

The Transformation of *Krama* Style in Teaching-learning Javanese News Writing by Using Illustration Media on Students Class X IPS 2 SMA Negeri 1 Jogonalan Klaten

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ABSTRACT

This research aimed to identify the transformation of *krama* style when applying illustration media in teaching-learning Javanese news writing; and this research was conducted in SMA Negeri 1 Jogonalan Klaten. This research was a classroom action research which using qualitative descriptive method. Practically, this method used in this research was divided in three methods in accordance with the research implementation steps, those were: (1) collecting data method; (2) analyzing data method; and (3) presenting the result of the analysis method. The result of this research showed that there was positive transformation when the media illustration applied in the teaching-learning Javanese news writing on students in class X IPS 2 SMA Negeri 1 Jogonalan Klaten.

Key Words: learning motivation transformation, illustration media, writing ability.

INTRODUCTION

Transformation is an continuance experience, like progression of cycle movement where in each cycle starting with a meeting that causes discomfort, tension and disturbance; and it is followed by question and critical reflection about self and experience. The analysis of a meeting or experience leads to awareness and recognition of the boundaries of some existing practices and perspectives. Therefore, the new cycle is started.

The transformation in a teaching-learning activity can be occurred if the teacher can choose appropriate and suitable media with the teaching-learning material. One of the subjects of study given to students in Senior High School level, in Central Java, East Java, and Yogyakarta is Javanese. Language is a branch of science and also a useful language as a media for the absorption of knowledge into human (Sariyan, 2009: 5). Javanese is also one of the local wisdom which has important role in controlling human attitude and behavior if used in appropriate time. In line with Fajarini (2004: 124) who states that Indonesia is a compound country and has some Melayu proverbs, Javanese *krama inggil*, and some advices from the variety of ethnic groups which becomes part of local wisdom; and which becomes as controller in life. Thus, learning local language is important to do for people who live in that area.

Javanese is divided into *ngoko* style and *krama* style. In fact, now the young generations who live in Central Java, East Java, and Yogyakarta which are also called *Generasi Muda Jawa* (GMJ) begin to be unwilling in using appropriate Javanese, they are only able to use *ngoko* because of little understanding in using *krama*. The statement is supported by Subroto et al research (2008), that *Generasi Muda Jawa* cannot use Javanese *krama* properly and it is proven through the test and deep interview.

The innovation in the teaching-learning process can cause positive transformation to the teaching-learning quality. This research aimed to identify the transformation of *krama* style in Javanese news writing on students in class X IPS 2 SMA Negeri 1 Jogonalan when applied illustration media.

RESEARCH METHODOLOGY

This research was done in SMA Negeri 1 Jogonalan Klaten with the subject of this research was all students in class X IPS 2 SMA Negeri 1 Jogonalan; and the total number of the students were 36 students. The technique of collecting data was by observing and documenting. The written document obtained by the researcher was in the form of students' work in writing. The observation method was used by the researcher for identifying the use of *krama* style from the students in Javanese news writing.

The analyzing of the data used in this research was descriptive qualitative technique that was by describing and presenting data using narrative explanation. The aspect analyzed in this research was the transformation of using *krama* style of the students in before and after applying illustration media.

DISCUSSION

Krama style is a form of Javanese manner which the point is lexicon *krama* or which becomes the main point is lexicon *krama* not another lexicon. The *krama* style is a form of manner which used as a form of respect in Javanese communication. The affixes that usually used are *dipun-*, *-ipun*, and *-aken*. In Javanese, *krama* style is divided into two; those are *krama lugu* and *krama alus*. *Krama lugu* is a form of *krama* which the level of the language smoothness is low. However, the level of the language smoothness in *krama lugu* is better than *ngoko* and *madya*. Another form of *krama* is *krama alus*. *Krama alus* is a form of Javanese which the all vocabularies consist of lexicon *krama* and can add with lexicon *krama inggil* or *krama andhap* (Khazanah, 2012:459).

The use of *krama* style in teaching-learning Javanese is much needed because by learning *krama* style the students are able to respect other people. *Krama* style which is used in Javanese news writing has positive effect in character formation of the students. However, in the real situation, the students in SMA Negeri 1 Jogonalan had low interest in teaching-learning Javanese especially on the use of *krama* style. The situation caused the students got low score.

