Strengthening SMA/MA Students' Language Attitudes Towards Indonesian Through the Word Spinner Application

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Abstract. The main problem using Indonesian was n't in accordance with linguistic rules so that students' s language did not reflect the desired language attitudes. The data obtained becomes material for preparing further strengthening plans which are developed to be media-based. After being validated by material and media experts, the language attitude strengthening model is applied to students using Android cellphones and laptop devices connected to the network. The aim of this research explains the design and implementation of strengthening student's language attitudes towards Indonesian through the medium of the word spinner application. This research uses a qualitative approach with the research method and development of the ADDIE model. Data collection methods through test and non-test instruments. The average validation data by material experts and media experts received a score of 84.45%, which means it is very feasible to apply, while the average error rate in analyzing by SMA and MA respondents is 33.5%, which means students are quite careful in understanding the instrument for strengthening language attitudes. It is also meaningful that this application is suitable for implementation in schools with its main advantage being that it teaches students with learning outcomes that meet 3 aspects of language attitudes, namely cognitive, affective and conative. T he ease of teaching vocabulary and its application in sentences so that students fully understand the language properly and correctly. The limitations of this application require technical requirements, namely the availability of computers/laptops and Android cellphones used by teachers and students who are connected to the internet.

Keywords

Language, Strengthening, high school students, word spinner

1. Introduction

The existence of Indonesian as a national language and the official language of the state must be fostered and developed so that it becomes a modern language, namely a language that is able to carry out its function as a means of communication in various aspects of the dynamics of life. To make this happen, support and strengthening language attitudes are needed. [1] The importance of having an attitude is because it is a window to the world. Maintaining an attitude means keeping oneself clean and clear so that one can see the world [2] Human quality is determined by whether or not the attitude is correct. The right attitude allows a person to develop as a leader, win in every situation and be effective in dealing with others [3]

Strengthening language attitudes is important (especially) for students in every language learning. In the context of language life, attitudes towards language are very important, especially in terms of maintenance, preservation, damage or death of language. Any policy towards language, especially language education, must pay attention to attitudes and various aspects related to it. [4] The sense of pride and loyalty towards one's own language, namely Indonesian, is currently increasingly weakening. The influence of foreign culture through social media has an impact on young people's language use. They feel prouder to communicate using the language of another nation on the grounds that it is more modern and more respected. Therefore, there must be efforts and strategies for maintenance and development by the community together with the government so that the Indonesian language

exists and is recognized by the world so that it is on par with other languages in the world. [5]

Language maintenance can be achieved through government policy and the use of appropriate technology as a means. But the most important thing that must be the basis is the family environment and community members who are ready to maintain a language. [6] As for the government's efforts to develop, foster and protect the Indonesian language, it has formed the Language Development and Development Agency (Language Agency) with the vision of realizing a national personality with character through Indonesian language and literature. [7]

In process learning , role Teacher Language very the most important thing in growing food is that it is good so that Developing awareness of people and their positions Language used student. [8] One effort to maintain and develop the Indonesian language that can be carried out by teachers is strengthening language attitudes through Game-Based Learning (GBL) with a touch of technology . The use of information and communication technology in Indonesian language lessons needs to be developed further so that it is hoped that it will be able to improve students' language skills. [9]

The rapid civilization of the 21st Century requires another perspective in the world of education. The increasingly strong flow of technology and information must be balanced with its use effectively and not otherwise prohibited or restricted. There is enough evidence that technology can make things easier transfer of science and knowledge. Educators must be ready to face the development of civilization which is full of challenges in order to prepare graduates who are reliable and on par with other nations [10]

Game-Based Learning (GBL) is able to package learning material so that students' interest increases, even after they have finished playing. [11] Game-based learning with the help of technology allows students to have the ability to process information critically. The word spin application (Spinner word) is a medium that has the advantage of being very challenging, it can encourage students to increase their vocabulary continuously through jarring where each jar is given vocabulary [12] Apart from that, Spinner media is a media that focuses on activities to encourage students with their visualization skills in answering vocabulary and this spinner can be done by individuals or groups in large numbers [13] The results of research on the use of Spinner Word media can be concluded that the Spinner Word learning media with Indonesian language content is valid for use in the learning process [14]

In connection with the above, the author made observations to obtain data related to the implementation of strengthening language attitudes in learning Indonesian. From these various data, the author summarizes the problems found when observing language attitudes in Indonesian language learning, namely the lack of positive language attitudes of students towards Indonesian. From the study of several journals related to strengthening language attitudes above, it is understood that the use of language attitude strengthening instruments through the word spinner application media can facilitate comprehensive attitude strengthening . This of course requires a reinforcement design that can make the reinforcement process effective, efficient and easy to use so that it can produce positive student language attitudes.

