

Use Of Word And Syllables Among Students In Modern Time Through Social Media

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ABSTRAK

Bahasa Inggris /1/ secara tradisional telah diklasifikasikan menjadi setidaknya dua alofon, suku kata yang lebih mudah yang biasanya didahulukan, dan dark, yang merupakan suku kata terakhir. Ketika ia menemukan vokal /1/s yang mendahului kemungkinan fonetik batas fonetik antara dua ekstrem, sebagian besar peneliti akhirnya berasumsi bahwa alofon fonem adalah unsur-unsur yang berbeda secara kategoris. Artikel ini memperkenalkan data mikrobeam akustik dan sinar-X untuk bahasa Inggris /1/, sebelum dan sebelum batas fonologis, terkait dengan /i - 1/. Utama tingkat kontras terang-gelap dari artikulasi muncul sebagai berikut: (1) retraksi yang lebih besar dan penurunan lidah untuk varian punggung // yang lebih gelap; (2) kejadian lebih awal pada versi yang lebih gelap dari /1/ retraksi dorsal dan penurunan ekstremitas relatif terhadap peningkatan ekstrim apikal dibandingkan versi waktu yang lebih mudah /1/ di mana tungkai belakang lebih lambat dari pada ekstremitas puncak. Dapat juga dilihat bahwa kegelapan /1/ adalah dengan langkah-langkah artikulasi di atas dan tindakan frekuensi formant - berkorelasi kuat dengan akustik terukur durasi sajak yang mengandung awalan /1/. Kami menafsirkan hasil kami sebagai bukti bahwa tidak ada alasan untuk pengobatan gerakan terang dan gelap secara fonologis berbeda (atau fonetik) entitas dalam bahasa Inggris. Alih-alih, singular fonologis, entitas /1/ secara fonetis direalisasikan sebagai varian yang lebih terang atau lebih gelap tergantung pada faktor-faktor seperti posisi /1/ dalam suku kata, dan durasi fonetis dari konteks prosodik yang mengandung //, disarankan bahwa /1/s mengandung gerakan vokal dan belakang serta gerakan puncak konsonan. Sebaiknya gerakan vokal memiliki afinitas yang kuat terhadap suku kata inti, sedangkan untuk gerakan konsonan memiliki afinitas yang kuat terhadap margin. Dua gerakan dari: /1/ jadi pada dasarnya gerakan suara asinkron datang melalui suku kata terakhir sebelumnya (yaitu /1/s yang paling dekat dengan titik). Tanda konsonan, dan keadaan sebaliknya tetap suku kata awal /1/s. Agar penjelasan ini berhasil, implementasi fonetik harus memiliki akses ke informasi dalam suku kata posisi elemen fonologis. Kami akan membicarakannya sebagian besar korelasi disebabkan oleh koartikulasi underdrive dengan durasi kegelapan.

ABSTRACT

English /1/ has traditionally been classified into at least two allophone, the easier syllable that usually comes first, and dark, which is a syllable finally. As he found out the vowel /1/s preceding the possible phonetic boundary phonetic between the two extremes, most researchers have end to assume that allophones of phonemes are categorical different elements. This article introduces acoustics and X-rays microbeam data for English /1/, before and before phonological boundary, in relation to /i - 1/. Main the degree of light-dark contrast of the articulations appears as follows: (1) greater retraction and lowering of the tongue for a darker back variant of //; (2) earlier occurrence in the darker version of /1/ dorsal retraction and lowering of the limb relative to the apical extreme improvement over easier timing version /1/ in which the hind limb is slower than apex extremity. It can also be seen that the darkness of /1/ is a with the above articulation steps and formant frequencies action - strongly correlated with measured acoustics the duration of rhymes containing the prefix /1/. We interpret our results as evidence that there is no reason for treatment light and dark allophones are phonologically categorically different (or phonetic) entities in English. Instead, phonological singular the entity /1/ is phonetically realized as a lighter or darker variant depending on factors such as the position of /1/ in the syllable, and the phonetic duration of the prosodic context containing //. it is suggested that /1/s contains back vowel movement as well as a consonant peak motion. We recommend that the vocal movement have a strong affinity for the core syllable, while for the consonant movement has a strong affinity for margin. Two gestures from: /1/ so basically asynchronous sound movements come through the last syllable before it (ie the /1/s closest to the dot). Consonant sign, and the reverse situation remains iinitial syllable /1/s. For this explanation to work, phonetics the implementation must have access to the information within the syllable the position of phonological elements. We will talk about it most of the correlation is caused by the coarticulation of the underdrive with the duration of darkness.

