PROCEEDINGS

International Seminar and Annual Meeting 2017 BKS PTN Wilayah Barat
Fields of Linguistics, Literature, Arts and Culture
September, 12th – 14th, 2017

Editor
Rahmad Husein • Meisuri • Anni Holila Pulungan
Zulherman • Wisman Hadi • Indra Hartoyo

Foreword
Head of BKS - PTN Barat
Field of LLAC Sciences
Dr. Isda Pramuniati, M.Hum.

"The Implementation of Language, Literature, Art and Cultural Studies in Strengthening the Nation's Civilization"

Publisher
Research Institut
State University of Medan

THE IMPLEMENTATION OF LANGUAGE, LITERATURE, ART AND CULTURAL STUDIES IN STRENGTHENING THE NATION'S CIVILIZATION

PROCEEDING

INTERNATIONAL SEMINAR AND ANNUAL MEETING 2017 FIELDS OF LINGUISTICS, LITERATURE, ARTS AND CULTURE

Medan, 13 September 2017

PUBLISHER RESEARCH INSTITUTE
STATE UNIVERSITY OF MEDAN

INTERNATIONAL SEMINAR AND ANNUAL MEETING 2017
FIELDS OF LINGUISTICS, LITERATURE, ARTS AND CULTURE
"THE IMPLEMENTATION OF LANGUAGE, LITERATURE, ARTS AND CULTURAL STUDIES IN STRENGTHENING THE NATION'S CIVILIZATION"

Reviewer
Prof. Dr. Amrin Saragih, M.A
Dr. Abdurahman A.,M.Hum
Dr. Zulkifli,M.Sn
Drs. Azhar Umar,M.Pd

Editor:
Dr. Rahmad Husein, M.Ed
Dra. Meisuri,MA
Dr. Anni H. Pulungan,M.Hum
Dr. Zulherman, M.M, M.Pd
Dr. Wisman Hadi,M.Hum
Indra Hartoyo, S.Pd, M.Hum

Cover Design:
Gamal Kartono, M.Si

Layout:
Kurnia Hendra Putra, M.Si

First Published in September 2017

21 x 29,7 cm ; xii,570 pages

ISBN: 978-602-60343-6-6 (Cetak)
ISBN: 978-602-60343-7-3 (Online)

@2017 by Badan Penerbit Lembaga Penelitian Universitas Negeri Medan

Publisher
Lembaga Penelitian Unimed
Jl. Willem Iskandar Psr. V Medan
Tlp. (+6261) 6613365
e-mail: lemlit@unimed.ac.id
website: http://lemlit.unimed.ac.id

Disclaimer
Disclaimer This book proceeding represents information obtained from authentic and highly awarded sources Reprinted material is quoted with permission, and sources are indicated. A wide variety of references are listed. Every reasonable effort has been made to give reliable data and information, but the author(s) and the publisher cannot assume responsibility for the validity of all materials or for the consequences of their use.

All rights reserved. No part of this publication may bi translated, produced, stored in a retrival system transmitted in any form by other any means, electronic, mechanical, photocopying, recording otherwise, without written consent from the publisher. Direct all inquiries to Faculty of Languages and Arts, State University of Medan, Jalan Willem Iskandar Pasar V Medan Estate 20221.

FOREWORD

InternationalSeminar andAnnual Meeting (SEMIRATA BKS-PTN)Western Regionfield of Language, Literature, Arts and Culture - 2017 organized in Medan (Sumatera Utara), 12 – 14 September 2017. The theme**"The Implementation of Language, Literature, Arts and Cultural Studiesin Strengthening The Nation's Civilization"**

Civilization is a cultural phase in human life. Civilization is characterized by the ability to master science, knowledge, technology, and art (IPTEKS) consciously. The sub theme of this activity is the utilization of the results of studies of language, literature, art, and local culture in the development of learning materials and the reinforcement of civilization of the nation; revitalization of values in language, literature, art, and local culture in the life of a nation and society; examine the prospects of language, literature, art, and local culture to become a national cultural value to strengthen national civilization; assessment of local cultures to find similarities with national culture; contribution of the studies of language, literature, art, and culture in the development national civilization; the study andcreation of art to strengthen national civilization; revitalization of language, literature, art and local culture to establish the national civilization.

The realization of the International Seminar and Annual Meeting and the issue of the Proceeding in collaboration with many people. Appreciation goes to the Head of BKS-PTN Western Region, the Rector of Medan State University, Deans, Vice Deans associated in BKS-PTN Western Region in the field of Language, Literature, Arts and Culture; keynote speakers, presenters and participants of the 2017 SEMIRATA in Medan, particularly the committee.

Hopefully, the proceeding can inspire many people to keep improving and developing the science of language, literature, arts and culture that will benefit in strengthening the national civilization.

Head of BKS - PTN Barat
Field of LLAC Sciences

Dr. Isda Pramuniati, M.Hum.
NIP 19641207 199103 2 002

EDITOR FOREWORD

International Seminar and Annual Meeting of the State University Cooperation Agency (SEMIRATA BKS-PTN) West Region in the field of Language, Literature, Arts and Culture is one of the annual activities aimed at establishing cooperation among State Universities in the Western region of the Republic of Indonesia to encourage, develop, and advance the institutions that are members to continue to move forward in order to prepare for the face of the ASEAN Economic Community and also the era of globalization in general.

The development of creative industries has encouraged various parties to continue to innovate in various fields; not to forget also the field of linguistics, literature, art, and culture. There are so many ideas, thoughts, and formulations that can be raised as creative ideas to start the creative industries as stated in this proceeding. The book emphasizes the development of creative industries in the fields of linguistics, literature, arts, and culture that have been studied and formulated by lecturers and researchers from various universities in Indonesia, Malaysia and Singapore. The book also provides ideas on how to apply teaching and learning as well as curriculum development to be able to preserve the language, literature, arts, and culture in schools.

This proceeding is divided into 6 sections:

The first part is the five papers conveyed by the main speakers (Keynote Speakers). This section deals with intercultural learning in the language of a German, the study of language, literature, art and culture in Asian civilization, and the uniqueness of public transport in Minangkabau through the experience of an Australian professor.

