

Communicative Approach Over Text-Based Indonesian Language Textbooks

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Abstract—This study aims to describe and implement the form of communicative competence in teaching Indonesian. This research is qualitative research with descriptive method. The focus of this research is the form of communicative competence in Indonesian textbooks. Class X Book of Revised Edition 2013 Curriculum issued by the Ministry of Education and Culture of the Republic of Indonesia. The results of the study indicate that there is a reading text or discourse presented in textbooks that can form the communicative competence of students. There are 37 reading topics from the eight forms of book studied, namely the version of the report on observations, expositions, anecdotes, folklore, negotiations, debates, biographies, and poetry texts. There are several forms of communicative competencies found, namely grammatical skills that show the existence of a text that contains mastery of the language code achieved by students which include knowledge of sentence structure, word form, vocabulary, speech, and spelling. Discourse competence shows texts that present solid, complete words, sentences, and paragraphs so that students can combine the main points of mind into one unit that is integrated and coherent, cohesive and coherent.

Keywords— *communicative approach, textbooks, text.*

I. INTRODUCTION

Learning a language is mostly learning to communicate [1]–[5]. Therefore, Indonesian language learning is directed to improve students' ability to communicate. Language learning as a communication tool will attract students' interest because their need to communicate with others urge students. In fulfilling or improving the skill of using language as a communication tool, it is not only the teacher who can be responsible for the communicative needs of students but the facilities and infrastructure, as well as other supporting tools, can also influence the success of Indonesian language learning.

Learning Indonesian requires learning tools, one of them are student books [1], [6]–[9]. Student books used in the 2013 curriculum place text as its main component. The text presented must pay attention to the language needs of high school students as supporting language demands. If it is linked between text and communication, then the text presented must also consider students' language interests.

Meanwhile, the 2013 curriculum is a government policy that emphasizes the concept of competency-based curriculum. This is a concept that emphasizes the development of the ability to do (competence) tasks with

certain performance standards so that the results can be felt by students, in the form of mastery of a particular set of competencies. This curriculum is directed to develop knowledge, understanding, abilities, values, attitudes, and interests of students so that they can do something in the form of skills, accuracy, and success with full responsibility.

Language learning using a communicative approach is certainly in line with the 2013 curriculum. This communicative approach is oriented to language function as a communication tool. The learning objectives are to develop communicative competencies which include grammatical, sociolinguistic, discourse and strategic skills. Communicative competence refers to our ability to use language for social and communicative interactions, namely knowing when the right time to open a conversation and how, what topics are appropriate for a particular speech situation or event, what form of designation should be used, to whom and in what circumstances, and how to convey, interpret and respond to actions said. To achieve the competencies to be made through learning, students need to take the experience and practice and seek certain information. One effective tool to achieve these competencies is through the use of textbooks. Because, the experiences and exercises that need to be taken and the information that needs to be sought, as well as about how to go and look for them, are presented in a programmed textbook.

From the description, it is clear that the existence of textbooks is very functional both for the smooth management of class, for teachers and students because the teaching method presents reading texts or discourses that can form communicative competence of students. Based on this explanation, it can be concluded that the role of textbooks in realizing the communicative competence of students greatly influences the needs of students, especially communicative needs so that researchers are interested in reviewing the textbook.

This study will examine the text that forms communicative competencies contained in the text of Indonesian class X textbooks. In addition, this study will look at the implications of these forms of communicative competence in teaching Indonesian in high school, especially in class X of high school in the city of Makassar. Text reading that is in direct contact with students can certainly be a medium in developing communicative competencies so that students can imply communicative

competencies in daily life. This is what underlies the importance of knowing the form of communicative competencies contained in Indonesian language textbooks because by reading the text that is presented will help students get to identify themselves, their culture, and the culture of others, express ideas, and feelings, participate in communities that use the language, and find the analytical and imaginative abilities that exist in him and find themselves positive things that can be applied in everyday life.

