes Indonesian proficiency value to be categorized as low. For this reason, a learning strategy in Indonesian is needed to minimize all impacts that occur by offering and modifying existing methods called ethnopragma-educative. This study aims to describe learning methods Indonesian in ethnopragma-educative-based high schools (communication ethnography, pragmatics, and educational interactions). The use of methods is carried out with qualitative description in order to be able to accommodate the reality of language in interactions in the classroom. Observation methods carry out the collection of methods, in-depth interviews, documentation with recording techniques, and pragmatics match techniques, and focusing discussion groups with teachers, stakeholders, and communities in the high school environment. The research results were obtained based on the modification of the three statements are (1) the use of communication ethnographic approaches include eight elements, namely setting and scene, participants, ends, an act of sequences, key, instrumentalities, a norm of interaction, and genres able to accommodate learning situations in the classroom to create effective and efficient learning; (2) the use of pragmatic approaches based on illocution, locution, and perlocution actions can maximize the role of teachers as motivators and inspirators in involving students to participate in Indonesian learning to develop cognitive, psychomotor, and achievement of learning go; (3) the use of educational interaction approaches can create two-way learning that is realized by the question and answer method between teachers and students in the classroom.

Keywords: Learning Indonesian, Ethnopragma-educative

Abstrak

Permasalahan yang dibahas dalam penelitian ini didasarkan pada transisi pergantian kurikulum yang sering mengalami Perubahan sesuai dengan kebijakan pemerintahan dan dominasi penggunaan bahasa Inggris. Hal ini menyebabkan nilai kemahiran bahasa Indonesia dikategorikan rendah. Untuk itu diperlukan sebuah strategi pembelajaran bahasa Indonesia agar meminimalisir semua dampak yang terjadi dengan menawarkan dan memodifikasi metode yang ada disebut dengan ethnopragma-edukatif. Tujuan Penelitian ini untuk menggambarkan metode pembelajaran bahasa Indonesia di SMA berbasis Ethnopragma-edukatif (etnografi komunikasi, pragmatik, dan interaksi edukatif. Penggunaan metode



dilakukan dengan deskriptif kualitatif agar mampu mengakomodir realitas kebahasaan dalam interaksi di kelas. Pengumpulan metode dilaksanakan dengan metode observasi, wawancara mendalam, dan dokumentasi dengan teknik rekam, teknik catat, dan teknik padan pragmatik, serta fokus grup diskusi dengan guru, stake holder, dan masyarakat di lingkungan SMA. Hasil Penelitian diperoleh berdasarkan modifikasi tiga terori tersebut dinyatakan (1) penggunaan pendekatan etnografi komunikasi mencakup delapan elemen, yaitu setting dan scene, partisipan, ends, act of sequences, key, instrumentalities, norm of interaction, dan genre mampu mengakomodir situasi pembelajaran dalam kelas sehingga dapat menciptakan pembelajaran yang efektif dan efisien; (2) penggunaan pendekatan pragmatik yang berdasarkan tindak ilokusi, tindak lokusi, dan tindak perlokusi dapat memaksimalkan peran guru sebagai motivator dan insporator dalam melibatkan siswa untuk berpartisipasi aktif dalam pembelajaran bahasa Indonesia sehingga dapat mengembangkan aspek kognitif, psikomotorik, dan tercapainya tujuan pembelajaran; (3) penggunaan pendekatan interaksi edukatif mampu menciptakan pembelajaran dua arah yang direalisasikan dengan metode tanya jawab antara guru dan siswa di dalam kelas.

Kata kunci: Pembelajaran bahasa Indonesia, Etnopragma-edukatif

1. INTRODUCTION

Excellent and confirmed as a national language in Indonesia. Learning Indonesian often becomes the number two position of English in Indonesian education. Indonesian can be used by children so that they can use Indonesian. Indonesian is a lingua franca as a unifying language because Indonesia has many tribes and regional languages on each island. Therefore it is necessary for Indonesian as a language of instruction and the language of association in Indonesia.

