**COMMUNICATION STRATEGIES USED BY ENGLISH LECTURERS BASED ON GENDER AT ENGLISH LANGUAGE EDUCATION IN IAIN SURAKARTA**

**THESIS**

**Submitted as a Partial Requirement for Undergraduate Degree in English Language Education**



**By:**

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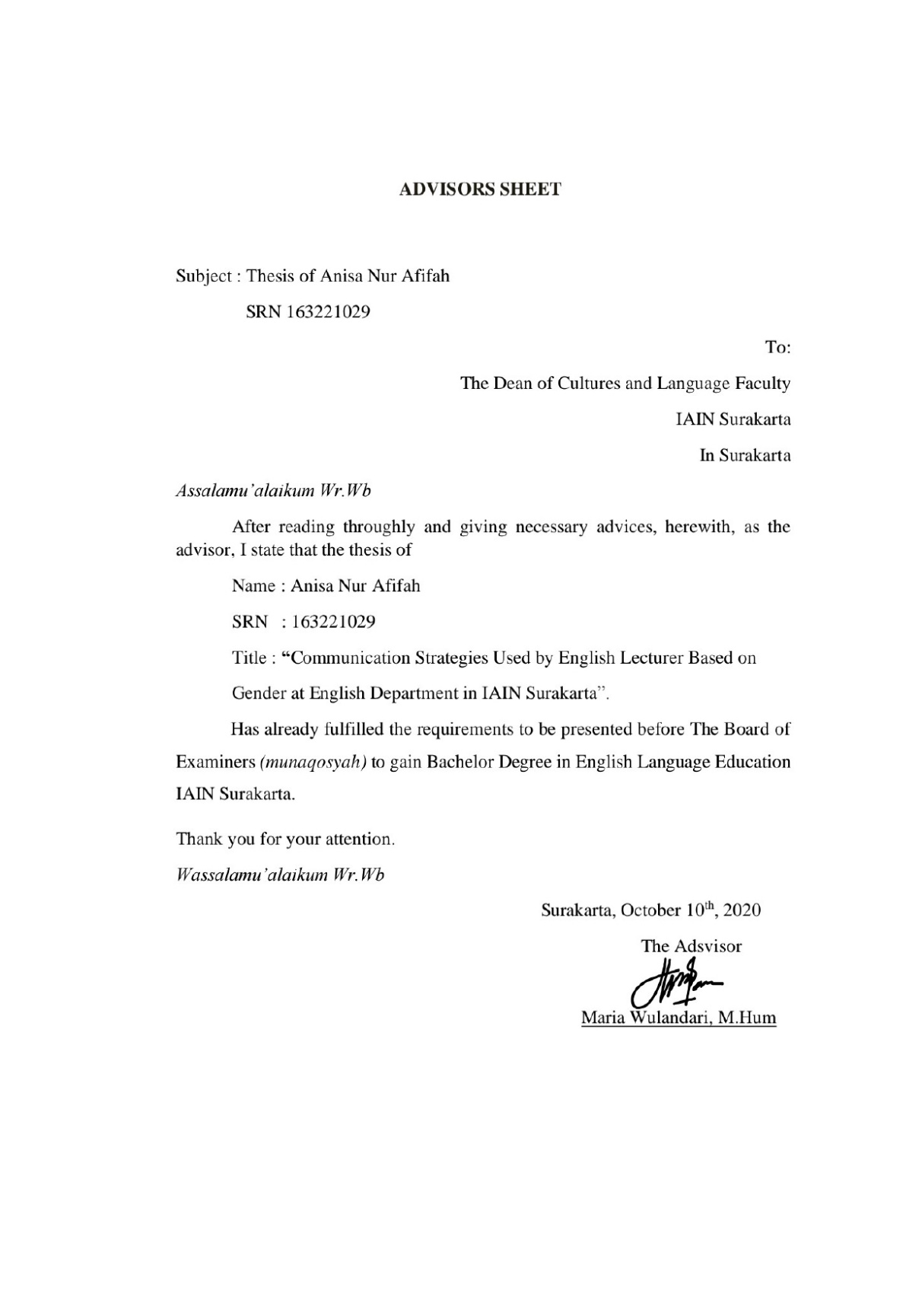
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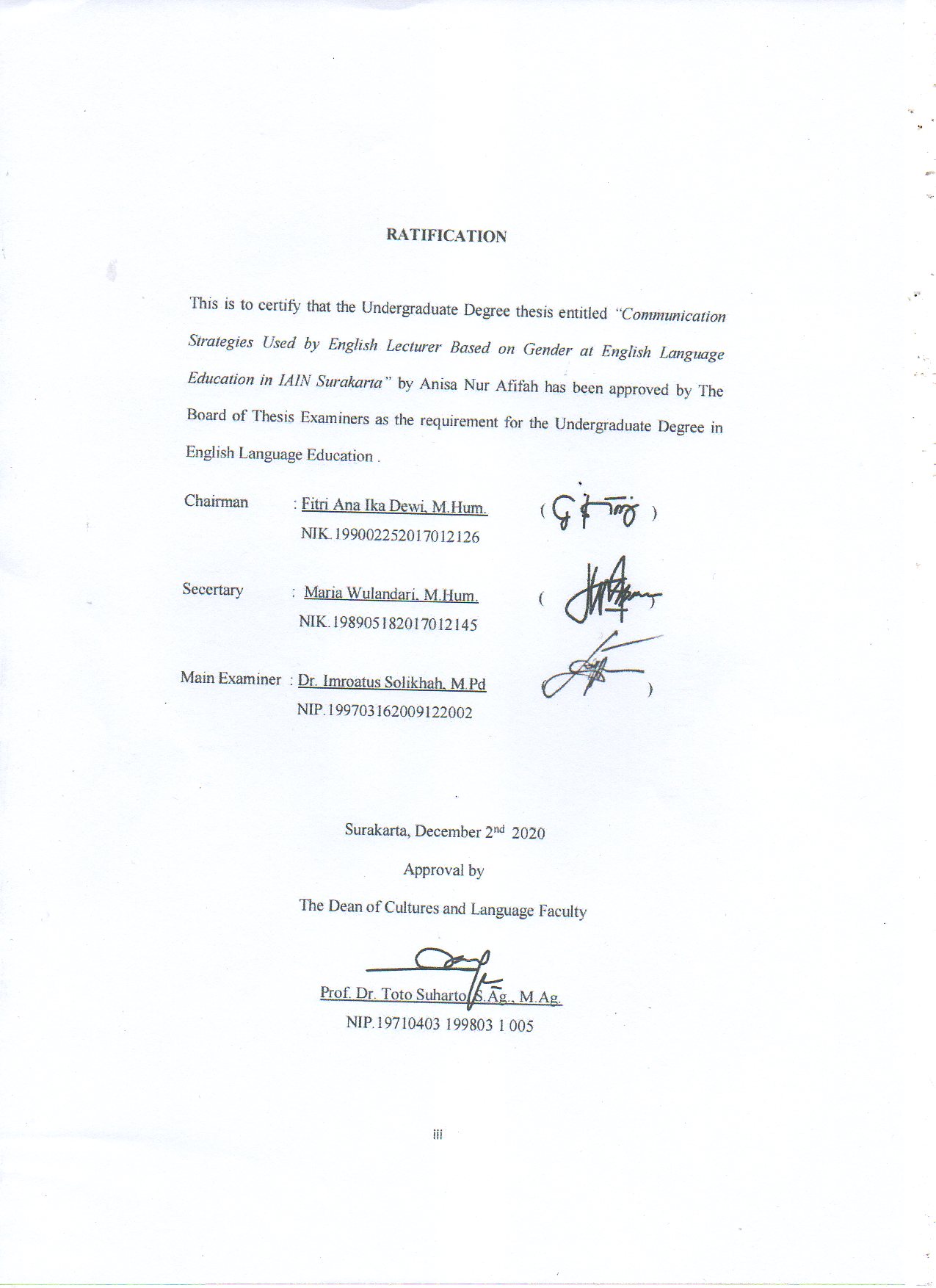
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**2020**

**ADVISORS SHEET**



**RATIFICATION**



**DEDICATION**

This thesis is dedicated to:

* My beloved parents (Mr. Supriyanto and Mrs. Hartini).
* Myself who has made it, completing this thesis
* My almamater IAIN Surakarta.

**MOTTO**

So remember me; I will remember you and be grateful to me and do not deny me

(Al-Baqarah:152)

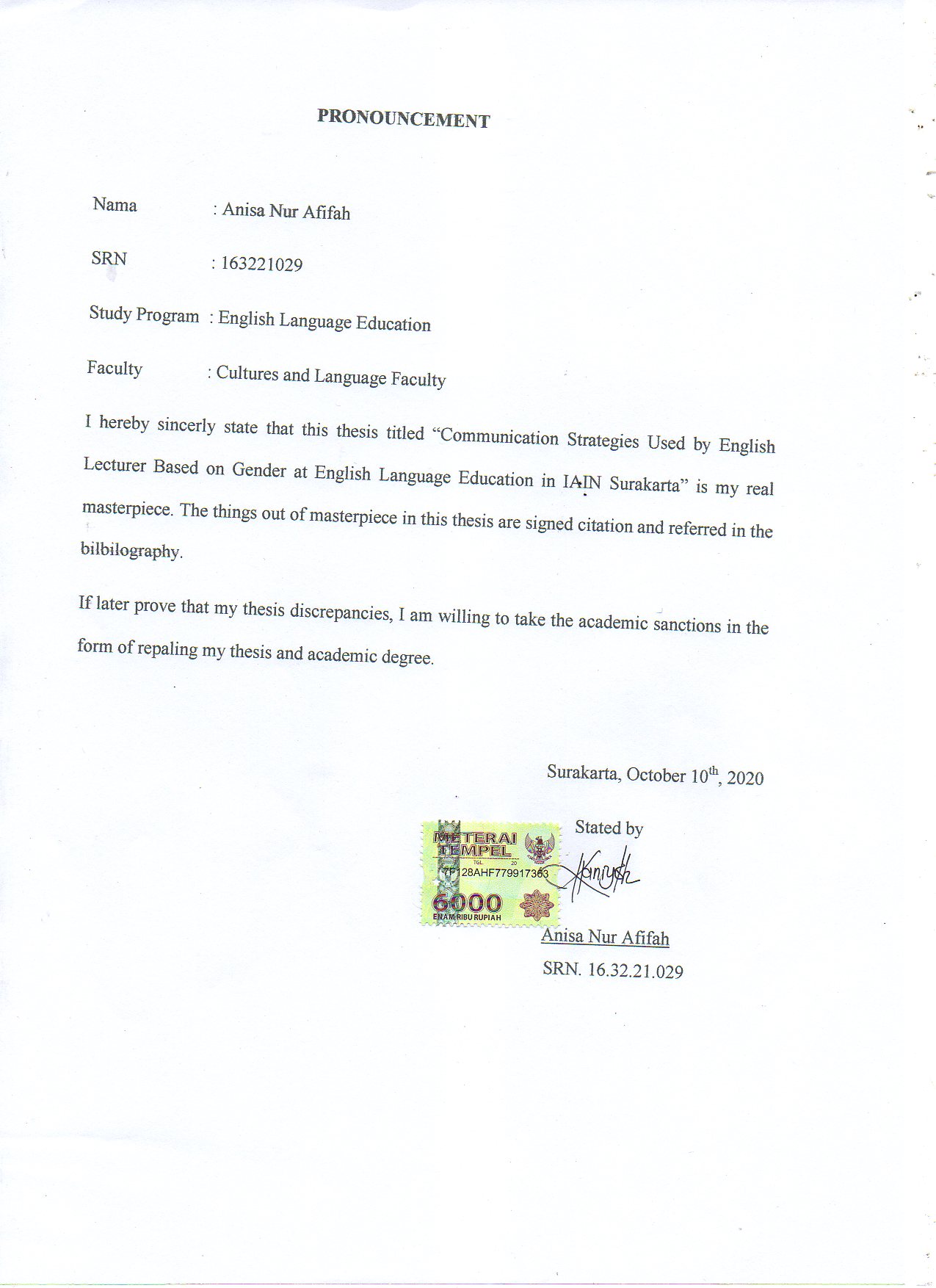
*Hidup berawal dari mimpi, dari mimpi semua akan terjadi*

(Bondan Prakoso)

Talk less do more

(Anonymous)

**PRONOUNCEMENT**



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The researcher is sure that this thesis would not be completed without the helps, supports, and suggestions from several sides. Thus, the researcher would like to express his deepest thanks to all of those who had helped, supported, and suggested him during the process of writing this thesis. This goes to:

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The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and readers in general.

Surakarta, August 28th 2020

The researcher

Anisa Nur Afifah

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**ABSTRACT**

Anisa Nur Afifah. 2020. *Communication Strategies Used by English Lecturers Based on Gender at English Language Education in IAIN Surakarta.* Thesis. English Language Education, Cultures and Languages Faculty. IAIN Surakarta.

Advisor : Maria Wulandari, M.Hum

Key Words : Communication Strategies, English Lecturer, Gender

The research was study about communication strategies used by english lectuer based on gender at English Language Education in IAIN Surakarta. The objective of this research devided into three parts. There are (1) to describe the teaching learning process employing communication strategies by male and female lecturer conducted in English Language Education study program, (2) to find out the types of communication strategies used by male and female lecturer at English Language Educationin IAIN Surakarta and (3) to find out the differences of communication strategies used by male and female lecturer at English Language Education in IAIN Surakarta.

This research used descriptive qualitative method. It is carried out in English Language Educationin IAIN Surakarta. The subject of this research is two english lecturers, there are male and female english lecturer who taught in forth semester. This research used documentation and obsevation for collecting the data. The technique of analyzing the data, there were analyzed through some stages, namely transcribing the documentation from screenshoot about lecturer written utterances in online class by using WhatsApp application, classifying the data based on the types of communication strategies proposed by Celce-Murcia Taxonomy, give codes for each datum and presenting the data finding of the research, last is drawing conclusion. The researcher used triangulation technique. The technique was data triangulation and investigator triangulation.

The result of this research show that the total of communication strategies used by male and female lecturer in online teaching and learning process via chatting in whatsapp application were 133 data, there were four (4) types and nine (9) sub-types of communication strategies used by female and male lecture when do online class in March to May 2020. The differences between the use of communication strategies by male and female lecturer was in the form of the sub-types of communication strategies, there are self and other repetition and self-initiated repair. Female lecturer used it but male lecturer did not.

# **CHAPTER I INTRODUCTION**

## **Background of the Study**

Language is the human use of spoken or written words as communication system. It can also include a system of communication based on signs, gestures, or inarticulate sounds. It can be said that language as a means of communication which holds an important role in doing interaction with others. In human life interaction or communication, spoken language has urgent role because spoken language can express feelings, intensions and emotions directly in communicating or building good relationship with others (Matthew et. al, 1995:34-36). In interaction, people do not only use their first language, but also foreign language or second language, this is mostly English.

Learning a foreign language is needed in the era of communication and globalization. In Indonesia, English is foreign language and it is formally taught in school from elementary, secondary until university, it is regulated in PP No. 32 Tahun 2013. English as a foreign language should be mastered by Indonesian since it has the main goal to be able to use it as a tool of communication. It helps person individually to talk to another person. It enables people to exchange ideas and information.

Good communication can be easily gotten if people talk to each other in communication using their first language, for example in Indonesia. Indonesia people always use Bahasa Indonesia. On the contrary, if indonesia people communicate using foreign language, it seems to be a challenge due to one’s limited knowledge of the foreign language, or one’s encounter to unfamiliar words and phrases. Such as situation may prevent them from expressing themselves effectively. Thus, language learners need to learn how to restore face conversation when they meet a communication breakdown in theirconversation. Communication strategies in spoken are important because they have a function to bridge the gap between the interlocutors regarding with their misunderstanding.

According to Fauziati (2017:40) There are various taxonomy of communication strategies, there are Tarone’s taxonomy (1981), Faerch and Kasper taxonomy (1984), Dornyei taxonomy (1995), Celce-Murcia taxonomy (1995). Tarone’s taxonomy is classifies communication strategy under five main categories. There are paraphrase, transfer, appeal for assistance, mime, and avoidance. Faerch and Kasper taxonomy is classified communication strategies into two, namely achievement and avoidance strategy. Dornyei taxonomy classified communication strategy into two branches which reveal two opposite direction in communication. There are avoidance strategies and compensatory strategies. Celce-Murcia (in Fauziati, 2017:42) divide communication strategies into five main types, namely avoidance or reduction strategies, achievement or compensatory strategy, stalling or time gaining strategies, self-monitoring strategies and interactional strategies. In this research the researcher uses Celce Murcia Taxonomy because it is comprehensive, it covers all communication strategies types proposed by the other key figures and it is the newest taxonomy.

As the preliminary research at English Language Education in IAIN Surakarta, the researcher found a phenomenon in which the lecturer employed communication strategies to compensate the inadequacies so that they can survive in their communication by using foreign language. Even, they do not realize that they applied certain communication strategies in their conversation during teaching learning process. The following scenario is the instance of certain communication employed by lecturer:

“Eee … Let’s have the explanation for pragmatic approach (the student walk in front on the class ), udah gak sabar to presentation, tunggu sebentar saya minta waktunya untuk memberi tambahan penjelasan for the topic have been discussed, So last week we discussed about connection between preposition, sentence and utterance, have you understood all of you?”

(Preliminary research on September 31,2019)

From the example above, it can be seen that the lecturer wants to express their idea to the student. In this phenomenon can be concluded that lecturer uses communication strategy in teaching learning process, but the lecturer did not realize that they used strategies in communication. In the example above the lecturer employed achievement and compensatory strategies, the sub-types is filler, hesitation devices and gambits, Code Switching and employed Interactional strategies, the sub types is meaning negotiation strategies.

Based on Huang (2011:89) there are factors influencing the choice of communication strategies, such as gender, language proficiency, self-percived english oral proficiency, frequency of speaking outside the classroom, motivation in speaking. However, in this case, the researcher focus on gender differences. Gender differences influence the use of communication strategies since man and woman talk differently. Female speech is more polite and indirect, whereas male speech is direct and more assertive. Female tends to adopt indirect strategies for expressing disagreement, followed by accounts and explanations. While male expressing disagreement more directly with fewer mitigating remarks. It is supported by Merchant (2012:17) who stated that there are some differences between women and man in using communication strategies. Dealing in fact, the relationship between the use of communication strategies and gender differences is unclear.

In this research the researcher took two thesis and a journal as previous study to support her study in the scope of communication strategies. First, Begench Soyunov (2004) entitled “Communication Strategy Used by Student of English Conversation Club of Sragen Bilingual School”. This research was described the types of communication strategies used by SBBS in conversation and the most frequently used types of communication strategies by learner of SBBS in conversation. Second, Tatik (2011) entitled Communication Strategy used by English Teacher in Communication with Her Second Grade Student of SMA N 1 Kendal”. The research focused on the kinds of communication strategy used which are used and which is dominantly used by the English teacher in communicating with her second student of SMA N 1 Kendal. Third, the Jurnal Pendidikan Humaniora Vol.6 No.1, composed by Yusprizal, Enny, Mrijan (2018) entitled “Communication Strategy Used by EFL Learner Across Gender”. The research focus on the use of communication strategy by male and female student and their perception on the use of communication strategies in oral communication. The differences between this research with others that the researcher did research to identify the teaching learning process employing communication strategies by male and female lecturer conducted in English Language Education study program, the types of communication strategies used by male and female lecturer and the differences of communication strategies used by male and female lecturer. The lecturers taught Prose and Semantic Pragmatic course in the fourth semester in academic year 2019/2020. The researcher conducted this research by adding gender as variable because to make it more interesting and it is based on the previous study, the research about communication strategy by adding gender as a variable is still limited. So, the is the researcher choose this topic.

The research was conducted at English Language Education in IAIN Surakarta. IAIN Surakarta is chosen because it is accredited “A” based on SK BAN-PT No.168/SK/BAN-PT/Akred/PT/IV/2019. The researcher chose English Language Education because it is also accredited “A” based on SK BAN-PT No.4854/SK/BAN-PT/Akred/XII/2019. The researcher conducted this research because accredited “A” is the highest level of accreditations. So, by this accreditation this educational institution is good.

Referring to the whole discussion above the researcher wants to dig more deeply about **“Communication Strategies Used by English Lecturers Based on Gender at English Language Education in IAIN Surakarta”.**

## **Identification of the Problem**

The research concerned with the communication strategies used by male and female lecturer at English Language Education in IAIN Surakarta. Therefore, the problem can be identified as follows:

1. There is teaching learning process employing communication strategies by male and female lecturer conducted in English Language Education study program.
2. There are some types and sub-types of communication strategies used by male and female lecturer at English Language Education in IAIN Surakarta.
3. There are some differences between communication strategies used by male and female lecturer at English Language Education in IAIN Surakarta.
4. There are some factors of communication strategies used by male and female lecturer in IAIN Surakarta.

## **Limitation of the Study**

Based on the identification of the problem, the researcher limits the research on the communication strategies used by male and female lecturers at English Language Education in IAIN Surakarta. The lecturers are Mr. Rochmad Budi Santoso and Mrs. Nor Laili. The subject of this research is male and female lecturers at English Language Education in IAIN Surakarta. The researcher only chooses two lecturers because to avoiding the large data. The object of this study is lecture’s utterances in communicating with the students. In this pandemic the researcher applying lecture’s utterance by word that used by lecturer in WhatsApp application. The focus on the research is to identify teaching learning process employing communication strategies by male and female lecturer conducted in English Language Education study program, to identify the communication strategies used by male and female lecturer at English Language Education in IAIN Surakarta and to identify the differences of communication strategies used by male and female lecturer at English Language Education in IAIN Surakarta. In this research the communicative strategies analyzed based on Celce-Murcia taxonomy (Celce Murcia (1995:28)). The researcher is a passive participat who observes the communication strategies used by male and female lecturer during the teaching learning process in the classroom.

## **Problem Statements**

Based on limitation of the study, the problem statement of this research is arranged as follows:

1. How is the teaching learning process employing communication strategies by male and female lecturer conducted in English Language Education study program?
2. What are the types of communication strategies used by male and female lecturer at English Language Education in IAIN Surakarta?
3. What are the differences of communication strategies used by male and female lecturer at English Language Education in IAIN Surakarta?

## **Objectives of the Study**

Based on the problem statement, the research objective is arranged as follows:

1. To know the teaching learning process employing communication strategies by male and female lecturer conducted in English Language Education study program.
2. To know the types of communication strategies used by male and female lecturer at English Language Education in IAIN Surakarta
3. To find out the differences of communication strategies used by male and female lecturer at English Language Education in IAIN Surakarta

## **Benefits of the Study**

The research has two mains of benefits: theoretical benefit and practical benefits:

1. Theoretical benefit

Theoretically, the result of the research may provide additional information to the students to learn and to develop their understanding about communication strategies.

1. Practical benefits
2. For lecturer

The result of the research hopefully can be used by lecturers to use good communication strategies to conduct the teaching learning process and to make a good communication between lecturer and student in the classroom.

1. For student

The result of the research hopefully can be used by students as a reference about communication strategies based on gender differences.

1. For next researchers

The result of the research hopefully can be a reference for other researcher in conducting further research about communication strategies based on gender.

## **Definition of Key Terms**

1. Communication Strategies

Corder (1981:103) stated that strategy as a systematic technique employed by a speaker to express his meaning when faced with some difficulty.

1. Gender

Based on Janu Arbian (2015:75) Gender is refers to the concept to identify the differences man and women from non-biological view.

# **CHAPTER II** **THEORETICAL REVIEW**

## **Context of Communication Strategies**

1. **Definition of Communication**

Communication is one of human activities that everyone recognizes but few can define satisfactorily. Communication is talking to one another, it is television, it is spreading information and it is expressing ideas. Fiske (1990:1) said that communication involves signs and codes, in which sign are artefacts or acts that refer to something other than themselves; that is, they are signifying constructs. Codes are the system into which signs are organized and which determine how signs may be related to each other. From the statement above, it can be concluded that communication is the combination between sign and codes. Here, sign represent the way of someone to refer something, while codes show the form of the system which determines how those signs may relate to each other.

Communication is a process of exchanging information, thoughts, ideas, feelings, emotions through speech, signal, writing, or behavior. In communication process, a sender (encoder) encodes a message and the using a medium/channel sends it to the receiver (decoder) who codes the message and after processing information, sends back appropriate feedback/reply using a medium/channel.

Communication is a process of that involves an exchange of information thoughts, ideas and emotions. The components of a communication process are: a sender who encodes and send message, the channel through which the message is sent, and the receiver who decodes the message, process the information and sends an appropriate reply via the same channel back to the sender. Communication can occur via various process and methods, an depending on the channel used the style, there can be various types.

From the statement above, the researcher concludes that communication can be defined in many ways. It can be interpreted as a process by which information is exchanged between individuals through a common system of symbols, sign, or behavior. It also defined as a verbal and nonverbal message. Moreover, communication is a process in which information transmitted.

1. **Types of communication**

People communicate to each other in a number of ways that depend upon the message and its context in which it is being sent. Choice of communication channel and your style of communicating also affect communication. So, there are varieties of types of communication.

1. Types of communication based on the communication channels used.
2. Verbal communication

Verbal communication refers to the form of communication in which message is transmitted verbally; communication is done by word of mouth and a piece of writing. Verbal communication often involves both signs and symbol (Krauss, 2002:3). Objective of communication is to have people to understand what we are trying to convey. When we talk to others, we assumed that others understand what we are saying because we know what we are saying. But it is not the case. Usually people bring their own attitude, perception, emotions, thoughts about the topic and hence creates barrier in delivering right meaning.

Verbal communication is divided into two types; oral and written communication. In oral communication, spoken word are used. It includes face-to-face conversations, speech, telephonic conversation, video, radio, television, voice over internet. Oral communication is influenced by pitch, volume, speed and clarity of speaking.

In written communication, written sign or symbols are used to communicate. A written message may be printed or hand written. In written communication, message can be transmitted via email, letter, report memo, etc. Message in written communication is influenced by the vocabulary and grammar used, writing style, precisions and clarity of the language.

1. Nonverbal Communication

Nonverbal communication is the sending or receiving or wordless messages. We can say that communication other than oral and written, such as gesture, body language, posture, tone of voice or facial expressions is nonverbal communication (Anjali, H., & Emmanuel, H. 2015:47). Nonverbal communication is all about the body language of the speaker. Nonverbal communication helps receiver in interpreting the message received. Often, a nonverbal signal reflects the situation more accurately than verbal messages. Sometimes nonverbal responses contradict verbal communication and hence affect the effectiveness of message.

1. Types of communication based on purpose and style

Based on style and purpose, there are two main categories of communication and they both bears their own characteristics (Begench, 2014:12). Communication types based on style and purpose are:

1. Formal communication

In formal communication, certain rules, conventions and principles are followed while communicating message. Formal communication occurs in formal and official style. Usually professional settings, corporate meetings, conferences undergo in formal pattern. In formal communication, use of slang and foul language is avoided and correct pronunciation is required. Authority lines are needed to be followed in formal communication.

1. Informal communication

Informal communication is done using channels that are in contrast with formal communication channels. It is just casual talk. It is established for societal affiliations of the member in an organization and face-to-face discussions. It happens among friend and family. In informal communication the use of slang words, foul language is not restricted. Usually, informal communication is done orally and using gestures. Informal communication unlikely formal communication, does not follow authority lines. In an organization, it helps in finding staff grievances as people express more when talking informally. Informal communication helps in building relationship.

## **Communication Strategy**

1. **The Notion of Communication Strategy**

Theoretical antecedents of communication strategy are originally introduced by Selinker in his article entitled “Interlanguage”. He argues that learner insufficient knowledge of language and willingness to communicate leads to use of communication strategy. Communication strategy helps people to cover some deficiencies in communication. It also used to bridge gaps between what the speakers have in mind and their linguistics performances.

Selinker publish his article in 1972. It is become the starting point for further communication strategy research. The study of communication strategy becomes an interesting field to be explored. Savignon (1972 as cited in Dornyei, Thurrel, 1997) proposed the importance of coping strategy in communicative language teaching and testing. Tarone and her associates (Tarone, 1997 as cited in Dornyei and Thurrel, 1997; Tarone, Cohen, Dumas, 1976 as cited in Faerch, Kasper, 1983) have published studies in 1973 that concern with the definition and the taxonomy of communication strategy.

In the 1980, the communication strategy is involved in the concept of communicative competence as the sub-categories of strategic competence. It is proposed by Canale and Swain (1980). In 1983, Faerch and Kasper published an article entitled “Strategies in Interlanguage Communication”. The article focuses on identifying and classifying communication strategies, and on their teachability. In 1990, Bialystok published a book entitle “A psycholinguistic Analysis of Second Language Use”. At the same time, a book was published by Kasper and Kellerman entitled “Advances in Communication Strategy Research”. Nowadays, the boarder concept of communication strategy taxonomy is developed in order to accommodate in 21st  century. Now, the research about communication strategies in more explored and many research in the filed of communication strategy.

The various definitions of communication strategy given by the experts. According to Selinker (in Fauziati, 2017:37), communicative strategy refers to learners’ approach to deliver messages to the native speakers of the target language. Tarone (1982:35) defines communication strategy as mutual concept of two interlocutors to agree on a meaning in situations where the requisite meaning structure do not seem to be shared. Corder (1981:103) stated that strategy as a systematic technique employed by a speaker to express his meaning when faced with some difficulty. Stern (1983:411) defines communication strategy as techniques of coping with difficulties in communicating in an imperfectly known second language.

According to Bialystok (1990:138) communication strategy is the dynamic interaction of the components of language processing that balance each other in their level of involvement to meet tasks demands. Based on Celce-Murcia et al, (1995:26) communication strategies have typically three function from different perspective. They are (1) psycholinguistics perspective-communication strategies are verbal plans used by the speaker to overcome problems in planning execution stages of reaching a communication goal; (2) interactional perspective- communication strategies involve appeals for help as well as cooperative problem-solving behaviors which occur after some problems have surface during communication; and (3) communication continuity or maintenance perspective- communication strategies are a means of keeping communication channel open in the face of communication strategies.

Canale and Swain (1980:31) describe strategic competence as a providing compensatory function when the linguistics competence of the language learner is inadequate. They classify strategic competence into verbal and non-verbal communication strategies. To sum up, communication strategies are part of strategic competence, whereas strategic competence is a part of communicative competence. Tarone (1980:65) give definition of communication strategies that emphasize on the communication between interlocutors and the speakers, “ It is a mutual attempt of two interlocutors to agree on meaning in situation where requisite meaning structures do not seem to be share. (Meaning structure include both linguistic and sociolinguistics structures).”

Faerch and Kasper (1983:36) define communication strategies as potentially conscious plans for solving what to an individual for solving what to an individual presents itself as a problem in reaching a particular communicative goal. Communication strategies are important because they have a function to bridge the gap between the interlocutors regarding with their misunderstanding.

From those definition, it can be concluded that communication strategy is a systematic technique of two interlocutors to express meaning when they are facing some difficulties to meet the tasks demands.

1. **Taxonomy of Communication Strategy**

There are various taxonomies of communication strategy. The following are the explanation of communication strategy;

1. Tarone’s Taxonomy

Tarone (in Fauziati, 2017:39) classifies communication strategy under five main categories. there are:

1. Paraphrase

Paraphrase includes three subcategories which are described below.

1. Approximation: The use of target language vocabulary item or structure, which the learner knows is not correct, but which share semantic features with the desired item to satisfy the speaker (e.g. “pipe” for “water pipe”)
2. Word coinage: The learner is making up a new word in order to communicate the desired concept (e.g. “airball” for “balloon”)
3. Circumlocution: The learner is describing the characteristics or elements of an object or action instead of using the appropriate target language (TL) structure (e.g. “she is, uh, smoking something. I don’t know what’s its name. that’s, uh, Persian and we use in Turkey, a lot of”)
4. Transfer

A transfer has two elements in it, namely literal translation and language switch. Literal translation is a way to translate word for word from the native language. Language switch refers to the learner’s use of native language term to without bothering to translate.

1. Appeal for Assistance

This refers to the learner’s asking for the correct term or structure (e.g. “what is this”).

1. Mime

Mime refers to the learner’s using non-verbal strategies in place of a meaning structure (e.g. Clapping one’s hands to illustrate applause).

1. Avoidance

Avoidance consist of two subcategories described below.

1. Topic avoidance: the learners’ attempts to avoid the concepts in which the vocabulary or other meaning structures are not known by the learners.
2. Message abandonment: The learner’s beginning to talk about a concept but being unable to continue due to lack of meaning structure, and stopping in mid-utterance.
3. Faerch and Kasper (1984) classified communication strategies into two, namely achievement and avoidance strategy.
4. Achievement strategies

It is consisting of cooperative strategies, non-cooperative strategies, code-switching, foreignization, interlanguage strategies (substitution, generalization, description, exemplification, word-coning, restructuring)

1. Compensatory strategies

It consisted of circumlocution, approximation, use of all-purpose words, word coinage, prefabricated patterns, non-linguistics signal, literal translation, foreignizing, code switching, appeal for help and stalling.

1. Dornyei’s Taxonomy

Dornyei (in Fauziati, 2017:40) classified communication strategy into two branches which reveal two opposite direction in communication; avoiding and compensating. The taxonomy can be elaborated as follows:

1. Avoidance strategies

It consists of message abandonment and topic avoidance. Message abandonment is a way that the speakers do to leave the unfinished message because they are facing difficulties to deliver their idea. Topic avoidance is speakers’ attempts to avoid the concepts or the topic that they do not really understand about the topic.

1. Compensatory strategies

It consisted of circumlocution, approximation, us of all-purpose words, word coinage, prefabricated patterns, nonlinguistic signal, literal translation, foreignizing, code switching, appeal for help and stalling.

1. Celce Murcia Taxonomy

Celce Murcia (in Fauziati, 2017:42) divide communication strategies into five main types, namely avoidance or reduction strategies, achievement or compensatory strategy, stalling or time gaining strategies, self-monitoring strategies and interactional strategies. The subtypes of communication strategy based on Celce-Murcia taxonomy as follow:

1. Avoidance or Reduction strategy, the subtypes of avoidance or reduction are:
2. Message replacement

Message replacement is replacing a topic with the new one in order to avoid communication breakdown.

1. Topic Avoidance

Topic avoidance is a strategy in which the speaker avoids talking about certain topic in the conversation. The reason use this strategy is probably because they lack of vocabulary, idea or moreover lack of knowledge about the topic.

1. Message abandonment

Message abandonment is the strategy of leaving message unfinished because of language difficulties. It is commonly identified by observing the speaker behavior in communication in which they initiate to communicate message but then they run into difficultly with target form or rule.

1. Achievement or compensatory strategy, the subtypes of achievement or compensatory are:
2. Circumlocution

Circumlocution is describing or exemplifying the target object. For example: the thing you open bottles with for corkscrew.

1. Restructuring

Restructuring is strategy that employed when learners experience the communication problem and then they solve it by abandoning the execution of a verbal plan, leaving the utterances unfinished and communicating the intended message according to an alternative plan.

1. Word coinage

Word coinage is creating a new word in order to communicate a concept. For example: vegetarianist for vegetarian, airball for balloon, ice cabinet (or ice box) for freezer.

1. Non-linguistic means

Non-linguistics means commonly taken by describing whole concept non-verbally or accompanying a verbal strategy with visual illustration included mime, gestures, facial expressions, or sound imitation. For example: clapping one’s hands to illustrate applause, raising eyebrows to show non-understanding.

1. All-purpose words

All-purpose word is refers to the use of words or phrases having general meaning instead of specific words to convey the utterances. For example: and today we are going to discuss ( a thing ) that become happening in the right now. So, the topic is “bringing mobile phone in class”

1. Approximation

Approximation is using an alternative term which express the meaning of the target lexical item as closely as possible. For example: ship for sailboard.

1. Literal translation

Literal translation is translating literally a lexical item, idiom, compound word, or structure from L1 to L2. Example: I see the **woman career** has limited the time with the family.

1. Retrieval

Retrieval is strategy when the speaker repeat the first syllable of a word.

For example: bro…bron…bronze.

1. Code switching

Code switching is using a L1 word with L1 pronunciation or a L3 word with L3 pronunciation while speaking L2. For example: latar belakang of this jurnal focus on the specific vocabulary

1. Stalling or time gaining strategies, the subtypes of stalling or time gaining are:
2. Fillers, hesitation devices and gambits

Fillers, hesitation and gambits aims to gain time to think in order to keep the communication channel open.

For example, uh (er), as a matter of fact, well, actually

1. Self and other-repetition

Self and other-repetition is happened when speakers know about L2 items, but they need time to recall the items from the memory.

For example: said to our self now, I am stepping up, I am stepping up on my way.

1. Self-monitoring strategies, the subtypes of self-monitoring strategies are:
2. Self-initiated repair,

Self-initiated repair is an effort in correcting inappropriate or inadequate information in one’s own speech. For example: the ceremony have been command with… the ceremony has been command with some agendas.

1. Self-rephrasing,

Self-rephrasing is an attempt to repeat slightly modified version of a word or phrase because of uncertainty about its correctness. for example: they can use… they can see the information during the final exam.

1. Interactional strategies, the subtypes of interactional strategies are:
2. Appeals for help

Appeals for help is speaker as addressee to help in recalling L2 item so that she/he will still use the L2 item. For example, but they just like a…. you know what is it?. Hand dancing (indirect)

1. Meaning negotiation

Meaning negotiation is strategy that is used by speaker that indicate of non/miss-understanding. For example: You mean? Could you say that again please?

In this research I uses Celce Murcia Taxonomy because it is comprehensive, it covers all communication strategies types proposed by the other key figures and it is the newest taxonomy which is influenced by practical goal in language teaching.

## **Factors Influencing the choice of communication strategies**

Based on Huang (2011:89) there are factors influencing the choice of communication strategies, such as gender, language proficiency, self-percived english oral proficiency, frequency of speaking outside the classroom, motivation in speaking.

1. Gender

In second/foreign language learning, gender differences are discussed mostly in studies of language learning strategies. Several studies have shown that females use language learning strategies more frequently than males (Politzer, 1983; Sy; 1994, Green and Oxford, 1995;Teh, et,al. 2009). Besides, females are reported to be more socially interactive than males (Ehrman and Oxford, 1988; Green and Oxford, 1995). However, some findings reveal that males employ more learning strategies than females (Wharton, 2000) and others that there are no significant differences between the sexes in their use of language learning strategies (Chou, 2002, Rahimi, Riazi, and Saif’s ,2008). In addition, E-Dib (2004) in a study of the choices of language learning strategies by learners in Kuwait concludes that these may be affected by the culture milieu. As for communication, Baker and MacIntyre (2000) report that girls possess a greater level of willingness to communicate inside the classroom, whereas boys are more willing to use their L2 outside the school context. In Li’s study (2010), female university students in Taiwan are reported to apply CSs more often than male students are.

1. Language proficiency

A learner’s language proficiency is a potentially influential factor in the choice of CSs. It is found that “learners with different target language proficiency levels drew upon different sources of knowledge to solve their communication problems” (Chen, 1990:174). Paribakht (1985) reports that highly proficient language learners with richer linguistic knowledge of the target language tended to rely on linguistic approach, while those with low proficiency adopted a conceptual approach that does not require specific target language linguistic or cultural knowledge to compensate for their weak linguistic knowledge. Similar results are found in Chen’s study (1990), which investigates the relationship between L2 learners’ target language proficiency and their strategic competence. Findings reveal that high proficiency learners were prone to choose linguistic-based and low proficiency learners knowledge-based and repetition CSs. In addition, high proficiency learners employed their CSs more efficiently.

1. Self-perceived English oral proficiency

Bacon & Finnemann (1990) indicate that speaking is problematic for very deep-seated reasons related to self-concept. A positive view of self can affect the progress of an individual learning. Baker and MacIntyre (2000:316) argue that “It is not the individual’s actual skill that counts; rather it is how they perceive their communication competence that will determine WTC”. Both the willingness to communicate (WTC) and perceived competence have an impact on the frequency of communication. However, Cheng (2007) reveals that the CSs used and the self-report of oral proficiency did not have a statistical relationship. She points out that “effective communication takes more than the ability to talk. It also involves the use of one’s mental faculties in the choice of words, the ability to make other person understand what one is saying and vice versa” (Cheng, 2007:99).

1. Frequency of speaking English outside the classroom

Huang and Van Naerssen’s study (1987) find that Chinese EFL students who are successful communicators more often turned to functional practice approaches. These included speaking with native speakers, friends, or other students, and thinking or talking to themselves in the target language. In Bialystok’s study (1981), functional practice is shown to be critical to students’ language performance. MacIntyre and Charos (1996) indicate that if “foreign language learners lack the opportunity for constant interaction in the L2, they should be less likely to increase their perceived competence, willingness to communicate, and frequency of communication” (cited in Baker & MacIntyre, 2000:312).

1. Motivation in speaking

English Motivation is the driving force that initiates learning in the first place and sustains learning until the planned goals are achieved. High motivation may provoke learners to interact with native speakers of the target language (Schumann, 1986), which in turn increases the amount of input to learners. McIntyre and Noels (1996) report that those who were substantially motivated were more likely to adopt more learning strategies and use them more frequently than those with less enthusiasm. Motivation is typically examined in terms of the intrinsic and extrinsic motives of the learners (Brown, 2000).

## **Gender**

The relationship between gender and language have attracted a great deal of attention since the mid of the 1970s. According to Coulmas (2005:38), it can be seen from the play script described gender differences made by many societies, such as Chinese opera explained that female characters are enacted by men, as well as Japan's Kabuki Theatre. Then, Shakespeare's stage in Elizabethan English describe sex roles in every daily life.

Gender should be defined differently from sex. Sex is a biological category whereas gender is a social and cultural category. In this case, sex is something which people naturally have and it can be scientifically identified based on the structure of chromosomes. Meanwhile, gender is a social property. It is something which is acquired or constructed through the relationship among the people and the individual‟s adherence in fulfilling certain cultural norms and proscriptions (Meyerhoff, 2006:202). Sex divides man and woman based on their biological factor such as the reproductive organ whereas gender divide man and woman based on the characteristics possessed by them which are constructed socially or culturally.

A number of studies about language and gender have been undertaken. The results of the studies show several stereotypes of the differences of the communication style between male and female. It means that male and female would employ distinct communication strategies through his or her language to maintain the social relationship with other people. The studies then produced a number of theories about language and gender. One of the theories is proposed by Lips. The theory argues that male and female use different means and strategies to influence and persuade people (Lips, 2014:31).

Gender has been recognized as a crucial variable in language use and use to explain all manner of linguistics variation including pronunciation, vocabulary innovation, grammar and communication style (Weatherall, 2002:3). This issue that is frequently discussed in some researches concerning the gender in language use was the question whether male and female use language in different ways.

Weatherall (2002:54) point out that male-female differences in speech have been found in every society but the nature of the contrasts is staggeringly diverse, occurring in varying part of the linguistics system: phonology, pragmatics, syntax, morphology and lexicon.

1. Females’ speech

Lakoff (in wardhaugh, 2006:318-319) states that female speech is dominated by stylistic feature signaling insecurity and lack of assertiveness while male are described as using simple, direct and assertive language. She also identities female’s stereotype in their speech as the following.

1. Females tend to use weaker expression and avoid strong swear words.
2. Females’ speech is more polite than males, for example is using indirectness.
3. Females talk about topic considered unimportant. Females describe colors more precisely than male do so as magenta, aqua marine.
4. Females use empty adjectives.
5. Females use tag question more often than male.
6. Females use question intonation in statement in express uncertainly.
7. Females use more intensifiers than male.
8. Females use hedges more than male do.
9. Females use hyper correct grammar.
10. Females do not tell jokes. Female tend to be more serious
11. Males’ speech

Wardaugh (2006:318-319) finds some interesting differences between male and female in the language use. Males are described to simple, direct and assertive language. Other stereotype about males’ speech as follow:

1. Males are more likely interrupt the speech of their conversational partner.
2. Males tend to challenge or dispute their partners utterance.
3. Male are to likely to ignore the comment of other speakers that offer no response or acknowledgment at all or usually they respond unenthusiastically.
4. Males control the topic of conversation including topic development and introduction of a new topic than female do.
5. Males use more direct declaration of fact and opinion than females do, including suggestions, statements and directions.

Based on explanations above, gender is believed as the aspect affecting communication strategy. Some studies have been conducted to find out the relationship between gender and the use of Communication strategy. The other studies revealed that gender influences the use of Communication strategy due to differences between men and women in language (Huang, 2011:89). The same tacit delivered by some researchers strengthened the major findings of the current research (Hongling Lai, 2010; M.Amin, 2017). They stated that gender influences the use of CS due to differences between men and women in language.

## **E-Learning**

Naidu (2006:1) identified that E-Learning is a teaching and learning system that usages information and communication technology. The letter "e" in e-learning means "electronic", e-learning can associate all educational activities carried out by individuals or groups working online or offline, through networked or independent computers and other electronics. Furthermore, Indra Kusuma and Putri (2016:2) stated that E-Learning is an contraction of Electronic Learning which is one of the new ways in the teaching and learning process and uses electronic media specifically the internet as a learning system. Through E-Learning, material provided to students can be accessed anytime and from anywhere, in addition to getting material that can be developed or equipped with a variety of supporting learning resources including multimedia that can be supported by teachers (Suartama, 2014:20). From the explanation of the experts above it can be concluded that E-Learning is a teaching and learning system that usages electronic media exactly the internet. This model of learning system makes it easy for teachers and students because learning can be carried out anytime and anywhere.

## **WhatsApp as a Media to Learn English**

There has been a new trend in the information communication technology world which is called the social network. Social network has been defined by many and generally viewed as referring to networked tools that allow people to meet, interact and share ideas, artifacts and interests with each. This social network has opened up new opportunities of interaction and collaboration between teachers and learners. The use of social network has become a popular in everyday communication. It is even used for collaborative learning especially in language learning. Social network applications such as Facebook, twitter, LinkedIn and many others alike have been phenomenally popular in the communication world (Riyanto, 2013:35). WhatsApp-mediated learning’s support for multiple access to learning resources impacted student’s ability to engage with peers and the tutor synchronously. Smartphone personalitsation and adaptation to different context ensured persistent supply of text, information and learning resources, which enabled networked learning and multiple peer-based feedback. The informal, convenient context for instantaneous sharing of vital academic information activated by the “porting” of learning resources across different spaces extended learning times and augmented traditional consultation spaces. WhatsApp’s affordances for a synchronous communication also directly impacted student participation. The retrievability of messages posted when students were offline, outside network coverage or when their devices were switched off implied that they could participate any time irrespective or context. Multiple interaction modes and diverse temporal times widened opportunities for student involvement without missing conversation flows (Susilo, 2014:14). In conclusion, WhatsApp is very easy to use include to learning English. The students can access easily everywhere not only at school. And become the new innovation in learning using technology because the students able to use the media social more wisely.

## **Review of Previous Studies**

Many researchers conduct the study in the field of communication strategy. The related research is taken from various sources such as journal and thesis. It contains objective, result and the differences between previous study and this research.

