



JOURNAL OF ARTS AND EDUCATION

Journal of Innovation and Technology in the Spheres
of Science, Humanities, and Education



Published by Faculty of Arts and Education
Universitas Teknokrat Indonesia

Journal of Arts and Education

Journal of Arts and Education is a double-blind peer-reviewed journal published in Indonesia by the Faculty of Arts and Education, Universitas Teknokrat Indonesia. This journal aims to facilitate and promote the dissemination of scholarly information on research and development in the field of linguistics, literature, and education. The articles published in this journal can be the result of research, conceptual thinking, ideas, innovations, best practices, and book reviews.

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Published by
Fakultas Sastra dan Ilmu Pendidikan
UNIVERSITAS TEKNOKRAT INDONESIA
 Bandar Lampung

Journal of Arts and Education	Volume 3	Number 1	January	2023	Page 1 - 102
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Situational Archetype Analysis On Main Characters In Nikolaj Arcel's The Dark Tower Film

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Abstract

This study explores the study of situational archetypes and has the objective to investigate how situational archetypes are described in the main characters in The Dark Tower film. In literary work, the situational archetype is defined as the image or the character that the readers want to pursue. Situational archetypes have the function to build the character by appearing the certain condition and the situation that the main characters face in the film. By using the situational archetype, it will be explained the detail why the character may do the quest.

The objectives of this study are to find situational archetype on main characters in Nicolaj Arcel's The Dark Tower film and how do the situational archetypes build the main character in The Dark Tower film. This study is typical library research with descriptive qualitative method. This study used archetype theory by Carl Gustav Jung (1942), Hero archetype by Joseph Campbell (2004), and also movie analysis.

The results reveal that there are seven types of situational archetypes find in The Dark Tower film. This results consist of the Departure, the Initiation, and The Return. The departure describes how the characters introduced as they are presented with and prepare for their journey. There is often a rite of passage or quest in which the hero must prove or in order to achieve their certain goals. It can be seen that the task in the film increase and the character may finish several tasks through the journey. While the character have the journey, the character will face the unpleasent life and pleasent life.

Keywords: archetype study, situational archetype, the dark tower film

Introduction

Literary works are defined as imaginative or fictitious works that describe conditions or situations related to human life (Tirtaningtias & Setiawan, 2021). In creating literary works, human use imagination to express power of human thought or wishful thinking. Not only using the imagination but literary works also view the reality of human life that the authors desire to portray (Pradopo, 2003). It can be the portrayal of society, politics, or even psychology that become the issue and the topic in literary work and it can give the impact and influence the readers' life by looking the real version of those certain issues (Fithratullah, 2021). Literary works are divided into two types; written and spoken works (Samanik & Lianasari, 2016). Written works are defined as literary works that we can read and they are in the form of printed or based on the paper such as novel, poetry, short story and others. In the other hand, spoken works are defined as literary works that we can hear and see the action directly, for instance, drama, film and others. Literary works contain many elements such as plot, character, characterization, theme and other. Those elements exist in order to translate the certain issue that the authors desire to convey through the literary work itself (Amelia, 2019).

It has been explained before that literary works have elements such as plot, character, characterization, theme and others however the writer is going to take the character as the topic in this study. Character is defined as the participant in the story (Lapandja & Usman, 2016). Character can be defined as the person who has certain personality and action that can make us to understand deeper about the literary works. It can be also said that character has his own archetype. Archetype has the meaning as "original model" or "pattern" in (Cuddon, 1998). Archetype can be translated as the character, behavioural or symbol pattern that usually used by the author. The archetype itself is developed by the psychoanalyst named Carl Gustav Jung in his book entitled "Archetype and The Collective Unconsciousness". Archetype was discovered when Jung found the similarities among myths or fictions all over the world especially for the story that tells about hero such as the same plot or same characterization. It can be seen from the character of Harry Potter. In Harry Potter film, Harry Potter had the role as the "Hero" and he also had the role as the main character. It can be seen that Harry was protagonist. He faced a lot of dangers and he always tried to protect other people without concerning himself. Beside of that hero has the role to change the fate and tried to create the piece in the world by attacking against villain.

In the same case, there are various films which put the "Hero" as their character such as Harry Potter, King Arthur, Percy Jackson and The Olympians and other films however the writer is interested in analyzing The Dark Tower film by Nikolaj Arcel. The Dark Tower is a film adaptation of the novel series by Stephen King. Originally, this novel contained eight series. Nikolaj Arcel packaged the eight novel series into one film, which had now aired in 2017. Nikolaj Arcel's The Dark Tower is a free adaptation of the novel by King. Therefore, he gave a lot of different touches to the film.

The Dark Tower came with the sci-fi fantasy adventure genre experienced by Jake Chamber. The changes that had occurred in Jake worried his mother. However, his mother did not care about Jake's nightmares that often disturbed his sleep. His mother believed that Jake needed the help of a psychiatrist to deal with his mental problems. However, he did not know that Jake often dreamed of entering another world and seeing a tall black tower. The tower was like supporting this universe. Then, there were children playing on the grass. They were watched over by strange looking adults who had stripes behind their ears. The children would gather when the siren sounded. The child's thoughts were 'squeezed out' and collected as ammunition to destroy the towering black tower. If the tower were to be destroyed, then the entire universe would be destroyed and the life in it would be lost. Over time, Jake felt that the world he saw in his dreams was real and he was being targeted by people from there. There, Jake met Roland. Roland was the last gunslinger mandated to protect the tower and its people from the destruction caused by the evil wizard Walter Padick who wanted to destroy the tower. After meeting Roland, Jake had realized that he had a power called shine that could make him connected with his own world and Roland's world. Together with Jake, Roland became stronger to defeat the wizards.

This study argues that "Jake Chamber" the main character of the story and his partner "Roland" represented the archetype of the hero. Characters in literature who are considered heroes can only become archetypal heroes by completing a pattern of events either predetermined or defined by the hero. Carl Gustav Jung's theory explains the processes or events that occur in characters. Archetype in this study can become a tool to prove the main model of the main character journey story by representing the part of situational archetype

Method

Based on the objective of the study to analyze the Situational Archetypes presented by the main character in The Dark Tower film and to discover how the Situational Archetypes build the main character in The Dark Tower film. This study is going to use descriptive qualitative method since the data were analyzed in the form of words and sentences (Habibah & Nurmaily, 2020). According to (Vickie A & Clinton E, 2012, p. 256), a descriptive qualitative research approach is a very useful approach when researchers want to know, about events, who is involved, what is involved, and where things happen. Vickie and Clinton stated that a descriptive qualitative research approach will be focused on finding the nature of the particular event under study. In addition, descriptive qualitative method describes the content analysis in a detail message or a particular text (Mahendra & Amelia, 2020). Thus, the writer chose descriptive qualitative research since it was the most suitable method of research design to obtain detailed description on how situational archetype is represented in The Dark Tower film.

In descriptive qualitative research, the data consist of texts including narrations and dialogues (Kardiansyah, 2018). Those data describe the situations or events, explain relationships, test hypotheses or make predictions (Habibah & Nurmaily, 2020). The data would be collected and analyzed from data source (Mertania & Amelia, 2020). In this study, the data source was taken from The Dark Tower film and were synthesized with situational archetypes theory in order to define the significant points (Samanik & Lianasari, 2016). In analyzing this study, the writer used two kinds of data such as primary data and secondary data. The primary data was the narratives and dialogues from The Dark Tower film. Meanwhile, the secondary data was from the internet, articles, books, and thesis as the references to further guidance. The secondary data is defined as the relevant data or relying on existing data already by collected by someone (Igwenagu, 2016).

The data were collected in the form of written, spoken words and picture rather than numbers (Cenita & Nurmaily, 2020; Kuswoyo & Siregar, 2019). The data source of this study was taken from The Dark Tower film that was directed by Nikolaj Arcel. This film was published in 2017. The writer analyzed the film with situational archetypes theory in order to define the significant points in the data source (Samanik & Lianasari, 2016). The supporting data including journal, article and internet sources that believed could support the analysis. The writer collected the data by applying these steps as follow:

- a. Watching the movie repeatedly in order to understand and comprehend the point that relevant to the discussion.
- b. Typing all the annotating, dialogue, motion picture and action tone usually called as the script. The script had the function as the facilitator to collect the data easily for the writer (Pranoto & Afrilita, 2019).
- c. Collecting the data through the minutes of the movie based on the motion picture, dialogue and action tone which relevant to the situational archetype.
- d. Arranging and selecting the data by listing them in order to classify the picture and narration dealing with situational archetype in the film. the writer applied the descriptive analysis and textual technique. The writer used content-analysis to analyze the data. Content-analysis consisted of analyzing the contents of documentary materials such as books, magazines, newspapers and the contents of all other verbal materials which could be either spoken or printed (Kothari, 2004). It was used to find and quantified the presence of specific words, concepts, themes, phrases, characters, or sentences in texts or groups of texts. After collecting the data, the writer listed and sorted the data which would be used for this study. The writer did the analysis as follow:

- a. Interpreting

In this stage some of the comprehensive interpretations were done toward the text, dialogues, characters and action in the movie.

- b. Analyzing

The data will be analyzed through dialogue, pictures, and scenes by the writer (Istiani & Puspita, 2020). The analyzing also focused on the core of the significant based and the symptom based on the selected theories and method by analyzing the movie.

c. Concluding

The researcher concluded and reviewed to the result of the analysis based on the topic discusses.

Findings and Discussion

This chapter focused on the analysis of the data related to situational archetypes that had been collected and analyzed by the writer in order to answer the research questions. This chapter contains the result of the data and discussion.

4.1 The Departure

The departure describes how the characters introduced as they are presented with and prepare for their journey. There is often a rite of passage or quest in which the hero must prove or in order to achieve their certain goals. Sometimes the choice to go is inspired by suffering.

Datum 1



Minute: 00.12.17

Walter : “Stop breathing.”

Roland : “No.”(Roland’s father breathes hard)

Roland : “Breath, please. Fight! Fight!”

Walter : “The magic doesn’t work with you, right Roland?”

Roland : “**Face me! Face me!**”(shoot Walter)

Walter : (Catch the bullet)“Tower will fall, Roland. See you again, old friend.”(**The dark Tower Script, 2017**)

The datum 1 explains the quests of Roland. The first was keeping tower as his family's obligation and the second was killing Walter to take a revenge. Roland was from Eld family who had the duty in keeping the tower from the bad wizard named Walter. Walter tried to kill all the Eld family and there was only Roland's father and Roland left. When Walter knew that Roland's father was weak, he attacked Roland's father with his magic. Unfortunately, Roland saw his father died due to Walter's magic. Roland said to his father to fight Walter's magic but he could not do it. From that incident, Roland would take a revenge to Walter. Roland was sad and depressed since all his family died and he was the only person from Eld family who still lived. Roland really wanted to fight with Walter and shot him with his hand to reduce all his revenge. However, Walter did not want to do since he knew that his magic did not work with Roland. Roland could not be defeated by his magic. Walter needed the time and he was sure to kill Roland too and believed to fall the tower. Walter disappeared and Roland really wanted to look for Walter and faced him to fight.

Datum 2



Minute: 00.06.45

Dr. Hotchkiss : "Let's talk about your dad."

Jake : "Surprise!"

Dr. Hotchkiss : **"When you lost your father, your world fell apart. You have these visions of impending hell on earth... because that's how you feel inside. Even words like darkness and fire, Jake, you are describing the night your father died."**

Jake : "Can't just be about that."

Dr. Hotchkiss : "They are just dreams Jake. They are not real."**(The dark Tower Script, 2017)**

Jake had the bad dream everyday and his mother decided to register Jake to psychiatrist. His mother thought that Jake had bad dream because of his father. His father died for long time ago and it hurt Jake mentally. In other hand, Jake thought that the bad dream was not about his father's death. Jake had the opinion that the dream was the clue for the things that he did not know and he might search about it and reveal the truth about it. Jake hoped that his psychiatrist, Dr. Hotchkiss could understand him however Dr, Hotchkiss only examined Jake based on the medical way where Jake had post-traumatic stress disorder. In this situation, Dr.Hotchkiss explained that Jake felt his world fell apart when he realized his father died and left him. It impacted Jake's mental and emotion. Those made Jake had the sleep disorder so that the bad events were created by his own imagination. In addition, Jake always described his dream related to darkness and fire which also related to the accident when Jake's father died. It could be seen that Jake had the unhealable wound that was difficult to heal.

Datum 3



Minute: 00.07.45

Beggar : **“Watch out. They will take you. They will kidnap you, bring you to other dimension. You’re the special one. The power in your mind, it’s that they want.” (The dark Tower Script, 2017)**

After having the counselling, Jake went home by bus. He was still wandering about his dream. Jake still found the truth and the information that would be able to help him in revealing his dream. Jake was waiting for the bus, Jake saw the fake skin people like he saw in his dream. Jake was shocked with the truth that he saw and did not imagine that the people would be in this world. Then, the beggar called Jake and said that people would take the kid like Jake to another dimension especially Jake since Jake had special power. In this scene, it could be described that Jake faced the facts about the fake skin people to finish his task.

Datum 4



Minute: 00.15.06

Laurie : “What’s wrong?”

Jake : “Mom, it’s them.”

Laurie : “What?”

Jake : “**It’s the skin people from my dream.**”

Laurie : “**Honey, you need to stop this.**”

Jake : “**No, you have to listen to me.**”(The dark Tower Script, 2017)

Jake’s mother, Laurie and Jake’s step father, Lon asked Jake to have the treatment since they assumed that Jake had the disorder. Jake was shocked when he found that the people from the place that he had treatment was the fake skin people. Jake could recognize them by their skin that looked like fake. Jake tried to explain his feeling to his mom. He tried to say that he did not want to follow with those people. However, Laurie felt sad and asked Jake to stop the wild imagination about fake skin people from his dream. Jake did hope his mother could listen him however it was difficult. In this scene, it could be seen Jake did the initiation to escape. He could not express his worry and could not refuse his mother to have his treatment since he wanted to show to his mother that he could be the mature child and did not make the trouble. In the other hand, he handled this problem by escaping himself from the fake skin people.

4.2 The Initiation

The Initiation stage is when the hero crosses the point of no return and overcomes transformative challenges. In the first step of the initiation stage, the protagonist undergoes a series of challenges and tests that will kickstart his transformation into the true hero he is meant to become. Once the hero crosses the threshold into the world of danger, they must be initiated into that world. That means facing a new, staggering danger. It could mean being thrust into a task or challenge in order to join a band of companions. The person or entity helps the hero continue through their journey.

Datum 5



Minute: 00.18.51

(Attack dog, keep out!)

System : "Please input your destination." (Jake tap the button)

System : "One nine, one nine. Mid World."

System : "Mid World. One way destination." (The portal is opened.)

Jake come in through the portal. (The dark Tower Script, 2017)

After escape from the fake skin people, Jake can't come back anymore and he's determined to find out about the secret inside his dream while he was dreaming about the gunslinger and the old house that he assumed that it was gunslinger's house. He had the task to find the gunslinger named Roland. He had found his house and tried to enter the old house. There was the notice 'attack dog, keep out!'. After Jake entered the house, he found the monitor and the portal. The system in the monitor said that Jake might input the destination and he pressed the number button. He inputted the number that he usually saw in his dream, 1919. The number which was inputted by Jake was the destination to Mid World and Jake came in through the portal into Mid World. It could be seen that Jake would not worry the bad things would happen even he came to the new world that he did not know since he thought that he might do it to accomplish his task.

Datum 6



Minute 00.26.30

Roland lowered his gun and put it back

Roland : **“There are no Gunslingers. Not anymore.”**

Jake : “But I saw you.”

Roland : “Your dreams deceived you, boy. Told you what you want to hear.”

Jake : “I came a long way to find you. From another world!”

Roland : “Have a nice trip back.”

Jake : **“Hey. Wait! Dude come on. There was a battlefield, and you were fighting the man in black. And there...”**

Roland tugged at Jake's t-shirt collar. (The dark Tower Script, 2017).

After coming in the strange world. Jake looked for the gunslinger without knowing where he wanted to go. However he could find it even the gunslinger named Roland wanted to shoot him. Jake explained and retold his dream. Roland heard Jake's story which explained about the gunslinger. In this moment, he felt that he had failed to protect his family and it made him said that he was not gunslinger anymore. It could be explained Jake had the journey in knowing that Roland did not admitted himself as the gunslinger. Jake felt confused since he did not know what to do especially in strange place. Jake hoped that Roland would take him so Jake explained more even he mentioned ‘the man in black’ which could attracted Roland.

Roland : **“The Man in Black?”**

Jake : “No, no, no.”

Roland : **“You know him?”**

Jake : “Stop, please, please, please”

Roland : “He sent you. You are one of his tricks.”

Jake : “No, no, no. I don’t know!”

Roland : **“Where is he hiding?! Where is he hiding?!”**

Jake : “I don’t know, I swear! I just- I just saw him in my dreams, like I saw you! Your name is Roland, right? Please.”

Roland released the tug on Jake's t-shirt collar. **(The dark Tower Script, 2017).**

Then, after hearing the word ‘the man in black’, Roland did want to know about the information since he wanted to face with Walter and fought with him. It could be seen that Roland asked several times about Walter such as asking whether Jake knew Walter or not and asking where Walter hid however Jake answered that he did not know much about Walter since he only knew about Walter from his dream. Roland did not hurt Jake since Roland thought that he could get the truth and information about Walter from Jake later.

Datum 7



Minute: 00.47.09

Chief of Tribe : “Long days, present night.”

Roland : “We wish prize will come to you.”

Chief of Tribe : “It’s been a long time I see your kind since I was a young man. To see you and you live here...”

Roland : “Who is the strongest fortune teller here?”

Arra : “It will be me. I’m Arra.”

Roland : **“This boy has the sight of this place. I must know where the location.”(Roland gives the drawing to Arra.)**

Arra : **“The man in black.” (The dark Tower Script, 2017)**

After Roland met with Jake and looked at his drawing, Roland decided to look for Walter since his task was to take a revenge to Walter. Roland did not know Walter's position since Walter hid and Roland needed to find it. Roland had the plan to look for the fortune teller in order to find Walter. Roland and Jake came to the small village and met with the Chief of the tribe there and all the people gathered. The chief of tribe was surprised to see Gunslinger because he never saw gunslinger previously. While the chief was amazed, Roland suddenly asked who the strongest fortune teller was. There was a young lady came and introduced herself as the fortune teller. Then Roland explained that Jake had the sight and drew it and Roland needed to know where the place was. The fortune teller who named Arra predicted it that it was true it was man in black or Walter.

Datum 8



Minute: 00.49.31

Roland : "The drawing. About his drawing."

Arra : "Concentrate. Show your sight to me."

Arra : "Open up, show me. The man in black , accross the dessert."

Roland : **"Tell me. Where is he?"**

Arra : **"Mid Dry Dessert. The distance is for 6 month for travel."**

Roland : "But you can take us there faster."

Arra : "The man in black and his man always track the travel from portal."

Roland : "I need to get there."

Jake : "Portal."

Arra : “We can’t help you although we want it too. The only way to access the teriority is from their bases.”

Roland : “Maybe I will go on foot.”

Jake : “Oh wait. Fake skin, the kidnapped the kids from other world, right? They try to kidnap me from New York it means they have....”

Roland : “They have base there with the portal that can take me to this place.”

Roland : “Send us to Keystone world.”(**The dark Tower Script, 2017**)

Roland was curious with Jake’s drawing since it was the only clue to find Walter. Arra tried to read Jake’s mind to guess where the location of the place in the drawing. Arra felt scared while she saw Jake’s mind since she could see how cruel Walter to the children in order to fall the tower. Beside of that Arra saw the dessert and the big and black building where it was the Walter’s base. From Arra and Jake, Roland knew the the information where Walter was. The location was Mid Dry Dessert and it took 6 months if they went on foot. Roland wanted to arrive there faster and asked whether the villagers could lend the portal to take them there. However, it couldnot be easy since the Walter’s followers could track who the people were using the portal. Then, Jake remembered that there was portal in his world so that Roland just needed to go to the Keystone World first before they went to Mid Dry Dessert.

Datum 9



Minutes : 00.55.29

Roland : “Jake, go find somewhere close to hide, understand?”

Jake : “Yeah.”

The sound of the bell ringing. .”(The dark Tower Script, 2017)

When they were activating the portal, all their plans were almost thwarted by Walter's men, before they activated the portal, Walter's men had attacked several people in the tribe and there was a riot. Rolan tells Jake to hide from Walter's men because their main goal is to catch Jake. After the portal is activated Jake and Rolan rush towards the portal and they manage to go to Keystone World.

Datum 10



Minute: 01.06.02

Jake : “Hey remember me? You said that they take across kids into other dimension. You’re one of them right?”

Beggar : “I lost my shine.”

Jake : “Where did they take you through?”

Beggar : “No, no you have to run.”

Jake : “Do you remember ? Portal? A door? Anything. Please.”

Beggar : “It almost end, it almost end.”

Jake : **“Can you listen to me? Show me.” (Jake used his shine)**

Jake : “Dixie”

Roland : “Jake, they can track the shine, okay!”(The dark Tower Script, 2017)

Jake and Roland had arrived at real earth. Jake was hurry to look for the beggar who met with him after he was having the consultation. Jake found him and forced him to tell everything that he knew about the Walter's world. However, the beggar felt scared and had the hallucination. In other hand, Jake tried to ask the information seriously. The beggar still had hallucination. Jake lost his patience and used his shine to read the beggar's mind so that Jake could see the past time that beggar had. Jake did not have the purpose to hurt the beggar by using his shine. Jake used his shine in order to find the information that he really needed such as the portal through the Walter's base. Then he could find the portal and there was the sign named 'Dixie'. Roland was worried and tried to talk with Jake. Jake managed stopping Jake to use his power since Walter could track them.

Day by day, Jake and Roland arrived at the world where Jake lived in and they had the mission to search more information there. Since it took the long time to look for the informations, Jake asked Roland to come to his house however Jake worried while he found Lon was died.

Datum 11



Minute:01.07.59

Jake : "Mom! Mom!" (Jake began crying)

Roland : "Jake!"

Jake : "No! No! No! No!"

Jake : "No, Mom." No! (crying)

(Jake uses his shine to see the in the past)

Roland : "Jake, no! No, Jake! Don't see it."

Jake : "Mom!"

Roland : "That is that he wants. He tracks you."

- Jake : **“She died.”**
- Roland : “Close your mind.”
- Jake : **“He killed my mom.”**
- Roland : “I know I know.”
- Roland : “Come here” (hug Jake to calm him down)(The dark Tower Script, 2017)

It could be seen that Jake was mature child however Jake also had the fall in his life. It would happen while he lost his father and after that his mother. At that time, Jake was in the Walter’s world to find the gunslinger and to search the information to answer his curiosity. Walter had arrived at Jake’s house and met with his mother and his stepfather. Walter killed them after he asked the questions about Jake and used his power to see the past while Jake drew all the pictures about Walter.

Jake run to his bedroom and found the ash on the floor. He really knew that it was his mom and she was killed by the Walter. In this situation, Jake could not resist his sadness and began crying since he really loved his mother. Roland also worried with Jake and was afraid of something wrong with Jake especially when Jake used his shine to see the past. It was more tragic when Jake saw how Walter killed his mother and changed her into ash. It could be seen that Jake had the fall because his mother died and he felt that he failed to protect his beloved mother.

