Critical Discourse Analysis in the Education Community to Respond the Hoax Based on Technology and Information

Mas'ud Muhammadiah[1], Arwin Tannuary[2], Rona Romadhianti[3], Endang Fatmawati[4], Herman[5]

[1] Pendas PPs Universitas Bosowa, Indonesia;
[2] Sekolah Tinggi Ilmu Akuntansi dan Manajemen (STAMI), Pematangsiantar, Indonesia
[3] Universitas Muhammadiyah Lampung, Bandar Lampung, Indonesia
[4] Universitas Diponegoro, Semarang, Indonesia
[5] Universitas HKBP Nommensen Pematangsiantar, Pematang Siantar, Indonesia

ARTICLE INFO

ABSTRACT

The research looked at how people in the Education community responded to the hoax phenomenon from the point of view of technology and information. This research aims to improve the educational component's ability to analyse different kinds of information or news. This will make it less likely that fake information will be used as a talking point or a guide. The method used is qualitative with critical discourse analysis, where the program's implementation is through the ASSURE method. The number of respondents is 60 consisting of teachers, parents and students in the sixth grade of an elementary school in Medan city. The technique used by researchers to gather data involves grouping various data, processing it in accordance with the aim to be recorded, and then deconstructing it using an essential conversation investigation preparation software created using the ASSURE approach. The technique of analyzing data was by implementing the six stages in the ASSURE model, which represent three other stages: pre-program, program implementation and post-program. The results show that critical discourse analysis through the basic conversation investigation program using the ASSURE method has proven to be effective and can be used to prevent the spread of hoax information that can cause various disputes.

Corresponding Author:
Herman
Universitas HKBP Nommensen Pematangsiantar, Pematang Siantar, Indonesia; herman@uhnp.ac.id

1. INTRODUCTION

Every society can potentially be a disseminator or even a recipient of information. The information received will usually be used as a discourse or benchmark in everyday life. Unfortunately, the information received or disseminated is not necessarily true and its validity is not necessarily tested, so

it is not impossible if the information is classified as hoax news (Bachtiar, 2018). Moreover, the flow of information is rapidly growing Thao et al. (2021) so that the dissemination of information from all corners of the world can be received quickly (Sherly et al., 2021). Unfortunately, the speed with which information can spread is not always matched by the ability to critically assess incoming material to guarantee that it is not fake news. (Rahmawati & Muhid, 2019) because the spread of hoax news can be carried out by more than one account, where this spreads quickly and is difficult to stop (Salim, Widjoko, & Hanif, 2021).

Evidence from surveys and logs shows that some of the stories people read on social media platforms like WhatsApp, Facebook, and Instagram are hoaxes that intentionally mislead the audience through the use of sensationalism. The ability to assess or filter information that is still not good, information that is purposely or unintentionally distributed, can be fatally compromised if the mindset of those who receive the fake material, including hate speech, is altered (Prayitno, 2017). The dissemination of false information is not limited to just one area of society; instead, it has permeated virtually every sphere of influence, even the educational system, prompting researchers to dive deeper into the topic in order to establish the truth (Ningsih et al., 2022).

Ganovia, Sherly & Herman (2022) defined education as the front line to shape the nation's generation. It must be able to produce graduates who are critical of the information received so that the news that is spread is truly valid news (Salim, Widjoko, & Hanif, 2021). Primarily when the covid-19 pandemic occurs, learning is carried out online by utilizing existing technology and information such as gadgets and the internet (Silalahi, Silalahi and Herman, 2021). Therefore, as the motor of education, the teacher must be able to provide understanding to students to be careful in receiving and disseminating information so that the news is not hoax news. This is because hoax news can damage peace and unity between groups and nations (Santoso, 2015; Zulfadhli, Hamdani, & Farokhah, 2021).