The writing ability on Javanese news is contained in the Javanese syllabus; and the students are demanded to be able to write Javanese news using *krama* style correctly. The writing ability is good for the students for communicating all things with other people. In line with the statement of Semi (2007:14) that the aim of writing is for telling something, giving direction, explaining, convincing and summarizing something in order to provide some benefits to the reader. Whereas, according to Elina, et al (2009:6), the purposes of writing are: 1) giving information; 2) persuading; 3) educating; 4) entertaining.

Rohmadi (2011: 27) says that news is the information which contains some interesting events which are delivered to the people. Then, Prayudha (2006:48) states that news is warm and timely information which can attract people attention.

Javanese is a language which contains some rules that should be used for the user in to respect interlocutor. The rules called *unggah-ungguh basa*. According to Andayani (2011: 84) the mutual respects between language users are seen on: 1) attitude and behavior; 2) grammar and diction; 3) sentence structure and intonation. There are many kinds of *krama* style; however this research only discussed the use of *krama* style. Based on the *emik*, *unggah-ungguh* is divided into two, those are *ngoko* and *krama*. Whereas, based on the ethic, *unggah-ungguh* is divided into *ngoko lugu*, *ngoko alus*, *krama lugu*, and *krama alus* (Sasangka, 2009:128).

Krama style is a form of *unggah-ungguh* in Javanese which the main lexicon is *krama*. The use of *krama* style is when person talks to the old people, talks to the people who have high level position, and talks to the unfamiliar people. The affixes uses in *krama* style are *dipun-*, *-ipun*, and *-aken* (Sulaksono, 2016:11). Then, Sasangka (2010:201) states that *krama* style can be divided into two:

a). *Krama lugu*

Krama lugu can be defined as a form of *krama* style which the language smoothness level is low. *Krama lugu* is used by: 1) peers who are still unfamiliar; 2) old people to young people who are unfamiliar; 3) unfamiliar people (Sulaksono, 2016:11).

b) *Krama alus*

Krama alus is a form of *unggah-ungguh* in Javanese which all vocabularies consist of lexicon *krama* and can add with lexicon *krama inggil* or *krama andhap*. Semantically. *Krama alus* style can be defined as a form of *krama style* which the level of language smoothness is high (Sasangka, 2009: 119). *Krama alus* style is used by: 1) children to the old people; 2) high level position people (Sulaksono, 2016:12)

Then Sofwan (2011:85) states that *krama* is divided into five categories, those are:

a) *Mudha Krama*

Mudha krama is used by children to the old people. The affixes are also created in *krama*.

Example:

Ngoko andhap : *menawa panjenengane ibu marengake, aku arep ndherek.*

Mudha Krama : *menawi panjengenganipun ibu marengaken, kula badhe ndherek.*
(if mother gives me permission, I will take part)

b) *Krama Lugu*

Krama lugu is used by the old people to the younger people who have high level position.

Example:

Ngoko lugu : Dhek wingi kowe rak wis dak ngerteni, awit aku ora bisa teka sadurunge jam sepuluh.

Kramantara : kalawingi sampeyan rak sampun kula criyosi, bilih kula boten saged dhateng saderengipun jam sedasa.

(I told you yesterday, if I could attend before ten o'clock)

c) *Wredha Krama*

Wredha krama is used by the old people to the younger people, however the affixes is not created in karma.

Example:

Ngoko lugu : kowe mangkono wis ora kekurangan apa-apa, bebasan kari mangan karo turu.

Wredha krama : sampeyan mekaten sampun boten kekurangan punapa-punapa bebasane kantong nedha kaliyan tilem.

d) *Krama inggil*

Krama inggil is used by people to their king and by used by children to the old people.

Example:

Mudha karma : Sowan kula ing ngarsa panjenengan, perlu nyadhong dhawuh panjenengan.

Krama inggil : Sowan dalem ing ngarsa panjenengan dalem perlu nyadhong dhawuh dalem.

(My arrival to meet you is for carrying out your orders)

e) *Krama desa*

Krama desa is a form of *krama* that used by people who live in village.