The fundamental problem in this study lies in the teaching materials Indonesian are still experiencing turmoil at this time. This problem is evidenced by the report of sociolinguistic experts of the University of Education Indonesia Andoyo Sastroamidoyo stated that the Indonesian language proficiency of students in Indonesia is rated low. This Indonesian language proficiency is indicated based on low national Indonesian test scores and below the average of six (Sastroamidoyo, 2016). Many factors influence other problems, such as the rampant use of English, environment, culture, economy, and others. The above factors concern students in Indonesian subjects as if difficult for their users. In addition, based on the Programme International Student Achievement (PISA) report published on republika.com through the Indonesian news website, the literacy rating of Indonesian children is still low compared to other subjects. The policy change from KTSP to the 2013 curriculum affects Indonesian learning positions at all school levels, particularly at the High School level. Plus, the problem of transition government policy changes that take time to adjust in learning Indonesian. The education and learning curriculum contained in Permendikbud No. 103 2014 contains the education category in elementary and junior high school, which is contained Permendikbud No. 59 2014 (1) about the 2013 curriculum containing high school. The permendikbud explained that learning is interacting with other students and learning resources in other conditions.

Another problem of transitioning government policy changes that require time to adjust to learning Indonesian. The policy change from KTSP to the 2013 curriculum affects Indonesian learning positions at all levels of school, especially at the high school level. It can be seen from the education and learning curriculum contained in Permendikbud No. 103 2014 containing the categories of education in elementary and junior high schools, which include Permendikbud No.



59 2014 (1) about the 2013 curriculum containing high school. The Permendikbud explains that learning is interacting with other students and learning resources in other conditions..

The various problems stated above can be overcome by teachers' role in Permendiknas no. 59 2014 related to Law No. 14 2005 concerning Teachers and Lecturers. In this law, article 4 (5) states the ability of teachers to interact and socialize intensely with students, teachers, other educators, parents, students, and the community around them. The interaction between students and educators and the social competence of educators or teachers in communicating requires language as a medium and means of communication to achieve competency standards in education and learning Permendiknas no.103 2014 above.

Therefore, learning Indonesian as a language of instruction plays an important role and deserves to be studied more deeply to create interaction between learners and educators in the classroom. It can be said that the uniqueness of this research lies in the process of interaction between learners and educators in the learning process. Suppose the educator or teacher can provide material clearly and concisely to students and vice versa. In that case, learners can absorb the material provided by educators or teachers to students to cause interdependence.

Another uniqueness in this research is that the achievement of competency standards in learning Indonesian can be utilized ethnopragsma-educative competence. This achievement is needed to design learning in the form of a learning strategy. In addition, this uniqueness is reinforced by pragmatic competence in learning Indonesian can produce outputs to communicate in excellent and correct oral and written form. This competence can stimulate students to use Indonesian correctly and adequately. Effective learning strategies can achieve competency standards in learning initiatives containing pragmatics competencies, namely pragmatics knowledge to use the language according to the context of learning materials in Indonesian.

Uniqueness with the use of pragmatic competencies in Indonesian learning, students can interpret sentences. This strategy is applied to the student's ability to find solutions to communicate in Indonesian learning. In addition, the uniqueness of the use of pragmatics competencies is closely related to language functions and the eight components of language abbreviated as SPEAKING (Hymes) as indicators and strategies in the use of language in the context of material delivery in Indonesian learning (Hymes, 1975). Based on the above explanation, it can be stated that the uniqueness of pragmatic competence is chosen because it not only pays attention to the aspects of student performance but also considers the context of language. Based on uniqueness and strength in research, verbal forms are realized in the form of sentences/speech produced by students and teachers through the teaching and learning process and verbal functions of the resulting verbal forms formed from the interaction of teaching and learning Indonesian.

Empirically this research contributes to explaining ethnopragsma-educative competence in the learning process in the classroom. Early pre-surveys are needed to measure learning abilities. To make students feel safe and comfortable in learning by designing one of the prediction strategies, namely ethnopragsma-educative learning models. For this reason, it is necessary to apply this learning model so that students actively participate during the learning process by modifying learning theory, pragmatics, communication ethnography, and educational interaction of learning Indonesian in high school.



Ethnography of Communication

According to Hymes and Chair and Agustina, a speech event must meet eight components, which are shortened to SPEAKING (Hymes, 1975); (Chaer, Abdul; Agustina, 2004). Mulyana added that, if observed correctly, the context of the occurrence of a conversation can select into four types, namely as follows. a. Linguistic context is the sentences in conversation. b. Epistemic context is the background of knowledge that participants are equally aware of. c. Physical context, including the place of occurrence in conversation, an object presented in conversation, and actions of the participants. d. Social context is a socio-cultural relationship that complements the relationship between ass or participants in the conversation (Tubbs, Stewart L; Moss, 2005). The description of the context of the occurrence of a conversation (discourse) shows that context plays an essential role in interpreting a discourse.