Herman and Silalahi (2020) stated that one way to train students in conducting analysis is through learning critical discourse analysis, which is carried out in the educational community, both teachers, students or guardians of students so that they have the ability to be literate in digital literacy as well as wise in receiving and disseminating a variety of information (Humaira, 2018). This analysis will emphasize the study of language and social context, including the interaction between speakers or speakers (Albaburrahim, 2017). This critical discourse study, it is not only about understanding the language but also trying to link between practice and the desired goal. , so Fairclough divides it into two dimensions, namely discourse practice and social practice, where this critical discourse analysis is expected to be able to improve one's attitudes and thoughts in taking and deciding everything (Fitriana et al., 2019). Payuyasa (2017) said that several elements of critical discourse must be understood, namely Macro Structure Thematic (theme or hat that is put forward in a discourse), Superstructure Schematic (wow the parts and sequence) and Micro Structure (semantics: Meaning you want to emphasize in the text; syntax: How the sentences are selected; stylistics: How the word choice is chosen; rhetorical: how and in what way the emphasis is put).

Renata (2016) says that critical discourse analysis can be done by using the 5W + 1H: what, who, when, why, where, and how (Ilyas, 2015). Each question word has its own purpose: to make you think more critically about the information you get. Salim et al. (2021) said that there are a few ways to spot fake news when using critical discourse to look at the news: First Starts with words that are exciting, suggestive, and provocative; swearing on the name of a well-known person, place, or thing; Not backed up with original research; You can only find out about it through social media. It doesn't show up in the national news; News is written without a name; Not enough is known about (5W+1H); The site's address (blog.com) is not clear; Using inappropriate, old, or edited photos; The information is either wrong or full of lies.

The above data can be used as a guide to analyze so that it is known whether or not the information received is correct and will be disseminated. One of the schools that implement IT in learning is an elementary school where this school is located in the city of Medan. This school organizes learning by utilizing the internet network during the COVID-19 pandemic. In interactions via the internet, not a few students or students received various false information, such as information about

face-to-face learning held in January 2021 and data package assistance by the government. Even when online or distance learning is carried out, not a few students obtain hoax information through their social media. If this continues, the learning process will fall apart because students are not focused on learning, and the acquisition of hoax information is actually disseminated massively through their devices (Talwar et al., 2020); where this is also able to build negative public opinion and reduce public trust to the government. In addition, this is also a matter that must be a concern, especially by the community and the government as policymakers (Juliswara, 2017).

However, to overcome hoax information through information technology, the government has made various efforts through Communications and Information Technology, but there are still hoax news or information circulating. For this reason, researchers want to learn more about "Critical discourse analysis in the education community to respond to hoaxes based on technology and information". Critical discourse analysis is implemented through a basic conversation investigation program, precisely through an innovation-based basic conversation test. In basic speech investigation, language is considered an investigation of language and relates to the setting in which language is used for certain purposes and practices. Describing speech as a social practice leads to a rationalistic relationship between certain progressive events and the circumstances, attitudes, and social constructions that shape them. Fairclough separates speech examination into three aspects: specific text, speech practice, and social practice. Messages are connected with phonetics, for example, by looking at jargon, semantics, sentence structure, as well as intelligence and cohesiveness, and how between units make agreements (Prayitno, 2017). Speech practice is an aspect related to the most common ways to create and consume text. For example, job design, job outline, and schedule when creating news. In contrast, social practice is a dimension related to the context of the media in relation to a particular society or political culture. Because of its natural nature, AWK can shape a person into a critical thinker who sees the benefits of thinking skills to be used in everyday life and has critical attitudes towards certain thoughts in taking his point of view and decisions (Fitriana et al., 2019).

This study's goal is to reduce the spread of false information that can lead to intergroup conflict by enhancing the analytical and critical capacities of educational components, including students, teachers, and parents. Regaty (2022) recently analysed critical discourse in Jokowi-related hoaxes during the Covid-19 pandemic. The observer's focal point is what ultimately differentiates the two. Additionally, pertinent research was conducted (Sukma, 2018). In a related study, she utilised the media literacy framework to perform a critical discourse analysis of the Fairclough model. The uniqueness of this study lies in the methodology employed. To achieve the goal of education outlined in Law No. National Education System, which is to produce a generation of educated citizens, the researcher expects that the study's findings will serve as a starting point for additional research and as a reference for educators in the classroom.