INTRODUCTION

Language is a medium used by members of social groups for communication, interaction and self-identity. Language can guide us through space and time. Language allows us to learn the science, history and customs of a country over a period of time. Language can record these things both in spoken and written language. These are all linguistic features that have long been derived from Indonesian.

Indonesian is the national language, the unifying language of Indonesia. I learned Indonesian from elementary school, middle school and high school. So, when you graduate from high school, you will learn Indonesian or at least have some knowledge of Indonesian. But in practice, there are still students who are maximizing their Indonesian language skills. In order to preserve, protect, implement, love and utilize the Indonesian nation, the Government of the Republic of Indonesia institutes the Indonesian language as part of its introduction to all levels of society through society. Education system legal education (Sisdiknas).

This is set forth in RI Law 11. 20 Chapter VII 2003 Article 33 Paragraph 1 pertains to the National Education System which states that "Indonesian is the guiding language of the National Education System". As part of the implementation of the National Education System Act, the government has created a national curriculum that describes Indonesian language education programs at all levels of school education in Indonesia.

Indonesian Online Development: During the Covid-19 pandemic, Indonesian language training for high school students was conducted online using Media Zoom Meeting. Indonesian language development activities through Media Zoom Meeting provide spelling materials to students. History of spellings used in Indonesia so far. Spelling itself is the rules governing the symbolization of speech, such as using punctuation marks to include hyphens and combining letters or words into symbols of the language itself. Starting with Spelling VanOphuijsen, who was not well known to Zoom meeting participants, SpellingVanOphuijsen himself spoke about Charles Adriaanvan Ophuijsen of the Netherlands, who loved learning the languages of the various tribes of the Dutch East Indies. He was the first director for SMAN 2 Bukittinggi (1900). Van Ophuijsen was asked to plan Malay spelling using Latin scripts for his lessons.

Van Ophuijsen, along with Engku Nawawi, Soetan Ma`moer, and Muhammad Taib Sutan Ibrahim, created a new spelling to replace the Malay script in 1896. The grammar guide, which became known as the Van Ophuijsen spelling, was officially approved by the colonial government in 1901. He eventually became Professor of Malay Language and Literature at Leaden University (1904). Some of the advantages of Van Ophuijsen's spelling are quite impressive compared to the spellings used by Indonesian students today.

Impressive now is the Van Ophuijsen spelling and the current spelling. The character /y/ is written inside the character /j/. An example is the word [love] that goes with the word [president]. In the word [jakin], there is also the word [faith]. These two words are just some of the words used in Van Ophuijsen's spelling that have never been used by the students of this millennium and are known only through history.

THEORETICAL BASIS

If you write /u/ in /oe/, you can easily understand the name of Indonesia's first president, Ir. Sukarno, his name is written as [Sukarno] in the text, but the pronunciation is [Sukarno]. There are also examples using the word "common". VanOphuijsen is pronounced [oemoem] with a [common] pronunciation. Professor Van Ophuijsen's spelling Republic spelling, or commonly known as the Soewandi spelling. name. RM Soewandi Notokoesoemo was the Minister of Education, Education and Culture of the Republic of Indonesia from 1955 to 1956 in the Burhanuddinharahap Cabinet.

In December 1936 he graduated as a civil engineer from the Technische Hoogeschool te Bandung (now ITB). In 1947, to supplement and simplify Van Ophuijsen's spelling system, Kelvin developed a new spelling previously known as the Republic Mantra. The /oe/ character combination used previously is changed to the /u/ character. [Pendodog] in the previous spelling has been changed to [Population]. After the spelling of Republic was changed to Melindo, Katamelindo is a Malay-Indonesian abbreviation. The spelling was edited in 1959 by Syed Nasir bin Ismail, who joined the Malay-Indonesian Cooperation Commission with Slamet Muljana of Indonesia and the Federation of Malaya (Malaysia).