This study includes new research that is feasible. To further reveal in detail and comprehensively the forms of communicative competence in the text contained in Indonesian textbooks. Therefore it is necessary to conduct explorative and explanatory studies. Given that communicative competence to the students can make them as human beings who are able to master the world because with language skills, they can become a more valuable one.

II. RESEARCH METHODS

This research is qualitative research with descriptive method. The focus of this research is the form of communicative competence in Indonesian class X textbooks and their implications in teaching Indonesian. The design of this research is descriptive qualitative, meaning that the researcher describes qualitatively the data found. As a first step, researchers determine or formulate research problems, conduct literature studies, provide operational definitions of terms, report research results, and conclude. The data in this study are in the form of words, phrases, sentences, and paragraphs contained in the reading texts or discourses presented in textbooks, while the data sources of this study are Class X Indonesian textbooks published by the Republic of Indonesia Ministry of Education and Culture 2016 Revised Edition of 2013 Curriculum. In this study, researchers act as key instruments. Data collection techniques in this study are to study documents and literature by looking for vague references or supporting data. The data analysis model used in this study adopted an interactive data analysis model proposed [10].

Interactive data analysis consists of four activities: data collection, data education, data presentation, and conclusion drawing. This study uses three data validity checking techniques, namely (1) observation persistence, (2) referral adequacy, and (3) triangulation.

III. RESULTS AND DISCUSSION

A. Grammatical competence

Grammatical competence is an aspect of communication competence, which includes lexical, morphological rules, syntax, semantics, grammatical sentences, and phonology [11]. Mastery of linguistic rules, both verbal and non-verbal such as phonology, orthography, writing vocabulary, word formation, and sentence formation. This is what Chomsky

meant by linguistic competence, namely knowledge of grammar and having sufficient ability to use it in communication. However, according to Savignon, the emphasis is not on the knowledge of the language rules but on the use of the rules. Thus, students' communicative competencies are measured by their ability to produce expressions that are correct according to rules, not their ability to memorize rules.

Based on the results of the study of 8 texts, the text reports the results of observation, exposition, anecdotes, folklore, negotiations, debates, biographies, and poetry texts. There are several forms of communicative competencies found, namely grammatical competencies that show the existence of a text that contains mastery of the language code achieved by students which include knowledge of sentence structure, word form, vocabulary, speech, and spelling. Text that can form grammatical competence can be seen in the text "D'Topeng is one of the tourist attractions located in Batu City, East Java. D'Tengeng existence cannot be separated from Museum Angkut because these two places are in the same place. These attractions are often ... (BT. LHO Text "D'Top Museum Angkut" Page 16-17). The text presented using words, sentences, paragraphs, and discourses that are good and true or according to language rules. Text in reading or discourse uses terms that are easily understood by students. In the text presented using words that are easily known to students. Texts that are presented using language that is straightforward (as is), not convoluted, only include basic, important, and necessary material translation. The accuracy of the Sentence Structure, the text uses the sentence used to represent the content of the message and the information to be conveyed while still following the Indonesian sentence.

In addition, found Communicative forms, reading texts or discourses using communicative language so that it is easily understood and understood by students, messages or information are conveyed in an interesting and common language in Indonesian written communication. Excerpts showing the text include: "... then what about those who have already become drug users? Do not give up. Immediately repent, stop taking it, following rehabilitation, decide everything that allows us to reconnect with bookies and drug users. (BT. Exposition Text "The Dangers of Drugs for the Younger Generation" Page 55).