The first previous study is communication strategy used by students of English Conversation Club of Sragen Bilingual Boarding School (Begench Soyunov 2004). The aim of this previous study is to find out the types of communication strategy used by the learner of SBBS in conversation and to figure out the most frequently used types of communication strategies by the learner of SBBS in conversation. The result of this study is students use eleven (11) types of communication strategy which consist of eight (8) types of communication strategy purposed by Dornyei and three (3) additional strategies. Eleven types of communication strategy were employed by students during having debate were circumlocution, approximation, word coinage, using non-linguistic mean, code-switching, appealing for help, using all-purpose words and using fillers. Meanwhile, the additional types include using wrong terms, self-correction and repetition. The differences between this previous study and this research are: first is objective of the research, the objective of this previous study is to find out the types of communication strategy used by the learner of SBBS in conversation and to figure out the most frequently used types of communication strategies by the learner of SBBS in conversation. Meanwhile, the objective of this research is to identify the communication strategy used by male and female lecturer and to identify the differences of communication strategy used by male and female lecturer. The second is the subject, the subject of this previous study is students who join in English Conversation Club. But, the subject of this research is male and female English lecturer. The third is the taxonomy, in this previous study the taxonomy uses Dornyei taxonomy, but in this research the researcher use Celce Murcia Taxonomy.

The second previous study is Communication Strategy Used by A Teacher in Communication with Her Second Grade Student of SMA N 1 Kendal (Tatik, 2011). The aim of this previous study to find out the kinds of communication strategy which are used by english teacher in communicating with her second grade students of SMA N 1 Kendal and to find out which types of communication strategy used and which is dominantly used by the english in communicating with her second grade students of SMA N 1 Kendal. The result of this study is the lecturer uses 8 sub-types of communication strategies. There are non-verbal signal, literal translation, code switching, fillers, hesitation devices and gambits, self and other repetition, self-initiated repair, self-rephrasing and meaning negotiation. The differences between this previous study and this research are: first is objective of the research, the objective of this previous study is to find out which types of communication strategy used and which is dominantly used by the english in communicating with her second grade students of SMA N 1 Kendal. Meanwhile, the objective of this research is to identify the communication strategy used by male and female lecturer and to identify the differences of communication strategy used by male and female lecturer. The second is the subject, the subject of this previous study is english teacher who thought second grade student. But, the subject of this research is male and female English lecturer.

The third previous study is Communication strategy used by EFL Learner Across Gender (Yusprizal, Enny, Mririjan 2018). The aim of this previous study is the used of communication strategy by female and male students of ELT at Universitas Negeri Malang and their perception on the use of communication strategies in oral communication. The result of this previous study is it was found out that both female and male students only used 10 out of 12 communication strategies. Both male and female students perceived that communication strategies were helpful to cope with difficulties, to maintain the conversation, to negotiate meaning, to solve problems, and to enhance the effectiveness of communication. The differences between this previous study and this research are: first is objective of the research, the objective of this previous study is the use of communication strategy by female and male students of ELT at Universitas Negeri Malang and their perception on the use of communication strategies in oral communication. But the objective of this research is to identify the communication strategy used by male and female lecturer and to identify the differences of communication strategy used by male and female lecturer. The second is the subject, the subject of this previous study is female and male students of ELT at Universitas Negeri Malang. But, the subject of this research is male and female English lecturer. The third is the technique of collecting data, the technique of collecting data in previous study is interview and observation, but the technique of collecting data in this research is documentation.

By way of conclusion, there are some differences between the previous studies and this research. In the previous study, the research on communication strategy across gender is still limited. It encourages the researcher to design a study in the area of communication strategies based on gender differences to make it more interesting. Furthermore, the researcher will dig the topic more deeply by presenting the comparing the use of communication strategies based on gender differences.

# **CHAPTER III** **RESEARCH METHODOLOGY**

## **Research Method**

This research used descriptive qualitative method. Descriptive method is used to describe, explain, and analyze the phenomenon which occurred the data Sutopo (2002:33) states that in descriptive method, the analysis of the data is done naturally objective and factual. It means that the researcher applies a set of procedures used for problem solving based on the factual data. Descriptive method is used to describe, explain and analyze the phenomenon which occurred behind the data. He also states that in descriptive method, the analysis of the data is done naturally objective and factual. In this research the researcher will used descriptive qualitative method. It is because the data was investigated is the utterances of English lecturer in the classroom and the aim of this research is to describe the factual data supported by the theories of communication strategies taxonomy which are proposed by several expert.

## **Subject of this Research**

The subject of the research are male and female English lecturers who have taught in the fourth semester. There are Mr. Rochmad Budi Santoso and Mrs. Nor laili. The researcher only chooses two lecturers because to avoiding the large data. In addition, if the researcher chosen more than two lecturers, it will make biases in analyzing the data. Those are because every lecturer has different communication strategies in speaking while the teaching learning process is ongoing.

## **Object of this Research**

The object of this research is communication strategies uttered by the male and female lecturer in the teaching and learning process in English Language Education at IAIN Surakarta in academic year 2019/2020. In this situation of pandemic Covid-19 the researcher only took documentation capture from written dialogue on WhatsApp chat between lecturer and student because there is no teaching learning process in the classroom.

## **Setting of this research**

1. Place of the research

In this pandemic of Covid-19 the researcher was do the research in online class by using whatsapp application.

1. Time of the research

The research was conducted from September 2019 to October 2020. There are six activities that done by the researcher. The first activity of the researcher is doing pre-research, after that the researcher creates the thesis proposal. The researcher conducts the research after *seminar proposal*, and the last is the researcher arranged the thesis, and the last is submitting chapter IV and V.

## **Data and Data Source**

1. Data

Data means the materials which are used by the researcher. According to Moleong (2004:157) the main data sources in qualitative research is word and action, the rest is additional data such as documents and others. The data of this research is English lecturer utterances used during communicating with the students in the classroom. The data obtained from two lecturers. There are male and female lecturer. The data collection conducted in middle semester (March, 2020) until the end of semester (May, 2020). In this pandemic the researcher took the data documentation capture from written dialogue in WhatsApp chat because there is no offline teaching and learning process.

1. Data Source

The researcher observes two English lecturers because those lecturers are active in delivering material and mostly use English language to teach their students in teaching learning process so the English lecturer are suitable to be observed. The lecturers are Mrs Nor Laili Fatmawati as female lecturer and Mr Rochmad Budi Santosa as male lecturer. The data source of the research took from lecturer utterances in online class at March until May in academic year 2019/2020. The data source of this research were from English lecturer utterances. In this pandemic the data source were taken from WhatsApp chat between the lecturer and the students because the researcher cannot take data in the classroom because the process of teaching learning process is online by using WhatsApp application.

## **Research Instrument**

This research was involved the researcher herself as the main instrument. This is accordance with the nature of qualitative research in which Bodgan and Biklen (1982:27) point out that the key instrument of the qualitative research is the researcher herself or himself. Therefore, the researcher involved in all process of the research starting from data design until data report. The secondary instrument also used in this research there are; smartphone used to aid the researcher in take the documentation.

## **Technique of Collecting Data**

1. Documentation

In this research the researcher uses documentation of capture from written dialogue between lecturer and student because of pandemic Covid-19 the researcher cannot attend in teaching learning process in the class because teaching learning process is online. Sugiyono (2007:320) states documentation is record of event in the form written, pictures, or monumental work. Lynch (1996:139) also states that documentation is technique of collecting the available documentation for the program being evaluated. In this situation, the researcher taken capture from written dialogue between lecturer and student in whatsapp application.

1. Observation

According to Hadi (1989:136) the aim of observation is to be observed and record the phenomenon systematically it is decided as the method of data collection to gain all of the information of communication strategies that use the lecturers to communicate with their student in teaching and learning process. Jehoda (in Hadi 1989:136) stated that observation can be used as the method of the research if the validity, reliability and accurateness of the data can be cheeked and controlled as the data in the other research. It is also necessary not only to satisfy the curiosity, but also to note and to relate the data of the observation with the more general proposition systematically.

In this pandemic the researcher observes teaching learning process in online class by join in WhatsApp group, because of pandemic the teaching leaning process is using WhatsApp application.

## **The Data Coding**

To make classification of data analysis, the researcher gives codes to each data. The codes which are used in data coding are as follows:

1. The numeral 01,02,03…. are used for datum number. For example, 01 for the datum number 1, etc.
2. The Code based on male or female lecturer. F for female lecturer and M for male lecturer.
3. The numeral Obs1, Obs 2, Obs3…. are used for observation number. For example, Obs1 for the first observation, etc.
4. Time of observation. For example, May 4th.
5. The code based on the types of communication strategies, these are:

Avoid : Avoidance or Reduction Strategy

Achcomp : Achivement Compensatory

Staill : Stalling or Gaining Strategy

SelfMon : Self -Monitoring strategy

Interac : Interactional Strategy

1. Other codes given based on the Sub-types of communication strategies, these are:

MR : Message Replacement

TA : Topic Avoidance

MA : Message Abandoment

C : Circumlocution

R : Restructuring

WC : Word Coinage

NL : Non-linguistic means

LT : Literal translation

ALP : All-purpose word

APP : Approximation

CS : Code Switching

R : Retrival

F : Fillers, hesitation devices and gambits

SO : Self and other repetition

SI : Self and initiated repair

SR : Self Repharaphrasing

AH : Apeals for help

MN : Meaning Negotiation

Those can be put together in the sentences. For example, the data coding for data analysis and the way to read it is written 1/F/Obs1/May4th/Avoid/MA means that the first data is from female lecturer at the first observation in May 4th and the types is avoidance or reduction strategy and the sub-types is message abandonment. By giving a code to each data, the data become easier to classified and analyze.

## **Technique of analyzing data**

The researcher analyzed the data to find out the research’s result. The researcher used content analysis. Content analysis is a set of procedures for collecting and organizing information in a standardized format that allows analysis to make inferences about the characteristics and meaning of written and other recorded material (Gao 1989:6). Elo and Kungas (2015:11) explain that content analysis is a kind of research technique in the research to make replicable or valid inferences from text or meaningful matter to the context. Moreover, William (2007:69) defines that content analysis review form human communication including books, and film as well as the other from the content in the human communication.

From the three theories above the researcher concluded that content analysis was a method use to analysis a qualitative research. The content analysis was the technique that help the research has a reasonable data and as the valid research. Besides, the researcher used deductive ways because the researcher will analyze the data qualitatively. There are some steps to analyze the data, as follow:

1. Display the data.

3. Classifying the data based on types of communication strategies.

4. Giving codes for each datum. The code is aim to make data identification and make easier to be analyzed.

5. Analyze the type of data based on theory of communication strategies by Celce-Murcia.

6. Analyzing the communication strategy used by English lecturer.

7. Drawing the conclusion and suggestion based on the result of the data analysis to answer research problem.

The researcher summarized the communication strategy used by male and female lecturer to communicate with their students in the form of tables.

## **Trustworthiness of data**

The trustworthiness of the data was method to check the trust and the validity of the data. There are four criteria to check the trustworthiness of the data. Sugiyono (in Prastowo 2012:265) states that there are four criteria to check the trustworthiness of data; credibility, dependability, transferability and conformability. He also explains that the most principle criteria are credibility, while to examine the credibility data, there were seven techniques, extension, observation, increase the diligence, triangulation, discussion with partner, member check, analyzing negative case and using references.

In this research, the researcher used investigtor triangulation to observe the data validation. Meleong (2002:178) states that triangulation technique is the technique of examining the trustworthiness of the data which uses things outside the data in order to examine the data and to be comparer of the data. Triangulation has four basic types that identifed by Norman Denzim (in Hales 2010:14) there are:

1. Data triangulation

The use of variety data sources including time, space and persons in a research. Data triangulation is the process of rechecked and compared information by researcher which obtained in different source. For example, it has been done by comparing observation data with interview data result, comparing what the informant said, and comparing circumstance and perspective of different people toward the similar event.

1. Investigator triangulation

The ability to confirm findings across investigator without prior discussion or collaboration between them can significantly enhance the credibility of findings. Investigator triangulation is particularly important for decreasing bias in gathering, reporting and analyzing the data.

1. Theory triangulation

Theory triangulation is the use of multiple theories when examining a situation or phenomenon. The idea is to look at situation or phenomenon from different perspective, through different lenses, with different questions. The different theories do not have to be similar or compatible, in fact the more divergent they are, more likely they are to identify different issues.

1. Methodological triangulation

Methodological triangulation is the use of multiple methods to conduct a situation or phenomenon. The intention is to decrease the deficiencies and bias that come from any single method. This type of triangulation technique is similar to the mixed method approaches used in social science research, where the result from one method are used to enhance, augment and clarify the result of another.

In this research, the researcher used data triangulation and investigator triangulation. The researcher used data triangulation by comparing data from observation and documentation. The researcher used expert to check her analysis of communication strategies. The researcher needs another perspective that is given by expert of linguistics study. The expert is a linguistics lecturer at IAIN Surakarta, Mr. Muh. Husin Al Fatah M.Pd. The research has validated the research based on validation. The researcher gets some suggestion because there are some classification of communication strategies need to be revises.

# **CHAPTER IV RESEARCH FINDINGS AND DISCUSSION**

## **Research Findings**

In this sub-chapter the researcher presents the research findings that have been collected from documentation. Based on the problem statement, the aim of this studies are to describe the teaching and leaning process employing communication strategies by male and female lecturer conducted in English Language Education study program, to describe types of communication strategies used by male and female lecturer at English Language Education in IAIN Surakarta and to find out the differences of communication strategies used by male and female lecturer at English Language Education in IAIN Surakarta.

1. **Teaching learning process employing communication strategies by male and female lecturer conducted at English Language Education study program.**
2. **Teaching and learning process employing communication strategies by male lecturer conducted at english language education study program.**
3. First observation (Monday, on March 23rd, 2020)

In the online teaching and learning process on the first observation the researcher found some types of communication strategies used by male lecturer. The types are achievement and compensatory strategies and interactional strategies. The sub-types are word coinage, code switching, non-linguistics means, and meaning negotiation. Word coinage was employed by male lecturer seven times. Code switching used by male lecturer was used five times. Non-linguistics means once times and meaning negotiation was employed by male lecturer eight times.

1. Second observation (Monday, on 30th, March)

The second observation in the online teaching and learning process the researcher found some types of communication strategies. The types are achievement or compensatory strategies and interactional strategies. The sub-types are approximation and meaning negotiation. Approximation and meaning negotiation were employed by male lecturer once time.

1. Third observation (Monday, on 6th, April)

In the online teaching and learning process on the third observation the researcher found some types of communication strategies used by male lecturer. The types are achievement of compensatory strategies, stalling or time gaining strategies. The sub-types are code switching, word coinage, non-linguistics means and filler, hesitation devices and gambits. Code switching employed by male lecturer three times. Word coinage, non-linguistics means and fillers, hesitation devices and gambits employed by male lecturer once time.

1. Fourth observation (Monday, on 13th, April)

In the online teaching and learning process on the fourth observation the researcher only found a type of communication strategies used by male lecturer. The types are achievement or compensatory strategies. The sub-type was code switching and it is employed by male lecturer once time.

1. Fifth observation (Monday, on 20th, April)

On the fifth observation the researcher found three types of communication strategies employed by male lecturer in the online teaching and learning process. The types were achievement or compensatory strategies and stalling and time gaining strategies. The sub-types were code switching, non-linguistics means and fillers hesitation devices and gambits. Code switching was employed by male lecturer twice. Non-linguistics means and filler hesitation devices and gambits employed by male lecturer once time.

1. Sixth observation (Monday, on 27th, April)

In the online teaching and learning process on the sixth observation the researcher found some types of communication strategies used by male lecturer. The types were achievement or compensatory strategies and self and monitoring strategies. The sub-types were code switching and self-repetition. Code switching employed by male lecturer twice and self-repetition once time.

1. Seventh observation (Monday, on 4th, May)

In the online teaching and learning process on the seventh observation the researcher found some types of communication strategies used by male lecturer. The lecturer used two types. The types were achievement or compensatory and interactional strategies. The sub-types were meaning negotiation and code switching. Code switching used by male lecturer twice and meaning negotiation three times.

1. **Teaching and learning process employing communication strategies by female lecturer conducted at English language education study program.**
2. First observation (Sunday, on 22nd, March)

In the first observation the researcher didn’t found communication strategies used by female lecturer. It is because the student has just made a new group.

1. Second observation (Monday, on 23rd, March)

In the online teaching and learning process on the second observation the researcher found a type of communication strategies used by female lecturer. The type is achievement and compensatory strategies. The sub-types are word coinage, code switching. Word coinage was employed by female lecturer once time. Code switching used by female lecturer was used three times.

1. Third observation (Tuesday, on 24th, March)

In the online teaching and learning process on the third observation the researcher found some types of communication strategies used by female lecturer. The types are achievement and compensatory strategies and interactional strategies. The sub-types are word coinage, code switching and meaning negotiation. Word coinage was employed by female lecturer once time. Code switching used by female lecturer was used eleven times. Meaning negotiation was employed by female lecturer once time.

1. Fourth observation (Thursday, on 26th, March)

In fourth observation the researcher didn’t found communication strategies employed by female lecturer. It is because student participate more active in the online teaching and learning process to delivery the material by presentation.

1. Fifth observation (Friday, on 27th, March)

In the online teaching and learning process on the fifth observation the researcher found some types of communication strategies used by female lecturer. The types are achievement of compensatory strategies, stalling or time gaining strategies and interactional strategies. The sub-types are code switching, word coinage, non-linguistics means and filler, hesitation devices and gambits and meaning negotiation. Code switching employed by female lecturer three times. Word coinage and fillers, hesitation devices and gambits and meaning negotiation employed by male lecturer once time.

1. Sixth observation (Monday, on 30th, March)

In sixth observation the researcher didn’t found communication strategies employed by female lecturer. It is because student participate more active in the online teaching and learning process to deliver the material by presentation.

1. Seventh observation (Tuesday, on 31st, March)

In the online teaching and learning process on the seventh observation the researcher found some types of communication strategies used by female lecturer. The types are achievement and compensatory strategies and interactional strategies. The sub-types are word coinage, code switching, and meaning negotiation. Word coinage was employed by female lecturer five times. Code switching used by female lecturer was used eleven times. Meaning negotiation was employed by female lecturer six times.

1. Eighth observation (Monday, on 6th, April)

In eighth observation the researcher didn’t found communication strategies employed by female lecturer. It is because student participate more active in the online teaching and learning process to deliver the material by presentation.

1. Ninth observation (Tuesday, on 7th, April)

In ninth observation the researcher didn’t found communication strategies employed by female lecturer. It is because student participate more active in the online teaching and learning process to deliver the material by presentation.

1. Tenth observation (Wednesday, on 8th, April)

In the online teaching and learning process on the seventh observation the researcher found some types of communication strategies used by female lecturer. The types are achievement, self-monitoring strategies and compensatory strategies and interactional strategies. The sub-types are word coinage, code switching, meaning negotiation, self-initiated repair and self-rephrasing. Word coinage was employed by female lecturer three times. Code switching used by female lecturer was used eight times. Meaning negotiation was employed by female lecturer five times. Self-initiated repair and self-rephrasing was employed by female lecturer once time.

1. Eleventh observation (Saturday, on 11th, April)

In eleventh observation the researcher didn’t found communication strategies employed by female lecturer. It is because student participate more active in the online teaching and learning process to deliver the material by presentation.

1. Twelfth observation (Tuesday, on 14th, April)

In the online teaching and learning process on the twelfth observation the researcher found some types of communication strategies used by female lecturer. The types are achievement and compensatory strategies, stalling and time gaining strategies and interactional strategies. The sub-types are word coinage, code switching, approximation, non-linguistics means, meaning negotiation, self and other repetition. Word coinage was employed by female lecturer five times. Code switching used by female lecturer was used seven times. Meaning negotiation was employed by female lecturer five times. Approximation, non-linguistics means and self and other repetition was employed by female lecturer once times.

1. Thirteenth observation (Monday, on 20th, April)

In the online teaching and learning process on the thirteenth observation the researcher found two types of communication strategies used by female lecturer. The types are achievement or compensatory strategies and self-monitoring strategies. The sub-type was code switching and self-rephrasing it is employed by female lecturer once time.

1. Fourteenth observation (Tuesday, on 28th, April)

In the online teaching and learning process on the fourteenth observation the researcher found a type of communication strategies used by female lecturer. The type is achievement or compensatory strategies. The sub-type was code switching and word coinage. It is employed by male lecturer once time.

1. Fifteenth observation (Monday, on 4th, May)

In the online teaching and learning process on the fifteenth observation the researcher found some types of communication strategies used by female lecturer. The types are achievement or compensatory strategies and interactional strategies. The sub-types were word coinage and meaning negotiation. Word coinage employed by female lecturer twice and meaning negotiation once time.

1. Sixteenth observation (Tuesday, on 12th, May)

In the online teaching and learning process on the sixteenth observation the researcher only found a type of communication strategies used by female lecturer. The type was stalling or time gaining strategies. The sub-type was fillers hesitation devices and gambits and it is employed by male lecturer once time.

1. Seventeenth observation (Wednesday, on 13th, May)

In the online teaching and learning process on the seventeenth observation the researcher only found a type of communication strategies used by female lecturer. The types are achievement or compensatory strategies. The sub-type was word coinage and it is employed by female lecturer once time..

1. **The types of communication strategies used by male and female lecturer at English Language Education in IAIN Surakarta.**

The findings of this study showed that there were four types of communication strategies and nine sub-types of communication strategies employed by lecturer during online teaching learning process. The data collected from April to May 2020 in English language education study program. Those data were collected by doing observation and documentation by capture the communication between lecturer and student in WhatsApp application during online teaching learning process was ongoing.

1. **The types of communication strategy used by male lecturer.**

Based on the data analysis there were four (4) types and seven (7) sub-types of communication strategies used by male lecture when do online class from March to May 2020. The types consist of achievement or compensatory strategies, stalling or time-gaining strategies, self-monitoring strategies and interactional strategies. The sub-types were word coinage, code switching, non-linguistics means approximation, self-rephrasing, fillers, hesitation devices, gambits and meaning negotiation. The following pa

rt presents the details explanation about the use of communication strategy used by male lecturer.

1. Word Coinage

Word coinage is creating a new word in order to communicate a concept. The word is not found in the native language, but it seems to the same concept with the correct one in the target language. The example and explanation are as follow:

1. Good, morning **gaes**… Let’s start our class…

(01/M/Obs1/March23rd/AchComp/WC)

The example shows that the lecturer used a new word “gaes” to communicate the concept. The meaning of gaes is student. The lecturer wanted to greets the students with the new word that is not found in the native language and use this word to get closer with students.

1. *Baik*, ***klo*** *begitu* presupposition. Speech act *ntar di bab berikutnya*

(Ok, presupposition. Speech act in the next chapter)

(05/M/Obs1/March23rd/AchComp/WC)

The lecturer explain that the material is about presupposition and speech act in next chapter. The example above shows that the lecturer used a new word to communicate a concept. The word is “klo”. This word is new because it is abbreviation from “*kalau*”.

1. *Baik, klo begitu* presupposition.

Speech act ***ntar*** *di bab berikutnya*.

(Ok, presupposition. Speech act in the next chapter)

(06/M/Obs1/March23rd/AchComp/WC)

The lecturer explain that the material is about presupposition and speech act in next chapter. The example above shows that the lecturer used a new word to communicate the concept. The word is “ntar” the word is new because it is abbreviation from “nanti”

1. Code Switching

Code switching is using a L1 word with L1 pronunciation or a L3 word with L3 pronunciation while speaking L2. The example and the explanation are as follow:

1. *sambil sy jawab*. **Presupposition remains constant even when the statement is negative.**

(while I answered.Presupposition remains constant even when the statement is negative.)

(10/M/Obs1/March23rd/AchComp/CS)

The example above shows that the lecturer employed code switching. The lecturer used code switching to clear explanation for the students. The lecturer uses Bahasa Indonesia than change it into english.

1. *selanjutnya utk* **morphology** *udaa siap?*

(next for morphology, ready?)

(16/M/Obs1/March23rd/AchComp/CS)

The example shows that the lecturer used code switching to communicate with the student. The first the lecturerm used Bahasa indonesia then change it into English.

1. ***tambahan****.....*

The content condition of promise & warning : both about future event

(27/M/Obs3/April6th/AchComp/CS)

The example above the lecturer used code switching because the lecturer uses Bahasa indonesia and change it into English. The lecturer uses code switching to make explanation easily understood by the student.

1. Non-linguistics means

Non linguistics means commonly were took by describing whole concept non-verbally or accompanying a verbal strategy with visual illustration included mime, gestures, facial expressions, or sound imitation. The following example clearly showed that the lecturer utilized non-linguistics means to refer what he wants to say.

1. 👍

(32/M/Obs5/April20thAchComp/NL)

The example above shows that the lecturer employed non-linguistics means by using gesture to appreciate the student when delivering good presentation.

1. **😊**

(26/M/Obs3/April6th/AchComp/NL)

The example above shows that the lecturer employed non-linguistics means by using facial expression to illustrate smile.

1. 👍👍👍

(17/M/Obs1/March23rd/AchComp/NL)

The example above shows that the lecturer employed non-linguistics mean by using gesture to appreciate the student when delivering good presentation.

1. Approximation

Approximation is using an alternative term which express the meaning of the target lexical item as closely as possible. The example and explanation are as follow:

Ok, good explanation. And it is easily understood by the listeners while reading the **book and/or the Ppt.**

(22/ M/Obs2/March30th/AchComp/APP)

The explanation above shows that the lecturer employed approximation. The lecturer uses approximation because the lecturer uses alternative term to express the meaning. The lecturer uses book and/or ppt for material.

1. Self-rephrasing

Self-rephrasing is an attempt to repeat slightly modified version of a word or phrase because of uncertainty about its correctness. The example and explanation are as follow:

*Lebih* ***detil/lengkap*** *lebih bagus.*

(more detail / complete is better)

(36/M/Obs6/April27th/SelfMon/SR)

The lecturer asks to student to do a task and when the task is detail or compete is better. The example above shows that the lecturer employed Self-rephrasing because the lecturer uses repetition to certainty the correctness.

1. Fillers, hesitation and gambits

Fillers, hesitation and gambits aims to gain time to think in order to keep the communication channel open. Fillers can be said as an utterance that may say while speaker gaining time until the L2 item comes up to her mind. Gambits is something that is commonly said in English. It can be in from word or phrase which helps speaker convey some message. Hesitation device is strategy in which speakers hesitate while they are thinking about the next message they want to present. The example and explanation are as follow:

1. **Okay**, *skrg kita* move *ke* morphology

(okay, let’s move to morphology)

(28/M/Obs3/April6th/Stail/FHG)

The lecturer invites the student move to morphology lesson. The example above shows that the lecturer used gambits. The lecturer uttered the word “okay” to gain time.

1. **Okay***, kita pindah ke makul morphology*.

(okay, we move to morphology lesson)

(33/M/Obs5/April20th/Stail/FHG)

The lecturer invites the student move to morphology lesson. The example above shows that the lecturer uses gambits. The lecturer uttered word “okay” to gain the time.

1. Meaning Negotiation

Meaning negotiation is strategy that is used by speaker that indicate of non/miss-understanding. It consists of repetition request, clarification request, confirmation request and expression of non-understanding. The example and explanation are as follow:

1. Ok, group 7, **please present make several points on that.**

(08/M/Obs1/March23rd/Interac/MN)

The example above shows that the lecturer used meaning negotiation. It is the form of expression repetition request. The lecturer asks the student to make several points about the material.

1. Today is group 6**, isn't it?**

(02/M/Obs1/March23rd/Interac/MN)

In the example above, the lecturer used strategy of confirmation request to show the certainly of the group which presentation at that day.

1. ***Dikumpulkan seperti pekan kemarin tdk keberatan kan?***

(it is submits like last week not to be problem, isn’t it ?)

(39/M/Obs7/May4th/Interact/MN)

The example above, the lecturer asks to the student about how to collect the assigmen. The lecturer used strategy of confirmation request to collect the assignment.

In coincidence with the explanation above, the following table is presented to provide better understanding about types and sub-types of communication strategies employed by male lecturer.

Tabel 4.1 The types of communication strategies used by male lecturer.

|  |  |  |
| --- | --- | --- |
| No | Types of Communication Strategy | Sub-types of Communication strategies |
| 1 | Achievement of compensatory strategies | Word Coinage |
| Code Switching |
| Non-Linguistics means |
| Approximation |
| 2 | Self-Monitoring Strategies | Self-Rephrasing |
| 3 | Staling or Time gaining Strategies | Fillers, hesitation devices and gambits |
| 4 | Interactional strategy | Meaning negotiation strategies |

1. The types of communication strategies used by female lecturer

Based on the data analysis there were four (4) types and nine (9) sub-types of communication strategies used by female lecturer when do online class from March to May 2020. The types consist of achievement or compensatory strategies, stalling or time-gaining strategies, self-monitoring strategies and interactional strategies. The sub-types were word coinage, code switching, non-linguistics means, self-initiated repair, self-rephrasing, fillers, hesitation devices, self and other repetition, gambits and meaning negotiation. The following part presents the details explanation about the use of communication strategy by female lecturer.

1. Word coinage

Word coinage is creating a new word in order to communicate a concept. The word is not found in the native language, but it seems to the same concept with the correct one in the target language. The example and explanation are as follow:

1. *Irony yg dsebabkn oleh* ***POV*** *umumx memang menyebabkn irony yg dsebut rani td. Yg dsebut dramatic irony*

(irony is caused by POV, it is causes irony which rani mention before. It is dramatic irony)

(26/F/Obs7/March31st/AchComp/WC)

The lecturer explains about irony which rani mention before, the irony is dramatic irony. The example above shows that the lecturer used a new word to communicate a concept. The word “POV” is abbreviation from “Point of View”.

1. *Kita tu2p dgn hamdalah masing2*. Wassalamu alaikm wr.wb. **C U**

(let’s close by saying hamdallah together. Wassalamu alaikm wr.wb. C U)

(26/F/Obs7/March31st/AchComp/WC)

The lecturer asks the student to close meting by saying hamdalah together. The example above shows that the lecturer used a new word to communicate a concept. The meaning of the word “C U” is “see you”.

1. *Utk pngumpulan**ppt revisi paling akhir slasa depan. Yg sdh beres revisix boleh dkrm via* ***WAG*** *ini*

(the last day in collect the revision of ppt is next Tuesday. Group which finish the revision can sent the ppt in this WAG)

(88/F/Obs15/May4th/AchComp/WC)

The lecturer informs to the student that the last day in collect the revision of ppt is next Tuesday and the group which finish the revision can sent the ppt in the WAG/ WhatsApp Group. The example above shows that the lecturer used word coinage because the lecturer uses a new word, because there is no word WAG in L1 and L2. The meaning of WAG is WhatsApp Group.

1. Code switching

Code switching is using a L1 word with L1 pronunciation or a L3 word with L3 pronunciation while speaking L2. The example and the explanation are as follow:

1. *Review Q&A tentang materi*

*Jd apakah ktika kita mmbahas style seorang pngarang, plot, point of view boleh* **diinclude***? Jwabanx boleh*.

(Review Q&A about the material

So, is someone tell about plot author style, the point of view can include? The ansewer is yes, it is)

(65/F/Obs12/April14th/AchComp/CS)

The lecrurer tells to the student that someone is tell about plot author style, the point of view can include. The example above the lecturer used code switching to communicate with the student. The lecturer used Bahasa indonesia then change into English.

1. *Itu yg perlu drevisi.* **Thanks for the nice discussion**. *Klo gk salah tinggal 1 group lg ya? Yg blm brpartisipasi aktf silakan mmkai kesempatan berikutx dgn baik*

(that is need to revises. Thanks for the nice discussion. There is only one group again, isn’t it? please use this following opportunity properly)

(81/F/Obs12/April14th/AchComp/CS)

The lecturer appreciates the group which have nice discussion and asks the student to more active in the following opportunity. The example above shows that the lecturer used code switching to communicate with the student. The lecturer used code switching to appreciate the student whose have nice discussion.

1. *Jangan menghapus kertas jawaban yg anda* **upload** *selama 2mggu supaya bs ddonlod ketika akan dkoreksi*

(Don’t delete the answer sheet for 2 weeks, so it can be downloaded when it will be corrected)

(85/F/Obs14/April28th/AchComp/CS)

The lecturer prohibits the student delete the answer sheet for 2 weeks, so it can be downloaded when it will be corrected. The example above shows that the lecturer employed code switching to communicate the students. In this case the used of code switching is to avoid the communication breakdown.

1. Non-Linguistics Means

Non linguistics means commonly are taken by describing whole concept non-verbally or accompanying a verbal strategy with visual illustration included mime, gestures, facial expressions, or sound imitation. The following example clearly showed that the lecturer utilized non-linguistics means to refer what he wants to say.

*Sy lht jumlah chat yg ratusan d grup kls prose ini td rasax agk gimanaaa gt. Sy mmbayangkn mngetik jwaban beratus prtanyaan. Rupax eh rupax, chatx yg bnyk cm jawaban salam* ***😆😆😆🙄🙄🙄🙄***

(I see the chat is more than one hundred in prose class but it feels a bit like that. I imagine how to typing the answer. Actually the answer is only greeting)

(78/F/Obs12/April14th/AchComp/NL)

The example above shows that the lecturer used non-linguistis means by using smile emoticon to illustrate smile.

1. Approximation

Approximation is using an alternative term which express the meaning of the target lexical item as closely as possible. The example and explanation are as follow:

*Klo penulis pemula, biasax stylex blm mapan. Jd bs brubah2. Susah dikenali. Tp klo sdh penulis dgn* ***jam terbang tinggi****, biasax stylex sdh mapan. Dy pny ciri khas d stylex.*

(if the author is beginner, usually the style is not yet established, but if the writer is professional, it is usually has established style. He/she has a characteristics in his style)

(70/F/Obs12/April14th/AchComp/APP)

The example above the lecturer used approximation to describe something. The lecturer uses imagery to describe “*jam terbang tinggi”*

1. Filers, hesitation devices, Gambits

Fillers, hesitation and gambits aims to gain time to think in order to keep the communication channel open. Fillers can be said as an utterance that may say while speaker gaining time until the L2 item comes up to her mind. Gambits is something that is commonly said in English. It can be in from word or phrase which helps speaker convey some message. Hesitation device is strategy in which speakers hesitate while they are thinking about the next message they want to present. The example and explanation are as follow:

*Adalg* dramatic irony*. Cb*browse *d internet.* ***Nah,*** *kadang ada cerita yg setting sengaja menciptakn* irony

(it is dramatic irony. Let’s browse in internet. Nah, sometimes there is a setting story explain the irony)

(22/F/Obs5/March27th/Stail/FHG)

The example above shows that the lecturer used gambit. The lecturer uttered the word “nah” to gain time.

1. Self and other Repetition

Self and other-repetition is happened when speakers know about L2 items, but they need time to recall the items from the memory. The example and explanation are as follow:

*Sy lht jumlah chat yg ratusan d grup kls prose ini td rasax agk gimanaaa gt. Sy mmbayangkn mngetik jwaban beratus prtanyaan.* ***Rupax eh rupax****, chatx yg bnyk cm jawaban salam* 😆😆😆🙄🙄🙄🙄

(I see the chat is more than one hundred in prose class but it feels a bit like that. I imagine how to typing the answer. Actually the answer is only greeting)

(78/F/Obs12/April14th/AchComp/NL)

The example above shows that the lecturer used repetition to re-call the items from the memory. Instead of utilizing the incorrect utterances, the lecturer choses to repeat the previous word in order to find the target word in communicating her ideas.

1. Self-Rephrasing

Self-rephrasing is an attempt to repeat slightly modified version of a word or phrase because of uncertainty about its correctness. The example and explanation are as follow:

1. *Jd* **general message or general statement***. Klo cm sacrifice, social gap, apakah itu pesan? Apakah itu bentuk statement? Tdk*

(so general message or general statement. sacrifice, social gap, is this message? Is this statement? No, it is not)

(51/F/Obs10/April8th/SelfMon/SR)

The example above shows that the lecturer employed

Self-rephrasing because the lecturer used repetition to certainty the correctness. The word is general message or general statement.

1. *Jd ktika menarasikan cerita d suatu paragrap misalx, pnulis bs skaligus menggambarkan* ***hal/suasana*** *atau org yg dnarasikan*

(so, for example when we tell the story in whole paragraph the writer can tell the thing/atmosphere or someone)

(84/F/Obs13/April20th/SelfMon/SR)

The example above shows that the lecturer employed self-rephrasing because the lecturer used repetition to certainty the correctness. The word is hal/suasana.

1. Self-initiated Repair

Self-initiated repair is an effort in correcting inappropriate or inadequate information in one’s own speech. The example and explanation are as follow:

*Contoh, klo dtanya temax laskar pelangi apa, trs djawab: laskar pelangi adalah kisah tentang perjuangan ank belitong mncari ilmu d tengah kmiskinan*.***Ini* summary. General summary**

(example, what is the theme in laskar pelangi, the answer is the theme is about a balitong child in seeking knowledge in the midst of poverty. This is summary. General sumary)

(61/F/Obs10/April8th/SelfMon/SI)

The example above the lecturer left the utterances unfinished and communicated the intended message. So, the lecturer repaired the word “ini summary” into general summary.

1. Meaning negotiation

Meaning negotiation is strategy that is used by speaker that indicate of non/miss-understanding. It consists of repetition request, clarification request, confirmation request and expression of non-understanding. The example and explanation are as follow:

1. **The black cat pke 1st ato 3rd person pov?**

(27/F/Obs7/March31st/Interact/MN)

The example above shows that the lecturer uses clarification request to make sure that the black cat use 1st person or 3rd person pov.

1. *2 pertanyaan trakhr* ***bgmn kamu mengevaluasi tema yg kamu dpatkn. Sdh benar blm***

(2 last question, how do you evaluate the theme? Correct or incorrect)

(64/F/Obs10/April8th/Interact/MN)

The example above shows that the lecturer used clarification request to ask the student how theme is evaluated. Corret or incorrect.

1. *Itu yg perlu drevisi.* Thanks for the nice discussion***. Klo gk salah tinggal 1 group lg ya****? Yg blm brpartisipasi aktf silakan mmkai kesempatan berikutx dgn baik*

(that is need to be revises. Thanks for the nice discussion. there is only one group again, isn’t it? So, please use following opportunities properly)

(82/F/Obs12/April14th/Interact/MN)

The example above shows that the lecturer used clarification request to show certainly of the last group which presentation.

In coincidence with the explanation above, the following table is presented to provide better understanding about types and sub-types of communication strategies employed by female lecturer.

Tabel 4.2 The types of communication strategies used by female lecturer.

|  |  |  |
| --- | --- | --- |
| No | Types of Communication Strategy | Sub-types of Communication strategies |
| 1 | Achievement of compensatory strategies | Word Coinage |
| Code Switching |
| Non-Linguistics means |
| Approximation |
| 2 | Self-Monitoring Strategies | Self-Rephrasing |
| Self-initiated repair |
| 3 | Staling or Time gaining Strategies | Fillers, hesitation devices and gambits |
| Self and Other Repetition |
| 4 | Interactional strategy | Meaning negotiation strategies |
|  |  |  |

1. **The differences of communication strategies used by male and female lecturer at English Language Education in IAIN Surakarta.**

This section would like to find out the similarities and differences of Communication strategies used by the male and female lecturers. It was divided into two parts. The first part aims at investigating all types and sub-types of Communication strategies used by male lecturer and the second part is intended to investigate all types and sub-types of Communication strategies used by female lecturer. In analyzing the data, the researcher first separate the data excerpts from the male and female lecturer after coding all the types and sub-types of Communication strategies used by all of subjects. Then the researcher sorted them based on their own typologies. The following are the discussions of types and sub-types of Communication strategies used by male and female lecturer:

1. **Communication strategies used by male lecturer**

The researcher found 4 types i.e. achievement or compensatory strategies, stalling or time-gaining strategies, self- monitoring strategies, and interactional strategies and 9 sub-types i.e. word coinage, non-linguistic means, approximation, code switching, fillers/hesitation devices/gambits, self and other repetition, self-initiated repair, self-rephrasing and meaning negotiation strategies. For the first types of communication strategies utilized by male lecturer is achievement or compensatory strategies, they are word coinage, non-linguistics means, code switching and approximation. The second types is stalling or time-gaining strategies and the sub-types is fillers, hesitation devices and gambits and self and other repetition. Self-monitoring strategies is the third type of communication strategies employed by male lecturer. The sub-types is self-rephrasing. The last types of communication strategies applied by female lecturer is interactional strategies. The sub-types is meaning negotiation.

1. **Communication strategies Used by the Female lecturer**

The researcher found 4 types i.e. achievement or compensatory strategies, stalling or time-gaining strategies, self- monitoring strategies, and interactional strategies and 9 sub-types i.e. word coinage, non-linguistic means, approximation, code switching, fillers/hesitation devices/gambits, self and other repetition, self-initiated repair, self-rephrasing and meaning negotiation strategies. For the first types of communication strategies utilized by female lecturer is achievement or compensatory strategies, they are word coinage, non-linguistics means, code switching and approximation. The second types is stalling or time-gaining strategies. It has two sub-types, namely fillers, hesitation devices and gambits and self and other repetition. Self-monitoring strategies is the third type of communication strategies employed by female lecturer. There are two sub-types, namely self-initiated repair and self-rephrasing. The last types of communication strategies applied by female lecturer is interactional strategies. The sub-types is meaning negotiation.

In accordance with the finding above, it is worth pointing out that the male and female students attempted to keep the conversation flowing and maintained their interaction with the interlocutor using communication strategies. In general, they employed those techniques to solve problems posed by second language input and output. The following table was the result of combining the use of Communication strategies by male and female lecturer:

Tabel 4.3 The types of communication strategies used by male and female lecturers

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| No | Types of Communication Strategy | Sub-types of Communication strategies | Male | Female |
| 1 | Achievement of compensatory strategies | Word Coinage | ✓ | ✓ |
| Code Switching | ✓ | ✓ |
| Non-Linguistics means | ✓ | ✓ |
| Approximation | ✓ | ✓ |
| 2 | Self-Monitoring Strategies | Self-Rephrasing | ✓ | ✓ |
| Self-initiated repair | - | ✓ |
| 3 | Staling or Time gaining Strategies | Fillers, hesitation devices and gambits | ✓ | ✓ |
| Self and Other Repetition | - | ✓ |
| 4 | Interactional strategy | Meaning negotiation strategies | ✓ | ✓ |

The table showed the similarities and differences of communication strategies used by male and female lecturer. Male used 4 types and 7 sub- types of communication strategies. In contrast female lecturer used 4 types and 9 sub-types of communication strategies. Both male and female lecturer have similarity in employing four types of communication strategies, namely achievement or compensatory strategies, stalling or time-gaining strategies, self-monitoring strategies and interactional strategies. Male and female lecturer were differences in employing the sub types of communication strategies. The first type is self-monitoring strategies. The sub-types is self and other repetition. Male lecturer did not employ this sub-type but Female lecturer employed this sub-type of communication strategies. The second types is stalling or time gaining strategies. The sub-types is self-initiated repair male lecturer did not employed this sub-types but female lecturer employed this sub-types of communication strategies.

## **Discussion**

This section presents the discussion of the findings. It is used to compare the findings of the research with the theories which were available in chapter II. In addition, this section also discusses the findings of the current research with the findings of the previous researches. The following is the discussion of the three major findings of this study:

1. **Types and sub-types of communication strategy used by male and female lecturer**

Dealing with the first research finding of communication used by male and female lecturer employed various kinds of communication strategies in teaching learning process. These communication strategies were classified based on Celce-Murcia Taxonomy. It has been stated in the theoretical review in chapter II, there were 5 types and 18 sub-types of communication strategies according to Celce-Murcia taxonomy. Furthermore in this research, there were 4 types and 9 sub-types communication strategies used by male and female lecturer as discussed in research findings, there was 9 sub-types which were not utilized by the lecturer in this research, such as message replacement, topic avoidance, message abandonment, circumlocution, all-purpose word, restructuring, literal translation, retrieval and appeal for help. In the research findings, the researcher found some types in this research correspond with Soyunov’s findings (2004). There are word coinage, approximation, non-linguistics means and filler, hesitation devices and gambits. Even though using different kind of taxonomy to classify communication strategies the content of taxonomy is almost same. In addition, the researcher also found the differences with this research findings. For the differences, the researcher assumed that subject and communication context affected the findings. Soyunov (2004) investigated the communication strategies appeared in debating process. The subject of soyunov research were senior high school student. The subject of this research were male and female lecturer.

Another research investigated the use of communication strategies is Tatik (2011). There were non-verbal signal, literal translation, code switching, fillers, hesitation devices and gambits, self and other repetition, self-initiated repair, self-rephrasing and meaning negotiation. In addition, the researcher found the differences. The differences were in this research the researcher found word coinage, approximation.

The next research on the field of communication strategies is reported by Yusprizal, Enny, Mirijan (2018). They found 10 sub-types of communication strategies. There were topic avoidance, message abandonment, approximation, circumlocution, code switching, appeal for help, literal translation, use of non-linguistics signal, time gaining, uses all purpose word. There are some differences from previous research and this research. The differences is the taxonomy which uses in analyzing data, the previous research use Dornyei taxonomy and this research use Celce-murcia taxonomy.

Based on the explanation above, it could be inferred that findings of the previous studies may differ from the research findings. It is caused by some factors, such as gender, language proficiency, self-percived english oral proficiency, frequency of speaking outside the classroom, motivation in speaking (Huang, 2011:89)

1. **The Differences of Types and Sub-types of CSs Used by male and female lecturer on the Perspective of Gender Differences**The major findings of this research revealed that male lecturer produce 4 types and 7 sub-types of communication strategies. The types were achievement or compensatory strategies, stalling or time gaining strategy, self-monitoring strategies and interactional strategies. Then thesub-types were word coinage, code switching, approximation, filler hesitation devices and gambits, self-rephrasing, non-linguistics means

and meaning negotiation strategy. In addition female lecturer utilized 4

types and 9 sub-types of communication strategy. The types were achievement or compensatory strategies, stalling or time gaining strategy, self-monitoring strategies and interactional strategies. Then the sub-types were were word coinage, code switching, approximation, filler hesitation devices and gambits, self and other repetition, self- rephrasing, self-initiated repair, non-linguistics means and meaning negotiation strategy. Referring the findings above those lecturers use the same types of communication strategies but did not use avoidance or reduction strategies. For the sub-types the differences were in the form of self and other repetition and self-initiated repair. It means gender influences the choice of communication strategies because female lecturer employed more types of communication strategies than

male lecturer did. Some studies have been conducted to find out the relationship between gender and the use of Communication strategy.

The other studies revealed that gender influences the use of Communication strategy due to differences between men and women in language (Huang, 2011:89). The same tacit delivered by some researchers strengthened the major findings of the current research (Hongling Lai, 2010; M.Amin, 2017). They stated that gender influences the use of communication strategies due to differences between men and women in language.

# **CHAPTER** **V CONCLUSION AND SUGGESTION**

## **Conclusion**

The result of this study shows that in the online teaching and learning process not all meetings the lecturer used communication strategies but there were 133 data of communication strategies, there were four (4) types of communication strategies and nine (9) sub-types of communication strategy. Based on the data analysis there were four (4) types and seven (7) sub-types of communication strategies used by male lecture when do online class in March until May at English Language Education in IAIN Surakarta in the academic year 2019/2020. The types consist of achievement or compensatory strategies, stalling or time-gaining strategies, self-monitoring strategies and interactional strategies. The sub-types were word coinage, code switching, non-linguistics means approximation, self-rephrasing, fillers, hesitation devices, gambits and meaning negotiation. In contrast, there were four (4) types and nine (9) sub-types of communication strategies use by female lecturer when did online class in March until May at English Language Education in IAIN Surakarta in the academic year 2019/2020. The four types were achievement or compensatory strategies, stalling or time-gaining strategies, self-monitoring strategies and interactional strategies. The sub types were word coinage, code switching, non-linguistics means, self-initiated repair, self-rephrasing, fillers, hesitation devices, self and other repetition, gambits and meaning negotiation.