2. METHODS

Qualitative methods are employed in this study. Participants were students, instructors, and parents/guardians from Grade 6 in SD X Medan City, an integral part of the educational system that helps ensure all children receive a solid foundational education. So far, we have information from 60 people, including 10 educators, 25 students, and 25 parents.The method used to collect data used by researchers through research by sorting various data where the data is processed according to the target to be recorded and then dissected through a basic conversation investigation preparation program compiled using the ASSURE method (Humaira, 2018). This method is the result of the adoption of the use of media during the learning process. The ASSURE method was adapted because it is used as a method that will be used when preparing the training program so that it becomes a program that can be utilized by the community. In detail, the models used in this program are:

1. Analysis of program participants, which is an activity carried out to examine various general characteristics, something that is needed by the community as well as various competencies that are already possessed by the respondents.

2. Determine program objectives. This activity is carried out to determine the direction and objectives of the program so that what is sought becomes more effective and efficient.

3. Selecting methods and materials to be used during the training, including the preparation and development of training materials as well as media as an intermediary for delivering information.

4. Utilizing the media as one of the activities in implementing the training program.

5. Seeing participant participation is a form of monitoring activity that will be used as the basis for drawing conclusions or feedback on the implemented program. This activity can be carried out with FGD (Forum Group Discussion)

6. Evaluation and revision. This activity is carried out after the training is completed, which is used to evaluate the implemented program as well as the basis for the follow-up to determine the next program.

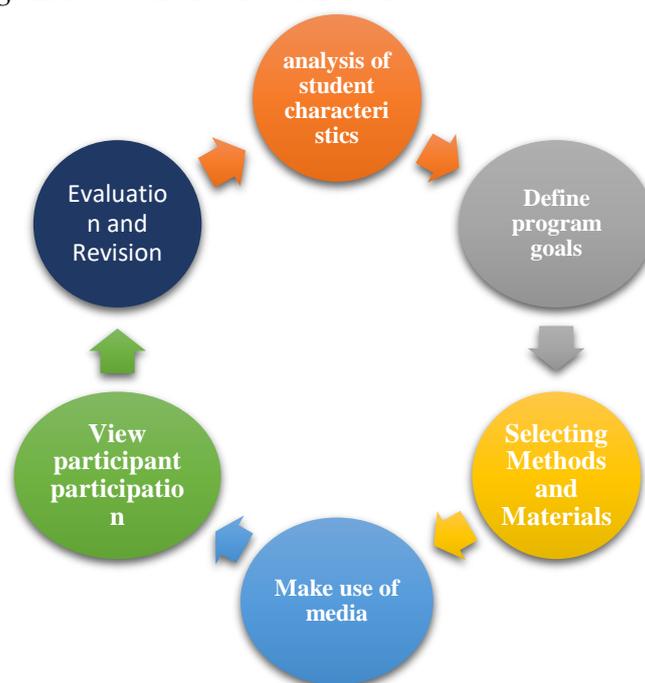The following diagram is used in the ASSURE method:

Figure 1 ASSURE model diagram

The diagram above shows that there are 6 stages in the ASSURE model, which represent 3 other stages, namely pre-program, program implementation and post-program. Numbers 1 to 3 represent the pre-program stage or before the program is implemented, steps 4 to 5 represent the program implementation phase, and step 6 represents the post-program or post-program stage. The research data obtained will then be analyzed in depth and draw conclusions to be conveyed to the general public.