Dialogically, the text uses language that can motivate students, the language used evokes a sense of pleasure when students read it and encourage them to enjoy reading it thoroughly. The text can be seen as: Once, a king named East Lenk presented Nasruddin a donkey. Nasruddin accepted it gladly. However, Timur Lenk gave the conditions, so that Nasruddin would teach the donkey first to read. Timur Lenk gave Nasruddin two weeks from now. (BT. Anecdotal Text "How to read books" p.82) Interactive, reading texts use language that can encourage students to think critically, the language used can stimulate students to question things further and find answers independently. Texts are found such as: The President asked the old cake-selling mother. "How long has the cake been?" It's been almost 30 years. Where is the mother, why doesn't anyone

help? My child is 4. The first is at the KPK, the second is at the Regional Police, the third is at the Prosecutor's Office, the fourth is at the Regional Police, so they are very busy, sir. The President then shook his head in awe. Although only selling cakes, this mother can make her children successful and honest, not corrupt because if they are corrupt, surely the life of this mother is already prosperous and living in a luxurious house. What are the children's positions in the Regional Police, KPK, Attorney General's Office and the DPR? "Same ... selling cakes too." (BT. Anecdotal Text "Profession of Cake-Selling Children" p. 88)

Straightforward, the text that is presented using a language that is straightforward (as is), not convoluted, only lists the basic, important, and necessary material. Can be found in the text quotation, the following: "Puppet mask is played by people who use masks. The puppet is played with gamelan and dance accompaniment. (BT. Report Text of Observation Result of "Puppet" p. 10).

B. Discourse Competence

Discourse competence is the ability to provide interpretations on the topic of paragraphs, chapters or books by using the integration of structure and the relationship of meanings or in other words discourse competence namely the ability to interpret a series of sentences or expressions in order to build integrity and meaning and the integration of text in accordance with the context.

The results of the study show that the texts that form discourse competencies include: Topics, topics presented are easily understood by students and up to date. Among them are "Preserving the Value of Local Wisdom through Folklore" (BT. Text of Folklore, p. 105). Next, Cohesion. Text in readings or discourses uses an inter-fetish or inter-paragraph type of words or phrases so that they are solid and complete. One of them is a quote from the text, "Changes can prevent and minimize the greater effect. So, a reconciliation attitude from the human side can enable him to make changes for the sake of convenience in the midst of his environment. (BT. Exposition, p. 60). The word "finished" is a form of conjunction that shows a conclusion. This word can form conceptual clutter so that the text includes understanding how specific examples of the use of language are internally built. The competency discourse also involves understanding how the text relates to the context or situation used. The forms of wrestling in the text found were Summons: besides, besides that. Order: then, then, then, so on, then, finally, next, after that, after that, after that, after that. Cause and effect: therefore, therefore, therefore, because of that, the consequences. Time: at that time, meanwhile, then, while doing so, before that, before that before, since then, since then, at that time. Assumption: if so, if so. Conclusion: so, so, in short, the point. Way: that way, thus, in this way. Warming: even, in fact, moreover, additionally. Comparison: than that, than that, compared to that. Qualification: no doubt, it's no wonder, that's how it is, that's right. Equation: according to that, along with that, in line with that. The last is contradiction: however, however, even so, even so, even so, even so, on the contrary, even though,

even so, in the meantime. The text which states the wrestling are: Until now, the Inner Bedouin tribe did not know the culture of reading and writing. All they know, is the Hanacaraka script (Sundanese script). (BT. LHO text, p. 24). That is, nature is seen as a mother from which humans can obtain life. Therefore, the act of damaging the environment has indirectly damaged life itself. (BT. Exposition Text, p. 61.) Change to prevent and minimize the greater effect. So, a reconciliation attitude from the human side can enable him to make changes for the sake of convenience in the midst of his environment. (BT. Exposition, p. 60).

Furthermore, a form of coherence was also found. Text in reading forms ideas, ideas that are neatly integrated and become logical strands so that the meaning in the text is easily understood by students. A quote is a form of coherence. "The last thing that fills this museum is an ancient item that is still considered high artistic value or commonly called an antic item. Antiques such as jars, antique chairs, soul cushions, currency in the days of the kingdoms, and other objects can be found in Mesum D'Topeng. (BT. LHO text, p. 17). the quote above presents one main idea, namely objects that fill the museum are ancient or antique items. Thus the coherence of the sentence has been fulfilled. Therefore, the main requirements of discourse or textuality are both concepts of cohesion. Understanding of Cohesion is Integration of Forms while Coherence is a Composition of Meanings. Cohesive text or discourse means that every element of birth is internally integrated into the unit of text. Strictly speaking, every component of the text is born, for example, the actual word that is heard or read, connected to each other in a series. Elements of the birth component must be interdependent. So, the presence of one is in harmony with the presence of others, both in form and distribution

C. Sociolinguistic competence

Sociolinguistic competence is the ability to use the right language in different contexts. Sociolinguistic competence significantly overlaps with discourse competence because it has to do with expressing, interpreting and negotiating the meaning derived according to cultural norms and expectations.