The difference between Melindo's spelling and the previous two is the spelling combination where the letter /tj/ is replaced by the letter /c/. [Chinta] is an anagram of Melindo, which means [love]. Students passed this spelling. He studied EyD (Enhanced Spelling) in elementary, middle and high school. With this mantra, all students in Zoom meetings learn this mantra at the elementary, middle, and high school level. Full spelling history (EyD) was introduced on August 17, 1972 by President Suharto of Indonesia. According to Ordinance No. 57 of 1972, its use is determined by the Ordinance of the Ministry of Education, Culture, Sports, Science and Technology. Introduced on 27 August 1975 No.0196/U/1975. This notation preserves the /q/ and /x/ characters used in science. Examples include Quadrant, Xenom, and Xylography. One of the most frequent abuses by students, especially students, when coaching in these Zoom meetings is the use of the preposition "di" and the trailing "-di". The spelling of the preposition "di" must be separated from the word that follows it, but the use of the suffix "-di" must be combined with the word that follows. For example, the preposition "di" [house] is an example of writing. The prefix "-di" is

[read].

RESEARCH METHODS

The method used in this research is Classroom Action Research (CAR), which focuses on classroom situations, or commonly known as classroom action research, the procedure used is in the form of a cycle. Ward (Wardhani, 2013) classroom action research is research conducted by teachers in their own classes through self-reflection, with the aim of improving their performance as teachers, so that student learning outcomes increase. In this PTK the researcher used the Jhon Elliot model so that each cycle consisted of four main activities namely: planning, acting, observing, and reflecting.

RESULTS AND DISCUSSION

Results

Developing Indonesian Language through Social Media: Social media is booming in all spheres including students and almost everyone has a social media account including Instagram, Tik Tok, Facebook and more. The role of social media in implementing Indonesian language development during the Covid-19 pandemic has been very broad and very useful as face-to-face meetings were not required. Materials posted on social media are packaged in the most attractive way to cater to millennials. Social media used in this training focuses on Instagram and TikTok.

The content shared on the Instagram social media is an evolution of the Indonesian language, focusing on standard word pamphlets and their equivalents. In general, Indonesian language development through social media can affect all levels of society, especially Indonesian language development participants, i.e. Indramayu students.



Daily Mandarin content is uploaded to Ebasi's Instagram Media (Indonesian Education). The

words that become the contents of coaching use words that are frequently encountered or used in everyday life. As an example of such a standard language, KBBI uses a non-standard language [sate]. It is a non-standard word for satay, which is a small piece of meat on a skewer, seasoned with peanuts or soy sauce, and grilled.

A word often used in the broader community or mosque is the non-standard form of mosque, house or building where Muslims pray. Apart from the standard words uploaded on the Instagram social media, the focus of this content is the equivalent words which aims to give the general public an overview of one of the developments of the Indonesian language. It is intended to ensure that Indonesian speakers use Indonesian more often than foreign languages with the same word content. One of the rich content uploaded to the Instagram account is:



This equivalent word is an example of how the word [snack] is used as "snack" in English dictionaries. This word is commonly used by speakers of the language when conferences and conferences are held in government agencies or outside government. Most student activities outside of Indonesian language learning programs and literature education use the word [snack], but in Indonesia it is equivalent to [kunyah] or KBBI, meaning an after-meal snack. Apart from the snack SNS Instagram, this training uses the SNS TikTok.

Discussion

The content you use is not very different from the content provided by Instagram Media. The

difference is only in the presentation. Instagram media creates standard language content in image format, and Tik Tok media creates standard language content in ± 1 minute video format. As a result of coaching through Instagram and TikTok SNS, positive responses came from Indonesian training participants. You can gain many new insights from your uploads. Results of uploads via Instagram and TikTok may be targeted by parties speaking appropriate and correct Indonesian language under the applicable PUEBI.

An application of deep learning is also planned, although it would need a recording of a much larger spoken material volume, and this, in turn, entails big effort required for its annotation. Finally, making the annotating process along with feature space extraction automatic would also need approaches used in big data analytics. As described by Stefanowski et al. (2017), deep neural networks may help in automating tasks such as feature space construction, as this becomes an inherent part of the training process.

However, this is true from the big data perspective: in the case of a classical approach to automatic speech recognition (ASR), instead of performing feature extraction, it is possible to use 2D feature spaces derived from signal spectrograms. In this way the data representation grows considerably and it makes it possible to use a 2D feature representation along with convolutional neural networks (CNNs) in the speech/allophone automatic recognition process (Korvel et al., 2019). We will work on these issues in the future.

CONCLUSIONS AND RECOMMENDATIONS

By providing most of the material on the history of Indonesian development to the students who are the sample of this research, we will provide an understanding of the proper and correct use of the Indonesian language. By uploading content from Instagram and TikTok, you can provide oral and written instructions to students on how to use correct and correct Indonesian in accordance with PUEBI language rules.

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