3. FINDINGS AND DISCUSSION

Before discussing further the results of the study, it is necessary first to understand the meaning of hoax information. Hoax information or hoax news is received or forwarded news, but its validity or truth has not been tested (Jendra, 2021). For this reason, in order to improve critical reasoning and understanding, carry out critical discourse analysis on students, teachers and parents. The research results will be presented in the discussion below, divided into pre-program, implementation, and post-program.

Pre-program stage

The pre-program stage is carried out to find out more about various information before the program is implemented. Activities at this stage include studies related to program participants, determining objectives and selecting methods and materials to be delivered when the program is implemented. Based on the results of research on pre-program analysis or studies, the following data are known:

Table 1. Demographics of program participants

Demographic Items	Classification	Number of respondents	Percentage
Gender	Man	35	58,3%
	Woman	25	41,7%
Age	<12 years old	25	41,7%
	21-30 years old	15	25%
	31-40 years old	10	17%
	>41 years old	10	17%
Educational stage	Haven't graduated from elementary school yet	25	41,7%
	Graduated from elementary school	0	0%
	Junior High School	3	5%
	Senior High School	15	25%
	D3	5	8,3%
	S1/D4	10	17%
	S2	2	3,3%
Active in social media	Active	60	100%
	Not Active	0	0%
Smartphone users	Yes	60	100%
	Not	0	0%
Receive chain messages	Yes	60	100%
	Not	0	0%

The data above shows the demographic distribution of participants in the learning investigation preparation program. All respondents are known to have social media as well as smartphone users who have received chain messages where the message is not necessarily proven true. In addition, the age distribution is also a productive age where that age can be included as active participants to increase the program's effectiveness and efficiency. Program participants will be trained to utilize existing IT through smartphones or other tools. After being analyzed and studied, 98% of respondents have the ability to utilize IT, which is usually used daily, namely smartphones.

Setting program goals

Based on the data above, it is known that most respondents or program participants have mastered IT even though 2% of respondents are still technologically stuttering. The 2% of participants will be given guidance or training to operate smartphones quickly. After 100% of participants have mastered smartphones, the next step is to ensure that all participants also have the ability to carry out critical discourse analysis through information and communication technology to prevent the spread of false information that is easily spread on the internet. Various social media such as WhatsApp, Instagram, Facebook, Twitter, TikTok, and so on.

Choosing methods and materials

Based on the characteristics and needs of the program participants as well as looking at the predetermined objectives, the training or discussion preparation program for investigation is carried out in two ways, namely face-to-face, although it is done on a limited basis, and online, which can be done with participants not having to come to the training location. Some of the materials that will be delivered in this program are:
1. Culture to clarify when receiving various information (1JP)
2. Theory of critical discourse analysis in response to information (1JP)
3. Reviewing news via 5W +1H (1 JP)
4. Learning ICT as a method to fight the spread of hoax news (1JP)
5. The practice of analyzing news and determining whether the news is hoax or not (1JP)

The curriculum or material to be delivered in the program is carried out in stages accompanied by prior consultation regarding the needs of participants by conducting interviews and observations. The results of interviews with the principal of SD X indicate that news analysis is important, so the material must be emphasized in detail and care.

Implementation Stage

Implementation of the basic talk investigation program

This program is implemented through a basic conversation test based on innovation to identify and balance the spread of hoax news. So that at the beginning of the program, initial information is given about 5W+1H and its function in analyzing the news received. Then, after being presented with the 5W+1H material, the speaker conveyed information about critical discourse analysis that was conveyed clearly. Then, the presenters will convey information about various applications that can be downloaded in the play store on every device owned by the respondent. After that, practice will be carried out to analyze news contained in various social media, both Facebook, WhatsApp and other media with reference to the criteria for hoax news. After being independently analyzed, participants or respondents will be given the opportunity to explain the results of their analysis through information delivery or conversations with their colleagues.

Participants were supposed to be able to perform critical discourse analysis and refrain from acting hastily while receiving information. Therefore, trainers used a variety of entertaining ways and media to convey the subject. In accordance with her findings, Rahmawati (2021) argued that a critical stance toward consuming text is crucial in critical discourse analysis in order to deconstruct and evaluate the information contained therein properly.