In the second part there are eighteen papers that examine about the science of language. This section provides an analysis of paradigmatic relationships in cultural texts, projection in Indonesian newspapers, lexical changes in regional dialect, Malay identity in Indonesian, Indonesian translation principles and procedures into English, Indonesian slang formation in Instagram comment , kinship system, language attitudes, lexical language innovation, grammatical abuses, use of language in chat, comic language, language learning approach, student speech performance, regional figurative language function, role of local language expression, and gender language differences in film .

A total of nine papers in the third part of this proceeding related to the field of literature. The nine papers provide an overview of the mantras in local language poetry, the values in folklore, the span of domination of literary works, the inventory of saga as a learning material, the defense strategy of silat as the cultural identity of the nation, the cultural rules as the means of national preservation, the acceptance of literature through facebook, the relation of mantra meaning, and the nuances of local culture in the novel.

Art studies are listed on four articles in the fourth section of this paper. The studies raised the idea of a traditional dance trip to the creative industry, the rhythm of reading music patterns, the identity of the nation through the clothing of tradition, and establishing identity through local art performances.

The twenty-nine theme of culture in the fifth part of the proceedings discusses character education, local cultural semiotics, local cultural performances, local cultural institutions,in regional traditions, non-cultural heritage, plural society interactions, cultural acceptance, traceability of food, courtesy in digital languages, traditional tools symbolism, and clothing motifs for character formation of students.

The last section covers the application of linguistics, literature, arts, and culture in the lessons of papers which are from research to formulation of ideas in this section. The papers cover aspects of education based on language and literature learning, development of teaching materials based on cultural values, regional stories, oral literary texts, and the use of online or pantun-shaped instructional media and natural laboratories. In addition, the curriculum of cultural arts and learning strategies is also discussed both inductive-deductive, project-based learning, learning styles, seating positions, role playing, performing arts, songs, regional literature, and theater.

Editor

Dr. Rahmad Husein, M.Ed.
Dra. Meisuri, M.A.
Dr. Anni Holila Pulungan, M.Hum.
Dr. Zulherman, M.M., M.Pd.
Dr. Wisman Hadi, M.Hum.
Indra Hartoyo, S.Pd., M.Hum.

TABLE OF CONTENT

Foreword v
Editor Foreword vi
Table of Content vii

Keynote Speakers

THE STUDY OF LANGUAGE, LITERATURE, ART AND CULTURE: A HOLISTIC ENTERPRISE IN AN ASIAN CIVILIZATION
Ramon P. Santos 1

INTERCULTURALITY IN FOREIGN-LANGUAGE TEACHING FROM A GERMAN PERSPECTIVE
Marco Stahlhut 6

ANGKOT AND MINANGKABAU BUSES: POP-CULTURE AND CULTURAL VALUES
David Reeve 13

Languages

PARADIGMATIC RELATION IN MANGUPA TEXT OF BATAK MANDAILING WEDDING CEREMONY
Aini Melbebahwati Saragih, Armita Novriana Rambe and Dyan Yosephin Hutagalung 19

PROJECTION IN INDONESIAN NEWSPAPER STORY TEXTS
Amrin Saragih 26

LEXICAL CHANGE IN JAVANESE DIALECT USED IN MEDAN
Andyka Yulia Adha, Ayu Widyaningtyas and Diemam Ferzhawana 38

IDENTITY OF MELAYU LANGUAGE IN INDONESIAN
Auzar and Hadi Rumadi 47

TRANSLATION FROM INDONESIAN TO ENGLISH LANGUAGE AND VICE VERSA: AN UNDERSTANDING ON THE TRANSLATION PRINCIPLES AND PROCEDURES
Bambang A. Loeneto 51

WORD FORMATION OF INDONESIAN SLANG WORDS IN COMMENTS ON INSTAGRAM
Elsi, R. H., Haryanto and Khairuni, S. 56

STUDY OF ETHNOLINGUISTICS TOWARD THE FAMILY TERMS SYSTEM IN BESEMAH PEOPLE CULTURE OF PAGARALAM CITY SOUTH SUMATRA
Ernalida and Adenan Ayob 60

LANGUAGE AND ELECTIONS LANGUAGE STUDENTS FACULTY OF LANGUAGES AND ARTS UNIMED IN INDONESIAN SPECIFIC DIFFERENCES: A SOCIOLINGUISTIC STUDY
Fitriani Lubis 71

LOCAL WISDOM BASED ON MALAY LANGUAGES IN SIAK REGENCY
Hasnah Faizah AR, Dudung Burhanuddin and Juli Yani 78

VIOLATIONS OF THE RULES OF INDONESIAN LANGUAGE GRAMMAR FOUND IN UNIVERSITY STUDENTS' PROJECT PAPERS (THE BEGINNING PARTS OF THE PROJECT PAPERS)
Hermandra 85

USING ENGLISH WORDS AS STYLE IN MESSAGE CHAT
Ika Utama Simamora 93

EMPLOI DES PHRASES IMPÉRATIVES DANS LA BANDE DESSINÉE 97
Isda Pramuniati

THE BIOGRAPHICAL ACCOUNTS OF TWO ENGLISH LEARNERS FROM KUANTAN SINGINGI RIAU 106
Masyhur

ANALYSIS OF SPEECH FILLERS ENCOUNTERED ON STUDENTS' ENGLISH SPEECH PERFORMANCE (A CASE STUDY AT THE ENGLISH DIPLOMA STUDY PROGRAM, FKIP-UNIVERSITY OF BENGKULU) 114
Mazrul Aziz

REVITALIZING TRADITIONAL VALUES: ENHANCING CHARACTER EDUCATION THROUGH THE INTRODUCTION OF MINANGKABAU FIGURATIVE LANGUAGE BY CONTRAST MEANING 117
Meisuri and Syamsul Bahri

THE ROLE OF TRADITIONAL EXPRESSION IN DEVELOPING SOCIAL ORDER AND COMMUNICATION SYSTEM OF JAMBI MALAY SOCIETY 124
Rustam

GENDER DIFERENCES IN USING LANGUAGE IN THE MOVIE OF AADC "*ADA APA DENGAN CINTA*" 132
Vijay Khana

CONTRIBUTION OF NIAS LANGUAGE IN MAINTAINING STATE'S CIVILIZATION AND SOVEREIGNTY IN UNITY AND DIVERSITY 137
Yulianus Harefa