Datum 12



Minute : 01.10.42

Roland : “When I was younger, I always said gunslinger’s priest. It calms my heart and my mind. It has been a long time I didn’t say it.”

Give the gun to Jake.

They are starting to aim with their gun.

Roland : “I didn’t aim with my hand. He aims with his hand who forget with the face of his father. I aim with my eye.”(Roland shoot the can)

Roland : “I didn’t shoot with my hand. He shoot with his hand who forget with the face of his father. I shoot it with my mind.”(Roland and Jake shoot together)

Roland : “I don’t kill with my gun. He kill with his gun who forget with the face of his father. I kill with my heart.”

Jake : “I kill with my heart.”(shoot the can with Roland)(The dark Tower Script, 2017)

Jake felt sad and cried loudly since he could not lost his mother especially his mother was killed by Walter. Jake could do nothing and he felt that he failed to protect his mother. In this case, Roland could feel the same feeling since Roland lost his father too. It could be seen that Roland taught Jake to do the initiation by saying the gunslinger’s priest. Roland said that he used gunslinger’s priest while he felt down and it could calm down his heart. Roland gave the gun to Jake and mentioned the gunslinger’s priest. After saying the gunslinger’s priest, it could be seen that Jake and Role showed their maturity in facing problem. After facing the problem, Jake finally did not give up and continued his journey to Walter’s headquarters.

Datum 13



Minute: 01.18.25

In datum 13, Jake and Roland was successful to find the place where the portal was. Roland asked Jake to buy the gun in order to prepare everything before he met with Walter. When Jake and Roland came to the place where they could find gun, they met with Walter. Roland asked Jake to escape himself however Jake was kidnapped by Walter's followers. Roland tried to save Jake as Roland promised to him. Roland came through the portal in 'Dixie' where he could find Walter's followers there and they shot him. Roland tried to fight against them even Roland was alone since he thought he was the only one could finish all this fight.

Datum 14



Minute: 01.19.23

Operator : “Something’s wrong. Something’s wrong here. The pressure is low. It’s like...”

Walter : **“He persist back.”**

Walk to Jake’s place.

Walter : **“Why do you persist back?”**

Walter : “Your sight didn’t bring you to gunslinger but bring you to me. He doesn’t love you. He doesn’t care about you. In fact, he uses you this entire time to find me. That’s why you’re here. This is your destiny.”

Jake : “You kill my mom.”

Walter : “Yes that’s it. Here we go.”(**The dark Tower Script, 2017**)

Jake was kidnapped by Walter’s follower and he took in Walter’s base. Jake was sitting in the big chair where Jake might use many tools and the detector for his brain to scan his metional and his shine. Walter hoped Jake used his shine so that Jake could fall the tower however it did not work. It made the operator said that there was something wrong and the pressure was low so that it did not impact with the earthquake to fall the tower. Walter thought that Jake was annoying and asked why Jake persisted back his emotion. Jake had the reason why he persisted back his power and emotion since it was the last ritual that hemight do however Jake could not persist back his power since Walter tried to remain Jake with his mother and it made him sad and emotional. When Jake felt sad and emotional, it made the small eartquake in the real world.

Datum 15



Minute: 01.21.36

Walter : **“So do you want to face me, old friend? Here I am.”**

(Roland take his gun and shoot Walter)(The dark Tower Script, 2017)

Roland managed to kill all the Walter's followers while he was running after Jake and Walter. Roland arrived at the portal where there was Walter's place collected all children to fall the tower. Actually, Roland could not come in since the operator set the system so that Roland could not come in however Jake used his shine to open the portal. Walter was annoyed with the Jake's power and he decided to fight with Roland. He really trusted himself that could defeat Roland easily. Walter also believed that he might kill Roland first before he used Jake to fall the tower. In the same case, Roland also trusted himself that he could kill Walter by his hand and could take revenge to Walter. It could be said that it was Roland's final attack. In this attack, Jake also helps Roland by using his shine to increase Roland's strength so that Walter can be killed by Roland.

4.3 The Return

The Return is the hero's journey back to their ordinary world and the end of the story. In this final step of the hero's journey, the protagonist is finally able to live freely. In other words, heroes have completed their task, have escaped grave danger, avoided death, and have gained the freedom to live comfortably and peacefully.

Datum 16



Minutes : 01.25.45

After they defeated walter, finally Jake and Roland returned to the original world, in that scene, many buildings were damaged and also people were injured due to being hit by the ruins of the building but not all of them. Roland and Jake were relieved that they were finally able to save the world despite still being affected by the last attack.

Datum 17



Minute: 01.26.29

Roland : **“I have to leave here, Jake. You understand that, don’t you?”**

Jake : **“I know”**

Roland : **“Why don’t you come with me?”**

Jake : **“Realy?”**

Roland : **“You have nothing here. Besides, I could use your help.”**

Jake : **“Uh, Okay. Yeah. Yeah.”**

Roland : **“Gunslinger”**

Walk to the portal (The dark Tower Script, 2017)

After the world was at peace again, Rolan spoke to Jake that Roland would return to Mid World. In datum 17, Roland is worried about Jake, the world is safe, but Jake has nowhere to go back. Roland suggests Jake to come with him into his world and adventure together again and become a gunslinger. Jake was happy and agreed to go with Roland. Then the scene closes with Roland and Jake going across the portal.

Conclusion

Based on the result of analysis, this study revealed the main purpose overview based on how main character hero was created. Through The Dark Tower film, the writer could see the situation faced by the character when the character was forced to be hero so that the character could achieve the goals and fulfill the obligations. It was explained that situational archetypes indicated the main character might change himself as the hero. The process and how the character became the hero, it could be represented by the situational archetypes in the film

Therefore, this result of this study manifested that there were three major types of situational archetypes in The Dark Tower film. The results are the Departure, the Initiation, and the Return. Based on the findings, this study were similar to the first and second previous studies used by the writer since those previous studies discussed the same topic about the situational archetypes. Meanwhile, the third previous study was different since it discussed related to character archetypes. As the conclusion, the writer assumed that it was interesting to analyze the situational archetypes since the writer could analyze the plot and how the character could grow into the good side.

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Obsessive Compulsive Disorder As Seen In The Main Character Of Every Last Word Novel By Tamara Ireland Stone

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Abstract

This research aims to analyze Samantha as the main character in the Every Last Word novel who suffers Obsessive Compulsive Disorder in the novel. The Writer explain the condition of the main character Samantha who suffers this mental issue. Through Samantha's daily activities, the author describes the main character got the uncontrolled thought in her life, and she could not handle every details thought in her mind. In this study, the writer uses descriptive qualitative methods to describe the issue inside the novel. This thesis applies psychological approach to describe behavior of the main character that are identified as the symptoms of obsessive compulsive disorder in Every last word by Tamara Ireland Stone. This thesis uses Obsessive Compulsive theory. In OCD there are several symptoms, such as: Unpleasant thought, feeling of doubt, inability to control the mind, fear of the bad thought, feeling of worry, thinking about thought really happened and Small think can make worries. This study shows that the main character is clearly shows symptom of person who suffers Obsessive Compulsive Disorder. This seen from the daily activities. The main character shows the behavior that categorized as the symptoms of Worries and Pure Obsession Obsessive Compulsive Disorder.

Key words : Every Last Word, Obsessive Compulsive Disorder, Tamara Ireland Stone

Introduction

Psychology is the study of human behavior and thought that can be associated with science, one of which is literature (Asia & Samanik,2018). According to Wellek and Austin (1989:90) Psychology of literature has four meanings that can be described. First, literary psychology is a psychological understanding of a writer as a person or type. Second, literary psychology is an understanding of the study of the creative process of the written work. Third, literary psychology is an analysis of psychological principles applied in literary works. The fourth, psychology of literature can be interpreted as a study of the impact of literature on the psychological condition of the reader.

As the literary work that can reflect the reality, novel portrays many issues in the real world (Setri & Setiawan, 2020). To see the issues inside the novel, psychological novels can used as the media that focus on psychological problems and problems experienced by characters (Lloyd, 2020). In psychological novels, mental illness can be defined as a condition characterized by abnormal thoughts, feelings, and behaviors. Mental problems are conditions in which an abnormality is identified in the patient's psyche, causing persistent and potentially significantly disruptive behavior. Therefore, literature and psychology have a very close relationship related to humans on the perception of universe (Asia & Samanik,2018).

Mental disorder is characterized by a disease that affects the mindset caused by a problem in life. In discussing mental health, Shafiera, a psychology graduate student as an HR consultant, said that healing for mental disorders cannot be equated with physical healing, so that Indonesian people's awareness of mental illness is said to be low. In mental illness, the sufferer should need attention, but most people have empathy and tolerance that are less than expected from people with mental illness (Primastiwi, 2018). According to Mental Health and substance Abuse (2014) explain that anxiety disorders can be classified into five categories including: 1.Social phobia 2. Panic disorder 3. Generalized anxiety disorder 4. Posttraumatic stress disorder 5. Obsessive-compulsive disorder . Obsessive Compulsive Disorder is a mental disorder that is included in the category of anxiety disorder, where sufferers have anxiety that involves the characteristics of Obsessive Compulsive Disorder. So this is why the psychology issue that is conveyed in the novel has its own storytelling elements to be studied.

Obsession is an anxiety that interferes with the mind and involves repetitive behavior a person who has this disorder may realize that his thinking is not based on logic, but in this disorder the sufferer cannot prevent these thoughts and when a person feels it then he will be very disturbed and the thoughts appear repeatedly. David Sue et al (2010:142). The most common obsession with social involvement involves a fear of dirt or germs, disease and death, or danger to self or loved ones. People with obsessions usually do things like changing uncomfortable thoughts, focus on positive thoughts, perform rituals, etc., to use as a strategy to reduce comfort when the obsession strikes. Most people also experience repetitive thoughts, but this disorder makes a person very difficult and can interfere with sufferers in social or work activities. Compulsion is a need for the sufferer to perform an action or think about a mental action repeatedly. This anxiety will occur if the sufferer does not perform a behavior well, this compulsion often occurs and is used for rituals to reduce anxiety associated with obsessive thought David Sue et al (2010:142-143). So, Obsessive Compulsive Disorder (OCD) is a mental disorder that causes sufferers to feel they have to do an action or treatment repeatedly because if the patient does not do it, the Obsessive Compulsive Disorder sufferer will have or arise a sense of anxiety or fear It is very important to understand that so many people suffer from fear disorders and they have to fight this feeling all the time. Jenike (2004) stated that the average age range for having Obsessive Compulsive Disorder is estimated to be between 22 and 36 years, which is approximately 50% of adults with OCD are women. Obsessive Compulsive Disorder sufferers lack treatment because they are often diagnosed and lack understanding of the disease, but some also undergo therapy to be given treatment. it means that, the number of patients of this illness mostly are women. And it is reflected to the case of OCD that suffered by the main character of *Every Last Word* Novel by Tamara Ireland Stone, that identified as the woman who suffering OCD in the novel.

In this study, the researcher focuses on finding facts to reveal how the novel explains the existence of certain disorders. In this study, researchers focused on finding symptom of obsessive compulsive disorder. Obsessive compulsive disorder refers to a disorder in which the sufferer has an anxiety disorder that involves excessive thinking that causes repetitive behaviors. Considering this, the problem of obsessive compulsive disorder is discussed more deeply by the researchers in this study. To reveal the existence of Obsessive Compulsive disorder (OCD) can be seen from a novel entitled *Every Last Word*, this novel is a work of fiction written by Tamara Ireland Stone, the novel was published in 2015 published by Little Brown Books for Young Readers. *Every Last Word* is a New York Times Bestselling novel. *Every Last Word* Novel tells the story of a character named Samantha Mc Allister. Samantha's character who prefers to be called Sam she is like any other popular girl who is in junior class and she belongs to a popular group in her school but unlike what she looks like, hidden behind a pretty face and perfect makeup is a secret that her friends never understand. Sam's character has Pure-O Obsessive Compulsive Disorder and is controlled by a stream of dark thoughts and worries that he has no control over. Since she was 10 years old he has had symptoms of obsessive urges that he feels. He was diagnosed with Obsessive Compulsive Disorder since she was 14 years old when she was in junior high school. Anxiety about guessing every move, thought, and word makes everyday life difficult for Sam and she covers up Obsessive Compulsive Disorder (OCD) from eight of her friends and keeps her in the popular group because if he loses the group she will feel crazy. She did not expect that his friends turned into poison by eating the wrong, wrong man. After she met Caroline's she felt that new friends seemed to have a positive impact on her life and control over his obsessions. Therefore, it is important to analyze what is described in a novel entitled "*Every Last Word*". This novel provides an insight into Obsessive Compulsive Disorder (OCD). The reason why Obsessive Compulsive Disorder (OCD) needs to be analyzed is because the whole story that is told in the novel creates the situation of closer looks from human anxiety. There are some problems of Obsessive Compulsive Disorder found but this novel illustrates how we can understand about Obsessive Compulsive Disorder it better. This novel has given the author the perspective of people struggling with Obsessive Compulsive Disorder.

Obsessive Compulsive Disorder

Obsessive Compulsive Disorder (OCD) is an anxiety disorder that involves excessive unwanted thoughts and fears (Obsessive) and then suppressed anxiety leading to repetitive behaviors (compulsions). A person suffering from this psychological problem experience general anxiety, phobias, and fears. Obsessive are muddled thoughts that cannot be controlled by the sufferer, the sufferer may be aware of it what they was thinking was very imprecise and unreasonable, but they couldn't to control it can sometimes even be so frightening that the thought causes urges or an involuntary desire to do something over and over for a specific purpose. Someone who does something over and over again is for reduce the anxiety that invades his mind. Foa and Wilson (2001).

Foa and Wilson (2001:8-11) divide OCD into seven type: 1. Washers and Cleaners 2. Checkers 3. Repeaters 4. Orderers 5. Hoarders 6. Thinking Ritualizers 7. Pure Obsession (Pure-O)

1. Washers and Cleaners is the sufferer who is afraid contaminated by certain objects or situations, such as fear of being contaminated with germs, disease, or dirt it's to make sufferers feel comfortable. When the patient feels contaminated to eliminate all possibilities, the patient will perform a ritual such as cleaning himself during perhaps after coming into contact with something to prevent death or illness from occurring. The patient will perform the ritual repeatedly. The ritual is intended to be used to restore the patient's comfort. Foa and Wilson (2001:8-11).

2. Checkers is sufferer who check excessively to prevent worry or disaster from happening. Sufferers will check a job once but they immediately doubt whether the sufferer complete the examination correctly, if the patient is still in doubt then the patient should check again. However, on Examinations that have been carried out by the patient are still trapped in an examination cycle that makes the patient hesitate, and check again until it feels safe. Patients do this with the aim of avoiding something unwanted that can be dangerous. Foa and Wilson (2001:8-11).

3. Repeaters is Sufferer who perform actions or actions repeatedly. When sufferers feel fear comes to mind, the sufferer will feel a need to repeat an action so that the thought does not come and that the thought does not become real. In this type, sufferers cannot find a logical distinction between obsessions and compulsions because the condition is often present in their minds. Therefore, the sufferer will do things over and over again so that the thoughts stop. Foa and Wilson (2001:8-11).

4. Orderers is sufferer who have an obsession with order in a certain way. Patients who have obsessive compulsions sufferers will feel anxious if the objects around them are not neatly arranged and symmetrical. They need a lot of time to check whether the objects are arranged correctly. Sufferer Obsessive Compulsive Disorder of this type generally can feel disappointed or anxious when the order of their objects neatly arranged. So the patient needs time to make sure that objects or anything are neatly arranged according to the pattern he wants. Foa and Wilson (2001:8-11).

5. Hoarders is sufferers with this type of obsessive compulsive disorder is very fond of collecting items that they think are a pity to throw away because sufferers think one day the object will be useful to them. So sufferers can hoard all things and things that they consider important and useful. Foa and Wilson (2001:8-11).

6. Thinking Ritualizers is ufferers who have this type of obsessive compulsive disorder ask for repetitive thoughts or images, this can be called rethinking compulsions are used to deal with their anxiety thoughts or obsessions. As explained, the sufferer thinking ritualizer is similar to pure obsession because both have repetitive thoughts but no behavioral rituals. Ritual thinking has obsessions and rituals to reduce disturbing obsessions. The thinking pattern of this sufferer can be said to be like a repeater, but in this type of disorder, the sufferer focuses on performing repetitive thought rituals. Foa and Wilson (2001:8-11).

7. Pure Obsession (Pure-O) is a patient who experiences obsessive compulsive disorder which is characterized by repeated negative thoughts uncontrollable and annoying. This type of sufferer is different from other OCD sufferers. These sufferers have daily worries at frightening events and even shameful thoughts. This type of obsessive compulsive disorder states that most people those with pure obsessions also have compulsive traits, but are more subtle and secretive, such as mental urges or rituals. But sometimes sufferers may also think what if these thoughts might come true. Foa and Wilson (2001:8-11).

In this study, the focus is on describing the symptoms of Pure Obsession (Pure-O) type. Foa and Wilson (2001:8-11) Someone who have diagnosed with OCD, one must have matching symptoms determination of the American Psychiatric Association Diagnostic and Statistical Guidelines for Mental Disorder. Foa and Wilson (2001:8-11) divide OCD into seven type. Each type has its own symptoms. Thinking Ritualizer type and the Pure Obsession (Pure-O) type includes several signs and symptoms, as written below.

1. Thinking Ritualizers

- Repeating certain words or numbers makes the sufferer feel good.
- Often have to say certain things to yourself again and gain to feel safe.
- Spending a lot of time praying for non-religious purposes.
- Bad thoughts force sufferers to think good thoughts
- Try to remember events in detail or make mental lists for prevent unpleasant consequences.
- In order to remain calm, sufferers sometimes think about the right things.

2. Worries and Pure Obsessionals (Pure-O)

- Often annoyed with unpleasant thoughts that arise in the mind beyond the wishes of the sufferer.
- Have doubts about the simple everyday things you do.
- The patient has no control over his mind often comes to mind like a thought embarrassing, scary, cruel, or strange.
- Afraid of bad thoughts coming true.
- When you start to worry, you can't stop easily.
- Small and unimportant events make the sufferer too worried.
- Think about how it is thoughts may come true.

Psychological approach

The psychological approach is used as the theoretical basis in this research theory because this research discusses psychological problems in literary works. According to Wellek and Warren (1956:81) Psychological theory of literature is a psychological study of the creative process or psychological laws that exist in literary works or the effects of literature on readers. Therefore, based on the statement conveyed by Wellek and Warren psychologically it can be applied in literary works and can be applied by readers. This definition can be applied to analyze the psychological aspects of literature, people, characters and literary works because psychology can describe feelings, thoughts, imaginations that can be described in literary works, an approach that considers human mental aspects through the psychological side, it will be seen that literary works aim at to reflect human life (Benyei, 2016).

The explanation was described, the author can see that a psychological approach can be used and can help the author to understand the characterizations in novels related to psychological issues to analyze the psychological aspects of the characters, especially in literary works in psychology perspective which will be discussed in this study. Therefore, by using a psychology approach, it can be proven that in literary works it does not only explain the events that occur and the plot that is conveyed, but researchers can also find out the feelings and psychology displayed by the main characters in the novel.

The writer focuses on the mental disorder suffered by the main character in the novel. The researchers focuses on analyze the main characters by observing quotations such as statements, words, sentences and phrases related to their psychological problems. The researcher uses the Obsessive Compulsive Disorder theory by Foa and Wilson, using this theory the researcher can predict the characteristics, types and symptoms that are revealed to the main character in the novel *Every Last Word* by Tamara Ireland Stone 2015.

Method

The type of research that the author tries to discuss in this paper is descriptive qualitative. The analysis of qualitative method is different with quantitative method because the object are not focused on number (Rido, 2015). Qualitative focuses more on the description and explanation (Dharlie & Samanik, 2021). By using qualitative research, it will help the researcher to gain the objective of the research (Afif & Amelia, 2021). An article that was published in 2012 agreed that the qualitative method as the best way as it assists the researchers in finding the right explanation for the issue (Falaq & Puspita, 2021) Qualitative strength is on its ability to connect context with an explanation (Fithratullah, 2021). Qualitative descriptive method is used in research because qualitative research presents data in the form of sentences, quotes, and words. Qualitative research can mark by the history, the society, and the culture (Puspita & Istiani, 2020). Thus, the qualitative descriptive method is appropriate to be used in research because this method focuses on disclosing and describing phenomena as will be done in research (Nassaji, 2015). In addition, researchers also use library research methods as a support for collecting data such as articles, Journals, web sources and online books to obtain information (Yunara & Kadriansyah, 2017). This research focuses to reveal the symptom of Obsessive Compulsive Disorder as seen in the main character of *Every Last Word* novel.

Descriptive qualitative research are taken from the data source (Mertania & Amelia, 2020). Data collection in research can be in the form of numbers, words, pictures, and even ideas that have been described. Therefore, through the data that have been collected, the researcher can interpret them into a reference or meaningful information so that it can be used to assist the author in achieving the objectives of this study. Through books, book chapters, essays, interview, talks, newspaper headlines and articles, historical documents, and conversations are included as texts (Samanik & Lianasari, 2016). By using that, the data can be able to answer the research questions (Pranoto & Sartika, 2021)

The researcher used library research method to gather some information in this paper. It is used to support the research (Amelia & Daud, 2020). The data taken in the current study comes from a novel entitled *Every Last Word* by Tamara Ireland Stone. The data are taken from the novel *Every word* by Tamara Ireland Stone that can meet the requirements to answer the research questions of current research. Data retrieval is done by understanding the quotation includes the statements, words, sentences, and phrases contained in the related novel.

Findings and Discussion

In this chapter, the researcher present the result of the analysis. The findings could be gotten by combining the theory and the method of the research. Finally, the researcher could provide this chapter that contained the discussion as well as analysis. In this chapter, the researcher discussed deeply the portrayal of Obsessive-Compulsive Disorder (OCD) as seen in *Every Last word* by Tamara Ireland Stone through the behavior of the main character in the novel, Samantha McAllister.

The researcher assumed that the main character of the novel suffered from OCD or Obsessive-Compulsive Disorder. Thus, to explain and reveal that, the researcher used the quotation, phrases, and narration inside *Every Last Word* novel as a proof. The data that have been gotten from the novel then were classified into several points, considering the theory of OCD as well as focuses on Psychological approach. The quotations and narrations, which were written below in this chapter, reflected the concept of Obsessive-Compulsive Disorder (OCD).

Worries and Pure Obsessional (Pure-O)

Pure-O OCD or Worries and Pure Obsessional OCD is one of the types of OCD that refers to the Obsessive-Compulsive Disorder that is characterized by repeated negative thoughts uncontrollable and annoying (Foa & Wilson, 2001). This type of OCD makes the sufferer has repeated-uncontrollable thoughts that annoy the sufferer's personal life. Pure-O OCD is different with other types of OCD because the sufferer of this type of OCD will have daily worries at frightening events and even shameful thoughts (Foa & Wilson, 2001). The sufferer also will have many thoughts that repeatedly appear.

This type of obsessive compulsive disorder states that most people those with pure obsessions also have compulsive traits, but are more subtle and secretive, such as mental urges or rituals, but sometimes sufferers may also think what if these thoughts might come true (Foa & Wilson, 2001:8-11). Foa and Wilson (2001:8-11) stated that someone who has diagnosed with OCD, one must have matching symptoms determination of the American Psychiatric Association Diagnostic and Statistical Guidelines for Mental Disorder. There are five symptoms of Pure-O OCD according to Foa & Wilson (2001), as written below.

