Cendekiawan
e-ISSN: 2685-595X
p-ISSN: 2685-6271
https://cendekiawan.unmuhbabel.ac.id/index.php/CENDEKIAWAN Vol. 6, No. 1, 2024, Hal 11-19

Contextual Learning Through Cooperative Design Assisted by Vocal Media on Traditional Musical Instruments of Bangka Belitung as an Effort to Increase Student Learning Activity at SD STKIP Muhammadiyah Bangka Belitung

✉ **Dodi Pranata**
Muhammadiyah University of Bangka Belitung, Indonesia
dodi.pranata@unmuhbabel.ac.id

DOI: 10.35438/cendekiawan.v6i1.453

Article Info

Historical Articles
Submitted: 2024-05-14
Revised: 2024-05-24
Issued: 2024-06-28

Keywords: Interactive Learning, Cooperative Design, traditional musical instruments

Abstract

This study aims to examine the effect of learning traditional musical instruments, gendang anak and gendang induk on children's creativity using vocal media in grade IV of SD STKIP Muhammadiyah Bangka Belitung. This study includes classroom action research (CAR) which is carried out at the planning, implementation, observation, and reflection stages. The subjects of this study were grade V students of SD STKIP Muhammadiyah Bangka Belitung. This study uses a validity test in the form of source triangulation and method triangulation. The data analysis techniques used are data reduction, data presentation, drawing conclusions, and discussion. The increase in student learning activities in the subjects of Arts, Culture and Crafts is evidenced by the survey data conducted. In the initial conditions, the average student learning activity in the cycle I category was carried out in implementing a cooperative learning design based on TGT or vocal/solfegio media for traditional musical instrument material. The results showed that the overall average of cycle 1 after the application of the cooperative learning design assisted by TGT vocal/solfegio media on traditional musical instrument material was 74.36 so that it was included in the Good category. In cycle II, the results showed that the average learning activity was 88.00 or included in the very good category. The increase in learning activity includes eight dimensions including: visual, motoric, and solfeggio. The results of this study indicate that learning traditional musical instruments significantly increases the increase in student activity. This finding indicates that the use of traditional musical instruments, namely gendang anak, and gendang induk as a learning medium can be an effective learning strategy in developing children's creativity in elementary education.

1. INTRODUCTION

Music education has an important role in developing students' cognitive, affective and psychomotor aspects. Traditional Indonesian musical instruments have a rich culture that can be integrated into music learning in elementary schools. One of the traditional musical instruments in Bangka Belitung has its own uniqueness compared to musical instruments in general. This musical instrument is a musical instrument that is played by hitting it. Learning traditional musical instruments not only introduces students to cultural heritage, but also has the potential to increase their creativity. This research aims to explore how learning traditional musical instruments can influence the creativity of class V students at SD STKIP Muhammadiyah Bangka Belitung using vocal media.

Furthermore, according to Kurniawan (2022: 1) traditional musical instruments such as gendang anak and gendang induk is a Malay drum that is often used as a dance accompaniment, and in the learning process as a medium of entertainment. This musical instrument is very well known to the Malay community in general. Unfortunately, the world of education, especially elementary level education in Bangka Belitung, based on findings from the art learning process in elementary schools, is still said to be minimal. Moreover, there is a lack of musical knowledge from various expert teaching qualifications at the primary education level. This is one of the obstacles in the process of teaching traditional musical instruments gendang anak and gendang induk in classroom learning. Therefore,

research can provide teaching opportunities or experience for teachers who do not yet have linear qualifications in the field of music. Learning the art of music using traditional instruments gendang anak and gendang induk can be given a group-based learning design or a cooperative design (cooperative learning).

According to Komalasari (2010: 62) learning cooperative learning is a learning strategy through small groups of students who work together to maximize learning conditions to achieve learning goals. A learning strategy that organizes learning using small study groups where students learn and work in small groups collaboratively whose members consist of 2 to 10 people, with a heterogeneous group structure. Taufina (2017: 2) also said that the success of learning from groups depends on the abilities and activities of group members, both individually and as a group. Group-based cooperative learning can include, among others, using team games tournament (TGT), involving activities of all students can require differences in status involving students as peer tutors and contains elements of play and reinforcement. This learning activity is designed as a game to foster responsibility, cooperation, healthy competition and learning involvement. Therefore, with this design, students can be helped to succeed in providing a simple learning process in the context of games gendang anak and gendang induk in elementary school. A person's success not only depends on technical insight and competence (hard skills), but also on the management skills of oneself and others (soft skills). This shows that improving the quality of student character education is very important (Suwartini, 2017). Learning is assistance provided by educators to students so that the process of acquiring knowledge and skills, mastering competencies, and forming attitudes and self-confidence in students occurs (Sagala, 2011: 62).