Literatures

MANTRA ON THE SYAIR OF BATUBARA MELAYU ETHNIC DANCE: A HEURISTIC STUDY 144
Basyaruddin and Atika

VALUES IN FOLKLORE AS ALTERNATIVE BUILDERS OF NATION CIVILIZATION 151
Emi Agustina

SPREADING LITERATURE DOMINATION OF READERS' RESPONSE ON NOVEL LASKAR PELANGI KARYA ANDREA HIRATA: A STUDY OF SOCIOLOGY OF LITERATURE 155
Fina Hiasa

THE INVENTORY OF TALES THE ENDANGERED PASEMAH TRIBE AND ITS RELEVANCE AS LEARNING MATERIALS FOR LITERATURE 160
Fitra Youpika

STRATEGY OF MAINTAINING SILAT AS IDENTITY OF MINANGKABAU SOCIETY IN MULTICULTURAL HETEROGENEITY 165
Nursyirwan and Erlinda

THE ENACTMENT OF RULES AFFIRMED IN LOHOK TIGA LARAS AS A MEANS OF PRESERVING THE INDONESIAN CIVILIZATION 170
Rachmawati

READER RESPONSED OF A SERIES OF STORY *KAMUKAH ITU AI*? BY YULISMAR VIA FACEBOOK (LITERARY RECEPTION APPROACH) 175
Syafrial, Hadi Rumadi, and Oki Rasdana

MEANING RELATIONS OF MANTRA TEKS PENGASIH IN MARIHAT MAYANG-SIMALUNGUN 181
Syamsul Arif and Novita Sari

LOCAL COLOR OF BATAK ANGKOLA IN THE NOVEL OF *AZAB DAN SENGSARA* BY MERARI SIREGAR
Yundi Fitrah 185

Arts

THE JOURNEY OF TRADITIONAL DANCE TO COMMODIFICATION IN CREATIVE INDUSTRY PERSPECTIVE
Erlinda 190

EURHYTHMICS IN READING MUSIC PATTERN TO JUNIOR HIGH SCHOOL STUDENTS
Uyuni Widiastuti 195

ULOS AND BATIK AS THE IDENTITY OF NATION
Wahyu Tri Atmojo 200

IDENTITY CONSTRUCTION OF NORTHERN COASTAL SOCIETY IN SINTREN PERFORMANCE
Yuliawan Kasmahidayat, Agus Nursalim, and Frahma Sekarningsih 204

Cultures

CHARACTER EDUCATION BASED ON LOCAL WISDOM
Novia Juita and Nurizzati 210

ILAU RODUAH IN MINANGKABAU COMMUNITY: SEMIOTIC STUDY
Nurwani 214

CULTURAL SHOW EVENT IN FACING GLOBAL WORLD
Ratna Dewi 218

GENDER STEREOTYPE AND CULTURAL DIVERSITY REPRESENTATION IN EFL TEXTBOOK
Seftirina Evina Sinambela 221

THE PROPOSED OF MINANGKABAU TRADITION IN DRAMA "MARINE ISLAND PUTI" WRITTEN BY WISRAN HADI
Amrizal 226

EDUCATIONAL VALUES OF CHARACTERS IN SHORT STORY "*TUKANG PIJIT KELILING*" IN INDONESIAN SMP TEXT BOOK CLASS VII ERLANGGA TO BUILD THE CHARACTER OF NATION AND SOCIETY
Andiopenta Purba 232

CROSS-CULTURAL ENGLISH-BASED LEARNING FOR EARLY CHILDHOOD
Anni Holila Pulungan 236

INTERPRETATION OF FAUNA AS THE VALUE OF EDUCATIONAL CHARACTER IN THE LOCAL WISDOM OF BENGKULU COMMUNITY TRADITION
Arono 241

RESTRUCTURING THE BENGKULU PEOPLE GAME IN THE FOLKTALE: STRUCTURE ANALYSIS
Bustanuddin Lubis and Gushevinalti 246

THE GALOMBANG DUO BALEH DANCE FROM LOCAL TRADITION TO THE PERFORMANCE OF CREATION DANCE
Darmawati 250

ENTREPRENEURSHIP AND BUSINESS ETHICS IN CIVIL SOCIETY OF TINGGI RAJA DISTRICT ASAHAN REGENCY
Dian Wahyuni and M. Umar Maya Putra 255

FEATURE AND POPULAR ARTICLES: A MODEL OF REVITALIZATION AND PUBLICATION OF VALUES OF LITERATURE, ART AND CULTURE TRADITION
Eddy Pahar Harahap 261

EXISTENCE OF NAGARI LIBRARY IN BUILDING NATION CIVILIZATION
Elva Rahmah 268

LANGUAGE AND CULTURE: KINSHIP SYSTEM OF BATAK TOBA
Eprima Letari Hutabarat, Heppy Yersin Digita Purba, and Elkana Putra Tarigan 273

INDONESIAN PERFORMANCE OF GOOD AND WELL MANNERED FOR OFFICERS TO ESTABLISH NATIONAL CIVILIZATION
Ermanto 277

WISDOM TEACHING GUIDE AND NOBLE ADVICING IN TRADITIONAL MINANGKABAU EXPRESSION: SOCIAL FUNCTION OF INTANGIBLE CULTURAL HERITAGE SPEAK USING FIGURE OF SPEECH
Hasanuddin WS and Emidar 284

PERSEMBAHAN MELAYU (MAKAN SIRIH) DANCE: THE STUDY OF ETHICAL AND AESTHETIC VALUES IN THREE DANCE STUDIOS AT NORTH SUMATRA CULTURAL PARK
Indaria Anggita, Merry Damanik, and Sukriyah Batubara 291

REINFORCEMENT OF KNOWLEDGE AND COMPETENCY FOR ART TEACHERS AND STUDENTS THROUGH APPRECIATION AND EXPERIMENTAL ACTIVITIES: WELCOMING AEC ERA
Marzam Indrayuda 299