1. The sufferer often annoyed with the unpleasant thoughts that she/he has. Usually the thoughts appear in the mind and beyond the control and wish of the sufferer
2. The sufferer emerge the feeling of doubts in the simple every day's things.
3. The sufferer is not able to control his/her mind. It is because there will be many scenarios arise in their mind, for example the embarrassing, scary, cruel, or strange idea and thought
4. The sufferer has a fear that the bad thoughts coming true, which often arise in his/her mind.
5. The sufferer easily gets worry,she/he can't stop easily.
6. The sufferer always thinking about thought really happened.
7. Small and unimportant things, but make the sufferer feel worried (Foa & Wilson, 2001)

Using those five symptoms, the researcher analyzed the data by classifying it into several points based on the symptoms.

4.1 Unpleasant Thought

The first symptom of the worries and pure obsessional OCD is the unpleasant thought. It is believed that the sufferer of OCD often emerges the unpleasant thought, about anything (Foa & Wilson, 2001:8-11). The unpleasant thought often appears and arises in the mind of the sufferer. It repeatedly there and it makes the sufferer annoyed with its existence. Though it is bothering for the sufferer, the sufferer cannot control and stop the thinking. It is naturally and repeatedly appear. In the novel *Every Last Word*, the researcher could see that Samantha, the main character, obtained this symptom. The proof was written below.

Datum 1

“Shit. new thought. new thought. “I need a glass of water”, I say, standing and hoping none of them notice the sweat beading up on my forehead. “Now?” Kaitlyn asks. “Come on, Samanta you’ll hold everything up”. My legs are wobbly and I’m not sure I can trust them to get me downstairs, but somehow the scissors are gone and the banister is in my hand instead.”(Stone, p.2, 2015)

In the datum above, Samantha tried to cut a flower. At that time, she got a flower from a boy, and she tried to cut it. However, before she could cut the flower, she suddenly got distracted with her own mind. In the datum above, the researcher could see that Samantha suddenly lost her focus. It could be proven from the way she said “Shit. new thought. new thought”. That statement was interpreted by the researcher as a proof that a new annoying thought came in Samantha’s mind. Samantha got distracted with her mind, which made her swore by saying “shit”. Additionally, the way Samantha said “new thought” also interpreted as a proof that a new unnecessary thought just appeared in her mind, when she just tried to do her activity. Samantha got very annoyed and panicked with that, until she decided that she needed a glass of water to calm her mind. In the datum, Samantha also said that she wished no one saw her like that, which could be interpreted that her psychological condition was not good because of her mind, which made her wished no one saw that. According to Foa & Wilson, the sufferer of OCD often emerges the unpleasant thought, about anything (Foa & Wilson, 2001:8-11). Additionally, the unpleasant thought often appears and arises in the mind of the sufferer. The researcher believed that Samantha showed the symptom of unpleasant thought in the datum above, because she showed that there was a new unpleasant thought appeared in her mind, which made her legs wobbly and she suddenly could not see scissors and banister clearly, even though it was on her hand before.

Datum 2

““It’s just a thought.” I let the scissors fall to the floor and I shake out my hand a few times looking around the circle to be sure no one’s watching me” (Stone, p.2, 2015)

The novel *Every Last Word* defined Samantha as a popular girl that often had sudden thought on her mind. In the datum above, Samantha had another thought not so long after the thought she got in the first datum. The datum above shows that Samantha suddenly had an unpleasant thought. It happened when Samantha was in the class and there were her classmates in the class. Samantha tried to do her activity in the class when suddenly she got a thought. It could be seen clearly from the statement of Samantha who said “It’s just a thought.” That statement proved that Samantha got a new unpleasant thought that appeared suddenly. Realizing that, Samantha tried to control it, even though she could not, because she was in the middle of the class. The unpleasant thought she got during class affected her in a bad way. Because of the thought, she dropped her scissors to the floor, the same scissor she intentionally used to cut a flower as explained in datum 1. Though the unpleasant thought is bothering for the sufferer, the sufferer cannot control and stop the thinking (Foa & Wilson, 2001:8-11). Samantha, in the datum above, showed that she could not control the thought that appeared in her mind. So, Samantha did the repetition movement to make herself comfort and reduce her chaos thought in the novel, because she knew that she could not control her mind, so she just could to try find a way to reduce the effect. Hence, the researcher agreed that the datum above showed that Samantha fulfilled the first symptom, which is unpleasant thought.

Datum 3

“My knees give out and I slide down to the floor, gripping the sides of my head, burying my face in my hands to make it dark, repeating the mantras. “Sam, open your eyes”, Mom’s voice sounds far away, but I obey her words and when I do, the two of us are nose to nose”(Stone, p.3, 2015)

Samantha had a problem as she often got an unpleasant thought. The datum above happened when Samantha got distracted with the thought. She felt annoyed and bothered with the thought that often appeared, and it made her frustrated. It could be seen from the datum above that Samantha felt down to the floor while gripping the sides of her head. She cried while saying her “calming” mantra and burying her face in her hands. The action she did was a reaction she showed because of the unpleasant thought she got in her mind. She felt annoyed and disturbed with the unpleasant thought that always came until she had no energy and just felt down to the floor while trying to control herself. The researcher saw that datum as a proof that the unpleasant thought of Samantha often arose, because she showed how distracted she was because of that. Moreover, Samantha even had a “mantra” that is believed can calm her down whenever the thought came. This proven by the words “Repeating the mantras”. It believed that the unpleasant thought of Pure-O OCD’s sufferer is naturally and repeatedly appear (Foa & Wilson, 2001). So, Samantha showed that she fulfilled the symptom of unpleasant thought, because her reaction proved so.

Datum 4

“”How many thoughts does the brain automatically deliver in a single day?” Mom moves on to the facts to help me center myself. “Seventy thousand” I whisper as tears splash onto my jeans. “That’s right. Do you act on seventy thousand thoughts a day?” I shake my head.”(Stone, p.3, 2015)

The quotation happened in page 3 of the novel *Every Last Word*. The quotation above was a conversation happened between Samantha and her mom. It happened after the incident of Samantha who cried and felt down, as had been explained in datum 3. After Samantha calmed herself, Samantha’s mother asked Samantha about the amount of times the unpleasant thought automatically appeared in Samantha’s mind in a day. The mother asked that question because she saw the struggle of Samantha each time bad thought came to her mind. The question was asked when Samantha could control her mind after repeating the words from her mom. Responding to her mother’s question, Samantha answered with the answer “Seventy thousand”. From the answer of Samantha, the researcher interpreted that the thought came very often to Samantha, even only in a single day. Thus, to describe the fact that it came very often, Samantha answered with a very big number, which is seventy thousand. It pragmatically used by Samantha to refer to “very often”. It is believed that the sufferer of OCD often emerges the unpleasant thought, about anything (Foa & Wilson, 2001:8-11). The unpleasant thought often appears and arises in the mind of the sufferer. The answer of Samantha proved that Samantha emerged the unpleasant thought that often appeared, which was in line with the first symptom of Pure-O OCD.

Datum 5

“The thought start gathering, butting up against the caution tape surrounding my brain, strategizing and preparing to rush in and take over. I hold them off, telling myself all the right things, repeating the mantras, taking deep breaths, counting slowly” (Stone, p.19, 2015)

Another proof of the unpleasant thought suffered by Samantha could be seen in page 19. At that time, Samantha got disturbed with her mind again. She described the unpleasant thought happened to her. She described it as an unpleasant thought that were gathering and tried to surround her brain. Moreover, she described the mind as if it alive and tried to rush in and take over herself. The datum above showed that the unpleasant thought often came to Samantha and took control of her. It explained her behavior that always tried to take control by saying her “mantra”, because when it happened, she could not control herself. The researcher interpreted the datum above as a proof that Samantha had repeated unpleasant thought. It was because she even had several ways to overcome it, because it happened often. Her ways, as described above, included try to take control, hold the feeling, say the right thing to herself, repeat the mantras, take deep breath, as well as count slowly. The unpleasant thought in the sufferer is bothering the sufferer, yet the sufferer cannot control and stop the thinking as it naturally appears (Foa & Wilson, 2001). Hence, Samantha tried to find ways to overcome it because she could not control the feelings. From the datum, the researcher believed that it showed that Samantha had the first symptom of Pure-O OCD.

Datum 6

“I don’t know what to write about. I could write about my OCD. Or the number three. Or uncontrollable thought spirals that come out of nowhere, demand my undivided attention and scare me when they won’t stop”(Stone, p.41, 2015)

Datum 6 above happened when Samantha wanted to go to sleep, but she suddenly wanted to open all of her books. In *Every Last Word* novel, Samantha described as a girl who had several books that she really like to read. She also had several writings about her thoughts that she wrote in a book. The book came in different colors, such as blue book, yellow book, and red book. At that night, she wanted to read her writings in her book, when suddenly she got attacked by her thought again after she read the words inside the yellow book. Realizing that there was unpleasant thought came and disturb her, Samantha tried to find a pen because she wanted to write down something on her blue book. It was described that the blue book was specially intended for her to write down her condition when she was younger. She often wrote on that book and let out her feelings and conditions. However, at that night, she got confused and did not know what to write. She stated that she did not know where she should start, from her spirals thought that came out of nowhere or from her demanded thought that scared her because it would not stop. From the statement, the researcher interpreted it as a clearly description of Samantha’s unpleasant thought. In the datum, she described it as an uncontrollable spiral. Spiral, in reality, refers to the winding in a continuous and gradually widening curve. In other words, spiral had no end. The researcher interpreted that as a way of Samantha to pragmatically say that her unpleasant thought is like an uncontrollable spiral, where she could not control it, yet it came all the time without an end. She also described her thought as disturbing and annoying because she did not know where it came from, but it always scared her, asked for her attention, and cannot stop. It is believed that the sufferer of OCD often emerges the unpleasant thought, about anything (Foa & Wilson, 2001:8-11). The unpleasant thought often appears and arises in the mind of the sufferer. It repeatedly there and it makes the sufferer annoyed with its existence. From the description of Samantha in the datum above, the researcher believed that Samantha fulfilled the unpleasant thought symptom.

4.2 Feeling of Doubt

The second symptom of Pure-O OCD according to Foa & Wilson is the feeling of doubt. Foa & Wilson believed that the sufferer of Pure-O OCD emerges the feeling of doubt where the sufferer often feels the feeling of uncertainty (Foa & Wilson, 2001:8-11). This symptom makes the sufferer has a feeling of not knowing what to believe and/or what to do. Simply, it is the feeling of uncertainty. The researcher, in this part, provided the proof and explanation of Samantha showing the feeling of doubt in *Every Last Word* novel.

Datum 7

““What’s up?” I try to make my voice sound light, but the second she said the words “I have to talk to you”, my stomach twisted right back into that tight knot I’ve been trying to loosen since the parking lot. Those words are never good.” (Stone, p.15, 2015)

In a story, Samantha was described as a popular girl that included in a popular gang named Crazy Eights. Crazy Eights consisted of several members, which are Samantha, Alexis, Kaitlyn, Hailey, Ella, Sarah, Hannah, and Olivia. Among her others seven friends, Samantha was quite close with Alexis, because Alexis was the one who asked for a ride from Sam on the first day of school. In the datum above, as written in page 15, Alexis wanted to talk to Samantha, but Alexis had not tell Samantha what she wanted to say yet. Because of that, Samantha suddenly had a feeling of doubt and uncertainty as she was afraid of what Alexis would say. Even though Alexis one of her close friends, when Alexis said she wanted to say something to Samantha in private, Samantha suddenly could not handle her thought and she got panic. Samantha described that at that time, she suddenly felt like her stomach twisted right back into tight knot, because she felt like the words of “I want to talk” were never good. Because of that, Samantha suddenly panicked and did not know what to do. She felt the uncertainty of what Alexis would say and what response she should give to Alexis. Foa & Wilson believed that the sufferer of Pure-O OCD emerges the feeling of doubt where the sufferer often feels the feeling of uncertainty (Foa & Wilson, 2001:8-11). This symptom makes the sufferer has a feeling of not knowing what to believe and/or what to do. The datum above showed that Samantha directly got panic and sick because she felt the uncertainty caused by Alexis. She felt doubt and uncertain which caused her to not knowing what to do and to respond, so at the end she just got her stomachache. Thus, the researcher believed that from the datum above, Samantha showed that she had a feeling of doubt, even towards simple and small thing.

Datum 8

I can’t read my poetry to her. I can’t read it to anyone. Shrink-Sue told me I didn’t have to share anything I wrote in those books. I wouldn’t have written it if I thought otherwise. “is it really dark?” she continues. “It’s okay if it is. My stuff can get pretty dark, too”. “No, it’s not dark; it’s stupid”. “My stuff can get pretty stupid too. I won’t make fun of you, I promise.” “I can’t” (Stone, p.49, 2015)

In this quotation, the condition of Samantha is getting doubt to read her poem to Caroline, when Caroline ask to Samantha to read her poem that written by Samantha from her notes book. this proven by the words “I can’t read my poetry to her. I can’t read it to anyone”, it is happened when Samantha worries about her poem will make Caroline laughing, since Samantha thought that her poem is kind of a stupid poem and will be a joke if she read it to Caroline, it is proven by the words “No, it’s not dark; it’s stupid”. “My stuff can get pretty stupid too. I won’t make fun of you, I promise.” “I can’t”. the condition of Samantha identified as feeling of doubt, since she don’t want to make Caroline laughing because of her work, this supported by the second symptom of Pure-O OCD according to Foa & Wilson is the feeling of doubt. Foa & Wilson believed that the sufferer of Pure-O OCD emerges the feeling of doubt where the sufferer often feels the feeling of uncertainty (Foa & Wilson, 2001:8-11). from that, the researcher assumed that, the main character Samantha has the second symptom of OCD which is feeling doubt to do what she has to do, in this position the researcher assumed that Samantha has doubt feelings to read her poem to Caroline because of her thought.

4.3 Inability to Control the Mind

The next symptom of Pure-O OCD according to the theory of OCD is the inability for the sufferer to control his/her mind. It is believed that the sufferer is not able to control his/her mind (Foa & Wilson, 2001).It is because there will be many scenarios arise in their mind, for example the embarrassing, scary, cruel, or strange idea and thought (Foa & Wilson, 2001). In other words, the thoughts that came to the mind of the sufferer is uncontrollable. Moreover, the thoughts could be anything, starting from embarrassing thing to strange idea. In Every Last Word novel, the researcher could find the proof that Samantha showed this symptom.

Datum 9

“This thought hits me out of nowhere, and before I have time to react I feel my brain sink its teeth in a latch on tight, already preparing to fight me for it. My hands starts trembling and my mouth goes dry”(Stone, p.2, 2015)

This quotation is happened in page 2 of the novel. At that time, Samantha felt uncomfortable with the situation in her classroom. She tried to protect a boy in her school who wanted to give a bucket of flower to a girl. Her classroom wanted to bully the boy, and thus Samantha tried to fight for that. However, because of that incident, she became uncomfortable with the situation of the classroom at that time. Samantha got uncomfortable and angry seeing that incident. Hence, she suddenly overthink that, yet at the same time she could not control her feeling. Clearly, Samantha said that she had a bad feeling and thought that led her nowhere but to the uncomfortable situation. Her hands trembled and her mouth went dry because of her mind that overthink the situation, and she could not control her mind. The sufferer of Pure-O OCD is not able to control his/her mind and there will be so many scenarios in his/her mind (Foa & Wilson, 2001). In the datum above, it was shown that Samantha could not control her mind and thought about the bad scenario that might happen because of what she did. It then made her trembled. Therefore, the researcher believed that Samantha in the datum above showed her inability to control her own mind.

Datum 10

“I head straight into the kitchen and run my hands under the water. The water is cold. Listen to the water. “Are you okay?” Paige’s voice breaks through the chatter in my head, I hadn’t even seen my little sister sitting at the counter, doing her homework” (Stone, p.2, 2015)

Samantha realized that she often got annoyed by the sudden thought came to her mind, which made her had her own way to overcome the thought. She had several ways that she often implemented whenever the thought appeared. The datum above happened in page two of the novel. At that time, Samantha had lot of disturbing thoughts in her mind. Hence, she tried to reduce the thoughts by doing other things that she believed could be her coping mechanism to get rid of the thoughts. However, Samantha had no ability to control the thoughts that came to her mind. So, instead, she found ways to divert her mind from the thoughts. In the datum, she tried to divert her mind by went to the kitchen and put her hands under the water. She tried to feel the coldness of the water to divert her mind from her own thought. When she did that, suddenly her younger sister, Paige, came and talked to her. When it happened, Samantha described that the coming of Paige broke through the chatter in her head. From that, the researcher interpreted that during that time, Samantha had so many things ran through her mind, so when Paige came, Paige broke the chatter and thought in Samantha’s mind. In that position Samantha’s mind has a self-conversation and it is made her felt uncomfortable. The sufferer of Pure-O OCD will have many scenarios arise in their mind, for example the embarrassing, scary, cruel, or strange idea and thought (Foa & Wilson, 2001). In the datum above, it was shown that Samantha had many scenarios and thoughts in her mind, which made her had a self-conversation or chatter in her mind. Therefore, the researcher believed that the datum above showed that Samantha had the inability to control her mind, and sometimes, as what had been written in the datum above, she allowed the thoughts to be in her mind. That was why, she chattered in her head at that time, as a proof of her inability to control her own mind.

Datum 11

“Then she grabs both of my hands so hard, her wedding ring digs into one of my knuckles. “They’re just thought”, she says calmly. “Say it, please”. “They’re just thoughts”, I can echo her words but not the steadiness in her voice. “Good, you’re in control”, when I look away from her she grips my arms harder” (Stone, p.3, 2015)

The novel showed that Samantha often had the inability to control her mind. Most of the times, the thought came to her mind suddenly without Samantha's permission. In page three, Samantha underwent a situation where she got frustrated with her thoughts. Samantha at that time could not control and get rid of the thoughts, to the point where she asked help from her mother. Samantha got panicked and frustrated at that time because the thoughts kept coming to her mind. The way Samantha got frustrated and asked help from her mother could be proven by the way Samantha said "They're just thought", she says calmly. "Say it, please". From that, the researcher interpreted that Samantha could not control her mind. Even though she fully realized that it just the thought, she could not control it, because it kept coming to her mind. It was so hard for Samantha to control it until she need to be calmed by her mother. It is believed that the sufferer is not able to control his/her mind (Foa & Wilson, 2001). The datum above showed that Samantha unable to control her mind, which meant that Samantha fulfilled the symptom of Pure-O OCD which is the inability to control the mind.

Datum 12

"I can't turn my thoughts off, so I barely sleep. Without meds, I don't get much more than three or four hours a night. It's been that way since I was ten"(Stone, p.22, 2015)

Though Samantha realized that she suffered from certain mental illness and went to the psychiatric because of her condition, she never cover up her condition and always be honest with what she suffered of. It was proven in page 22, as written in the datum above. At that time, she had a talk with her friend, Caroline. At that time, clearly Samantha explained her condition to Caroline. Samantha said that every day, she could not turn of her mind and because of that, she could not sleep properly. Moreover, she also said that if she did not take the medicine, she could not get a proper sleep more than three or four hours in a night, and that condition had been that way since she was ten years old. After hearing the explanation of Samantha, Caroline showed her empathy towards Samantha. From the quotation above, the researcher interpreted the statement from Samantha as a proof that Samantha was unable to control her mind. Her inability was shown through her condition that she could not shut her mind, it was stated by her when she said "I can't turn my thoughts off". In that statement, Samantha pragmatically said that there was always thoughts on her mind, and it made her barely sleep. It became worse if she did not take the medication. It is believed that the sufferer of Pure-O OCD is not able to control his/her mind (Foa & Wilson, 2001). The fact that Samantha could not sleep without her medication because her thoughts cannot be turned off proved that Samantha had the inability to control her mind. Thus, the researcher interpreted the datum as a proof that Samantha fulfilled the third symptom of Pure-O OCD.

Datum 13

"You were singing", He says. "And humming", Mom adds. I was? "Earworm", I say. "This song has been stuck in my head all day". "It was really pretty", Paige says. Under the table where no one can see me, I scratch my jeans three times. "Yes, it was" (Stone, p.40, 2015)

Though Samantha had problem with her psychological, she was a popular girl that often hanging out with her friends and family. One time, she went out to dinner with her family. During their dinner, as written in page 40, Samantha suddenly hummed and sang a song by a singer named AJ. However, Samantha did not aware of that, because when her father and mother said that Samantha were humming and singing, Samantha asked to herself “I was”. It showed that Samantha did not realize that and did that unconsciously. After that, Samantha explained that the song had been stuck in her head and mind all day long. However, Samantha did not realized what was really happened to her before her mom and dad realized and ask to Samantha in that moment. The situation above proved that Samantha could not control her mind. The researcher believed that because Samantha suddenly sang a song that stuck in her mind unconsciously. It is believed that the thoughts that came to the mind of the sufferer is uncontrollable (Foa & Wilson, 2001). The datum above showed that Samantha could control her mind because she suddenly sang because the song stuck in her mind, but she did not realize that.

4.4 Fear of the Bad Thoughts

The fourth symptom of Pure-O OCD is the sufferer has the fear of the bad thoughts. The theory of Pure-O OCD believed that the sufferer has a fear that the bad thoughts that appeared in his/her mind might happen (Foa & Wilson, 2001). In other words, the sufferer is afraid that the bad thought can actually happen to his/her life. After analyzing the novel, the researcher could see that Samantha showed that she had this symptom as well.

Datum 14

“One, breathe. Two, breathe. Three, breathe” (Stone, p.19, 2015).

Samantha had repetitive words and behavior to overcome her thoughts that annoyed and disturbed her. She usually had her “mantras” to help her get out from the uncomfortable situation caused by her mind. In the datum above, it could be seen that Samantha tried to get rid her thoughts by doing repetitive words. She tried to calm her mind by repetitively said “One, breathe. Two, breathe. Three, breathe”. Samantha did that because she tried to breathe and calm her mind. At that time, it was told that Samantha got panic and needed to calm her mind because her friend from the same gang, Alexis, asked her to drive with her other friends to hangout outside. Just because of that small thing, Samantha got panic and could not handle her adrenaline. She became so worried and afraid. She afraid that something bad could happen during their fun time. Samantha had fear that her bad thoughts could come into reality. She was really afraid that something bad could happen, and because of that she became very panic and needed to calm her mind using the repetitive mantra that she had. The theory of Pure-O OCD believed that the sufferer has a fear that the bad thoughts that appeared in his/her mind might happen (Foa & Wilson, 2001). The datum above showed the way Samantha had a fear that something bad could happen when she hangout with her friends. Considering that, the researcher interpreted the datum above as a proof that Samantha showed the symptom of fear of the bad thoughts.