The learning process at school cannot be separated from the interaction between teachers and students. The learning process is a very complex process because it not only involves receiving information from a distance or provided by the teacher but also various activities and actions carried out to achieve good learning activities (Salamah, 2022: 76). Teachers in charge of teaching must have special expertise in the field of education. This ability allows teachers to fulfill their role as facilitators of all activities at school, as students' colleagues, as learning communicators, as role designs and good examples for students, and as evaluators. Analysis of learning activities is carried out as an innovator, moral and political agent, cognitive agent, and manager in the learning process (Hanifah, 2018; 5). Attracting quality students is one of the educational goals that must be achieved during the education process. According to the current education in the arts curriculum in Indonesia, the learning materials received by students are included in the group of Arts, Culture and Crafts subjects at the basic education unit level, Arts, Culture and Crafts play an important role in learning in Elementary Schools (SD). This art activity encourages students' creativity, fine motor skills, and self-expression. Additionally, the arts encourage collaboration between students and showcase cultural diversity. At the basic education unit level, arts and culture and crafts aim to develop creativity, improve motor skills and introduce students to cultural heritage from an early age (Wekke, 2017: 33), The aim of learning traditional musical instruments gendang anak and gendang induk namely, students can be directed to learn to preserve regional musical instruments based on the local wisdom of Bangka Belitung

Learning arts, culture and crafts should emphasize active learning which focuses on students as learners. This includes, among other things, selecting an appropriate learning design. One of the supporting media for traditional musical instruments is vocals or solfeggio. Solfeggio is a term that refers to melodic practice with scales, intervals, and solmization, namely singing musical notes using syllables (Mumpuni, 2007; Stanly, 1980; Sumaryanto, 1997). Solfeggio not only can sing, but also listen to music or ability listening. Therefore, vocal media or solfeggio The learning design used by teachers needs to be varied to suit the characteristics of different students, so that students do not get bored and tend to immediately play musical instruments practically. Next, the teacher will be able to adjust what learning design is appropriate to use, the aim being to suit the characteristics of the students in

such a way as to allow students to adapt. The environment is also accompanied by a pleasant learning atmosphere. However, in reality, in the field, teachers only use certain methods such as lectures and have never provided lessons related to the introduction of traditional musical instruments, so it is difficult to understand how to recognize traditional musical instruments. In the learning process, interactions between teachers and students are rarely passive, so students tend to be passive, and learning outcomes are less than satisfactory. Based on the results of observations and interviews with 5th grade students at SD STKIP Muhammadiyah Bangka Belitung, SBDP learning outcomes mean student learning activities are related to 8 aspects of student learning activities with an average score of 68.03 points. This means that student learning activity is still low.

Based on the facts above, teachers are expected to improve themselves in the learning process and make changes in carrying out learning activities, one of which is by implementing a learning design that can increase student activity. One learning design that can be applied is the cooperative learning design with the help of TGT vocal media or solfeggio. The expected goal of the research carried out is to increase student learning activeness in interactive learning through designs assisted by media-based cooperative learning designs. The cooperative learning design in the classroom has a significant impact on students. This learning objective is different from traditional learning which uses a competitive or lecture system. The aim is to develop individuals who have individuality and a greater sense of responsibility, as well as building positive interactions (Huda, 2017). Cooperative learning also provides students with many opportunities to communicate and interact with other students from different backgrounds, encourages students to take action, and provides positive feedback on learning outcomes and student responses. In contrast, traditional learning is one-way, with the teacher as the center of learning, and students do not play an active role in the learning process, only receiving the material.

Through cooperative learning, students develop a sense of active dependence, affection, and acceptance of their friends' backgrounds in the learning process, thereby enabling them to more easily achieve their learning goals. The results of this meta-analysis research show that treatment using the cooperative learning design is more effective than using other learning designs. These results are in accordance with the results of the meta-analysis conducted by Boisandi and Handy (2017). Overall, the average impact of introducing constructivist-based learning on practice-based learning materials in Arts, Culture and Crafts subjects.