ECOLOGICAL VALUES OF ORAL TRADITION FOR SUSTAINABLE DEVELOPMENT
Khairil Anwar 304

DANCE STYLE OF PESISIR SELATAN: ANALYSIS OF THREE AREAS OF DEVELOPMENT RANTAK KUDO DANCE
Nerosti 309

PACKAGING MEDIA AUDIO VISUAL DANCE OF GUBANG IN LEARNING TECHNIQUE OF MELAYU
Sitti Rahmah 316

UNDERSTANDING CULTURAL EXPRESSION IN FILM AND NOVEL OF *PENGHIANATAN G 30 S/PKI*: AN APPRAISAL ANALYSIS
Suriyadi 328

THE STUDY OF LOCAL CULTURE BATAK TOBA TRIBE AND SEEK THE SIMILARITIES TO NATIONAL CULTURAL VALUES
Tarida Alvina Simanjuntak 333

REVITALIZATION MODEL ON VOCABULARIES OF TOBA BATAK'S CULTURE
Theresia Fransiska Sidabutar 339

CULTURAL HYBRID: DENSITY AS IDENTITY AND SUBMISSION OF DAKWAH IN THE MUSLIM COMMUNITY NIAS LAHEWA NIAS
Tuti Rahayu 343

LEXICALIZATION IN THE NAME OF ACEH TRADITIONAL FOODS
Yuni Elisdawati 348

FRENCH STUDIES ON INDONESIAN LANGUAGE, ART AND CULTURE IN THE DEVELOPMENT OF CIVILIZATION OF THE NATION
Zulherman, Yessy Marini Seciora Nahampun, and Cia Asasi Zakata Asky 353

THE ULU MANUSCRIPT MNB 07.55 AND SOCIAL INTITUTION OF *BEGADISAN* IN BENGKULU
Sarwit Sarwono, Ngudining Rahayu, and Agus Joko Purwadi 358

Teaching

THE EFFECTS OF STORYLINE METHOD AND READING MOTIVATION ON READING COMPREHENSION ACHIEVEMENT OF THE EIGHTH GRADE STUDENTS OF SMP MUHAMMADIYAH 1 PALEMBANG
Aprina, Rita Inderawati, and Margaretha Dinar Sitinjak 366

THE APPLICATION OF COLLABORATIVE STRATEGIC READING (CSR)IN IMPROVING READING COMPREHENSION ON EXPOSITORY TEXTS OF THE SECOND YEAR STUDENTS AT SMAN 2 BANGKINANG
Atni Prawati 376

TEACHERS' ICT QUALIFICATION AND ICT INTEGRATION INTO ELT AS PERCEIVED BY THEMSELVES AND STUDENTS' ENGLISH ACHIEVEMENT
Dedi Kurniawan 383

THE EFFECT OF INSTRUCTIONAL STRATEGIES AND LEARNING STYLES TOWARDS THE STUDENTS' ENGLISH READING COMPREHENSION
Dedi Sofyan 391

INTERCULTURAL COMMUNICATION IN ENGLISH LANGUAGE CLASSROOM AT X-MIA.2 GRADE MAN KABANJAHE
Dina Rahma Br. Ginting, Nilam Ulami Siregar, and Putri Khairani Rambe 399

IMPLEMENTATION OF CHARACTER OF CERTIFIED TEACHER IN TEACHING BAHASA INDONESIA IN SMA KOTA PEKANBARU
Elmustian Rahman 404

THE IMPLEMENTATION OF PROGRESSIVE APPROACH IN LEARNING READING COURSE BY THE THIRD YEAR STUDENTS OF SUMATERA UNIVERSITY (PSEUDONYM)
Erni 413

STUDENTS' INTEREST IN LEARNING TRADITIONAL DANCE BASED ON GENDER TO DEVELOP THE NATION'S CIVILIZATION
Filzah Farhana Hasibuan and Indri Eka Sari 424

THE USE OF LOCAL-BASED READING MATERIALS TO INCREASE ELEMENTARY SCHOOL STUDENT'S LITERACY
Gumono 430

MULTILINGUAL TEACHING: AN ALTERNATIVE SOLUTION TO SAVE LOCAL LANGUAGE
Ildi Kurniawan and Yusrizal 439

BENEFITS OF LOCAL PEOPLE STORY OF JAMBI IN LEARNING READING WITH AN INDUCTIVE MODEL
Kamarudin 443

BUILDING THE PROFESSIONALISM OF TEACHERS AS AN EFFORT TO IMPROVE EDUCATION
M. Nur Mustafa and Zulhafizh 449

UTILIZING RESEARCH RESULTS OF LECTURERS AND STUDENTS TO DEVELOP INDONESIAN LEARNING MATERIALS: AN INNOVATIVE THINKING
Mangatur Sinaga and Maryam Kasnaria 454

UTILISATION DES IMAGES EN CHAÎNE POUR AMÉLIORER LA COMPÉTENCE DES ÉTUDIANTS D'ÉCRIRE UN TEXTE NARRATIF
Marice and Gunawan 460

IMPROVING STUDENTS' LISTENING SKILL BY USING AUDIO VISUAL MEDIA 464
Mei Hardiah

IMPRESSIONS PANTUN IN LEARNING INDONESIAN 467
Muhammad Arifin

BUILDING THE NATIONAL IDENTITY WITH THE LITERACY CULTURE REVITALIZATION 472
Muhammad Fuad

THE DEVELOPMENT OF INDONESIAN LANGUAGE LITERACY 478
Mutsyuhito Solin

IMPROVING STUDENTS 'PARTICIPATION IN LEARNING THROUGH THE ACTIVITY OF QUESTIONING AND ANSWERING 484
Ria Ariesta

INCREASING RHETORIC CAPACITY USING THE SUGESTOPEDIA METHOD IN INDONESIAN LANGUAGE EDUCATION 488
Rio Kurniawan

CRITICAL JOURNAL REVIEW: UNIVERSITY LOCAL WISDOM IN DEVELOPPING STUDENTS' KNOWLEDGE, SKILLS, AND ATTITUDE 494
Sri Minda Murni

FAMOUS PEOPLE MODEL ON STUDENTS' ACHIEVEMENT IN WRITING 500
Sumarsih, Nora Ronita Dewi, and Rahmad Husein