Participation of Participant

When the program is implemented, all participants can actively participate in conducting critical discourse analysis through the news they receive. Therefore, the presenters are also active in providing guidance and direction to each participant so that they can participate actively and dare to express their opinions in the activation process. After the explanation of the material is finished, the presenter also

provides a worksheet in the form of news which will be analyzed by the participants independently by applying 5W+1H and critical discourse analysis. After that, participants are given the opportunity to talk about the results of their investigation in front of the class.

Post-program stage

Evaluation of program effectiveness

Evaluation of the program's effectiveness in achieving the desired goals can be seen through the participants' work, where the majority of participants can do news analysis well, including students still in elementary school. The program evaluation results show that 95% of participants can identify hoax and non-hoax news, as well as understand what steps to take after receiving the news. However, in reporting hoax news, only 85% of participants, meaning 15% of participants, did not report on the channels provided. After further investigation, it turned out that 15% of the participants ran out of battery when they were about to send a hoax news report.

The above results can be used as a reference that the method of critical discourse analysis through 5W + 1H carried out in the basic conversation investigation preparation program is quite effective in improving critical analysis skills on the news received to prevent the spread of hoaxes or false information. Juditha (2018), in her research, stated that from a technological approach, the hoax checker application could be used by the public to check the truth of news that indicated hoaxes.

In addition to being able to identify, the participants were also quite good at being responsive to the news by sending reports to the provided channel, namely the Kominfo channel, as false news complaints were received. These results will be used as a basis for making follow-up efforts on programs that have been implemented.

Program Feedback

After the program is implemented, the researcher conducts an evaluation as a form of follow-up, which will be carried out by interviewing several participants. Five program participants stated that this event increased their understanding to analyze the information received, whether received through social media or other, even useful for news conveyed by word of mouth, which often occurs in the community. In addition, YK also mentioned that being careful on the news benefits one to be wiser and wiser. Agusta and Laugu (2020) said that if some of the information in the media is also inseparable from hoaxes which cause reactions of excessive anxiety and fear for the public, then there is a need for a filter in the information that is widely disseminated in the virtual world.

With this, it is known that the program implemented has a positive effect on the community, especially the participants, where the researchers hope that the knowledge gained can be disseminated to other communities to prevent hoax news jointly. These results are also similar to the research conducted by Herli Salim et al. (2021), which in his research also obtained positive or effective results in increasing the power of community analysis through Information and Technology (Herli Salim et al., 2021).

Program advantages and disadvantages

This program is sufficient to provide an effective and efficient impact for increasing understanding of critical discourse analysis regarding various news contained in social media as a form of development of technology and information. This research is in line with Salim et al. (2021), which stated that this program effectively created community awareness in responding to hoax news in their environment. The program's suitability with the needs and situation of the community and the increasing use of social media is considered to be the advantages of this program. The potential of the school community that already utilizes smartphone technology is also potential support for the implementation of the program properly. The weakness of this program is the online method, where

not all participants can actively participate in activities due to signal constraints or other reasons. However, this can be overcome when learning offline.

The researchers want to elaborate on the prior study's findings, as explained above. Rahmawati (2021) used media literacy to conduct research and produce a report on the topic of fake news (hoax) pertaining to covid-19 for the Ministry of Communication and Informatics in the Republic of Indonesia. The results of the study were motivated by concerns about globalization's consequences. As a result, certain individuals, communities, or organisations must now play the dual role of information consumer and provider. This is why it's so easy to spread a story, whether it's true or fake. The purpose of this research is to analyse the Hoax Issue Report concerning the Covid-19 hoax that was published by the Ministry of Communication and Information of the Republic of Indonesia. This study uses a critical discourse analysis approach to examine the Silverblatt and Gaines framework for media literacy in conjunction with the Fairclough model. A simple analysis of fake news texts demonstrates that Fairclough's analytic approaches can be used to detect early hoaxes. The study's results indicated that hoaxes and fake news shared many characteristics, such as exaggeration, inflammatory language, and an absence of readily available online explanations. For example, data from the educational community was not included in the research given here. Thus, the use of critical discourse analysis as a research method and the qualitative approach used here was similar.