Datum 15

““Why do you see a psychiatrist?” she asks, like it’s no big deal. Apparently I’m not keeping secrets from her, because words start spilling out on their own. “OCD. I’m more obsessive than compulsive, so most of the ‘disorder’ part takes place in my own head. That makes it pretty easy to hide. no one knows”, I can’t believe I’m saying this out loud”(Stone, p.21, 2015)

Samantha always honest with other people about her condition. She did not hesitate to explain people what happened to her. In the datum above, Samantha did not mind to tell her friend, Caroline, about her psychological condition. She even told Caroline that she went to a psychiatric and she did not think that she should kept a secret from Caroline. In the conversation above, Caroline specifically and clearly explained that she suffered from OCD, specifically the obsessive one, which made her had difficulties in controlling her mind. It also made her had to go to the psychiatric. Because of Samantha’s statement, Caroline being curious about the real condition of Samantha. In the explanation, Samantha said that her problem made her very obsessive and it affected badly to her mind. Obsessive refers to the situation of obsession. In the case of OCD, obsessive refers to the situation where the obsession happened in the sufferer’s mind. Hence, the researcher interpreted the explanation by Samantha above as a proof that Samantha realized that she had many fears and thoughts in her mind as the effect of her obsession caused by OCD. The theory of Pure-O OCD believed that the sufferer has a fear that the bad thoughts that appeared in his/her mind might happen (Foa & Wilson, 2001). At the end of the statement, Samantha stated that she could not believe she could say her condition out loud to other people, because usually she had fear that other people could not understand her condition. Therefore, Samantha, the researcher believed, showed the fear that something bad might happened, which was in line with the fourth symptom of Pure-O OCD.

Datum 16

“I am starting to recognize this for the obsession that it is, but it doesn’t bother me. It’s innocent, like solving a puzzle. My mind has certainly come up with more dangerous fixation. “Are you okay, Sam?” Mom asks. Her voice snaps me back to reality, and when I look up from my plate, Mom, dan and Paige are all staring at me” (Stone, p.40, 2015)

On page 40 on the novel, Samantha had a dinner with her mother and her father. This quotation is happened on the page 40, when Samantha have a dinner with her mother and her father. Even though she had dinner with her family, Samantha suddenly lost her focus and talked to herself in her mind. She suddenly daydreamed and kept silence during the dinner, even though her parents were there. It was because Samantha was busy chattered in her mind. The thoughts suddenly appeared in Samantha's mind and it made her lost her focus. From the novel, the researcher knew that Samantha's thoughts caused by her situation that could not download and enjoy the songs from a singer named AJ. It disturbed her because Samantha really wanted to hear the song again, because previously she listened to the song for so many times. She emerged the feeling of fear that she could not do what she like and it made her thought that her mind came up with a more dangerous fixation. She was busy with her fixation, mind, and bad thoughts, until she did not realize that everyone at the table, who were her mother, father, and younger sister, was looking at her and asking for her condition. She lost her focus in the real world because she was busy with the fear that she could not download the song, even though she had not try to do it yet. The sufferer of Pure-O OCD is usually afraid that the bad thought can actually happen to his/her life (Foa & Wilson, 2001). The theory is in line with the fact that Samantha was afraid that her bad thoughts, which was could not listen to AJ song, could become reality, even though she had not try to download it yet. Hence, the datum above showed that Samantha had a fear of the bad thoughts.

Datum 17

““You're writing, aren't you? She asks. I don't answer her directly, but I don't have to. She can probably tell she's right by panicked look on my face. I can't read my poetry to her. I can't read it to anyone.”(Stone, p.49, 2015)

One time, Samantha had a time with Caroline. They talked to each other about many things, when suddenly Caroline asked Samantha whether or not Samantha wrote. Actually, Samantha liked to write, as she often wrote in her books, as had been explained in datum 6. Simply, Samantha could answer the answer of Caroline with “yes”, because it was true that Samantha wrote. However, it was hard for Samantha to directly answer the question, because suddenly she was attacked with panic. She got really panic and afraid after hearing Caroline's questions. It was caused by Samantha's thought. In the novel, it was explained that Samantha afraid that Caroline would mock her when Caroline read her works. The datum above proved that Samantha suddenly got a panic look on her face after Caroline asked the question. Moreover, Samantha said to herself that she could not and would not read her poetry, or writings, to everyone. Her decision and reaction caused by the fear of Samantha who was afraid that people would mock at her poetry or works. The fourth symptom of Pure-O OCD is the sufferer has the fear of the bad thoughts. The theory of Pure-O OCD believed that the sufferer has a fear that the bad thoughts that appeared in his/her mind might happen (Foa & Wilson, 2001). In the datum above, Samantha showed that she feared her bad thoughts, which was she was afraid that people would mock at her, even though the bad thoughts probably not real and only existed in Samantha's mind. Therefore, the researcher interpreted the reaction of Samantha as a proof that Samantha fear of her bad thoughts, which was in line with the fourth symptom of Pure-O OCD.

4.5 Feeling of Worry

The last symptom of Worries and Pure-O OCD is the feeling of worry. Foa & Wilson in 2001 explained that the sufferer of Worries and Pure-O OCD easily gets worry, yet it is hard for his/her to erase the feelings of worry (Foa & Wilson, 2001). In other words, the sufferer will easily get worry because of the thoughts that often come to the sufferer's mind, especially the bad thoughts. The writer could find the proof that Samantha showed this symptom through the quotation that the researcher found in the novel.

Datum 18

“No one says anything, but after a few uncomfortable seconds, I feel Mrs. Mazeur thread her arm through mine. “Want to keep me company?”, “Sure”. I bite the inside of my lip three times. Alexis doesn't seem to know what to say” (Stone, p.44, 2015)

Another proof of Samantha's feeling of worry could be seen in the novel in page forty four. At that time, Samantha had a dinner with her friend Alexis and Alexis's mother. But, at that time, Samantha, Alexis, and Alexis' mom only got the table for two person. So, Mrs. Mazuer asked Samantha and Alexis to have different table. That was actually a small thing that did not need to be worried about. However, without any reason, Samantha got worried with the situation. It felt like she was insecure and worried. Samantha also described the situation was uncomfortable and awkward. Then, she bit her lips three times as a reaction of her worries. Foa & Wilson in 2001 explained that the sufferer of Worries and Pure-O OCD easily gets worry, yet it is hard for his/her to erase the feelings of worry (Foa & Wilson, 2001). The writer believed that the datum above proved that Samantha had the feeling of worry towards small and unimportant things, because she even got worry when she had an informal dinner with her friend.

Datum 19

“Is everyone looking at us? I ask. “Nope, no one's paying any attention. Just breathe”(Stone, p.68, 2015).

From the quotation , Samantha often had the bad thoughts coming to her mind, which affected her to have the feeling of worry. One time, Samantha felt like she was not comfort with her own feeling and thought. The datum above happened when Samantha tried to get ready to read her poetry on the stage, as had been explained in datum 16 and datum 17. At that time, she asked her friend whether other people was looking at her or not. To calm her down, her friend said that no one was paying attention, so Samantha could just try to breathe. The writer interpreted Samantha's question as a feeling of worry, because before that Samantha was afraid that people would laughing at her. Thus, when she said that, the writer saw that as a reaction of her worry. She was worried at many people was staring at her and making fun of her. The theory of Worries and Pure-O OCD explained that the sufferer will easily get worry because of the thoughts that often come to the sufferer's mind, especially the bad thoughts (Foa & Wilson, 2001). It is in line with the datum above that showed Samantha easily get worry because of what came to her mind. Hence, the datum above proved that Samantha emerged the feeling of worry.

Datum 20

“The negative thoughts overpower all the positive ones, and the familiar swirl begins. But this time, the thoughts aren’t about standing on stage and reading out loud and wondering if everyone’s going to laugh at me. These thoughts are much worse. They’ll know I’m sick”(Stone, p.70, 2015)

The quotation above still told about the situation where Samantha needed to read her poetry in front of other people on the stage. The datum above showed that Samantha was really afraid about people’s judgment to her after she finished her poetry reading on the stage. Samantha described that at that time she felt like the negative thoughts took control and overpowered all the positive thoughts. Moreover, she was afraid that people would laugh at her and her mental illnesses. She also afraid that people would know that she was sick. The writer interpreted that feeling as a proof that Samantha kept many worries inside her. She had many unpleasant thought that made her emerged the feelings of worry. (Foa & Wilson in 2001) The datum above proved that Samantha easily got worry towards small, unimportant, and uncertain things, even though it might not happen. Her feeling of worry proved that Samantha fulfilled the fifth symptom of Worries and Pure-O OCD.

4.6 Thinking about thought really happened

The sufferer has a fear that the bad thoughts that appeared in his/her mind might happen (Foa & Wilson, 2001). In other words, when the sufferer thinks about something bad then he feels afraid if the thought really happens to him. After analyzing the novel, the researcher could see that Samantha showed that she had this symptom as well.

Datum 21

““I’m not sure I’m ready for this”. The words come out before I can stop them. My breathing becomes shallow again, and my whole body feels like it’s on fire. My hands are clammy, my fingers tingly and the thoughts start rushing in, one after the other. Everyone’s going to laugh at me. “Are you okay?” AJ asks, and without thinking about it, I shake my head”(Stone, p.68, 2015)

After her panic reaction after Caroline asked her about her writings, Samantha at the end had to read her poetry on the stage. At first, Samantha was ready to read the poetry she wrote on the stage in front of people. But, suddenly she unconsciously said that she was not ready for reading it in front of people. Samantha said that she said that unconsciously and she could not control herself to not saying that. After she said that, she could feel that her breath became shallow and her body felt like it was on fire. The writer interpreted that as a physical reaction of Samantha because she was afraid and panic. Moreover, Samantha also felt other reaction, which were her hands became clammy, her fingers tingly, and her thoughts started to rush in. Further, Samantha explained that the reaction she felt on the stage caused by her own thoughts. She had a thought that people would laugh at her and her poetry. She had a fear that her poetry was embarrassing and made people look at her, even though it might not happen. That thoughts then made her afraid to read her poetry on the stage. The theory of OCD explained that the sufferer is afraid that the bad thought can actually happen to his/her life (Foa & Wilson, 2001). The datum above is in line with the theory, because in the datum Samantha showed that she was afraid that her bad thought could actually happen.

Datum 22

“He’s watching me, not saying a word. My gaze settles on a crack in the cement while I muster up the courage to tell him the truth. “I panicked”, I say. “I thought you guys would laugh at my poem” “We wouldn’t have”. “And then I thought maybe it was all a joke. that you were trying to get me back for what I did to you when we were kids” (Stone, p.73, 2015)

After the fear of Samantha to read her poetry on the stage, finally Samantha read her poetry, after her friends tried to convince her that it would be fine. The datum above, explained and showed what happened after the fear happened to Samantha, as explained in datum 21. From the quotation in datum 22, it could be seen that she could get through the situation well. Even though she was panic and afraid, no one was laughing at her poetry and her. Instead, people heard at her poetry and put their empathy and respect to Samantha. It was because her poetry was really deep as it was from what she wrote on her personal notebook. The datum showed that what Samantha feared of did not happen in reality. The theory of Worries and Pure-O OCD believed that the sufferer has a fear that the bad thoughts that appeared in his/her mind might happen (Foa & Wilson, 2001). The datum above showed that, even though what Samantha feared of did not happen, initially she feared her bad thoughts, and it could be proven from the way she said to her friend that she panicked and afraid that everyone would laugh at her. Therefore, the writer interpreted the action and statement of Samantha as a proof that she feared her bad thought.

4.7 Small thing can make worries

The sufferer of Worries and Pure-O OCD easily gets worry, even towards Small and unimportant things, it makes the sufferer feel worried (Foa & Wilson, 2001). In other words, the sufferer with this symptoms when sufferers have small and unimportant things can cause them to feel worried. The writer could find the proof that Samantha showed this symptom through the quotation that the researcher found in the novel.

Datum 23

“Kaitlyn steps in to hug me. “Are you shaking?” she says.

Breathe. Breathe. Breathe.

“Too much coffee this morning, I guess”, the warning bell rings and I turn to my locker and start dialing the combination with trembling fingers. “I’ll see you later””(Stone, p.15, 2015)

In the page 15, Samantha had a conversation with her friend from the same gang, who was Kaitlyn. At that time, Samantha had another time of being panic because of her mind. In the novel, it is explained that the condition of Samantha happened after Alexis asked Samantha to have a private talk with Samantha, as had been explained in datum 7. Because of what Alexis said to Samantha, Samantha got panic, and in impact, Samantha felt like her body is shaking. Moreover, Samantha had to repeatedly say one of her magic words in order to control herself. She said "Breathe. Breathe. Breathe" repeatedly because she got panic because of what Alexis did. The way Samantha showed that reaction proved that she easily felt worry. She was worry about what Alexis would say to her, and it affected her to felt physical reaction in her body. Foa & Wilson in 2001 explained that the sufferer of Worries and Pure-O OCD easily gets worry, even towards small and unimportant things, it makes the sufferer feel worried (Foa & Wilson, 2001). The theory is line with what happened to Samantha, who at that time got worry with what Alexis would say, even though she did not know what Alexis would say yet. However, she tried to lie about her condition to Kaitlyn because she worried what Kaitlyn would think of if Samantha told the truth. Therefore, the writer believed that the datum above showed that Samantha was easily get worry because of the small thing.

Datum 24

"I need to him to forgive me", I say. It's all I think about. It's making me crazy. "You can't need that, Sam", she says, slowly shaking her head. "That one one's out of your control. You have done your part, and now it's up to him. He'll either forgive you or he won't"(Stone, p.64, 2015)

The datum above happened when Samantha had a trouble with AJ. Because of her trouble, she tried to apologize. Even though she felt really sorry and tried to apologize, she could not control the disturbed feeling she felt. At that time, Samantha described the situation as an uncomfortable situation that drove her crazy. The researcher interpreted that statement as the way of Samantha to say that her problem with AJ stuck in her mind and it annoyed and disturbed her, because she could not get rid of the thought. She thought a lot about the way to apologize to AJ. Even though her friend tried to calm her by saying that it would be fine as long as Samantha had tried, but still Samantha got really worried and overthink it a lot. It is believed that the sufferer of Worries and Pure-O OCD are easily worried, even over small and unimportant things, it makes the sufferer feel worried (Foa & Wilson, 2001).The datum above was in line with the theory of Worries and Pure-O OCD because it showed that Samantha got really worry about her problem with AJ, even though her friend already tried to calm her down. Therefore, the writer interpreted the datum above as the proof that Samantha fulfilled the last symptom of Worries and Pure-O OCD.

Conclusion

In this chapter, based on the findings and the discussion of the portrayal of Obsessive Compulsive disorder that reflected to the main character of the novel *Every Last Word* by Tamara Ireland Stone. The researcher concludes that the main character of the novel *Every Last Word* is identified as the person who is suffering Obsessive Compulsive disorder. It is strongly shown by the activities of the main character inside the novel. There are activities of the main character that identified as the symptoms of Obsessive compulsive disorder that suffered by Samantha McAllister as the main character in *Every Last Word* novel. The activities of the main character in the novel reflected to the symptoms of Pure OCD, such as; Unpleasant thought, feeling of doubt, inability to control the mind, fear of the bad thought, feeling of worry, Thinking about thought really happened, and Small things can make worries.

In the novel *Every Last word* by Tamara Ireland Stone, the author described the behavior of the main character Samantha who is struggle with her mental illness which is pure Obsessive compulsive disorder through the quotation written by the author in the novel. This study is nearly reflected to the third previous study that is entitled "Hope's Obsessive-compulsive Disorder in Hope Donahue's *Beautiful Stranger* written by Romauli Butar Butar (2010)". This study used a qualitative descriptive and used Davison and Neale's theory of Obsessive-compulsive Disorder to analyze. Psychological approach is used in this thesis because it analyzes a person's mental condition and its impact on a person's mental health.

At the end of this paper, the researcher concludes that the main character Samantha McAllister as the person who suffering Pure Obsessive compulsive disorder, this supported by the quotation from the novel as the main data and supported by the theory and approach that used in this study. The researcher believes that, the main character in the novel *Every Last Word* by Tamara Ireland Stone as the person who has mental disorder which is Obsessive Compulsive Disorder. Hopefully, this research could help the future researcher to conduct the same issue with the deeper discussion and give them understanding about the characteristic of the person who has obsessive compulsive disorder to reduce misperception towards the definition of OCD in common society.

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The Effect Of Quizizz On Students Reading Comprehension

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Abstract

The aim of this research is to investigate the relationship between mobile-assisted language learning and vocabulary learning integrated with the *Quizizz* platform. The researcher opted to examine the major effect of employing Mobile-Assisted Language Learning (MALL) coupled with Quizizz on Reading Comprehension of Senior High School students at SMA Negeri 13 Bandar Lampung based on the preceding considerations. This research study used a quantitative approach. The conclusion is based on the presentation and description of the findings and discussions from the data analysis. There was an increase in students' scores on the pre-test and post-test. Online learning using Quizizz towards English students' reading comprehension at SMA Negeri 13 Bandar Lampung is quite effective when viewed from student learning outcomes. Student learning outcomes after lectures using Quizizz are higher than student learning outcomes before studying

Keywords: Mobile-Assisted Language Learning, Quizizz, Reading Comprehension

Introduction

The speed of technological innovation is rapidly emerging as a trend in the 21st century. The wave of change is extremely noticed through the information that can be accessed every time and everywhere by many people all over the world. Unconsciously, the use of technology automatically changes the daily routine of the post-millennial generation in terms of lifestyle, social interaction, economics, and education (Sarica and Cavus 2009). Santosa (2017) argues that Gen Z becomes the digital user who lives in the world of digital stage. This means that Gen Z was born as a tech user. One of the noticeable characteristics of generation Z is the term social networking when everything is already on their hands through the web, internet, smartphones, laptops, freely available network, and digital media (Sigh and Dangmei 2016).

As a generation who could not live without the existence of technology, the learning process should be integrated into the use of technology itself. English as a worldwide language provides access and connection for every aspect of the human to have a good career in the future in the digital age. One cannot deny that Revolution 4.0 is happening because most people already use technology as a daily necessity. The existence of the technology itself should be incorporated into the learning process that aims to make students the knowledge to face the Fourth Industrial Revolution. However, the fact is most students especially in Indonesia are still struggling in mastering the English language as their foreign language. It is mainly caused by books and the teacher is only the primary source that supports students learning the English language. In line with the assumption of the teachers, the preliminary observation about the learning style of the students, it is found that the students are allowed to bring a mobile phone to the classroom. On the other hand, since the use of mobile technology is allowed in school, it brings a problem that most of the students do not use their mobile in the proper way. Therefore, the result of the report

from UNESCO notes that reading in the mobile era shares strategies for effective mobile usage in facilitating language learning where literacy including reading rates are low.

Reading as a major emphasis in the field of education becomes the core of all formal learning competencies. The success or failure of the students in reading skills resonates throughout the rest of their life in the future. Reading also enables students to acquire the information, knowledge, and skill that they need in life. The quality of reading skills has an important impact on the capacity of the English language. The more students have skills in reading, the more they will be opened up to a new world, increase their vocabulary, and language development, and become familiar with a variety of writing styles. In Indonesia, reading comprehension is stated in the regulation of the minister of education and culture (Permendikbud) No. 59 the Year 2014. It is also closely linked to the 2013 Curriculum that has been implemented in most Indonesian schools. The content in Permendikbud No. 59 the year 2014 presents three main aspects to be competent and capable of reading. The first is the comprehension of social function which refers to the function of the text in the social context or in real life. The second is the comprehension of the structure of the text which focuses on how the information contained in a written text is organized. The last is the comprehension of the language feature which is meant as the features of language that support meaning. Through advancements in technology, learning uses mobile apps to support learning activities. Mobile-Assisted Language Learning (MALL) is an emerging strategy to create a fresh perspective on language learning. Most teachers in several places already tried to integrate these changes and utilize Smartphones in their classes by using the MALL strategy (Kilicakaya and Krajka 2010). Generally, the key feature of the MALL strategy is the notion of mobility. This notion refers to the language learner's brand new learning experience where language learning, especially knowledge about vocabulary, can take place anywhere. This characteristic offers many benefits for language learners and it can be implemented at the Senior High School level (Sharples, et al. 2009).

The modern paradigm and educational trends are reinforced by the use of ICT. It creates a new approach and technique for engaging student activity into learning. Then, one of the trends to become the solution to this current situation is gamification. Gamification refers to the use of game-based mechanisms and game thinking to engage students, motivate action, and also promote learning. Gamification is the use of approach and element as game thinking which has a different context from the games. There are some software tools for gamification, such as *Kahoot!*, *Quizizz*, *FlipQuiz*, *Duolingo*, *Ribbon Hero*, *ClassDojo*, and many more. Those are suitable to see the automatic progress and result of the students in the learning process. Here, *Quizizz* as the focus of the current research will be one of the tools that will be employed.

Vygotsky's Zone of Proximal Development (ZPD) which has a closer relationship with the idea of scaffolding states that ZPD guides the students to represent the skill level outside the students' comfort and mastery. However, scaffolding refers to the instructional support in learning such as quizzes, games, instructions, and tutoring, that facilitate learning within the student's ZPD. Regarding that case, a quiz can be the one that can scaffold the process of language learning in the classroom since the quiz and game can be the instructional support (Vygotsky 1962). *Quizizz* as a digital platform to assist the students' mastery of reading is a fun multiplayer classroom activity that allows all students to practice reading skills together by using their mobile phones like a tablet, Ipad, or even Smartphone (Mei, Ju and Adam 2018). Numerous research related to Mobile-Assisted Language Learning (MALL) has been conducted to support this current research. The first is international research using *Quizizz.com* to enhance pre-intermediate students'

vocabulary knowledge by Icin and Orta (2018). The aim of this research is to investigate the relationship between mobile-assisted language learning and vocabulary learning integrated with the *Quizizz* platform. The researcher opted to examine the major effect of employing Mobile-Assisted Language Learning (MALL) coupled with Quizizz on Reading Comprehension of Senior High School students at SMA Negeri 13 Bandar Lampung based on the preceding considerations. Since vocabulary has become an important part of reading, the purpose of this study is to see how Quizizz affects reading comprehension in students at SMA Negeri 13 Bandar Lampung.

Method

This research study used a quantitative approach. A quantitative approach is one in which the investigatory primarily used a postpositive claim for developing knowledge (i.e., cause and effect thinking, reduction to specific variables and hypotheses and questions, use of measurement and observation, and the test of theories) and employs strategies of inquiry such as experiment and survey and collect data on a predetermined instrument that yield statistics data. (Creswell, 2003). According to (Ary, 2010), quantitative research is an inquiry employing operational definitions to generate numeric data to answer predetermined. It is using a quantitative approach because quantitative is the data of all numbers using statistical data. The researcher used a pre-experimental design. The design of this study is experimental design because the researcher wants to measure the use of the quizizz application in improving reading ability. According to Arikunto, an experimental study is a study that aims to know if there is or is not an effect of the variable studied. In line with this Donald Ary says that experimental design refers to the conceptual framework within which the experiment is conducted. The most important criterion is that the design be appropriate for testing the particular hypothesis of the study.

One Group Pre-Test and Post-Test

Pre-Test	Treatment	Post- Test
O1	X	O2

Where:

O1 = pre-test

O2 = post-test

X = treatment using Quizizz game

The experiment model is through three steps:

- Provide a pretest for measuring the dependent variable (initial reading comprehension skill) before treatment is performed.
- Giving treatment to the research subject class by applying the game application method.
- Provide a posttest to measure the dependent variable after treatment is done.

There was one kind of instrument used in this research, namely a test. The test consisted of pre-test and post-test. The pre-test was administered before the treatment to get data on the student's prior knowledge, while the post-test was given after the last treatment to get data

on the impact of the Quizizz application. (Ary, 2010). Researchers build the question itself. The advantage of tests made by researchers is that they can be tailored to specific content.