Thus, context is everything in the language (communicating) (Tubbs, Stewart L; Moss, 2005). Speech in teaching and learning interaction according to Rohmadi, speech is a product of oral action seen in every oral and written conversation between speakers and speech opponents (Rohmadi, 2004). Crain's opinion follows the interactions between teachers and students in teaching and learning activities that use Indonesian as a means of communication. The interaction between teachers and students in teaching and learning activities must be used to attract interest and feel beneficial for students. Speech in teaching and learning interaction According to Rohmadi, speech is a product of oral action seen in every verbal and written conversation between speakers and speech opponents (Rohmadi, 2004). Thus, context is everything in the language (communicating) (Tubbs, Stewart L; Moss, 2005). Crain's opinion follows the interactions between teachers and students in teaching and learning activities that use Indonesian to communicate. The interaction between teachers and students in teaching and learning activities must be used to attract interest and feel beneficial for students.

The next theory used in this research is pragmatic is to describe sentences following the context embodied in speakers and speech partners (Rohmadi, 2004). Next is the embodiment of the speech intent of the sentences meaning (Yule, 2006). The next theory is educational interaction. This academic interaction is concerned with the reciprocal relationship between two individuals. When connected with learning, learning interaction is the process of interaction between teachers and students in learning. According to Sardiman, learning is an activity carried out by learners, while teaching delivers knowledge to learners (Sardiman, 2018).

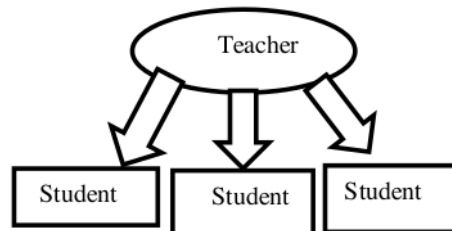
The purpose of educational interaction is there are two language activities, namely teacher activities to provide learning materials from teachers. When learning is done in the classroom, the teacher acts as a facilitator and alerts the psychological atmosphere of students. This educational interaction can create a style of teacher learning interaction that makes it easier to give material. This academic interaction is focused on students so that their ideas and creativity can stimulate optimally. At this time, teachers must adjust the teaching style to the times and technology, namely the application of student learning centers in educational interaction activities (Djamarah, 2005). Educators function in motivating students to participate in learning actively. Learning this model involves students always being active in interacting with teachers. The interrelationship of teacher and student interaction is often one-way, making

them forget the material provided by the teacher. In another case, if students can explain the material to other students, they will more easily remember the material given to other students or others (Djamarah, 2005). This educational interaction is binding between teachers and students with the activities generated between the two. It can evaluate learning activities in the classroom to meet the criteria and goals of learning. Another purpose of this educational interaction is to facilitate the provision of teaching materials to students to make them more independent. Encourage teachers to determine and choose teaching materials to enable teachers to assess and evaluate student learning. According to Sardiman, there are thirteen points of the role of teachers in educating students (Sardiman, 2018). The description is (a) corrector, (b) inspirator, (c) informer, (d) organizer, (e) motivators, (f) guidance, (g) demonstrator, (h) class manager, (i) mediator, (j) supervisor, and (k) evaluator.

Types of Educational Interactions

This type is applied by teachers in learning to avoid learning that fosters boredom and saturation to achieve education, explained below.

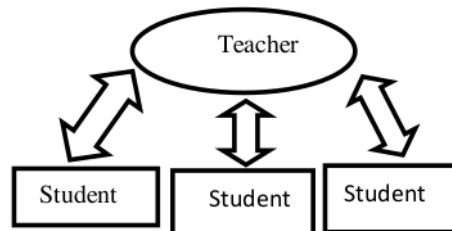
- a) One-way learning model: the teacher's teaching style to students to communicate teacher-focused learning. This model causes the teacher to be the source of all sources in the learning process.



Picture 1

One-Way Interaction Model adapted from (Ahmadi, Abu; Prasetya, 1997)

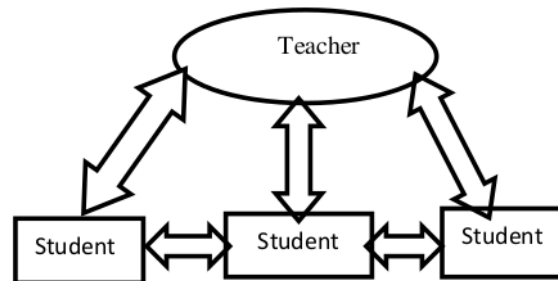
- b) Two-way learning model: a teaching style that applies the activeness of teachers and students to communicate with each other in the Q&A method of the learning process to create a reciprocal human between teacher and student.