4. CONCLUSION

To stop the spread of fake news that can cause fights and hurt the peace that has been made, it is important to have the skills or abilities to do critical discourse analysis on fake news. Also, Indonesia has many people, so rumours can be spread by word of mouth. Also, because of how quickly technology is changing, gadgets and social media can be used to spread fake news about the government or about other people. If this keeps up, it is not impossible that it could make people hate each other. Critical discourse analysis done in the basic speech investigation preparation programme through innovation-based basic speaking exams using 5W+1H in the analysis has been shown to help people learn how to analyse different kinds of information or news before it is spread. The researcher hopes that the people who take part in the training can also teach others how to analyse the news they hear. Also, the research results can be used as a guide by future researchers or the government when making policy.

REFERENCES

Albaburrahim. (2017). Analisis wacana kritis pada pemberitaan kasus Papa Minta Saham di Metro TV. Lingua Franca. *Jurnal Bahasa, Sastra, dan Pengajarannya, 5(2), 1-12.*

Bachtiar, Y. C. (2018). Hoax, media serta Analisis Wacana. *Jurnal Komunikasi 15(2), PP: 94-101.*

Fitriana, R. A., Gani, E., & Ramadhan, S. (2019). Analisis wacana kritis berita online kasus Penipuan Travel Umrah (model Teun A. Van Dijk). *BASINDO: Jurnal Kajian Bahasa, Sastra Indonesia, dan Pembelajarannya, 3(1), 44-54.*

Ganovia, P., Sherly, S., & Herman, H. (2022). Efektivitas Hybrid Learning dalam Proses Pembelajaran untuk Siswa Kelas XI SMA Kalam Kudus Pematangsiantar. *Jurnal Pendidikan Tambusai, 6(1), 1478–1481*

Herman and Silalahi, D. E. (2020). *Critical Discourse Analysis on "We are the World 25 for Haiti" Song Lyrics.* Journal of English Education and Teaching (JEET), e-ISSN: 2622-5867, p-ISSN: 2685-743x, Volume 4 number 1, March 2020, Page 36-48

Humaira, H. W. (2018). Analisis wacana kritis (AWK) model Teun A. Van Dijk Pada pemberitaan surat kabar Republika. *Jurnal Literasi, 2, 31–40.*

Ilyas, R. (2015). Ekstraksi Informasi 5W1H Pada Berita Online Bahasa Indonesia. *Jurnal Cybermatika, 3(1), 6.*

Jendra, B. A. S. (2021). Analisis Wacana Kritis Fairclough pada Konten Game FF dan PUBG di Media Tiktok. *Jurnal CIC Lembaga Riser dan Konsultan Sosial 3(1), 59-72.*

Juditha, C. (2018). Interaksi Komunikasi Hoax di Media Sosial serta Antisipasinya Hoax Communication Interactivity in Social Media and Anticipation. *Jurnal Pekommas, 3(1): 31-44*

Juliswara, V. (2017). Mengembangkan Model Literasi Media Yang Berkebhinekaan Dalam Menganalisis Informasi Berita Palsu (Hoax) Di Media Sosial. *Jurnal Pemikiran Sosiologi, 4(2), 11–23.*

Ningsih, A. W., Sihombing, P. S. R., Silalahi, D. E., & Herman. (2022). Students' Perception towards the Use of ICT in EFL Learning at Eleventh Grade SMA Negeri 1 Dolok Batu Nanggar. *Education and Human Development Journal, 6(3), 24–36*

Payuyasa, I. N. (2017). Analisis wacana kritis model van Dijk dalam program acara Mata Najwa di Metro TV. *Jurnal Segara Widya, 5, 14–24.*