2. METHOD

This research is part of a qualitative approach and the type is classroom activity research (PTK). Qualitative research is when the expected research results are not based on generalizations based on quantity, but on the quality of traditional creativity tools which are important tools for researchers, using practical methods, using manipulation and hypotheses, then the data collection method is also triangulation, the data analysis is inductive, and research findings emphasize practical aspects rather than just theoretical forms (Sugiono, 2015: 46). The stages of this research were formed in several cycles, namely planning, observation and reflection. Based on the results obtained in the previous cycle, it can be continued in the next cycle. The data collected is information about Arts, Culture and Crafts learning activities to find the difficulties of students in class V of SD STKIP Muhammadiyah Bangka Belitung in playing traditional musical instruments. Research data was collected from various sources, including data and documents of students in the process of playing musical instruments in class V of SD STKIP Muhammadiyah Bangka Belitung.

This research also uses data collection techniques including observation, documentation, and tests of musical instrument recognition abilities. In this research, systematic observation techniques are applied where the observation data categories are more detailed than structured observations. In developing this questionnaire, a rating scale questionnaire was used and there were no categories of

right and wrong answers. However, the points added to each answer choice vary depending on the survey question whether or not. There are two types of questions: positive questions and negative questions. The documentation technique in this research is to collect textual data in the form of relevant photos, general data, and data from fifth grade students at SD STKIP Muhammadiyah Bangka Belitung. This data is used by researchers as a basis for identifying problems and determining steps to resolve them.

3. RESEARCH RESULT

The research results show that contextual learning occurs through the application of a cooperative learning design where activity increases in each cycle. Based on preliminary data, the average learning activity in the visual aspect is 62.60 points, including in the "not good" category. The average learning activity in the oral section is 59.00 and is included in the "bad" category. The average listening activity is 50. .00 which is included in the "very bad" category. The average motor learning activity is 62.70 and is included in the "not good" category. The average mental aspect of learning activities is 44.19, which is included in the "very bad" category. The average learning activity in the emotional domain was 52.82 or in the poor category. The overall average at the initial stage before implementing the collaborative learning design with the support of audio or solfeggio media was 50.50, still in the very poor category. Then in Cycle I a second meeting was held which implemented a collaborative learning design based on TGT or audio media and materials solfeggio on traditional musical instruments. The research results showed that the average learning activity in the visual aspect was 85.00 points or in the "very good" category. The average oral learning activity of 70.00 is included in the "fairly good" category. Average field learning activity solfeggio of 80.00 points or included in the "good" category. Furthermore, the average learning activity in the motor aspect was 78.82. The average learning activity in the mental aspect is 78.50 points or in the "good" category. The average learning activity in the emotional aspect was 79.80 points or in the "good" category.

So it can be decided, the overall average of Cycle 1 after implementing the cooperative learning design assisted by vocal and audio media on traditional musical instrument material is 74.36 so it is included in the Good category. A comparison of the average student learning activity between the baseline condition and cycle I shows that student learning activity and the average overall learning activity have increased. Several aspects have not provided satisfactory results and still need to be improved to achieve the work indicators that have been set in cycle II or later,

In cycle II, the results showed that the average learning activity in the visual aspect was 88.00 or in the very good category. The average learning activity for the oral aspect is 72.50 or falls into the quite good category. The average activity in learning aspects of solfegio is 80.00 or falls into the good category. The average activity in learning motor aspects was 82.60 or in the good category. Furthermore, the average learning activity for the mental aspect was found to be 79.50 and finally for the emotional aspect the data was found to be 80.00, which is in the good category.

So it can be concluded, the results of research cycles 1 and II show an increase in student activity by using the cooperative design. This learning design really helps teachers to act as facilitators who direct students as the main actors so that students can be active and relaxed and have a lot of fun in engaging in learning while playing (TGT) roles in the SBDP learning process (Tony et al, 2018).

4. DISCUSSION

The results obtained from the application of interactive learning based on the cooperative learning design show that this method is effective in improving learning outcomes when practicing playing traditional musical instruments such as musical instruments that are played by beating, for example, namely *gendang anak* and *gendang induk*. This learning will emphasize the cognitive and motor aspects of students which are able to encourage students at the developmental level of thinking and carrying out practice-based activities of playing musical instruments from a low level to a high level (Hakim,

2023: 5). Discussing cognitive development, of course as an initial basis students are provided with cooperative learning, where students can work together in small groups to achieve joint learning goals, resulting in the development of individual skills through social interaction and cooperation. The basic theory behind this is theory constructivist sociality Lev Vygotsky, who emphasized the importance of social interaction in cognitive development and learning. Furthermore, by combining these theories, students not only learn playing techniques *gendang anak* and *gendang induk* but also develop communication and collaboration skills that enhance their understanding and practical skills.