Picture 2

Two-Way Interaction Model adapted from (Ahmadi, Abu; Prasetya, 1997)

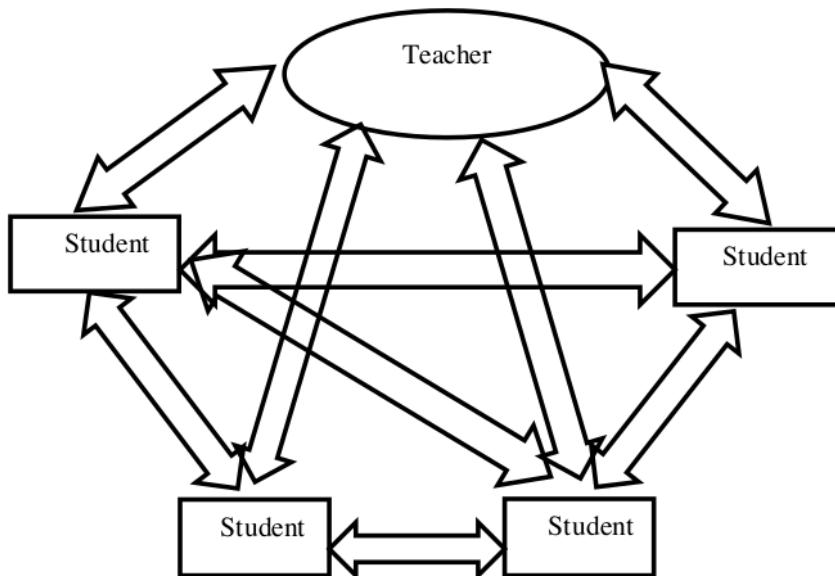
- c) Three-way learning model: teaching style focuses on students participating actively in the learning process. Teachers act to create a learning situation that enables activeness in learning.



Picture 3

Two-Way Interaction Model adapted from (Ahmadi, Abu; Prasetya, 1997)

- d) Multi-directional learning model: a teaching style that describes teachers and students active in learning. Teachers realize comfortable knowledge, but students also optimize their initiative in finding varied answers.



Picture 4

Multi-Way Interaction Model adapted from (Ahmadi, Abu; Prasetya, 1997)



Based on the description of the four educational interaction models above, the next step is to adapt this model to the results of data obtained by the field. Then, after being adapted and adjusted, next determined the pattern of educational interaction based on pragmatic competence, ethnographic competence of communication, and the role of teachers in providing teaching materials to students. Furthermore, it found that the educational interaction model was dominated and developed by the results of data analysis.

2. METHODS

This research focuses on the ethnopragma-educative learning model learning strategy put forward by Hymes and Ahmadi (Hymes, 1975); (Ahmadi, Abu; Prasetya, 1997). Research with ethnopragma-educative learning models aims to produce a learning strategy through classroom speech. To produce a learning strategy with ethnopragma-educative learning models is to combine three theories, pragmatic studies, educational interactions, and communication ethnography applied in this study.

Qualitative methods carry out the use of methods. This method is needed to explain descriptive data in learning at Senior high school I Tampaksiring. This method improves participatory students and teachers in the classroom based on the context of learning process interaction. The selection of subjects in this study is the teachers and students of Sma I Tampaksiring, especially learning the Indonesian language and literature.

The selection is based on the school's location far from the city center, and the value of students in learning Indonesian is still relatively low (Sastroamidoyo, 2016). In addition, it is theoretically believed that such teachers and students tend to use classroom speech. However, it is not yet known that speech actions can provide more comprehensive access to language knowledge. It can be said that this research is a speech that is formed in the learning process. The teachers and students studied were those who produced pragmatic-dimensional classroom speech, communication ethnography, and educational interaction. The initial research samples are determined through purposive sampling techniques, namely based on research objectives and school conditions with the prioritization strategy used so far in SMA I Tampaksiring. As for the selection and determination of research samples based on several considerations, namely, first, the school's location is in a region far from the city. Second, public interest in schools is still low. Third, the school is not included in the flagship school. Fourth, the school has been included in one of the national test scores of low Indonesian subjects in the last five years. Fifth, the school has implemented the 2013 curriculum. Sixth, there are still opportunities to be improved and developed in learning Indonesian.