1. Assessment Method

In assessment methods, the researcher used inter-rater. researcher as rater 1 and rater 2 as a teacher. For the assessment of student test results, researchers used a scoring rubric that has been predetermined.

Data Collection Procedures

Data collection techniques used in this study are the initial and final tests. The data collection steps were done as follows:

1. Initial test (pretest)

The initial test is done before treatment, a pretest is done to know the ability possessed by students before applying the play method.

2. Treatment

In this case, the researcher applies the application method of the quizizz game application in English class.

3. The final test (posttest)

After treatment, the next action is the posttest to know the effect of using the quizizz application method.

Data Analysis Procedures

1. Distribution of the pre-test to the sample

In this part, the researcher gave the students a number of tests. The purpose of this session is to find out the student's reading comprehension skills before applying Quizizz application.

2. Treatment by applying quizizz application to the class.

After giving the pre-test, the writer did the treatment for the students by using the Quizizz application. The treatment was done for the fourth meeting which took 90 minutes each meeting. The Quizizz application in the class is as follows:

1). The researcher invites the students into the computer lab. And show reading text on the LCD about the Quizizz application.

2). The researcher distributed the reading material which was a quizizz application. Each student got a complete text.

3). The researcher asked the students to the structure generically and read the reading material in the correct composition or correct form.

- 4). Each students read the reading text (narrative and descriptive text)
 - 5). The researcher read the true composition of the reading material to the students so they can correct their false in the reading material.
 - 6). The Students answer the question and underline words that are considered difficulties.
3. Distributing post-test to the sample

After doing the treatment, the writer gave the students a number of tests, namely post-test to know the students reading comprehension skills after applying the quizzz application.

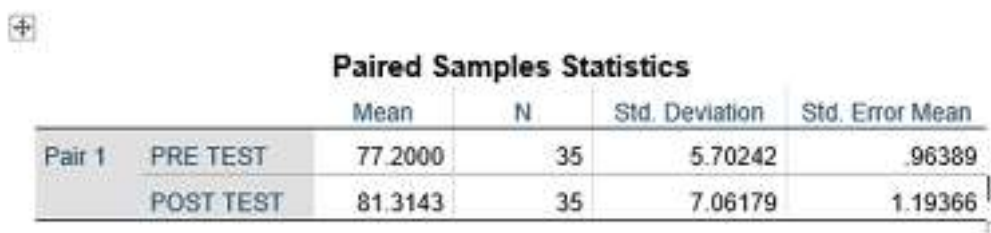
4. The data was collected by using inferential statistics. A percentage score is also used to know the student's skill in reading comprehension.

a. Researcher analyzes the data in several ways, namely:

1. Researcher collects test results.
2. The researcher gives scores for the students according to the criteria
3. Researcher organizes into tables.

Findings and Discussion

After conducting research on 35 students by comparing the Pre-test and Post-test scores, the SPSS output results will be interpreted as follows:



The image shows a screenshot of an SPSS output table titled "Paired Samples Statistics". The table has five columns: "Pair 1", "Mean", "N", "Std. Deviation", and "Std. Error Mean". There are two rows of data for "Pair 1": "PRE TEST" and "POST TEST".

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRE TEST	77.2000	35	5.70242	.96389
	POST TEST	81.3143	35	7.06179	1.19366

In this output, we are shown a summary of the descriptive statistical results of the two samples studied, namely the Pre-Test and Post-Test scores. For the Pre-Test value, the average learning outcome or Mean is 77.2000. Meanwhile, for the Post Test value, the average value of learning outcomes is 81.3143. The number of respondents or students used as research samples was 35 students. For the value of Std. The deviation (standard deviation) in the Pre-Test is 5.70242. Last is the Std value. The mean error for the Pre-Test is .96389 and for Post Test is 1.19366.

Because the average value of learning outcomes in the Pre-Test is 77.200 < Post-Test 81.3143, it means that descriptively there is a difference in the average learning outcomes between the Pre-Test and Post-Test results. Furthermore, to prove whether the

difference is really real (significant) or not, then we need to interpret the results of the paired sample t test contained in the "Paired Sample Test" output table.

Pair 1	N	Correlation	Sig.
PRE TEST & POST TEST	35	-.147	.400

The output above shows the results of the correlation test or the relationship between the two data or the relationship between the two data or the relationship between Pre-test variable and the Post Test variable. Based on the output above, it is known that the correlation coefficient value is -0.147 with a significance value (Sig) of 0.400 > probability 0.05, so it can be said that there is no relationship between the Pre-Test variable and the Post Test variable.

Pair 1	PRE TEST - POST TEST	Paired Differences			95% Confidence Interval of the Difference
		Mean	Std. Deviation	Std. Error Mean	Lower
		4.11429	9.70679	1.64075	7.44909

Pair 1	PRE TEST - POST TEST	Paired Differences			95% Confidence Interval of the Difference	Sig. (2-tailed)
		Upper	t	df	Upper	
		-7.7989	-2.508	34	.017	

This third output is the most important, because in the third part of this, we will find answers to the research we are doing, namely regarding the effect of Quizizz towards English students' reading comprehension at SMA Negeri 13 Bandar Lampung. However, before we discuss the interpretation of the numbers contained in the "Paired Samples Test" output table above, we first need to know the formulation of the research hypothesis on the decision-making guidelines in the paired sample t test.

Research Hypothesis Formulation

H₀ = there is no average difference between pretest and posttest learning outcomes, which means that there is no effectiveness of online learning using Quizizz in improving students' reading comprehension at SMA Negeri 13 Bandar Lampung.

H_a = there is an average difference between the pretest and posttest learning outcomes, which means that there is an effectiveness of online learning using Quizizz in improving students' reading comprehension at SMA Negeri 13 Bandar Lampung.

According to Singgih Santoso (2014: 264), the decision-making guidelines in the paired sample t-test test based on the significant value (Sig.) of the SPSS output results, are as follows.

1. If the value of Sig. (2-tailed) < 0.05 , then H_0 is rejected and H_1 is accepted.
2. On the other hand, if the value of Sig. (2-tailed) > 0.05 , then H_0 is accepted and H_1 is rejected.

Based on the "Paired Sample T-test" output table above, Sig's value is known. (2-tailed) is $0.17 > 0.05$, then H_0 is rejected and H_a is accepted. So it can be concluded that there is an average difference between pretest and post-test learning outcomes, which means that there is an effect of Quizizz on English students' reading comprehension at SMAN 13 Bandar Lampung.

The output table "Paired Sample T-test" above also contains information about the value of the "Mean Paired Difference" which is -77989 . This value indicates the difference between the average pretest learning outcomes and the post-test average learning outcomes or $77.2000 - 81.3143 = -41.143$ and the difference is between -7.44869 to -77989 (95% Confidence Interval of the Difference Lower and Upper). Based on the test results, it can be concluded that there was an increase in student learning outcomes before and after being given the treatment of learning using Quizizz in improving students' reading comprehension at SMA Negeri 13 Bandar Lampung". So, learning using this has an effect on student learning outcomes.

Conclusion

This chapter presents the conclusion of the research. The conclusion is based on the presentation and description of the findings and discussions from the data analysis. The aim of this research was to use the Quizizz application in improving their frustration level reading ability based on a few texts, referring to the comparison test between the pre-test and post-test of the pre-experimental class. There was an increase in students' scores on the pre-test and post-test. Online learning using Quizizz towards English students' reading comprehension at SMA Negeri 13 Bandar Lampung is quite effective when viewed from student learning outcomes. Student learning outcomes after lectures using Quizizz are higher than student learning outcomes before studying. Suggestions that can be contributed are that other researchers who are interested in conducting similar research can apply to learn and compare with other online media with the lack of learning through this Quizizz media. After giving treatment that is in the form of using Quizizz application in the material of reading text. Students have many changes to reading and try to find out the words they did not know.

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Economic Students' Perceptions Towards Learning Management System (LMS)

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Abstract

The objectives of this study is to determine the perceptions of Economic students towards online learning by using Learning Management System (LMS). This study used qualitative descriptive method. The data was obtained by distributing questionnaires to 30 students in Management study program after completing 8 meetings learning process. The result of this study shows that (1) the use of Learning Management System (LMS) provides new experiences in online learning activities; (2) students can operate some features of Learning Management System (LMS) easily; (3) students use Learning Management System (LMS) because the learning process expects them to use it; (4) Learning Management System (LMS) is one of platform that can support online learning activities; (5) the use of Learning Management System (LMS) is because students classmates agree to use it; and (6) students can use Learning Management System (LMS) easily in carrying out online learning activities.

Keywords : students, perceptions, Learning Management System (LMS)

Introduction

The current industrial revolution 4.0 has led to unlimited technological developments. It can support online learning to run effectively so that the learning process can be carried out even though teacher and students are in different places (Verawardina et al., 2020). Online learning has also developed for a long time, especially for higher education, students are seen as having maturity and independence in the learning process so that able to carry out online learning. In addition, online learning is carried out as an alternative when face-to-face learning cannot be carried out directly but the learning process can run well and students can still study as usual (Herliandry et al, 2020). It is expected to be able to solve the problem of students' delays in acquiring knowledge and more flexible.

Some colleges that previously carried out face-to-face learning now also have to adapt to online learning models. Online learning can be done by utilizing internet, technology, and media. The advantages of using online learning are the teaching learning process can be independent and has high interactivity, can improve memory, can provide more learning experiences with video, text, audio, and animation which can all be used to convey information, and also can provide convenience in delivery, update content, download (Arnesti & Hamid, 2015). In addition, students can also send electronic messages to their peers, use chat rooms, exchange comments on discussion forums, and share video conference links that can be used to communicate face-to-face (Arnesti & Hamid, 2015). Online learning emerges as a learning alternative for students because it does not require them to be present in class. In addition, online learning can also encourage students to be more interactive and can create independence in learning. Whereas for lecturers the online learning process can have an impact on work professionalism due to changes in conventional face-to-face teaching styles. The online learning model also provides an opportunity for lecturers to be more efficient in providing assessments and evaluating the learning progress of each student (Zhafira et al, 2020).

Adaptations that can be applied in online or online learning (in networks) are by utilizing platforms in the form of applications, websites, social networks and Learning Management Systems (Gunawan et al, 2020). Learning Management System (LMS) is an integrated online learning management system, e-learning which does not just include teaching materials but is more comprehensive, e-learning which is able to accommodate the learning systems that regulate the roles of lecturers and students, e-learning which is use learning resources, learning management, evaluation system and learning monitoring. Learning Management System (LMS) contains the materials in pedagogical and professional competence, made with multimedia packaging (text, animation, video, sound), given as a supplement and enrichment for learner competence development (Munir, 2010). Fitriyani (2020) says that Learning Management System (LMS) is a developed information technology system to manage and support the learning process, to distribute the learning material, and to enable collaboration between lecturers and student. Through the Learning Management System (LMS) students can access the materials that are given by lectures, conduct discussions with lecturers through discussion forum, as well as access tasks that are given by the lecturer. Lecturers are also encouraged to make learning materials that more creative through videos that can be uploaded in Learning Management System (LMS).

Perception refers to the process of receiving stimuli in objects, qualities, relationships between symptoms and events, until the stimuli are realized and understood by individuals (Irwanto in Hammi, 2017). Perception is not just a sense but also an interpretation of experience, after the sensing process. The interpretation is insightful when it is used for certain purposes. Towards virtual-learning practices, students' perceptions are an expression of responses after having online learning experience. The perception might appear differently from every student due to different interpretations of each individual.

Some studies about the implementation of online-learning are flowering with various concerns like students' perception (Nasution & Ahmad, 2020; Rakhmanina, et. al, 2020; Agung, Sukartini, & Op, 2020), students' responses (Wargadinata, Maimunah, Rofiq, 2020; Krishnapatria, 2020), teacher strategies in using virtual platforms (Lestiyawati, 2020), online-learning satisfaction (Basith, Rosmayadi, Triani, & Fitri, 2020). These studies are academic responses to the online learning seen from either student perspectives.

However, it seems that these studies have not discussed more specific on one platform such as the Learning Management System (LMS) which is used for online learning as well as specifically discussing online learning for Economics students. Therefore, this research was conducted to determine the perceptions of Economics students towards online learning by using Learning Management System (LMS).

Method

This is a qualitative descriptive study aiming at exploring the students' perceptions of online learning by using Learning Management System (LMS). A qualitative approach is a research method used to naturally examine objects' conditions where researchers act as a critical instrument (Sugiyono, 2016). Descriptive research is a study that systematically describes the facts and characteristics of the research population to collect detailed information and determine what the research subjects are doing in the face of naturally researched conditions without engineering (Sukmadinata, 2012).

The subjects of this study were 30 students of the Management Study Program at STIE Gentiaras Bandar Lampung in the 1st semester who had been completing 8 meetings learning process.

Data collection was carried out by distributing questionnaires with a total of 22 questions sent to students via WhatsApp messages. Students were asked to fill a questionnaire that was distributed after the learning process was carried out online. The questionnaire uses a five-point Likert scale, namely Strongly Agree (SS), Agree (S), Neutral (N), Disagree (TS), and Strongly Disagree (STS). The data obtained from the questionnaire is presented to determine the students' perceptions of online lectures using Learning Management System (LMS).

Data analysis from the results of this study used a qualitative interactive model which consisted of three phases, that are data reduction, data display, and drawing and verifying conclusions. First, the data reduction is the phase when collecting all the information needed from the results of the questionnaire and then grouping the data. Second, the data display, the phase of data exposure required in the study. Third, the phase of drawing and verifying conclusions is the interpretation of the research data and then drawn conclusions based on the phenomena that have been obtained (Saldana et al, 2014).

Findings and Discussion

From the results of questionnaire based on the performance expectancy criteria in using Learning Management System (LMS), 56.6% of students agreed that the Learning Management System (LMS) can make online learning activities easier. Then as much as 40% agreed that Learning Management System (LMS) is suitable to use in online learning activities. As many as 53.3% agreed that Learning Management System (LMS) provides many benefits in online learning activities. Then, 83.3% of students agreed that Learning Management System (LMS) provides a new experience in online learning activities. As many as 56.6% of students agreed that using Learning Management System (LMS) establishes more efficient communication between lecturers and students. Whereas 43.3% of students chose neutral if using Learning Management System (LMS) can increase the chances of successful learning that has been planned. Then as many as 53.3% of students agreed that information technology skills is important to be able to use Learning Management System (LMS). While 40% of students chose neutral that Learning Management System (LMS) can make the students being more creative in online learning. It shows that the performance expectations in using Learning Management System (LMS) has positive response because the highest percentage stated that many students agreed the using of Learning Management System (LMS) for online learning.

Then, the results of questionnaire based on the effort expectancy criteria in using Learning Management System (LMS). As much as 66.6% of students agreed that they can operate some features of Learning Management System (LMS) easily. Whereas 46.6% of students disagreed that using Learning Management System (LMS) can make learning activities more complicated. As many as 56.6% of students stated neutral that using Learning Management System (LMS) allowed them to complete several courses more effectively. These results show that the effort expectation criteria in using Learning Management System (LMS) is positive because students chose agree with a high percentage about the use of Learning Management System (LMS) for online learning.

Meanwhile the results of questionnaire based on the social factor criteria in using Learning Management System (LMS), the highest percentage shows that as many as 40% of students agreed that they use Learning Management System (LMS) because of the influence of other people. Whereas as many as 33.3% of students chose neutral when they use Learning Management System (LMS), there were several people who helped them in using it. Then 56.6% of students strongly agree that they use Learning Management System (LMS) because the learning process expects them to use it. It shows that students use Learning Management System (LMS) because of the influence of certain subjects that expect them to use Learning Management System (LMS).

The results of questionnaire based on the facilitating conditions criteria in using Learning Management System (LMS) show that 50% of students agreed to use Learning Management System (LMS) because they have the ability to use it. As much as 30% of students agreed to use Learning Management System (LMS) because the functions provided by Learning Management System (LMS) are in accordance with the needs of online learning activities. In addition, 66.6% of students agreed that Learning Management System (LMS) is one of platform that can support online learning activities. Then 56.6% agreed that the use of Learning Management System (LMS) suggested by lecturers is important to support their IT skill. These results show that the facilitating condition criteria of Learning Management System (LMS) has positive response because students state that Learning Management System (LMS) is one of the media that can be used to support activities in online learning.

Then, the results of questionnaire based on interest criteria in using Learning Management System (LMS). The highest percentage stated that as many as 33.3% of students chose neutral if they use Learning Management System (LMS) for online learning activities continuously. In addition, 40% of students also chose neutral with the statement that they use Learning Management System (LMS) because their classmates agreed to use it. These results indicate that the interest criteria in using Learning Management System (LMS) show less positive response because students prefer to be neutral in using Learning Management System (LMS) for online learning.

The results of questionnaire based on usage behavior criteria in using Learning Management System (LMS), the highest percentage stated that 46.6% of students agreed that they can use Learning Management System (LMS) easily in carrying out online learning activities. Then 40% of students chose neutral and 33.3% said they did not agree if Learning Management System (LMS) is confusing when the first time it was used. These results indicate that the usage behavior criteria in using Learning Management System (LMS) has positive response because students state that the Learning Management System (LMS) is easy to use and it is not confusing.

From the results of research data that has been carried out, it shows positive response from the perceptions of Management students towards the use of Learning Management System (LMS). It is known from each questionnaire item, the average percentage of student responses shows above 30%. This is in line with the statement of Fakhruddin et al (2022) that Learning Management System brings a lot of good and positive influence in teaching and learning conditioning and can be said to be effective in its use in Distance Learning. Moreover, Fitriyani (2020) states that Learning Management System applications such as Google Classroom, Edmodo, Moodle, and SEVIMA Edlink and LMS developed by universities as well as provided by the government are very useful as online learning media. By this LMS application, the learning and communication system continue to run properly by utilizing the facilities which available in the LMS application.

Therefore, there are some efforts to improve online education quality on an ongoing basis, among which is the need to improve the advice and infrastructure supporting Learning Management System. In addition, there is also the need to increase the capacity of the teacher who masters technology to support the implementation of online learning, and also the expansion of technology platform support for online learning activities as an effort to improve the insights implementation of online learning to face the rapid development of information and communication technology.

Conclusion

The results of this study indicate that the use of Learning Management System (LMS) provides new experiences in online learning activities (83.3%). Students agree that they can operate some features of Learning Management System (LMS) easily (66.6%). Students strongly agree that that they use Learning Management System (LMS) because the learning process expects them to use it (56.6%). Learning Management System (LMS) is one of platform that can support online learning activities (66.6%). The use of Learning Management System (LMS) is because students classmates agree to use it (40%) and students can use Learning Management System (LMS) easily in carrying out online learning activities (46.6%). From knowing student perceptions, it can be seen that Learning Management System (LMS) can be used as a learning media so that online learning can run smoothly. For further research, it can be done about the perception of the use of Learning Management System (LMS) for lecturers. So that the perceptions of both parties, that are educators and students, will be known.

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Dissociative Identity Disorder and Its Significance to Nina Sayer's Personality Development in Black Swan Movie

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Abstract

The portrayal of mental illness is often depicted in movies through characters' characterization. As literary work's purpose focuses on the words and on a conscious and consider arrangement of the words to produce a pleasing or enhancing effect, it can be concluded that movie is one of the best literary work as the tools for portraying the phenomenon of life. This research focuses on the movie entitled Black Swan that was released in 2010. By using that movie, the researcher aims to reveal the psychological issue suffered by the main character, Nina. Through the movie, it is believed that behind the soft and kind attitude of Nina, there was a master of evil and sensual role. Considering that, this research aims to reveal the portrayal of Dissociative Identity Disorder (DID) as seen through Nina in the movie. Furthermore, this research also aims to see the impacts obtained by Nina to her personality development. To conduct the analysis, the researcher used the DID theory by Diagnostic Statistical Manual of Mental Disorder (DSM) as well as the personality theory by Carl Rogers. There are seven symptoms used to reveal the existence of DID in the main character. Meanwhile, there are three components of personality to see the personality development of the main character. To present the data, the researcher used descriptive qualitative methods to describe and explain the issue of DID and personality changing in Nina. Hence, the data are in the form of dialogues and scenes that were taken from the movie. The findings of this research found that Nina Sayer in the movie of Black Swan fulfilled all the symptoms of DID. Due to her DID, Nina also showed the personality changes, by showing her development on her self-worth, self-image, and ideal-self. It happened due to the tense and burden Nina got during her practice time as the Swan Queen.

Keywords: Black Swan, dissociative identity disorder, personality.

Introduction

The portrayal of mental illness is often depicted in movies through characters' characterization. According to an American voluntary health organization, American Foundation for Suicide Prevention, out of 4598 characters in movies, 1.7% experience a mental health condition (Stacy L Smith, 2019). As literary work's purpose focuses on the words and on a conscious and consider arrangement of the words to produce a pleasing or enhancing effect, it can be concluded that movie is one of the best literary work as the tools for portraying the phenomenon of life. Thus, the researcher chooses Black Swan movie as the media to be analyzed based on some criteria. The movie focuses on a ballerina, named Nina Sayers, who prepared for a performance of Swan Lake Tchaikovsky. The journey of Nina in the movie showed that Nina got a psychological disorder due to the pressure she got during the preparation of the performance. The problems faced by Nina is believed caused symptoms of one of mental disorder which is Dissociative Identity Disorder.

According to (Philip Wang, 2018), Dissociative Identity Disorder (DID) (previously known as multiple disorder) involve problems with memory, identity, emotion, perception, behavior and sense of self. Dissociative Identity Disorder symptoms can potentially disrupt every area of mental functioning. The symptoms of Dissociative Identity Disorder that appear in the movie showed the main problems of how the researcher interested in conducting this research. By knowing the symptoms, the researcher can easily assume that the main character of the movie is indeed suffer from Dissociative Identity Disorder. The researcher tries to portray how Dissociative Identity Disorder symptoms portrayed through the main character and also tries to reveal out the impacts obtained by Dissociative Identity Disorder sufferer as portrayed through Nina Sayers character of Black Swan movie. The researcher also wants to prove that suffering from Dissociative Identity Disorder will give many impacts toward someone's personality development in their whole life. By conducting this research, the researcher hopes that it will be useful for next research related to Black Swan movie or the issue inside this paper which is about mental disorder, specifically Dissociative Identity Disorder.

Hence, this research aims to describe the symptoms of Dissociative Identity Disorder (DID) as well as the impacts of DID on the sufferer to the personality development, as portrayed through Nina Sayers in Black Swan. It is expected that this research can be insight and inspiration for others deeper analysis of psychological issue.

Method

In this research, the researcher used the psychological approach. Psychology in literature is taking an important role in bringing theory and issue within this paper. Psychology of literature is the study of the author's psychology as an individual or as an author who creating a literary works (Dinurriyah, 2004). Thus, psychological approach is about the author's life who taken into consideration of their literary works. The author's perceptions, unconscious and conscious mind, and the plot of their works are the signs of their psychological traits in creating literary work (Wellek & Warren, 1963). When an author produces a literary work, their biographical circumstances and background is often influence on how their literary work created (Freud, Introduction to Psychoanalysis, 1917). The aim of psychological study folds in three natures. Foremost, the objective of understanding behavior, that is by defining factors that combine the development and expression of behavior. Secondly, the psychologist striving to develop procedure for the accurate prediction of behavior. Thirdly, psychology aims at developing techniques that will permit the control of behavior that is, way of "shaping" or course of psychological development through manipulating those basic factors to the growth and the expression of behavior.