Both of male and female lecturer have similarity in employing four (4) types of communication strategies, namely achievement or compensatory strategies, stalling or time-gaining strategies, self-monitoring strategies and interactional strategies. For the sub-types the similarity is word coinage, code switching, non-linguistics means approximation, self-rephrasing, fillers, hesitation devices, gambits and meaning negotiation. The differences are in the form of self and other repetition and self-initiated repair. Female lecturer used it but m

ale lecturer did not. It means that gender influence the use of communication strategies because female lecturer employed more types of communication strategies than male lecturer did.

## **Suggestion**

1. The English Teacher

This research gives more understanding about what communication strategies are. Thus, by understanding the communication strategies used by the English learners, practically can find it useful for knowing the learners’ language weaknesses. In addition, it may give more input to the teacher/instructor about how to communicate with learners who have various kind of communication problem.

1. The Learners

As the group being investigated, the EFL learners need

to learn more about communication strategies to put it into practice. At the same time, they will be able to know their weaknesses and make it as a feedback for them to improve their communication skills as well as knowledge of the language.

1. The Future Researcher

This research, apart from its strengths and weaknesses, serves as a stimulus for other researcher to conduct research in the same area. This research has focused in the use of communication strategies by gender differences. Thus, it can be as relevant previous research source for future researchers who eager to conduct research in the same topic.

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# **TABLE**

Table 4.1  
The types of communication strategies used by male lecturer.

|  |  |  |
| --- | --- | --- |
| No | Types of Communication Strategy | Sub-types of Communication strategies |
| 1 | Achievement of compensatory strategies | Word Coinage |
| Code Switching |
| Non-Linguistics means |
| Approximation |
| 2 | Self-Monitoring Strategies | Self-Rephrasing |
| 3 | Staling or Time gaining Strategies | Fillers, hesitation devices and gambits |
| 4 | Interactional strategy | Meaning negotiation strategies |

Table 4.2

The types of communication strategies used by female lecturer.

|  |  |  |
| --- | --- | --- |
| No | Types of Communication Strategy | Sub-types of Communication strategies |
| 1 | Achievement of compensatory strategies | Word Coinage |
| Code Switching |
| Non-Linguistics means |
| Approximation |
| 2 | Self-Monitoring Strategies | Self-Rephrasing |
| Self-initiated repair |
| 3 | Staling or Time gaining Strategies | Fillers, hesitation devices and gambits |
| Self and Other Repetition |
| 4 | Interactional strategy | Meaning negotiation strategies |
|  |  |  |

Table 4.3

The types of communication strategies used by male and female lecturers.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| No | Types of Communication Strategy | Sub-types of Communication strategies | Male | Female |
| 1 | Achievement of compensatory strategies | Word Coinage | ✓ | ✓ |
| Code Switching | ✓ | ✓ |
| Non-Linguistics means | ✓ | ✓ |
| Approximation | ✓ | ✓ |
| 2 | Self-Monitoring Strategies | Self-Rephrasing | ✓ | ✓ |
| Self-initiated repair | - | ✓ |
| 3 | Staling or Time gaining Strategies | Fillers, hesitation devices and gambits | ✓ | ✓ |
| Self and Other Repetition | - | ✓ |
| 4 | Interactional strategy | Meaning negotiation strategies | ✓ | ✓ |

# **APPENDIX**

Appendix 1  
Transcript of Documentation

Lecturer : Rochmad Budi S., M.Pd

Class : Semantics and Pragmatics

Observation : Observation 1

Time : March, 23rd 2020

Student: WOY BAPAKNYA MAU MASUKKKK

Student: 1 2 3

Student: OKE WOY

Student: SAMLEKOM

Student: uwa

Student: aaaaa

Student: Assalamualaikum

Student: Aaaa

Student: Waalaikumsalam

Student: Waalaikumsalam

Student: Assalamualaikum

Student: Wa'alaikumussalam

Student: Waalaikumsalam

Student: Waalaikumsalam

Student: Si adit datangg

Student: Waalaikomsalam✋

Student: Wa'alaikumussalam

Student: Wa'alaikumsalam

Student: waalaikumussalam

Student: Waalaikumsallam

Student: Waalaikumsallam

Student: Wa'alaikumsalam ✋

Lecturer : Wa'alaikumussalam

**lecturer: Good, morning gaes...**

lecturer : let's start our class

Student: Morning sir

Student: Good morning sir

Lecturer : Don't forget, open with basmallah

Student: morning sir

Student: Morning sir

Student: Bismillahirrahmanirrahim

**Lecturer : Everybody, please read the book, page 176-188**

Student: Yes sir

Student: Mohon maaf pak, materi hari ini presupposition atau speech act njih🙏🏻

**Lecturer : Today is group 6, isn't it?**

Student: Group 7 sir

Student: Group 7 sir.

Lecturer : Ok, group 7

Lecturer : **Speech act, right?**

Student: Mohon maaf pak, tapi kemaren di kasih tau kelas lain kalo presentasi klp 7 materinya presupposition ,jadi kami buat materine tentang presupposition 🙏

Lecturer : **Baik, klo begitu presupposition.**

**Speech act ntar di bab berikutnya.**

Student: Baik pak, terimakasih

Student: Pak, ini pptnya dikirim di grup sekarang atau nanti?

Student: Baik pak

Lecturer : **Have done?**

Student: Mencoba memahami Pak, tapi gak paham-paham 😂

Student: Bentar pak

Student: Nggih Pak, It's hard to understand

Student: maaf pak...kami bingung🙏

Student: Yang presentasi gimana nih

Student: Bingung e yang mana?

Student: Coba jelasin dri awal ran hehe

Student: Iya ran

Student: Pake bahasa formal/biasa(jawa)?

Student: Formal

Student: Indonesia aja

Student: Hoo

Student: Senyamannya, indonesia lbh baik

Lecturer : **Ok, group 7, please present make several points on that.**

**Lecturer : English please!**

Student: Vn atau ketik pak?

Student: Vn ae gpp :")

Lecturer : Vn oke, type ok

Student: Semangat 7th group

Student: Trimakasih

Student: Bentar ya, masi muter🙏🏻

Student: Kalau sekiranya belum paham bisa ditanyakan lagi

Student: Makasih

Student: masih loading sinyalnya susah🙏🏻

Student: Makasih ran

Student: mau tanya dong bisa jelasin yang ini lebih detail lagi gak...."Those who have this presupposition are speakers, not sentences. "

Student: oalah...faham faham..makasih

Student: Oh I see

Thanks

But I wanna ask ran,

If the speaker can pressuposed the positive and negative presupposition so how the way to know the validity?

Student: Sorry, because I was confused ran ☹

Student: Pak, ini langsung dijawab apa lanjut materi dulu?

Lecturer : Lanjut

Lecturer : **sambil sy jawab. Presupposition remains constant even when the statement is negative**.

Student: Types of presupposition

1. Existential presupposition is not only assume to be present in possessive construction (for example, 'your car' >> 'you have a car'), but more generally in any definite noun phrase. By using any of the expressions in (5), the speaker is asdumed to be commited to the existence of the entities named. For example (5) the King of Sweden, the cat, the girl next dood, the Counting Crows

Student: 2. Factive presupposition

The presupposed information following a verb like 'know', 'realize', 'regret' etc can be treated as a fact. Example (6a) she didn't tealize he was ill. (>> he was ill)

Student: 3. Lexical presupposition

The use of one form with asserted meaning is conventionally interpreted with the presupposition that other (non-asserted) meaning is understood. For rxample (7a) He stopped smoking. (>> He used to smoke)

Student: 4. Structural presupposition

Speakers can use such structures to treat information as presupposition and hence to be accepted as true by the listener. Example (8a) Where did he leave? (>> He left)

Student: 5. Non-factive presupposition is one that is assumed not to be true. Verbs like 'dreame', 'imagine', etc. For example (10a) I dreamed that I was rich. (>> I was not rich)

Student: 6. Counter-factual presupposition

Meaning that what is presupposef is not only not true, but is the opposite of what is true, or contrary to facts. Example (11) If you were my friend, you would havehelped me. (>> You are not my friend)

Student: Kalo vn aja gimana mohon maaf soalnya bingung klo ketikan🙏🏻

Student: Tadi kaya rani, jelas

Lecturer : Vn oke

Student: Oke sebentar

Student: Hanifah maaf bisa jelasin maksud dari " the speaker is asdumed to be commited to the existence of the entities named" itu gimana ya

Student: Assumed mungkin itu

Student: Thank you sir

Student: Ohiyo mohon maaf ada yang typo

Student: O jadi dari sini

Student: Baik, sebentar ya

Student: Mungkin bisa liat disini juga temen2

Student: Makasih

Student: Jadi itu, speaker dapat menunjukkan keberadaan atas suatu hal yang dapat disampaikan melalui praanggapan. Misal contoh 'your car' >> 'you have a car'. Praanggapan dalam tuturan tersebut menyatakan keberadaan, yaitu 'car' atau mobil

Student: Thank u sir

Student: Terimakasih hanifah

Student: Oke hanifah

Lecturer : **Masing2 mhs bisa bikin contoh riil.**

Lecturer : **selanjutnya utk morphology udaa siap?**

Student: Ini berarti presentasi pragmatic udah dulu pak? Soalnya kan belum selesai materinya

Student: Masih kurang 2 sub bab pak🙏

Lecturer : Iya, itu dl. Sisanya baca sendiri masing2

Student: Baik pak

Student: Baik pak terimakasih🙏

Student: Lanjut morphology yak

Student: We're from the 7th group, we want to explain about \*a word and its structure\*

Lecturer : Ok

**Lecturer : Vn boleh**

Student: You may open this PPT

Student: The first material will be delivered by Saffan

Student: Saffan, time is yours

Student: 1.Meaning and Structure

In Chapter 2 it was pointed out that many words have meanings that are

predictable, more or less, on the basis of their components. Some words

are so predictable, indeed, that they do not have to be listed as lexical

items. This predictability of meaning depends on how the structure of

complex word forms guides their interpretation.

In some words, structure is straightforward. For example, the lexeme helpful, already discussed in Chapter 5, is derived from the noun base

help by means of the adjective-forming suffix -ful. Because there are

only two elements in this word form, it may seem there is not much to

say about its structure.

Student: 2. Affiex as Head

the role played by the head house of a

compound such as greenhouse. As head, house determines the compound’s

syntactic status (as a noun), and also its meaning, inasmuch as a greenhouse is a kind of house for plants. This is very like the role played by

the suffix -er in the derived word teacher: it determines that teacher is a

noun, unlike its base, the verb teach, and it contributes the meaning

‘someone who Xs’, where the semantic blank X is here filled in by teach.

Many (though not all) linguists therefore treat -er as the head of teacher

in just the same way as house is the head of greenhouse.

Student: Lanjoot

Student: Any question?

Student: Before we begin to the next material

**Lecturer : 👍👍👍**

Student: Di lanjut pak?

Student: Lanjut baik

Lecturer : Lanjut

**Lecturer : Yg bertanya jg dipersilakan**

Student: 4. More elaborate word forms: compounds within compounds

In the previous section, the structure of words derived by affixation can be represented in tree diagrams where each branch has at most two branches. The same applies to compounds: any compound has just two immediate constituents. In Chapter 6, all the compounds that were discussed contained just two parts. consider for example the noun that one might use to denote a new cleaning product equally suitable for ovens and windows. Parallel to the secondary compound hair restorer are the two two-part compounds oven cleaner and window cleaner. Window oven cleaner is not naturally interpreted to mean something that cleans both windows and ovens; rather, it means something that cleans window ovens (that is, ovens that have a see-through panel in the door).

Student: In Chapter 6 we concentrated on compounds with only two members. But, given that a compound is a word and that compounds contain words, it makes sense that, in some compounds, one or both of the components should itself be a compound – and (8), with its most natural interpretation, shows that this is indeed possible, at least with compound nouns. Moreover, the compound at (8) can itself be an element in a larger compound, such as the one at (9) meaning ‘marketing of a product for cleaning window ovens’

Student: the example of tree diagrams ada di ppt juga contoh yg ke

Student: angka ke (9)

Student: may be explained by VN 🙃

Student: At this point, it is worth pausing to consider whether these more elaborate examples comply with what was said in Section 6.1 about where

stress is placed within compound nouns. Window oven, if it is a compound, should have its main stress on the lefthand element, namely

window – and that seems correct. The same applies to window oven cleaner:

its main stress should be on window oven, and specifically on its lefthand

element, namely window. Again, that seems correct.

Student: ok wait

Student: lanjut

**Lecturer : Oke lanjut**

Student: Bismillah

Student: I wanna explain about Apparent mismatches between meaning and structure

Student: Definition

When we make a phrase or sentence, we must follow the grammatical structure, but sometimes there is a mismatch between meaning and structure.

Student: Contoh yus

Student: Sebentar

Student: Example:

1. Nuclear physicist : Structure

It means physicist who is nuclear, based on structure

Nuclear physicist         : Semantic

It means physicist who is an expert in nuclear physics, based on semantic.

 Note       : The first meaning is wrongbecause physicist as person and nuclear can’t explaining the word physicist.

Student: Baik

Student: Untuk lebih jelasnya di PPT ya teman

Student: Ada contoh lain rus?

Student: Coba lihat di PPT mel

Student: Baik

Lecturer : **Good, silakan kalau ada yg bertanya.**

Student: Oooohh I see...

Oke us

Student: thank u yus

Student: Iya russ

Student: uwa makasih us

Student: Paham

Student: Maau nanya, yg ppt slide ke 11-14 itu kan ada diagram yang N N N itu nah itu maksudnya gimana? Pengelompokannya kah atau bagaimana

Student: N= noun

iya itu pengelompokannya

Student: tiap stelah tree diagrams ada penjelasannya juga

Student: Iya makasih buy

Student: Oke siap

Student: Ini materi udah disampaikan semua Pak,

Kami Akhiri atau nunggu Pernyataan lain Pak?

Student: \*pertanyaan

Student: 👏🏻👏🏻👏🏻👏🏻👏🏻👏🏻

**Lecturer : Pertanyaan masih ditunggu**

**Lecturer : Oke, ditutup**

**Lecturer : bsk group wa dibuat per makul aja ya. Biar mudah**

Lecturer : Rochmad Budi S., M.Pd

Class : Semantics and Pragmatics

Observation : Observation 2

Time : March, 30th 2020

Lecturer : **Assalamualaikum.**

**Let's start our lesson, guys.**

Lecturer : Waalaikumussalam sir

Student: Waalaikumussalam sir

Student: Waalaikumsalam sir, oke

Student: Waalaikumussalam sir

Student: Waalaikumsalam oke sir

Student: Waalaikumussalam sir

Student: Waalaikumussalam oke sir

Student: Waalaikum salam sir

Student: Wa'alaikumussalam, yes sir

Lecturer : As ussual, the group make presentation and all students actively participate.

Student: Wa'alaikumsalam sir

Student: Waalaikumsallam

Student: Siap pak

Student: Yes sir

Student: Wa'alaikumussalam sir

Student: We are from group 8

In this occasion we are going to deliver the material about \*Cooperation and Implicature\* but before that let us introduce ourselves, I am wulan, the second one is ristia and the third one is heni.

Student: The first material will be deliver by ristia

Ristia, the time is yours

Student: Ini dibaca" dulu ya..biar ga kaget😅

Student: Okey.. tnk u

Student: Siap

Student: Pertanyyaan diakhir presentasi ya teman"..

Student: The next material will be explained by oki wulan.

Oki, time is yours

Student: Mohon maaf ya temen" kalo ada suara" lain😅

Student: Iya.. ga papa😂

Kami maklum kok

Student: You may take a look first the material about conversational implicature, generalize conversational implicature and scalar implocature in the slide of PPT.

Student: The following sentence is the description from the material, but I just take one example each the type of implicature.

1. Conversational implicatures

(conversationally) implicates B if it is the case that uttering A in a certain conversational context systematically suggests, everything else being equal, that B is true. However, the implicature can be called off (i.e., cancelled).

In example [7], Dexter may appear to be vio lating the requirements of the quantity maxim.

[7] Charlene: I hope you brought the bread and the cheese.

Dexter: Ah, I brought the bread.

After hearing Dexter's response in [7], Charlene has to assume that Dexter is cooperating and not totally unaware of the quan tity maxim. But he didn't mention the cheese. If he had brought the cheese, he would say so, because he would be adhering to the quantity maxim. He must intend that she infer that what is not mentioned was not brought. In this case, Dexter has conveyed more than he said via a conversational implicature.

2. Generelize conversational implicatures

Generalize conversational implicature it means that a generalized conversational implicature is one which does not depend on particular features of the context, but is instead typically associated with the proposition expressed.

Generalized conversational implicatures In the case of example [7], particularly as represented in [8], no special background knowledge of the context of utterance is required in order to make the necessary inferences. The same process of calculating the implicature will take place if Doobie asks Mary about inviting her friends Bella (=b) and Cathy (=c) to a party, as in [ga.], and gets the reply in [gb.]. The context is dif ferent from [7], but the general process of identifying the implica ture is the same as in [8].

[9] a. Doobie: Did you invite Bella and Cathy? (b & c?)

b. Mary: Iinvited Bella. (b+> NOT c)

3. Scalar implicature

The basic of scalar implicature is that when any forrm in a scale is asserted, the egative of all forms higher on the scale is implicated This is particularly obvious in terms for expressing quantity.

In [15l, the speaker initially implicates '+> not most' by saying 'some', but then corrects herself by actually asserting ‘most'. That final assertion is still likely to be interpreted, however, with a scalar implicature (+> not all).

Student: Sorry I can't explain the material via VN,

You may read this and if you have a qestion you can ask me at the end of our presentation. Thank you🙏🏻

Student: Gapap ki

Student: Itu uda jelas ko

Student: Okay , thank you

Student: The next material will be deliver by Heni

Student: Heni, the time is yours

Student: Okay oc,

Student: Ini contoh yg ke 2 ya

[17] Laila : Whoa ! Has your boss gone crazy?

Mary : Let’s go get some coffe.(untuk menjaga asumsi kerja sama, leila harus menyimpulkan alasan lokal (misalnya, bos mungkin ada di dekatnya) mengapa Mary membuat pernyataan yang tampaknya tidak relevan. implikatur di sini secara tertulis bahwa Mary tidak dapat menjawab pertanyaan dalam konteks itu).

Student: \*Properties of conversational implicature.

These implicatures are part of what is communicated and not said, speaker can always deny that they intended to communicate such meanings. Conversational implicatures are deniable.

For example :

[ 21] You’ve won five dollars! (+> ONLY five)

[22] a. You’ve won at least five dollars!

b. You’ve won five dollars, in fact, you’ve won ten!

c. You’ve won five dollars, that’s four more than one!

Student: \* Conventional implicature.

Conventional implicatures are not based on the cooperative principle or the maxim. They don’t have to occur in conversation, and they don’t depend on special contexts for their interpretation. Not unlike lexical presupposition, conventional implicatures are associate with specific word and result in additional conveyed meaning when those words are used. The English conjuction ‘but’ is one of these words.The interpretation of any utterance of the type p but q will be based on the conjuction p&q plus an implicature of ‘contrast’ between the information in p and the information in q. ( Implicatures ini tidak didasarkan pada leksim - leksim,dan percakapannya tidak langsung pada konteks khusus untuk menerjemahkannya, bisa pake "but" sbg penghubung)

For example :

23] a. Mary suggested black, but I chose white.

b. p & q (+> p is in contrast to q)

**lecturer : ok, good explanation. and it is easily understood by the listeners while reading the book and/or the Ppt**

Student: Sebentar sebentar 😂

Student: Iyaa kak heni

Student: List pertanyaan

1. Amelia Rizky : Tautologies sama implicature itu sbnre sama apa beda? Kalo beda, perbedaan yg spesifik nya seperti apa?

[3/30, 9:38 AM] Oci PBI A: That's all from us and now we open the discussion so if you have a question you can ask that and write your question at the list of question 🙏🏻

Lecturer : okay, go on...

Student: Ndak ada nih?

Student: List pertanyaan

1. Amelia Rizky : Tautologies sama implicature itu sbnre sama apa beda? Kalo beda, perbedaan yg spesifik nya seperti apa?

2. Ria : kan tadi di contoh cooperation ada yang "hamburger is hamburger", kata ristia kata itu bisa menimbulkan makna lain lha makna lainnya itu yang seperti apa

Student: Next ??

Student: Sembari nunggu pertanyaan:

1. Setau sya tautologies itu salah satu contoh implikatur, jadi bukan beda ya

2. Maksud lain yg dimaksud TERGANTUNG KONTEKS .. ketika seseorang bilang hamburger is hamburger, business is bussiness, vegetable is vegetable, contoh yang sejenis dgn itu disebut tautologi..

Mungkin maksud mbak yg bilang hamburger is hamburger ketika ditanya knp mengapa dia suka hmburger.. Bisa jadi dia biasanya makan itu .. jadi bagi orang lain dia suka makan hamburger atau bisa juga makna lain ya temen"

Student: Terimakasih atas jawabannya🙏🏻

Student: Beratti implicature itu jenis nya, trs contoh dari implicature itu namane tautologies? Gituu?

Student: Oalaah.. Oke terimaakasih

Student: Iyupss.. sama".. next yok yg mau nanya

Student: List pertanyaan

1. Amelia Rizky : Tautologies sama implicature itu sbnre sama apa beda? Kalo beda, perbedaan yg spesifik nya seperti apa?

2. Ria : kan tadi di contoh cooperation ada yang "hamburger is hamburger", kata ristia kata itu bisa menimbulkan makna lain lha makna lainnya itu yang seperti apa

3. Hanifah : perbedaan antara conversational implicature dan scalar implicature apa ya? Tolong dijelaskan

Student: Masih boleh nanya ngga teman?

**Lecturer : silakan, kalua masih ada pertanyaan lain**

Student: Nggih pka🙏

Lecturer : No. 3 silakan direspon.

No 1 & 2 sudah sy tambahkan di atas.

Student: List pertanyaan

1. Amelia Rizky : Tautologies sama implicature itu sbnre sama apa beda? Kalo beda, perbedaan yg spesifik nya seperti apa?

2. Ria : kan tadi di contoh cooperation ada yang "hamburger is hamburger", kata ristia kata itu bisa menimbulkan makna lain lha makna lainnya itu yang seperti apa

3. Hanifah : perbedaan antara conversational implicature dan scalar implicature apa ya? Tolong dijelaskan

4. Intan : Tolong jelasin perbedaan generelized implicature sama particularized implicature ,kalo bisa sekalian sama contohnya

Student: Teman ini nnti di jawab disini aja ya, yg no 3 sma 4 itu materi ku sma wulan

Student: Mohon maaf @⁨Rochmat Budi Santosa⁩ , ijin memasukkan bapak ke grup yg satunya untuk makul morpologi

Student: Kami dr kelompok 8 mohon maaf apabila banyak kurang dan salah yaaa🙏🙏

Lecturer : Utk no. 4 bisa dibaca lg di buku.

Student: iya ris, terimaksih juga atas presentasinya

Lecturer : Rochmad Budi S., M.Pd

Class : Semantics and Pragmatics

Observation : Observation 3

Time : April , 6th 2020

Lecturer : Assalamualaikum warohmatullahi wabarokatuh. Let's prepare the online class guys.

Student: Wa'alaikumsalam

Student: Waalaikumussalam warahmatullahi wabarakaatuh . Yes sir..

Student: Waalaikumsallam wr wb

Yes sir

Student: Wa'alaikumussalam..

Yes sir,

Student: Waalaikumussalam warahmatullahi wabarakaatuh oke sir..

Student: Waalaikumsalam

Student: Waalaikumsalam sir

Lecturer : **Sekedar mengingatkan....utk baca buku sy percaya kpd anda semua sehingga di jam kuliah ini kalau ada yg blm dipahami bisa langsung diungkapkan disini utk sy tanggapi (jg oleh grup) dan semua yg hadir online.**

**Meskipun ada jg yg hadir online (buka grup) pd tgl 3 April, padahal kuliah 30 Maret. He...he....😊**

Student: Assalamu'alaikum

Disini kami dari kelompok 9 (intan luthfiana, ria ramadhani,aviani mardika sari) akan menyampaikan materi tentang "speech acts and events"

Student: Materi yang pertama akan di sampaikan oleh intan

Student: Itu pptnya bisa dibaca dulu teman2

Student: Others example of locutionary act, illocutionary act and perlocutionary act :

A: “Let’s go”

B: “I am cooking” (Locutionary Act /Lokusi)

A: “I want to have a permission to go home back”

B: “I cooking right know” (Illocutionary Act /Ilokusi)

A: “Oh, then, I will wait here” or “Sorry, I am in rush” (Perlocutionary Act /Perlukosi)

Student: Penjelasan IFIDs (Ilocutionary Force Indicating Devices)

Student: Oke intannn

Lecturer : Good, go on...

Student: Contoh dari performative verb :

I’ll see you later

• I promise you that I’ll see you later

• I warn you that I’ll see you later

Student: Sorry sir signalnya agak susah 🙏

Student: Saya akan melanjutkan presentasi dari intan mengenai contexts dari felicity condition

Student: Felicity Condition

 1. General conditions

On the participants

Example : that they can understand the language being used and that they are not play-acting or being nonsensical.

2. Content conditions

A further content conditions for a promise requires that the future event will be a future act of the speaker.

Example : for both and promise and a warning, the content of the utterance must be about a future event.

3. Preparatory conditions

For a promise are significantly different from those for a warning. When I promise to do something, there are two preparation conditions : first, the event will not happen by itself, and second, the event will have a beneficial effect. When I utter a warning, there are the following preparatory conditions : it isn’t clear that the hearer knows the event will occur, the speaker does think that the event will occur, and the event will not have a beneficial effect.

4. Sincerity conditions

For a promise, the speaker genuinely intends to carry out the future action, and for a warning, the speaker genuinely believes that the future event will not have a beneficial effect.

5. Essential conditions

Which cover the fact that by the act of uttering a promise, I thereby intend to create an obligation to carry out the action as promised. In other words, the utterance changes my state from non-obligation to obligation.

Student: The performative hypothesis

 One way to think about the speech act being performed via utterance is to assume that the underlying every utterance (U) there is a clause, similar to presented earlier, containing a performative verb (Vp) which makes the illocutionary force explicit.

[11] a. Clean up this mess!

b. I hereby order you to that you clean up this mess.

[12] a. The work was done by Elaine and myself.

b. I hereby tell you that the work was done by Elaine and myself.

[4/6, 9:22 AM] Ria PBI A: Speech act classification

 One general classification system lists five types of general functions performed by speech act: declarations, representatives, expressive, directives, and commissive.

1.Declarations : are those kinds of speech acts that change the world via their utterance.

[15] a. Priest : I now pronounce you husband and wife.

b. Referee : You’re out!

c. Jury Foreman : We find the defendant guilty.

In using a declaration, the speaker changes the world via words.

2. Representative : are those kinds of speech act that state what the speaker believes to be the case or not.

[16] a. The earth is flat.

b. Chomsky didn’t write about peanuts.

c .It was a warm sunny day.

In using a representative, the speaker makes words fit the world (of belief).

Student: Sekian presentasi dari kami, kami membuka 4 pertanyaan. Jika kurang jelas dapat ditanyakan

Student: amel mau tanya

Student: Di list ya

Lecturer : Silakan, kalau ada pertanyaan & diskusi.

Student: Pertanyaan

1. Amelia Rizky : bisa minta tolong berikan contoh jelas nya dari content conditions sama preparatory conditions? saya masih bingung 🙏🏻

Student: Pertanyaan

1. Amelia Rizky : bisa minta tolong berikan contoh jelas nya dari content conditions sama preparatory conditions? saya masih bingung 🙏🏻

2. Anisah Zulhijjah : Berarti facility condition itu harus dipahami semua oleh pembicara dan pendengar, klo aspek yang paling mendasar dari facility condition itu yang general condition atau bukan ? 🙏

Lecturer : Felicity

Student: Pertanyaan

1. Amelia Rizky : bisa minta tolong berikan contoh jelas nya dari content conditions sama preparatory conditions? saya masih bingung 🙏🏻

2. Anisah Zulhijjah : Berarti fecility condition itu harus dipahami semua oleh pembicara dan pendengar, klo aspek yang paling mendasar dari fecility condition itu yang general condition atau bukan ? 🙏

Student: Iya pak 🙏

Student: Felicity

Student: Nis masi ketuker c sama l nya wkkw

Student: Ya allah 😂

Student: Pertanyaan

1. Amelia Rizky : bisa minta tolong berikan contoh jelas nya dari content conditions sama preparatory conditions? saya masih bingung 🙏🏻

2. Anisah Zulhijjah : Berarti felicity condition itu harus dipahami semua oleh pembicara dan pendengar, klo aspek yang paling mendasar dari felicity condition itu yang general condition atau bukan ? 🙏

Student: Yg lain apakah masih ada pertanyaan?

Student: Kami akan menjawab pertanyaan dari teman-teman

Student: Pertanyaan

1. Amelia Rizky : bisa minta tolong berikan contoh jelas nya dari content conditions sama preparatory conditions? saya masih bingung 🙏🏻

\*Jawab\* :

1. Content condition : sebuah janji bahwa acara di masa depan akan menjadi tindakan di masa depan. Contoh :misal kamu bilang "nanti pas ulang tahunku aku akan traktir kalian" , nah itu kan sebuah ucapan dan merupakan janji juga, nah dengan demikian kalian pasti akan menepatinya dan ada tindakan juga yaitu dengan menepati janji tadi.

2. Preparatory condition

Jika berjanji melakukan sesuatu ada 2 preparatory condition :

-acara tidak akan terjadi dengan sendirinya

Contoh: misal ada dosen yang menjanjikan kepada mahasiswanya jika bisa membuat jurnal dan terpublish maka akan mendapat nilai A. Nah dari janji tersebut mahasiswa pasti ada usaha gitu lho kalau mau kayak gitu gak mungkin bisa langsung dapat tanpa adanya tindakan.

-memiliki efek menguntungkan

Contoh: dengan melakukan itu kita bisa dapat pengalaman

2. Anisah Zulhijjah : Berarti felicity condition itu harus dipahami semua oleh pembicara dan pendengar, klo aspek yang paling mendasar dari felicity condition itu yang general condition atau bukan ? 🙏

Student: Saya akan menjawab pertanyaan Anisah,

Jd felicity condition itu harus sama2 dipahami penutur dan pendengar.

Dan yg paling dasar dari felicity condition itu general condition yaitu penutur dan pendengar itu sama2 mengerti bahasa yg digunakan

Student: Baik vii , terimakasih atas penjelasan nya 💕

Student: Okeokee

Student: Ada pertanyaan yg lain?

Student: Belum ada

Student: okedeh , makasih

Student: Baik teman2 jika sudah tidak ada pertanyaan.

Sekian presentasi dari kami, mohon maaf jika kurang baik dalam penyampaian materi dan menjawab pertanyaan.

Wassalamu'alaikum wr.wb

Student: siap, terimakasih kelompok 9🌈✨✨✨, wa'alaikumsalam wr.wb

Lecturer : **tambahan.....**

**The content condition of promise & warning : both about future event**

Preparatory condition of promise: 1. The event will not happen by itself, the speaker will perform the event and, 2. It will be beneficial (especially to listener)

Preparatory condition of warning: 1. The speaker thinks the event will occur though it is not clear (for listener), 2. The event will not be beneficial (to listener)

[4/6, 10:22 AM] El PBI A: Thank you

Waalaikumsallam

Student: Thank you sir

Student: Oke sir, thank you

Lecturer : **Okay, skrg kita move ke morphology.**

Lecturer : Rochmad Budi S., M.Pd

Class : Semantics and Pragmatics

Observation : Observation 4

Time : April, 13th 2020

Lecturer : **Mohon maaf, hari ini off dl ya.**

Student : Morphology juga pak?

Student: Morphology juga berarti ya pak?

Student: Yes sir.

Student: Yes sir🙏🏻

Lecturer : Iya

Student: Yes sir

Student: Nggih sir...🙇‍♂🙏

Student: Nggih pak

Student: Baik pak

Student: Baik pak..🙏

Student: Baik pak

Student: Baik pak

Lecturer : Rochmad Budi S., M.Pd

Class : Semantics and Pragmatics

Observation : Observation 5

Time : April, 20th 2020

Lecturer : Assalamu'alaikum. Bagaimana kabar temans? Semoga baik dan sehat selalu

Lecturer : **hari ini kita kuliah dgn group ini lg?**

Student: Wa'alaikumsalam warahmatullahi wabarakatuh,

Iya Pak

Student: Wa'alaikumussalam..

Alhamdulillah sehat pak🙏🏻

Student: waalaikumsalam, alhamdulillah sehat pak

Student: Wa'alaikumsalam....

Alhamdulillah pak sudah agak mendingan...

Bapak bagaimana kabar nya? Sehat kan pak?

Student: Waalaikumsalam

Alhamdulillah pak

Student: Wa'alaikumsalam sir, alhamdulillah baik, yes sir

Student: Wa'alaikumussalam pak, alhamdulillah baik pak, somoga bpk juga demikian..

Student: Wa'alaikumsalam, Alhamdulillah sehat pak

Student: wa'alaikumsalam pak🙏🏻

Student: Wa'alaikumsalam alhamdulillah baik,

Lecturer : Aamiin. Sy sekelurga baik, sehat semua. Alhamdulillah

Student: Wa'alaikumssalam

Alhamdulillah baik pak

Student: Alhamdulillah

Student: Waalaikumsalam wa rahmatullahi wa barakatuh..

Iya pak

Student: Alhamdulillah🙏🏻

Lecturer : Nanti jam 8.40 kita mulai presentasi dan diskusi seperti biasanya.

Student: Waalaikumsallam, alhamdulillah pak

Student: Waalaikumsalam, baik pak

Student: Baik....

Assalamu'alaikum Bapak Rochmat...

Assalamu'alaikum temen-temen...

Kami dari kelompok 10 (aku, vita, anisa) akan menyampaikan materi tentang \*politeness and interaction\*

Mari kita mulai diskusi pagi hari ini dengan mengucapkan basmalah (dalam hati)....

Materi yang pertama akan di sampaikan oleh Anisah: 🌻politeness🌻

Student: Sesi tanya jawab kami buka di akhir ya teman teman

Student: Silahkan dibaca dan coba difahami ya...

Apabila ada yg kurang jelas bisa bertanya

Student: 🌻Face Wants🌻

Lecturer : 👍

Student: 🌻negative positive face🌻

Student: The next material will be explain by evita

Student: 🌹Say Nothing & Say Somethinh🌹

Student: The next material will be explain by Aditya

Student: 👺 \*STRATEGIES\* 👺

Student: Karena strategi cuy wkwk🤣

Student: \*PRE-SEQUENCES\*

Student: Baik....

Shilahkan apabila ada yang ingin bertanya...

List penanya:

1.

2.

3.

Student: Saya

Student: Saya mau tanya

Lecturer : Good, go on....

Student: Oke Anis dan Ifah silahkan ngeliat

Student: Siapa dulu dit?

Student: Eh ngeliat

Student: Ngelist

Student: List penanya:

1. Anis Febriana 183221027: mau tanya ke Anisah yg face want, td dijelaskan ada citra diri, nah itu contohnya seperti apa ya? Sya masih bingung 🙏🏻Terimakasih🙏🏻

2.

3.

Student: Okaayy mantap question, silahkan ifah...

Student: List penanya:

1. Anis Febriana 183221027: mau tanya ke Anisah yg face want, td dijelaskan ada citra diri, nah itu contohnya seperti apa ya? Sya masih bingung 🙏🏻Terimakasih🙏🏻

2. Hanifah Aulia 183221020 : bisa minta tolong berikan contoh jelasnya dari negative and positive face? Saya masih bingung🙏🏻

3.

Student: Saya mau tanya

Student: List penanya:

1. Anis Febriana 183221027: mau tanya ke Anisah yg face want, td dijelaskan ada citra diri, nah itu contohnya seperti apa ya? Sya masih bingung 🙏🏻Terimakasih🙏🏻

2. Hanifah Aulia 183221020 : bisa minta tolong berikan contoh jelasnya dari negative and positive face? Saya masih bingung🙏🏻

3.Heni listyanti : yang dijelasin vita negative politness, antara " may i ask, n can i ask " itu penggunaanya mempengaruhi tingkat kesopanan gk ya?

Student: Baik terimakasih atas pertanyaan nya...

Mohon beri kami waktu sebentar untuk memikirkan jawabannya

Student: List penanya:

1. Anis Febriana 183221027: mau tanya ke Anisah yg face want, td dijelaskan ada citra diri, nah itu contohnya seperti apa ya? Sya masih bingung 🙏🏻Terimakasih🙏🏻

Jawaban :

Jadi citra diri itu adalah sikap yang menggambarkan diri kita sebenarnya yang dipengaruhi oleh lingkungan, masa lalu, orang lain dsb.

Contohnya : apabila kita terdidik dari lingkungan yang baik maka citra diri dalam hubungan sosial juga akan baik seperti bahasa, sikap atau prilaku. Sebaliknya apabila kita kita terdidik dari lingkungan yang kurang baik maka kita hubungan sosial kita kurang baik bisa dari bahasa atau prilaku dll.

Contoh yang di pdf itu kalimat Him lebih 'rude' sedangkan yang Her lebih halus dan sopan

2. Hanifah Aulia 183221020 : bisa minta tolong berikan contoh jelasnya dari negative and positive face? Saya masih bingung🙏🏻

Jawaban :

Contoh yang positive face : \*kita\* adalah orang yang hebat yang mampu melewati semua ini

Menunjukkan ungkapan inklusif, yg mengakui kebersamaan

Negatif face : \*mohon maaf\* mau bertanya, apakah ini bis jurusan jogja ?

Menunjukkan si penanya mengetahui bahwa ia akan mengganggu yg ditanya, sehingga ia meminta maaf dan menunjukkan ke formal an

3.Heni listyanti : yang dijelasin vita negative politness, antara " may i ask, n can i ask " itu penggunaanya mempengaruhi tingkat kesopanan gk ya?

Jawaban :

Nah, Penggunaan May I ask (sebenarnya ini might i ask ya.. Maybe i mispronounced it 🙏) dan Can I ask.

menurut saya ini masalah penggunaannya formal/tidak, jadi tidak ada masalah tentang kesopanan

"Can I ask" untuk informal sedangkan "Might I ask" ini lebih formal

Student: Bagaimana apakah ada tanggapan?

Student: Baik, terimakasih atas jawabannya🙏🏻

Student: Oke terima kasih

Student: Alhamdulilah...

Apabila masih kurang puas dengan jawabannya, nanti akan mendapatkan penjelasan yg lebih dari Bapak Rochmat

Lecturer : Ya, penjelasan sy menyusul.

Student: Baik pak...🙏

Ditutup dulu nggih?

Student: Bagaimana mbak ristia @⁨Ristila Shopie MartinPBI A🐯⁩ ?

Student: Ndak jadi😅

Student: Loohh🤣

Student: Baik kami kira diskusi nya cukup...

Terimakasih atas pertanyaan nya....

Semoga kita sehat selalu, di lindungi selalu, dan di lancarkan segala urusannya selalu...

Aamiin

Wassalamu'alaikum 🙏

Student: Wa'alaikumussalam.. aamiin

Student: Wa'alaikumsalam warahmatullahi wabarakatuh,

Aamiin

Student: waalaikumsalam .. aamiin

Student: waalaikumsalam

Student: Wa'alaikumsalam, aamiin

Student: Aamiin🤲🏻

Wa'alaikumussalam warahmatullahi wabarakatuh..

Student: Wa'alaikumussalam.. aamiin

Student: Aamiin, waalaikumsalam

Lecturer : **Okay, kita pindah ke makul morphology.**

Lecturer : Wa'alaikumsalam warahmatullahi wabarakatuh,

Aamiin..

Student: baik pak wa'alaikumsalam

Lecturer : Rochmad Budi S., M.Pd

Class : Semantics and Pragmatics

Observation : Observation 6

Time : April, 27th 2020

Lecturer : Assalamualaikum....

Student: Waalaikumsallam

Student: wa'alaikumsalam pak

Student: Wa'alaikumsalm

Student: Wa'alaikumsalam

Student: Waalaikum salam pak

Student: Wa'alaikumsalam

Student: Wa'alaikumussalam

Student: Wa'alaikumussalam

Student: Waalaikumsalam

Student: Wa'alaikumussalam pak

Student: Wa'alaikumsalam pak

Student: Wa'alaikumussalam..

Lecturer : Utk kuliah selanjutnya adalah; masing2 mahasiswa memberikan contoh tuturan beserta konteks sesuai bab 4. Pekan depan bab 5 dst sampe bab 7.

Hasilnya sebagai nilai UAS.

Student: Wa'alaikumsalam

Student: Wa'alaikumussalam..

Student: Yang pekan ini bab 4 pak?

Student: Pengumpulannya kapan ya pak ?

Student: Wa'alaikumsalam pak

Student: Bukannya kuliah selanjutnya ya

Student: Oiya yas

Lecturer : Rabu, 29 April

Student: Pekan depan :(

Student: Brrti tuk pekan ini deadlinenya rabu ya pak ? Materi bab 4 yaa .. 🙏🏻

Student: Baik pak trimakasih 🙏🏻

Student: Via whatsapp atau dikerjakan dimana ya pak?

Student: Maaf pak minimal contohnya brapa ya?

Lecturer : **Diketik, kirim ke email**

Lecturer : santosabudi21@gmail.com

Student: Siyappp pak🙇‍♂

**Lecturer : Lebih detil/lengkap lebih bagus.**

Student: Mhon maaf pak Ngirimnya dijadikan 1 atau sendiri2 langsung ke email bapak?

Student: Pake referensi dong pak?

Lecturer : Tdk harus

Student: Njih pak🙏🏻

lecturer: **Klo ketua kelas mengkoordinir lebih bagus, jadi 1 folder.**

Student : Njeh pak

Lecturer : Rochmad Budi S., M.Pd

Class : Semantics and Pragmatics

Observation : Observation 7

Time : May, 4th 2020

Lecturer : Assalamu'alaikum.....

Terima kasih atas tugas yg sudah dikumpulkan pekan kemarin.

Student: Waalaikum salam....yes sir

Student: Waalaikum salam ... iya pak sama-sama

Lecturer : **Bgmn kabar semuanya. Banyak tugas kuliah tdk?**

Student: Wa'alaikumussalam pak..

Iya pak sama-sama

Student: waalaikumusalam pak

Student: Waalaikumsalam pak

Student: Wa'alaikumsalam pak,

Student: Wa'alaikumussalam pak..

Student: Wa'alaikumsalam pak Rochmat, sama" pak, terimakasih juga 🙏🏻

Student: Alhamdulillah baik" pak.. tugasnya yg kurang baik" saja😅

Student: Baik pak, alhamdulillah banyak pak 🙂

Student: Alhamdulillah baik pak

Lecturer : Kuliah sy hr ini pendalaman materi bab 5. Sbgmn sy sampaikan pekan lalu.

Student: Baik pakk👍🏻

Student: Model nya seperti pekan kmrin pak ?

Lecturer : Iya, baca materi, terus beri contoh tuturan & konteks yg berbeda. Selesai.

Student: Baik pak🙂🙏🏻

Student: Nggih pak

Student: Pengumpulan kapan ya pak?

Lecturer : **Dikumpulkan seperti pekan kemarin tdk keberatan kan?**

**ke ketua kelas 1 folder Rabu 6 Mei.**

Lecturer : **Terus utk morphology dikumpul hr Sabtu 9 Mei.**

**Okay**

Student: Nggeh pak... insyaalloh siap...

Student: Iya pak.

Student: Nggih pak

Lecturer : Semoga semua sehat selalu, tetap semangat meraih barokah ramadlon meski di tengah2 pandemi.

Student: Ammiin..

Student: amiin

Student: Amiinn

**Transcript of Documentation**

Appendix 2  
Transcript of Documentation

Lecturer : Nor Laili,. M.Pd

Class : Prose

Observation : Observation 1

Time : March, 22nd 2020

Student : Assalamualaikum. ❤️

Student: Wa'alaikumsalam

Student: Selamat belajar gaes

Student: Lanjut mas. Biar bersih

Student: Cakep

Student: Adit besok jadi maju cerita ya? Kan kemarin dah request 😊

Student: Wkwkw

Student: Ini udah sampe kelompok berapa ya yg maju??

Student: 2

Student: Sok2 an lupa😒

Student: Waduh

Student: Ayo ayo semangat gaes

Student: Ijinkan saya mendapat doa restu mu✋

Lecturer : Nor Laili,. M.Pd

Class : Prose

Observation : Observation 2

Time : March, 23rd 2020

Student: Nanti pas maju tolong jangan sampai keluar dari layar hp ✋

**Lecturer: Assalamu alaikm wr. Wb. Utk perkuliahan online, mggu ini kita akn mngadakan 2meeting. Utk mggu lalu n utk mggu ini. Utk yg pertama, sy mnt kelompok 2 utk mengupload materi utk ddiskusikan bsk. Slide materi character n characterization silakan dishare lg, trs tulis ringkasan ceritax, n slide hasil analisisx. Kemudian sesi Q&A, para audiens silakan menanggapi, bertanya, komen, merespon dll, dan yg presentasi mnjawab. Waktux mulai mlm nnt pkul 19.00 smpe jam 12 bsk siang. Sy akan beri feedback bsk selepas isya. Silakan setiap mhssw berpartisipasi aktf**

Student: Waalaikumsallam

Student: Waalaikumussalam, siap ms

Student: Waalaikumsalam njih miss

Student: Waalaikumussalam baik ms

Student: Waalaikumsalam. Baik miss

Student: Waalaikumsalam

Student: Waalaikumsalam wr. wb. Baik miss

Student: Wa'alaikumussalam baik mrs

Student: Wa'alaikumussalam

Baik miss

Student: Waalaikumsallam, baik ms

Student: Wa'alaikumussalam, baik mis

Student: Wa'alaikumussalam, iya miss

Student: Wa'alaikumsalam

Student: Yes miss🙏🏻

Student: Wa'alaikumussalam, baik mis

Student: Wa'alaikumussalam, baik mis

Student: Assalamu'alaikum

We will continue our presentation about analysis story "The Story of an Hour"

Student: Terdapat sepasang suami istri bernama Louise Mallard (Mrs. Mallard) dan Brently Mallard (Mr. Mallard).

Mrs. Mallard adalah seseorg yg memiliki riwayat penyakit jantung.

Pada suatu hari, Mr. Brently telah pergi ke suatu tempat, dia akan melakukan perjalanan pulang dengan mengendarai kereta api.

Suatu ketika, ada berita bahwa tlh terjadi kecelakaan kereta api yg mana kereta itu yg dinaiki oleh Mr. Mallard. Kemudian

Richard sahabat Mr. Mallard mengkonfirmasi berita itu di media2, dan media membenarkan hal itu, mr. Mallard meninggal dunia.

Richard dan Josephine (saudara Mrs. Mallard) mencoba menjelaskan kecelakaan yg menimpa pada Mr. Mallard secara tdk langsung to the point (agar penyakit jantungnya tidak kambuh).

Lalu Mrs. Mallard mencerna kata2 Richard dan Josephine. Sontak saja Mrs. Mallard menangis histerus. Suami yg ia cintai tlh meninggal.