Based on the results of the study in this study found text that uses words or sentences that contain character values such as the ability to be polite, friendly and honest. Found among them in the quote "Efforts to avoid the danger of drug abuse can at least be done in three ways. First, from yourself. That is, each of us fortifies the possibility of becoming a drug addict. This can be done by cleverly choosing friends to hang out with. Second, by increasing faith and devotion to God while asking that we avoid the dangers of alcohol abuse and drugs. By obeying God's commands and keeping away from God's prohibition. (BT. Exposition Text, p. 55). These quotes in reading or discourse give (moral) teachings about the truth.

D. Strategy Competency

Strategic Competency is the ability to compensate for lack of ability in one of the other regions. Everyone has several levels of strategic competence in any language. Text shows how informants convey messages or information to listeners. For example: Greet people who have not and already know, introduce themselves and others, invite others to do something, express gratitude, and apologize. The results of the study show that there is a form of communicative competence in the text as found in the text: Buyer: "What is the price of a kilo of mango, Bang?" Seller: "Thirty thousand, ma'am. Cheap. "Buyer:" May it be less,? "Seller:" You can't, Ma'am. It's a good stuff, you know. The Banana is ripe one. "Buyer:" Yes, Bang, but the price may be less right? It's the season of Banana, Bang. Twenty thousand huh? "... (BT. Text Negotiations, pp. 151-152). In the quote above, the text presented shows how to communicate effectively and efficiently in accordance with applicable ethics both verbally and in writing.

Second, found the text shows how to understand Indonesian and use it appropriately and creatively for various purposes. Among them are in the text of Edy's conversation: "Please sit, Mr. and Mrs. Good morning. May I know where you come from? "Village Chief:" I am Arifin, sir. Prosperous Village Head. This is Holy Mother, secretary of the village, and another one is Pak Rahmat, one of the community leaders appointed to represent our villagers. "Edy:" Thank you for your visit to my office. With pleasure, as a director I will listen to the aspirations of the people for the common good. "... (BT. Text Negotiation, pp. 165-166).

Third, also found a text that shows how to use Indonesian language to improve intellectual abilities and emotional and social maturity. The text was found in the text of the negotiation, namely the Village Head: "If so, as the village head, I will help you find a new land that is not too far from the source of extraction." ... Village Head: "Thank you for this cooperation" Edy : "I also thank you because the Lurah succeeded in stopping the demonstration. "Thank you sir." (BT. Negotiation, p. 166).

Finally, also found a text that shows how to enjoy and utilize literary works to broaden horizons, refine manners, and improve knowledge and language skills. The text shows how to appreciate and boast Indonesian literature as a cultural and intellectual treasure of Indonesian people. "When the Hands and Feet Say" Lyrics: Taufik Ismail Song: Chrisye Will Come Days Key Mouth Words will no longer come A time of no sound From our mouths Saying ... Please gift to us Your humble servant (BT. Literary Text / Poetry, pp. 256-257).

Based on the four forms of communicative competence found in the revised Indonesian edition of the 2013 Curriculum edition textbooks, the most dominant communicative competencies presented are strategic competence and grammatical competence.