The research instruments used in this study are teachers Indonesian, and researchers themselves act as human instruments (planners, data collectors, data interpreters, data analyzers, and whistleblowers of research results). Knowledge and insight into the language of researchers become the primary key to the success of the research. Researchers use recording devices (voice recorder and (Handy camera) to facilitate the recording stage into the data card in conducting the feeding. Meanwhile, other instruments used are the results of interviews with Indonesian teachers who teach in class X and guidebooks by teachers in the teaching and learning process.



The indicators contain pragmatic competence and communication ethnography, then documents of national final test scores of class X for the past five years obtained from the Denpasar Education Office (Sudaryanto, 2015). The following technique used in data analysis is classification techniques to separate data that have pragmatic elements, communication ethnography, and educational interactions. The classification results are forwarded with a data card to be collected on the data record sheet so that it is known the use of ethnopragma-educative methods in Indonesian subjects at SMA Negeri I Tampaksiring.

3. RESULTS AND DISCUSSION

The results and discussions were studied by three theoretical combinations are communication ethnography, pragmatics, and educational interactions in Indonesian learning in high school. Here is an explanation of each theory applied in Indonesian learning in high school. The following describes the results of data representation based on three theoretical mergers, namely communication ethnography, pragmatics, and educational interactions.

Learning Methods Indonesian in High School based on Ethnography of Communication

According to Hymes and Chaer, and Agustina, the sophistication of ethnographic communication is a speech event that must meet the eight components of Hymes theory (Hymes, 1975); (Chaer, Abdul; Agustina, 2004).

Data 1

Teacher : Does anyone still know about book review?

Student : (Students are silent and do not respond)

Teacher : If there are still people who do not understand, it will be repeated to explain it.

Student : Can you please explain it back mom?

Context: When the teacher explains the book review learning eye in front of the class, all students pay attention to what the teacher explains. However, when the teacher asks, 'is there still anyone who does not understand about book reviewers? Students are just silent. It can assume that students do not yet understand book reviewers. One of the students responded by asking the teacher to re-explain the material about the book review.

Data 1 is based on the eight components of Hymes theory and obtained the following. First, the setting in Data 1 is the situation of the teaching and learning process in the classroom. Second, the parties involved in Data 1, namely teachers Indonesian and students of class X. Third, the speech of Data 1 refers to the teacher's intention to force students to respond again to book reviewers. Fourth, act sequences refer to a form of coercive speech that contains moving students to re-understand the book reviewer and speech content. Fifth, the condition of insist the teacher to students about their understanding in the book review. Sixth, teaching and learning are sought to provide knowledge in the form of spoken language pathways so that the teacher's intentions and objectives in delivering learning materials are adequately conveyed. Seventh, Data 1 already refers to norms or rules in interacting, especially in the classroom. Eighth, the form of submission of Data 1 is categorized on the type of narrative because the teacher provided book review material more clearly and understood by students.



Data 2

- Teacher : (after the teacher explains the learning material about the observation report, the teacher asks the student to create a small group)
- Student : (there are some students who do not respond to instructions from teachers to create small groups)
- Teacher : (Looking at the student's response, the teacher took the initiative to repeat the previously instructed directive). Please make a small group immediately with my countrymen!
- Student : Well, ma'am

Context: After the teacher re-describes what has been explained about the text of the observation report. Then, the teacher assigns the task of forming several small groups. However, there are only a few students who respond to the teacher's orders. Therefore, the teacher repeats the previously delivered commands by creating a small group. Thus, all students can respond to the teacher's commands to create several small groups.

Data 2 is applied to the eight components of Hymes theory can be generated as follows. First, the setting in Data 2 is a situation that occurs in teaching and learning in the classroom. Second, the parties involved teachers and students of class X. Third. The meaning refers to teachers who tell students to create small groups to discuss the text of the observation report. Fourth, act sequences refer to a form of speech, meaning students create small groups to discuss. Fifth, the teacher says the form of speech as if it seems serious because students do not immediately respond to the teacher's orders. Sixth, for the message and intentions of the speaker to be adequately conveyed, then the language path used is spoken language. Seventh, Data 2 is driven by norms or rules in interacting, especially in the class. Eighth, the form of submission in Data 2 is grouped on the type of narrative because the teacher provides the observation report material that students can understand.

Data 3

- Teacher : If the group task is complete, please get to the front of the class.
- Student : (There are a number of small groups who listen less to directions because they are still discussing with other friends). Seeing the student's response has not been completed and collecting group assignments to the front of the class
- Teacher : Well. Teachers give tolerance to collect group tasks until the next meeting.
- Student : Okay, ma'am.