Kemudian mrs. Mallard masuk ke kamarnya untuk menyendiri. Ia memandang keluar jendelanya, melihat langit dan pohon2. Ia termenung. Ia berusaha menjernihkan pikirannya.

Dia berpikir, skrg ia hidup hanya untuk dirinya sendiri, tnp harus nurut dengan suaminya. Ia merasa bebas. Ia mengingat tatapan suaminya yg ia rasa tak pernah ada tatapan cinta. Ia semakin yakin, ia sekarang bebas. Ia sudah tidak menangis lagi. Ia merasa bahagia

Lalu Josephine mengetuk pintu kamar Mrs. Mallard, karena khawatir akan terjadi apa2 padanya. Mrs. Mallard mengatakan bahwa ia baik2 saja, akhirnya mrs. Mallard keluar dengan wajah penuh kemenangan, ia menuruni tangga dengan meletakkan tangannya di pinggang Josephine.

Setelah itu, terdengar suara org membuka pintu, ia adalah mr. Mallard. Ternyata mr. Mallard telah turun dari kereta jauh sebelum terjadi kecelakaan. Josephine menangis histeris. Richard mencoba menahan tubuh mrs. Mallard tp tdk keburu. Dokter mengatakan mrs. Mallard meninggal karena serangan jantung.

Akhirnya kebahagiaan mrs. Mallard lah yg membunuh dirinya sendiri.

Student: Wa'alaikumsalam warahmatullahi wabarakatuh🙂

Student: Waalaikumsalam

Student: Waalaikumussalam

Student: Waalaikumsalam

Student: Waalaikumussalam🌻

Student: Waalaikumussalam

Student: Waalaikum salam

Student: Waalaikumsalam

Student: Wa'alaikumsalam

Student: Wa'alaikumsalm

Student: ☺️

Student: wa,alaikumsalam

Student: Wa'alaikumussalam

Student: Wa'alaikumsalam

Student: walaikumsalam

Student: Waalaikumussalam

Student: Wa'alaikumsalam

Student: Wa'alaikumsalam

Student: Wa'alaikumussalam

Student: Wa'alaikumsalam

Student: Waalaikumsalam

Student: Waalaikumsalam

Student: Silahkan dibaca dulu ya manteman

Student: Iyaa miss

Student: Iyaaa

Student: Iya👌🏻

Student: Done Pi

Student: udah vi

Student: Udah

Student: Udah teman

Student: Lanjut

Student: Cus

Student: Ini pptnya ya teman-teman

Bisa dibaca dulu, kalo ada yang mengganjal, kita diskusikan bersama😊

Student: Mengganjal kaya ganjelan pintuk:)

Student: Oke miss winaa

Student: Iya baikkk kak

Student: Iya👌🏻

Makasihh

Student: Ini kalian batasi g misal suruh baca yang bagian atas dulu, trs tanya. baru bacaa yang analysis?

Student: Ok👌🏻wina

Student: Kita langsung di analysisnya yaa

Student: Soalnya yang materi sudah..

Student: Yap

Student: Ooooo kita langsung bedah itu nya ya

Student: kalau ada yg masih bingung ditanyakan lagi gapapa teman

Student: adit gimana udah siap mau menceritakan kembali?

Student: Bukane yg lain dulu?

Student: Bisa mnta jelaskan rincinya nggak kenapa brently mallard merupakan tokoh antagonist pada cerita, bukti autentik maksdku?

Student: Ya Allah baru ngetik ginian

Student: Maap gais , kesalahan teknis 😂

Student: Jadi yg antagonis itu sebenarnya Louise Mallard juga

Student: Jadi ada dua?

Student: Iya, Louise Mallard itu protagonist juga antagonist

Student: Kok bisa Vi?

Student: Punya dua peran gitu to?

Student: antagonistnya dimananya ?

Student: The reason?

Student: Jelasin dungs ga paham

Student: Iye sabar rus oi

Student: Ato dia awalnya protagonist di akhir jd antagonist

Student: Yg kek perubahan sifat itu namanya apa ges

Student: Lupa

Student: Round?

Student: Rounded?

Student: dynamic?

Student: Dinamika apa rounded yak ?

Student: Eh dynamic wkwk

Student: Dinamika mah ukm

Student: Ekek

Student: Wkwk

Student: Iyak keinget🤣

Student: La antagonist bukannya yg bertentangan sama yg protagonist ya?

Student: mau minta tolong dong itu jelasin yg bagian ahir the reader least symphatetic ko bisa ke richard?

Student: Nah ini maknya aku bingung

Student: Sabar is, atu atu

Student: Kenapa kok 1 tokoh itu bisa memiliki 2 karakter? Misal kayak Louise Mallard itu protagonis dan antagonis

Student: Tapi 1 tokoh memang bisa 2 peran yus

Student: ✨

Student: sabar avi sedang mengetik gengs

Student: Adanya konflik disitu itu karena ekspetasi Louise sendiri.

Dia awalnya sedih, krn dikira suaminya sudah meninggal.

Setelah itu dia mencoba tenang, jadi bahagia.

Tapi ternyata suaminya masih hidup, dan menyebabkan dia meninggal

Nah konflik itu kan bisa dibilang terjadi krn adanya tokoh protagonis dan antagonis, disini yg menyebabkan itu sebenarnya ada dlm dirinya sendiri.

Paham maksud aku ga?

Student: iyaa

Student: Sik diem

Student: iya tauu itu tuh uda dari tadi banget tapi baru kekirim gada sinyal maaf

Student: Yg nanya di list jadi satu aja

Student: Pertanyaan

1

2

3

Student: Pernikahan mereka tuh ga bahagia ya ?

Student: Setahuku ini namanya dynamic

Student: nanyanya yang urut sesuai ama slidenyaaa

Student: Paham

Student: Ngerti

Student: Oalah iya2, okay

Student: Paham

Student: Hooh

Student: Sini aja ya. Tenggelam pertanyaannya

Student: Paham

Student: Paham vi

Student: Satu2 biar ga bingung yg jawab

Student: Betcul

Student: pahmm piw

Student: Gini pii setelah kamu jelasin stop dulu

Student: Trs kamu kasih waktu 10 menit buat mereka nulis pertanyaan di list

Student: Baru kl udah kamu jawab tp yang lain diem

Student: Se7

Student: Trs kalo lanjut baru dah kalian jelasin lagi pertanyaan nya simpen dulu

Student: Kalo udah waktunya list lagi

Student: Gitu sampe selese

Student: iya piw paham

Student: yaudah yok mulai list pertanyaan teman✨

Student: harus urut ama slide?

Student: iyaa is

Student: Engga di jelasin dulu to?

Student: Berarti ini langsung nanya aja?

Student: Iya, langsung nanya aja yg blm dipahami gais

Student: ?

Student: Engga, ini langsung analysis.

Student: Okok

Student: Yg kelompok kami diskusikan hasil analysisnya itu.. misal ada yg kalian kaya ga cocok/blm paham, boleh di list..

List pertanyaan yg jelas + detail ya manteman ✨

Student: Biar orang yg nyimak ky aku gini juga ga bingung

Student: Iyaa.. setuju.

Student: iya ini teman

Student: yok di list katanya urut slide,pertanyaanku bawah ndiri soalnya

Student: Gini ya teman

Student: Yok bisa yok

Student: Ok👌🏻

Student: Pertanyaan

1. Yang slide 8 tadi kan kata avi louise mallard itu selain antagonis juga protagonis, kenapa sih kok bisa 1 tokoh itu punya 2 karakter

2.

3

Student: gausah urut slide gpp yg penting atu² ya jangan berebut

Student: Pertanyaan

1. Yang slide 8 tadi kan kata avi louise mallard itu selain antagonis juga protagonis, kenapa sih kok bisa 1 tokoh itu punya 2 karakter

2. Yg dianalysis kan itu cuma based on the personal quality (anta/prota) klo misalkan based on the complexity of characters'development, si louis sm brently itu masuknya kmana ya?

3

Student: Pertanyaan

1. Yang slide 8 tadi kan kata avi louise mallard itu selain antagonis juga protagonis, kenapa sih kok bisa 1 tokoh itu punya 2 karakter

2. Pertanyaan

1. Yang slide 8 tadi kan kata avi louise mallard itu selain antagonis juga protagonis, kenapa sih kok bisa 1 tokoh itu punya 2 karakter

2. Slide ke 11 Caricatures character is an \*unnatural characte\*, \*satirical\*, and tends to be \*sarcastic\* yang tak tebelin itu maksude gimana? Ada pengertian e sendiri ga?

[3/23, 8:06 PM] Oppa Farhan PBI A: Kita membatasi pertanyaan sampe jam 9 ya? Nanti kalo masih ada yg ingin tanya, bisa dilanjut besok ✋

Student: Okedeh

Student: Siap

Student: Okayy

Student: Y

Student: Pertanyaan

1. Yang slide 8 tadi kan kata avi louise mallard itu selain antagonis juga protagonis, kenapa sih kok bisa 1 tokoh itu punya 2 karakter

2. Pertanyaan

1. Yang slide 8 tadi kan kata avi louise mallard itu selain antagonis juga protagonis, kenapa sih kok bisa 1 tokoh itu punya 2 karakter

2. Slide ke 11 Caricatures character is an \*unnatural characte\*, \*satirical\*, and tends to be \*sarcastic\* yang tak tebelin itu maksude gimana? Ada pengertian e sendiri ga?

3. bagian ahir yg least symphatetic, kenapa richard, disitu keterangnya karna dia jarang muncul, tapi bahkan brently juga muncul sekali doang?

Student: Baik kak ✋🏻📿

Student: Oke..👌🏻

Student: Pertanyaan

1. Yang slide 8 tadi kan kata avi louise mallard itu selain antagonis juga protagonis, kenapa sih kok bisa 1 tokoh itu punya 2 karakter

2. Pertanyaan

1. Yang slide 8 tadi kan kata avi louise mallard itu selain antagonis juga protagonis, kenapa sih kok bisa 1 tokoh itu punya 2 karakter

2. Slide ke 11 Caricatures character is an \*unnatural characte\*, \*satirical\*, and tends to be \*sarcastic\* yang tak tebelin itu maksude gimana? Ada pengertian e sendiri ga?

3. bagian ahir yg least symphatetic, kenapa richard, disitu keterangnya karna dia jarang muncul, tapi bahkan brently juga muncul sekali doang?

4. Slide ke 11, bagian major character likes and dislike. Jelasin kenapa disimpulkan dia itu freedom ? Dikutip dari kalimat yang mana

Student: Pertanyaan

1. Yang slide 8 tadi kan kata avi louise mallard itu selain antagonis juga protagonis, kenapa sih kok bisa 1 tokoh itu punya 2 karakter

2. Yg dianalysis kan itu cuma based on the personal quality (anta/prota) klo misalkan based on the complexity of characters'development, si louis sm brently itu masuknya kmana ya?

3. Slide ke 11 Caricatures character is an \*unnatural characte\*, \*satirical\*, and tends to be \*sarcastic\* yang tak tebelin itu maksude gimana? Ada pengertian e sendiri ga?

4. bagian ahir yg least symphatetic, kenapa richard, disitu keterangnya karna dia jarang muncul, tapi bahkan brently juga muncul sekali doang?

5. Slide ke 11, bagian major character likes and dislike. Jelasin kenapa disimpulkan dia itu freedom ? Dikutip dari kalimat yang mana

Student : emm teman

Student: Uy

Student: Bentar ya, kita urutin dulu, kayaknya tadi ada yg nanya tapi ketimbun sama yang di bawahnya

Student: Okee mas slur

Student: Ini udah tak urutin

Student: Ini sudah urut mas farhan

Student: Mo nanya lagi boleh?

Student: Kalo gua mah

Student: Santai, tenang, kuasai

Student: Bukann

Student: Bentar biar farhan ngecek dulu

Student: Maaf typo🥺🙏🏻

Student: Coba di setiap pertanyaan dikasih nama penanya nya

Student: Iya han

Student: Kita buka \*6\* penanya yaa

Student: Lahh

Student: Pertanyaan

1. Ria : Yang slide 8 tadi kan kata avi louise mallard itu selain antagonis juga protagonis, kenapa sih kok bisa 1 tokoh itu punya 2 karakter

2. Cicih :Yg dianalysis kan itu cuma based on the personal quality (anta/prota) klo misalkan based on the complexity of characters'development, si louis sm brently itu masuknya kmana ya?

3. Amel: Slide ke 11 Caricatures character is an \*unnatural characte\*, \*satirical\*, and tends to be \*sarcastic\* yang tak tebelin itu maksude gimana? Ada pengertian e sendiri ga?

4. Isti :bagian ahir yg least symphatetic, kenapa richard, disitu keterangnya karna dia jarang muncul, tapi bahkan brently juga muncul sekali doang?

5. Reza: Slide ke 11, bagian major character likes and dislike. Jelasin kenapa disimpulkan dia itu freedom ? Dikutip dari kalimat yang mana

Student: Sookk mangga us

Student: iya gini

Student: Oke lanjut

Student: 1 lagi penanya ya

Student: satu penanya lagi ya teman

Student: Aku yak

Student: Iya

Student: Sok atuh mangga, apel, durian

Student: Heh

Student: ✋🏻📿

Student: Pertanyaan

1. Ria : Yang slide 8 tadi kan kata avi louise mallard itu selain antagonis juga protagonis, kenapa sih kok bisa 1 tokoh itu punya 2 karakter

2. Cicih :Yg dianalysis kan itu cuma based on the personal quality (anta/prota) klo misalkan based on the complexity of characters'development, si louis sm brently itu masuknya kmana ya?

3. Amel: Slide ke 11 Caricatures character is an \*unnatural characte\*, \*satirical\*, and tends to be \*sarcastic\* yang tak tebelin itu maksude gimana? Ada pengertian e sendiri ga?

4. Isti :bagian ahir yg least symphatetic, kenapa richard, disitu keterangnya karna dia jarang muncul, tapi bahkan brently juga muncul sekali doang?

5. Reza: Slide ke 11, bagian major character likes and dislike. Jelasin kenapa disimpulkan dia itu freedom ? Dikutip dari kalimat yang mana

6. Nurus : jelasin pertanyaan yg ini dong, ga paham aku. \*Does the story include any stock characters? Any caricatures?\* Maksudnya stock character apa? Trus knp jawabannya itu? Hehe

Student: Terimakasih atas pertanyaannya teman2..

Beri kami waktu untuk mendiskusikan jawabannya👍

Student: Iya👌🏻

Student: sama sama, oke viww

Student: Dijawab sekarang juga vi??

Student: Sedang didiskusikan di group sebelah..😊

Student: Siap Miss marya

Student: Eh🤭maryatun 🙏🏻

Student: Karena kapasitas pertanyaan sudah terpenuhi sebelum jam 9, kami kelompok 2 mengakhiri untuk malam ini.

Student: Lanjut besok?

Student: Yoi

Student: Dah jamal ekek

Student: Berarti retelling story nya besok?

Student: Besok jam berapa?

Student: ✋🏻📿

Student: Makasih ya kelompok ini yg udah jelasin

Student: Vc ya wkwkw

Student: Berdua fan, kmu dulu baru aku

Student: Kan kemaren kamu juga ikut angkat tangan🤣

Student: Ntar di screen recorder baru kirim grup

Student: iya besok jam berapa?

Student: Yaudah kalian bikin video

Student: Dikirim sini

Student: Seriusan?

Student: Wakakak. Kek apaan aja berdua

Student: Engga, maksud nya kita berdua re tell, engga harus satu layar

Student: Jam berapa dit

Student: Tanya kelompok 2 nya aja dah

Student: Besok jangan pagi2 bgt ya, sarapan dulu ekek

Student: Anu jangan dadakan sih yg penting

Student: ❤

Student: Atau ga kesepakatan jam 7.45 terlalu pagi apa engga?

Biar bisa sarapan, nyuci dulu

Student: Jam 8 aja atuh dit nanggung

Student: Hoo

Student: Gak tabrakan sama tasawuf?

Student: Maap nih, ini kan untuk 2 kelompok ya?

Student: Apanha vi ?

Student: Bkannya hanya kelompok 2 aja ya ?

Student: Lu pada udah bangun jam segitu?

Student: Tadi aja gua burem banget layar ho pas sociolinguistic

Student: Udah

Student: Kelompok 2

Student: Mksdnya minggu ini 2 kelompok tp waktunya gak sama

Student: kayanya bukan 2 kelompok, tapi 2 pertemuan

Student: Iya menurutku juga

Student: Oalahh, okkur

Lecturer : Nor Laili,. M.Pd

Class : Prose

Observation : Observation 3

Time : March, 24th 2020

Student: Bissmillah..

Kami dari ke.2 akan menyampaikan hasil diskusi kami mengenai pertanyaan-pertanyaan kemarin..

Untuk sanggahan atau tanggapan bisa di sampaikan setelah semua pertanyaan terjawab nggih🙏🏻

Pertanyaan:

1. Ria : Yang slide 8 tadi kan kata avi louise mallard itu selain antagonis juga protagonis, kenapa sih kok bisa 1 tokoh itu punya 2 karakter

Jawab:

Menurut kami, tokoh antagonis disitu adalah tokoh lawan yang mengakibatkan adanya konflik.. nah.. si louise mallard disitu, dia ada konflik dengan dirinya sendiri.. jadi secara tidak langsung dia juga memiliki 2 katakter sekaligus..

Student: kami akan menjawab pertanyaan dari cicih

pertanyaan:

Pertanyaan

Yg dianalysis kan itu cuma based on the personal quality (anta/prota) klo misalkan based on the complexity of characters'development, si louis sm brently itu masuknya kmana ya?

jawab:

Louise :ROUNDED

Brently :FLAT

Student: Pertanyaan:

3. Amel: Slide ke 11 Caricatures character is an \*unnatural characte\*, \*satirical\*, and tends to be \*sarcastic\* yang tak tebelin itu maksude gimana? Ada pengertian e sendiri ga?

Jawaban:

Karakternya itu unnatural: karakternya tidak wajar. Maksudnya gini louise mallard kan kehilangan seseorang yang di cintainya tapi dia malah seneng (walaupun sempet sedih sebentar). Satirical ama sarcastic (merupakan bagian dari satirical) itu hampir sama yaitu mengandung sindiran. Sindirannya itu berupa patriarchal.

Student: Pertanyaan

4. Isti :bagian ahir yg least symphatetic, kenapa richard, disitu keterangnya karna dia jarang muncul, tapi bahkan brently juga muncul sekali doang?

Jawaban:

Least symphatetic nya itu Richard krn Richard ga hanya jarang muncul. Tp dalam penciptaan konflik dia gaada sangkut pautnya sama sekali.

Kalo Brently itu kan masih yg jadi bayang2nya si Louise pas sedih/seneng

Student: Terimakasih atas jawabannya🙏🏻

Student: Makasih :)

Student: iya sama² rii

Student: Baik, terimakasih

Student: sama² cih

Student: Pertanyaan 6:

Nurus: Apa yang dimaksud stock character dan kenapa jawabannya caricatures?

Jawab:

Stock character: karakter yang bisa ditebak oleh pembaca dengan mudah.

Kenapa kami menjawab caricatures? Karena di dalam cerita terdapat sebuah sindiran patriarki yang mana laki-laki lebih mendominasi

Student: Pertanyaan

5. Reza: Slide ke 11, bagian major character likes and dislike. Jelasin kenapa disimpulkan dia itu freedom ? Dikutip dari kalimat yang mana

Jawaban

Kalo menurut kelompok kami, freedom disitu tu gini..

Sebagai seorang istri dia juga pengen adanya kebebasan, engga dikekang terus ama suaminya..makanya dia seneng kalo bebas

Student: Iya ria😊

Sama-sama

Student: Sama sama Amel☺

Student: Makasihh jawabnya 🥰

Student: Makasih🌻🌻

Student: Yap

Student: Masama 🐉

Student: ohh okeokee, makasiih jawabanya😚

Student: Sama-sama😊

Student: Makasih🐡

Student: Yosh

Student: sama²🥳

Student: 👍🏻

**Lecturer : Endingx kurang tepat. Ending tsb contoh dr dramatic irony, yaitu kejadian dlm prosa dmana apa yg dketahui karakter dlm cerita brbeda dgn apa yg dketahui pembaca. Mrs. Mallard meninggal krena trkejut bahagia, itu menurut para karakter, karena mereka tdk tau perubahan perasaan mrs. Mallard ketika menyendiri d kmr. Sedangkn pembaca yg teliti pasti mnginterpretasikan bhwa mrs. Mallard meninggal krena kaget n kecewa karena dy tdk jd mndapatkn kebebasanx karena rupax suamix tdk meninggal**

**Lecturer : Betul. 1tokoh bs melawan dirix sndiri. Terutama ketima konflik utamax adalah psychological conflict**

**Lecturer : Caricature tu mksdx tokoh yg sengaja dmunculkn utk tujuan trtentu. Sperti utk mngkritik, menyindir dll. Cirix klo baik, baik sekali, buruk, buruk sekali sehingga dsebut unnatural karena d khidupan nyata hmpir tdk mungkin ada org sperti itu.**

**Lecturer : Pertanyaan ini subjektif. Kpada siapa pembaca paling tidak bersimpati. Boleh k character siapapun, yg penting ada alasanx. Mgkin krena trllu jahat, trlalu lebay, ato yg lain**

**Lecturer : Tdk smua cerita pny stock n caricature character. Stock itu tokoh minor archetypal yg sering muncul d bnyk karya. Sehingga pembaca sdh tau bgaimana dy secara fisik maupun psikis. Contoh karakter nenek sihir. Bnyk karya sastra yg memakai karakter ini sbagai salah satu tokoh minor. Jd tanpa djelaskan penulis sifat n penampakanx kita sdh tau, dy org tua, buruk rupa, jahat, suka bla bla bla... Atau klo yg modern tokoh polisi yg mnjadi tokoh minor dlm cerita krimina. Polisi itu orgx tegas, disiplin, cekatan dll..**

**Itu bs dsebut stock. Jgn lupa, syaratx adalah jk tokoh itu tokoh minor.**

**Klo polisi ato nenek sihir mnjadi tokoh utama, blm tentu ia dceritakan sbagaimana umumx mereka dceritakan d karya2 lain. Sehingga klo jd tokoh utama, blm tentu ia dsebut stock**

**Lecturer : Likes freedom, dislikes...? Harus djawab smua.**

**Klo d cerita tdk dsebutkn lgsg, mk penganalisis hrs jeli utk menemukanx dr alur cerita. Artix si penulia mgkin sedang mnggunakan indirect characterization**

**Lecturer : Alhamdulillah, meeting pertama mggu ini sdh bs kita akhiri. Trm ksh ats partisipasi aktifx. Sprti klompok 1, hasil analisis silakan drevisi ssuai masukan yg dberikan n dkumpulkan filex nnt d akhr smster. Utk meeting kdua mggu ini akan dlaksanakan hr jumat. (Kenapa 2 meeting karena mggu lalu kita off).**

**Jd mlm jmat silakan klompok 3 menshare materi, ringkasan cerita n hasil analisis, dlanjutkan diskusi smpe jumt siang pkul 12.00**

Student: Baik miss.. terimakasih atas revisi dan penjelasannya🙏

Student : baik miss...thank you

Student: Baik miss, terimakasih atas penjelasannya 🙏🏻

**Lecturer : Klo ada volentir yg mau retell stori lwt vn ato video, silakan dshare d grup ini lgsg**

Student: Untuk jawaban ini, dishare disini juga miss?

Student: Baik, miss 🙏🏻

Student : baik miss,terimakasih atas penjelasannya

Student: Terima kasih miss atas penjelasannya

**Lecturer : Lgsg dmasukkn d revisianx sj. Tdk perlu dshare lg**

Student: Baik miss

Student: Iya miss.. terimakasih atas penjelasannya🙏

Student: Terimakasih atas penjelasannya🙏

Student: Baik miss, terimakasih

Student: Baik mrs, terimakasih

Student: Terima kasih atas penjelasannya miss🙏🏻

Student: Terima kasih atas penjelasannya miss🙏🏻

Student: Baik miss terimakasih atas penjelasannya

Student: Baik miss, terimakasih atas penjelasannya🙏

Student: Baik miss, terimakasih atas penjelasannya🙏

Lecturer : Nor Laili,. M.Pd

Class : Prose

Observation : Observation 4

Time : March, 26th 2020

Student: Assalamualaikum sebentar lagi kelas prose akan segera dimulai 📚✏️

Student: 🥳🥳🥳🥳

Student: Biar pada sholat dulu yas☺

Student: Waalaikumussalam

Student: Usyap

Student: Waalaikumusalam

Student: Waalaikumsalam

Student: Waalaikumsalam

Student: Waalaikumsalam. Lanjuttt

Student: Wa'alaikumsalam

Student: Waalaikumsalam okee

Student: Wa'alaikumussalam

Student: Waalaikumsallam

Student: Aku cuma nginggetin doang ko

Student: Wkwkwkw

Student: Yuk

Student: Siap yas

Student: Wa'alaikumsalam

Student: Wa'alaikumussalam

Student: Wa'alaikumussalam

Student: Waalaikumussalam🌻🌻✨

Student: Wa'alaikumussalam

Student: Wa'alaikumussalam

Student: Baik

Student: wa'alaikumsalam✨

Student: We are from group three. We are going to explain our material about setting.

Student: Bisa di baca dulu ya materinya teman" semua ..

Student: The first material will be explain by @fina

Student: Oiya anggotanya ada aku, lisda, oki, fina, amel biar ga bingung

Student: Ok

Student: I will explain about the definition of setting.

Setting is an environment or surrounding in which an event or story takes place. Setting is the time and place in which the story takes place. Setting refers to the historical, geographical, physical and spiritual location in which a story takes place. It also include social statuses, weather, historical period, and details about immediate surroundings.

Jadi, setting itu merupakan suatu keadaan lingkungan atau sekitar dalam suatu cerita atau peristiwa. Ini dapat memberikan informasi mengenai waktu, tempat ataupun suasana yang terjadi dalam suatu cerita. Setting bisa mengacu pada lokasi, historis, geografis, fisik dan lokasi spiritual. Setting juga mengacu pada status sosial, cuaca atau detail lingkungan dalam suatu peristiwa atau cerita.

Student: The next material will be explained by Yasinta

Student: I will explain about types of setting

The first type is \*Neutral Setting\*

Neutral setting is the concrete or physical place and time in which a stoey take place

Nah neutral setting ini mudah baget kawan ditemukan soalnya ditulis secara jelas di text nya

For example:

A school

A restaurant

A beach

In the morning, noon, or night

Student: Next material will be explain by Amel

Student: The second type is \*Spiritual setting\*

Spiritual setting is some values embodied in or implied by the physical setting. In addition to the physical setting, a writer usually put some values to specify the setting and describe its non-physical condition.

Setting ini menjelaskan kondisi fisik/non fisiknya.

For example

\*high-class\* restaurant, in an \*old\* house, \*in a beautiful\* beach, in \*a gloomy\* morning, in a \*silent\* night.

Student: The next material will be explained by Lisda

Student: The next is setting as atmosphere. The function of the background as the atmosphere is easier to talk about than is defined. It is a kind of aura or emotion generated primarily by the background and helps to create reader expectations.

Latar sebagai atmosfer bisa dikatakan latar yang secara langsung menyihir pembaca membawanya kepada suasana tertentu, seperti suasana sedih, marah, muram, seram, dan sebagainya (tergantung dari isi ceritanya).

Student : Misalnya tentang atmosfer atau suasana yang berbau misteri, kematian atau hal lain yang menakutkan tentang hal itu. Maka, latar yang mendukung dari jalan ceritanya itu tentu saja latar yang dapat melukiskan keadaan semacam itu, misalnya keadaan dan letak rumah yang dibuat sedemikian rupa sehingga memberikan suasana misteri dan maut, "di samping deskripsinya tentang bentuk  atau wujud yang samar-samar terlihat dalam kegelapan". Dengan demikian, latar akan membawa suatu cahaya emosional yang dirasakan oleh pembaca.

Intinya sih atosfer itu tidak di sampaikan penulis tapi bisa dirasakan oleh pembacanya. Spt itu teman"..

Student: The next material will be explained by oki @⁨Oci PBI A⁩

Student: Ok I am going to continue the material

Student: Setting can affect the events and be affected by hem. Especially for atmosphere, it may be dentified differently by the readers based on how they comprehend the values of the neutral and spiritual one. Neutral and spiritual settings, although they are usually presented literally by the author, but in some cases, let unstated. These elements are 1. The actual geographical location, such as topography, scenery or room's interior. 2. The occupation and daily mode of the characters 3. The time of an event of a story takes place 4. Religious, moral, intellectual, social, and emotional environment of the characters

Setting bisa mempengaruhi peristiwa. Khususnya untuk suasana, keadaan pembaca mungkin menjadi semakin tidak disukai berdasarkan cara mereka memahami nilai-nilai netral dan spiritual. Setting netral dan rohani, meskipun mereka biasanya disajikan secara harfiah oleh penulis, tetapi dalam beberapa kasus, biarlah tidak disebutkan. Unsur-unsur ini meliputi :

1. Lokasi geografis yang sesungguhnya, seperti topografi, pemandangan atau interior kamar.

2. Pekerjaan dan karakter sehari-hari

3. Waktu sebuah peristiwa cerita terjadi

4. Kondisi religius, moral, intelektual, sosial, dan emosional tokoh-tokohnya.

Student: Keberadaan setting dalam sebuah fiksi tidak hanya sebagai media untuk menginformasikan waktu, tempat dan suasana yang terlibat dalam cerita, tetapi juga berfungsi sebagai metafora. Ini berarti bahwa dengan menetapkan setting seorang penulis menempatkan makna yang luas yang dapat ditafsirkan oleh pembaca kritis.

Student: The last material about function on setting

The function of setting in a fictional, poetic, and prose work is of great importance. The functions of setting are:It has immense effect on plots and characters, as it could act as an antagonist, post a conflict that characters need to resolve, or shed light upon characters. Setting can present symbolic persons, objects, place, action, or situations. Setting can establish the mood or atmosphere of a scene or story, and develop the plot into a more realistic form, resulting in more convincing characters. By establishing mood, setting also helps the audience relate themselves to the characters in a story.

Fungsi dalam setting ini memiliki efek besar pada \*plot\* dan \*karakter\* , setting ini dapat menjelaskan karakter dan memposting konflik

Contoh nyaa ::

Dalam cerita bawang merah bawang putih, karakter si bawang merah ini kan antagonis, nah di bantu dengan setting di cerita itu dengan memakai pakaian warna merah sebagai tanda bahwa ia memiliki karakter jahat..

Student: Sekian materi yang dapat kami sampaikan..

Untuk materi, kami hanya membuka 4 penanya

Student: Daftar pertanyaan Prose :

1. (Elenia) Menurut kalian setting yg baik itu yg seperti apa? Adakah kriteria khusus dalam membuat setting dalam cerita?

2. isnain : whether the atmosphere touched the atmosphere of sadness and gripping atmosphere including the setting. if included can be explained in detail and if not included why?

3. (Lutfika) Setting juga mengacu pada status sosial itu contohnya gimana?

4. (Hanifah) Dalam suatu cerita bisa tidak hanya terdapat 2 setting? Misal hanya ada setting tempat dan waktu saja? Atau harus ada ke 3 setting tersebut? Tolong beri penjelasannya

Student: Terimakasih, beri kami waktu untuk menjawab ya teman2🙂

Student: Iyaa ameng

Student: Siapp

Student: Iya

**Lecturer : Wktx msh smpe jam 12 bsk kok 🙂**

Student: Baik ms

Student: Daftar pertanyaan Prose :

1. (Elenia) Menurut kalian setting yg baik itu yg seperti apa? Adakah kriteria khusus dalam membuat setting dalam cerita?

Jawab:

Setting yg baik itu setting yg bisa mempengaruhi si pembaca, misal dalam suatu cerita terdapat setting waktu jg bisa diikuti tempat agar jelas, trus ditambah setting suasana bisa ditambahkan di dalam cerita itu, setting suasana itu jg bisa mempengaruhi artinya pembaca mampu merasa suasana baik sedih, bahagia dll..

Kalo kriteria, mngkin tidak ada kriteria khusus cumankalo mau bagus dan mampu menghidupkan cerita bisa setting semua dimasukin.

2. isnain : whether the atmosphere touched the atmosphere of sadness and gripping atmosphere including the setting. if included can be explained in detail and if not included why?

Jawaban: Iya mas, suasana itu termasuk kedalam atmosper mas jadi semua suasana itu setting, dan sudah di jelaskan pada materi bagian lisda, harap dibaca kembali yaa..

3. (Lutfika) Setting juga mengacu pada status sosial itu contohnya gimana?

Jawaban: Latar sosial, mengacu pada hal-hal yang berhubungan dengan perilaku sosial masyarakat di suatu tempat yang diceritakan dalam karya fiksi. Latar sosial itu bisa mencakup kebiasaan hidup, adat istiadat, tradisi, keyakinan, pandangan hidup, cara berpikir dan bersikap, serta status sosial pada masyarakat. Sprti itu mbak..

4. (Hanifah) Dalam suatu cerita bisa tidak hanya terdapat 2 setting? Misal hanya ada setting tempat dan waktu saja? Atau harus ada ke 3 setting tersebut? Tolong beri penjelasannya

Jawab: jawaban hampir sama seperti punya el.

atmosfer itu penting, jd misal tempat sama atmosfer gpp, waktu sama atmosfer gpp, tp kalo waktu sama yempat agak pie ngnu. Tiap cerita pasti punya atmosphere biar ceritanya lebih ngena ke penonton

Student: Okai, makasih yaa buat jawabnya🙏🏻

Student: Ini jawaban nya temen2. Kalo ada sanggahan, kita lanjut besok lagi ya. Sekaligus besok analisis cerita \*The Last Leaf\*. Diskusi akan dimulai pukul 09.00

Student: Terimakasih atas jawabannya🙏🏻

Student: Siap mel. Makasih jawabannyaa

Student: Makasih😊

Student: iya terimakasih buat kelompok 3🙏🏻🌈❤️

Student: Untuk diskusi malam ini kami cukupkan sekian. Selamat malam dan selamat beristirahat teman2 🌻

Student: Siap terimakasih teman teman

Student: siaap makasihh kelompok 3🌷

Student: Jaga kesehatan & dirumah saja ya guys ✨

Student: Oke

Student: Selamat malam jugaa🌻 semangat presentasi buat kalian

Student: 👍

Student: Siapp..siap.. makasihh😊

Lecturer : Nor Laili,. M.Pd

Class : Prose

Observation : Observation 5

Time : March, 27th 2020

Student : Assalamualaikum warohmatullohi wabarakatuh

Student: wa'alaikumsalam

Student: Wa'alaikumsalam

Student: Wa'alaikumsalam

Student: wa'alaikumussalam

Student: Wa'alaikumsalam

Student: Waalaikumsalam warohmatuallahi wabarokatuh

Student: Wa'alaikumsalam

Student: Waalaikumussalam warahmatullohi wabarakatuh

Student: Wa'alaikumsalam

Student: wa'alaikumsalam

Student: Kita lanjut diskusi nya ya temen2..

Student: Wa'alaikumsalam

Student: Sekarang analisis cerita \*The Last Leaf\*

Student: Iyaa meng

Student: okeee

Student: Okee

Student : Pada sebuah bagian kota Washington Square bagian barat adalah Greenwich Village. Seorang pelukis bernama Sue dan Johnsy tinggal di atap gedung yang berlantai tiga. Mereka tinggal bersama karena memiliki kesamaan yanv banyak akibat bertemu di restaurant on Eight Street. Saat itu musim gugur. Menuju musim salju di Greenwich Village. Ada seorang yang bernama Mr. Pmeumonia. He was a bad sickness. Dia menyentuh Johnsy dengan jari2 nya yang dingin. Johnsy terbaring sakit di kamar. Johnsy seorang pelukis yang ingin pergi ke Italy and melukis gambar Bay of Naples. Dia terbaring sambil melihat ke jendela. Dia kembali menghitung. 12, katanya, 11, 10, 9, 8, 7. Sue melihat ke jendela dan hanya ada dinding di samping rumah. Sebuah pohon tua tumbuh samling jendela. Bernapas dr angin dingin yang menyentuhnya. Hampir semua daunnya sudah jatuh dari cabang gelap.

Johnsy berkata: 6, pelan. Daun2 sudah jatuh cepat sekarang. Tiga hari lalh ada hampir seratus. Sakit kepalaku untuk menghitng mereka. Tapi, sekarang mudah. Ada beberapa. Hanya ada lima sekarang. Sue bertanya pada Johnsy lima apa. Lalu Johnsy jawab daun. Ketika the last one fall, Johnsy juga akan pergi (meninggal).

Sue tidak pernah mendengar hal seperti itu. Dokter berkata bahwa jonhsy masih ada kesempatan untuk sembuh. Sue meminta agar johnsy mau makansekarang. Johnsy masih belum mau makan. Lalu, daun tinggal empat. Johnsy ingin melihat daun terakhir jatuh. Sue meminta dia untuk tidur,sedangkan sue akan memanggil behrman datang. Behrman adalah seorang pelukisyang tinggal di lantai sath dari rumah mereka. Dia bukan seorang pelukis yang sukses. Dia berusia 60 tahun lebih. Selama40 tahun dia melukis tanpa karya yang bagus.

Tiba disana, Sue menceritakan pada behrman tentang johnsy. Berhman berteriak mengatakan Apa! Apakah dia begitu bodoh? Bagaimana orang meninggal karena daun yang jatuh daripohon?. Diamengatakan dia tidak pernah mendengat itu sebelumnya. Lalu, Mr behrman pergi dengan Sue ke Johnsy. Johnsy terlihat sedang tidur. Mr. Behrman mulai di ruang lain. Suedan Mr. Behrman melihat jendela tanpa bicara. Sue mulai menggambar, dia bekerja setiap malam. Paginya, sue ke ruang johnsy. Lalu, dia membuka tutup jendela karena ingin melihat daun di pohon.

Setelah hujan disertai angin yang kencang tidak berhenti pada malam hari, ada satu daun di pohon. Itu adalah daun terakhir. Itu tetap hijau gelap di cabang. Tapi, pinggirnya menjadi kuning tua. Itu tetap menggantung di cabang sekitar 20 kaki di atas tanah. Johnsy berkata itu daun terakhir. Kemudian, hari berlalu. Daun itu masih tetap ada menggantung dari cabangnya. Lalu, malam tiba, angin bertiup kencang. Ketika paginya, johnsy melihat dan berkata masih ada daun itu di pohonnya. Kemudian, di merenung sambil melihat daun itu. Dia berpikir selama ini dia menggantungkan hidupnya pada pohon. Karena itu, dia mulai makan. Tetapi, sue melihat seorang sakit parah di rumah ini. Dia adalah Mr. Behrman seorang pelukis. Dia pneumonia juga. Tidak ada harapan untuknya.

Dokter datang siangnya dan mengatakan kepada Sue bahwa johnsy selamat. Dia sudah mau makan dan kepedulian sue selama merawat johnsy.

Siang hari, sue datang ke kamar johnsy. Johnsy mengatakan pada sue bahwa mr. Behrman meninggal hari ini karena pneumonia di rumah sakit. Dia hanya sakit selama 2 hari. Seseorang menemukannya terbaring di pagi hari di ruangnya. Sepatu dan bajunya basah dan dingin seperti es. Lalu, mereka menemukan lentera diluar. Disana ada peralatannya untuk melukis. Ada palet dengan warna hijau dan palet dengan warna kuning. Lalu, sue mengatakan bahwa daun terakhir yang menggantung itu merupakan mahakarya yang luar biasa Mr. Behrman. Dia melukis pada malam saat daun terakhir itu jatuh.

Student: Itu ringkasan cerita nya bisa dibaca dan dipahami dulu yaa teman..

Student: Wa'alaikumsalam

Student: Siap

Student: Baik

Student: Sejauh ini baik dari segi cerita maupun analisisnya ada yg ingin menyanggah atau bertanya?

Student: Mau tanya dongg

Student: Iya silahkan

Student: Yang mau nanya di list yang rapi ya temen2

Student: Oke

Student: List of the questions :

1.

2.

3.

Dst

Student: Diisi di sini yaa

Student: List of the questions :

1. (Ristia). Dalam analisis nmr2.. kan di jawab bahwa setting dlm cerita itu key force in the story, not just background, nah sedangkan dlm cerita itu setting nya bnyk .. ada ngga yg just a background? Semua key force in the story?

2.

3.

Dst

Student: Terima kasih mba ristia, pertanyaan kami tampung dulu ya

Student: Yang lain ada pertanyaan ?

Student: Belum

Student: Okee

Student: Ayo yaang lain yang mau bertanya, kami persilahkan 😊 apa jangan" belum pada bangun yaa 🙂😁🙏🏻

Student: Sebentar mikir dulu wkwk

Student: 2in Adet

Student: Siapp🙂

Student: List of the questions :

1. (Ristia). Dalam analisis nmr2.. kan di jawab bahwa setting dlm cerita itu key force in the story, not just background, nah sedangkan dlm cerita itu setting nya bnyk .. ada ngga yg just a background? Atau Semua key force in the story?

2.

3.

Dst

Student : Ristila Shopie MartinPBI A🐯: Cuma nambahin kata "atau" biar ga bingung hehe

Student: Siap

Student: Iyup

Student: Aku mo nanya bole

Student: Bolej

Student: Disini yaa

Student: Key

Student: Ini cerita keseluruhan apa sudah diringkas?

Student: Sudah di ringkas

Student: List of the questions :

1. (Ristia). Dalam analisis nmr2.. kan di jawab bahwa setting dlm cerita itu key force in the story, not just background, nah sedangkan dlm cerita itu setting nya bnyk .. ada ngga yg just a background? Atau Semua key force in the story?

2. Nurus🌻 \*Does the settings add irony\*. Yg dimaksud irony disini itu apasi? Kek sedih2 gt bukan? Jelasin dong hehe

3.

Dst

Student: Satu pertanyaan lagi temen2 , adakah yg ingin bertanya?

Student: Tanya yang dari ceritanya boleh?

Student: Boleh😊

Student: Boleh

Student: Boleh banget mbak riaa.m

Student: List of the questions :

1. (Ristia). Dalam analisis nmr2.. kan di jawab bahwa setting dlm cerita itu key force in the story, not just background, nah sedangkan dlm cerita itu setting nya bnyk .. ada ngga yg just a background? Atau Semua key force in the story?

2. Nurus🌻 \*Does the settings add irony\*. Yg dimaksud irony disini itu apasi? Kek sedih2 gt bukan? Jelasin dong hehe

3. Ria: kenapa sih kok dalam cerita tersebut kematian dihubungkan dengan daun yang jatuh

Dst

Student: Makasih mbak ria atas pertanyaannya ..

Student: Sama sama teh lisda

Student: Dua lagi penanya ya temen2 , silahkan

Student: Aku mau tanya

Student: Boleh?

Student: Boleh, silahkan

Student: Boleh

Student: Disini ya win

Student: List of the questions :

1. (Ristia). Dalam analisis nmr2.. kan di jawab bahwa setting dlm cerita itu key force in the story, not just background, nah sedangkan dlm cerita itu setting nya bnyk .. ada ngga yg just a background? Atau Semua key force in the story?

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3. Ria: kenapa sih kok dalam cerita tersebut kematian dihubungkan dengan daun yang jatuh

4. Wina : Seperti yang sudah di jelaskan oleh Oki di bagian materi. Keberadaan setting tidak hanya sebagai media untuk menginformasikan waktu, tempat dan suasana tetapi berfungsi sebagai metafora.

Dan pertanyaannya adalah Dalam cerita itu setting yang berfungsi sebagai metafora nya apa?

Dst

Student: Makasih wina atas pertanyaannya

Student: Sama sama 😉

Student: Ada pertanyaan lagi?

Student: Saya

Student: Boleh?

Student: Iya boleh terakhir

Student: Iya mangga

Student: Baik, silahkan

Student: List of the questions :

1. (Ristia). Dalam analisis nmr2.. kan di jawab bahwa setting dlm cerita itu key force in the story, not just background, nah sedangkan dlm cerita itu setting nya bnyk .. ada ngga yg just a background? Atau Semua key force in the story?

2. Nurus🌻 \*Does the settings add irony\*. Yg dimaksud irony disini itu apasi? Kek sedih2 gt bukan? Jelasin dong hehe

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4. Wina : Seperti yang sudah di jelaskan oleh Oki di bagian materi. Keberadaan setting tidak hanya sebagai media untuk menginformasikan waktu, tempat dan suasana tetapi berfungsi sebagai metafora.

Dan pertanyaannya adalah Dalam cerita itu setting yang berfungsi sebagai metafora nya apa?

5. (Anis Febriana) :Apakah Ada makna tersendiri Dari pelukis, melihat dinding, berhitung, Dan daun jatuh. Kalo Ada, apasi arti Dari makna itu? Apa itu termasuk dalam setting? Kalo Iya, setting Bagian apa ya🙏🏻😁

Dst

Student: Anis, maaf itu pertanyaan kamu pelukis itu siapa? Mr. Berhman atau sp?

Student: Iya, artian nya pelukis itu. Apa cuma pekerjaan? Hobi?

Student: Mbaknya sudah membaca ceritanya ?

Student: Sudah

Student: Itu makna kiasan Bukan si?

Student: Iya nis, kita sedang mendiskusikannya..sebentar yaa

Student: 🥺iya🙏🏻

Student: Makna kiasa dari pelukis atau makna kiasa dari yg apa nis?

Student: Pelukis, Melihat dinding, Berhitung.

Kalau daun jatuh = meninggal(mati) Bukan?

Student: Iya niss

Student: Baik

Student: List of the questions :

1. (Ristia). Dalam analisis nmr2.. kan di jawab bahwa setting dlm cerita itu key force in the story, not just background, nah sedangkan dlm cerita itu setting nya bnyk .. ada ngga yg just a background? Atau Semua key force in the story?

Jawab:

Menurut kami, setting scr keseluruhan di crita the last leaf key force karena

Yg key force itu yg mempengaruhi cerita misal waktu Johnsy melihat the last leaf yg masih di cabang pohon, nah trus hari berikute dia masih melihat daun terakir masih menggantung di pohon..

Trus dia berpikir jd berubah dia mau makan.

Trus yg itu contohnya yg mr berman kan nglukis malam hari, nah saat itu hujan deras angin kencang kan, trus mr.berman jd sakit pneumonia trus meninggal.

Trus setting just background jg ada misal di awal cerita, kalo background itu untuk nyambungin cerita satu ke cerita lain biar ceritanya jelas. Misal: Greenwich village, trus California, itu cuman informasi setting tempat doang dan nggak berpengaruh sama cerita.

Dalam suatu setting kan jg ngga mngkin ngga ada settingnya jadi ngga enak ceritanya. Jadi setting penting sebagai key force jg sbg kunci plotnya jg dlm cerita.

2. Nurus🌻 \*Does the settings add irony\*. Yg dimaksud irony disini itu apasi? Kek sedih2 gt bukan? Jelasin dong hehe

irony adalah ucapan dengan kata-kata yang maknanya justru berkebalikan dengan makna sesungguhnya. Artinya, apa yang diucapkan berbeda jauh dengan kenyataan.

Irony dalam bahasa Inggris bisa dibedakan menjadi dua tipe, yaitu verbal irony dan situational irony.Dalam verbal irony biasanya subjek yang sedang berbicara melontarkan kata-kata yang berkebalikan dengan apa yang dia maksud. Contohnya saat mendengar usulan yang sangat tidak masuk akal, dia merespon “What a great idea!” sebagai contoh verbal irony.