Additionally, the researcher also used the dissociative identity disorder, as this research focused on the portrayal of DID in a movie. According to World Health Organization (WHO), mental disorder is generally characterized by a combination of abnormal thoughts, perceptions, emotions, behaviors, and relationships with others. Mental disorder has many different types and different presentations (WHO, 2019). Thus, dissociative identity disorder is become the issue chosen by the researcher to analyze the movie.

Dissociative identity disorder was previously known as multiple personality disorder. American Psychiatric Association stated that dissociative identity disorder is associated with an unforgettable-overwhelming experiences, abuse, and/or traumatic events that happened in childhood (Philip Wang, 2018). According to a survey conducted by Stein, 14.4% out of 25,018 respondents from 16 different countries suffered post-traumatic stress disorder (PTSD) as one of most common symptom of dissociative identity disorder (Stein et al., 2014). United States treatment service for substance abuse and co-occurring mental health disorders stated that 2% out of people in the world suffered from Dissociative Identity Disorder and most of them are women. Men are more likely to hide symptoms and painful memories. Meanwhile, women experience symptoms more regularly than men. Men are also easier to show their aggressive behaviors and have less memory loss than women, which contributes to less diagnoses. Moreover, women are often in facing childhood abuse than men (Smith, 2020). Thus, most of the sufferers experienced unforgettable traumatic events during their childhood. In line with the movie chosen by the researcher, the main character also has a traumatic problem. Her mother nurtured her to be a perfect ballerina as she was. That problem leads the main character feels the other identified Dissociative Identity Disorder symptoms and make her difficult to differentiate realistic and unrealistic things.

The symptoms of Dissociative Identity Disorder will guide the researcher to analyze this paper. The scene and movie script also will trustful enough to become a media in analyzing Dissociative Identity Disorder through the main character behaviors and experiences. According to DSM-5 (Diagnostic and Statistical Manual), someone will be diagnosed as Dissociative Identity Disorder sufferer if they fulfil all the symptoms/criteria. Philip Wang, M.D., Dr.P.Hdirector of research for the American Psychiatric Association (APA)stated that there are 7 diagnostic criteria of Dissociative Identity Disorder sufferer (Philip Wang, 2018), which are; 1) Experiences two or more distinct identities or personality states; 2) The changing of sense of self, sense of agency, changes in behavior, consciousness, memory, perception, and cognition; 3) Frequent gaps of sufferer's memories of personal history, including people, places, and events, for both the distant and recent past. These recurrent gaps are not consistent with ordinary forgetting; 4) Having depersonalization symptoms, feels like detached from thoughts, feelings, and like being separate from one's own body, as if the sufferers were watching their body with another personality; 5) Significant stress or problems in relationships, work or other important areas of sufferer's life; 6) A perception of the people and things around the sufferer as distorted and unreal; 7) Inability to cope well with emotional or professional stress.

Lastly, the researcher also used the personality theory by Carl Rogers. Personality theory by Carl Rogers is used to know the development of Nina Sayer's personality. Rogers described Personality theory as the idea of self or self-concept. The self is a humanistic expression for who we are as individuals. The self is our inner personality. It is shaped by a person's experiences as well as people's perceptions of those experiences. Childhood experiences and other people's evaluations are two major influences on our self-concept (Bhoite & Shinde, 2019). Rogers also described his theory by explaining the growth of a person need an environment that provides them with genuineness, acceptance, and empathy (McLeod, 2014).The self-concept includes three components, which are:

1. Self-worth, self-worth compares what we think about ourselves. Rogers believes feeling of self-worth developed in early childhood and were formed from the interaction of the child with the mother and father. Moreover, a person with a high self-worth also has confidence and positive feelings about him or herself, faces challenges in life, accepts failure and unhappiness at times, and is open with people
2. Self-image, is about how we see ourselves, how we appreciate what we have, perceiving ourselves as a good or bad person. Beautiful or ugly self-image affects how a person thinks, feels, and behaves in the world.
3. Ideal-self, is about who we would like to be. It consists of our goals and ambitions.

Ideal-self makes the dynamic of our lives forever changing. Ideal-self of childhood, teen, and adult will always changing. To conduct the analysis, descriptive qualitative method is used. In elaborating the idea of this research, the researcher uses qualitative research. It helps the researcher to gain the objective of the research. According to Conaway & Powell (Connaway & Powell, 2010), "Qualitative research method focus on observing events from the perspective of those involved and ettemp to understand why individuals behave as they do. They take more nature approach to the resolution of research problems".From the explanation above, qualitative method is influential because this study is considering the experience or the act of Nina Sayers as the main character of Black Swan movie. By knowing the symptoms of Dissociative Identity Disorder and relate it to Carl Roger's theory about personality, the researcher will find out why that mental disorder gives significance to Nina's personality development.

Findings and Discussion

This chapter aims to analyze the existence Dissociative Identity Disorder (DID) as seen in the main character of Black Swan movie, namely Nina Sayers. Moreover, the researcher also explained the impacts obtained by Nina Sayers as a sufferer of DID towards her personality development as portrayed in Black Swan movie.

Diagnostic Criteria of Dissociative Identity Disorder

To reveal and proof whether or not Nina Sayers was the sufferer of DID in Black Swan movie, the researcher needed to analyze the symptoms of DID with Nina Sayers behavior.

Experiences two or more distinct identities or personality states

The first symptom of DID, according to the American Psychiatric Association (APA) is the sufferer experiences two or more distinct identities and/or personality states (Philip Wang, 2018). This symptom will show that the sufferer has two or more personalities or identities that are very different one to another.

Datum 1

"She grabs a pair of little scissors from the medicine cabinet and starts trimming her fingernails. She looks up at the mirror and sees her reflection snip off the tip of her index finger. Nina gasps and drops the scissors, clanging in the sink. Two of her fingers are bleeding, their tips sliced.

The datum above happened in the minute of 00.52.19, when Nina felt sad after her practice of being a Swan Queen. She felt that she did badly in her practice. So, after she went home, she lied in the bath and tried to close her eyes. Suddenly, she got shocked when she saw her other self. When she suddenly got her consciousness back, she realized that her finger was bleeding and it turned out that she unconsciously hurt herself by scratching her back unconsciously until it bled. After she realized that, she directly went out of the bath, took her nail-clipping, and went in front of the mirror to trim or cut her fingernails, so she would not hurt herself anymore. But, when she looked at the mirror, she suddenly saw the other version of herself looking her through the mirror in the evil way. In the movie, it was shown that Nina had other identity or personality, the evil one, which was described and referred to “the double” in the movie and script. The evil version of herself was shown intentionally cut the tip of her index finger until it sliced and bled. In the movie, it also shown that the blood was real. From that scene, the researcher interpreted that scene as the proof that when it happened, the other personality of Nina took control. She bled herself because her other identity or personality, the evil one, took control. That was why, at first Nina did not realize that she cut her own finger. Moreover, when it happened it felt like Nina could not control that and could not avoid that to not happen. From that incident, the researcher saw that Nina experienced identity or personality state that was different from her true-self. From the theory of DID symptoms, it was explained that the sufferer of DID will has two or more personalities or identities that are very different one to another (Philip Wang, 2018). From the scene, it could be seen that Nina had the evil personality and identity that was very different from her true-self. Considering that, the researcher believed that from the datum above, Nina fulfilled the first symptom of DID, which was experiencing two or more identity. The creepy smile of her double portrayed distinct identities because it is beyond Nina’s mind. Meanwhile, Nina’s original and/or true personality is a kind hearted and innocent woman.

The changing of sense of self, sense of agency, changes in behavior, consciousness, memory, perception, and cognition

The second symptom of DID, according to APA, is the changing of sense of self, sense of agency, changes in behavior, consciousness, memory, perception, and cognition (Philip Wang, 2018). Sense of self is the view of an individual attitude towards oneself. Usually, it is related to physical dimensions, individual characteristics, as well as self-motivation (Philip Wang, 2018).

Datum 2

“Nina: “We can’t smoke in here”

Lily: “I won’t tell if you won’t”

Nina reluctantly takes the cigarette, holds it a little awkwardly, clearly not a regular smoker. Lily sparks a flame for her and then lights one for herself. Nina puffs, but doesn’t inhale. Lily smirks”

In the story, Nina is a nice girl who always lived in a healthy lifestyle. She never ate too much, she always ate healthy food, never smoke, and never drink alcohol. She tried to keep her body healthy and good because she was a ballerina and she had a dream to be the Swan Queen. In the minutes of 00.50.47, Nina felt really tired after a long session of practicing. She had a bad day because she did her practice badly. She then stayed alone in the studio, while everyone else, including her coach, already went home. Suddenly, when she was daydreaming in front of the mirror, her friend, Lily, came while smoking. Nina said that it was forbidden to smoke inside the studio. Instead of listened to Nina, Lily offered the cigarette to Nina. Surprisingly, Nina took the cigarette, even though she never smoke before. The researcher interpreted that Nina never smoke because previously she was portrayed as a ballerina with a very healthy lifestyle. Moreover, it was written in the script that Nina awkwardly took the cigarette, and when she smoke she smoke it wrong because she only puffed and did not inhale it. It was also written that the way Nina smoke showed that she was not a regular smoker. The researcher then interpreted Nina's change as a proof that Nina showed changing in her sense of self, where she changed her view and attitude towards herself. From the theory of DID, in the second symptom, the sufferer of DID can show changes in the sense of self. Sense of self is the view of an individual attitude towards oneself. Usually, it is related to physical dimensions, individual characteristics, as well as self-motivation (Philip Wang, 2018). It is in line with the action of Nina, who at that time changed the way she saw herself as well as her characteristics. She did not see herself as a healthy ballerina who was not allowed to smoke anymore, because she finally smoke the cigarette given by Lily. Additionally, she changed her characteristics from a nice and healthy ballerina to an impish and unhealthy ballerina, because she smoke. Therefore, the researcher believed that the datum above showed that Nina had a change in her sense of self.

Frequent gaps of sufferer's memories of personal history, including people, places, and events, for both the distant and recent past

The third symptom of DID according to APA is the sufferer has frequent gaps in the sufferer's memories of personal history, including people, places, or events, for both the distant and recent past(Philip Wang, 2018). Further, it is explained that the recurrent gaps are not consistent with ordinary forgetting (Philip Wang, 2018).

Datum 3

“Nina: “You put something in my drink.”

Lily: “Yeah...”

Nina: “And took off this morning.” Lily: “This morning?”

Nina: “Yeah, you slept over.”

Lily: “Uh, no. Unless your name's Tom and you have a dick.” Nina: “But, we...”

Nina stops herself”

In the datum above, Nina was having a conversation with Lily in the morning after they had a party in the night before. It happened in the minutes of 01.13.33. At that time, Nina had a gap in her own memory that includes people and event. The night before, Nina and Lily had a party in a bar, where they also consumed ecstasy and alcohol. In Nina's memory, after she went home from the party using a cab, Lily also went to her house and had a sleepover. From what Nina remembered, Lily went to her house and they had sex in Nina's house. Therefore, in the datum above, Nina tried to confirm to Lily that she put something in Nina's drink and they had a sleepover after that. However, Nina was confused why Lily did not wake her up, even though Lily slept in her house. Initially, Nina wanted to confirm the reason of why Lily went alone to the studio without waking her up. However, when she tried to confirm that, Lily said that she did not sleep in Nina's house. But, in Nina's memory, she remembered and felt it well that Lily was in her house and they had sex that night. The researcher interpreted Nina's confusion as a proof that Nina had a frequent gap related to a person and event. Nina had a gap in her memory where she did not remember the real event and situation that happened that night. What she remembered was another event which was very different with the real event that actually happened. Nina also remembered that there was Lily that night, while actually it was not true. Hence, the researcher could see that there was a gap in Nina's memories related to what happened after the party as well as the person included, which was Lily. In the symptom of DID, it is explained that the sufferer will show that there is a memory gap in the sufferer's mind, and it can happen to certain aspects, such as people, event, or place (Philip Wang, 2018).

Having depersonalization symptoms

The fourth symptom according to APA is the sufferer has depersonalization symptoms (Philip Wang, 2018). It is explained that the sufferer of DID may show depersonalization symptoms, where the sufferer feels like detached from thoughts, feelings, and like being separate from one's own body, as if the sufferers were watching their body with another personality (Philip Wang, 2018).

Datum 4

“She abruptly stops and submerges herself under the water, defeated. She lies still, her arms wrapped around her chest. She opens her eyes, her vision distorted by the water. Suddenly, her blurred Double appears, staring down at her. Nina shoots up. The Double is gone. Nina scans the bathroom, but she is alone”

Another proof of Nina had depersonalization syndrome could be seen in page 00.51.52. At that time, Nina was very tired, so she decided to drown herself in the bath. Shot for Nina's eyes, where her vision distorted by the water. Suddenly, she saw herself stood up on the bath, stared down at her. It was shown that her another-self had an evil face. In the datum above, it could be proven that Nina saw herself in front of her. In the datum, her another-self referred as "the double". The researcher saw that scene as a proof that Nina saw herself, referred as the Double, from another perspective. It means that she saw her own body from her another body. It was because the kind Nina, the one who was under the water, saw the evil Nina, and it was shown that there were two Nina there. The fourth symptom of DID explained that the sufferer of DID may experience a situation where she feels like she is being separate from her own body and as if she watches her body from another personality (Philip Wang, 2018). It is in line with the datum above, where Nina suddenly felt like she was being separated from her own body because she saw her body from another personality. It was shown from the way her kind personality saw her evil personality, or her Double.

Significant stress or problems in relationships, work or other important areas of sufferer's life

The fifth symptom of DID is significant stress or problems in relationships, work, or other important areas of sufferer's life (Philip Wang, 2018).

Datum 5

"Erica: "You're not my Nina right now!"

Nina: "LEAVE ME ALONE!!" Nina shoves the door shut"

The significant problem of Nina in her relationship also shown through the way she had a problem with her mother more than once. It showed that Nina's relationship with her mother got worse day by day. In the minutes of 01.08.12, as written in the datum above, Nina had another fight with her mother. Previously, before the Swan Queen role, she never had a fight with her mother at all. But, in the middle of the movie she suddenly changed and had a bad relationship with her mother. It was shown in the scene above that Nina had a fight with her mom, until her mom said that she could not recognize Nina anymore. When her mother said that, instead of saying sorry, Nina shoved the door shut and did not care and pay attention to her mother. The way Nina behave and had a fight with her mother proved that Nina had a significant problem with her relationship with her mother. In the theory of DID, the sufferer of DID will show problems or stress in the sufferer's life, that usually happened in the important areas of the sufferer's life. (Philip Wang, 2018). Hence, the datum above proved that Nina had a problem in her life, especially in her relationship with her mother.

A perception of the people and things around the sufferer as distorted and unreal

The sixth symptom of DID according to the theory of DID is the sufferer may have a perception that the people and things around the sufferer is distorted and unreal (Philip Wang, 2018).

Datum 6

“She looks down, sees one of her knees snap backwards, like that of a bird. Then, the other knee snaps back. Nina stumbles and falls. And slams her head into the radiator”

The datum above happened in the minutes of 01.25.00, right after Nina saw thorns appeared on her shoulder. After that, Nina got much panicked, and suddenly when she looked down, she saw both of her knees snap backwards until it broken. After a terrifying sight of her knees that snap backwards like a bird, Nina stumbled and fell. However, even though what Nina saw was there were thorns on her shoulder and her feet was broken, in the morning after that incident, Nina looked fine without any broken legs. It was shown that she slept and her legs were fine and not broken, because after that she still could walk and even perform in the Swan Lake performance. From that fact, it showed that what Nina experienced and saw at that night was false and not true. The researcher interpreted that as a proof that Nina got distorted in her perception towards the situation around her. According to the theory of DID, the sufferer may have a perception that the people and things around the sufferer is distorted and unreal (Philip Wang, 2018). From what happened in the datum above, it could be seen that the perception and memory of Nina related to things around her was actually distorted and unreal. It meant that Nina fulfilled the sixth symptom of DID.

Inability to cope well with emotional or professional stress

Datum 7

“Erica: “What happened to my sweet girl?”

Nina yanks Erica off the chair onto the floor.

Nina: “She’s gone”

Erica: “Please, you’re not well”

Under the cushion Nina grabs the hidden brass doorknob. Erica lunges for her daughter’s legs”

The scene above happened in the minutes of 01.26.17. The scene above involved Nina and her mother, Erica. Nina seemed could not control her anger. She even squeezed her mother's hand who got injured by her when she slammed the door. Her anger showed an emotional event and stress. The narration and dialogue above portrayed Nina's emotion. She could not control herself well when she faced that situation. Whereas, before she became a cruel woman, she was innocent and always obeyed her mother. Thus, the feeling of Nina's anger showed her stress. Furthermore, when she yanked her mom from the chair to the floor, when she squeezed her mother's injured hand, it all portrayed that Nina's is incapable to cope well with her emotion and stress. The behavior and action of Nina above was in line with the last symptom of DID, where it is explained that the sufferer of DID may have the inability to cope well with stress. Hence, the researcher believed that the datum above showed that Nina fulfilled the last symptom of DID.

Impacts Obtained by the Sufferer of DID to the Personality Development

After analyzing the main character, Nina Sayers, with the symptoms or diagnostic criteria of DID, the researcher analyzed Nina Sayers' personality development due to the DID condition of Nina Sayers.

Self-Worth

The first component is self-worth. Self-worth refers to what a person think about himself/herself. Carl Rogers believed that self-worth compares what a person think and it developed in the early childhood (McLeod, 2014).

Datum 8

“Erica: “But it’s alright. No matter what. You’ll probably get to dance the Pas de Quatre again. That’s such a wonderful part. Or maybe he’ll make you a Big Swan. Either way, you’ll shine”

Nina: “I know””

At that time, Nina just had an audition of the main character of black swan. However, during the audition, Nina lost her focus because someone suddenly went to the audition room and it made Nina shocked. Because of that, Nina thought that she would not get the role because she messed up her performance. What happened in the afternoon then made Nina sad and pessimistic. However, as could be seen in the datum above, Nina's mother tried to support Nina to the fullest. Her mother told her that she was a good ballerina and would do well in every role. Additionally, her mother also tried to convince Nina that Nina would shine in whatever role she got later. It made Nina had a good self-worth, because her mother supported her. The affirmation and compliment given by her mother, somehow, boosted her self-worth. It could be seen through the way Nina answered what her mother said with "I know", which meant that she knew that she would shine. The researcher interpreted that answer as a proof that Nina believed in herself. She showed that she confident with her skills. The way Nina answered the question is in line with the theory of self-worth in the personality theory. It is explained that a person with a high self-worth also has confidence and positive feelings about himself/herself (McLeod, 2014). Through that datum, it could be seen that Nina was confident and believe on herself, which proved that she had a good self-worth. Moreover, she got that because of the support she got from her mother. It is in line with the explanation of the theory that believed that self-worth is formed from the interaction of the child with the mother or father (McLeod, 2014). Hence the datum above showed the self-worth of Nina.

Self-Image

Datum 9

"Leroy: "Truth is, when I look at you, all I see is the White Swan. Yes, you're beautiful, fragile, fearful. Ideal casting. But the Black Swan...it's a hard fucking job to dance both"

Nina: "I can be the Black Swan too"

In the datum above, Nina came to Leroy a day after the audition because she wanted to convince Leroy that she deserved to get the Swan Queen role. During their conversation, Nina stated that she could show Leroy that she had mastered the coda and could play as the Swan Queen. However, Leroy hesitated that and said that Nina was a perfect role for the White Swan, not the Black Swan. Yet, to be the Swan Queen, Nina needed to master both White Swan and Black Swan. Hearing the explanation by Leroy, Nina directly said that she could be the black swan too. Her confident while saying that could be interpreted as an act that showed the way she saw herself. Through that answer, the researcher interpreted Nina as a person who saw herself as great and skillful. It means that Nina showed a good self-image towards herself. In the explanation of self-image, it was explained that self-image refers to the way someone see himself/herself (McLeod, 2014). It is about how we see ourselves, how we appreciate what we have, perceiving ourselves as a good or bad person (McLeod, 2014). From the theory, it could be concluded that Nina saw herself in a good wa because she saw herself as a great ballerina that even could two roles at the same time, which were Black Swan and White Swan. Hence, the researcher believed that the datum above showed the good side of Nina's self-image.

Ideal-Self

The last component is ideal-self. Ideal-self, is about who we would like to be (McLeod, 2014).

Datum 10

“Leroy: “Why are you here? All dolled up?”

Nina: “I came to ask you to give me the part. I can be the Black Swan too” Leroy: All that discipline, for what?”

Nina: “I want to be perfect”

The datum above happened a day after the audition, that was explained in datum 38 before. At that time, Nina really wanted to get the role as the Swan Queen, so a day after her messed-up-audition, she went to see Leroy in his office. At that time, Nina tried to change Leroy’s mind, so she could be the Swan Queen. When Leroy asked why she came, Nina directly said that she came to Leroy because she wanted Leroy to give her the part, which is the Swan Queen part. Nina said that because she had practiced all night long, and it made her believe that she could take the role. In the datum above, it also could be seen that Nina wanted to be perfect and really wanted that role. It showed Nina wish and desire, which was be the greatest ballerina ever by becoming the Swan Queen. The way Nina fought for that showed that she had a big goal that she needed to achieve, so she would do everything to achieve that. The action of Nina in the datum above could be interpreted as the ideal-self component of Nina. It was also in line with the personality theory related to ideal-self. In the theory, it was explained that ideal-self, is about who we would like to be, which consists of goals and ambitions (McLeod, 2014). Hence, the researcher believed that the datum above showed Nina’s goals and ambitions related to her ballerina carrier, which made her show her ideal-self

Conclusion

After conducting the analysis, the researcher found that Nina suffered from DID as Nina fulfilled all of the seven symptoms of DID. After that, the researcher analyzed Nina using the personality theory to see the impacts that were obtained by Nina as the sufferer of DID. It was because in most cases, the sufferer showed the impacts of personality development due to the DID. From the analysis, it was found that Nina had developed her self-worth, self-image, and ideal-self due to her background as the sufferer of DID. It was because Nina had a big ambition to be the best ballerina. During her way to achieve that, Nina suffered DID and had developments on her personality, in terms of self-worth, self-image, and ideal-self, according to the personality theory by Carl Roger.

Through this analysis, it is expected that it will be beneficial to give insight related to DID and its impacts. Furthermore, it is expected that this research can be used to conduct other deeper analysis related to DID.