E. Implications of Communicative Competencies in Indonesian Language Teaching

In the realm of language learning, the main building pillars are the accuracy of learning materials, learning approaches, learning methods, learning techniques, learning strategies, learning media, and evaluation of learning designed by the teacher based on suitability needs. All of them are bound in a document commonly referred to as the curriculum

The 2013 curriculum is a reference in the preparation of learning tools. Among them are textbooks that are distributed universally to each school. Based on observations in several schools in the city of Makassar shows that the textbook published by the Ministry of Education and Culture Revised 2013 Curriculum is available in each library.

Based on the results of the study showed that the implementation of communicative competency forms in Indonesian language learning in class X high school students in the city of Makassar, the teacher had applied the communicative approach appropriately in Indonesian language learning with an emphasis on student activities. The role of the teacher as a facilitator, who only explains the lesson if needed. Students are given the freedom to explore the material themselves by referring to the principles of the communicative approach, namely: (1) the material consists of language as a means of communication, (2) the design of the material must emphasize the teaching and learning process, not the subject, and (3) the material must encourage students to communicate naturally. So learning activities are carried out interactively, inspiratively, fun, challenging, motivating students to actively participate, as well as providing sufficient space for the initiative, creativity, and independence by the talents, interests, and physical and psychological development of students. The teacher carries out his duties supported by pedagogic competence, which is one of the requirements to be able to be said by a teacher to be professional.

This competence is the ability for a teacher to manage student learning which includes an understanding of students, designing, implementing learning, evaluating learning outcomes, and developing students to actualize their various potentials.

However, the efforts made by the teacher in providing opportunities for students to communicate are mostly dominated by students who dare to opinion so that students who are less brave remain silent as listeners. The teacher experienced obstacles based on the results of the interview as follows: (1) students still seemed shy in expressing their opinions, lacking in storytelling / speaking and the sentence structure was not yet coherent, (2) many Indonesian languages were used which were not in accordance with the rules, (3) looking for material that is suitable for all students and which interests them, and (4) requires more time in application in the classroom, while the material to be achieved is a lot. In students who are taught using a communicative approach, students are able to speak for various communication purposes.

Language skills in question are the ability to listen, speak, read, and write. Learning is carried out in an integrated manner and supports each other. With regard to the obstacles experienced by teachers, it is suggested that teachers should continue to motivate students to be more courageous in communicating with the existing learning groups so that their members are not too many (at least four people), choosing one student who has more abilities as a responsible leader towards the group so that there is control among students, and all students will take and get a share equally in carrying out activities that motivate communicative competencies so as to minimize the presence of fear feelings, shame to speak and so on. While on the road the teacher can hold a language ticket slowly, but what is more important is to give the students the opportunity to express their ideas.

To see the implementation of students' communicative competencies, the teacher asks students to understand the entire set of texts presented in the textbook. The text presented is in accordance with the material presented by the teacher. The material can be obtained by telling students to tell stories both verbally and in writing. Student communication activities are adapted to what is related to the material or text in Indonesian textbooks, for example about the problems of sentences in work instructions, correspondence so that students are motivated to develop their communicative abilities. Thus, the text presented in textbooks can shape students' communicative competencies, namely grammatical competencies, sociolinguistics, discourses, and strategic competencies. The forms of student communication competency can be seen in each student learning activity. This shows that the text contained in textbooks can form students' communicative competencies so that students can obtain better learning outcomes, both learning achievement and ability to think actively and creatively in learning and able to imply in everyday life.

The form of communicative competencies found, namely grammatical competency, shows the existence of a text that contains mastery of linguistic codes achieved by students which include knowledge of sentence structure rules, word form, vocabulary, speech, and spelling. Book presented using words, sentences, paragraphs, and discourses that are good and true or according to language rules. Text in reading or discourse uses terms that are easily understood by students. In the text presented using words that are easily known to students. Text in the form of questions, orders, introductions, and assignments using spelling is standard and easily understood by students.

Findings on sociolinguistic competency data, namely themes are always related to the problems of life and humanity and are universal. The text presented using words or sentences that contain character values such as the ability to be polite, friendly and honest. Text in reading or discourse gives (moral) teachings of truth. The text presented forms the ability of cultural or cultural knowledge. The text presented has educational, polite, ethical, and aesthetic values in accordance with the level of age development. Text in readings or discourses can help students get to know themselves, their culture, and the

culture of others, express ideas and feelings, participate in a society that uses that language and find the analytical and imaginative abilities that are in them.