Sedangkan, situational irony terjadi dalam bentuk sikap, misalnya ketika seorang pria tertawa saat orang lain sedang tertimpa sial, atau saat seseorang menertawakan diri sendiri saat mengalami kesialan. Orang kan pd umum nya kalo dpt kesialan dia bkalan sedih, di irony ini yg terjadi justru sebalik nyaa

3. Ria: kenapa sih kok dalam cerita tersebut kematian dihubungkan dengan daun yang jatuh

Jawaban:

Sebenernya ceritanya menghubungkan daun dengan kematian itu karena anggapan dari tokoh yang bernama Johnsy dia sakit dan kaya udah gapunya semangat hidup tiap hari kondisi nya menurun itu karena dia gak semangat buat sembuh, nah kondisi dia yang kaya gitu itu dia mengibaratkan suatu pohon yang satu persatu daun nya gugur

4. Wina: Seperti yang sudah di jelaskan oleh Oki di bagian materi. Keberadaan setting tidak hanya sebagai media untuk menginformasikan waktu, tempat dan suasana tetapi berfungsi sebagai metafora.

Dan pertanyaannya adalah Dalam cerita itu setting yang berfungsi sebagai metafora nya apa?

Jawaban : It means that by setting, an author puts an extended meaning that can be interpreted by the critical readers.

Wina bisa cek bagian2 terakhir dari cerita itu \*Dia sakit hanya dua hari. Perawat menemukannya pada pagi hari pertama di ruangannya di lantai bawah. Sepatu dan bajunya basah dan dingin layaknya es. Mereka tidak bisa membayangkan dia berada di malam yang sangat mengerikan.\* Dalam hal ini setting waktu (malam yg sangat mengerikan) sebagai metaphore. ( Interpretasi masing2 pembaca dari setting tempat itu kan pasti beda2, yg padahal arahnya satu bahwa mlm itu pas hujan pak bherman ini melukis daun agar saat pagi hari johnsy melihat daun itu masih menggantung di pohon).

5. Anis : Anis Febriana) :Apakah Ada makna tersendiri Dari pelukis, melihat dinding, berhitung, Dan daun jatuh. Kalo Ada, apasi arti Dari makna itu? Apa itu termasuk dalam setting? Kalo Iya, setting Bagian apa ya🙏🏻😁

Jawaaab ::

Daun jatuh = waktu menuju kematian

Berhitung = seperti menghitung brp lama lagi ia hidup

Pelukis = sebagai pekerjaan

Melihat dinding = menurut kami ga ada makna nya

Trus ada pesan disitu bahwa kita gaboleh menggantungkan hidup kita pada hal2 lain yang tidak pasti gitu, maknnya walaupun daunnya masih dan itu lukisan pun masih ttep hidup kan jadi jangan menggantungkan hidup pada hal2 yg bukan selain kepercayaan kita

Semua itu nggak termasuk setting..

Student: Ini hasil diskusi kami temen2, maaf ya lamaa 😁

Student: Makasih banyak🥺🤗

Student: Kalau ada sanggahan dipersilahkan..

Student: Terimakasih buat jawabannya teman🙏🏻☺

Student: Kalau ada yang masih bingung boleh dipertanyakan kembali

Student: Ngelist lagi atay engga

Student: @⁨Ristila Shopie MartinPBI A🐯⁩ @⁨WinaJung PBI A⁩ @⁨Uyus PBI A⁩ Bisa di pahami?

Student: Iya teman

Student: Sama-sama

Student: 🙏🏻

Student: Ututuututu thank u🌻🌻✨

Student: Bisaaa.. thank you

Student: Nggeh mba

Student: Enggak kok☺️😊

Student: Ngga usahdit langsung aja

Student: Langsung aja dit

Student: Mohon maap sebelumnya

Eemm berarti yang irony itu ada ya?

Maksutnya kan si Behrman berkata "Your friend will soon be well". Ehh tapi dia yang meninggal, itu termasuk situasional irony apa bukan si?

Student: Makasih atas jawabannya ya ..

Student: Kalo menuurut ku engga sii. Kan si berman berdoa agaar si jonsi sembuh dan itu beneran kejadiaan, masalah pak berman nya meninggal atau engga itu kan takdirr

Student: Menurutku engga irony, kan pak berhman itu niatnya membantu johnshy agar sembuh nah pak berman tdk tau kalo dia yang akan meninggal akhirnya

Student: Jadi situational irony itu tu pas udh kejadiann sial nya tpi dia malah melakukan hal sebalik nya, nggaa sedih tapi malaah seneng. Sedangkan itu engga

Student: Oalahh... Wokeee Amel,fina, wulan, lisda semua kelompok 3

Makasih yeeeee, punten ngrepoti wkwk

Student: Adit dah biasa ngrepoti

Student: Sama2 dit

Student: Siap

Student: Iya adit sama-sama..

Student: Dit stiker e hapooosssss

Student: Aku ndak wegah buka gruppp

Student: Nggeh mba 🤣

Student: Uwes??

Student: auto delete aku

Student: aku jg dah ku apos ris

Student: Muwes

Student: Terimakasih temen2 atas perhatian nya. Presentasi kelompok 3 kami akhiri. Apabila ada salah dalam pengetikan kami mohon maaf😁. Wassalamualaikun warohmatullohi wabarokatuh 🙂🌻✨

Student: Aku mo ngetik we layarku ku tutup kertas oy

Student: Sama"🍒,, waalaikumsalam

Student: Ku kirim di pc ya ris, mau ?

Student: sama sama, makasih juga kelompok 3💞 waalikumusalam warahmatullahi wabarakatuh

Student: Gass

Student: 👊🏽

Student: Iyaa kelompok 3...

Sama²...

Kita juga terimakasih

Student: Gas 21

Student: Sama-sama. Tq jg buat kelompok 3🌻✨✨✨✨

Student: Sama".

Student: Iya.. sama-sama

**Lecturer : 1. Betul. Dsni menjawabx dr kseluruhan cerita. Di the last leaf memang setting jd keyforce. Artix sngat penting dlm mmbangun cerita. Coba bandingkn dgn settingx "the necklace" yg sdh pernah kita bhas. D cerpen itu ada settingx, d rmh, d pesta dll, tp settingx scara kseluruhan hny background sj. Tdk trllu mmpengaruhi isi cerita**

**Lecturer : 2. Adalg dramatic irony. Cb browse d internet. Nah, kadang ada cerita yg setting sengaja menciptakn irony. Contoh, kisah hidup ank org kaya, pny bnyk harta, dsyg, pny smuax, tp kisah hidupx brkebalikan dr setting dmana dy tinggal. Kesepian, sedih, merasa tdk brharga dll. Itu mmunculkn irony**

Lecturer **: 3. Johnsy yg tdk pny semangat hidup itu sehari2 hny menghitung waktu kpn kematianx dtg. Dy lht daun d musim gugur yg jatuh satu2. Ketika smakin sdikit, dy membandingknx dgn sisa hidupx. Tingga 5 lembar, brrti tinggal 5hr, 4 lembar, tinggal 4 hr. Dst. Melambangkn betapa dy putus asa dgn penyakitx**

**Lecturer : 4. Metafora itukn perumpamaan. Dsitu settingx bs jg brnilai metaforik. Suasana hati si org sakit seumpama musim gugur yg suram yg mnjadi setting cerita**

**Lecturer : 5. Pelukis itu jg sbetulx sedang sakit keras. Tp dy ingin menyemangati johnsy yg sdh putus asa dgn sakitx. Kebetulan dy pelukis. Jd setelah tau bhwa johnsy mngumpamakan sisa hidupx sejumlah sisa daun yg blm gugur, maka si pelukis melukis 1 daun d dinding yg posisix seolah sm dgn phon d kuar apartemen. Sbetulx daun asli d pohon yg d luar apartmen sdh jatuh smua. Tp d penglihatan johnsy msh ada 1 yg g jatuh2. Padahal yg g jatuh itu hny lukisan.**

**Lecturer : Presentasi dan hasil analisis klompok 3 secra general sdh baik. Hny analisis no 5 sj yg perlu drevisi**

Student: Terima kasih atas penjelasannya miss🙏

Student: Terimakasih atas penjelasannya miss

Student: Baik miss...

Terimakasih atas penjelasannya🙏

Student: Thank you miss

Student: Ms saya mau bertanya, Mr. Pneumonia yang disebut di awal cerita itu apakah Mr. Berhman?

Penasaran ms

Student: Trimakasih mrs 🙏🏻

**Lecturer : Trm ksh ats smua partisipasi aktifx. Smoga smua sehat selalu. Kita tutup dgn hamdalah.**

Semoga brmanfaat. Wassalam u alaikm wr.wb

Student: Aamiin... wa'alaikumussala wr.wb

Student: Aamiin... Alhamdulillah

Waalaikumsalam warohmatuallahi wabarokatuh

Student: Waalaikumsalam miss☺️

Student: Waalaikumsalam warahmatullahi wabarakatuh

Student: Wa'alaikumsalam wr.wb

Student: Aamiin, trm kasih ms. Wa'alaikumussalam wr.wb..

Student: Aamiin,

Waalaikumsallam wr.wb

Student: Aamiin,Waalaikumsallam wr.wb

Student: Alhamdulillah

Terima kasih teman2 yg sudah berpartisipasi

Terima kasih juga atas penjelasannya miss

Wa'alaikumussalam..

Student: Aamiin, . U too miss, stay healthy and safe 🙏🏼. Waalaikumsalam wr. Wb

Student: Aamiin.. 🙏🏻

Student: Aamiin...

Alhamdulillah

Wa'alaikumussalam warahmatullahi wabarakatuh..

Student: Thank you miss..🙏

Student: Thank you miss..🙏

Lecturer : Nor Laili,. M.Pd

Class : Prose

Observation : Observation 6

Time : March, 30th 2020

Student: Asslamu'alaikum, teman jangan lupa yaa nanti kita ada kelas prose

Student: Wa'alaikumsalam.. iyaa lissaa

Student: Wa'alaikumsalam oke lis

Student: Wa'alaikumsalam oke lissaa

Student: Waalaikumussalam. Siap

Student: Waalaikumsallam, okok lissaaa

Student: Wa'alaikumsalam.. iyaa lis.

Student: Siappp

Student: Langsung aja lis

Student: Wa'alaikumussalam

Iya lis

Student: Waalaikumsalam

Student: Iy syg

Student: Waalaikumsalam

Student: Itu ya pptnya mohon dibaca dan dipahami dulu hehe

Student: Siap hehe

Student: 👌🏻

Student: wa'alaikumsalam🌚

Student: You’re welcome

Student: Thank you

Student: We are from Fourth group, we want to explain about point of view

Student: Thank youu..

Student: The first material will be explain by ria

Student: Ok, i wanna explain abaot the definition of point of view

Point of view is everything that is told in fiction is not seen from the perspective of the writer, but from the perspective of the narrator used as a mask or persona that allows the writer to develop his creativity in telling stories. Point of view is also a method used by the story writer to place himself or where the writer views the story in the essay he has written that can affect the course of a story.

Sometimes, an author intentionally uses an unreliable narator. It is a character whose telling of the story is not completely accurate or credible due to problems with the character's mental state or maturity. For example : by employing a mad, unstable,self-serving or confused narator.

Point of view adalah metode yang digunakan penulis untuk menempatkan dirinya dalam cerita yang bertujuan untuk mengembangkan kreatifitas penulis dalam bercerita yang dapat mempengaruhi jalannya cerita. Terkadang penulis juga menggunakan unreliable narator yaitu narator yang tidak bisa di andalkan. Tidak bisa menjelaskan cerita secara kredibel karena masalah kejiwaan. Contohnya dalam cerita itu kan si cowo suka dengan kucing tapi kenapa malah menganiaya kucing yang bernama pluto itu, nah disitu gak dijelaskan secara jelas kenapa kalau suka hewan tetapi malah menganiayanya.

Student: Ok next, I will explain about the type of point of view :

1. First-person point of view :In use when a

Student: Ok next, I will explain about the type of point of view :

1. First-person point of view :In use when a character narrates the story with I,me, my, and mine in his or her speech. The advantage of this point of view is that you get to hear the thoughts of the narrator and see the world depicted in the story through his or her eyes.

For example : “I felt like I was getting drowned with shame and disgrace.”

(Jadi sudut pandang orang pertama ini digunakan ketika penulis menarasikan ceritanya menggunakan kata "saya", "aku", "milikku" dsb, yang membuat pembaca seolah-olah menjadi salah satu tokoh di dalam ceritanya. Keuntungan dari sudut pandang ini adalah pembaca dapat melihat maupun merasakan dari kacamata si penulis. Contoh: "aku tersadar ketika denting jam menunjukkan angka 12, waktu disaat aku dilahirkan..")

2. Second-person Point of view : In which the author uses you and your, is rare; authors seldom speak directly to the reader. When you encounter this point of view, pay attention. Why? The author has made a daring choice, probably with a specific purpose in mind. Most times, second-person point of view draws the reader into the story, almost making the reader a participant in the action.

for example : You have brains in your head. You have feet in your shoes. You can steer yourself any direction you choose. Youre on your own. And you know what you know. And YOU are the guy wholl decide where to go."

(Dr. Seusss Oh! The Places Youll Go!).

(sudut pandang orang kedua menggunakan kata "kamu" , "milikmu" dalam ceritanya. Sudut pandang ini jarang digunakan. Sering kali, sudut pandang orang kedua menarik pembaca ke dalam cerita, dan membuat pembaca merasa menjadi peserta dalam cerita tsb.

Contoh : "Seseorang menepuk bahumu dari belakang. Kau terkejut melihatnya, begitu juga ia. Orang itu tersenyum dan membuatmu bertambah bingung")

Student: I will explain about \*Third person point of view\*

In third person point of view, the narrator has no involvement in the story. In fact, the narrator is considering someone outside of the story and pronouns used like “He”, “She” and “They” to narrate about the characters. The third person point of view is further divided into three categories.

1. Omniscient

2. Limited

3. Objective

Student: 1. The Omniscient Third Person in which the storyteller knows and exposed the thoughts, feelings and ideas of all the characters of the story.

Jadi, Sudut Pandang Orang Ketiga Mahatahu adalah penulis seperti Tuhan dalam karyanya, yang mengetahui segala hal tentang semua tokoh, peristiwa, tindakan, termasuk motif. Penulis juga bebas berpindah dari satu tokoh ke tokoh lain. Bahkan bebas mengungkapkan apa yang ada dipikiran serta perasaan para tokohnya.

Contoh:

Sudah genap satu bulan dia menjadi pendatang baru di komplek perumahan ini. Tapi, belum satu kali pun dia terlihat keluar rumah untuk sekedar beramah-tamah dengan tetangga yang lain, berbelanja, atau apalah yang penting dia keluar rumah.

“Apa mungkin dia terlalu sibuk, ya?” celetuk salah seorang tetangganya. “Tapi, masa bodoh! Aku tak rugi karenanya dan dia juga tak akan rugi karenaku.”

Pernah satu kali dia kedatangan tamu yang kata tetangga sebelah adalah saudaranya. Memang dia sosok introvert, jadi walaupun saudaranya yang datang berkunjung, dia tidak bakal menyukainya.

Student: 2. The Limited Third Person in which the storyteller tells the internal feelings and thoughts of the character. Normally the main character’s feelings and thoughts are reflected.

Jadi, Sudut Pandang Orang Ketiga Terbatas yaitu Penulis melukiskan segala apa yang dialami tokoh hanya terbatas pada satu orang atau dalam jumlah yang sangat terbatas. Penulis tak leluasa berpindah dari satu tokoh ke tokoh lainnya. Melainkan terikat hanya pada satu atau dua tokoh saja.

Contoh:

Selalu ada cita di dalam benaknya, untuk mabuk dan menyeret kaki di tengah malam, menyusuri Jalan Braga menuju penginapan. Dia akan menikmati bagaimana lampu-lampu jalan berpendar seperti kunang yang bimbang; garis-garis bangunan pertokoan yang berderet tak putus acap kali menghilang dari pandangan; dan trotoar pun terasa bergelombang seperti sisa ombak yang menepi ke pantai. (Lagu Malam Braga – Kurnia Effendi)

Student: 3. The Objective Third Person in which the story teller reveals nothing or knows about the story character’s feelings, thoughts and inspirations but sticks to the external details of the story.

Jadi, Sudut Pandang Orang Ketiga Objektif yaitu narator melukiskan semua tindakan tokoh dalam cerita namun tak mengungkapkan apa yang dipikirkan serta dirasakan oleh tokoh cerita. Penulis hanya boleh menduga apa yang dipikirkan, atau dirasakan oleh tokoh ceritanya.

Contoh:

Si lelaki tua bangkit dari kursinya, perlahan mengeluarkan pundi kulit dari kantung, membayar minuman dan meninggalkan persenan setengah peseta. Si pelayan mengikutinya dengan mata ketika si lelaki tua keluar. Seorang lelaki yang sangat tua yang berjalan terhuyung tetapi tetap dengan penuh harga diri.

“Kenapa tak kau biarkan saja dia minum sampai puas?” tanya si pelayan lain. Mereka berdua menurunkan semua tirai. “Belum jam setengah dua.” lanjutnya.

“Aku ingin cepat pulang dan tidur.” (Tempat yang Bersih Terang – Ernst Hemingway)

Student: Bisa dipahami dulu ya temen2

Student: Oke put

Student: Ok next, I will explain about \*The importance of point of view\* :

A well-executed point of view is a crucial foundation for any piece of writing. Naturally, the point of view provides the context and backstory you need for the audience to understand the scene, and helps your audience best see your characters and interpret the material in the way you intend. But what some writers don't always realize, is that a solid point of view can actually help drive the crafting of the story.

Dengan adanya Point of View, penulis seolah-olah dapat menjadi pelaku utama dalam cerita atau menjadi orang lain dalam cerita tersebut.

Student: Siyaapp mba prut

Student: Teman, kalau ada yang kurang paham silahkan ditanyakan yaa

Student: siaap uputt

Student: Mau nanya dong teman

Student: Silahkan mbak, jangan lupa juga disebutkan namanya

Student: List pertanyaan:

1. Ristia : yang the objective third person itu mksdnya gimana ya? Kan dijelaskan bhwa "namun tak mengungkapkan apa yg dirasakan dan dipikirkan oleh tokoh" itu gimana? Soalnya Blm ngeh juga sma contohnya hehe

Student: Okee,

Yang lainnya boleh kok bertanya

Student: aku mau nanya

Student: Bolehh

Student: Silahkan lanjut di list sini

Student: List pertanyaan:

1. Ristia : yang the objective third person itu mksdnya gimana ya? Kan dijelaskan bhwa "namun tak mengungkapkan apa yg dirasakan dan dipikirkan oleh tokoh" itu gimana? Soalnya Blm ngeh juga sma contohnya hehe

2. Restu Isti : saya mau nanya bedanya sudut pandang orang kedua sama ketiga dimana apa cuman hanya dalam kata kamu gitu, soalnya yg menceritakan juga keliatan kaya serba tau, trus kenapa jarang digunakan padahal bisa menarik pembaca kedalam cerita tersebut, terimaksih

Student: Masih boleh tanya?

Student: Masih seyengg

Student: List pertanyaan:

1. Ristia : yang the objective third person itu mksdnya gimana ya? Kan dijelaskan bhwa "namun tak mengungkapkan apa yg dirasakan dan dipikirkan oleh tokoh" itu gimana? Soalnya Blm ngeh juga sma contohnya hehe

2. Restu Isti : saya mau nanya bedanya sudut pandang orang kedua sama ketiga dimana apa cuman hanya dalam kata kamu gitu, soalnya yg menceritakan juga keliatan kaya serba tau, trus kenapa jarang digunakan padahal bisa menarik pembaca kedalam cerita tersebut, terimaksih

3. Aviani : the importance of point of view kan bisa membuat penulis seolah menjadi pemeran utama. Apakah hanya penulisnya saja? Pembacanya iya ga?

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4. Rani : dalam suatu cerita apakah hanya memiliki satu sudut pandang saja atau bisa memiliki beberapa sudut pandang (campuran)?

Student: Terimakasih teman teman atas pertanyaannya, tadi lupa bilang buat jumlah penanya nya, kita membuka pertanyaan buat 4 penanya

Terimakasih buat yang bertanya

Student : Beri kami waktu untuk mendiskusikan jawaban ya manteman

Student: siapp qaqa

Student: Oke temann

Student: Iyups..

Student: Iya😊

Student: Okee

Student: Diskusi Sekarang juga?

Student Katanya Besok?

Student: Ini kan diskusi materi, besok yang analisis..kayanya si gitu

Student: Besok yg analisis mba anis

Student: Siap👍🏼

Student: OK wina👌🏻

Student: List pertanyaan:

1. Ristia : yang the objective third person itu mksdnya gimana ya? Kan dijelaskan bhwa "namun tak mengungkapkan apa yg dirasakan dan dipikirkan oleh tokoh" itu gimana? Soalnya Blm ngeh juga sma contohnya hehe

Jawab : Narratornya itu seolah-olah hanya sebagai seorang wartawan yg sedang menceritakan sesuatu. Narrator itu berkedudukan sama seperti penulis, ia juga tidak mampu mengungkapkan bagaimana perasaan dan pemikiran tokoh.

2. Restu Isti : saya mau nanya bedanya sudut pandang orang kedua sama ketiga dimana apa cuman hanya dalam kata kamu gitu, soalnya yg menceritakan juga keliatan kaya serba tau, trus kenapa jarang digunakan padahal bisa menarik pembaca kedalam cerita tersebut, terimaksih

Jawab :

Penggunaan kata "kamu, kau" pada sudut pandang orang kedua dan penggunaan kata "dia, nama orang," pada sudut pandang ketiga. Sudut pandang kedua tidak serba tahu krn keterbatasan hanya dpt melihat apa yg terlihat sj, jd tidak tau apa yg sebenarnya dirasakan.

Alasan jarang digunakan mungkin krn Penulis harus konsisten tdk menyebut “aku” untuk berbicara dengan tokoh utama.

3. Aviani : the importance of point of view kan bisa membuat penulis seolah menjadi pemeran utama. Apakah hanya penulisnya saja? Pembacanya iya ga?

Jawab :Bisa. Kan pengarang dalam cerita tersebut menyatakan bagaimana pengarang ingin mengambil seluruh bagian langsung dari seluruh peristiwa bahkan pengarang bisa berperan sebagai pengamat terhadap objek dari seluruh tindakan atau peristiwa dalam cerita tersebut.

Pengarang bisa bertindak sebagai tokoh utama dengan mengisahkan menggunakan kata ganti orang pertama (aku, saya, kamu) atau bisa juga sebagai pengamat atau pembaca dengan mengisahkan menggunakan kata ganti orang kedua (kau, kami).

4. Rani : dalam suatu cerita apakah hanya memiliki satu sudut pandang saja atau bisa memiliki beberapa sudut pandang (campuran)?

Jawab: Bisa. Asal tidak membingungkan pembaca.

Tapi kalo tetep mau dikasih 3 3 nya/semuanya gunakan 1 sudut pandang dalam 1 bab saja atau satu bagian cerita, jangan dicampur agar tidak bingung.

Student: Itu ya teman jawabannya, kalau masih ada yang kurang jelas bisa ditanyakan lagi, terimakasihh

Student: Nggih.. makasih..

Student: Makasih jawabannya ☺

Student: makasih✨

Student: trus yg disebutkan kamu, kau itu tokoh utamanya?

Student: Iya, dan tambahan di sudut pandang kedua, Pembaca diperlakukan sebagai tokoh utama yg bikin pembaca jd tertarik kdlm cerita tsb

Student: Terimakasih jawabannya

Student: ooohh gituuu, makassiih 💞

Student: Ada yg masih Bingung/bimbang??

Atau ada yg mau nanya lagi??

Student: Kalau sudah tidak ada yang ditanyakan, kami tutup diskusi malam ini dan akan dilanjutkan besok lagi ya teman, terimakasih sudah berpartisipasi 🥰

Wassalamu'alaikum warohmatullahi wabarokatuh

Student: Waalaikumsalam 😊☺️

Student: Waalaikumsalam wr. wb..

Student: Waalaikumsalam

Student: Wa'alaikumsalam wr.wb

Student: Wa'alaikumsalam wr.wb

Student: Iyaa kelompok 4...

Terimakasih🙏

Wa'alaikumsalam

Student: Wa'alaikumussalam..

Student: Wa'alaikumsalam

Terima kasih☺

Student: Wa'alaikumussalam

Student: Terimakasih atas jawabanya 🙏

Wa'alaikumsalam

Student: Wa'alaikumsalam 🤺

Student: Waalaikumsalam

Student: Makasih🍯

Student: Waalaikumussalam tq

Lecturer : Nor Laili,. M.Pd

Class : Prose

Observation : Observation 7

Time : March, 31st 2020

Student: Assalamu'alaikum

Mohon maaf sebelumnya baru bisa melanjutkan presentasi prose karena tadi full makul

Student: Waalaikumussalam🌻🌻

Student: Wa'alaikumsalam

Student: Waalaikumussalam🌻🌻✨

Student: Waalaikumussalam ,iya ri

Student: Wa'alaikumussalam, iyaa..

Student: Wa'alaikumussalam, iyaa..

Student: Kita akan melanjutkan diskusi kemarin dengan cerita yang berjudul "The Black Cat"

Student: Aku tidak mengharapkan kamu percaya akan cerita yang akan saya ceritakan. Terapi agar aku dapat mati dengan tenang, aku harus menceritakannya.

Aku dan Istriku menyukai hewan peliharaan. Salah satu hewan peliharaan favorit istriku adalah Pluto, seekor kucing. Pluto adalah kucing hitam yang pintar.

Suatu hari aku pulang dengan keadaan sangat mabuk. Aku dalam keadaan mudah marah. Untuk beberapa alasan, Pluto membuatku marah. Dalam kemarahan kutangkap kucing itu, mengambil pisau kecil dari kantongku dan memotong lehernya dan mencongkel satu matanya! Kemudian ku gantung makhluk malang itu sampai mati.

Di pagi harinya, Aku bangun dan mengingat apa yang telah aku lakukan dan merasa sangat menyesal. Ku hilangkan ingatanku tentang hal itu dengan minum minuman keras.

Suatu malam rumahku terbakar. Disana dengan cepat tidak ada yang tersisa, tapi hal yang aneh terjadi. Ku temukan di dinding kamarku bentuk kucing besar dengan satu mata dan dengan tali di lehernya. Aku ketakutan dan tidak akan melupakan penglihatan mengerikan itu.

Aku menyesal dan merasa bersalah atas kematian Pluto, jadi aku mendapatkan kucing lain sebagai pengganti Pluto. Kucing itu mempunyai corak putih di lehernya.

Aku segera mulai tidak menyukai kucing itu karena kucing itu sering menatapku dengan aneh dan dengan tatapan kebencian. Itu sangat membuatku takut.

Suatu hari Aku dan istriku pergi ke ruang bawah tanah. Aku dalam keadaan mabuk pada saat itu. Kucing itu mengikuti kami. Kucing itu berjalan di antara kakiku dan hampir membuatku jatuh dari tangga. Aku membawa kapak di tanganku. Aku sangat marah dan mengayunkan kapak untuk membunuh hewan malang itu dan secara bersamaan Istriku mencegahku untuk melakukannya. Kemarahanku dengan segera mengarahkan kapak ke Istriku. Dia mati tergeletak di kakiku.

Kemudian kugali kuburan untuk menyembunyikan mayatnya di dinding ruang bawah tanah. Aku mencari kucing itu karena ingin membunuhnya juga, tetapi tidak menemukannya dimana-mana.

Hari ke 4 setelah kematian istriku, polisi datang ke rumahku karena kecurigaan tetangga tetangga. Polisi pun menyelidiki di sekitar rumah dan tidak menemukan apapun. Aku sangat senang dan mengatakan “Tuan tuan, ini adalah rumah yang dibangun dengan kokoh. Liat dinding ini.” Kuangkat sebuah tongkat dan memukul dinding dimana tempat istriku dikubur.

Sesaat setelah kulakukan itu, suara tangisan terdengar dari dinding itu. Suara itu seperti suara tangisan anak kecil tetapi bukan manusia.

Polisi pun curiga dan mereka merobohkan dinding itu. Mayat istriku terlihat dan berdiri di depan mayatnya adalah Pluto, kucing yang telah menyebabkan ku dihukum gantung karena membunuh istriku!

Student: Itu ringkas cerita nya manteman. Bisa dibaca n dipahami dulu

Student: Wa'alaikumsalam..

Student: Iya

Student: Iyaa..

Student: Iyaa

Student: wa'alaikumsalam🍁🍁🍁

Student: Okee

Student: Itu ceritanya teman teman dan analisisnya ada di ppt, jika ada yang ingin ditanyakan silahkan

Student: Okee ri

Student: Ini nanya ttg ceritanya kan ?

Student: Dan analisisnya teh

Student: Okkr

Student: Di list ri?

Student: Iya rann

Student: 1. Rani : di slide 9 itu kan ada irony, nah di klp sebelumnya kan juga ada irony yaitu kejadian dlm prosa dimana apa yg diketahui karakter dlm cerita berbeda dgn apa yg diketahui pembaca, lha maksud ironi di klp ini apakah sama dengan irony klp sebelumnya atau beda? Trus kan itu di dalam cerita ada beberapa irony, bisa di jelaskan yang mana saja yang termasuk ironi?

Student: 4 penanya ya teman teman

Student: Terimakasih mba rani

Student: Iya riaaaaaaa

Student: Lainnya??

Student: Wa'alaikumsalam

Student: siapp

Student: Wa'alaikumsalam🌷

Student: 1. Rani : di slide 9 itu kan ada irony, nah di klp sebelumnya kan juga ada irony yaitu kejadian dlm prosa dimana apa yg diketahui karakter dlm cerita berbeda dgn apa yg diketahui pembaca, lha maksud ironi di klp ini apakah sama dengan irony klp sebelumnya atau beda? Trus kan itu di dalam cerita ada beberapa irony, bisa di jelaskan yang mana saja yang termasuk ironi?

2. Lisda: (nanya bagian cetitanya) Apakah laki" dalam cerita tersebut mempunyai kelainan kejiwaan sehingga tega membunuh istrinya? Kalo memang punya, dijelasin di part mananya bahwa dia punya kelainan kejiwaan tsb .. mksh

Student: Oke

Terimakasih teh lisda

Student: Iya uput

Student: Mungkin yg lain ada yg mau nanya??

Student: Aku mau nanya put

Student: Bolehh

Student: Aku juga dong

Student: Boleh silahkan

Student: Silahkan

Student: 4 penanya ya, kurang 2 penanya lagi

Student: Udah pas bukannya?

Student: 1. Rani : di slide 9 itu kan ada irony, nah di klp sebelumnya kan juga ada irony yaitu kejadian dlm prosa dimana apa yg diketahui karakter dlm cerita berbeda dgn apa yg diketahui pembaca, lha maksud ironi di klp ini apakah sama dengan irony klp sebelumnya atau beda? Trus kan itu di dalam cerita ada beberapa irony, bisa di jelaskan yang mana saja yang termasuk ironi?

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3. Elenia : dipertanyaan nomor 1 itukan ditanyakan point of view mana yg lebih dominan, trus kalian jawab first person. Nah apakah memungkinkan ada lebih dr satu point of view di cerita ini? Jika iya, apa ya? tolong jelaskan.

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3. Cicih : Kayanya hampir berkaitan sama analysis no. 8.. Dicerita itu kan pakenya sudut pandang orang pertama, dan aku rasa feel yg didapat sama pembaca itu lebih ngena. Pertanyaannya, klo misalkan sdut pandangnya diganti, apakah feelnya akan tetap sebagus ketika pake sudut pandang pertama? Atau apakah akan ada perbedaan lain?

Student: Eh ini aku dah terlanjur tulis pertanyaan i, gimana??😂

Student : Gapapa

Student: Yahhh

Student: Yaudah gak papa ketimbun el

Student: Gapapa gapapa. Dilist yg rapi yg penting

Student: Sama dikasih nama juga

Student: Jdi 5 nih gapapa?

Student: Gapapa

Student: 1. Rani : di slide 9 itu kan ada irony, nah di klp sebelumnya kan juga ada irony yaitu kejadian dlm prosa dimana apa yg diketahui karakter dlm cerita berbeda dgn apa yg diketahui pembaca, lha maksud ironi di klp ini apakah sama dengan irony klp sebelumnya atau beda? Trus kan itu di dalam cerita ada beberapa irony, bisa di jelaskan yang mana saja yang termasuk ironi?

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4. Intan : Bisa tolong dijelasin yang dimaksud narator yg reliable dan unrealiable ,trus dalam analisis kan disebutkan kalau the narrator is unrealiable itu knp ?

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5. Elenia : dipertanyaan nomor 1 itukan ditanyakan point of view mana yg lebih dominan, trus kalian jawab first person. Nah apakah memungkinkan ada lebih dr satu point of view di cerita ini? Jika iya, apa ya? tolong jelaskan.

Student: Oke beri kamu waktu untuk mendiskusikan jawaban ya teman-teman

Student: Iyaa put 🌻

Student: Seeaaapp

Student : Oke teman silahkan

Student: Iyaa

Student: Teman teman kami akan menjawab beberapa pertanyaan yang sudah di ajukan

Student: 1. Rani : di slide 9 itu kan ada irony, nah di klp sebelumnya kan juga ada irony yaitu kejadian dlm prosa dimana apa yg diketahui karakter dlm cerita berbeda dgn apa yg diketahui pembaca, lha maksud ironi di klp ini apakah sama dengan irony klp sebelumnya atau beda? Trus kan itu di dalam cerita ada beberapa irony, bisa di jelaskan yang mana saja yang termasuk ironi?

\*Jawab\* : Iya maksud nya sama. Yaitu sama2 berkebalikan dengan apa yg diperankan. Menurut kami ada 3 irony. Ada verbal, situasional sama dramatical.

Kalau yg verbal itu ketika si laki2 didatangi polisi, nah saat itu kan dia secara tidak langsung mengatakan kalo didinding rumahnya itu ada sesuatu, padahal udah berusaha dia sembunyikan.

Kalau yg situasional itu ketika si laki2 didatangi polisi, nah dia kan berusaha tenang gt di depan polisi nya, padahal aslinya dia juga takut, khawatir gt.

Kalo yg dramatical itu mungkin dicerita itu kan si laki2 suka sama hewan, terutama kucingnya, si pluto. Tapi kebalikannya, dia malah membunuh pluto, dengan mencongkel matanya, digantung dipohon. Gt

2. Lisda: (nanya bagian cetitanya) Apakah laki" dalam cerita tersebut mempunyai kelainan kejiwaan sehingga tega membunuh istrinya? Kalo memang punya, dijelasin di part mananya bahwa dia punya kelainan kejiwaan tsb .. mksh

\*Jawab\* : Menurut kami laki-laki itu tidak memiliki kelainan kejiwaan, tetapi dia sering mabuk mabukan sehinggan mood emotionalnya berubah ubah, dan ketika emosi dia tidak bisa mengendalikan dirinya. Jadi pas kejadian di ruang bawah tanah itu dia akan membunuh kucingnya tetapi di cegah oleh istrinya, karena sudah keadaan emosi dan di cegah maka emosi itu beralih menuju istrinya dan membunuh istrinya

3. Cicih : Kayanya hampir berkaitan sama analysis no. 8.. Dicerita itu kan pakenya sudut pandang orang pertama, dan aku rasa feel yg didapat sama pembaca itu lebih ngena. Pertanyaannya, klo misalkan sdut pandangnya diganti, apakah feelnya akan tetap sebagus ketika pake sudut pandang pertama? Atau apakah akan ada perbedaan lain?

\*Jawab\* : Ketika sudut pandang cerita dirubah otomatis harus mengganti penggunaan kata "aku, saya, milikku" dsb. Menjadi kata dgn sudut pandang lain, menurut kami penggunaan sudut pandang dlm cerita pasti sudah jd bahan pertimbangan bagi penulis nya, dan kemungkinan besar akan berdampak pada seberapa bsar pesan dr cerita tsb sampai kpd pembaca. Jadi setiap ganti sudut pandang pasti feel nya beda karena sudut pandang mempengaruhi jalannya cerita

4. Intan : Bisa tolong dijelasin yang dimaksud narator yg reliable dan unrealiable ,trus dalam analisis kan disebutkan kalau the narrator is unrealiable itu knp ?

\*Jawab\* : Narator reliable itu narrator yang bisa diandalkan, kalau narator unreliable itu narator yang tidak bisa diandalkan, narator ini tidak bisa menjelaskan secara komplit dan akurat, serta ketidak konsistenannya akan sesuatu.

Dalam cerita tersebut narator unreliable terjadi ketika, laki2 telah menyiksa pluto dan dia bertemu dengan kucing baru, karena dia masih sayang dan merasa kehilangan Pluto, maka si laki2 tersebut mengambil kucing itu dan berusaha untuk tidak melukai kucing lagi, tetapi endingnya kan si laki2 mau menyiksa kucing yang ditemukan tadi.

5. Elenia : dipertanyaan nomor 1 itukan ditanyakan point of view mana yg lebih dominan, trus kalian jawab first person. Nah apakah memungkinkan ada lebih dr satu point of view di cerita ini? Jika iya, apa ya? tolong jelaskan.

\*Jawab\* : ada. Selain first person juga ada third person yang contohnya nama kucing "pluto", dan juga menggunakan she serta it.

Student: Kalau ada yang kurang paham dan mau ditanyakan lagi, silahkan

Student: Terimakasih jawabannya

Student: Sudah paham

Student: Trimakasih jawabannya

Student: Mkasih jawabannya, paham ko

Student: Terimakasih atas jawabannya yaa🙏🏻🙏🏻

Paham kok

Student: Apakah masih ada yang ingin bertanya lagi

Student: Terimakasih atas jawabanya teman2 ,alhamdulillah sudah paham 🙏

Student: itu siapa yg keluar ya?

Student: Gak tau di

Student: Baik teman-teman kalau sudah ada yg bertanya lagi kami tutup presentasi siang ini.

Terimakasih untuk partisipasi nya dan minta maaf kalau mengganggu istirahat siang nya teman-teman.

Waalaikumsalam wr wb:)

Student: Eh salah

Student: Oke, terimakasih 🙏🏻

Student: Wassalamu'alaikum wr wb.

Student: siap put, terimakasih✨🍁🍁🍁✨

Student: Waalaikumussalam warohmatullohi wabarakatuh

Student: Wa'alaikumussalam

Student: Wa'alaikumsalam wr.wb

Student: Waalaikumussalam warohmatullohi wabarakatuh

Student: sama sama, terimaksih juga uput dan kawan kawan🌷

waailaikumusalam wr wb

Student: Sama2, makasih jg yaaa buat putri dan teman2.

Waalaikumsallam wr WB

Student: Wa'alaikumussalam wr.wb

Student: Wa'alaikumussalam wr.wb

Student: Wa'alaikumussalam wr.wb

Student: Wa'alaikumussalam warohmatullohi wabarakatuh.

Lecturer **: Yg presentasi, coba tulis kembali pertanyaan no. 5. Apakah benar seperti yg dtulis d ppt klompok mu ato ada kesalahan**

Student: Sebentar miss

Student: 5. If the story has a third-person narrator, is he of she omniscient? Does he or she have limited omniscience? Is the narrator objective?

Student: Iya miss, maaf ada yg salah

Lecturer **: 1. Ironu yg dsebutkn Rani itu hny slh 1 jenia irony sj. Jd klo mmdefinisikn irony, lbh luas dr itu. Trgantung jenisx. Irony yg dsebabkn oleh POV umumx memang menyebabkn irony yg dsebut rani td. Yg dsebut dramatic irony**

**Lecturer : The black cat pke 1st ato 3rd person pov?**

Student: 1st person Miss menurut kami

Student: First person ms

**Lecturer : 2. Pemabuk memang mempengaruhi jiwa, emosi, pkiran ssorg. Oleh karena itu dlm agama kita n d negara kita, miras n narkoba dlarang. Karena efekx merusak jiwa. Jd klo dtny apa skt jiwa? Ya. Tp bkn sakit bawaan, tp sakit krena pngaruh miras**

**Lecturer : 3. Betul. Dsni kita disuruh brandai2 klo cerita ini diubah pke 3rd person. Pastix unsur misterix yg menguatkn cerita akan brkurang. Kita jg tdk bs mrasakan bgaimana pkiran org yg sakit jiwa macam si narator.**

**Lecturer : 4. Efek reliable n unreliable ini timbul pd pmakaian 1st person umumx. Contoh, klo si "I" yg brcerita trmasuk org yg narsis, pastix ktika dy cerita tentang dirix, dy akan lebih2kan dr yg sbenarx. Yg sperti ini pastolix unreliable. Di the black cat jg benar unreliable. Kenapa? Krna dy gangguan kejiwaan. Masak iya kamu percaya sm apa yg dceritakan org yg sakit jiwa tukang teler? 😆 Buktix sudah djelaskn d jwaban klompok ini td. Ketika ada inkonsistensi dln pnceritaan si pluto. Pmbaca mulai ragu2 brtanya2, akibat unreliabilityx d narator**

**Lecturer : 5. Ada beberapa cerita (biasax d novel, tdk d cerpen) yg mmkai lbh dr 1 pov. Walaupun jarang. Tp ada**

**Lecturer : 5. Jawaban klompok ini utk no. 5 salah. Jd the black cat hny pny 1 pov. 1st person. Penceritaan pluto ttp dr sdut pandang I (1st person)**

**Lecturer : Jd bkn brrti klo ada kata "she" n "it" dlm narasi cerita kmudian itu artix 3rd person. Bisa sj si "I" brcerita org ato bnda, maka dy pke she n it. Tp ttp si "I" yg cerita. Artix ya ttp pke 1st person.**

**Lecturer : Utk yg novel yg mncampur POV, biasax ai penulis akn memisah pnggunaan 1st n 3rd person. Misal, dy mau cerita persahabatan jarak jauh antara si A di amerika n si B d jkt. Di bab pertama dy pke 1st person sbg si A. Kmudian d bab 2, dy cerita si B pke 3rd person. Pke he/she. Knapa hrs dpisah? Supaya pmbaca tdk bingung**

**Lecturer : Klo 1st person bbrrt kamu tdk perlu jwb nomer itu. Klo itu pke 3rd person, prtanyaan itu mmintamu utk menggolongknx k jenis 3rd person yg mn**

**Lecturer : Yg perlu drevisi no.5 n no.8. No.8, anda dsuruh brandai bgaimna kira2 jika pov diubah. Td sdh sy jelaskn. Cari kemungkinan efek lain yg bs timbul**

**Lecturer : No. 6 jg perlu ditambah. Bukan advantages scara teoretis. Tp brdasarkan/ dkaitkn dgn cerita the black cat. D cerpen itu pke 1st person, jd apa manfaatx bagi pembaca**

**Lecturer : That's for today. Nice discussion. Semoga brmanfaat n mndatagkn hikmah. Kita tu2p dgn hamdalah masing2. Wassalamu alaikm wr.wb. C U**

Student : Alhamdulillah

Student: Terimakasih miss

Student: terimakasih miss atas penjelasannya

Student: Waalaikumsalam

Student: Waalaikumsalam wr wb

Baik miss terimakasih🙏

Student: Alhamdulillah 👏🏻👏🏻Waalaikumussalam, thanks mrs 🙏🏻

Student: Wa'alaikumsalam. Terima kasih miss🙏

Student: alhamdulillah terimaksih miss🌷

Student: Waalaikumsalam terimakasih ms

Terimakasih teman2 yg bertugas presentasi❤️

Student: Alhamdulillah mantap. Matur suwun nggih miss 🙏🏼🙏🏼🙏🏼

Student: Alhamdulillah

Wa'alaikumsalam, terimakasih miss atas penjelasannya

Student: Waalaikumussalam warohmatullohi wabarakatuh ✨🌻

Student: Alhamdulillah

Wa'alaikumussalam..

Terima kasih miss..

Student: Alhamdulillah..

Wa'alaikumsalam, terima kasih atas penjelasannya miss..

Student: Alhamdulillah

Wa'alaikumsalam wr.wb, terimakasih penjelasannya miss

Student: Alhamdulillah

Wa'alaikumsalam, terimakasih miss atas penjelasannya

Student: Alhamdulillah..

Wa'alaikumsalam, terima kasih atas penjelasannya miss..

Student: Alhamdulillah..

Wa'alaikumussalam wr.wb

Terimakasih atas penjelasannya miss🙏

Student: Alhamdulillah..

Wa'alaikumsalam, terima kasih atas penjelasannya miss..

Student: Alhamdulillah..

Wa'alaikumsalam, terima kasih miss

Student: Alhamdulillah

Waalaikumsalam, terimakasih atas penjelasannya mrs

Student: Alhamdulillah

Waalaikumussalam. Thank u miss🌻🌻

Student: alhamdulillah

wa'alaikumsalam, baik ms, terimakasih🙏🏻🍁✨

Student: Alhamdulillah

Waalaikumsallam. Terimakasih banyak miss🙏🏻

Lecturer : Nor Laili,. M.Pd

Class : Prose

Observation : Observation 8

Time : April, 6th 2020

Student: assalamualaikum temen2

Student: kita mulai presentasi sekarang yaa

Student: wa'alaikumsalam

Student: Waalaikumsalam

Student: Wa'alaikumussalam

Student: waalaikumusalam

Student: Wa'alaikumsalam

Student: Waalaikumsalam

Student: Waalaikumussalam🌻

Student: Wa'alaikumsalam

Student: waalaikumusalam😊

Student: Wa'alaikumsalam

Student: waalaikumsalam

Student: Wa'alaikumsalam

Student: Waalaikumsalam

Student: Wa'alaikumussalam warohmatullohi wabarakatuh

Student: Wa'alaikumussalam..

Student: Waalaikumsalam

Student: Waalaikumsalam

Student: Waalaikumsalam

Student: Waalaikumussalam

Student: Waalaikumussalam

Student: Wa'alaikumsalam

Student: wa'alaikumsalam

Student: Waalaikumsallam

Student: Wa'alaikumussalam

Student: Waalaikumsallam

Student: we are from the fifth group, we are going to explain about Theme

but before that, let us introduce ourselves, the first is me, the second is ristia, the third is fitria, fourth is vita and the last is aji

oke let's start our presentation, the first material will be explained by ristia

Student: @⁨Ristila Shopie MartinPBI A🐯⁩ the time is yours

Student: Oke thnk u

Student: silahkan sambil dibaca temen temen

Student: 🍒definition of theme🍒

Student: The theme is the main idea of the story. It is an important idea that the fiction writer wants to convey to the readers. Sometimes a story has a single theme. Other times the story has several themes.

(Tema adalah ide utama dari sebuah cerita. Ini adalah gagasan penting yang penulis fiksi ingin sampaikan kepada para pembaca. Terkadang cerita punya satu tema. Lain kali cerita memiliki beberapa tema.)

Student: And of course the discovered theme is highly influenced by the background knowledge of the readers.

(Dan, tentu saja, tema yang ditemukan itu sangat dipengaruhi oleh pengetahuan latar belakang para pembaca)

Student: The next material will be explained by isti

Student: oke thank you ristia

Student: next, I will explain about the types of theme

Student: The first is \*Major Themes\*

Major themes are, just as they sound, the more important and enduring themes of the narrative. Major themes are the most significant themes of the story, and often they are a part of the entire story.