Context: Before students are given time to discuss, teachers already remind them to gather the results of their group discussions. Then, the teacher allows the student to compile the group discussion results at the next meeting. Several groups are complaining about the collection of the discussion results.

Data 3, if connected to the eight components of Hymes theory, can be generated the following. First, the setting in Data 3 is the condition of the learning process that occurs in the classroom. Second, the parties involved in Data 3, namely teachers Indonesian and students of class X. Third, the meaning of Data 3 speech relates to the teacher's request to students to collect the results of their group discussions about the text of the observation report. Fourth, act sequences refer to a form of speech asking students to collect the results of arguments based on specified group tasks. Fifth, the form of speech asking is assumed to look serious by the teacher because several students have not responded to the teacher's request. Sixth, the learning process tends to be delivered through language lines. The teacher's intentions and goals convey the teaching material well. Seventh, Data 3 already follows norms or rules in classroom interaction. Eighth, the form of submission in Data 3 is classified as a type of narrative because the teacher asks students to submit the text material of the observation report.

Data 4

- Teacher : Who has ever heard of the word gurindam?
Student : Ever ma'am
Teacher : Does gurindam include poetry or pantun?
Student : Pantun
Teacher : That's right.

Context: when the teacher explains the learning material Indonesian about poetry and guidance. Teachers can stimulate by asking students to participate actively in the learning process. Students can respond to teacher questions by answering correctly. Teachers encourage students to answer questions from example teachers from pantun.

Data 4, when connected with the eight components of Hymes theory, then get the following. First, the setting in Data 4 is based on situations in the teaching and learning process in the classroom. Second, the parties involved in Data 4, namely teachers Indonesian and students of class X. Third, the speech intent in Data 4 refers to speech teachers asking students to provide examples of guidance. Fourth, action sequences are related to the form of speech, asking students to define guidance. Fifth, the form of speech asks as if it looks serious about being said by the teacher because the student gives an inverted answer to the teacher. Sixth, so that the teaching and learning process runs well, then the language path used is spoken language. Seventh, Data 4 already follows norms or rules in interacting, especially in the classroom. Eighth, the form of submission in Data 4 is classified on the type of narrative because the teacher provides reviewer material so that students can understand it clearly.

Data 5

- Teacher : Are there any questions about children's poetry and poetry?
Student : Can you explain the difference between pantun and poetry, ma'am?
Teacher : Well



Data 5, when connected with the eight components of Hymes theory, then get the following. First, the setting in Data 5 is based on situations in the teaching and learning process in the classroom. Second, the parties involved in Data 5, namely teachers Indonesian and students of class X. Third, the speech intent in Data 5 refers to speech teachers asking students to make differences about guidance and poetry. Fourth, action sequences are related to speech forms asking students to provide definitions of guidance and poetry. Fifth, the form of speech asks as if it looks serious about being said by the teacher because the student gives an inverted answer to the teacher. Sixth, so that the teaching and learning process runs well, then the language path used is spoken language.

Data 6

The act of advising is a speech that is done to advice or remind the opponent of the lecture, and students will do something that they will do.

- Teacher : It's best to note first about the biographical text.
(teacher dictates to students about biographical texts)
- Student : Good ma'am

Context: when the teacher describes the biographical text in class, the teacher advises the student to record the biographical text information. The advising speech marker is 'preferably.' The form of speech reports with the quality "preferably." Characteristics should remind students to record the information provided by the teacher through dictation. This characteristic aims to stimulate students to understand learning materials through a recording by being dictated by teachers.

Data 6, when associated with the eight components of Hymes theory, can be obtained the following. First is the setting in Data 6, which is the teaching and learning process in the classroom. Second, the parties involved teachers and students of class X. Third, the meaning of data 6 speech relates to teacher advice to students to record the material given by teachers in dictation. Fourth, action sequences are associated with the form of address, advising students not to miss learning material information through dictation. Fifth, the form of counseling seems relaxed by the teacher because the student's advice makes it easier for students to understand the material provided by the teacher. Sixth, suppose the teacher's intentions and goals to students are adequately conveyed in the learning process. In that case, the language path used is spoken language. Seventh, Data 6 already adheres to norms or rules in interacting, especially in the classroom. Eighth, the form of submission in Data 6 is classified on the type of narrative because the teacher advises students by recording biographical texts through dictation.