THE USE OF MULTIPLE QUESTIONING STRATEGIES AND ITS CONTRIBUTION TOWARDS STUDENTS' MOTIVATION AND CRITICAL THINKING SKILLS 505
Supriusman

THE USE OF SIMARDAN FOLKLORE AS AN ENGLISH LEARNING MATERIAL: PLAY PROJECT IN SMA 517
Syafaruddin Marpaung

THE IMPLEMENTATION OF CONTEXTUAL LEARNING WITH "MOVABLE DO" CAN IMPROVE SIGHT SINGING LEADERSHIP IN SOLFEGGIO COLLEGE 521
Theodora Sinaga

UTILIZATION OF SPEECH IN TELEVISION DEGREE AS A "DEBATE" TEACHING MATERIAL AT HIGH SCHOOL 530
Tressyalina

ESP: ENGLISH INSTRUCTIONAL MATERIALS FOR THE FIRST YEAR STUDENTS OF STMIK PALANGKA RAYA 534
Wahyuningsih Usadiati and Norhayati

EXPLORATION AND TECHNIQUE USE OF ART LEARNING MEDIA IN LEARNING FINE ARTS IN SENIOR HIGH SCHOOL 542
Zubaidah, Erfahmi, and Wisdiarman

Building the National Identity with the Literacy Culture Revitalization

Miuhammad Fuad

ABSTRACT

In the Indonesian context, there is an opaque portrait of uncertainty in the ownership of the nation's identity. There are indications that the symptoms of this uncertainty continue to flourish in the life of the community because they are less able to exploit their potential and understand the values contained in cultural products. It is said because of how low the literacy culture of our society today, even not least in the academic circles. This is the problem that is in front of our eyes so that the government proclaimed the learning program of the nation's character values as the slogan 'build character human'. Some of the study notes on literacy culture in this country reported by academics, government, and NGOs show disappointing report cards. The literacy culture of the community, especially our high school students towards literary texts is still low-is still below standard. The culture of reading short stories / novels of our high school students averaged 0.017% — of 5 short stories / novels to be read per year. Unfortunately, although it has been found evidence of low literacy culture until now there is no clarity of follow-up. All of them are still in the level of concepts and regulatory documents. It certainly needs to be addressed and looked for concrete solutions in order to grace the diversity of cultures into a blessing, at least a very valuable asset that can be utilized in building a dignified nation civilization. Thus, massive and simultaneous cultural literacy revitalization program can be one of the strategic concepts to cultivate early reading culture, both formally and nonformally, which ultimately establish the identity of a dignified nation.Only God knows the truth.

Keywords: *Culture of Literacy, National Identity*

INTRODUCTION

There is no argument that understanding of cultural values by students in schools needs to be encouraged in earnest. However, this is interesting to discuss because recently many people are questioning the decline for students in understanding the cultural values that exist in our country, Indonesia. Interest in this issue, especially the subject matter of the subject matter that teachers should teach to learners. Teaching done by teachers in order to create results and impact of quality education. Media and learning resources that can stimulate learners to learn. Form of linear assessment of learning with student learning activities and have high validity. Not a few people who blame the teacher for lack of able to provide learning materials to students in school. The point is the allegation to teachers, especially Indonesian language teachers.

The change of learning paradigm of Indonesian language is contained in the Regulation of the Minister of National Education (Permendiknas) number 22 of 2006 on Content and Permendiknas Standard number 23 year 2006 on Graduate Competency Standard (SKL). In this Permendiknas disclosed that learning Indonesian in schools or madrasah directed at improving the ability of learners to communicate in Indonesian language properly and correctly, both orally and in writing, and foster an appreciation of the work of human literature Indonesia (Depdiknas, 2006). This amendment is one of the realizations of Government Regulation number 19 of 2005 on National Education Standards as the launching of the quality of education which is fully contained in the Strategic Plan 2005-2025 in the form of "Policy of Quality Improvement, Relevance, and Competitiveness". Changes as mentioned above have consequences for the changing strategies of educators in learning Bahasa Indonesia. Educators must change in helping learners to speak and literate. It is not the same as other teaching teachers who transfer knowledge to learners, but rather train their language or literature skills. Indonesian Language Lessons in schools are not about linguistics or literature, but an increase in the ability to communicate spoken and written. Thus, the current Indonesian language learning should be directed at building a culture of literacy. The literacy culture in the Content Standards is demonstrated by the subject matter of Indonesian learning which is divided into four competency standards: listening, speaking, reading and writing. In addition, at the end of each level of education, elementary / junior high school and junior high school students at least have read 9 books, while high school / MA students have at least read 15 literary or nonliterary books. The provisions in this standard are the minimal targets of Indonesian language learning in schools or madrasah.

The big question arises whether this can happen? This question is a reflection for all of us. (1) Can educators change the course of Indonesian learning as expected? (2) Did the educator have changed the learning strategy from explaining activities and the students listened to the students doing (listening, speaking, reading, writing) and educating leads? (3) Do educators have developed a culture of literacy?.

METHOD

Blurry Picture in Language Learning

Many people are still worried about the quality of Indonesian language learning. When compared with developed countries, high school students in America, the Netherlands, and France are required to read 30 literary books. Similar in Asian countries, such as in Japan students are required to read 15 literary books, in Brunei are required to read 7 literary books, and in Singapore are required to read 6 literary books. In line with the desire to improve reading ability for students in our country, the Content Standards should set the target number of literary and nonliterary readings to read. However, in reality this is still neglected.

The quality of Indonesian language learning, especially literature has not touched the essential problem. The emphasis of competency standards in the Content Standards by simply referring to four language competencies (listening, speaking, reading, and writing) is still not well understood by educators. This fact is still found when educators to be learn students to read with the standard of competence "understand the variety of written discourse with intensive reading" with the basic competence of "finding intrinsic elements through intensive reading activities". In the classroom teachers explain both types of standards through lecture and question and answer techniques. Furthermore, students practice writing down the intrinsic elements present in the reading. Up to the end of the lesson, students are not assigned to read other literary texts with the aim of generating a habit for reading pleasure.