A major theme is an idea that a writer repeats in his literary work, making it the most significant idea in the work.

jadi, major themes adalaha tema utama dalam cerita, maksudnya adalah tema yang paling utama atau signifikan dari cerita, tema ini sangat penting karena mencakup keseluruan cerita, tema utama merupakan ide dari si penulis yang dituangkan dalam cerita yang menjadikannya ide yang paling signifikan dalam cerita tersebut

Student: The second is \*Minor Themes\*

Minor themes are less enduring. They may appear for part of the narrative only to be replaced by another minor theme later in the narrative. They provide discussion points for a chapter or two, but do not color the entire story.

Minor themes adalah tema kecil, maksudnya adalah tema tema lain yang muncul untuk mendukung tema utama, minor themes menunjukan poin2 disetiap bab atau paragraf, tidak menjadi tema secara keseluruhan

Student: the next material will be explained by fitri

Student: Oke , thank you isti

Student: Next, I will explain about How the theme is Revealed

Student: For a theme to have any importance, the fiction writer must reveal it to the readers, either explicitly or implicitly. Here are four ways a fiction writer can express the theme of the story:

1. Themes are expressed and emphasized by the way the fiction writer makes the reader feel. By sharing the feelings of the main character, the fiction writer can also share the ideas that go through his/her mind.

( Tema diungkapkan dan ditekankan oleh cara penulis fiksi membuat pembaca merasakan. Dengan berbagi perasaan karakter utama, penulis fiksi juga dapat berbagi ide-ide yang masuk dalam pikirannya.)

2. The fiction writer can reveal the theme through the thoughts and conversations of characters. The fiction writer can provide clues by expressing his thoughts through the dialogue of characters. Dialogue can be used to state the theme. The reader can look for clues about theme by looking for thoughts or dialogue that is repeated by characters throughout the story.

(Penulis fiksi dapat mengungkapkan tema melalui pemikiran dan percakapan karakter. Penulis fiksi dapat memberikan petunjuk dengan mengekspresikan pemikirannya melalui dialog karakter. Dialog dapat digunakan untuk menyatakan tema. Pembaca dapat mencari petunjuk tentang tema dengan mencari pemikiran atau dialog yang diulangi oleh karakter sepanjang cerita.)

Student: 3. The fiction writer can suggested a theme through the main characters in the story. How does the main character act? What does the main character say? The main character usually illustrates the most important theme of the story. The reader can discover the theme by asking the following question:“What does the main character learn as the story progresses?” In other words, does the protagonist experience an epiphany? Another question the read can ask is:”How does the protagonist change or develop as the story progresses?”

(Penulis fiksi dapat menyarankan tema melalui karakter utama dalam cerita. Bagaimana karakter utama bertindak? Apa kata karakter utama? Karakter utama biasanya menggambarkan tema terpenting dari cerita. Pembaca dapat menemukan tema dengan mengajukan pertanyaan berikut: "Apa yang dipelajari karakter utama ketika cerita berlanjut?" Dengan kata lain, apakah protagonis mengalami pencerahan? Pertanyaan lain yang bisa ditanyakan pembacanya adalah: "Bagaimana protagonis berubah atau berkembang ketika cerita berlanjut?")

4. The fiction writer can reveal the theme of the story through the actions or events in the story. The fiction writer needs consider what an action by the character will suggest to the reader. In other words, how will the action express an idea or theme

(Penulis fiksi dapat mengungkapkan tema cerita melalui tindakan atau peristiwa dalam cerita. Penulis fiksi perlu mempertimbangkan apa yang akan dilakukan oleh tokoh tersebut kepada pembaca. Dengan kata lain, bagaimana tindakan akan mengekspresikan ide atau tema?)

Student: The next material Will be explained by vita

Student: Okay next material is Function of Theme

Student: A theme is the general message or statement about a subject that all the elements of a story work together to develop. Without a unifying theme, a story contains only arbitrary events and characters. Theme functions as the understated but essential ingredient to make a story meaningful.

Jadi tema itu pemersatu cerita, kalau ga ada tema sebuah ceeita hanya berisi runtutan kejadian dan karakter. Tema merupakan suatu unsur penting dalam sebuah cetita karna tema membuat cerita lebih berarti

Student: Next material will be explained by Aji

Student: Oke

Student: Next material is important of theme

Student: Theme is the most important element of a good story.It's the driving intention behind the story .It's the message that the writer is trying to get across to the audience which, when effectively communicated, satisfies them, emotionally and analytically, and makes them feel they've just read a good story.

Tema adalah elemen paling penting dari skenario cerita yang baik. Ini adalah dorongan utama di balik cerita ini. Ini adalah pesan yang penulis coba sampaikan kepada audiens , ketika dikomunikasikan secara efektif, memuaskan mereka, secara emosional dan analitis, dan membuat mereka merasa mereka baru saja membaca cerita yang bagus.

Student: thats all the material, and now we are going to questions and answers section

Student: Ini ppt yg udah fix ya temen²

Student: kita buka 3 penanya ya temen2

Student: Maaf ya teman teman tadi ada kesalahan di ppt sebelumnya 🙏

Student: Maaf tdi ada kesalahan sedikit

Student: silahkan jika ada yg ingin bertanya

Student: iya maafin yaaa

Student: Iya teman

Student: Key

Student: Aku mau tanya dong

Student: oke silahkan di list yaa

Student: Aku juga

Student: Aku mau tanya

Student: Aku

Student: pertama nurus silahkan

Student: kedua avi

Student: Aku ngetik lama gapapa ya

Student: ketiga hanifah

Student: kita tambah satu gapapa, silahkan keempat anisah

Student: List pertanyaan

Student: Aku mau tanya dong, pas Kita menganalisis tema dalam suatu cerita itu kebenarannya mutlak ga sih? Atau relatif? Kek misal kadang Menurutku di suatu cerita itu temanya A trus pas tanya isti kata dia temanya B. Nah kalau gitu gimana? Menentukan tema itu sesuai dari reader atau gimana?

Student: Maksud gak sama maksudku?

Student: iya paham us, terimaksih

silahkan lanjut temen2

Student: iya nurus maksud kok

Student: 🌻🌻🌻🌻🌻

Student: List pertanyaan

Nurus : Aku mau tanya dong, pas Kita menganalisis tema dalam suatu cerita itu kebenarannya mutlak ga sih? Atau relatif? Kek misal kadang Menurutku di suatu cerita itu temanya A trus pas tanya isti kata dia temanya B. Nah kalau gitu gimana? Menentukan tema itu sesuai dari reader atau gimana?

Aviani: Bagaimana cara untuk membedakan atau menemukan mana major theme, mana yg minor theme dalam sebuah cerita?

Student: List pertanyaan

Nurus : Aku mau tanya dong, pas Kita menganalisis tema dalam suatu cerita itu kebenarannya mutlak ga sih? Atau relatif? Kek misal kadang Menurutku di suatu cerita itu temanya A trus pas tanya isti kata dia temanya B. Nah kalau gitu gimana? Menentukan tema itu sesuai dari reader atau gimana?

Aviani: Bagaimana cara untuk membedakan atau menemukan mana major theme, mana yg minor theme dalam sebuah cerita?

Hanifah : Apakah minor themes bisa muncul ketika para pembaca membaca suatu cerita? Misal saya membaca cerita dg tema A terus ketika saya baca saya menyimpulkan bahwa tema cerita tersebut bertema B. Bisa gitu ngga si?

Student: List pertanyaan

1. Nurus : Aku mau tanya dong, pas Kita menganalisis tema dalam suatu cerita itu kebenarannya mutlak ga sih? Atau relatif? Kek misal kadang Menurutku di suatu cerita itu temanya A trus pas tanya isti kata dia temanya B. Nah kalau gitu gimana? Menentukan tema itu sesuai dari reader atau gimana?

2. Aviani: Bagaimana cara untuk membedakan atau menemukan mana major theme, mana yg minor theme dalam sebuah cerita?

3. Hanifah : Apakah minor themes bisa muncul ketika para pembaca membaca suatu cerita? Misal saya membaca cerita dg tema A terus ketika saya baca saya menyimpulkan bahwa tema cerita tersebut bertema B. Bisa gitu ngga si?

4. Anisah Zulhijjah : Theme itu kan bisa dijadikan sharing the feeling of the main character, jadi Contohnya seperti apa ?

Student: baik, terimakasih pertanyaan2nya temen2

kelompok kami akan mendiskusikannya terlebih dahulu yaa

Student: Iya☺️

Student: Iya

Student: Siapp

Student: yaa

Student: Waalaikumsalam

Student: List pertanyaan

1. Nurus : Aku mau tanya dong, pas Kita menganalisis tema dalam suatu cerita itu kebenarannya mutlak ga sih? Atau relatif? Kek misal kadang Menurutku di suatu cerita itu temanya A trus pas tanya isti kata dia temanya B. Nah kalau gitu gimana? Menentukan tema itu sesuai dari reader atau gimana?

Jawaban: menurut kami, dalam menganalisis kebenaran tema itu tidak mutlak, dapat dipengaruhi oleh pengetahuan latar belakang si pembaca, karena setiap pembaca memiliki latar belakang pengalaman yang berbeda, seperti yang sudah dijelaskan diawal bagian definition tadi. Jadi terkadang pembaca satu dan yang lain dapat memiliki pendapat tentang tema yang berebeda

2. Aviani: Bagaimana cara untuk membedakan atau menemukan mana major theme, mana yg minor theme dalam sebuah cerita?

Jawaban: major theme itukan tema utama, jadi untuk menentukan major theme kita harus memahami keseluruhan cerita, kalau minor theme itu tema tema kecil yang mendukung major theme biasanya terletak dimasing2 bab atau chapter, misalkan tema keseluruhan cerita adalah cinta,tapi saat kita menganalisis tema di chapter 1 misalkan isinya tentang kesetiaan, jadi minor theme nya adalah kesetiaan, kesetiaan bisa mendukung atau masih tergabung dalam cinta jadi itu mendukung major theme.

3. Hanifah : Apakah minor themes bisa muncul ketika para pembaca membaca suatu cerita? Misal saya membaca cerita dg tema A terus ketika saya baca saya menyimpulkan bahwa tema cerita tersebut bertema B. Bisa gitu ngga si?

Jawaban : bisa saja terjadi, karena seperti yang dijelaskan diawal bahwa menentukan tema juga dipengaruhi oleh latar belakang pengetahuan si pembaca, mungkin saja si penulis kurang bisa menyampaikan apa yg sebenernya ingin dia sampaikan sehingga terkadang pembaca justru berbeda pendapat tentang tema yang ditentukan penulis tersebut,atau mungkin pembaca yang kurang bisa memahami maksud penulis sehingga terkadang tema menurut pembaca berbeda dengan tema yang sudah ditentukan oleh penulis

4. Anisah Zulhijjah : Theme itu kan bisa dijadikan sharing the feeling of the main character, jadi Contohnya seperti apa ?

Jawaban: sharing feeling of the main character itu salah satu cara penulis mengungkap tema, jadi penulis menyampaikan tema yang dia maksud melalui perasaan si tokoh utama, misalkan temanya pengorbanan, contoh nya dalam cerita happy prince, penulis memggambarkan perasaan si pangeran yang selalu ingin berkorban untuk rakyatnya, jadi pembaca bisa menangkap maksud dari pnulis kalau tema yang dia angkat adalah pengorbanan.

Student: itu jawaban dari kelompok kami, bila masih ada yang kurang jelas boleh ditanyakan lagi temen temen

Student: Makasih..😊

Student: Kalo ada yg mau nambahin juga gpp😅

Student: iya siapa tau ada yg mau nambahin hihihi

Student: Oke, terimakasih atas jawabannya🙏🏻

Student: iya hanifah sama2

Student: Oks, tq 🌻🌻

Student: Makasiw ✨

Student: baik kalo sudah tidak ada lagi yang mau menambahkan, kami tutup yaa presentasi malam hari ini,kita lanjut besok untuk analisis cerita

terimaksih atas perhatiannya, mohon maaf jika banyak kekurangan

wassalamualaikum warahmatullahi wabarakatuh

selamat malam selamat beristirahat temen temen✨

Student: Terima kasih atas perhatiannya 💕🥰

Student: Iya..

Student: Waalaikumsalam 🙏🏻

Student: Makasih semua

Student: Makasih ya semua

Lecturer : Nor Laili,. M.Pd

Class : Prose

Observation : Observation 9

Time : April, 7th 2020

Student: Assalamu'alaikum temen".. kita lanjut diskusi yaa

Student: Wa'alaikumsalam

Oke

Student: Waalaikumussalam ,baik

Student: Gas

Student: Waalaikumsallam, iyaa

Student: Waalaikumsallam, iyaa

Student: Wa'alaikumussalam..

Student: Waalaikumsalam....

Student: Waalaikumsalam, iya

Student: Wa'alaikumsalam

Student: Wa'alaikumsalam..

Oke

Student: Wa'alaikumussalam

Iya

Student: Udahlah iya waalaikumsalam semua

Student: 🙂

Student: The Happy Prince menceritakan sebuah patung Pangeran Bahagia dan seekor Burung Layang yang ditinggal teman-temannya saat pergi ke Mesir. Dahulu, Pangeran Bahagia hidup dalam sebuah istana berdinding tinggi. Ia tak pernah tahu keadaan diluar sana. Ia hanya menghabiskan waktu di taman istana dengan teman-temannya. Pangeran Bahagia, itulah julukan yang diberikan padanya. Hidupnya selalu diberikan kebahagiaan.

Waktu pun berlalu, Pangeran Bahagia pun meninggal dunia. Ia diabadikan menjadi sebuah patung yang sangat tinggi dikotanya. Patung Pangeran Bahagia terbuat dari lapisan emas murni, matanya dari batu safir, gagang pedangnya diberi sebuah batu merah delima namun hatinya terbuat dari timah.

Suatu malam, ada seekor Burung Layang yang berteduh dibawah kakinya. Pada malam itu juga patung Pangeran Bahagia meneteskan air mata. Burung Layang pun menyadarinya dan berbicara padanya. Pangeran Bahagia pun menceritakan penderitaan kotanya.

Ia melihat seorang penjahit wanita dan anak laki-lakinya yang sedang sakit. Kemudian sang Pangeran meminta Burung Layang untuk tinggal semalm dan mengambil batu merah delima yang berada di gagang pedangnya untuk diberikan kepada penjahit itu dan ia pun memenuhi perintahnya.

Burung Layang kembali pada Pangeran Bahagia dan pamit pergi ke Mesir untuk menyusul teman-temannya. Namun Pangeran Bahagia menahannya dan meminta dirinya untuk tinggal satu hari lagi dengannya. Burung Layang pun menuruti permintaanya.

Pangeran Bahagia meminta burung itu untuk mencopot salah satu matanya yang terbuat dari batu safir untuk diberikan pemuda yang tidak dapat menyelesaikan skenario sebuah teater karena sangat kedinginan dan tidak mampu membeli kayu bakar maupun makanan. Burung itu pun melaksanakan perintah Pangeran.

Kemudian Burung Layang pamit kembali untuk pergi ke Mesir dan Pangeran Bahagia pun memintanya untuk tinggal sehari lagi. Burung Layang mematuhinya. Lalu Pangeran Bahagia meminta agar burung itu mengambil matanya lagi untuk diberikan kepada seorang gadis kecil yang berjualan korek api. Burung Layang menolaknya. Jika ia melakukan itu, Pangeran Bahagia akan menjadi buta. Pangeran bahagia terus meminta Burung Layang melakukannya. Burung Layang pun mentaatinya. Ia mencopot mata Pangeran Bahagia dan terbang melesat ke gadis kecil itu dan meletakkan batu safir itu pada telapak tangannya. Gadis kecil itu pun terlihat bahagia dan pulang ke rumahnya.

Burung Layang kembali pada Pangeran Bahagia. Sang Pangeran bertanya padanya tentang kepergiannya ke Mesir. Pangeran telah mengizinkannya pergi namun Burung Layang menolaknya karena Pangeran Bahagia telah buta dan ia akan tetap menemaninya. Kemudian Pangeran Bahagia menyuruhnya untuk mengelilingi kota agar ia dapat melihat apa yang terjadi di kota itu. Burung Layang pun mengikuti perintahnya. Ia terbang mengelilingi kota dan melihat keadaan kota itu dari kejauhan. Saat ia terbang, ia melihat dua anak laki-laki sedang terbaring di bawah jembatan. Mereka saling berdekapan agar tetap hangat. Mereka tampak kelaparan. Kemudian ada seorang penjaga mengusir mereka.

Burung Layang kembali pada Pangeran Bahagia dan menceritakan apa yang telah ia lihat. Kemudian Pangeran Bahagia memintanya agar memberikan balutan emas murni yang melapisi dirinya. Burung Layang pun melaksanakannya dan memberikan emas murni itu pada anak-anak kecil yang kelaparan. Anak-anak itu pun bahagia karena dapat membeli sebuah makanan.

Musim dingin tiba. Burung Layang merasa sangat kedinginan. Burung Layang terbang ke pundak Pangeran Bahagia dan berkata bahwa ia akan segera pergi. Pangeran Bahagia pun senang karena Burung Layang akan pergi ke Mesir. Tetapi kepergian yang dimaksud Burung Layang bukanlah ke Mesir melainkan ia akan pergi untuk selama-lamanya.

Burung Layang meminta izin Pangeran untuk mengecupnya dan pangeran mengizinkan. Burung Layang pun mengecupnya dan berkata bahwa ia sangat menyayanginya. Pangeran Bahagia pun mengatakan hal yang sama. Setelah itu Burung Layang terjatuh dan tergeletak di kaki Pangeran Bahagia. Burung Layang itu telah mati. Dan saat itu juga hati pangeran terbelah menjadi dua.

Karena patung pangeran terlihat lusuh dan jelek, akhirnya patung tersebut dilelehkan, namun anehnya hati patung pangeran tidak meleleh.

Tuhan menyuruh para malaikat-Nya untuk membawakan dua benda yang paling berharga dari kota tersebut, kemudian malaikat membawa hati baja sang pangeran dan bangkai burung, lalu Tuhan berkata bahwa malaikat sudah memilih hal yang benar, burung kecil tersebut akan bernyanyi selamanya di taman surga sementara pangeran akan menyembah Tuhan dan tinggal di kota emas.

Student: silahkan dibaca dulu temen temen🥰

Student: Ini ringkasan ceritanya ya teman"..

Student: Analisis ada disini

Student: Waalaikumussalam

Student: Wa'alaikumsalam🥳

Student: Yok yg mau bertanya silahkan

Student: 4 penanya yokk

Student: Di list ya

Student: Aku nanya ya

Student: Oke fikaa

Student: List pertanyaan:

1. Lutfika A (183221025)

Di point, "what other themes you can indentify?" Apa alasan kalian memilih social gap sebagai salah satu theme nya?

Student: Oke.. Next

Student: Waalaikumsalam

Student: Wa'alaikumussalam

Student: untuk list peetanyaan kami tunggu sampe jam setengah dua ya temen temen

Student: Siap isti

Student: Ga ada lagi nih?

Student: Kalo ada gpp kok masih kami tunggu wkk

Student: jangan2 pada tidur siang wkwkw

Student: Udah nih?

Student: Masih pd makan kalik

Student: Engga masi pada mamam

Student: Aku mau tanyaa

Student: Masih boleh ga?

Student: Boleeh

Student: Boleh ell

Student: Yg lain yg mau nnya juga boleh

Student: Baik bgt si kelompok ini🌻wkwk

Student: 2. Elenia Nadila (183321029)

Dibagian pertanyaan symbol suggest a theme kan kalian jawabnya gold, nah apakah simbol gold itu ada hubungannya sama tema kalian yg values sacrifice?

Student: Jadi antara symbol sama tema itu berhubungan gt?

Student: Mau nanya boleh ga

Student: boleh yas

Student: Itu tambahan td, maap ketinggalan😁

Student: Kurleb sama kaya punya el tapi mau lebih jelas aja

Student: Aku pengen nanya masi boleh?

Student: Mo nnya donggg

Student: Dirapiin temanku🙏

Student: Sok atuh

Student: List pertanyaan:

1. Lutfika A (183221025)

Di point, "what other themes you can indentify?" Apa alasan kalian memilih social gap sebagai salah satu theme nya?

2. Elenia Nadila (183321029)

Dibagian pertanyaan symbol suggest a theme kan kalian jawabnya gold, nah apakah simbol gold itu ada hubungannya sama tema kalian yg values sacrifice?

Student: Lanjutin list ini ya sayang

Student: List pertanyaan:

1. Lutfika A (183221025)

Di point, "what other themes you can indentify?" Apa alasan kalian memilih social gap sebagai salah satu theme nya?

2. Elenia Nadila (183321029)

Dibagian pertanyaan symbol suggest a theme kan kalian jawabnya gold, nah apakah simbol gold itu ada hubungannya sama tema kalian yg values sacrifice?

3. Yasinta Primastuti (183221011)

Jadi di analisis nya ada pertanyaan apakah simbol itu bisa suggest ke tema nya gitu kan

Tapi jawaban di kelompok kalian ttg simbol dr gold nya tersebut. Apakah gold ada kaitan dengan tema cerita ini?

Atau ada simbol lain lagi gak yg bisa suggest tema di cerita ini?

Student: Aku mau benerin pertanyaan ku bentar ya

Student: List pertanyaan:

1. Lutfika A (183221025)

Di point, "what other themes you can indentify?" Apa alasan kalian memilih social gap sebagai salah satu theme nya?

2. Elenia Nadila (183321029)

Dibagian pertanyaan symbol suggest a theme kan kalian jawabnya gold, nah apakah simbol gold itu ada hubungannya sama tema kalian yg values sacrifice?

3. Yasinta Primastuti (183221011)

Jadi di analisis nya ada pertanyaan apakah simbol itu bisa suggest ke tema nya gitu kan

Tapi jawaban di kelompok kalian ttg simbol dr gold nya tersebut. Apakah gold ada kaitan dengan tema cerita ini?

Atau ada simbol lain lagi gak yg bisa suggest tema di cerita ini?

4. Prameswari Bulan S (183221016)

Di bagian pertanyaan "Does the title of the story suggest a theme?"

Jawaban di ppt kalian kan, engga krn judul dan temanya bertentangan, nah pertanyaannya mungkin g si kalo cerita itu antara judul & temanya nyambung gtu jd g bertentangan, kalo iya bisa kasih contoh nya g?

Student: Ell jadi benerin?

Student: Engga ris, ga jadi

Student: List pertanyaan:

1. Lutfika A (183221025)

Di point, "what other themes you can indentify?" Apa alasan kalian memilih social gap sebagai salah satu theme nya?

2. Elenia Nadila (183321029)

Dibagian pertanyaan symbol suggest a theme kan kalian jawabnya gold, nah apakah simbol gold itu ada hubungannya sama tema kalian yg values sacrifice?

3. Yasinta Primastuti (183221011)

Jadi di analisis nya ada pertanyaan apakah simbol itu bisa suggest ke tema nya gitu kan

Tapi jawaban di kelompok kalian ttg simbol dr gold nya tersebut. Apakah gold ada kaitan dengan tema cerita ini?

Atau ada simbol lain lagi gak yg bisa suggest tema di cerita ini?

4. Prameswari Bulan S (183221016)

Di bagian pertanyaan "Does the title of the story suggest a theme?"

Jawaban di ppt kalian kan, engga krn judul dan temanya bertentangan, nah pertanyaannya mungkin g si kalo cerita itu antara judul & temanya nyambung gtu jd g bertentangan, kalo iya bisa kasih contoh nya g?

5. Fina dwi (183221009)

Aku pengen nanya yg pertanyaan (Do any characters in thes story change in any significant way? Do their changes convey particular theme?)

Nah, aku pengen nanya sama jawaban kalian karaktee dr patung bahagia itu yg kalian jelaskan dr pertama patungnya kan mewah trus jadi poor krn membantu masyarakat kota, brati kan emang patung bahagia udah baik dr awal dan patungnya emang mengubah karakter scr signifikan? nah tp menurutku yg karakter yg mengubah cerita dan tema burung layangnya, krn kalo misal burung layang jadi ke mesir brati patung ngga bisa nolong masyarakat kota lagi kan krn patung bahagia udah buta, jd mengubah tema..

Menurutku, aku bingung..,maaf yaa

Student: Ok cuma 4 pertanyaannya. Izinkan kami beddiskusi

Student: Aku pit

Student: Iya fina sekalian gpp

Student: iya fina gapapa

Student: List pertanyaan:

1. Lutfika A (183221025)

Di point, "what other themes you can indentify?" Apa alasan kalian memilih social gap sebagai salah satu theme nya?

Jawaban: Karena cerita tersebut menggambarkan sang pangeran yg selalu hidup bahagia bahkan ketika diabadikan dalam patung, patung tersebut berlapis emas dan terdapat berlian.. sedangkan ternyata masih banyak orang miskin yang bahkan untuk makan pun mereka tidak bisa, contoh lainnya ada dalam cerita versi lengkapnya ada banyak rakyat yang kesusahan tidur dibawah jembatan, tapi disisi lain orang2 kaya justru asik berpesta dansa di istana kerajaan

2. Elenia Nadila (183321029)

Dibagian pertanyaan symbol suggest a theme kan kalian jawabnya gold, nah apakah simbol gold itu ada hubungannya sama tema kalian yg values sacrifice?

Jawaban: Gold yg kami tulis di analisis itu menyimbolkan tema minor yaitu kesejangan sosial. jadi emas atau berlian itu menyimbolkan kekayaan.. dimana hanya dimiliki oleh orang kaya dlm cerita itu, ketika orang miskin diberikan itu mereka sangat bahagia melainkan .. sedangkan bagi orang kaya itu hal biasa.

3. Yasin

Student : List pertanyaan:

1. Lutfika A (183221025)

Di point, "what other themes you can indentify?" Apa alasan kalian memilih social gap sebagai salah satu theme nya?

Jawaban: Karena cerita tersebut menggambarkan sang pangeran yg selalu hidup bahagia bahkan ketika diabadikan dalam patung, patung tersebut berlapis emas dan terdapat berlian.. sedangkan ternyata masih banyak orang miskin yang bahkan untuk makan pun mereka tidak bisa, contoh lainnya ada dalam cerita versi lengkapnya ada banyak rakyat yang kesusahan tidur dibawah jembatan, tapi disisi lain orang2 kaya justru asik berpesta dansa di istana kerajaan

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Jawaban: Gold yg kami tulis di analisis itu menyimbolkan tema minor yaitu kesejangan sosial. jadi emas atau berlian itu menyimbolkan kekayaan.. dimana hanya dimiliki oleh orang kaya dlm cerita itu, ketika orang miskin diberikan itu mereka sangat bahagia melainkan .. sedangkan bagi orang kaya itu hal biasa.

3. Yasinta Primastuti (183221011)

Jadi di analisis nya ada pertanyaan apakah simbol itu bisa suggest ke tema nya gitu kan

Tapi jawaban di kelompok kalian ttg simbol dr gold nya tersebut. Apakah gold ada kaitan dengan tema cerita ini?

Atau ada simbol lain lagi gak yg bisa suggest tema di cerita ini?

Jawaban : Untuk jawaban yasinta yg apakah ada kaitan.. itu sma kyk punya ell .. kalo yg apakah ada simbol lain, kami tidak menemukan simbol lain yg suggest theme

4. Prameswari Bulan S (183221016)

Di bagian pertanyaan "Does the title of the story suggest a theme?"

Jawaban di ppt kalian kan, engga krn judul dan temanya bertentangan, nah pertanyaannya mungkin g si kalo cerita itu antara judul & temanya nyambung gtu jd g bertentangan, kalo iya bisa kasih contoh nya g?

Jawaban: bisa saja jika judul dan tema itu selaras atau nyambung. Untuk contohnya,, karna pengetahuan kita yang minim jadi kita belom menemukan prose luar negeri yang judulnya selarasa dengan tema, tapi kalau cerpen Indonesia ada contohnya Cinta Tak Bertuan karya Dewi Lestari yang bertema cinta.

5. Fina dwi (183221009)

Aku pengen nanya yg pertanyaan (Do any characters in the story change in any significant way? Do their changes convey particular theme?)

Nah, aku pengen nanya sama jawaban kalian karaktee dr patung bahagia itu yg kalian jelaskan dr pertama patungnya kan mewah trus jadi poor krn membantu masyarakat kota, brati kan emang patung bahagia udah baik dr awal dan patungnya emang mengubah karakter scr signifikan? nah tp menurutku yg karakter yg mengubah cerita dan tema burung layangnya, krn kalo misal burung layang jadi ke mesir brati patung ngga bisa nolong masyarakat kota lagi kan krn patung bahagia udah buta, jd mengubah tema..

Menurutku, aku bingung..,maaf yaa

Jawaban : maksud pertanyaannya dalam analisis tsb begini : apakah ada character dlm cerita yang mengalami perubahan signifikan dan apakah perubahan tsb memberi isyarat akan tema dlm cerita?

Jadi bukan character yang dapat mengubah cerita tapi perubahan character yang mengisyaratkan tema. Perubahan character dapat berupa fisik atau psikis seperti yang telah dipajari dimateri awal. Kami mengambil fisik patung pangeran, karena pada awalnya patung tersebut sangat indah dengan lapisan emas dan berlian yang ada dibeberapa tempat, namun ia merelakan semua itu untuk membantu orang miskin.

Student: Itu jawabannya temen"..

Student: kalau ada yg kurang jelas boleh ditanyakan lagi

Student: semoga sudah jelas wkwk

Student: Baik, terimakasih untuk jawabannya yaa🙏🏻

Student: Oke makasih atas jawabannya😊

Student: Insyaallah sudah jelas

Student: Makasih tmntmn🤲🏻❤️

Student: Terimakasih jawabannya 🌻

Student: Sama" semua..

Student: makasih teman²🥳

Student: Sama" 🥰

Student: Cukup sekian dri kami, apabila banyak salah mohon maaf dan terimakasih juga atas partisipasi dan perhatiannya😊

Wassalamu'alaikum warahmatullahi wabarakatuh..

Student: terimaksih ya semuaa, selamat beristirahat ✨

Student: Waalaikumsalam

Student: walaikumusalam warohmatullohi wabarakatuh.. terimakasih kembaaaliiii

Student: Wa'alaikumsalam terimakasih jugaa semuaa

Student: Waalaikumsalam

Student: Wa'alaikumussalam warohmatullahi wabarokatuh...🙏

Student : Wa'alaikumussalam warohmatullahi wabarokatuh...🙏

Student: Wa'alaikumussalam warahmatullahi wabarakatuh..

Student: 😊

Student: Waalaikumsalam

Lecturer : Nor Laili,. M.Pd

Class : Prose

Observation : Observation 10

Time : April, 8th 2020

**Lecturer : Maaf td mlm gak sempat ngasih comment. Hari ini insyaAllah ya**

Student: Iyaa Ms🙏

Student: Baik ms

Student: Iya ms

Student: Iya miss

Student: Baik ms

Student: Iya Miss

Student: iya miss tidak apa apa🙏🏻

Student: iya miss

Student: Iya ms🙏

Student: Iya miss

**Lecturer : Jawaban tentang materi sdh benar**

Student: Baik miss

**Lecturer : Hampir benar. Yg salah adalah cara anda menyatakan tema**

Lecturer : **Yg kita tau tema selama ini adalah ide pokok suatu tulisan. Sayangx, dlm prose tema lebih spesifik lg. Coba baca definisi d slidex**

Student: Maksud dari salah menyatakan tema itu, apakah yg kurang spesifik itu miss?

**Lecturer : Jd general message or general statement. Klo cm sacrifice, social gap, apakah itu pesan? Apakah itu bentuk statement? Tdk**

**Lecturer : Jd sacrifice, social gap, love, friendship, itu kita sebut subjectx. Klo d bhs indo mgkin sdh bs dsebuy tema. Tp dsni klo mau mmbentuk tema, maka kita temukan subjectx dl, br diformulasikan jd message ato statement. Contoh: sdh ketemu bhwa cerpen A subjectx tentang cinta. Kita harus formulasikan tema sesuai cerita itu cinta disitu dceritakn bgmn. Contoh klo d cerita A tentang cintax org yg dipendam. Maka temax bisa: yg terpahit dlm hidup adalah ketika cinta tak sampai. Atau cinta adalah rasa yg membunuh. Atau dll. Jd sesuai dgn bgmn subject dceritakn dlm kisah, kemudian dibuat statement. Jd tdk cukup hny dgn 1 kata atau frasa sj. Bentukx statement n memuat pesan**

**Lecturer : D bhs indo hampir mirip dgn amanat. Jd moral message itu ada d tema**

**Lecturer : Dan tema seperti yg sdh djelaskn, sngat subjektif. Trgantung pembaca. Beberapa pembaca bs jd mndapatkan tema yg brbeda2 ketika mmbaca 1 cerita yg sm. Trgantung background pendidikan, keyakinan, filosofi hidup, cara pandang dl**

**Student : Worldview ya miss**

**Lecturer : Simbol, judul, perubahan dlm diri tokoh, dan bagian2 lain dlm cerita bs mengisyaratkn tema**

**Lecturer : Ho o**

Student: Miss maaf mau tanya, berarti tema sama moral values sama ?

**Lecturer : Judul happy prince itu ironi dr isix**

**Lecturer : Tema mengandung moral value**

Student: Oh berati sbnrnya prince nya itu sedih ya ms ato gmn soalnya dia dikurung semasa hidup nya hanya d dalam kerajaan yg temboknya tinggi

Student: Ato gmn ms ironi nya

**Lecturer : Contoh, klo dtanya temax laskar pelangi apa, trs djawab: laskar pelangi adalah kisah tentang perjuangan ank belitong mncari ilmu d tengah kmiskinan. Ini summary. General summary**

**Lecturer : Klo djawab: temax pendidikan. Perjuangan hidup. Itu msh subject**

**Lecturer : Klo jwabanx: mimpi harus diperjuangkan agar mnjadi nyata. Ini br tema**

**Lecturer : Jd kelompok tema hrs merevisi jawaban no. 1 n 2 dgn cara mmformulasikan kmbali tema utama (no.1) dan teman2 lain/minor (no.2)**

Student: berati tema minor nya juga sama ya miss? bukan hanya satu kata atay frasa?

**Lecturer : Trs pertanyaan berikutx smpe no.3 dr akhr itu pertanyaan berkaitan dgn proses bgaimana mnemukn tema. Ada yg diisyaratkn judul, susunan plot, pov, character change, symbol dll**

**Lecturer : 2 pertanyaan trakhr bgmn kamu mengevaluasi tema yg kamu dpatkn. Sdh benar blm**

**Lecturer : Iya**

**Lecturer : Revisi no. 1 n 2 sj**

**Lecturer : Gitu ya. Kita tutup dgn hamdalah. Wassalam u alaikm wr.wb**

Student: baik ms.. terimakasih atas penjelasannya

Student: Alhamdulillah

Student: Waalaikumsalam

Student: wa'alaikumsalam

Student: wa'alaikumsalam

Student: Wa'alaikumussalam

Student: Alhamdulillah..

Waalaikumsalam warohmatuallahi wabarokatuh

Student: Baik ms terimakasih atas penjelasannya

Wa'alaikumussalam

Student: Alhamdulillah waalaikumsalam

Student: Alhamdulillah

Student: Waalaikumsallam

Student: Alhamdulillah waalaikumsalam

Student: Alahmdulillah..

Terima kasih miss..

Wa'alaikumussalam..

Student: baik miss akan kami revisi, terimakasih penjelasan nya miss, waalikumusalam

Student: Alhamdulillah..

Wa'alaikumussalam

Student: Alhamdulillah...

Wa'alaikumsalam

Student: Alhamdulillah,

Wa'alaikumussalam

Student: Alhamdulillah,

Wa'alaikumussalam

Student: Alhamdulillah, wa'alaikumussalam wr.wb

Lecturer : Nor Laili,. M.Pd

Class : Prose

Observation : Observation 11

Time : April, 11th 2020

Student: Assalamu'alaikum temen² semuaaaa

Student: 🥳

Student: waaalaikum salam

Student: wa'alaikumsalam

Student: Waalikumsalm teman

Student: Waalaikumsalam

Student: Wa'alaikumussalam temen

Student: Waalakumussalam

Student: Waalaikumsalam

Student: wa'alaikumsalam

Student: Waalaikumsalam

Student: Wa'alaikumussalam

Student: Waalaikumsalam

Student: Wa'alaikumsalam

Student: waalaikumsalam

Student: Wa'alaikumussalam

Student: walaikumsalam

Student: Okeee we are from 6th group, and we'd like to explain about \*style and tone\*

Student: Waalaikumsallam

Student: Silahkan bisa dibaca dulu cuy...

Student: Waalaikumsallam

Student: Okey

Student: Materi pertama akan disampaikan oleh mas alang...

Student: Wa'alaikumussalam

Student: Wa'alaikumussalam..

Student: Wa'alaikumussalam

Okke adit

Student: waalaikumsalam

Student: awkay

Student: Mas alang?

Student: okee mas e

: Wa'alaikumussalam.

Student: punten mas kecepetan ngomongnya🙏🏻

Student: oh sorry.

Student: should i repeat

Student: Boleh mas tapi jangan cepet cepet

Student: Ok, I will continue the material about diction.

Student: oke ranii

Student: Diction is an important element in writing. Diction can defined as style of writing, determined by the choice of words by a writer. Diction is an appropriate and harmonious choice of words. Choosing diction is very important so that the reader can understand the purpose of a story. In addition, the selection of diction also serves to beautify a story. In determining a diction, the author can use denotative and connotative meanings, synonyms, antonyms, homonyms, homophones, homograph, polysemy, hypernim and hyponim. The types of diction are:

1. Formal diction, that is diction used in formal situations.

2. Informal diction, which is diction used when writing or talking with friends.

3. Daily diction is diction which uses common words in daily conversation which may cover a certain area.

4. Slang diction, which is a newly coined word, usually contains the meaning of puns or insults.

Student: Jadi, diksi adalah pilihan kata yang tepat dan harmonis. Diksi berfungsi agar pembaca dapat memahami suatu cerita dan untuk memperindah cerita. Untuk menentukan diksi penulis dapat menggunakan makna denotatif dan konotatif, sinonim, antonim, homonim, homofon, homograf, polisemi, hypernim, dan hyponim.

Jenis diksi:

1. Diksi formal, yaitu diksi yang digunakan dalam situasi formal.

2. Diksi informal, yaitu diksi yang digunakan saat menulis atau berbicara dengan teman.

3. Diksi harian adalah diksi yang menggunakan kata-kata umum dalam percakapan sehari-hari yang mungkin meliputi area tertentu.

4. Diksi slang, yang merupakan kata yang baru diciptakan, biasanya mengandung arti permainan kata/plesetan atau hinaan.

Student: the next material will be explained by Nurus

Student: Oke, I will explain about \*imagery\*

Student: Nah, images dibagi menjadi 3,

1. Literal

2. Figurative images

3. Simbol

Student: 1. Literal, dihasilkan dengan penggunaan kata yg membuat pembaca langsung melihat, mencium, merasakan atau merasakan objek yang dirujuk oleh kata-kata tersebut.

Misal : Grass looks green.

Student: 2. Figurative images, intinya arti tidak bisa dimengerti secara langsung tetapi menggunakan pengertian2 lain

Misal : the grass looks like spiky green hair

Student: Dalam bahasa Indonesia disebut majas/kiasan

Student: Fungsi dari imagery : untuk menggambarkan sesuatu agar lebih wah dan menarik banyak pembaca

Student: That's all from me

Student: The next material well be delivered by Akana

Student: Okay, i will explain about \*Syntax\*.

Student: Syntax as one of the elements of style analysis refers to the way of how an author constructs his sentences. Some authors prefer to use long and complex sentences, and the others prefer to use the short and simple one. All of them characterize the style of the authors and sometimes reflect their personal visions of life.

(Syntax sebagai salah 1 elemen analisis style yang merujuk pada bagaimana cara penulis merangkai kalimat. Beberapa penulis lebih memilih menggunakan kalimat yang panjang dan rumit, ataupun lebih memilih kalimat yang pendek dan simpel. Ciri dari gaya kepenulisan setiap penulis terkadang mencemirkan visi kehidupan pribadi mereka)

Student: In talking about style, we often find the assertion "The style is the man". This assertion means that style talks about the "owner". The style used in a fiction usually represents the authors mind and personality. It explains the authors way in perceiving his life experience and how he organizes his perception.

(Dalam membicarakan style, bisa diambil contoh kita menemukan suatu pernyataan "The style is the man". Pernyataan tersebut memiliki arti bahwa style tersebut membicarakan tentang "owner". Gaya yang digunakan dalam sebuah fiksi biasanya mewakili pikiran dan kepribadian penulis. Ini menjelaskan cara penulis dalam merasakan pengalaman hidupnya dan bagaimana ia mengatur persepsinya.)

Student: Okay, the next material will be explain by Zahra.

Student: okay, i will explain about tone

Student: The discussion of style is usually followed by tone. These two indeed have a close relationship because one of the functions of style is to determine the tone. Tone is simply defined as the author’s attitude toward the subject. This attitude is primarily revealed from the style. One sentence or topic may be expressed in different tones by using different styles. Beside from the author’s style, tone can also be revealed after understanding the theme of the fiction

Student: Diskusi gaya biasanya diikuti oleh nada. Keduanya memang memiliki hubungan yang erat karena salah satu fungsi gaya adalah menentukan nada. Nada didefinisikan sebagai sikap penulis terhadap subjek. Sikap ini terutama terungkap dari gaya. Satu kalimat atau topik dapat diekspresikan dalam nada yang berbeda dengan menggunakan gaya yang berbeda. Selain dari gaya penulis, nada juga dapat diungkapkan setelah memahami tema fiksi.

Student : gampangannnya tone itu nada didefinisikan sebagai sikap penulis terhadap subjek.

Student : nah buat contoh tonenya bisa dilihat di ppt yakk

Student: List pertanyaan:

1. Saffan R : Tadi kan pemateri memaparkan contoh contoh novel ya? Nah pertanyaan saya apa bedanya style dari novel percy jackson, sherlock holmes, dan harry potter? Dan backround penulis apa yg menjadikan style penulisan novel itu berbeda?

2.

3.

Student: Okee kita membuka 3 pertanyaan, silahkan yg ingin bertanya nge list yaakkk

Student: Iyaqq

Student: Ayoo cuy silahkan yg mau bertanya...

Student: Mumpung masih bisa bertanya🥳🥳🥳

Student: Dibatasi sampe jam 20.20 yaaa...

Ayoo ayoo yg mau tanya

Student: aku mau nanyaa

Student: Skuyy skuyy

Student: Ngelist yaa

Student: List pertanyaan:

1. Saffan R : Tadi kan pemateri memaparkan contoh contoh novel ya? Nah pertanyaan saya apa bedanya style dari novel percy jackson, sherlock holmes, dan harry potter? Dan backround penulis apa yg menjadikan style penulisan novel itu berbeda?

2. Restu Isti (183221014) : style dan tone itu apa slalu berhubungan dalam setiap karya sastra? apakah mungkin ada penulis yang hanya menggunakan tone tapi tidak punya style atau sebaliknya, atau memang selalu berhubungan disetiap cerita?

3.

Student: Okeee temen² sudah jam 20.20 yaa...

Jadi ada 2 penanya dari Mas Saffan gantenk, sama Mbak Isti...

Okee terimakasih atas pertanyaan nya, beri kami sedikit waktu untuk memikirkan jawabannya

Student: okesiap

Student: Yg ganteng cuman beliau mas @⁨Isnain PBI A⁩

Student: Okee kita akan menjawab pertanyaan² nya...

Student: Oke saya menunggu

Student: Let's compare beetwen sherlock holmes and percy jackson.

sherlock holmes has misterious, unpredictable and full of twist story. therefore sherlock holmes' style will empower the story the mistery and plot twist. as result of it the reader will have to guess what happend on the story. in the other hand percy jackson is an epic, heroic, and full of frendship. thus the style of the story wont give any mischief and confusion for the reader, instead of it the style will gives extra power to the main character for his adventure

Mostly it's about social-culture, education, backgound and lifetime experience.

Student: Ini jawaban untuk pertanyaan nya Isti

Student: Kalo dari penulisan ada ga yg beda

Student: penulisan apa?

Student: Diksi gitu

Student: obviously

Student: Itu kan jalan cerita aatau sudut pandang penulis

Student: Yang pada intinya style sama tone itu berhubungan, jadi quite imposibble misal penulis ga punya style/tone.

Student: maksudku ga keduanya dalam cerita, misal salah satu doang

Student: Okew

Student: Suwun

Student: not quite. sekarang gini, penggunaan diksi juga harus lihat konteks.

sekarang contoh. kata "Mati".

di dalam sherlock holmes akan wajar kalau kita pakai kata "mati, meninggal, atau tewas" karena yang mati mungkin adalah penjahat atau orang biasa

sekarang dalam misalnya cerita heroic kepahlawanan. lebih patut mana kata "gugur" dan "meninggal" dalam konteks misalnya yang mati adalah pahlawannya atau main characternya

Student: so by saying that it's only plot and point of view that is differnt it is quite untrue

Student: because each person see their own different word

Student: world

Student: Tapi kan menurut point of view saya yg pertama disampaikan cuman plot aja. Makanya saya nanya lagi

Student: I’m not saying its only plot

Student: But thanks for the explanation

Student: mohon maaf boleh dijelasin pake ketikan aja ngga? aku kurang bisa memahami

Student: Iyaa is...

Maaf²

Student: santuuyy, aku aja yang kurang paham hihihi

Student: maaf ya ngrepotin

Student: Engga ko, bentar lagi diskusi sabar ya

Student: Ini untuk jawabannya isti

Student: Tone sama style itu harus ada di dalam cerita, dua-duanya. Banyangin dong misal salah satu dari Hal tersebut gak ada pasti ceritanya akan hambar

Kek misal salah satu dari style kan ada imagery, nah misal disuatu cerita itu gak Ada bahasa kiasan hanya kek bahasa formal pasti Kita sebagai pembaca bosen.

Dan style itu juga bisa merupakan gaya kepenulisan dari seorang penulis, karena bisa jadi style ini berasal dari kepribadian ataupun perspektif penulis tersebut.

Student: Maap yak nunggu lama

Student: jadi keduanya memang selalu berhubungan yaa disetiap cerita?

Student: okee makasii jawabanyaa

Student: Iya is, kalo ada style pasti juga ada tone.

Student: okee makasih yaaa

Student: Siap iss

Student: Nah terus kan si tone sama style kan ibarate taken together kan, kya dituangkan secara bersama oleh penulis dalam satu paragraf

Student: Nah kayak gini juga

Student: oohh yayaa, makasiw uss

Student: Wajib Sama" terus yaa ??

Student: Iya, biar ceritanya bagus dan ga hambar

Student: Ada yg mau nanya lagi gak? Atau mau nambahi atau mau nanggepin?

Student: Baik,Kami kira cukup untuk kali ini...

Terimakasih atas perhatian dan pertanyaan nya...

Wassalamu'alaikum🙏

Student: Waalaikumsalam

Student: waalaikumsalam

Student: Wa'alaikumsalam

Student: Apabila ada yg kurang puas dengan jawabannya mungkin besok akan lebih diperjelas oleh Ms. Nor Laili🙏

Student: Waalaikumsalam

Student: Waalaikumsalam

Student: Wajar mas manusia selalu merasa tdk puas🙏🏻

Student: Nggih mas e...