The research was carried out through a research cycle consisting of two research cycles which were planned according to the research objectives. Each cycle carried out in research is divided into several stages, namely the planning stage, implementation stage, observation stage, analysis stage, reflection and evaluation. During the planning stage, researchers designed learning by categorizing the skills of playing musical instruments and the materials needed to be taught to students based on the objectives that have been set. Competency and material are considered based on reactions that are possible or common from students (both in the form of questions and the benefits of the process when playing traditional musical instruments). The implementation stage is carried out by testing the initial design made at the planning stage. An important task at this stage is to record as many forms of student responses as possible based on the stimulus provided. The third stage, observation which describes the insights gained and the success of learning based on the learning plan that has been made, this stage is one of the most important aspects in seeing students' problem findings in playing musical instruments. Next, the analysis stage considers the results of the learning implementation in each cycle. The reflection stage checks whether the learning implementation has been successful. Lastly, evaluations of providing practice-based arts learning still show that students are not only able to master basic techniques for playing musical instruments, but are also able to express their creativity through various artistic media, showing significant improvements in their technical and interpretive skills. Analysis and observation of learning can be reviewed through eight aspects of student learning activities: visual activities, oral activities, listening activities, motor activities, mental activities and emotional activities.

Based on initial findings, preliminary data shows that the average learning activity in the visual aspect is 62.60 points, including in the "not good" category. The average learning activity in the oral section is 59.00 and is included in the "bad" category. Average listening activity is 50.00 which is included in the "very bad" category. The average learning activity in writing is 49.35, which is included in the "fair" category. The average motor learning activity is 62.70 and is included in the "poor" category. The average mental aspect of learning activities was 44.19, which was included in the "very bad" category. The average learning activity in the emotional domain was 52.82 or in the poor category. The overall average at the initial stage before implementing the collaborative learning design with the support of audio or solfeggio media was 50.50, still in the very poor category. Then in Cycle I a second meeting was held which implemented a collaborative learning design based on TGT or audio media and materials solfeggio on traditional musical instruments. The research results showed that the average learning activity in the visual aspect was 85.00 points or in the "very good" category. The average learning activity for the oral aspect is 70.00, which is included in the "fairly good" category. Average field learning activity solfeggio of 80.00 points or included in the "good" category. The average number of activities in motor aspect learning is 78.82 which is in the good range. The average learning activity for the mental aspect was 78.50, which was in the good category, then the average for the emotional aspect was 79.80, which was also categorized as the same. And finally, the average mental aspect was 62.50, which was in the quite good category. The overall average of cycle 1 after implementing the TGT-assisted cooperative learning design on traditional musical instrument material was 74.36 so it was included in the Good category. A comparison of the average student

learning activity between the baseline condition and cycle I shows that student learning activity and the average overall learning activity have increased. Several aspects have not provided satisfactory results and still need to be improved to achieve the work indicators that have been set in cycle II or later. In cycle II, the results show that it is known that the average learning activity in the visual aspect is 88.00 or falls into the Very category. The average learning activity in the oral aspect was 72.50 or in the good category. The average activity in learning aspects of solfeggio is 80.00 or falls into the good category. The average activity in learning motor aspects was 82.60 or in the very good category. The average mental aspect of learning activity is 80.20 or falls into the very good category. The average learning activity for the emotional aspect is 80.00 or is in the good category and finally the average learning activity for the mental aspect is 79.50, which is categorized as good. The overall average for cycle II after implementing the cooperative learning design assisted by vocal and audio media on traditional musical instruments was 84.59 so it was included in the very good category.

The analysis carried out in cycle I compared the data obtained with the results of the data obtained from the initial conditions before implementing the cooperative learning design based on vocal media. This was done to find out whether there was an increase in learning activities before and after using this learning design. Apart from that, the comparisons carried out showed that there had been improvements in the learning process carried out and problems that had arisen were also identified. Comparing the average student learning activity between the initial state and Cycle I shows that student learning activity has increased. This means that the overall average learning activity is 49.19, but the initial state still maintains very low learning activity, namely 60.60. In other words, in Cycle I the learning activity category was 'good'. Comparison of research data shows that the results are unsatisfactory in several respects, so improvements need to be made to achieve the work indicators identified in cycle II.