Indonesian lessons, especially literature is one of the subjects tested-the state. Preparation of the UN is organized by BSNP and Puspendik Depdiknas by inviting the selected teachers to arrange questions in accordance with SI and SKL with the direction of the expert. Each question is selected very closely with the study of various parties is intended to be a matter of valid and reliable. Due to the consideration of the division of authority, not all competencies in the Indonesian language lessons are UN-assigned, as they must provide portions for the School Exam in measuring listening and speaking competencies. The issue of UN is more directed to measure the competence of reading and writing. But in reality, Indonesian teachers at junior and senior high school / vocational or MA / MAK levels are always haunted by fear that their students cannot answer the questions well. Not a few of them then make various "naughty" attempts to dispel the fear, even "neatly organized". In addition, the courage to assign literary reading has not been done, although in reality it can be given to students through extra-curricular activities. Another problem is the condition of educator resources that have not been adaptive and visionary. In some schools, there are still educators who use lecture techniques to teach students to learn language and literature. They assume that if not explain by lecture does not include teaching. In fact, Indonesian teachers do not have to teach "language or literature", but make students learn to use language or literature in the context of their lives. Students should be given valuable literary experience in real-world language, not the school world. This is in line with Magnessen's expression (in Silberman, 1996) that "we learn 10% of what we read, 20% of what we hear, 30% of what we see, 50% of what we see and hear, 70% of what we say, 90% of what we say and do. "Thus, if the teacher teaches students to read literature by explaining literary notions, literary types, and how to love literature, students get only 20% Of the material that should be taught. Unlike the case if the teacher to be learning experience of literature. Student must disclose and perform programmatic appreciation activities with clear objectives so that material acquisition will reach 90% of what the teacher teaches.

RESULT

Along with this, the facilities and infrastructure that support literacy activities also become one of the keys to the success of learning and in creating a literary environment (Guo, Sawyer, Justice, & Kaderavek, 2013). However, this also remains a problem when, the availability of supporting facilities and infrastructure, especially in many basic education schools are not adequate. Based on observations from four kindergartens (12 classes of PAUD) that are quite representative in Bandarlampung, it was found that the average of media availability for writing activity was 52%, and the average reading media availability was 54%. In general, the implementation of new literacy activities fulfilled by 56.4%.

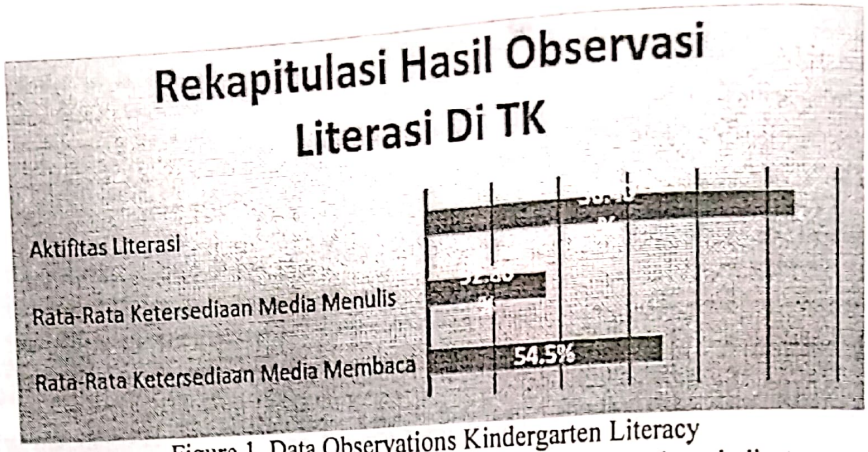

Figure 1. Data Observations Kindergarten Literacy

In detail, the availability of reading literacy media can be seen from three indicators, namely the use of books, book selection, and reading area (Grace et al., 2017). The observation result shows that the percentage of reading area is 22%, still far behind with the other two indicators.

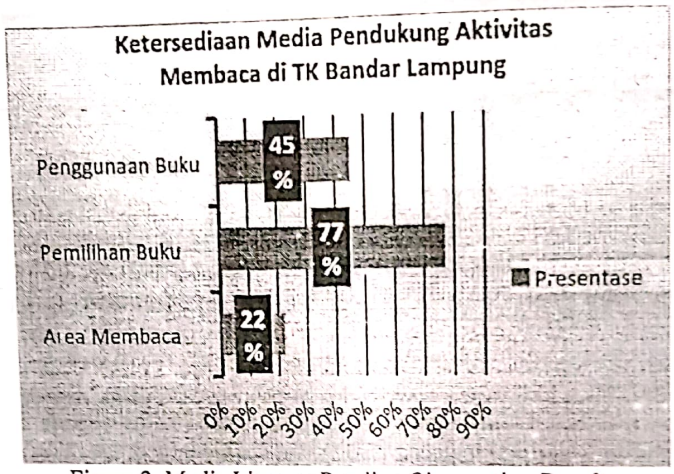

Figure 2. Media Literacy Reading Observation Results

The reading area is related to the organization, access and approach of each child in a book in the classroom (Grace et al., 2017). Some schools in Bandarlampung have a reading area in the form of a library with separate rooms and classrooms. In addition, the availability of books physically adequate in schools, has not been supported by the organization or use of books that can be accessed directly by children.

Figure 2. Media Literacy Reading Observation Results The reading area is related to the organization, access and approach of each child in a book in the classroom (Grace et al., 2017). Some schools in Bandarlampung have a reading area in the form of a library with separate rooms and classrooms. In addition, the availability of books physically adequate in schools, has not been supported by the organization or use of books that can be accessed directly by children.

On the other hand, the use of books relates to how much choice or variation readings in books are in the classroom or school. In fact, some schools have several variations of reading books, but this is not supported by the approach or reading activity that allows the child to interact frequently with the book. In fact, the lack of interaction with the book can reduce the child's favorite of activities or reading activities. This is in line with Gilkerson, Richards & Topping (2017) research, which states that the success of children in reading begins with the interaction between children with books and adults. In this case, adults can act as scaffolds for children to introduce and bridge between the world of reading and the real world so that children have their own appreciation of the world of reading.