Ba'da luhur nggihh

Student: Iya mas

Lecturer : Nor Laili,. M.Pd

Class : Prose

Observation : Observation 12

Time : April, 14th 2020

Student: Assalamu'alaikum

Student: Waalaikumsalam

Student: waalaikumsalam

Student: Selamat siang temen² semuwaaa🥳🥳

Student: Wa'alaikumsalam

Student: yoiii

Student: waalaikumsalam selamat siang

Student: Waalaikumussalam

Student: Waalaikumsalam

Siang siang siang!!

Student: Wa'alaikumussalam

Selamat siang juga temen

Student: Waalaikumussalam

Student: Waalaikumussalam

Student: wa'alaikumsalam

Student: Wa'alaikumussalam

Student: wa'alaikumsalam

Student: Semoga kita semua sehat selalu dan dipermudah segala urusannya...🥳

Kita lanjut diskusi yaa

Student: Pernikahan, layaknya satuan kimia, melepaskan peleburan paket energi yang terkunci dalam ikatan mereka. Cerita tentang hancurnya sebuah pernikahan antara Ted dan Linda. Yang terjadi di pinggiran kota Connecticut. Kehidupan pasangan selama musim panas hanya berlangsung di sekitar kolam renang mereka. Di sana, di bawah pengawasan mata tetangga, mereka tampak hidup bahagia. Berenang pagi, sore hari dihabiskan di antara tetangga di samping kolam renang, koktail malam dan berenang tengah malam. Setelah perceraian, kolam itu sepi. Linda pergi ke rumah ibunya; Ted tinggal di kota. Para tetangga perlahan mulai menggunakan kolam itu meskipun rumah di sebelahnya sekarang kosong. Itu menjadi semacam perkumpulan yang diadakan oleh para tetangga. Ted kembali ke rumah dengan pacarnya setelah satu minggu pergi. Mereka hanya bisa di dalam rumah karena ada keramaian komunitas di kolam. Mereka menyelinap keluar saat istirahat makan malam. Sang istri kembali kerumah untuk tinggal, tetapi ketika menatap liner plastik kolam yang sepi itu melihat bahwa kolam itu sebenarnya tidak memiliki dasar, dia merasakan kekecewaan yang tak memiliki dasar, itu adalah air mata kesedihan nya yang tulus. Syukurlah tidak ada yang tenggelam di dalamnya, kecuali dia. Rumah itu dijual kepada keluarga dengan bayi balita. Mereka menyegel kolam dan menaruh tanda peringatan di sekitar saat anjing yang dirantai.

Student : Monggo silahkan dibaca dulu

Student : Analisis nya ada disini yaa temen²

Student : Wa'alaikumussalam..

Student : Wa'alaikumussalam..

Student : Apabila ada yg ingin bertanya silahkan isi list dibawah ini....

3 penanya yaa, tuliskan nama dan nim

1.

2.

3.

Student: Aku mau tanya

Student: iya han, monggo

Student: Dengan senang hati....

Silahkan mbak ifah

Student: Apabila ada yg ingin bertanya silahkan isi list dibawah ini....

3 penanya yaa, tuliskan nama dan nim

1. Hanifah Aulia (183221020) : bisa tolong dijelaskan yang dimaksud historical, literary, dan biblical allusions ?

2.

3.

Student: Terimakasih pertanyaan nya hanifah...

Dikeep dulu nggih

Student: Bagaimana temen² ada yg ingin bertanya lagii???

Dibatasi sampai 13.50 yaa

Student: Aku mau minta penjelasan lagi , boleh ?

Student: iya nis

Student: Yang bagian mana nis?

Student: Apabila ada yg ingin bertanya silahkan isi list dibawah ini....

3 penanya yaa, tuliskan nama dan nim

1. Hanifah Aulia (183221020) : bisa tolong dijelaskan yang dimaksud historical, literary, dan biblical allusions ?

2. Anisah Zulhijjah(183221039) : minta tolong jelasin mksd dari kalimat "One sentence or topic may be expressed in different tones by using different styles"

3.

Student: Terimakasih 💕

Student: Baik nis...

Student: Okee temen² terimakasih atas pertanyaan nya...

Ijinkan kami memikirkan jawaban nya

Student: Iya..

Student: Oke saya akan menjawab pertanyaan dari Hanifah .... Tentang historical, literary, biblical allusion

Historical allusion = allusion/ kiasan yang merujuk ke suatu sejarah

Literary allusion = allusion / kiasan yang merujuk pada suatu karya sastra

Biblical allusion = allusion / kiasan yang merujuk pada kitab suci

Student: Kiasan yang merujuk pada kitab suci contohnya seperti apa ya?

Student: Klau yg kami search tadi, kitab suci yg dimaksud itu bible karena (biblical)

Student: Di dalam bibel tu sebelum menjabarkan sebuah kisah tu dia menggunakan perumpamaan gitu han

Student: Atau di dalam nya

Student: Kaya domba yg tersesat

Student: Itu arti nya orang yg selain kristen

Student: Gt

Student: Ngapunten ya aku nambahin setau ku dikit wkwk

Student: Silahkan

Student: iya fan, makasih

Student: Ini si yg paling famous

Student: Oh seperti itu, terimakasih saffan atas penjelasannya🙏🏻

Student: Terimakasih juga buat kelompok 6 atas jawabannya🙏🏻

Student: oke

Student: For as Jonas was three days and three nights in the whale’s belly; so shall the Son of man be three days and three nights in the heart of the earth”. – Mathew 12:40

Student: Itu ada contoh lagi...

Itu yg di tekankan adalah kata "jonas"

Kalau yg kami search jonah itu prophet yg menentang perintah Tuhan untuk menyampaikan peringatan ke kota niniwe. Dan si Jonah itu pergi berlayar ke tarshish. Kemudian Tuhan mengirimkan petir/gledek agar menghukum si Jonah, dan akhirnya Jonah terlempar dari kapalnya

Student: Nah setelah itu" seseorang atau suatu hal yg buruk itu di namakan jonas"

Student: Eh jonah

Student: Kurang lebih seperti itu🤣 asik juga baca² kisah seperti ini wkwk

Student: Ini materinya kamu banget 😂

Student: Tuhan mana ya mas

Student: Ampon mas, saya anak polos 🤣

Student: Oke makasih dit🙏🏻

Student: Jonah wi nabi yunus

Student: Nik angel faham

Student: Waahhh🤩🤩 mantapp mas e

Student: oh

Student: Nek jonah brothers i apa ya

Student: Band itu

Student: Maaf salah tangkep🙏🏻🙏🏻

Student: Okee kami akan menjawab pertanyaan dari anisa

Student: Mohon maaf lama...

Student: Satu kalimat atau topik dapat diekspresikan dalam tone yang berbeda dengan menggunakan gaya yang berbeda.

Jadi kalo misal penulis menggunakan style berupa historical allusion, tone nya bakal beda ketika penulis menggunakan biblical allusion. Ketika menggunakan historical allusion, tone nya bisa berupa perasaan2 masa lampau/dahulu bakal koyo masa2 dahulu. Tetapi jika penulis menggunakan biblical allusion, maka tone yang muncul bisa berupa perasaan religius.

Student: Seperti itu ,,, terimaksih atas penjelasan nya

Student: Sama sama nis

Student: Baik kami kira cukup diskusi untuk kali ini....

Terimakasih atas perhatian dan pertanyaannya... Mohon maaf apabila ada jawaban kami yg kurang memuaskan nanti bisa mendapatkan penjelasan yg lebih jelas lagi dari Ms. Nor Laili🙏

Semoga kita semua sehat selalu...

Wassalamu'alaikum warahmatullahi wabarakatuh

Student: Waalaikumsalam

Student: Makasih penyelasannya

Student: Waalaikumussalam, makasih aditya dan kawan" 🙏🏻👍🏻

Student: Waalaikumsalam

makasih adit dan kawankawannya

Student: Waalaikumsalam wr wb, terimakasib untuk kelompok 6🙏🏻

Student: Waalaikumsallam

Student: Waalaikumsalam

Student: Wa'alaikumussalam..

Student: Wa'alaikumussalam warohmatullahi wabarakatuh..

Makasih 🙏

Student: Waalaikumsalam, terimakasi untuk kelompok 6🙏🏻

Student: wa'alaikumsalam..

Student: Wa'alaikumussalam warohmatullahi wabarakatuh..

Terimakasih kelompok 6🙏

Student: Waalaikumsalam

**Lecturer : Review Q&A tentang materi**

**Jd apakah ktika kita mmbahas style seorang pngarang, plot, point of view boleh diinclude? Jwabanx boleh.**

**Itu bs msk k diksi. Contoh utk yg POV, klo si pngarang pke 1st person POV, brrti kan dia mmilih diksi I ketimbang she/he. Dgn brbagai pertimbangan yg dy pny, ssuai tjuan yg ingin dcapai/pesan yg ingin dsampaikn.**

**Style tulisan ssorang itu ada d setiap tulisanx. Hny masalahx, ada style yg menarik, menyenangkan, membosankn ato yg lain, ssuai yg drasakan pembaca stelah mmbaca tulisan. Klo penulis pemula, biasax stylex blm mapan. Jd bs brubah2. Susah dikenali. Tp klo sdh penulis dgn jam terbang tinggi, biasax stylex sdh mapan. Dy pny ciri khas d stylex. Jd klo pun pembaca blm tau tulisan ini milik siapa, dr stylex sdh bs ketebak. "Oh, ini spertix tulisanx tereliye karena diksix rapi n indah penuh imageri'. "Oh ini pny Dee krena gaya kalimatx pnjang2, pke strip utk pnanda dialog, tema2x filosifis dll", "oh ini pny budidarma, diksix formal2, sopan2, mengangkat keseharian, nama2 tokohx brhubungan dgn sifat si tokoh, sering pke twisted plot" dll. Jd berupa kecenderungan yg sdh jd style si penulis yg nampak pada tulisanx.**

**Seperti halx style brpakaian tmn2 d kls, smua pny style kan. Ada yg stylex sdh sangat khas shingga walaupn dy tutupi wajahx pke cadar, kita ttp tau siapa gerangan dia. Apa stylex pasti bagus? Gak lah. Relatif. tp smua org pny style. Tulisan jg gt. Smua tulisan pny style.**

**Apakah pasti sepaket sm tone? dlm proses analisis, Tone itu bs diidentifikasi dr style**

**Lecturer : Allusion bkn kiasan. Alusion itu bs nama org, tmpat, peristiwa dll yg ada rujukanx d luar krya. Contoh, adit nulis novel, d salah satu paragraf dy menulis:**

**Percintaan jeni dan jono seindah kisah Romeo n Juliet. Mereka yg hidup d masa revolus pasti tau bgaimana mahalx sbuah cinta pada masa itu. Namun semahal apapun, demi menjalankan ajaran Nabi Muhammad, dia akhirx brjuang menghalalkan Jeni utk menjadi pendamping hidupx. Maka nikmat mana lg yg didustakan.**

**Di paragraf ink ada bbrapa alusi.**

**1. Romeo n juliet. Merujuk pd nama tokoh d tulisan William Shakespeare. Karna rujukanx adalah karya sastra, itu dsebut literal allusion**

**2. Masa revolusi, merujuk pd nama masa d sejarah indonesia. Karena rujukanx sejarah, brrti dsebut historical all.**

**3. Nabi Muhammad, merujuk pd Rasul d ajaran agama Islam. Karena dr kitab suci, dsebut biblical all. (Jd smua kitab suci, bkn hny bibble, dsebut biblical all.)**

**4. Maka nikmat mana lg yg didustakan. Itu jg biblical all. Karena merujuk pd ayat d kitab suci**

**Jd klo ada alusi d suatu karya, pembaca hrs tau rujukanx supaya pham mksudx. Klo si A tdj tau siapa itu romeo n juliet misalx, ya ketika dy bc novelx adit, dy tdk pny gambaran, seindah apa cintax si jeni n jono yg disebut sm dgn cintax romeo n juliet.**

**Contoh mudah di luar karya sastra, d pernyaan saffan smalam, dy mnt dibandingkn stylex holmes, potter dll. La klo yg dtny g tau siapa itu holmes, potter, gmn mau jwb???**

**Lecturer : Pertanyaan anisa, contoh kalimat dlm dialog sehari2 sj**

**"Aku mau makan"**

**Diucapkan dengan style yg beda2.**

**Aku mau makan???**

**Aku mau makan**

**Aku mau makan!**

**Aku? Mau makan?**

**Tonex sama gk?**

**Kyk d diskusi pragmatics dl. Semoga msh ingat**

Lecturer **: Sy lht jumlah chat yg ratusan d grup kls prose ini td rasax agk gimanaaa gt. Sy mmbayangkn mngetik jwaban beratus prtanyaan. Rupax eh rupax, chatx yg bnyk cm jawaban salam 😆😆😆🙄🙄🙄🙄**

**Lecturer : Ok. Sy ulas scara garis bsar utk analisisx**

**Lecturer : Jd knapa d diskusi style n tone ini sy pilihln cerpen The orphaned swimming pool? Ya karena mmang ini yg paling cocok. Stylex kaya dgn imagery. Jd klo mau cari contoh symbol, simile, metaphore, dll, ada**

**Lecturer : Dlm cerpen itu, pernikahan ted n linda diibaratkan swimming pool. Ketika bhagia, smua trasa indah, mnyenagkan, bukan hny utk ted n linda, tp jg org2 d sekitarx. Tp ktika pernikahanx hancur, semua trbengkalai, ted pergi, linda pergi, org2 yg td ikt bhagia jg tdk lg mrasakanx. Bahkan utk dkenangpun rasax tdk perlu. Lbh baik dlupakan. Swimming pool jg begitu. Ktika bersih, indah, smua org senang, bukan hny pemilikx, org yg lht, tetangga2 jg senang. Tp klo sdh kotor, brlumut, brkarat, smua org jijik, pergi, bhkan pmilikx pun gk mau memilikix lg. Dijuallah rmh bserta kolam tsb, n kolam itu akhrx dtutup. Ditimbun. Walaupun dlx adalah tmpat yg indah n menyenangkn**

**Lecturer : Jwaban analisis no 1&2 Silakan revisi. Sy tdk mnt anda mnjeneralisasi smua karya. Fokus sj k novel bagianmu (TOSP).**

**Klo no no.1 yes, jd unusual word choicex mn buktix d cerpen itu, unsual word orderx mn contohx dst. no.2 tonex ironic, intimate ato apa, khusus di TOSP**

**Lecturer : Prtanyaan tentNg simile ada lg d poi berikutx. Artix imagery beda**

Lecturer **: No.2 d slide ini, jlskn.**

**No. 3, sebutkn mana**

**Lecturer : Mksdx the orphaned swmmng pool**

**Lecturer : Itu yg perlu drevisi. Thanks for the nice discussion. Klo gk salah tinggal 1 group lg ya? Yg blm brpartisipasi aktf silakan mmkai kesempatan berikutx dgn baik**

**Lecturer : Kita tutup dgn hamdalah. Semoga brmanfaat. Wassalamu Alaikum wr.wb**

Student: Alhamdulillah... waalaikum salam wr.wb

Student: Terimakasih ms jawaban nya

Student: wa'alaikumsalam wr wb

Student: Alhamdulillah waalaikumsalam

Student: Alhamdulillah, aamiin.. Waalaikumsalam wr wb. Terimakasih mrs

Student: Alhamdulillah

waalaikumsalam

Student: thank you ms🙏🏻

Student: Waalaikumussal

Student: Waalaikumussalam

Student: Wa'alaikumsalam, thank u miss🙏🏻

Student: Wa'alaikumussalam..

Student: Baik Ms, terimakasih atas penjelasannya🙇‍♂

Sesuai dengan permintaan Ms. Laili🙇‍♂

Student: Alhamdulillah

Wa'alaikumussalam, terimakasih ms atas penjelasannya

Student: Wa'alaikumsalam, thank u miss🙏

Lecturer : 👍👍👍

Student: Alhamdulillah.. thank u miss..

Wa'alaikumussalam

Student: Waalaikumsallam

Student: Alhamdulillah

Wa'alaikumussalam, terimakasih miss atas penjelasannya🙏

Lecturer : Nor Laili,. M.Pd

Class : Prose

Observation : Observation 13

Time : April, 20th 2020

Student: Teman-teman jangan lupa nanti ada diskusi setelah isya yaa 🤗

Student: Iya kakak✨

Student: yaa👌🏻

Student: UwU

Student: \_\*Assalamu'alaikum warahmatullahi wabarakatuh\*\_

Malam semuaa, kita mulai diskusi nya yaa untuk grup presentasi terakhir dari kelompok 7, yaitu:

1. Intan Luthfiana

2. Reza Nurbaiti

3. Silvia Widiyaningsih

4. Cicih Lasmini

5. Isnain K R

\_yok semangat yok\_

—akana, 2020

Student: Waalaikumsalam

Student: Waalaikumsallam

Student: Waalikumsalam

Student: Wa'alaikumussalam

Student: Waalaikumsalam

Student: Waalaikumsalam

Student: Wa'alaikumsalam ✋📿

Student: Wa'alaikumussalam warahmatullahi wabarakatuh, malam 🦇

Student: Wa'alaikumussalam warahmatullahi wabarakatuh

Student: Wa'alaikumsalam

Student: Waalaikumsalam

Student: Waalaikumsalam

Student: Wa'alaikumsalam

Student: Wa'alaikumussalam

Student: Temen temen bisa dibaca duluu

Student: Waalaikumsallam

Student: wa'alaikumsalam

Student: Materi pertama akan disampaikan oleh @⁨Intan PBI A⁩ ,

Student: Baik, materi yang pertama adalah tentang

🎀 \*Technique of Description\* 🎀

Student: Disini saya akan menjelaskan tentang pengertian technique of description

Student: Description is one of very common techniques used in prose. Description is very useful to depict characters, settings and other material and spiritual qualities. This technique is often used when an author uses a first-person narrator although the other types of point of view are also possible.

Student: Jadi teknik deskripsi ini merupakan salah satu teknik yang sangat umum digunakan dalam prosa. Teknik ini digunakan penulis untuk mendeskripsikan orang, benda, hewan atau lainnya yang mana bertujuan agar si pembaca mengetahui orang, benda, hewan atau yg lainnya yang dimaksudkan oleh si penulis

Student: Untuk materi selanjutnya akan disampaikan oleh @⁨EjaWati PBI A⁩

Student: Baik terimakasih,

Selanjutnya saya akan menjelaskan tentang first-person point of view dan third-person point of view

Student: Jadi dalam teknik ini sering digunakan ketika seorang penulis menggunakan narator orang pertama meskipun jenis sudut pandang lain juga mungkin. Jadi, ketika orang pertama digunakan, deskripsi yang diberikan kepada pembaca bersumber dari sudut pandang narator dan kadang-kadang berbeda. Tetapi, ketika teknik ini digunakan dengan sudut pandang orang ketiga, deskripsinya cenderung lebih netral. Dalam banyak jenis, teknik ini diserap ke dalam teknik naratif ketika seorang penulis menggambarkan kualitas dan tindakan bersama

Student: Ohiya materi ini masih sangkut pautnya dengan materi technique of description ya

Student: Lalu bagaimana cara membedakan kedua sudut pandang ini.

🐨 \*first-person point of view\* 🐨

Yaitu ketika narator menyebut dirinya. Seperti 'I', 'me', 'my' dan 'mine' sebagai orang pertama.

🐨 \*third-person point of view\* 🐨

Dimana penulis menceritakan sebuah kisah tentang karakter, merujuk kepada mereka dengan nama atau menggunakan kata ganti orang ketiga "he", "she" dan "they" . Tidak seperti narator orang pertama, narator orang ketiga bukanlah karakter dalam cerita yang mereka ceritakan.

Student: Selanjutnya akan dijelaskan oleh @⁨Sipil PBI A⁩

Student: Okay .thanks for the time. I will explain the next

Material about technique of narration

Student: 🌸 \*Technique of Narration\* 🌸

Student: In telling the plot of a story, the main technique used by an author is narration. Author can narrate his story by using both \*scene (scenic technique)\* and \*panorama (panoramic technique)\*.

Student: 🍂First is scenic technique🌷

Student: The scene is a narrative technique in which the author narrate the plot of a story in detail the scene that occurs so the reader feels as if they watch a scene from a play or movie.. It causes the reader to feel that they become a part of the actions.

Scenic technique is usually used when an author wants to emphasize an important action so the readers pay greater attention to its details.

Student: Jadi yang dimaksud Scene disini adalah teknik naratif dimana penulis menceritakan plot cerita secara rinci tempat kejadian yang terjadi sehingga pembaca merasa seperti mereka melihat sebuah adegan dari permainan atau film .. Ini menyebabkan pembaca merasa bahwa mereka menjadi bagian dari tindakan.

Scene biasanya digunakan saat seorang penulis ingin menekankan tindakan penting agar pembaca lebih memperhatikan rinciannya.

Student: Untuk contoh bisa di baca di ppt nya

Student: Dalam kutipan cerita tersebut author berusaha memfokuskan cerita pada adegan perpisahan dengan menggambarkan nya secara detail bagaimana suasana dan gambaran fisik adegan tersebut. Dengan penggambaran tersebut pembaca seolah-olah dibuat seperti melihat kejadian itu.

Student: Okay, and the next material will be explained by @⁨Cicih PBI A⁩

Student: Thank you for the time that given to me, I will explain the next material..

\*Panoramic Technique\*

Student: 🐥Technique Panoramic🐥

The panoramic technique is the opposite of the scene technique, where the author narrates the plot of story not in detail narration, thus he can present some actions that actually happen in long period with only few explanation so it only takes few seconds to read.

Jadi, dalam banyak case cerita, seorang penulis menceritakan plot cerita tidak hanya dengan teknik scene saja yang dimana tindakan tokoh dalam suatu plot disebutkan secara detail, melainkan penulis bisa menggunakan teknik panoramik yaitu menyajikan beberapa tindakan dalam periode yang panjang dengan hanya sedikit penjelasan sehingga para pembaca tidak memerlukan waktu yang lama untuk membaca disaat tokoh melakukan tindakan disuatu plot (time transition yg tidak lama).

Student: Untuk contohnya, temen² bisa baca di ppt :))

Student: Although panoramic technique does not provide a detail explanation about an action, it serves easier comprehension for the readers. For the author, using panoramic technique is more economical to present subordinate actions, although of course he needs to be wise in using this in order not to diminish the readers imagination about the actions. In addition to its advantages, the use of panoramic technique is superior in showing the time transition in the plot.

Meskipun teknik panoramik tidak memberikan penjelasan detail tentang suatu tindakan, teknik ini memberikan pemahaman yang lebih mudah bagi pembaca. Bagi penulis, menggunakan teknik panoramik lebih ekonomis untuk menyajikan tindakan keseluruhan (bawahan si tokoh), meskipun tentu saja ia harus bijaksana dalam menggunakan ini agar tidak mengurangi imajinasi pembaca tentang tindakan tersebut. Selain itu, penggunaan teknik panorama lebih unggul dalam menunjukkan transisi waktu dalam plot.

Student: That is all from me, and the last material will be explain by Isnain..

Student: Iya

Student: ok i will explain about Dialogue

Student: Dialogue is also common technique in fictions. It is used not only to create relationship among characters, but also to inform the readers about the types or characteristics of the characters, their emotional tensions, and what kind of relationship they have. Here, the dialogue is functioned as one of indirect characterization devices. Further, some dialogues are used to describe the setting and to advance the plot.

In making dialogue among the characters, an author should be aware of the naturalness of the dialogues. A natural dialogue means a dialogue which is suitable with whom are involved in it, the time and also place in which a dialogue takes place. For example, a child speaks like a child, an educated people speak differently from the uneducated one, a king speaks superiorly comparing to his slaves, etc. Without this naturalness, the dialogue will be odd for the readers and may cause ambiguities

Student: Pada intinya Teknik dialog itu penulis menggambarkan karater tidak langsung melalui dialog. Dialog alami berarti dialog yang sesuai dengan siapa yang terlibat di dalamnya, waktu dan juga tempat berlangsungnya dialog sperti anak kecil maka bedialog seperti anak kecil.

Student: untuk contoh sudah ada di ppt silahkan dibaca yak..

Student: I think that's enough of me. I submit it back to @⁨EjaWati PBI A⁩

Student: Terimakasih untuk para presenter, selanjutnya kami buka sesi tanya jawab 3 penanya :)

Student: List pertanyaan diskusi :

1. Teknik panoramik seperti apa yg dimaksud cicih \_agar tidak mengurangi imajinasi pembaca?\_ terima kasih 🙏🏻

2.

3.

Student: Kami tunggu sampai jam setengah 9 ya untuk pertanyaannya

Student: Siappp

Student: Baik

Student: List pertanyaan diskusi :

1. Oki Wulan : Teknik panoramik seperti apa yg dimaksud cicih \_agar tidak mengurangi imajinasi pembaca?\_ terima kasih 🙏🏻

2. Hanifah : Ketika dalam suatu karya sastra penulis tidak dapat menggambarkan plot cerita secara rinci sehingga pembaca tidak merasakan berada dalam suatu adegan tersebut. Apakah itu berarti scenic technique yg digambarkan oleh penulis kurang tepat atau bagaimana ya?

3.

Student: Ada yang mau tanya lagi?

Student: Baik kami tutup ya sesi pertanyaannya :))

Student: Ok kami akan menjawab pertanyaannya dari Oki dan Hanifah

Student: List pertanyaan diskusi :

1. Wulan : Teknik panoramik seperti apa yg dimaksud cicih \_agar tidak mengurangi imajinasi pembaca?\_ terima kasih 🙏🏻

Jawab : menurut kami, teknik panoramik mungkin memang tidak seperti scene teknik yang menceritakan tindakan tokoh dgn detail, dan dapat membawa imajinasi pembaca utk dapat merasakan apa yg tokoh dalam cerita lakukan. Namun tidak berarti teknik panoramik tidak dapat membawa imajinasi pembaca dalam cerita, maka penulis dalam menggunakan teknik panoramik harus bijak memilih diksi dan walaupun dalam teknik panoramik tindakan tokoh tidak banyak dan detail dalam suatu plot, namun penulis harus menyajikan tindakan tokoh dengan tepat. Seperti contoh yg ada dippt, menurut kelompok kami, dlm contoh tersebut tidak mengurangi imajinasi pembaca dalam membaca cerita, terutama ketika tokoh melakukan tindakan di plot tersebut..

2. Hanifah : Ketika dalam suatu karya sastra penulis tidak dapat menggambarkan plot cerita secara rinci sehingga pembaca tidak merasakan berada dalam suatu adegan tersebut. Apakah itu berarti scenic technique yg digambarkan oleh penulis kurang tepat atau bagaimana ya?.

Answer:Menurut kami dari kebanyakn cerita, author akan menjelaskan secara detail jikalau cerita tsb menggunakan scene technique. Atau ada kemungkinan juga jika pembaca sendiri yang kurang bisa mengimajinasikan penggambaran cerita itu. Bukan berarti author kurang tepat dalam menggambarkan adegan. Namun dalam dalam karya sastra tertulis, pembaca memiliki imajinasi sudut pandang yang berbeda dalam penggambaran terhadap apa yang ia baca.

Student: Jika masih ada yg bingung bisa ditanyakan lagi atau ada yang mau nambahin silahkan teman2

Student: Oke, terimakasih atas jawabannya🙏🏻

Student: Makasih temen2🤩

Student: Makasih kawan" yang bertugas 💛

Student: Baik, kami cukupkan untuk diskusi malem ini.

Kita lanjutkan untuk analisis \*The Gift of Magi\* besok jam 1 siang ya:))

Terimakasih teman-teman yang sudah menyimak selamat beristirahat 🤗

Wassalamualaikum warahmatullahi wabarakatuh✨

Student: waalaikumsalam wr wb

masama, makasiw juga

Student: Terima kasih

Wa'alaikumussalam warahamatullahi wabarakatuh

Student: Wa alaikumsalam wa rohmatuallahi wa barokatuh . Terimakasih juga

Student: wa'alaikumsalam, terimakasih too teman🙏🏻

Student: Wa'alaikumsalam

Student: Waalaikumsalam wr wb

Student: Waalaikumsalam

Student: Wa'alaikumussalam wr wb

Student: Wa'alaikumsalam

Student: Assalamu'alaikum temen-temen, kita mulai yaa untuk analisis the gift of magi nyaa🤗

Student: Waalaikumsalam

Student: Lah

Student: AYOOOO

Student: Waalaikumsalam

Student: Waalaikumussalam

Student: Oke jaa

Student: Waalaikumussalam

Student: Wa'alaikumussalam

Student: Wa'alaikumussalam

Student: Wa'alaikumussalam

Student: Waalaikumsalam

Student: Waalaikumsalam

Student: Bermula satu hari sebelum natal, Della berkeinginan membelikan sebuah kado untuk suami nya James Dillingham Young. Namun Della hanya memiliki $1.87 yang tidak akan cukup untuk membeli sesuatu yang sudah lama di impikan suaminya. Della mulai berfikir untuk menjual rambut indah nya $20 ke toko Madame Sofronie.

Setelah dua jam kemudian, Della memilih rantai jam untuk jam kesayangan suami nya yang berupa warisan dari kakek Jim seharga $21, sangat simpel dan elegan. Sesampai Della di rumah, ia memberi sentuhan baru ke rambut pendek nya dengan memakai pengeriting rambut dan berdoa agar Jim menyukai penampilannya.

Saat Jim pulang, dia menatap Della panjang tanpa henti – hentinya. Della menjelaskan apa yang terjadi kepada Jim karna khawatir Jim tidak senang dengan penampilannya. Jim sangat kecewa dengan yang di lakukan Della, karna perasaan itu berhubungan dengan kado yang juga akan diberikannya kepada Della. Tangis Della pecah saat membuka bungkusan dari suaminya, sebuah sisir kulit penyu yang sangat di impikan Della ketika rambut indah nya masih terurai sekarang menjadi tidakberguna. Jim menjual jam warisan keluarganya untuk sebuah sisir yang pastinya akan menambah ke ironisan saat giliran Jim membuka bungkusan dari istrinya.

Student: Wa'alaikumussalam

Student: Wa'alaikumsalam

Student: Silahkan dibaca dulu ceritanya dan analisisnya di ppt ini ya temen2

Student: Waalaikumsalammmmm

Student: Iya👌🏻

Student: Gasgasgassssss🐋💨

Student: Kita buka 3 penanya untuk analisis nya ya

List Penanya :

1.

2.

3.

Student: Saya boleh?

Student: Boleh anisss

Student: Ok. Tunggu

Student: Kita buka 3 penanya untuk analisis nya ya

List Penanya :

1.Anis Febriana: dilihat Dari cerita tersebut apakah yg paling spesifik itu menggunakan teknik Panoramic? Karna yg saya baca dlm cerita itu lebih mendeskripsikan ke kado nya.🙏🏻sya masih belum paham😁🙏🏻

2.

3.

Student: Baik terimakasih anis,

Student: Pertanyaan selanjutnya masih kami tunggu yaa

Student: Boleh nanya?

Student: Boleee :"

Student: Kita buka 3 penanya untuk analisis nya ya

List Penanya :

1.Anis Febriana: dilihat Dari cerita tersebut apakah yg paling spesifik itu menggunakan teknik Panoramic? Karna yg saya baca dlm cerita itu lebih mendeskripsikan ke kado nya.🙏🏻sya masih belum paham😁🙏🏻

2. Evita Putri

Di slide terakhir bagian pertanyaan tentang natrural dialogue... Menurut kalian di bagian kalimat mana yang paling menggambarkan natural dialogue?

3.

Student: Makasih vitaa

Student: Tanya boleh

Student: Silakan ri

Student: Kita buka 3 penanya untuk analisis nya ya

List Penanya :

1.Anis Febriana: dilihat Dari cerita tersebut apakah yg paling spesifik itu menggunakan teknik Panoramic? Karna yg saya baca dlm cerita itu lebih mendeskripsikan ke kado nya.🙏🏻sya masih belum paham😁🙏🏻

2. Evita Putri

Di slide terakhir bagian pertanyaan tentang natrural dialogue... Menurut kalian di bagian kalimat mana yang paling menggambarkan natural dialogue?

3.Ria

Dari judulnya itu menyimbolkan apa sih dalam cerita? Trus maknanya apa

Student: Ok terimakasih riaaa,

Student: Beri kami waktu untuk menjawab ya

Student: Iya 🙏🏻

Student: Siap

Student: Hallo temen temenn maaf menunggu :" Kami akan menjawab pertanyaannya yaaa

Student: 1.Anis Febriana

Dilihat Dari cerita tersebut apakah yg paling spesifik itu menggunakan teknik Panoramic? Karna yg saya baca dlm cerita itu lebih mendeskripsikan ke kado nya.🙏🏻sya masih belum paham😁🙏🏻

\*Jawab :\*

Menurut kami, sebenarnya dalam sebuah cerita, penulis bisa menggunakan scene technique dan panoramic technique secara bergantian dalam setiap plot yang ada dicerita, agar cerita tidak monoton atau membosankan. Dalam cerita The Gift of the Magi, menurut kami malah lebih banyak scene technique, dimana penulis lebih meyajikan detail tindakan tokoh disetiap plot daripada technique panoramic. Seperti contoh analysis nomer 2 kami menemukan 1 contoh untuk technique panoramic dan 2 contoh untuk technique scene. Penggambaran dg narrative technique itu tidak bisa dinilai secara general dalam cerita itu, namun per adegan cerita, jadi dalam satu cerita bisa ada yang menggunakan scenic maupun panoramatic. Ataupun juga dengan menggunakan technique yang lain.

Student: Iya gpp kok

Student: 2. Evita Putri

Di slide terakhir bagian pertanyaan tentang natrural dialogue... Menurut kalian di bagian kalimat mana yang paling menggambarkan natural dialogue?

\*Jawab:\*

Menurut kami pada kalimat

"" I want you to understand me, Dell, "he said." Nothing like ahaircut could make me love you any less. But if you open that, youmay know what I feel when I came in. ""

kalimat ini menggambarkan sosok dela dan james yang saling mengerti dan saling mencintai kalimat ini dilontarkan seakan akan dela takut cintanya pergi. Kalimat dialog tersebut sesuai dengan siapa yg mengucapkannya yaitu diucapkan oleh seorang suami yg sayang kepada istrinya dela, dan akan menerima bagaimanapun keadaan istrinya, oleh karena itu kalimat tersebut dapat dikatan dalam dialog alami

Student: 3.Ria

Dari judulnya itu menyimbolkan apa sih dalam cerita? Trus maknanya apa.

\*Jawab :\*

Judul The Gift of the Magi (Hadiah dari Orang Majus) untuk cerita tentang pasangan muda itu. Cerita tersebut menunjukkan bahwa meskipun hadiah Natal mereka tidak berguna dan mungkin terlihat bodoh, perbuatan mereka yang penuh kasih menjadikan pemberian itu terlihat sangat bijaksana.

Hal tersebut seperti Orang-orang majus di Alkitab , karena pengalaman Jim dan Della dalam cerita fiksi di atas, seperti rencana orang-orang majus yg tidak berjalan seperti harapan mereka.

Student: Itu jawaban dari kami

Student: Oalah, berarti bisa 2 teknik sekaligus ya

Student: Makasih ya atas jawabannya😁🙏🏻

Student: Terimakasih

Student: Terimankasih atas jawabannya ☺️

Student: Baik, kami cukupkan untuk presentasi kali ini terimakasih atas perhatiannya.

Wassalamualaikum Warahmatullahi Wabarakatuh

Student: Makasih✨🐋💨

Student: Wa'alaikumsalam

Student: Wa'alaikumsalam

**Lecturer : Materi technique memang sdkit ya. Jd ini teknik penulisan yg ada dlm prose. Bukan element sperti plot, charactr n jdul2 presentasi sblm klompok ini. Klo yg sblumx itu elemen intrinsik dr prose sdngkan yg hr ini hny teknik umum yg ada dlm prose. Jd d novel, cerpen ato novela, pasti ada teknik narasix, pasti ada deskripsix. Bs jd 2 teknik ini dpke brsamaan. Jd ktika menarasikan cerita d suatu paragrap misalx, pnulis bs skaligus menggambarkan hal/suasana atau org yg dnarasikan. Utk dialog, tdk sll dpke. Di bbrapa cerpen,ada yg tdk pke dialog. Itu tdk masalah. Yg penting klo mau pke dialog, maka hendakx dialogx natural**

**Lecturer : Ok. Ini klompok trakhir, materi trakhir. Mggu dpn (hari selasa jam 13.00) kita akan adakan uts via WAG ini.**

**Utk uts bentukx trtulis n materix seputar teori. Wktux hny 40 mnt**

Student: Baik miss

Student: Baik mrs..

Student: Baik mrs

Student: baik ms

Lecturer : Nor Laili,. M.Pd

Class : Prose

Observation : Observation 14

Time : April, 28th 2020

**Lecturer : Jangan lupa jam 13.00 akan ada uts. Waktux hny 40 menit. Jd harap brsiap smuax**

Student: Yes miss🥺

Student: Baik miss

Student: Baik mrs

Student: Baik miss

Student: Baik mrs

Student: Baik miss

Student: Baik mrs

Student: Baik mrs

Student: baik miss

Student: baik mrs

Student: Baik mrs

Student: Iya miss

Student: Yess mrs

Student: Iya miss

Student: Yess mrs

**Lecturer : UTS Basic Analysis of Prose**

**Tata tertib ujian online**

**1. Setiap mahasswa mengikuti ujian pada jdwal yg sudah dtentukan.**

**2. Siapkan 1 lembar kertas dan alat tulis, tulis d kertas tsb nama, NIM dan kelas**

**3. Mahasiswa mngerjakan soal sesuai angka trakhir NIMx. Yg angka trakhirnya genap, hanya mengerjakan yg nomer genap (2,4,6,8,10), yg trakhirx ganjil hny mengerjakan yg nomer ganjil (1,3,5,7,9)**

**4. Wktu mengerjakan 40 menit trhitung sejak soal dshare. Lewat 40 menit mengumpulkan maka dianggap tdk ikut ujian.**

**5. Cara pengumpulan hasilx adalah dgn memfoto kertas jawaban dan mengirimnya ke group kls ini.**

**6. Stiap mahasiswa tdk boleh (HARAM) mendownload foto lembar jawaban temanx yg sudah dposting d group**

**7. Dilarang (HARAM) mencontek dari teman, buku atau sumber manapun dgn media apapun. Utamakan integritas diri. Ingat ada Tuhan yg mengawasi dimanapun anda berada**

**8. Jawaban menggunakan Bahasa Inggris.**

**[4/28, 1:04 PM] Dosen Miss Laili Intro To Ling: Questions**

**Explain:**

**1. Orientation n climax**

**2. Flat n caricature**

**3. Third person omniscient n personification**

**4. Symbol n indirect characterization**

**5. Natural dialogue n open ending plot**

**6. Panoramic technique n scenic technique**

**7. Round character n atmosphere**

**8. Tone n allusion**

**9. How to find a theme in a prose**

**10. How to analyze style in a prose**

**Lecturer : Jangan menghapus kertas jawaban yg anda upload selama 2mggu supaya bs ddonlod ketika akan dkoreksi.**

Student: Baik ms

Student: Iya miss

Student: Yes miss

Student: Nggih miss

Student: Yeas Ms🙇‍♂

Lecturer : Nor Laili,. M.Pd

Class : Prose

Observation : Observation 15

Time : May, 4th 2020

**Dosen Miss Laili Intro To Ling: Utk uas bsk, silakan mmpersiapkan cerpen The Open Window. InsyaAllah mudah ditemukn. Klo mau dbaca2 dl, ato mmpelajari review ato analisisx d intrnet boleh sj. Bsk uasx dlm bentuk analisis cerpen trsebut. Jd ktika mngerjakan boleh membawa teks cerpenx. Tp tdk boleh mmbawa catatan yg lain**

Lecturer **: Utk pngumpulan ppt revisi paling akhir slasa depan. Yg sdh beres revisix boleh dkrm via WAG ini**

Student: UASnya selasa besok Mrs?

**Lecturer : Iya**

Student: Ngapunten Mrs, kalau kita minta pengunduran jadwal UAS saget mboten nggeh Mrs? soalnya temen-teman banyak yang belum siap.

Student: Minggu ini deadline tugas nya padet juga mrs ada beberapa

Student: Iya miss soalnya kita belum siap juga karna terlalu mendadak.. Kalau boleh kami minta di undur miss..

Student: Iya mrs blm siap ..

Student: iya benar mrs, trus terlalu mendadak takut persiapan kita belum siap, selain itu ada beberapa temen2 yg belun on dan tidak tahu info ini mrs takutnya kurang maximal karna mendadak, bagaimana jika diundur mrs?

Student: Iya mrs.. kami belum siap

Student: Iya mrs, maaf, kami blm siap🙏

**Lecturer : Ok. Slasa dpn**

Student: Baik miss.. Terima kasih miss 😭🙏

Student: Terimakasih mrs 🙏🏼🙏🏼🙏🏼

Student: Alhamdulillah, makasih mrs..

Student: Terimakasih miss

Student: terimakasih mrs

Student: Alhamdulillah thank you mrs 🙏🏼

Student: Alhamdulillah, matur suwun mrs😭

Student: Alhamdulillah, terimakasih mrs.. berkah mrs 😇🙏🏻

Student: Alhamdulillah.. terimakasih mrs 🙏

Student: Terimakasih Mrs...

Student: Alhamdulillah

Maturnuwun mrs😊✨✨✨

Student: Alhamdulillah.. terimakasih mrs 🙏

Lecturer : Nor Laili,. M.Pd

Class : Prose

Observation : Observation 16

Time : April, 12th 2020

Student: Assalamu'alaikum

Student: Wa'alaikumsalam

Student: Waalaikumsallam

Student: Waalaikumusalam

Student: Wa'alaikumussalam

Student: Waalaikumusalam

Student: Waalaikumsalam

Student: Wa'alaikumsalam

Student: wa'alaikumsalam

Student: Wa'alaikumussalam..

Student: Waalaikumsalam

**Lecturer : Wah, sy lupa ada uas hr ini. Kita gnt bsk sj ya. Sedang tdk d rmh soalx**

Student: Baik mrs

Student: Besok jm brp njih miss?

Student: Baik mrs

Student: Baik mrs

Student: Baik ms

Student: Baik mrs tidaj apapa ..

Student: Baik mrs

Student: Baik mrs

Student: Baik mrs..

Student: Nggih miss

Student: Baik mrs

Lecturer **: Silakan dsepakati mau jam brapa**

Student: Nggih mrs

Student: Yes miss🙏🏻

Student: Baik mrs

Student: Jd mau kpn ne?

Student: 10.20 bagaimana miss?

Lecturer : Ok. InsyaAllah

Student: Baik miss terima kasih 🙏

Lecturer : Nor Laili,. M.Pd

Class : Prose

Observation : Observation 17

Time : May, 13th 2020

Student: Assalamu'alaikum

Student: Ayo ujian

Student: Wa'alaikumsalam

Student: Wa'alaikumussalam

Student: Wa'alaikumussalam

Student: Waalaikumsalam

Student: Waalaikumsallam

Student: Wa'alaikumussalam..