Prayitno, B. (2017). Langkah Pemerintah Menangkal Diseminasi Berita Palsu. *Jurnal Wacana Kinerja, 2, 17–40.*

Rahmawati, B., & Muhid, A. (2019). Analisis Wacana Kritis Di Media Sosial (Studi Pada Fenomena Pro-Kontra Penolakan Dakwah Ustadz Abdul Somad). *Jurnal Tabligh, 1(126–144).*

Rahmawati, A. (2021). Analisis Wacana Kritis Isu Kabar Bohong (Hoaks) tentang Covid-19 dalam laporan isu hoaks Kementrian Komunikasi dan Informatika Republik Indonesia melalui Literasi Media. *Prosiding Seminar Nasional Linguistik dan Sastra (SEMANTIKS), 641-649.*

Regaty, H. A.. (2022). Analisis Wacana Kritis Hoaks Terkait Jokowi Pada Masa Pandemi Covid-19. Media Bina Ilmiah, 16(6), 6935-6940. DOI: 10.33758/mbi.v16i6.1451

Renata, A. R. (2016). Hoax Politik Pada Media Sosial Instagram (Studi Etnografi Virtual Tentang Keberadaan Instagram Dan Hoax Politik). *Prosiding Seminar Nasional Komunikasi (pp. 1- 7).* Lampung: Universitas Negeri Lampung

Salim, H., Widjoko, & Hanif, M. (2021). Analisis Wacana Kritis Berbasis Teknologi Informasi dan Komunikasi di Komunitas Sekolah untuk Menangkal Berita Hoax. *Jurnal Pengabdian Masyarakat PGSD 1(1), PP: 1-16.*

Santoso, A. (2015). Studi Wacana Kritis, Pengajaran Bahasa Indonesia dan Perpesktif Emansipasi. *Jurnal Bahasa dan Seni 43(2), PP 227-239.*

Sherly et al. (2021). *Socialization for the Implementation of E-Learning Teaching Models for Teachers and Education Staffs at SMA Sultan Agung Pematangsiantar.* ABDI DOSEN: Jurnal Pengabdian pada Masyarakat, Vol. 5, No. 2, PP. 275-280, DOI: https://doi.org/10.32832/abdidos.v5i2.879

Silalahi, R., Silalahi, D. E., and Herman. (2021). *Students Perception of Using Google Classroom as English Teaching Media During Corona Virus 2019 at SMA Negeri 4 Pematangsiantar.* JEELL (Journal of English Education, Language and Literature), 7 (2), PP. 12-30. DOI: https://doi.org/10.32682/jeell.v7i2.1730.

Sukma, B. P. (2018). Analisis Wacana Kritis Kabar Bohong (Hoaks) Melalui Literasi Media (Critical Discourse Analysis Of Hoax Through Media Literacy). *Telaga Bahasa, 6(2): 521-532.* DOI: 10.36843/tb.v6i2.22

Talwar, S., Dhir, A., Kaur, P., Zafar, N., & Alrasheedy, M. (2020). Why Do People Share Fake News? Associations Between The Dark Side Of Social Media Use And Fake News Sharing Behavior. *Journal of Retailing and Consumer Services, 51, 72-82.*

Van Thao, N., Herman, Napitupulu, E. R., Hien, N. T., and Pardede, H. (2021*). Code-Switching in Learning via Zoom Application: A Study in an EFL Context.* Asian ESP Journal, Volume 17 Issue 3.1, March 2021, ISSN: 2206-0979, PP. 91-111

Zulfadhli, M., Hamdani, H., & Farokhah, L. (2021). The Analysis of Hoax News Content on Facebook Reviewed from Theory of Critical Discourse Analysis and Linguistic Rules. *AKSIS: Jurnal Pendidikan Bahasa dan Sastra Indonesia, 5(2): 288-304.*

This page is intentionally left blank