Findings on discourse competency data are the topics presented that are easily understood by students and up to date. Furthermore, the existence of Cohesion or Demand Concepts. Text in reading or discourse uses the type of word or phrase connecting between sentences or between paragraphs so that they are solid and complete. Also, there is coherence. Text in reading forms ideas, ideas that are neatly integrated and become logical strands so that the meaning of the text is easily understood by students.

Meanwhile, the form of strategic competence in the data found in the text presented shows how to communicate effectively and efficiently in accordance with applicable ethics both verbally and in writing. The text shows how to appreciate and be proud to use Indonesian as the language of unity and language of the State. Shows how informants convey messages or information to listeners. The text shows how to understand Indonesian and use it appropriately and creatively for various purposes. The text shows how to use Indonesian to improve intellectual abilities and emotional and social maturity. The text shows how to enjoy and utilize literary works to broaden horizons, refine manners, and improve knowledge and language skills. The text shows how to appreciate and boast Indonesian literature as a cultural and intellectual treasure of Indonesian people.

Thus, the text presented in textbooks can shape students' communicative competencies, namely grammatical competencies, sociolinguistics, discourses, and strategic competencies. The forms of student communication competency can be seen in each student learning activity. The implementation of the text containing the form of communicative competence has been carried out by the teacher based on direct observation to the class. This is clearly illustrated in the learning steps in the introduction, core, and concluding activities. The core activity is a learning process to achieve KD. Learning activities are carried out in an active, inspiring, fun, challenging, motivating way for active participation, as well as providing adequate space for the initiative, creativity, and independence in accordance with their talents, interests, and physical development and psychology. This activity is carried out systematically and systemically through the process of exploration, elaboration, and confirmation.

IV. CONCLUSION

The conclusion of this study is the form of communicative competencies found, namely grammatical competence: indicates the existence of a text that contains mastery of language codes achieved by students which include knowledge of sentence structure, word form, vocabulary, speech, and spelling. Discourse competence shows texts that present solid, complete words, sentences, and paragraphs so that students are able to combine the main points of mind into one unit that is integrated and coherent, cohesive and coherent. Sociolinguistic competence shows

the existence of texts that use words or sentences that emphasize character values, using the level of grammatical forms that are used or understood fairly achieved by students in various contexts and situations to express the function of language, persuasion, explanation, commands, which are always associated with various language. Strategy Competence shows the existence of a text that presents forms of verbal and nonverbal strategies to communicate with other speech engagements so that students are able to use all elements of language competence.

Thus the results of the study indicate findings in the form of the first communicative competencies, grammatical competencies contained in Indonesian class X textbooks, among others: (a) Serviceability, (b) Accuracy of structure, (c) Communicative, (d) Dialogue, (e) Interactive, (f) Usage of standard spelling, and (g) Use of simple terms. Second, discourse competence is found: (a) actual topics, (b) use of cohesion, (c) use of coherence. Third, sociolinguistic competencies: (a) universal themes, (b) Use of character values, (c) Ability of cultural knowledge, (d) Use of educational values, and (e) analytical and imaginative. Fourth, strategy competencies: (a) effective and efficient way of communicating, (b) How the informant delivered the message, (c) how to appreciate and be proud of using Indonesian, (d) using the language appropriately and creatively, (e) how to use the work literature, and (f) ways to appreciate and boast literature.

The implementation of communicative forms in Indonesian language learning has been implemented by Indonesian language teachers based on the material presented. The texts studied can form grammatical competencies, sociolinguistics, discourses, and strategies. This is seen in every classroom learning activity. The ability of students' language skills namely speaking, reading, writing and listening skills is a form of communicative competence achieved by students through the text contained in Indonesian class X textbooks, the 2013 revised curriculum edition book.

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