Student: Waalaikumsalam

Student: Waalaikumsalam 🍕

**Lecturer : UAS BAP**

**Tata tertib ujian online**

**1. Setiap mahasswa mengikuti ujian pada jdwal yg sudah dtentukan.**

**2. Siapkan 1 lembar kertas dan alat tulis, tulis d kertas tsb nama, NIM dan kelas**

**4. Wktu mengerjakan dan persiapan adalah 60 menit trhitung sejak soal dshare. Lewat 60 menit mengumpulkan maka dianggap tdk ikut ujian.**

**5. Cara pengumpulan hasilx adalah dgn memfoto kertas jawaban dan mengirimnya ke group kls ini**

**Student : Baik**

**Lecturer : 6. Mahasiswa diperkenankan membawa naskah cerpen yg sdh dtentukan (the open window)**

**7. Dilarang mencontek dgn cara apapun**

**8. Dilarang menghapus postingan jawaban sampai pngoreksian selesai**

**Lecturer : 1. What is the central conflict of the story? Where does the climax?**

**2. Who is the proragonist and what are his/ her most noticeable personality traits?**

**3. How does the setting influence the story's plot?**

**4. Find the example of the use of simile, or metaphore, or personification, or irony, or imagery, or symbol or allegory, or allusion in the story! (At least 2 examples)**

**5. What is the central theme of the story? Explain how did you identify the theme!**

**Lecturer : No.2. proragonist ganti protagonist**

Student: Baik mrs

Student: Baik ms

Student: baik mrs

Appendix 3

**Data Sheet of the Finding of the Types Communication Strategies Used by Feale Lecturer in Online Teaching Learning Process by Using Whatsapp Application at the English Language Education in March to May 2020**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| No | Code | Utterancess | COMMUNICATION STRATEGIS | | | | | | | | | | | | | | | | | | | MEANING |
| Avoid | | | AchComp | | | | | | | | | Stail | | SelfMon | | Interact | |  | |
| MR | TA | MA | C | RES | WC | NL | LT | ALP | APP | CS | RET | FHG | SO | SI | SR | AH | MN |  | |
| 1 | 01/M/Obs1/March23rd/AchComp/WC | Good, morning **gaes...**  Let’s start our class |  |  |  |  |  | ✓ |  |  |  |  |  |  |  |  |  |  |  |  | The lecturer express him idea to great the student with a new word to communicate a concept. (gaes=student) | |
| 2 | 02/M/ Obs1/March23rd/Interac/MN | Today is group 6**, isn't it?** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | ✓ | The lecturer clarified the group that presentation in this day. | |
| 3 | 03/M/ Obs1/March23rd /Interac/MN | Speech act, **right**? |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | ✓ | The lecturer clarified the material that being discussed. | |
| 4 | 04/M/ Obs1/March23rd/Comp/CS | Baik, klo begitu **presupposition.**  **Speech act** ntar di bab berikutnya. |  |  |  |  |  |  |  |  |  |  | ✓ |  |  |  |  |  |  |  | The lecturer using Bahasa then change into English. | |
| 5 | 05/M/ Obs1/March23rd/AchComp/WC | Baik, **klo** begitu presupposition.  Speech act ntar di bab berikutnya. |  |  |  |  |  | ✓ |  |  |  |  |  |  |  |  |  |  |  |  | The lecture uses a new word to communicate a concept. (klo=kalau) | |
| 6 | 06/M/ Obs1/March23rd/AchComp/WC | Baik, klo begitu presupposition.  Speech act **ntar** di bab berikutnya. |  |  |  |  |  | ✓ |  |  |  |  |  |  |  |  |  |  |  |  | The lecturer uses a new word to communicate a concept. (ntar=nanti) | |
| 7 | 07/M/ Obs1/March23rd/Interac/MN | **Have done?** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | ✓ | The lecturer asks the student that they are have done red the material. | |
| 8 | 08/M/ Obs1/March23rd/Interac/MN | Ok, group 7, **please present make several points on that.** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | ✓ | The lecturer asks the student to make several point based on the material. | |
| 9 | 09/M/ Obs1/March23rd/Interac/MN | **English please!** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | ✓ | The lecturer asks to the student to uses English in conversation. | |
| 10 | 10/M/ Obs1/March23rd/AchComp/CS | sambil sy jawab. **Presupposition remains constant even when the statement is negative** |  |  |  |  |  |  |  |  |  |  | ✓ |  |  |  |  |  |  |  | The lecturer uses Bahasa then change into English. | |
| 11 | 11/M/ Obs1/March23rd/AchComp/WC | sambil **sy** jawab. Presupposition remains constant even when the statement is negative |  |  |  |  |  | ✓ |  |  |  |  |  |  |  |  |  |  |  |  | The lecturer uses a new word to communicate a concept. (sy=saya) | |
| 12 | 12/M/ Obs1/March23rd/AchComp/WC | Masing2 **mhs** bisa bikin contoh riil. |  |  |  |  |  | ✓ |  |  |  |  |  |  |  |  |  |  |  |  | The lecturer uses a new word to communicate a concept. (mhs=mahasiswa) | |
| 13 | 13/M/ Obs1/March23rd/Interac/MN | **Vn boleh** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | ✓ | The lecturer clarified that student can deliver the material by using vn or voice note. | |
| 14 | 14/M/ Obs1/March23rd/AchComp/WC | **Vn** boleh |  |  |  |  |  | ✓ |  |  |  |  |  |  |  |  |  |  |  |  | The lecturer uses a new word to communicate a concept. (vn=voice note) | |
| 15 | 15//M/ Obs1/March23rd/Interact/MN | **Yg bertanya jg dipersilahkan** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | ✓ | The lecturer asks the student to giving the question to the speaker. | |
| 16 | 16/M/ Obs1/March23rd/AchComp/CS | selanjutnya utk **morphology** udaa siap? |  |  |  |  |  |  |  |  |  |  | ✓ |  |  |  |  |  |  |  | The lecturer uses Bahasa then change into English. | |
| 17 | 17/M/ Obs1/March23rd/AchComp/NL | 👍👍👍 |  |  |  |  |  |  | ✓ |  |  |  |  |  |  |  |  |  |  |  | The lecturer uses gesture to appreciate the student. | |
| 18 | 18/M/ Obs1/March23rd/AchComp/CS | Good**,** **silakan kalau ada yg bertanya.** |  |  |  |  |  |  |  |  |  |  | ✓ |  |  |  |  |  |  |  | The lecturer uses English then change into Bahasa. | |
| 19 | 19/M/ Obs1/March23rd/Interact/MN | Good, **silakan kalau ada yg bertanya.** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | ✓ | The lecturer asks the student to ask the question. | |
| 20 | 20/M/ Obs1/March23rd/AchComp/CS | Bsk **group** wa di buat per makul aja ya. Biar mudah |  |  |  |  |  |  |  |  |  |  | ✓ |  |  |  |  |  |  |  | The lecturer uses Bahasa then change into English | |
| 21 | 21/M/ Obs1/March23rd/AchComp/WC | **Bsk** group wa di buat per makul aja ya. Biar mudah |  |  |  |  |  | ✓ |  |  |  |  |  |  |  |  |  |  |  |  | The lecturer uses a new word to communicate a concept. (bsk=besuk) | |
| 22 | 22/ M/Obs2/March30th/AchComp/APP | Ok, good explanation. And it is easily understood by the listeners while reading the **book and/or the Ppt** |  |  |  |  |  |  |  |  |  | ✓ |  |  |  |  |  |  |  |  | The lecturer uses alternative terms to express the meaning by using word appropriately same. (book/ppt=material) | |
| 23 | 23/M/ Obs2/March30th/Interact/MN | **No.3 silakan direspon** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | ✓ | The lecturer asks to the student to response the question. | |
| 24 | 24/M/Obs3/April6th/AchComp/CS | Sekedar mengingatkan....utk baca buku sy percaya kpd anda semua sehingga di jam kuliah ini kalau ada yg blm dipahami bisa langsung diungkapkan disini utk sy tanggapi (jg oleh grup) dan semua yg hadir **online.** |  |  |  |  |  |  |  |  |  |  | ✓ |  |  |  |  |  |  |  | The lecturer uses Bahasa then change into English. | |
| 25 | 25/M/ Obs3/April6th/AchComp/WC | Meskipun ada jg yg hadir online (buka grup) pd tgl 3 April, padahal kuliah 30 Maret. **He...he....**😊 |  |  |  |  |  | ✓ |  |  |  |  |  |  |  |  |  |  |  |  | The lecturer usess a new word to communicate a concept. (he..he= tertawa) | |
| 26 | 26/M/ Obs3/April6th/AchComp/NL | Meskipun ada jg yg hadir online (buka grup) pd tgl 3 April, padahal kuliah 30 Maret. He...he...**.😊** |  |  |  |  |  |  | ✓ |  |  |  |  |  |  |  |  |  |  |  | The lecturer uses smile emoticon or facial expression to illustrate smile. | |
| 27 | 27/M/ Obs3/April6th/AchComp/CS | **tambahan**.....  The content condition of promise & warning : both about future event |  |  |  |  |  |  |  |  |  |  | ✓ |  |  |  |  |  |  |  | The lecturer uses Bahasa then change into English. | |
| 28 | 28/M/ Obs3/April6th/Stail/FHG | **Okay**, skrg kita move ke morphology. |  |  |  |  |  |  |  |  |  |  |  |  | ✓ |  |  |  |  |  | The lecturer gained the time to think for the next sentence | |
| 29 | 29/M/ Obs3/April6th/AchComp/CS | skrg kita **move** ke morphology. |  |  |  |  |  |  |  |  |  |  | ✓ |  |  |  |  |  |  |  | the lecturer uses Bahasa then change into English. | |
| 30 | 30/M/Obs5/April13th/AchComp/CS | Mohon maaf, hari ini **off** dl ya. |  |  |  |  |  |  |  |  |  |  | ✓ |  |  |  |  |  |  |  | The lecturer uses Bahasa then change into English. | |
| 31 | 31/M/Obs5/April20th/AchComp/CS | hari ini kita kuliah dgn **group** ini lg? |  |  |  |  |  |  |  |  |  |  | ✓ |  |  |  |  |  |  |  | The lecturer uses Bahasa then change into English. | |
| 32 | 32/M/ Obs5/April20th/AchComp/NL | 👍 |  |  |  |  |  |  | ✓ |  |  |  |  |  |  |  |  |  |  |  | The lecturer uses gesture to appreciate the student. | |
| 33 | 33/M/ Obs5/April20th/ Stail/FHG | **Okay**, kita pindah ke makul morphology. |  |  |  |  |  |  |  |  |  |  |  |  |  |  | ✓ |  |  |  | The lecturer gained the time to think for the next sentence | |
| 34 | 34/M/ Obs5/April20th/AchComp/CS | Okay, kita pindah ke makul **morphology.** |  |  |  |  |  |  |  |  |  |  | ✓ |  |  |  |  |  |  |  | The lecturer uses Bahasa then change into English. | |
| 35 | 35/M/ Obs6/April27th/AchComp/CS | Diketik, kirim ke **email** |  |  |  |  |  |  |  |  |  |  | ✓ |  |  |  |  |  |  |  | The lecturer uses Bahasa then change into English. | |
| 36 | 36/M/Obs6/April27th/SelfMon/SR | Lebih **detil/lengkap** lebih bagus. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | ✓ |  |  | The lecturer uses repetition to certainly the meaning. | |
| 37 | 37/M/ Obs6/April27th/AchComp/CS | Klo ketua kelas mengkoordinir lebih bagus, jadi 1 **folder.** |  |  |  |  |  |  |  |  |  |  | ✓ |  |  |  |  |  |  |  | The lecturer uses Bahasa then change into English. | |
| 38 | 38/M/Obs7/May4th/Interact/MN | Bgmn kabar semuanya. **Banyak tugas kuliah tdk?** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | ✓ | The lecturer asked a clarify. | |
| 39 | 39/M/ Obs7/May4th/Interact/MN | **Dikumpulkan seperti pekan kemarin tdk keberatan kan?**  ke ketua kelas 1 folder Rabu 6 Mei. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | ✓ | The lecturer asked a clarify.  . | |
| 40 | 40/M/ Obs7/May4th/AchComp/CS | Dikumpulkan seperti pekan kemarin tdk keberatan kan?  ke ketua kelas 1 **folder** Rabu 6 Mei |  |  |  |  |  |  |  |  |  |  | ✓ |  |  |  |  |  |  |  | The lecturer uses Bahasa then change into English | |
| 41 | 41/M/ Obs7/May4th/AchComp/CS | Terus utk **morphology** dikumpul hr Sabtu 9 Mei.  **Okay** |  |  |  |  |  |  |  |  |  |  | ✓ |  |  |  |  |  |  |  | The lecturer uses Bahasa then change into English. | |
| 42 | 42/M/ Obs7/May4th/Interact/MN | Terus utk morphologydikumpul hr Sabtu 9 Mei.  **Okay** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | ✓ | The lecturer asked a clarify about submitting a task. | |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | |

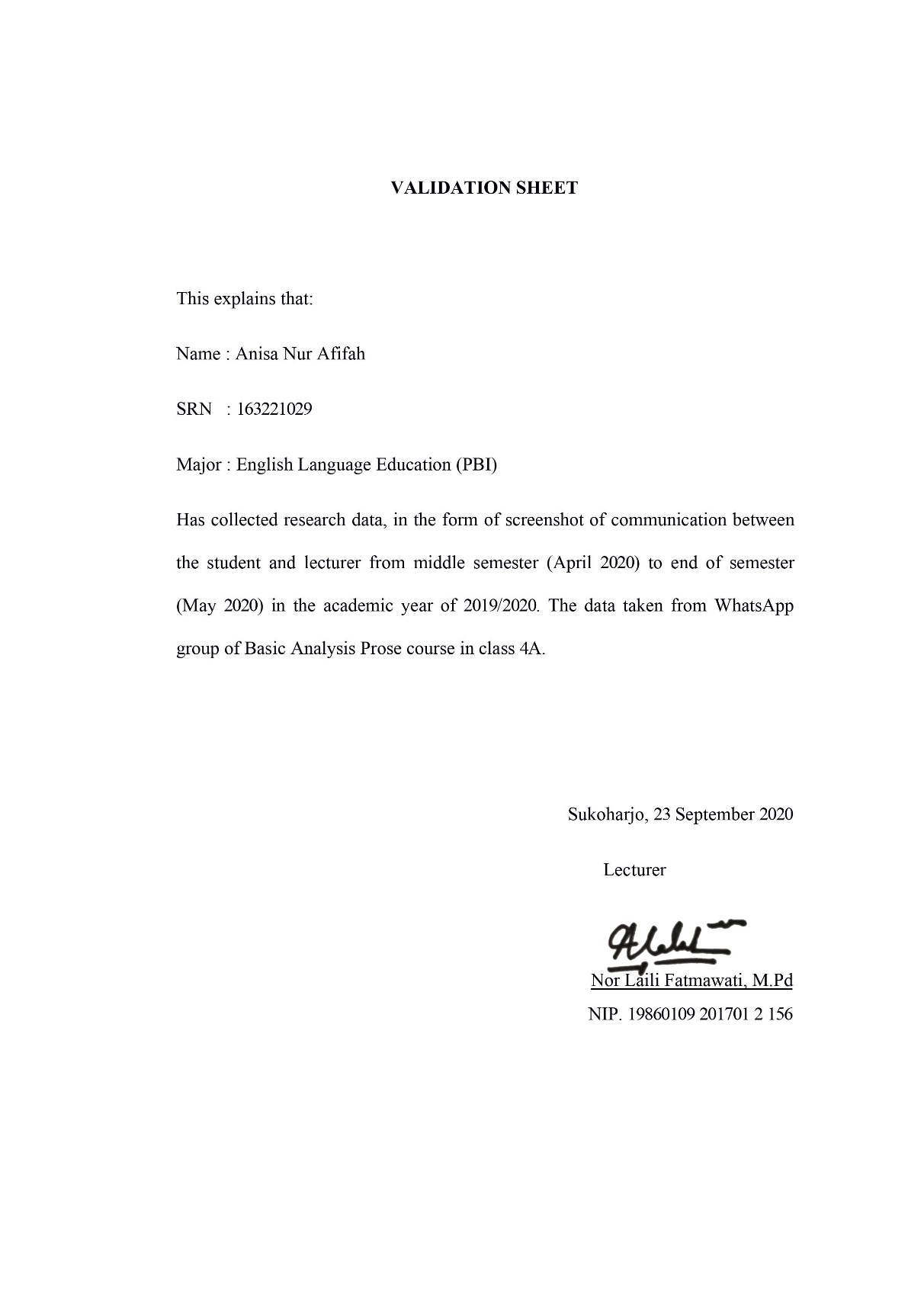
Appendix 4

**Data Sheet of the Finding of the Types Communication Strategies Used by Female Lecturer in Online Teaching Learning Process by Using Whatsapp Application at the English Language Education in March to May 2020**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| No | Code | Utterancess | COMMUNICATION STRATEGIS | | | | | | | | | | | | | | | | | | MEANING |
| Avoid | | | AchComp | | | | | | | | | Stail | | SelfMon | | Interact | |
| MR | TA | MA | C | RES | WC | NL | LT | ALP | APP | CS | RET | FHG | SO | SI | SR | AH | MN |
| 1 | 01/F/Obs1/March23nd/AchComp/CS | Assalamu alaikm wr. Wb. Utk perkuliahan **online**, mggu ini kita akn mngadakan **2meeting.** Utk mggu lalu n utk mggu ini |  |  |  |  |  |  |  |  |  |  | ✓ |  |  |  |  |  |  |  | The lecturer use Bahasa than change into English. |
| 2 | 02/F/ Obs2/March23nd/AchComp/CS | Utk yg pertama, sy mnt kelompok 2 utk **mengupload** materi utk ddiskusikan bsk. |  |  |  |  |  |  |  |  |  |  | ✓ |  |  |  |  |  |  |  | The lecturer use Bahasa than change into English. |
| 3 | 03/F/ Obs2/March23nd/AchComp/WC | Utk yg pertama, sy mnt kelompok 2 utk mengupload materi utk ddiskusikan **bsk** |  |  |  |  |  | ✓ |  |  |  |  |  |  |  |  |  |  |  |  | The lecturer uses a new word to communicate a concept. (bsk=besuk) |
| 4 | 04/F/ Obs2/March23nd/AchComp/CS | **Slide** materi character n characterization silakan d**ishare** lg, trs tulis ringkasan ceritax, n slide hasil analisisx. |  |  |  |  |  |  |  |  |  |  | ✓ |  |  |  |  |  |  |  | The lecturer use Bahasa than change into English. |
| 5 | 05/F/Obs3/March24th/AchComp/CS | **Ending**x kurang tepat. **Ending** tsb contoh dr dramatic irony, yaitu kejadian dlm prosa dmana apa yg dketahui karakter dlm cerita brbeda dgn apa yg dketahui pembaca |  |  |  |  |  |  |  |  |  |  | ✓ |  |  |  |  |  |  |  | The lecturer use Bahasa than change into English. |
| 6 | 06/F/ Obs3/March24th/AchComp/CS | Betul. 1tokoh bs melawan dirix sndiri. Terutama ketima konflik utamax adalah **psychological conflict** |  |  |  |  |  |  |  |  |  |  | ✓ |  |  |  |  |  |  |  | The lecturer use Bahasa than change into English. |
| 7 | 07/F/ Obs3/March24th/AchComp/CS | **Caricature** tu mksdx tokoh yg sengaja dmunculkn utk tujuan trtentu. Sperti utk mngkritik, menyindir dll |  |  |  |  |  |  |  |  |  |  | ✓ |  |  |  |  |  |  |  | The lecturer use Bahasa than change into English. |
| 8 | 08/F/ Obs3/March24th/AchComp/CS | Tdk smua cerita pny **stock n caricature character**. Stock itu tokoh minor archetypal yg sering muncul d bnyk karya |  |  |  |  |  |  |  |  |  |  | ✓ |  |  |  |  |  |  |  | The lecturer use Bahasa than change into English. |
| 9 | 09/F/ Obs3/March24th/Interact/MN | **Likes freedom, dislikes...?** Harus djawab smua. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | ✓ | The lecturer ask the student to clarify the question. |
| 10 | 10/F/ Obs3/March24th/AchComp/CS | Alhamdulillah, **meeting** pertama mggu ini sdh bs kita akhiri. Trm ksh ats partisipasi aktifx |  |  |  |  |  |  |  |  |  |  | ✓ |  |  |  |  |  |  |  | The lecturer use Bahasa than change into English. |
| 11 | 11/F/ Obs3/March24th/AchComp/WC | Alhamdulillah, meeting pertama mggu ini sdh bs kita akhiri. **Trm ksh** ats partisipasi aktifx |  |  |  |  |  | ✓ |  |  |  |  |  |  |  |  |  |  |  |  | The lecturer uses a new word to communicate a concept. (trm ksh=terimakasih) |
| 12 | 12/F/ Obs3/March24th/Interact/MN | Sprti klompok 1, **hasil analisis silakan drevisi ssuai masukan yg dberikan n dkumpulkan filex nnt d akhr smster** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | ✓ | The lecturer request the student to collect the task. |
| 13 | 13/F/ Obs3/March24th/AchComp/CS | Sprti klompok 1, hasil analisis silakan drevisi ssuai masukan yg dberikan n dkumpulkan **filex** nnt d akhr smste**r** |  |  |  |  |  |  |  |  |  |  | ✓ |  |  |  |  |  |  |  | The lecturer use Bahasa than change into English. |
| 14 | 14/F/ Obs3/March24th/AchComp/CS | Utk **meeting** kdua mggu ini akan dlaksanakan hr jumat. (Kenapa 2 meeting karena mggu lalu kita off). |  |  |  |  |  |  |  |  |  |  | ✓ |  |  |  |  |  |  |  | The lecturer use Bahasa than change into English. |
| 15 | 15/F/ Obs3/March24th/AchComp/CS | (Kenapa 2 meeting karena mggu lalu kita **off**). |  |  |  |  |  |  |  |  |  |  | ✓ |  |  |  |  |  |  |  | The lecturer create new word to communicate a concept.  (off=libur) |
| 16 | 16/F/ Obs3/March24th/AchComp/CS | Jd mlm jmat silakan klompok 3 **menshare** materi, ringkasan cerita n hasil analisis, dlanjutkan diskusi smpe jumt siang pkul 12.00 |  |  |  |  |  |  |  |  |  |  | ✓ |  |  |  |  |  |  |  | The lecturer use Bahasa than change into English. |
| 17 | 17/F/ Obs3/March24th/AchComp/CS | Klo ada volentir yg mau **retel**l stori lwt vn ato video, silakan dshare d grup ini lgsg |  |  |  |  |  |  |  |  |  |  | ✓ |  |  |  |  |  |  |  | Bahasa than change into English. |
| 18 | 18/F/ Obs3/March24th/AchComp/CS | Lgsg dmasukkn d **revisian**x sj. Tdk perlu dshare lg |  |  |  |  |  |  |  |  |  |  | ✓ |  |  |  |  |  |  |  | The lecturer use Bahasa than change into English. |
| 19 | 19/F/Obs5/March27th/AchComp/CS | Betul. Dsni menjawabx dr kseluruhan cerita. Di the last leaf memang **setting** jd keyforce. Artix sngat penting dlm mmbangun cerita |  |  |  |  |  |  |  |  |  |  | ✓ |  |  |  |  |  |  |  | The lecturer use Bahasa than change into English. |
| 20 | 20/F/ Obs5/March27th/Interact/MN | **Coba bandingkn dgn settingx "the necklace" yg sdh pernah kita bhas**. D cerpen itu ada settingx, d rmh, d pesta dll, tp settingx scara kseluruhan hny background sj |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | ✓ | The lecturer ask the student to compare the setting. |
| 21 | 21/F/ Obs5/March27th/AchComp/CS | Adalg dramatic irony. Cb **browse** d internet. Nah, kadang ada cerita yg setting sengaja menciptakn irony |  |  |  |  |  |  |  |  |  |  | ✓ |  |  |  |  |  |  |  | The lecturer use Bahasa than change into English. |
| 22 | 22/F/ Obs5/March27th/Stail/FHG | Adalg dramatic irony. Cbbrowse d internet. **Nah**, kadang ada cerita yg setting sengaja menciptakn irony |  |  |  |  |  |  |  |  |  |  |  |  | ✓ |  |  |  |  |  | The speaker gained time to think for the next sentence. |
| 23 | 23/F/ Obs5/March27th/AchComp/CS | Presentasi dan hasil analisis klompok 3 secra **general** sdh baik. Hny analisis no 5 sj yg perlu drevisi |  |  |  |  |  |  |  |  |  |  | ✓ |  |  |  |  |  |  |  | The lecturer use Bahasa than change into English. |
| 24 | 24/F/ Obs5/March27th/AchComp/WC | **Trm ksh** ats smua partisipasi aktifx. Smoga smua sehat selalu. Kita tutup dgn hamdalah. |  |  |  |  |  | ✓ |  |  |  |  |  |  |  |  |  |  |  |  | The lecturer create new word to communicate a concept. ( trm ksh = terima kasih) |
| 25 | 25/F/Obs7/March31st/Interact/MN | Yg presentasi**, coba tulis kembali pertanyaan no. 5.** **Apakah benar seperti yg dtulis d ppt klompok mu ato ada kesalahan** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | ✓ | The lecturer request a clarification. |
| 26 | 26/F/ Obs7/March31st/AchComp/WC | Irony yg dsebabkn oleh **POV** umumx memang menyebabkn irony yg dsebut rani td. Yg dsebut dramatic irony |  |  |  |  |  | ✓ |  |  |  |  |  |  |  |  |  |  |  |  | The lecturer uses a new word to communicate a concept. (POV=Point Of View) |
| 27 | 27/F/ Obs7/March31st/Interact/MN | **The black cat pke 1st ato 3rd person pov?** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | ✓ | The lecturer requests a clarification. |
| 28 | 28/F/ Obs7/March31st/AchComp/CS | Betul. Dsni kita disuruh brandai2 klo cerita ini diubah pke **3rd person**. Pastix unsur misterix yg menguatkn cerita akan brkurang |  |  |  |  |  |  |  |  |  |  | ✓ |  |  |  |  |  |  |  | The lecturer use Bahasa than change into English. |
| 29 | 29/F/ Obs7/March31st/AchComp/CS | Efek **reliable n unreliable** ini timbul pd pmakaian **1st person** umumx. Contoh, klo si "I" yg brcerita trmasuk org yg narsis, pastix ktika dy cerita tentang dirix, dy akan lebih2kan dr yg sbenarx |  |  |  |  |  |  |  |  |  |  | ✓ |  |  |  |  |  |  |  | The lecturer use Bahasa than change into English. |
| 30 | 30/F/ Obs7/March31st/AchComp/WC | Efek reliable n unreliable ini timbul pd pmakaian 1st person umumx. Contoh, klo si "I" yg brcerita trmasuk org yg narsis, pastix ktika dy cerita tentang dirix, **dy** akan lebih2kan dr yg sbenarx |  |  |  |  |  | ✓ |  |  |  |  |  |  |  |  |  |  |  |  | The lecturer uses a new word to communicate a concept. (dy=dia) |
| 31 | 31/F/ Obs7/March31st/AchComp/CS | Pmbaca mulai ragu2 brtanya2, akibat **unreliabilityx** d narator  Ada beberapa cerita (biasax d novel, tdk d cerpen) yg mmkai lbh dr 1 pov. Walaupun jarang. Tp ada |  |  |  |  |  |  |  |  |  |  | ✓ |  |  |  |  |  |  |  | The lecturer use Bahasa than change into English. |
| 32 | 32/F/ Obs7/March31st/AchComp/WC | Pmbaca mulai ragu2 brtanya2, akibat unreliabilityx d narator  Ada beberapa cerita (biasax d novel, tdk d cerpen) yg mmkai lbh dr 1 **pov.** Walaupun jarang. Tp ada |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | The lecturer uses a new word to communicate a concept. (POV=Point Of View) |
| 33 | 33F/ Obs7/March31st/AchComp/CS | Jawaban klompok ini utk no. 5 salah. Jd the black cat hny pny **1 pov. 1st person**. Penceritaan pluto ttp dr sdut pandang I (1st person) |  |  |  |  |  |  |  |  |  |  | ✓ |  |  |  |  |  |  |  | The lecturer use Bahasa than change into English. |
| 34 | 34/F/ Obs7/March31st/AchComp/CS | Jd bkn brrti klo ada kata **"she" n "it**" dlm narasi cerita kmudian itu artix **3rd person**. Bisa sj si "I" brcerita org ato bnda, maka dy pke she n it. Tp ttp si "I" yg cerita. Artix ya ttp pke **1st person.** |  |  |  |  |  |  |  |  |  |  | ✓ |  |  |  |  |  |  |  | The lecturer use Bahasa than change into English. |
| 35 | 35/F/ Obs7/March31st/AchComp/CS | Utk yg novel yg mncampur **POV**, biasax ai penulis akn memisah pnggunaan **1st n 3rd person** |  |  |  |  |  |  |  |  |  |  | ✓ |  |  |  |  |  |  |  | The lecturer use Bahasa than change into English. |
| 36 | 36/F/ Obs7/March31st/AchComp/CS | Di bab pertama dy pke **1st person** sbg si A. Kmudian d bab 2, dy cerita si B pke **3rd person**. Pke he/she**.** Knapa hrs dpisah? Supaya pmbaca tdk bingung |  |  |  |  |  |  |  |  |  |  | ✓ |  |  |  |  |  |  |  | The lecturer use Bahasa than change into English. |
| 37 | 37/F/ Obs7/March31st/Interact/MN | Di bab pertama dy pke 1st personsbg si A. Kmudian d bab 2, dy cerita si B pke 3rd person. Pke he/she**. Knapa hrs dpisah?** Supaya pmbaca tdk bingung |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | ✓ | The lecturer requests a clarification. |
| 38 | 38/F/ Obs7/March31st/Interact/MN | Klo 1st person bbrrt kamu tdk perlu jwb nomer itu. Klo itu pke 3rd person, **prtanyaan itu mmintamu utk menggolongknx k jenis 3rd person yg mn** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | ✓ | The lecturer ask the student to make sure the answer of the question. |
| 39 | 39/F/ Obs7/March31st/AchComp/CS | Klo 1st person bbrrt kamu tdk perlu jwb nomer itu. Klo itu pke 3rd person, prtanyaan itu mmintamu utk menggolongknx k jenis **3rd person** yg mn |  |  |  |  |  |  |  |  |  |  | ✓ |  |  |  |  |  |  |  | The lecturer use Bahasa than change into English. |
| 40 | 40/F/ Obs7/March31st/Interact/MN | Yg perlu drevisi no.5 n no.8. No.8, anda dsuruh brandai **bgaimna kira2 jika pov diubah. Td sdh sy jelaskn. Cari kemungkinan efek lain yg bs timbul** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | ✓ | The lecturer ask clarification to the student. |
| 41 | 41/F/ Obs7/March31st/AchComp/CS | No. 6 jg perlu ditambah. Bukan **advantages** scara teoretis. Tp brdasarkan/ dkaitkn dgn cerita the black cat |  |  |  |  |  |  |  |  |  |  | ✓ |  |  |  |  |  |  |  | The lecturer use Bahasa than change into English. |
| 42 | 42/F/ Obs7/March31st/Interact/MN | D cerpen itu pke 1st person, **jd apa manfaatx bagi pembaca** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | ✓ | The lecturer ask to the student to answer the question. |
| 43 | 43/F/ Obs7/March31st/AchComp/CS | D cerpen itu pke **1st** person, jd apa manfaatx bagi pembaca |  |  |  |  |  |  |  |  |  |  | ✓ |  |  |  |  |  |  |  | The lecturer use Bahasa than change into English. |
| 44 | 44/F/ Obs7/March31st/AchComp/CS | **That's for today. Nice discussion.** Semoga brmanfaat n mndatagkn hikmah. Kita tu2p dgn hamdalah masing2. Wassalamu alaikm wr.wb. C U |  |  |  |  |  |  |  |  |  |  | ✓ |  |  |  |  |  |  |  | The lecturer use Bahasa than change into English. |
| 45 | 45/F/ Obs7/March31st/AchComp/WC | Kita **tu2p** dgn hamdalah masing2. Wassalamu alaikm wr.wb. C U |  |  |  |  |  | ✓ |  |  |  |  |  |  |  |  |  |  |  |  | The lecturer uses a new word to communicate a concept. (tu2p=tutup) |
| 46 | 46/F/ Obs7/March31st/AchComp/WC | Kita tu2p dgn hamdalah masing2. Wassalamu alaikm wr.wb. **C U** |  |  |  |  |  | ✓ |  |  |  |  |  |  |  |  |  |  |  |  | The lecturer uses a new word to communicate a concept. (C U= see you) |
| 47 | 47/F/Obs10/April8th/AchComp/CS | Maaf td mlm gak sempat ngasih **comment**. Hari ini insyaAllah ya |  |  |  |  |  |  |  |  |  |  | ✓ |  |  |  |  |  |  |  | The lecturer use Bahasa than change into English. |
| 48 | 48F//Obs10/April8th/AchComp/MN | Yg kita tau tema selama ini adalah ide pokok suatu tulisan. Sayangx, dlm prose tema lebih spesifik lg. **Coba baca definisi d slidex** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | ✓ | The lecturer ask the student to read the material. |
| 49 | 49/F//Obs10/April8th/AchComp/CS | Yg kita tau tema selama ini adalah ide pokok suatu tulisan. Sayangx, dlm prose tema lebih spesifik lg. Coba baca definisi d **slidex** |  |  |  |  |  |  |  |  |  |  | ✓ |  |  |  |  |  |  |  | The lecturer use Bahasa than change into English. |
| 50 | 50/F//Obs10/April8th/AchComp/CS | Jd **general message or general statement**. Klo cm sacrifice, social gap, apakah itu pesan? Apakah itu bentuk statement? Tdk |  |  |  |  |  |  |  |  |  |  | ✓ |  |  |  |  |  |  |  | The lecturer use Bahasa than change into English. |
| 51 | 51/F//Obs10/April8th/SelfMon/SR | Jd **general message or general statement**. Klo cm sacrifice, social gap, apakah itu pesan? Apakah itu bentuk statement? Tdk |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | ✓ |  |  | The lecturer uses repetition to certainly the meaning. |
| 52 | 52/F//Obs10/April8th/Interact/MN | Jd general message or generalstatement. Klo cm sacrifice, social gap, **apakah itu pesan? Apakah itu bentuk statement**? Tdk |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | ✓ | The lecturer as a clarification to her students. |
| 53 | 53/F//Obs10/April8th/Interact/MN | Jd sacrifice, social gap, love, friendship, itu kita sebut subjectx. Klo d bhs indo mgkin sdh bs dsebuy tema. Tp dsni klo mau mmbentuk tema, maka kita temukan subjectx dl, br diformulasikan jd **message ato statement** |  |  |  |  |  |  |  |  |  |  | ✓ |  |  |  |  |  |  |  | The lecturer use Bahasa than change into English. |
| 54 | 54/F//Obs10/April8th/AchComp/WC | . Contoh: sdh ketemu bhwa cerpen A subjectx tentang cinta. Kita harus **formulasikan** tema sesuai cerita itu cinta disitu dceritakn bgmn. Contoh klo d cerita A tentang cintax org yg dipendam. Maka temax bisa: yg terpahit dlm hidup adalah ketika cinta tak sampai. Atau cinta adalah rasa yg membunuh |  |  |  |  |  | ✓ |  |  |  |  |  |  |  |  |  |  |  |  | The lecturer create new word to communicate a concept. (formulasikan = gambarkan) |
| 55 | 55/F//Obs10/April8th/AchComp/CS | Jd sesuai dgn bgmn **subject** dceritakn dlm kisah, kemudian dibuat **statemen**t. Jd tdk cukup hny dgn 1 kata atau frasa sj. Bentukx statement n memuat pesan |  |  |  |  |  |  |  |  |  |  | ✓ |  |  |  |  |  |  |  | The lecturer use Bahasa than change into English. |
| 56 | 56/F//Obs10/April8th/AchComp/WC | D **bhs indo** hampir mirip dgn amanat. Jd moral message itu ada d tema |  |  |  |  |  | ✓ |  |  |  |  |  |  |  |  |  |  |  |  | The lecturer uses a new word to communicate a concept. (bhs indo=Bahasa indonesia) |
| 57 | 57/F//Obs10/April8th/AchComp/CS | D bhs indo hampir mirip dgn amanat. Jd **moral message** itu ada d tema |  |  |  |  |  |  |  |  |  |  | ✓ |  |  |  |  |  |  |  | The lecturer use Bahasa than change into English. |
| 58 | 58/F//Obs10/April8th/AchComp/CS | Dan tema seperti yg sdh djelaskn, sngat subjektif. Trgantung pembaca. Beberapa pembaca bs jd mndapatkan tema yg brbeda2 ketika mmbaca 1 cerita yg sm. Trgantung **background pendidikan,** keyakinan, filosofi hidup, cara pandang dl |  |  |  |  |  |  |  |  |  |  | ✓ |  |  |  |  |  |  |  | The lecturer use Bahasa than change into English. |
| 59 | 59/F//Obs10/April8th/AchComp/WC | Trgantung background pendidikan, keyakinan, **filosofi** hidup**,** cara pandang dl |  |  |  |  |  | ✓ |  |  |  |  |  |  |  |  |  |  |  |  | The lecturer uses a new word to communicate a concept. (filosofi=falsafah) |
| 60 | 60/F//Obs10/April8th/AchComp/CS | Tema mengandung **moral value** |  |  |  |  |  |  |  |  |  |  | ✓ |  |  |  |  |  |  |  | The lecturer use Bahasa than change into English. |
| 61 | 61/F//Obs10/April8th/SelfMon/SI | Contoh, klo dtanya temax laskar pelangi apa, trs djawab: laskar pelangi adalah kisah tentang perjuangan ank belitong mncari ilmu d tengah kmiskinan. **Ini summary. General summary** |  |  |  |  |  |  |  |  |  |  |  |  |  |  | ✓ |  |  |  | The first the lecturer made a mistake, then she restructure her sentence. |
| 62 | 62/F//Obs10/April8th/Achcomp/CS | Klo djawab: temax pendidikan. Perjuangan hidup. Itu msh **subject** |  |  |  |  |  |  |  |  |  |  | ✓ |  |  |  |  |  |  |  | The lecturer use Bahasa than change into English. |
| 63 | 63/F//Obs10/April8th/AchComp/MN | **Jd kelompok tema hrs merevisi jawaban no. 1 n 2 dgn cara mmformulasikan kmbali tema utama (no.1) dan teman2 lain/minor (no.2)** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | ✓ | The lecturer ask the student to revises the answer. |
| 64 | 64/F//Obs10/April8th/Interact/MN | 2 pertanyaan trakhr **bgmn kamu mengevaluasi tema yg kamu dpatkn. Sdh benar blm** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | ✓ | The lecturer ask clarification about how to analyzing a theme. |
| 65 | 65/F/Obs12/April14th/AchComp/CS | Review Q&A tentang materi  Jd apakah ktika kita mmbahas style seorang pngarang, plot, point of view boleh **diinclude**? Jwabanx boleh. |  |  |  |  |  |  |  |  |  |  | ✓ |  |  |  |  |  |  |  | The lecturer use Bahasa than change into English. |
| 66 | 66/F/ Obs12/April14th/AchComp/WC | **Review Q&A** tentang materi  Jd apakah ktika kita mmbahas style seorang pngarang, plot, point of view boleh diinclude? Jwabanx boleh. |  |  |  |  |  | ✓ |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 67 | 67/F/ Obs12/April14th/AchComp/CS | Itu bs msk k diksi. Contoh utk yg POV, klo si pngarang pke **1st person POV,** brrti kan dia mmilih diksi I ketimbang she/he. Dgn brbagai pertimbangan yg dy pny, ssuai tjuan yg ingin dcapai/pesan yg ingin dsampaikn. |  |  |  |  |  |  |  |  |  |  | ✓ |  |  |  |  |  |  |  | The lecturer use Bahasa than change into English. |
| 68 | 68/F/ Obs12/April14th/AchComp/WC | Itu bs msk k diksi. Contoh utk yg **POV**, klo si pngarang pke 1st person POV, brrti kan dia mmilih diksi I ketimbang she/he. Dgn brbagai pertimbangan yg dy pny, ssuai tjuan yg ingin dcapai/pesan yg ingin dsampaikn |  |  |  |  |  | ✓ |  |  |  |  |  |  |  |  |  |  |  |  | The lecturer uses a new word to communicate a concept. (POV=Point Of View) |
| 69 | 69/F/ Obs12/April14th/AchComp/CS | **Style** tulisan ssorang itu ada d setiap tulisanx. Hny masalahx, ada style yg menarik, menyenangkan, membosankn ato yg lain, ssuai yg drasakan pembaca stelah mmbaca tulisan. |  |  |  |  |  |  |  |  |  |  | ✓ |  |  |  |  |  |  |  | The lecturer use Bahasa than change into English. |
| 70 | 70/F/ Obs12/April14th/AchComp/APP | Klo penulis pemula, biasax stylex blm mapan. Jd bs brubah2. Susah dikenali. Tp klo sdh penulis dgn **jam terbang tinggi**, biasax stylex sdh mapan. Dy pny ciri khas d stylex. |  |  |  |  |  |  |  |  |  | ✓ |  |  |  |  |  |  |  |  | The lecturer uses describe something by using imagery.  (jam terbang tinggi = berpengalaman) |
| 71 | 71/F/ Obs12/April14th/AchComp/CS | Seperti halx **style** brpakaian tmn2 d kls, **s**mua pny style kan |  |  |  |  |  |  |  |  |  |  | ✓ |  |  |  |  |  |  |  |  |
| 72 | 72/F/ Obs12/April14th/Interact/MN | Seperti halx style brpakaian tmn2 d kls, **smua pny style kan** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | ✓ | The lecturer clarified the student that each student have a different style. |
| 73 | 73/F/ Obs12/April14th/Interact/MN | **Apakah pasti sepaket sm tone?** dlm proses analisis, Tone itu bs diidentifikasi dr style |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | ✓ | The lecturer asks a clarification. |
| 74 | 74/F/ Obs12/April14th/Interact/MN | d pernyaan saffan smalam, dy mnt dibandingkn stylex holmes, potter dll. **La klo yg dtny g tau siapa itu holmes, potter, gmn mau jwb???** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | ✓ | The lecturer asks the student to answer her question. |
| 75 | 75/F/ Obs12/April14th/Interact/MN | **Tonex sama gk?**  Kyk d diskusi pragmatics dl. Semoga msh ingat |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | ✓ | The lecturer ask a clarification. |
| 76 | 76/F/ Obs12/April14th/AchComp/CS | Kyk d diskusi **pragmatics** dl. Semoga msh ingat |  |  |  |  |  |  |  |  |  |  |  | ✓ |  |  |  |  |  |  | The lecturer use Bahasa than change into English. |
| 77 | 77/F/ Obs12/April14th/Stail/SO | Sy lht jumlah chat yg ratusan d grup kls prose ini td rasax agk gimanaaa gt. Sy mmbayangkn mngetik jwaban beratus prtanyaan. **Rupax eh rupax**, chatx yg bnyk cm jawaban salam 😆😆😆🙄🙄🙄🙄 |  |  |  |  |  |  |  |  |  |  |  |  |  |  | ✓ |  |  |  | The lecturer repeating the word immediately after they said. |
| 78 | 78/F/ Obs12/April14th/AchComp/NL | Sy lht jumlah chat yg ratusan d grup kls prose ini td rasax agk gimanaaa gt. Sy mmbayangkn mngetik jwaban beratus prtanyaan. Rupax eh rupax, chatx yg bnyk cm jawaban salam **😆😆😆🙄🙄🙄🙄** |  |  |  |  |  |  | ✓ |  |  |  |  |  |  |  |  |  |  |  | The lecturer use pantomime to express the expression. |
| 79 | 79/F/ Obs12/April14th/AchComp/WC | Ok. Sy **ulas** scara garis bsar utk analisisx |  |  |  |  |  | ✓ |  |  |  |  |  |  |  |  |  |  |  |  | The lecturer uses alternative terms to express the meaning by using word appropriately same.  (ulas= bahas ) |
| 80 | 80/F/ Obs12/April14th/AchComp/CS | Dlm cerpen itu, pernikahan ted n linda diibaratkan **swimming pool**. Ketika bhagia, smua trasa indah, mnyenagkan, bukan hny utk ted n linda, tp jg org2 d sekitarx. |  |  |  |  |  |  |  |  |  |  | ✓ |  |  |  |  |  |  |  | The lecturer use Bahasa than change into English. |
| 81 | 81/F/ Obs12/April14th/AchComp/CS | : Itu yg perlu drevisi. **Thanks for the nice discussion**. Klo gk salah tinggal 1 group lg ya? Yg blm brpartisipasi aktf silakan mmkai kesempatan berikutx dgn baik |  |  |  |  |  |  |  |  |  |  | ✓ |  |  |  |  |  |  |  | The lecturer use Bahasa than change into English. |
| 82 | 82/F/ Obs12/April14th/Interact/MN | Itu yg perlu drevisi. Thanks for the nice discussion**. Klo gk salah tinggal 1 group lg ya**? Yg blm brpartisipasi aktf silakan mmkai kesempatan berikutx dgn baik |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | ✓ | The lecturer clarification the group that will presentation. |
| 83 | 83/F/Obs13/April20th/AchComp/CS | Materi t**echnique** memang sdkit ya. Jd ini teknik penulisan yg ada dlm prose. Bukan element sperti plot, charactr n jdul2 presentasi sblm klompok ini |  |  |  |  |  |  |  |  |  |  | ✓ |  |  |  |  |  |  |  | The lecturer use Bahasa than change into English. |
| 84 | 84/F/ Obs13/April20th/SelfMon/SR | Jd ktika menarasikan cerita d suatu paragrap misalx, pnulis bs skaligus menggambarkan **hal/suasana** atau org yg dnarasikan |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | ✓ |  |  | The lecturer initiated repairing the word. |
| 85 | 85/F/ Obs14/April28th/AchComp/CS | Jangan menghapus kertas jawaban yg anda **upload** selama 2mggu supaya bs ddonlod ketika akan dkoreksi |  |  |  |  |  |  |  |  |  |  | ✓ |  |  |  |  |  |  |  | The lecturer use Bahasa than change into English. |
| 86 | 86/F/Obs14/April28th/AchComp/WC | Jangan menghapus kertas jawaban yg anda upload selama 2mggu supaya bs **ddonlod** ketika akan dkoreksi |  |  |  |  |  | ✓ |  |  |  |  |  |  |  |  |  |  |  |  | The lecturer uses a new word to communicate a concept. (ddonlod=di download) |
| 87 | 87/F/Obs15/May4th/AchComp/WC | Utk pngumpulan **ppt** revisi paling akhir slasa depan. Yg sdh beres revisix boleh dkrm via WAG ini |  |  |  |  |  | ✓ |  |  |  |  |  |  |  |  |  |  |  |  | The lecturer use Bahasa than change into English. |
| 88 | 88/F/ Obs15/May4th/AchComp/WC | Utk pngumpulanppt revisi paling akhir slasa depan. Yg sdh beres revisix boleh dkrm via **WAG** ini |  |  |  |  |  | ✓ |  |  |  |  |  |  |  |  |  |  |  |  | The lecturer uses a new word to communicate a concept. (WAG=WhatsApp Group) |
| 89 | 89/F/ Obs15/May4th/Interac/MN | **Silakan dsepakati mau jam brapa** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | ✓ | The lecturer confirmation the time to examination. |
| 90 | 90/F/Obs13/May12th/Stail/FHG | **Wah,** sy lupa ada uas hr ini. Kita gnt bsk sj ya. Sedang tdk d rmh soalx |  |  |  |  |  |  |  |  |  |  |  |  | ✓ |  |  |  |  |  | The gained time to think for the next sentence. |
| 91 | 91/F/Obs14/Nay13th/AchComp/WC | UAS **BAP** |  |  |  |  |  | ✓ |  |  |  |  |  |  |  |  |  |  |  |  |  |

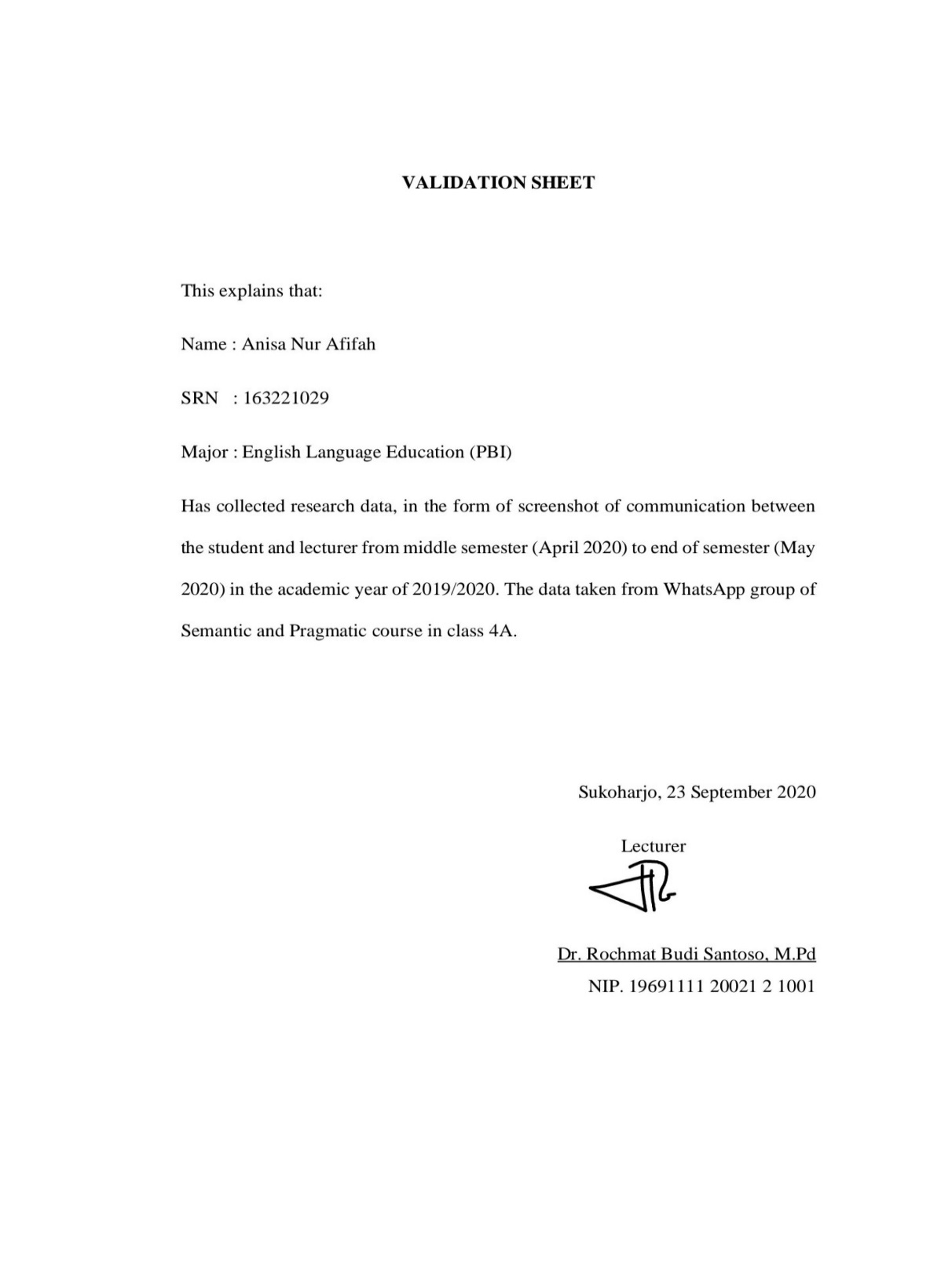
Appendix 5

Validation sheef of female lecturer



Appendix 6

Validation sheet of male lecturer



Appendix 7

Validation sheet of Validator