Based on the problems found by researchers that hinder students' active learning in Arts, Culture and Crafts subjects on traditional musical instruments using a cooperative learning design based on vocal media, namely that students know that the learning design applied based on these problems is still not used to it, it seems that there is still a lack of response and students feel unfamiliar with the learning material because they are less involved with the material they are studying in the learning process. Apart from that, there are still students who are less active in participating in group discussions, and their ability to sing drum patterns using vocal media is still relatively low and they lack confidence. The identified obstacles were then overcome by redesigning learning in cycle II to increase student activity.

After implementing cycle I, taking into account the increase in student activity which had not been maximized due to various obstacles, cycle II was implemented by implementing Arts, Culture and Crafts learning with a cooperative learning design based on vocal and audio media. These results showed that the average learning activity in the visual aspect was 88.00 or in the Very Good category. The average learning activity in the oral aspect was 72.50 or in the good category. The average activity in learning aspects of solfeggio is 80.00 or falls into the good category. The average activity in learning motor aspects was 82.60 or in the very good category. The average mental aspect of learning activity is 80.20 or falls into the very good category. The average learning activity for the emotional aspect is 80.00 or is in the good category. And finally the average learning activity for the mental aspect is 79.50, which is categorized as good. The overall average of Cycle II after implementing the cooperative learning design assisted by vocal and audio media on traditional musical instruments was 84.59 so it was included in the very good category.

The analysis carried out in cycle II, namely comparing the results of data obtained from conditions in cycle I with the application of a cooperative learning design based on vocal media, did not show

maximum results in increasing student activity with data from cycle II through a cooperative learning design assisted by vocal and audio media. improve according to the findings in cycle I. This is done to determine whether or not there is a maximum increase in activity. A comparison of the average student learning activity between cycle I and cycle II shows an increase in student learning activity, namely the overall average learning activity from 74.36 in the good category in cycle I to 84.59, namely in the very good category in cycle II.

The advantages of the cooperative learning design based on audio or audio media in music learning have several important advantages. First, the use of vocal or audio media speeds up the learning process by making it easier for students to understand musical concepts through real examples and direct practice. Second, this design fosters collaboration between students by allowing them to share knowledge and skills with each other, thereby increasing engagement and motivation in learning. Third, audio-based cooperative learning can accommodate different student learning styles, such as visual, auditory and kinesthetic, thus enabling all students to follow the lesson carefully. Lastly, vocal or audio media allow students to listen to and evaluate their own musical works and the musical works of their peers, providing opportunities for reflection and constructive feedback (Slavin, 1984). The textual media outlined in cooperative learning is the use of pattern I and pattern II in playing instruments gendang anak and gendang induk, Researchers created a basic concept as a visual and auditory aid. This scale is expressed in the form of number notes or blocks which are designed as a basic level of understanding so that students can understand from a motoric, practical and practical perspective (hearing). The researcher explains it textually in the note below:

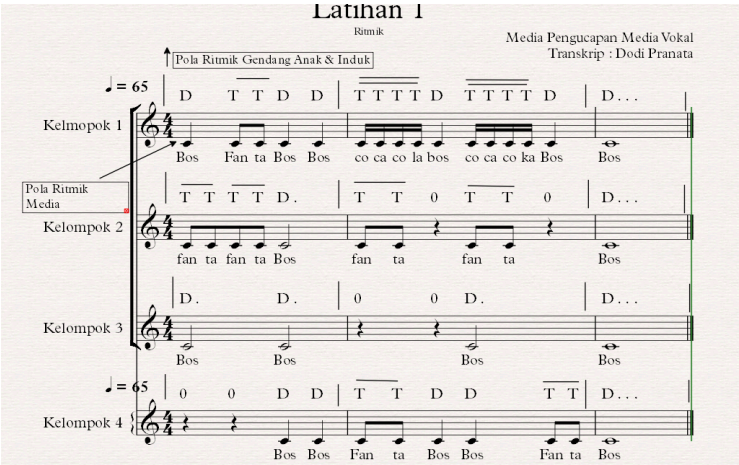

Photo 1.1 Pattern Textual Notation *Child & Parent drums*

The results of the second cycle of research, it was found that there was an increase in student learning activity in learning Arts, Culture and Crafts material on traditional musical instruments using vocal and audio media in class V of SD STKIP Muhammadiyah Bangka Belitung through the implementation of a cooperative design based on vocal and audio media which had been very successful. This can be seen from the achievement of the specified indicators, namely the average learning activity in each aspect of learning activities is above 77% (ie 84.50). Therefore, there is no need to continue learning in the next cycle. From the research implementation data above, it can be seen that the research carried out was successful in increasing student learning activities and strengthening the profile of Pancasila active students. The increase in aspects of active learning in research from the beginning to the end of the cycle can be seen in the following table:

Table 1. Increase in Average Student Learning Activeness

No.	Aspects of Student Learning Activeness	Implementation			Information
		Initial Conditions	Cycle I	Cycle II	
1.	*Visual*	62,60	82,11	88,00	>80 : Very good
2.	*Oral*	59,00	66,34	72,50	71-80 : OK
3.	*Solfeggio*	50,00	70,33	80.00	61-70 : Enough
4.	*Motor*	62,70	74,25	82,60	51-60 : Less
5.	*Mental*	44,19	78,50	80,20	<51 : Very less
6.	*Emotional*	52,82	79, 80	80,00	
7.	*Mental*	44,19	62,50	79.50	
Overall Average		49,14	74,36	84,59	

Thus it can be seen that one of the efforts to increase the learning activity of class V students at SD STKIP Muhammadiyah Bangka Belitung is in learning Arts, Culture and Crafts with traditional musical instruments. *Gendang anak* and *gendang induk* This can be done through the application of a cooperative learning design based on vocal and audio media. This research can also be a basis for strengthening the Pancasila profile in the student activity category.

5. CONCLUSION

Based on From the results of classroom action research that has been carried out, it can be concluded that contextual learning using a cooperative learning design assisted by vocal and audio media can increase student activity and learning outcomes in Arts, Culture and Crafts subjects on traditional musical instruments for class V SD STKIP Muhammadiyah Bangka Belitung. This research also shows that there is a strengthening of the profile of Pancasila students in the category of student activity. From the results of the research conducted, it is known that in the initial conditions the average overall student learning activity in learning was in the very poor category, namely 49.14, then increased to the good category, namely 74.36 in cycle I. In cycle II the average Overall student learning activity is in the very good category, namely 84.59. Thus, implementing contextual learning through a cooperative learning design In learning Arts, Culture and Crafts, traditional musical instrument material for class V students at SD STKIP Muhammadiyah Bangka Belitung can be implemented to increase student learning activity and can also be used to strengthen the profile of Pancasila.

REFERENCE

Astuti, N. K. W., Gading, I. K., & Sudana, D. N. (2017). The Influence of the Scramble Type Cooperative Learning Design Assisted by Mind Mapping on Social Sciences Learning Outcomes at Ganesha Education University. *MIMBAR PGSD Undiksha*, 5(2).

Boisandi., & Handi. (2021). Meta-analysis of cooperative learning in Indonesia. *Journal of Science Education Innovation Journal*, 7 (1), 2021 - 111

Erawati & Sagala (2022). Improving Student Motivation and Learning Outcomes Through the Implementation of the Problem Based Learning Design in Class 1 Mathematics Subjects at State Elementary School 6 Pajar Bulan. *Conference Series* 5 (5) (2022) 1086–1093.

Hakim., & Mustafa. (2023*). Student Development in Learning*. Mataram: CV. Egalitarian Library

Hanifah. (2018). The Influence of the Problem Based Learning (PBL) Learning Design on the Learning Outcomes of Integrated Learning in Science Subjects for Class IV Students at SD N 1 Labuhan Ratu. Faculty of Teacher Training and Education, University of Lampung.

Huda, M. (2014). *Learning and teaching designs*. Yogjakarta: Learning Library.

Komalasari, K. (2010). *Concept and Application Contextual Learning Book*. Bandung: PT Refika Aditama

Kurniawan., & Maulidiyawati. (2022). The Malay Drum Beat Pattern in Tanggai Dance Accompaniment Music in the City of Palembang. *Journal of Art Research and Study*, 5(2), 178-193

Salamah (2022). The Importance of Teacher and Student Interaction in Distance Learning. *Conference of Elementary Studies*. 1(2) 75-76

Suwartini, S. (2017). Character Education and Sustainability Human Resource Development. *Trihayu: Journal of Elementary Education*, 4, 220-234.

Sugiono, 2015, *Understanding Qualitative Research*. Bandung: Alphabeta.

Priyatna., & Juliana. (2017). Vocal Learning in Arts, Culture and Skills Lessons Using the Solfegio Method in Class V Elementary School. *Scientific Pen Journal*: Vol 2, No 1 (2017)

Taufani, (2017). Improving SBDP Learning Outcomes Through the STAD Type Cooperative Learning Design at SD Negeri 2 Cucukan Prambanan Klaten. *Journal of the Faculty of Languages and Arts* 3(1), 1–5. 7183 (uny.ac.id)