Example:

Ngoko lugu : Aku arep lunga menyang Prambanan.

Krama Desa : Kula badhe kesah teng Prambetan.

(I want to go to Prambanan)

The teaching-learning Javanese news writing can be good transformed if the teacher can choose appropriate and suitable media with teaching-learning material. The teaching-learning media chosen by the teacher was illustration media. Teaching-learning media is tool which can be used to deliver message from the sender to the receiver, thus can stimulate the students' thought, feeling, attention, and interest in, thus the teaching-learning process is occurred (Sadiman, 2002:6). Then, Hamdani (2011:90) reveals that teaching-learning media is tool used in teaching-learning activity, according to Budiono in Rohjianti (2012: 17) the teaching-learning media causes direct interaction between students and their environment, media allows the variety of some views of thing thus can create basic concept which is appropriate, concrete, and realistic, media is also able to infuse the students' motivation in order to have interest for learning.

Picture is visual thing in form of two dimensions as an outpouring of feeling or thought. In another definition, picture is a media for delivering message to other people (Hamalik, 1982: 57). Illustration is included in visual media. Illustration is a form of message or information which is packaged in the form of picture and it is more efficient than information which is in the form of verb symbols. According to a proverb, one picture is similar with some words (Prasetyo, 2006:170).

Illustration is an image which formed to clarify information by giving visual representation. The essence of the illustration is thought, idea, and concept which underlies the message of the picture. Giving visual form to a writing is a role of the illustrator. Combining analytical thinking and practical skill is for creating visual form which has message (Witabora, 2012: 660). Picture media has important role in improving the result of the students' learning. This refers to the Winataputra's statement (2005:55) that visual view has bigger composition (75%) in case of the amount of the information obtained by a person. The information that obtained through visual view is easy to understand and remember by a person's memory. Picture media can be combined with the suitable teaching-learning method to create an active and fun learning environment.

Judy Lever-Duffy, Jean B. Mc Donald and Al P. Mizell (2003: 286) state that: "Every visual consists of number of elements presented in deliberate arrangement. There are three primary categories of design elements: visual, text, and affective elements. Visual elements may include graphics, symbol, real object, or organizational visuals. Text elements include all aspects of textual presentation, ranging from the word chosen to the font style, colors, and size used. Affective elements are those components of visual that can elicit a response from the viewer, such as pleasure, surprise, or humor. Selecting and arranging these elements appropriately result in effective display. Following the guidelines discussed here will assist you in creating clear and effective visual."

Picture or visual can stimulate person's thought to be more interest in paying attention of something than by written text. The case is also applied in the teaching-learning process. The students will be more interest to pay attention on the teaching-learning material if there is a picture which can stimulate their thought. If the students interest following the teaching-learning activity, thus the goal of the teaching-learning activity will be easier to achieve; and the students are also easier to be directed by the teacher.

The transformation of using *krama* style in teaching-learning Javanese news writing was seen at the time before applying illustration media, and after applying illustration media in the cycle I and cycle II. The total number of the students that could achieve the criteria

of the capability in writing news using *krama* style was increased, especially after applying illustration media in the process of the teaching and learning. The transformation of *krama* style was seen in pre cycle of the teaching-learning activity, the students who could use karma style was only 15 students; in cycle I, the students who could write news using *krama* style was 21 students; then in the cycle II was 31 students. The students who were in the category of the capability in Javanese news writing got vocabulary and grammar score above 3.

CONCLUSSION

The teaching-learning of Javanese news writing can be better transformed if the teacher can choose appropriate and suitable media with the teaching-learning material. Teaching-learning media chosen by the teacher in Javanese news writing was illustration media. Teaching-learning media is tool that can be used for delivering message from the sender to the receiver, thus can stimulate the students' thought, feeling, attention, and interest, thus the teaching-learning process is occurred (Sadiman, 2002:6). Then, Hamdani (2011:90) reveals that teaching-learning media is tool used in teaching-learning activity, according to Budiono in Rohjianti (2012: 17) the teaching-learning media causes direct interaction between students and their environment, media allows the variety of some views of thing thus can create basic concept which is appropriate, concrete, and realistic, media is also able to infuse the students' motivation in order to have interest for learning.

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