Indonesian Learning Methods in Pragmatics-Based High School

When a type of speech action based on meaning is obtained from the form of speech based on the function of speech, the address structure includes the act of locution, the act of illocution, and the act of perlocution. However, only illocution speech actions have a speech action function. In contrast, there is no function of speech acts in the front of locution and



perlocutionary action. Here is the description of the three categories of speech actions based on the meaning of educational interactions, as for the explanation presented below.

Illocution Act

When connected with educational interaction, data 1 shows the part of academic interaction because, in this case, the teacher succeeded in stimulating students in providing answers to teacher questions to students. In this case, the teacher acts as a motivator in encouraging students to participate in learning actively. For the answers given by students to the data question, one teacher offers appreciation to students' responses because they can answer the question correctly. Data 1 shows the teacher's stated form of poetry text. In this data, the teacher acts as an initiator because the teacher provides new knowledge to students about the meaning of poetry texts. In addition, data 1 to data 6 refers to a two-way learning model. This two-way learning model takes the form of questions and answers from teacher to student. Teachers can provide enough knowledge about understanding poetry texts and stimulate students to respond to given questions.

Locution Act

Locution act is a process of speech actions whose meaning is realized through speech in the form of words, phrases, and sentences. This speech act expresses information conveyed by speakers and speech partners. Vocabulary resulting from this speech is influenced by the intent and purpose between speakers and speech partners. In addition, another factor that determines it is the context of the place of meaning and purpose expressed by speakers and speech partners. Data 1 to data 6 shows teachers act as motivators and inspirations. Motivators in question encourage students to actively participate in involving themselves to respond and provide teacher responses. Meanwhile, initiators provide ideas for educational and teaching progress tailored to the needs and conditions of students in the classroom. Data 1 to data 6 is also related to the three-way interaction model. This interaction model is evidenced in the data by making students receive teaching materials delivered by teachers, applying discussion methods with teachers and students, and actively participating between one student and another student.

Perlocution Act

This perlocution action influences the speech partner. It shows a form of nonlinguistic attitudes and behaviors in speech partners. Based on the results of data analysis on subheadings, four percussion actions show the influence of speech produced by teachers on students. The effect is realized on data 1, data 2, and data 3. The three data showed that students could provide answers through the influence given in the form of a speech given by teachers. This influence impacts students by placing teachers as mentors—this influence due to the help of teachers in guiding students in encouraging students. Thus, students are very dependent on a teacher to face or her development in finding the difficulties faced in learning.

This research was strengthened by Paridi, Sudika, Sapiin, and Halifah, who mentioned that students' pragmatic abilities in learning Indonesian improved based on role-playing. This study is a Class Action Study that undergoes stages four times. Research results obtained through



students' practical knowledge three aspects increase: cognitive, psychomotor, and achievement of educational goals. These four aspects can significantly improve students' liveliness, improvisation, and learning motivation. In addition, it fosters the perception of students that Indonesian learning is fun learning (Paridi, Khairul; Sudika, 2020). Another research that has similarities is Widiarsi mentioned that the application of ethnography of communication can make it easier for students to provide an understanding of learning Indonesian in the classroom. Ethnography of communication is embodied in the learning strategy of Indonesian in class X SMA I Tampaksiring by involving students and teachers based on consideration of the eight components of Hymes theory (Widiarsi, 2021); (Lusiana; Fitri, 2016); (Syafitri; Sawirman; Usman, 2019).

Subsequent research that has similarities Eriyani, Emzir, Murtadho (2020) discussed the Approach to Writing Indonesian Indonesia in Junior High School learning ethnographic study Indonesian at SMAN. Research results are obtained through approaches that use communication, science, collaboration, text genre, and emphasize learning in students. The use of some of these restrictions makes students' activeness increase and has the meaning of increasing students' interest in the teaching and learning process (Eriyani, Nur Reni; Emzir; Murtadho, 2020).

Research that is part of pragmatic competence is the politeness of language in learning Indonesian in high school I Tampaksiring. The study results obtained that the maxim of wisdom dominates the principle of decency because this maxim can benefit students in receiving learning materials from teachers (Widiarsi, 2022); (Rahardi, 2019a); (Putri, Kartika Aprilia; Oktavianus; Marnita, 2019); (Rahardi, 2021). Slightly different from Maulizan Research, Rahmat, Zuriyati has a research subject on English learning but still uses Hymes theory as a differentiator of analysis in his research. Research results were obtained based on four skills in English, reading skills, and communication skills increased because of sound planning in applying it to the learning process. (Maulizan; Rahmat, 2020). The combined results of learning methods Indonesian based on ethnographic and pragmatic competencies result in educational interactions that realize the term to be ethnopragmatic-educative. Indonesian learning method modified with academic exchanges on communication ethnographic and practical competencies (Anjela, Marisa; Razif, 2014) (Jogensen, 2015); (Widiarsi, 2020); (Sulaeman, Agus; Guci, Ferdianda Aldo; Hun, 2021); (Leksono, Pujo Robertus; Tiawati, 2020); (Rahardi, 2019b)