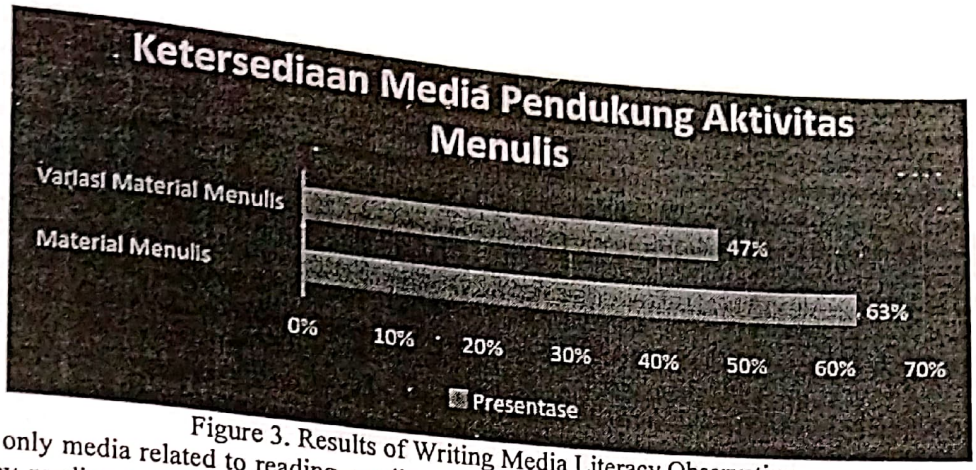

Figure 3. Results of Writing Media Literacy Observation

Not only media related to reading, media writing activity is also part of literacy activities that cannot be separated by reading activities. The results of observation indicate that the availability of material or media variation to write is still below 50%, while media or supporting tool of writing activity fulfilled by 63%. This illustrates the not yet optimal development of literacy writing learning, especially with regard to the type or variety of tools used for the writing activity itself.

In general schools only provide simple stationery such as pencils, pen, and paper for writing recognition activities. In fact, the introduction of writing activities certainly cannot be separated by reading activities, in the sense that writing activities need to be supported with activities as interesting as reading activity. Literacy awareness is of course straight-line with the ability to read and write so as to create a literary environment requires maximum effort, especially in the development of learning and the provision of facilities and infrastructure that can support learning holistically (Compton-Lilly, 2015).

The findings in the field also illustrate that literacy activities in schools are currently centered or dominated in writing training rather than reading. The proof, reading activity in school reached 51%, while writing activity reached 68%.

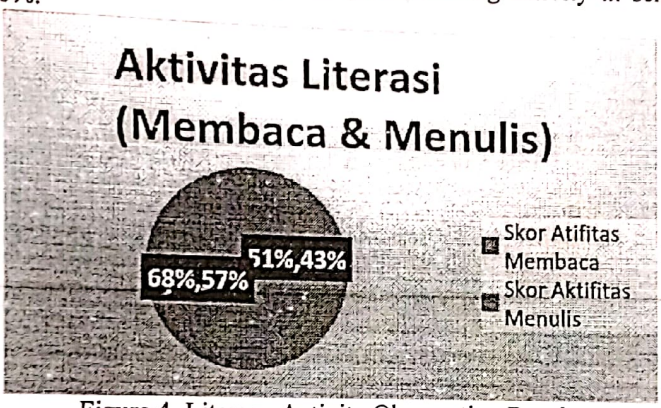

Figure 4. Literacy Activity Observation Results

The findings also illustrate that the literacy culture in schools today still prioritizes literacy as compared to reading culture. In line with the discovery of Campbell, et al (2011), Indonesia's reading culture is ranked at 500, or only 0.001% below the State of Saudi Arabia. Cultural literacy is still thick with drill or training to improve writing skills. In fact, the writing culture will not be born without any reading culture.

DISCUSSION

The Need for Literacy Cultural Revitalization

In the literature of language learning, literacy is defined as literacy, literacy, literacy or literacy in reading and writing (Teale & Sulzby, 1986; Cooper, 1993: 6; Alwasilah, 2001). Understanding of literacy based on the context of its use stated Baynham (1995: 9) that literacy is an integration of listening, speaking, writing, reading, and critical thinking skills. James Gee (1990) defines literacy from the ideological point of view of discourse which states that literacy is mastery of, or fluent control over, a secondary discourse. In giving this understanding Gee uses the rationale that literacy is a skill a person possesses from the activities of thinking, speaking, reading, and writing.

Stripling (1992) states that literacy means being able to understand new ideas well enough to use them when needed. Literacy means knowing how to learn. This understanding is based on the basic concept of literacy as literate discourse so that the scope of the literature that revolves around all efforts made in understanding and

mastering information. Robinson (1983: 6) states that literacy is the ability to read and write well to compete economically in full. He further explained that literacy is the ability to read and write related to the success of someone in the academic community so that literacy is a tool that is owned to be able to reap success in the social environment. The National Assessment of Educational Progress defines literacy as the ability to read and write performance that is necessary throughout life (Winterowd, 1989: 5). A jurist considers that literacy is a competence in understanding discourse, both as a reader and as a writer, so as to show the person as an educated professional who not only applies for the duration of learning but applies it well forever (White 1985: 46).

Based on the above description it can be stated that literacy is (1) literacy or literacy; (2) the ability to integrate between listening, speaking, reading, writing and thinking; (3) the ability ready to be used in mastering new ideas or how to learn them; (4) the ability device to support its success in the academic or social environment; (5) the ability to read and write performance is always required; (6) the competence of an academic in understanding discourse professionally.

From the literacy concept in the country has developed learning model of literacy, for example (1) ESL (English as a Second Language) Literacy Model (Ranard and Pfleger, 1993); (2) Ocotillo Information Literacy Competencies Model (Evans, 1994); (3) Literacy Model Developing an Instructional. (Davis, 1996); (4) Mediation for Dynamic Literacy Instruction Model (Dixon-Krauss, 2000); (5) The Information Literacy Model (Sigmon, 2000); And (6) Construct Meaning Model (Cooper, 1993). These models have succeeded in improving the students' ability to live in a literary society, both academic and other social activities.

From the fact we witnessed the learning of Indonesian as described above, it seems that the direction of learning in school must be changed. Learning Indonesian language, especially the literature should be directed at building a culture of literacy, especially learning that can increase the activities of learners using teaching materials in life. Learners need to be directed to speak or literate in the real world, not the school world. Yanni (1995: 40) states that literacy-based learning is done by developing ideas or ideas through the development of questions at time of writing, then developing them through interrelationships and controversies of ideas. Literary culture-based learning in the education world has an advantage because the literacy model is not only meant for students to have the capacity to understand the conceptual meaning of the discourse, but the ability to participate fully in implementing social and intellectual understanding (White 1985: 56).