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Pengaruh Latihan Menggunakan Resistance Band Terhadap Hasil Backhand Dan Smash Pada PB Patriot Yosomulyo Metro

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Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui pengaruh resistance band terhadap hasil pukulan backhand dan smash pada Pb. Patriot Yosomulyo Metro Dan untuk mengetahui seberapa besar pengaruh Resistance band terhadap Hasil Backhand dan Smash di Pb. Metro Patriot Yosomulyo. Penelitian ini menggunakan metode statistik deskriptif kuantitatif. Subyek yang digunakan dalam penelitian ini adalah Pb. Metro Patriot Yosomulyo. Pada penelitian ini peneliti membuat 1 kelompok yaitu kelompok eksperimen, dilakukan pretest sebelum diberikan posttest setelah diberikan treatment. Dengan demikian pemain mendapatkan hasil dari Pre-Test dan Post-test yang diperoleh pada Instrumen Tes yaitu: Keterampilan Backhand Nilai rata-rata tes awal 33,40 dan nilai rata-rata tes akhir 59,10. Besarnya peningkatan akurasi backhand adalah 514 poin atau 23%. Dan keterampilan Smash Nilai rata-rata tes awal 8,40 dan nilai rata-rata tes akhir 14,05. Besaran peningkatan akurasi Smash adalah 113 poin atau 5%. Hasil uji normalitas diperoleh nilai signifikansi Kolmogrov-Smirnov pada pre-test-posttest pemain Backhand PB. Patriot sebesar $0,200 > 0,005$ (signifikan). Dan masalahnya adalah $0,200 > 0,05$ (signifikan). Dan untuk uji homogenitas diperoleh nilai signifikansi data penelitian Backhand sebesar $0,057 > 0,05$ dan untuk Smash $0,211 > 0,05$ (homogen). Dari uji T sampel diketahui signifikansi Backhand $0,000 < 0,05$ dan Smash $0,000 < 0,05$. Jadi kesimpulannya ada perbedaan hasil belajar yang signifikan sebelum diberikan perlakuan dan sesudah diberi perlakuan menggunakan resistance band.

Kata Kunci: Olahraga, Resisten Band , Bulu Tangkis

Abstract

The purpose of this study was to determine the effect of the resistance band on the backhand and smash results on Pb. Patriot Yosomulyo Metro And to find out how much influence Resistance bands have on Backhand and Smash Results in Pb. Metro Patriot Yosomulyo. This study uses a quantitative descriptive statistical method. The subjects used in this study were Pb. Metro Patriot Yosomulyo. In this study, the researcher made 1 group, namely the experimental group, a pretest was carried out before being given a posttest after being given treatment. Thus the player gets the results of the Pre-Test and Post-test which are obtained on the Test Instrument, namely: Backhand Skills The average value of the initial test is 33.40 and the average value of the final test is 59.10. The magnitude of the increase in backhand accuracy is 514 points or 23%. And Smash skills. The initial test average value is 8.40 and the final test average value is 14.05. The magnitude of the Smash accuracy increase is 113 points or 5%. The results of the normality test obtained the Kolmogrov-Smirnov significance value in the pre-test-posttest of Backhand PB players. Patriot of $0.200 > 0.005$ (significant). And the problem is $0.200 > 0.05$ (significant). And for the homogeneity test, the significance value of Backhand's research data was $0.057 > 0.05$ and for Smash $0.211 > 0.05$ (homogeneous). From the sample T test it is known that the significance of Backhand is $0.000 < 0.05$ and Smash is $0.000 < 0.05$. So in conclusion there is a significant difference in learning outcomes before being given treatment and after being given treatment using resistance bands..

Keywords: Sports, Resistance Band , Badminton

Pendahuluan

Pendidikan merupakan bagian terpenting dalam setiap kehidupan manusia. Dalam pendidikan global diajarkan berbagai macam ilmu, baik pendidikan formal maupun non formal (Abduljabar, 2011). Pendidikan jasmani pada dasarnya merupakan bagian integral dari keseluruhan pendidikan umum yang meliputi berbagai masalah kehidupan, upaya untuk meningkatkan pertumbuhan dan perkembangan jasmani dan rohani peserta didik. Olahraga tumbuh dan berkembang dalam berbagai bentuk dan cara pelaksanaan, organisasi dan tujuan sesuai dengan fokusnya masing-masing. Ada empat tujuan yang ingin dicapai dalam melaksanakan kegiatan olahraga, yaitu: (1) Olahraga rekreasi yang lebih menekankan pada kesehatan fisik dan mental (2) Prestasi kompetitif (kompetitif) lebih ditekankan pada kegiatan dan prestasi kompetitif (3) Olahraga pendidikan menekankan aspek pendidikan dimana olahraga dimasukkan sebagai mata pelajaran. Sehingga tujuan pendidikan yang dicanangkan pemerintah dapat dicapai melalui olahraga, dan (4) latihan jasmani yang menekankan pada peningkatan jasmani, sehingga kebugaran meningkat dan dapat dilaksanakan dengan baik dalam kegiatan sehari-hari (Budiwanto, 2012).

Bulu tangkis merupakan permainan yang sangat populer di dunia dan juga di Indonesia. Selain untuk menjaga kebugaran, bulu tangkis juga bisa mengharumkan nama Indonesia di kancah dunia. Untuk menjadi pemain bulutangkis yang unggul, seseorang harus menguasai teknik dan faktor pelengkap lainnya. Latihan sangat penting untuk meningkatkan performa pemain (Fransisca, 2012). Menurut Bompa (2000), pembinaan secara umum didefinisikan sebagai suatu proses sistematis dari latihan yang berulang-ulang dan progresif, dengan tujuan akhir untuk meningkatkan kinerja pemain. Resistance band adalah alat latihan dari karet yang berguna untuk menambah beban pada latihan yang dilakukan untuk latihan endurance atau resistance, Resistance Band juga dapat memperkuat otot, sedangkan Resistance band yang tipis dan ringan dapat dengan mudah diregangkan, resistance band ini dapat digunakan untuk melatih kelompok otot kecil (Fenlampir, et.al. 2015). Contohnya termasuk otot trisep, bisep, dan punggul (dengan latihan seperti ekstensi trisep di atas kepala).

Metode Penelitian

Penelitian ini menggunakan penelitian eksperimen (Sugiono, 2019), metode ini digunakan untuk mengetahui apakah ada pengaruh perlakuan yang dilakukan dengan model latihan menggunakan resistance band terhadap hasil pukulan backhand dan smash dalam permainan bulu tangkis. Dalam hal ini yang dikaji adalah pengaruh band Resistance terhadap akurasi servis Smash dan backhand.

Hasil dan Pembahasan

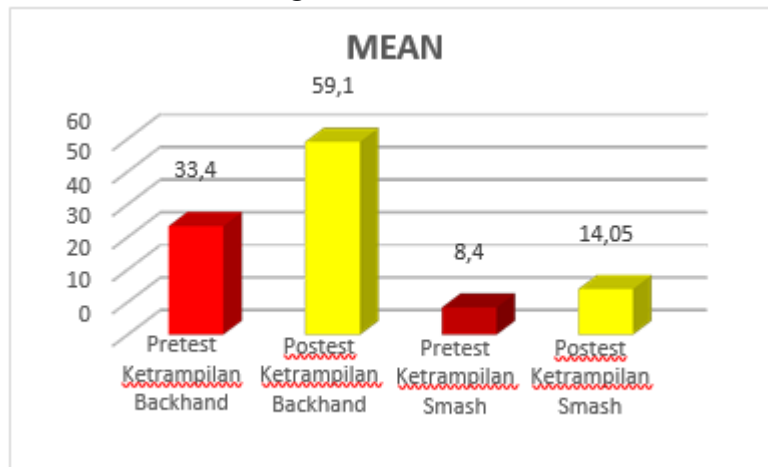
Penelitian ini dilakukan pada tanggal 12 Mei -9 Juni 2022. Subyek dalam penelitian ini adalah pemain PB. Metro Patriot Yosomulyo yang berjumlah 20 mahasiswa. Hasil penelitian ini bertujuan untuk mengetahui. Bagaimana pengaruh latihan menggunakan resistance band terhadap hasil pukulan backhand dan smash bulutangkis PB Patriot Yosomulyo Metro. Hasilnya dapat dilihat pada tabel berikut:

Tabel 1. Data Pretest dan Post Test

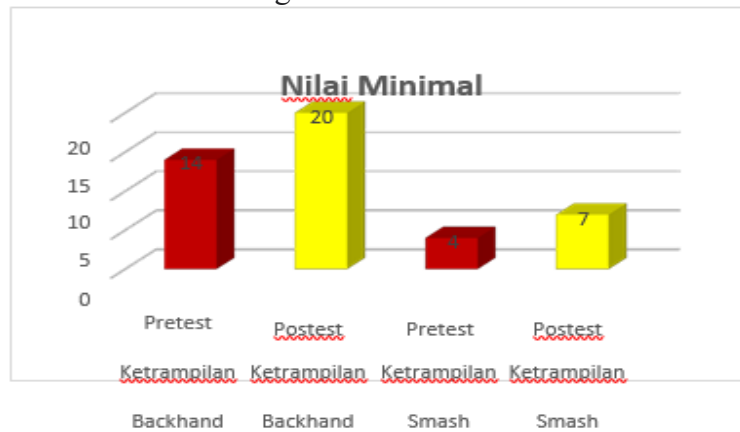
No	N	Minimum	Maximum	Mean	Std. Deviation
Backhand Skill Pretest	20	14	70	33,40	14,453
Backhand Skill Posttest	20	20	87	59,10	16,261
Smash Skill Pretest	20	4	24	8,40	4,650
Smash Skill Prostest	20	7	30	14,05	5,346
Valid N (listwise	20				

Dari data di atas diperoleh nilai rata-rata pretest keterampilan Backhand 33,40, nilai rata-rata posttest 59,10 dan rata-rata pretest keterampilan smash 8,40, nilai rata-rata posttest keterampilan smash 14,05. Kemudian nilai standar deviasi untuk Pretest skill Backhand adalah 14,453, standar deviasi Posttest skill Backhand adalah 16,261. Dan nilai standar deviasi Pretest skill Smash adalah 4,650, nilai standar deviasi Posttest skill Smash adalah 5,346. Kemudian nilai minimal pretest skill Backhand adalah 14, nilai minimal posttest skill Backhand adalah 20. Dan nilai minimal pretest skill Smash adalah 4, nilai minimal posttest skill Smash adalah 7. Backhand adalah 87. Dan nilai maksimal pretest skill Smash adalah 24, nilai maksimal posttest skill smash adalah 30, dan akan dijelaskan pada diagram berikut:

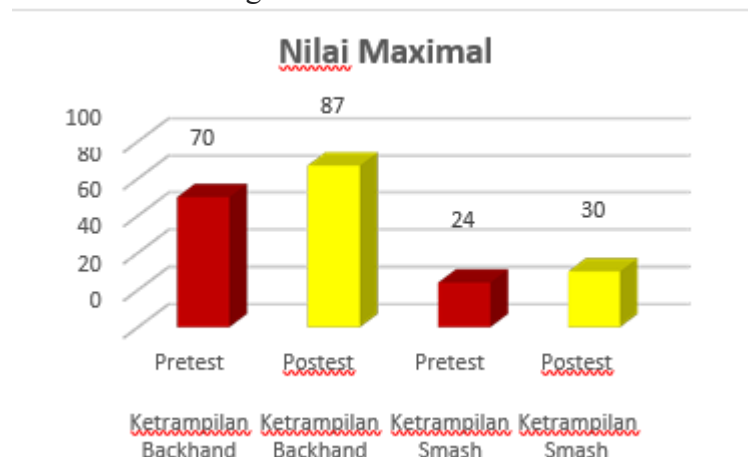
Gambar Diagram Pretest Dan Post Test



Gambar Diagram Pretest Dan Post Test



Gambar Diagram Pretest Dan Post Test



Tes Prasyarat

1. Uji Normalitas

Uji normalitas bertujuan untuk memastikan bahwa data yang diperoleh berdistribusi normal, yaitu sebaran angkanya kebanyakan berada di tengah, dan semakin jauh ke kanan atau ke kiri sebaran angkanya semakin kecil sehingga menyerupai lonceng atau kurva. Hal tersebut harus dipenuhi oleh peneliti bahwa data yang dianalisis harus berdistribusi normal, untuk itu perlu dilakukan uji normalitas yang tidak lain adalah melakukan uji sebaran normal dari data yang akan dianalisis. Nilai $P > 0,05$ maka data tersebut normal, namun sebaliknya jika hasil analisis menunjukkan nilai $p < 0,05$ maka data tersebut tidak normal. Menurut Ghazali dalam Suryani (2019), uji normalitas adalah untuk mengetahui apakah data penelitian berdistribusi normal atau tidak, uji normalitas data merupakan salah satu syarat yang harus dilakukan agar pengujian dalam statistik parametrik dapat terpenuhi, di bawah ini dapat dilihat menggunakan tabel berikut:

Test of Normality				
One-sample Kolmogorov-Smirnov Test				
	P	N	Sig.	Keterangan
Pretest Ketrampilan Backhand	0,106	20	0,05	Normal
Posttest Ketrampilan Backhand	0,200	20	0,05	Normal
Pretest Ketrampilan Smash	0,123	20	0,05	Normal
Posttest Ketrampilan Smash	0,200	20	0,05	Normal

Hasil uji Normalitas di atas diperoleh nilai signifikansi One-sample Kolmogorov-Smirnov Test pada hasil latihan menggunakan Resistance band dengan hasil Posttest backhand sebesar 0,200 dan pada hasil latihan menggunakan Resistance band dengan hasil Smash sebesar 0,200. Angka sig. Kolmogorov-Smirnov satu sampel lebih tinggi dari level tanda. Yaitu 0,05, hal ini menunjukkan bahwa kedua kelompok berdistribusi normal.

2. Uji Homogenitas

Test Of Homogeneity of Variance					
	Levene statistic	df1	df2	sign.	Keterangan
Pretest - Posttest Backhand	3,313	5	9	0,57	Homogen
Pretest - Posttest Smash	1.859	4	8	0,211	Homogen

Hasil uji homogenitas di atas diperoleh nilai signifikansi data penelitian pretest-postes Backhand sebesar 0,57. Sebagai dasar pengambilan keputusan dalam uji homogenitas, jika nilai signifikansi > 0,05 maka distribusi data dikatakan homogen. Dan nilai signifikansi data penelitian Smash pretest-posttest adalah 0,211 dasar pengambilan keputusan dalam uji homogenitas, jika nilai signifikansi > 0,05, maka distribusi datanya homogen:

3. Uji-T

Tes Sampel Berpasangan

	Backhand	Mean	Std Deviation	Std. Error Mean	95 % Confidence Interval of the Difference		T	df	Sig. (2-tailed)
					Lower	Upper			
Hasil pretest-posttest Backhand dan Smash		-26,70	17,190	3,844	-34,745	-18,655	-6,946	19	0,000
	Smash	Mean	Std Deviation	Std. Error Mean	Confidence Interval of the Difference		T	df	Sig. (2-tailed)
					Lower	Upper			
		-,5650	1,954	0,437	-6,565	-4,735	-12,931	19	0,000

Dari uji t dengan SPSS diketahui nilai signifikansi sebesar 0,000, artinya < 0,05. Jadi kesimpulannya ada perbedaan yang signifikan antara pretest – posttest backhand dan smash.

Simpulan dan Saran

Berdasarkan hasil analisis data, deskripsi, pengujian hasil penelitian, dan pembahasan, dapat disimpulkan bahwa:

1. Terdapat pengaruh yang signifikan latihan menggunakan Resistance band terhadap hasil akurasi backhand pada PB. Metro Patriot Yosomulyo, dengan t hitung 6,946 dan t tabel 2,093 dengan nilai signifikansi $0,000 < 0,005$. Peningkatan akurasi backhand setelah diberikan menggunakan Resistance band adalah sebesar 23% atau 514 poin.
2. Terdapat pengaruh yang signifikan latihan menggunakan Resistance band terhadap hasil akurasi smash pada PB. Metro Patriot Yosomulyo, dengan t hitung 12,931 dan t tabel 2,093 dengan nilai signifikansi $0,000 < 0,005$. Besarnya peningkatan akurasi pukulan backhand setelah diberikan menggunakan Resistance band adalah sebesar 5% atau 113 point.

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Kesulitan Siswa SMP Memahami Konsep Pengaplikasian Spldv Dalam Kehidupan Sehari-Hari

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Abstrak

Penelitian ini bertujuan untuk mengetahui beberapa kesulitan siswa/siswi SMP dalam memahami konsep pengaplikasian SPLDV dalam kehidupan sehari-hari. Metode yang dipilih dalam penelitian ini adalah kajian pustaka, yaitu referensi dari jurnal-jurnal dan buku yang berkaitan membahas SPLDV. SPLDV dalam kehidupan sehari-hari dapat membantu untuk memecahkan permasalahan-permasalahan angka, bilangan, harga, umur, ukuran dan masih banyak lagi permasalahan yang dapat diselesaikan dengan SPLDV.

Kata Kunci : Konsep, Matematika, SPLDV.

Abstract

This study aims to find out some of the difficulties of junior high school students in understanding the concept of applying SLDV in everyday life. The method chosen in this research is literature review, namely references from journals and books related to discussing SPLDV. SPLDV in everyday life can help to solve problems with numbers, numbers, prices, ages, sizes and many more problems that can be solved with SPLDV.

Keywords : Concept, Mathematics, SPLDV.

Pendahuluan

Matematika merupakan salah satu ilmu dasar yang mempunyai peranan penting dalam perkembangan ilmu pengetahuan dan teknologi. Matematika adalah mata pelajaran yang penting karena mata pelajaran tersebut sangat berguna untuk kehidupan seseorang Ulfa (2019) mengatakan bahwa Matematika dapat memberikan kemampuan untuk berfikir logis dalam memecahkan masalah, memberikan keterampilan tinggi dalam berpikir kritis, sistematis dan kreatif untuk memecahkan masalah, dan matematika juga memiliki hasil atau nilai akhir yang valid, maka dari itu matematika dipelajari mulai dari TK, SD, SMP dan SMA.

Mawaddah & Maryati (2016) Pemahaman adalah suatu proses yang terdiri dari kemampuan untuk menerangkan dan menginterpretasikan sesuatu, mampu memberikan gambaran, contoh dan penjelasan yang lebih luas dan memadai serta mampu memberikan uraian dan penjelasan yang lebih kreatif, sedangkan konsep merupakan sesuatu yang tergambar dalam pikiran, suatu pemikiran, gagasan, atau suatu pengertian. Oleh karena itu,

siswa sebaiknya diberi kesempatan seluas-luasnya untuk membangun pengetahuan pemahaman konsep matematika melalui pengetahuan yang telah mereka pelajari sehingga proses pemahaman siswa selalu berkembang secara terus menerus. Radiusman (2020) mengatakan bahwa Ketika siswa sudah mengerti konsep matematika maka siswa tersebut akan dengan mudah menyelesaikan masalah dalam pelajaran matematika.

Namun, tidak sedikit di antara siswa yang menghindari pelajaran matematika, padahal matematika merupakan ilmu yang sangat penting bagi kehidupan sehari-hari. Sidabutar (2018) mengatakan bahwa matematika sangat berguna dan bermanfaat dalam kehidupan sehari-hari. Siswa sebaiknya diajak mengalami secara langsung bagaimana kegiatan matematika dalam kehidupan sehari-hari agar siswa dapat memahami konsep pengaplikasian matematika dalam kehidupan.

SPLDV adalah Sistem persamaan linear dua variabel dapat dipahami sebagai himpunan persamaan-persamaan linear yang memiliki dua variabel dengan pangkat tertinggi 1. Disekolah siswa/siswi SMP terkadang memiliki kesulitan untuk memahami konsep dasar sehingga ketika guru memberi soal mereka mengalami kesulitan untuk menyelesaikan soal tersebut. Selain itu juga tidak sedikit siswa/siswi merasa yang disampaikan tidak sesuai dengan yang di ujikan ketika mereka mendapat soal atau tugas. Suraji, Dkk (2018) juga mengatakan bahwa siswa mengalami kesulitan ketika mengerjakan soal yang berbeda dari contoh soal yang diberikan guru, sebagian besar siswa hanya menghafalkan rumus tanpa memahami proses mendapatkan rumus tersebut, mereka sulit menyusun rencana untuk melengkapi data-data yang dibutuhkan menggunakan informasi yang diketahui.

Metode Penelitian

Dalam penelitian hal kesulitan siswa SMP memahami konsep pengaplikasian SPLDV dalam kehidupan sehari-hari penulis menggunakan metode kajian pustaka melalui artikel-artikel jurnal dan referensi yang valid. Kajian pustaka sering dikaitkan dengan kerangka teori atau landasan teori, yaitu teori-teori yang digunakan untuk menganalisis objek penelitian. Kajian pustaka bagi seorang peneliti sangat penting dalam mencari tempat untuk berpijak yang kokoh sehingga acuan-acuan yang digunakan dalam penelitian sesuai dengan bidang yang hendak dikaji (Karuru, 2013).

Hasil dan Pembahasan

Konsep dan prinsip merupakan pengetahuan dasar matematika yang harus dikuasai siswa, agar siswa dapat menyelesaikan persoalan matematika dengan baik dan benar. Pemahaman matematika baiknya ditanamkan sedari dini diawal mereka mengenal matematika dalam kehidupan sehari-hari. Radiusman (2020) juga mengatakan bahwa Pemahaman konsep matematika harus diajarkan sejak siswa berada pada sekolah dasar, supaya di jenjang selanjutnya siswa tidak kebingungan dengan konsep yang mereka pelajari dan realisasinya dalam kehidupan sehari-hari.

Sekolah Menengah Pertama adalah jenjang yang akan dilaksanakan siswa setelah menempuh 6 tahun Sekolah Dasar. Sekolah Menengah Pertama ialah jenjang pendidikan dasar yang bertujuan untuk meletakkan dasar kecerdasan, pengetahuan, kepribadian, akhlak mulia, serta keterampilan untuk hidup mandiri dan mengikuti pendidikan lebih lanjut (Mawaddah & Maryati, 2016). Pembelajaran matematika di SMP memiliki tujuan agar siswa memiliki kemampuan memahami konsep matematika, menjelaskan keterkaitan antar konsep, dan mengaplikasikan konsep secara luwes, akurat, efisien dan tepat dalam pemecahan masalah. Wardhani (2008) mengatakan bahwa Pembelajaran matematika pada dasarnya adalah suatu proses belajar mengajar yang dibangun oleh guru untuk mengembangkan kreativitas berpikir siswa, Susanto (2015) juga mengatakan serta dapat mengkonstruksi pengetahuan baru sebagai upaya meningkatkan penguasa yang baik terhadap materi matematika. Disinilah peran seorang guru disekolah untuk menciptakan cara belajar maupun suasana yang dapat mendorong siswa untuk berpikir kreatif sehingga siswa tidak merasa kebingungan dengan konsep yang mereka pelajari dengan kaitannya dengan kehidupan mereka sehari-hari dan bosan terhadap pelajaran matematika.

Pembahasan dalam artikel bertujuan untuk: (1) menjawab rumusan masalah dan pertanyaan-pertanyaan penelitian; (2) menunjukkan bagaimana temuan-temuan itu diperoleh; (3) menginterpretasi atau menafsirkan temuan-temuan; (4) mengaitkan hasil temuan penelitian dengan struktur pengetahuan yang telah mapan; dan (5) memunculkan teori-teori baru atau modifikasi teori yang telah ada.