There are several advantages in applying all interaction processes to educational interactions for high school students. These advantages can be explained as follows. First, communication ethnographic competence contains eight elements: setting and scene-setting refer to the situation, place, time, and situation psychology of speech. Participants are concerned with parties involved in the address between speakers and speech partners. Ends refer to the purpose and purpose of the lesson. The act of sequence refers to the form of speech and the content of speech—essential guides to the tone, manner, and delivery. Instrumentalities refer to language lines used, such as spoken, written, telegraph or telephone. Norms of interaction correlate with standards or rules in interacting. Genre refers to the types of delivery forms, such as narrative, poetry, proverbs, prayers, and so on. Five elements have similarities based on the context of the speech. These elements, such as settings and scene settings, participants, norms of interaction,



instrumentalities, and genres, are in line with the two-way learning model because the teacher is active in stimulating students to participate actively. Otherwise, the teacher seeks to provide other strategies to motivate and trigger other students to discuss the teaching material actively. While the other three elements are ended, an act of sequence and key relevant to the three-way learning model. This model is the teacher active in stimulating students to participate actively and seeks to provide other strategies in motivating and triggering other students to discuss the teaching material given.

Second, the advantage of speech based on speech in the classroom is that students are not only able to respond to teacher questions, but also speech can affect students in the form of attitudes and behaviors. Pragmatic competence is the meaning of learning interactions Indonesian in high school as locution act, illocution act, and a perlocution act (Khairiah, Nadiatul; Revita, Ike; Marnita, 2020). The locution act is realized through information conveyed by speakers to speech partners. This action is influenced by the intent and purpose speaker to speech partner and the context of the speech produced. The teacher's intentions are realized through student actions, such as answering teacher questions about the purpose of making reviewers, tasks done in groups, removing whiteboards, working on problems about poetry texts. Illocution act is realized through information provided by the speaker to perform the intention and purpose of the speaker to the speech partner. This speech act is categorized into five speech actions; assertive, directive, commissive, expressive, and declarative. The categories of speech actions in each classification are relevant to the form of speech actions based on function. The act of perlocution act is realized with influence on speech partner. This influence is in the form of attitude and behavior. Attitudes are shown through student responses, while the behavior is demonstrated through student movements to work with predefined groups.

Third, the form of speech based on educational interaction through teacher and student speech to achieve academic exchange and learning is dominated by a two-way interaction learning model. The advantages of the two-way interaction learning model are realized by the Q&A method between teachers and students in the classroom using the parameters of the eight elements of Hymes theory.

4. CONCLUSION

The results showed that the concerns of the 2013 curriculum transition that later turned into a prototype curriculum could be a solution and consideration of strategies and learning methods Indonesian in ethnography-educative-based high schools. Thus, students can interpret the speech produced by teachers in oral form so that students do not find difficulty communicating in Indonesian learning. Here are some conclusions that can take: First, this finding is used to adapt teacher teaching materials to students. Teachers use ethnography of communication to students as an indicator in learning strategies Indonesian with the use of language in learning materials. Ethnography communication can be used as a parameter in understanding Indonesian learning to meet the competency standards of the 2013 curriculum and the latest prototype curriculum. Second, empirical findings from Indonesian learning methods in ethnography-educative-based high schools can accommodate text learning in SMA I Tampaksiring. Third, the learning strategy consists of topics in learning that are adapted to the learning material given to students explicitly, such as topics about negotiation texts, biographical



texts, folklore texts, and so on. This strategy is applied to topics contained in the RPP and syllabus. 4) Of the four types of educational interactions are one-way learning models, two-way learning models, two-way learning models, and three-way learning models. The learning model is dominated by a two-way learning model, although some data is relevant to the three-way learning model and multi-directional learning model. This two-way learning model is adapted to pragmatic competence and communication ethnographic competence to be called the 'ethnography-educative learning model.

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PAGE 2

PAGE 3

PAGE 4

PAGE 5

PAGE 6

PAGE 7

PAGE 8

PAGE 9

PAGE 10

PAGE 11

PAGE 12

PAGE 13

PAGE 14

PAGE 15

PAGE 16