In line with some of the above ideas, it is clear that literacy-based learning will condition learners to become literary. Increased literacy skills in learning in line with educational objectives, namely the development of potential learners to become human beings who believe and piety to God Almighty, have a noble, healthy, knowledgeable, capable, creative, independent, and become citizens of a democratic and responsible (Depdiknas, 2003). Obtaining this goal can certainly be done if the students have become a literary figure. The students who have the provision of literacy in him will be able to equip themselves with the expected ability.

The process of developing language and literacy skills should be undertaken by developing cognitive abilities, analysis, synthesis, evaluation, and creation through a direct study of social conditions using the ability to think carefully and critically. Need the process of understanding the learners of social phenomena with the introduction directly will make it easier for learners in developing competence. Learners should be familiar with reading various information and accessing information from electronic media or written media. In addition, he needs to follow the development of civilization that is going on factually. Therefore, in developing literacy-based language and literacy competence should be supported by the availability of facilities in building human literacy.

In-class educator activity when conducting less linguistic-based Indonesian language learning, ie (1) directing the activities of learners; (2) selecting and preparing study materials; (3) checking the work of learners; (4) directs the system to communicate scientific knowledge; (5) coordinate in preparing class background for literacy activities.

Support to learning resources, in the form of facilities and infrastructure must also be a concern. Along with the changing paradigm of literacy learning from the concept of development toward the emergent literacy, then of course there must be a change of way of view of education in developing activity of literacy activity in school. Literacy should be viewed as a capability not necessarily present within the child, but its development will be largely determined by the support and interaction of children with their environment. Based on the findings from several schools, there is a need for a policy that supports the effort to improve the literacy movement can be a culture or habit that is reflected both in the learning in the classroom as well as in real life every day. Not only that, the quality of teachers in creating a literate environment needs to be improved. Teachers are not only required to provide a literary environment, but also to make learning both literacy both read and write can be connected to the child's world as a whole (Compton-Lilly, 2015).

CONCLUSION

Finally, it should be that the learning in the school is actually implemented in accordance with the provisions contained in the Content Standards that are in line with the concept of literacy. The curriculum for Indonesian language learning, for example, should be directed at building a culture of literacy and encompassing the overall competence of language (listening, speaking, reading and writing) not just about language or literature. Therefore, educators must understand the concept of literacy steadily in order to shift the habit of teaching to be learn students to competent in language or literature. It is necessary to keep the teacher to improve the quality of learning by observing the essence of "learning". As a result, it seems that policies need to be able to anticipate various situations such as (1) low reading culture of teachers that have an impact on the lack of mastery of learning materials and methods, (2) low reading interest of students, and (3) lack of facilities and infrastructure in schools.

REFERENCES

Alwasilah, A. Chaedar (2001) "Membangun Kota Berbudaya Literat". *Media Indonesia.* Jakarta, Sabtu 6 Januari 2001.

Baynham, Mike. (1995) *Literacy Practices: Investigating Literacy in Social Contexts.* London: Longman.

Compton-Lilly, C. (2015). 554 Journal of Early Childhood Literacy 16(4) References, *16*(4), 554–558.

Cooper, J.D. (1993) *Literacy: Helping Children Construct Meaning.* Boston Toronto: Hougton Miffin Company.

Costa, A. L. (1985) *Development Mind Research Book for Teaching Thinking.* Alexandria Firginia: The Association for Supervision and Curriculum Development.

Davis, Phil (1996) *Information Literacy: From Theory and Research to Developing an Instructional Model. [On Line*]. Tersedia: http://www.mannlib.cornell.edu/~pmd8/literacy/.html. [4 Februari 2001].

Dixon-Krauss, Lisbeth (2000) *A. Mediation Model for Dynamic Literacy Instruction.* Tersedia: http/www.psych.hanover.edu/vygotsky/ Kraus.html. [17 Desember 2000].

Di Yanni, Robert dan Pat C. Hoy (1995) *The Scriber Handbook for Writing.* Boston: Allya & Bacon.

Dunkin, M.J. dan Biddle, B.J. (1974) *The Study of Teaching.* New York: Holt, Rinehart, and Winston.

Evans, Linda (1994). Information Literacy. Ocotillo Report '94. [On Line]. Tersedia: http://www.mannlib.cornell.edu/~pmd8/ literacy/ assembly.html. [4 Februari 2001]

Gilkerson, J., Richards, J. A., & Topping, K. J. (2017). The impact of book reading in the early years on parent–child language interaction. *Journal of Early Childhood Literacy*, *17*(1), 92–110. https://doi.org/10.1177/1468798415608907

Goleman, Daniel (1997) *Emotional Intelligence (Kecerdasan Emosional).* Jakarta: Gramedia Pustaka Utama.

Grace, C., Bordelon, D., Cooper, P., Kazelskis, R., Thames, D. G., Grace, C., … Thames, D. G. (2017). Impact of Professional Development on the Literacy Environments of Preschool Classrooms Impact of Professional Development on the Literacy Environments of Preschool Classrooms, *8543*(March). https://doi.org/10.1080/02568540809594646

Guo, Y., Sawyer, B. E., Justice, L. M., & Kaderavek, J. N. (2013). Quality of the Literacy Environment in Inclusive Early Childhood Special Education Classrooms. *Journal of Early Intervention*, *35*, 40–60. https://doi.org/10.1177/1053815113500343

Joyce, Bruce dan Marsha Weil. (1986) *Models of Teaching. Third Edition.* New Jersey: Prentice-Hall. Inc. Englewood Cliffs.

Ranard, A. Donald dan Margo Pfleger (1993). "Language and Literacy Education for Southeast Asian Refugees". Dalam *Eric Digest [On Line] Vol. EDO-LE-93-06,* September 1993; 5 halaman. Tersedia: http://edu.NCLE-CAL/html [02 Februari 2001].

Silberman, Mel (1996) *Active Learning. 101 Strategies Teach Any Subject.* Boston: Allyn and Bacon.