Biasanya dikelas siswa hanya mendengarkan sehingga siswa menjadi cepat bosan, tidak tertarik belajar matematika dan sebagian besar siswa hanya menunggu apa yang diberikan guru sehingga siswa belajar tanpa memahami makna konsep dan penerapan teori dari materi SPLDV yang dipelajarinya. Akibatnya siswa sulit untuk memahami

materi dan hanya cenderung menghafal rumus-rumus yang dipelajarinya dan semacamnya yang membuat kemampuan penalaran logis siswa juga rendah (Astuti, 2017). Adapun gejala-gejala rendahnya kemampuan pemahaman konsep matematika siswa adalah :

1. Sebagian besar siswa belum bisa menemukan apa yang menjadi permasalahan dalam soal.
2. Siswa tidak dapat menjelaskan kembali mengenai materi yang telah dipelajari.
3. Siswa hanya menghafal rumus-rumus tetapi tidak bisa mengaplikasikan ke dalam soal.
4. Siswa kesulitan dalam menjawab soal, apabila guru memberikan soal yang bervariasi padahal masih dalam konsep yang sama.

Peran guru disini sangatlah penting dalam memotivasi siswa agar semangat untuk belajar dan menciptakan suasana yang nyaman, senang dan tidak membosankan saat belajar mengajar berlangsung sehingga baik konsep, prinsip dan materi yang disampaikan dapat tersampaikan dengan baik. Menurut KBBI, “prinsip adalah asas kebenaran yang menjadi pokok dasar dalam berpikir”.

Prinsip juga sering dikaitkan dengan konsep atau dihubungkan dengan operasi, atau dengan kata lain untuk menyelesaikan soal-soal matematika yang berhubungan dengan prinsip maka siswa harus menguasai konsep-konsep terlebih dahulu. Contohnya ketika seorang siswa ingin menyelesaikan soal SPLDV untuk mencari gradien mereka harus memahami dulu konsep dari materi SPLDV tersebut supaya bisa memecahkan operasi masalah sesuai dengan prinsip yang sesuai, disini peran guru bisa menyediakan sarana dan prasaran sebagai bahan ajar. Astuti (2017) Bahan ajar adalah suatu bentuk bahan ajar yang disusun guru untuk tercapainya proses belajar mengajar (PBM) yang mudah di pahami siswa, apa yang dijelaskan oleh guru terkait dengan pelajaran.

Bahan ajar yang disajikan tentu mengikuti kurikulum yang sedang berlaku, namun bisa dikemas dengan menarik bisa dengan video pembelajaran, game, slide, dan grafik. Pada saat menyampaikan materi disini guru diharapkan untuk benar-benar menanamkan konsep dan makna dari materi yang disampaikan yang dibantu juga dengan memberikan contoh soal sehingga pada saat guru memberikan latihan soal maupun pekerjaan rumah siswa tidak merasa terlalu sulit dan tidak relavan dengan apa yang disampaikan oleh guru karena siswa benar-benar sudah memahami dari konsep tersebut. Setelah dari bahan ajar itu juga ketika siswa sudah mengerti konsep dan prinsipnya bisa

diajarkan dengan cara cepat sehingga saat menghadapi ujian yang terbatas oleh waktu bisa mengerjakan dengan cepat.

Untuk menguji pemahaman siswa yaitu dengan latihan soal yang sesuai dengan materi yang diberikan untuk mengetahui sejauh mana siswa tersebut memahami materi yang telah disampaikan oleh guru dikelas dan untuk memberi pemahaman terhadap kaitan pembelajaran matematika dengan kehidupan sehari-hari yaitu bisa dengan memberi latihan soal cerita. Sutawidjaja dalam Deddy Krishananto (2009: 1) menyatakan bahwa soal cerita erat kaitannya dengan masalah kehidupan sehari-hari yang penting sekali diberikan dalam pembelajaran juga disampaikan oleh Laily, Idah Faridah (2014) Dalam matematika terdapat soal-soal dalam bentuk isi bacaan dan cerita dalam bentuk wacana permasalahan yang harus dipecahkan melalui penalaran siswa, karena dengan membaca soal cerita siswa dapat membuat imajinasinya seolah-olah mereka lah yang melakukan kejadian tersebut dalam kehidupannya sehari-hari dengan acuan deskripsi dari soal yang dapat di tuangkan kedalam simbol-simbol operasi matematika dengan artian siswa sudah mengetahui maksud dari pertanyaan soal tersebut.

Selain dengan latihan soal cerita bisa dengan praktik langsung. Metode praktik langsung atau drill method adalah metode yang langsung menggunakan bahasa secara intensif dalam komunikasi (Istanti, 2019). Karena kerkaitan pembelajaran matematika khususnya SPLDV yang sangat berpengaruh terhadap kehidupan sehari-hari perlu bagi seorang guru melakukan metode praktik langsung untuk siswa agar siswa tidak bingung hubungan antar keduanya dan bisa diterapkan dalam kesehariannya. Misal sebagai media guru dapat menggunakan benda seperti buku, pensil, dan lainnya misal untuk mencari harga barang tersebut dengan menggunakan metode eliminasi dalam operasi SPLDV.

Simpulan dan Saran

Solusi yang dapat seorang guru upayakan dalam mengatasi siswa SMP dalam memahami konsep pengaplikasian SPLDV dalam kehidupan mereka sehari-hari yaitu dengan benar- benar menanamkan pemahaman konsep dan makna dari materi tersebut agar siswa tidak merasa kesulitan ketika diberikan latihan soal yang menurut mereka berbeda dengan materi dan contoh soal pada saat yang dijelaskan sebelumnya, dan solusi yang dapat diupayakan untuk memberi tahu siswa kaitan atau hubungan SPLDV dan kehidupan mereka sehari-hari dengan memberikan soal cerita yang dapat mengasah kreatif berpikir siswa dengan menciptakannya imajinasi dari deskripsi soal yang siswa baca yang

dapat mereka tulis kembali dengan simbol-simbol dalam operasi hitung matematika dan pengaplikasiannya dalam kehidupan sehari-hari.

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Changes In Learning Patterns During Covid-19 Pandemic: The Case Of Indonesian University Students

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Abstract

This study aimed at evaluating the learning process using e-learning and finding the changes in learning patterns in Indonesian university students' during Covid-19 pandemic. Researcher has found out that students have changed their learning patterns during the Pandemic. Students who are initially accustomed to direct learning inevitably have to learn online to prevent transmission of the coronavirus. If we are aware of the positive side changing the learning paradigm in the era of the COVID-19 pandemic, it is more directed at efforts to improve the quality of teachers and students in the learning process.

Keywords: Learning patterns, Covid-19 Pandemic.

Introduction

Currently, we are faced with a situation where all corners of the world have to fight against an epidemic or a very dangerous virus. The world was hit with new cases of viruses, including a new form of coronavirus (SAR-CoV-2) at the beginning of 2020, and the epidemic was named coronavirus epidemic 2019 (Covid-19) (Yuliana, 2020). The virus is thought to have appeared for the first time in the city of Wuhan, China in August 2019. Then the virus that is spreading and infecting more than one million people worldwide is named the Covid-19 virus or Corona Virus. A study published in February 2020, stated that it appears that the coronavirus originated from a bat animal. This virus has successfully mutated from the host's body. However, the coronavirus is not a direct infection from bats but from other infected species from bats and eventually attacks the human body. The Coronavirus that causes COVID-19 can attack anyone. In humans, it usually causes respiratory infections, from the common cold to serious illnesses such as Middle East Respiratory Syndrome (MERS) and Severe Acute Respiratory Syndrome (SARS).

The presence of this deadly new virus certainly makes the world chaotic. It is undeniable that the coronavirus is shaking human civilization in the world. Every single country through its authority asks its people to stay at home, maintain physical (physical distancing) and social (social distancing) distances, and even carry out lockdowns (regional quarantine) to prevent the spread of the coronavirus. Not just an appeal but strict rules and prohibitions for doing activities outside the home. The COVID-19 pandemic has changed suddenly the daily lives of individuals and community activities, bringing about extraordinary changes in all aspects as well particularly in education. When we thought everything was going right, an invisible virus has completely changed the way the world was operating — the education system, the working styles, the family dynamics, and personal routine.

Almost all aspects of life are affected by this virus as well as economic problems that have the most impact because it touches various levels of society. The education sector is also feeling the impact of this pandemic. While a lot of sectors are impacted because of the

pandemic, one of the most crucial changes is in the delivery of content between the teacher and the students. Schools, colleges, tuition centers are now conducting their classes on Zoom, Google Classroom, or any other medium as found convenient. Several policies have fatal consequences for the wheel of human life. The government's sudden decision to leave or move the learning process from school to home, of course, made many parties confused.

During this pandemic the evolving situation requires all elements of education to be mindful of reacting, learning, and adapting to many new things. All nations affected by this pandemic have tried and are trying to make the best managing to support the students in this time of crisis continue to learn and be educated. It is because education is one of the fundamental human rights for all. The spread of the coronavirus pandemic in Indonesia makes it appropriate to close all schools and universities and the students have to do "study from the home" activities. The closing of the school is advised by the government using certain legal documents: the Republic of Indonesia Minister of Education and Culture's Circular Letter Number 2 of the year 2020 on coronavirus disease (Covid-19) prevention and management in education unit; in the Ministry of Education and Culture; Ministry of Education and Culture of the Republic of Indonesia Circular Letter No. 3 of 2020 on the prevention of coronavirus disease (Covid-19) in educational units; and the Circular Letter from the Minister of Education and Culture of the Republic of Indonesia No. 4 of the year 2020 on the implementation of education policy in the Covid-19 emergency time series. It should be remembered, however, that the closure of school and university does not mean that the students and teachers get holiday time at home, as it is a must to carry out their teaching and learning activities from home.

By looking at the above issues, this study aims to find out the changes in learning patterns of the Indonesian university students in Indonesia during the COVID-19 pandemic.

Method

In conducting this study, there is a primary source that will be used to collect the data. The study involved 22 respondents which are university students in Lampung, Indonesia. The questionnaire becomes a tool to collect data in research and is processed descriptively. Indicators in related research; Students has changed their study's schedule during the pandemic, How does a student change the learning style during Study from Home (SFH), How many hours does student study a day, what kind of Application that student usually uses to support their study, the student can practice English Speaking skill using the application used by their teacher, the student can practice English Listening skill using the application used by their teacher, the student can practice English Reading skill using the application used by their teacher, the student can practice English Writing skill using the application used by their teacher, what kind of Social Media Platforms that student often use to study after SFH class, what kind of Media that student use to study (e.g. Mobile Phone, Laptop, Book, etc.), How does the student understand the material given by the teacher, Does student find any challenges while you do SFH Class and how do they overcome the challenges.

The questionnaire is divided into three parts. The first part is about Yes/No questions, then in the second part is Multiple Choice and the last questionnaire is about Students' opinions regarding their learning activities and will be shown in the table.

Findings and Discussion

a. Result

The result of this study research has been collected through the online questionnaire by using google form. The writer has been divided into three sections when making the questionnaire. Based on the result of the distribution of the questionnaires to 22 respondents who are Indonesian University Students from a different college in Indonesia, here is the following descriptive data are generated.

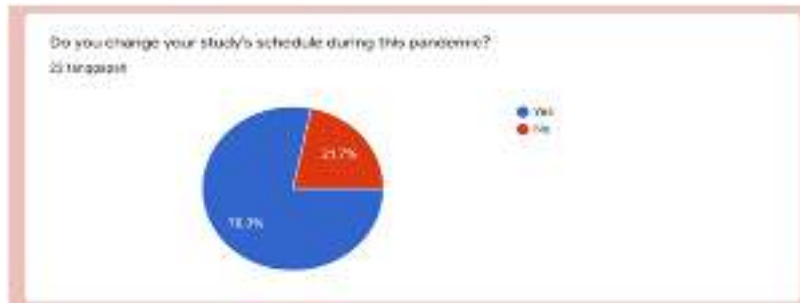
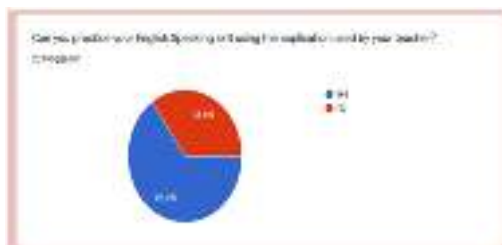
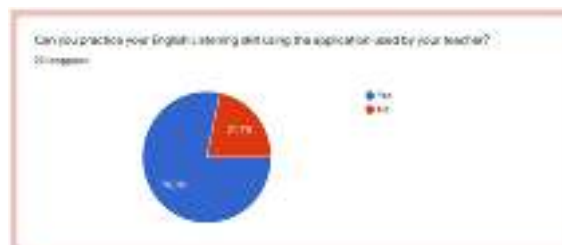


Figure 1. Do students change their study's schedule during this pandemic? Yes/No.
Source: Data Processed, 2020

Based on figure 1, it can be seen that according to respondents, the majority of students have had changes in their study's schedule during the Covid-19 pandemic nowadays. Despite the fact that there are still some students who are still on the study's schedule they normally do. As we can see in the pie chart above, shows that 79,3% of 22 students in Indonesia have changes their study's schedule since the existence of coronavirus. While there other 21,7% of the students have no changes in the study's schedule during the COVID-19 pandemic. This becomes further evaluate how the changes affect the sustainability of the learning process.



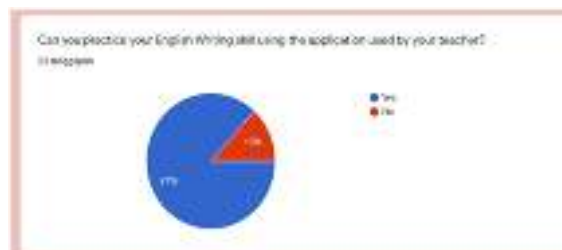
(a)



(b)



(c)



(d)

Figure 2:

(a) Students can practice English Speaking skills using the application used by the teacher. Yes/No

(b) Students can practice English Listening skills using the application used by the teacher. Yes/No

(c) Students can practice English Reading skills using the application used by the teacher. Yes/No

(d) Students can practice English Writing skills using the application used by the teacher. Yes/No

Source: Data Processed, 2020

Based on the results of the research in Figure 2.a, it can be seen that the application used by the teacher in the learning process facilitates students to practice English speaking skills. Students need more oral practice so that they can be more confident to speak and yet this thing definitely would have a great outcome. Then, not only able to practice student's speaking skills but the application used by the teacher can improve student's ability in listening as well (Figure 2.b).

Furthermore, according to the entire respondents, they all together answered that they can practice English Reading Skills by the application used by the teacher (Figure 2.c). Besides that most of the students agreed that they can practice their English writing skills by studying used the application that teacher applied (Figure 2.d). According to the results of the research in figure 2(a), figure 2(b), figure 2(c), and figure 2(d), it can be concluded that the quality of application used by the teacher is quite good. Even though learning is carried out without having face to face, students can still hone and practice to improve the four English language skills.

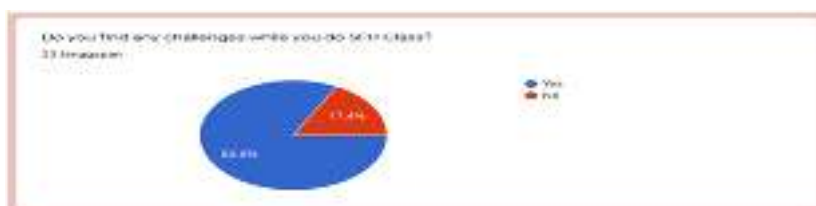


Figure 3: Students find any challenges while doing School From Home (SFH) Class? Y/N

Source: Data Processed, 2020

As we know, students at this time having learning activity which is operated via the online system, as the replace face-to-face learning and carried out through the remote process. This was carried out to avoid and split the spread of the COVID-19 virus chain from one to another. By having distance during online teaching, it definitely raises some of the issues that students face, where it takes time for them to adapt to the learning environment online. Based on Figure 6, it can be seen that according to respondents, the majority of students said "Yes" which means that they found challenges in this online learning process.

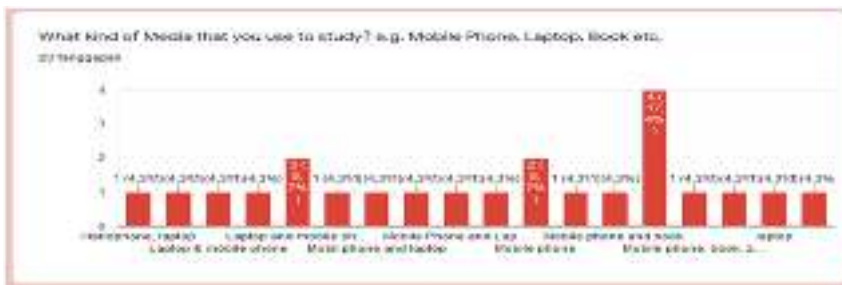


Figure 4: What kind of media that students usually use. (Mobile Phone, Laptop, Book, etc.)

Source: Data Processed, 2020

Based on the result above, we can see that students used a variety of media. Seems like they could be learned through Book, Laptop, Smartphone, Dictionary, and other media to support their learning.

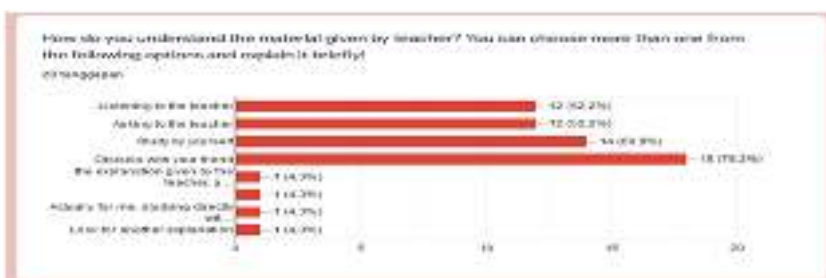


Figure 5: How do students understand the material given by the teacher.

Source: Data Processed, 2020

To get a better understanding of the material, students have to work hard and study hard. As the result shows that the students are very creative and active in studying. Most of the respondents choose to have discussed it with a friend regarding the material. However, there are also another ways in understanding the material like listening to the teacher's explanation and asking the teacher directly when something is not clear and sometimes student used to study by their self (Self-Studying) or in other words they learn independently by looking for another explanation through some sources.

Question: How do you change the learning style during Study from Home (SFH)?

Study by wacthing the video and find out many kind of material that given by the lecturer.

I change nothing. The patterns is just the same.

In the current state of the pandemic, learning styles change from learning hours. which usually only occurs during working hours, but during a pandemic like this weekend activities are still filled with learning activities.

I try to understand material by reading and discussing it with friends.

I learn more longer than before pandemic because I can repeat the subject every time I want at home.

Actually, there's a lot of changes. It's like, when I was lost or can't find the correct answer, I cant ask the lecturer, although I could ask by the application or via chat, that's just different, it would be much easier to understand when I studied or get the answer directly or face to face with the lecturer. Also, I felt that too many assignments that given to me in a short time of the deadline. I lost my study-friend.

A pleasure of studying together, I miss it.

I changed my learning style. Previously met face to face with the lecturer, but now since the pandemic, I and my friends studied online. Mostly using a mobile phone to learning everything. Online class and other activities.

Hmm... I usually write and read books mostly, but while studying from home I mostly use the internet and read books from pdf, etc.

Based on the results of the research as we can see in the statements above, from the overall answers of the respondents, we can see variations in student learning styles during this coronavirus, from starting to use online sites available on various platforms, then learning and sharing with friends. About material that they don't understand, reading more books or pdf, and of course, this is forcing them to get used to independent and creative learning to be able to understand the lessons.

Question: How many hours do you study a day? and what kind of Application that you usually use to support your study?

2 hours a day. By using Google, browser, Merriam webster, and YouTube.

3-6 hours per day. I usually use google translate.

3 - 5 hours a day. By Google, Google translate, Merriam-webster and Youtube.

2-7 hours a day and using Google, Google classroom, Youtube, and Whatsapp. At least 4 hours for 4 "SKS" or more in a day. But beyond that, I think that I studied less than 2 hours a day, not even studying at all.

Many of lecturer using google classroom, and some used WhatsApp. Not sure, sometimes every time or once in 2 days. Lots of applications could be like Telegram, and of course Google scholar, Youtube, etc.

2-3 hours a day and I use Youtube, Duolingo, Cake.

2 hours or 1 hour but I use Podomoro technic. Duolingo, Cake and U-dictionary.

As we can see from all the answers above, the average student learning hours lasts for 2 hours, 4 hours even up to 7 hours per day during the pandemic period due to demands in understanding the material and the existence of additional assignments from lecturers. Then, to keep support the learning, the student has already active and creative by using some of the digital platforms. Students also mentioned some of the platforms they were familiar with such as Google Scholar, Kamusku, Grammar Test, Youtube, Duolingo, Cake, Telegram, and many other digital platforms that provide an opportunity for the student to study.

Question: What are the challenges you face as a student and how do you overcome them?

Most of us would face the same issues as connection problem, hard to comprehend the materials, not really practical. We ask friends that usually understand the material and find out any sources that talk about that material.

Sometime it is hard to understand the material from the video that given by teacher and I am one of the people who don't like reading so in order to understand the material I had to really read even though I didn't like the activity.

If the lecturer who provides the material is not sufficient in explaining and immediately gives the assignment with a very fast deadline. Read more and understand more from the material that has been given and immediately do their job.

The challenge I received was that I could not meet face to face with the lecturer, so I could not fully understand what was being explained online and the way to overcome it is that if I have difficulties, I will ask questions with the lecturer or my friends.

The challenges I got is, I can't Manage my time, because since SFH I always use the internet, and sometime I often waste my time to not study but For looking social media, play the game or listen to music. Overcome : When I have achieved something whether it is a big thing or not. I should reward myself once in a while for doing well. I will take my time to relax(like looking social media, play the game or listen to music).

We actually have a problem with networking, and we can't ask to the teacher directly or sometimes we don't understand what the teacher said but we don't have chance to get the answer clearly. So, we just read again and again more and more, and also try to learn by ourself. We also try to get some understanding from internet

Harder to understand new material that is given by the teacher and my way to overcome that problem ask to the teacher for explained more clearly and repeat the material after SFH. Sometimes I got the bad connection internet and that is a challenge for me to learning. And I must find something ,so that I get good signal and connection.

Assignments that requires student to record their speaking. The quality of the sound is not very good.

The application of e-learning in learning is intended as technological assistance provided in terms of presenting learning material, a step currently being taken by the government as an effort to prevent the spread of the coronavirus. This certainly requires an adjustment process for students so that learning can take place as expected. Seeing the student's answers above regarding their difficulties with online learning processes, participants faced various problems such as connection constraints that were not always stable so that students would miss a material, then constraints with such a short time that students had little opportunity to ask questions or discuss and so on. However, students do not immediately give up on the situation but they also find various ways to overcome this problem such as when they do not understand the teacher's explanation, students choose to study with peers, some take the initiative by browsing through the internet, or looking for sources of information on various social media sites to support student learning needs.

Conclusion

From the results of the research, it can be concluded that student has changed their learning patterns during the COVID-19 Pandemic. Students who are initially accustomed to direct learning inevitably have to learn online to prevent transmission of the coronavirus. If we are aware of the positive side changing the learning paradigm in the era of the COVID-19 pandemic, it is more directed at efforts to improve the quality of teachers and students in the learning process. The understanding of students who study online with those who learn face-to-face is very different. E-learning becomes a stimulus that challenges students to know more about the teaching material being discussed. Besides that, the students' study time is also flexible. Moreover, although students are required to adapt to online learning where they encounter various problems such as unstable connections, students are required to be wiser and more active. like when they do not understand the explanation from the teacher, students will look for other ways such as discussing with friends or finding information themselves through various digital platforms such as Google, Youtube, Telegram, and other applications to support students' understanding of the material.

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