One form of comprehensive strengthening that answers the above problems is strengthening that utilizes information technology. Ease of understanding and using information in various forms is obtained from digital skills. [15]

2. Methods

The method that will be used in this research is the research and development method using the Analysis, Design, Development, Implementation, Evaluation (ADDIE) model from Robert Maribe Branch. The development flow is coherent and interactive, where the final result of one stage is the initial product for the next stage and the revision of the stage is continuous with the previous stage [16] The research was carried out at SMA N 01 and MA Ma'had Al-Zaytun, Mekarjaya Village, Gantar District, Indramayu Regency, West Java Province.

To observe the Indonesian language learning process and the implementation of strengthening language attitudes, researchers took primary data from all 60 students at SMAN 01 and MA Al-Zaytun by providing test and non-test instruments regarding the implementation of strengthening language attitudes in the classroom so as to get input from the students. respondents to increase the ease of use of language attitude strengthening instruments. Then the instrument trial was applied to 51 students, 25 students at SMAN 01 and 26 students at MA Al-Zaytun.

The data analysis technique used in this research is qualitative analysis carried out interactively   [17] Quantitative data from the Likert scale in the validation questionnaire was converted into qualitative data by calculating the average score for each aspect using the formula:

$$\text{Percentage } (\%) = \frac{\text{Total Score}}{\text{Maximum Score}} \text{X } 100\%$$

Convert the average score into values with categories using Table 1 below [18]

Table 1. Feasibility Interpretation Criteria According to

Percentage (%)	Criteria
0% - 20%	Not really worth it
21% - 40%	Not feasible
41% - 60%	Decent enough
61% - 80%	Worthy
81% - 100%	Very worthy

The Materials and Methods section should provide comprehensive details to enable other researchers to replicate the study and further expand upon the published results. If you have multiple methods, consider using subsections with appropriate headings to enhance clarity and organization.

3. Results and Discussion

The first step in the research was to observe students while carrying out the learning process in the classroom and then give them a questionnaire to find out the linguistic problems and phenomena they used. The questions given in the questionnaire contain language attitudes, namely,

1. Their liking for Indonesian.
2. Assessment of learning Indonesian
3. Frequency of using Indonesian properly and correctly
4. Fluency in using Indonesian
5. Feeling embarrassed if you don't speak Indonesian well   and correctly
6. Frequency of practice speaking Indonesian well and correctly
7. Feeling proud of the Indonesian language.

From the results of the questionnaire data above, there is a phenomenon of declining language expressed by respondents. Most students don't like Indonesian, think it's not easy to learn Indonesian, don't use Indonesian well and correctly, don't use Indonesian fluently, don't feel embarrassed if they don't speak Indonesian well and correctly and don't practice using Indonesian well. and right.

From the problem analysis above, a design was designed to strengthen students' language attitudes through the S pinnerword application with the usage flow and features described in Figure 1 below.
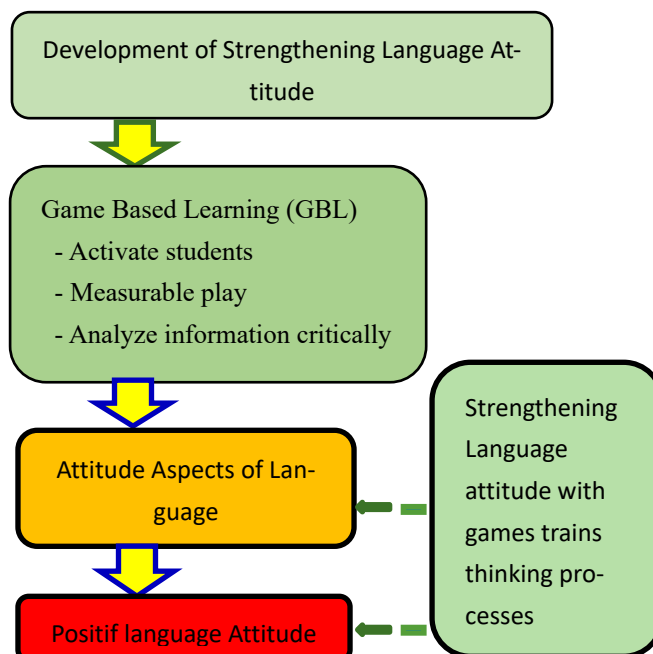

Figure 1. Scheme of Strengthening Language Attitudes through the Word Circle Application Media

The games in the Word Spinner application are designed to train students' accuracy while strengthening students' language attitudes. Students are required to use the available time as carefully as possible by analyzing standard or non-standard vocabulary which is directly applied to standard or non-standard sentence structures. The ability that is developed from this game is that students are cognitively able to analyze vocabulary and sentence structure as well as assess standard or non-standard and are able to decide between the two, which is correct (standard) and which is wrong (non-standard). The end result of this game is that students have careful analytical skills that are able to foster positive language attitudes as depicted in the scheme below.
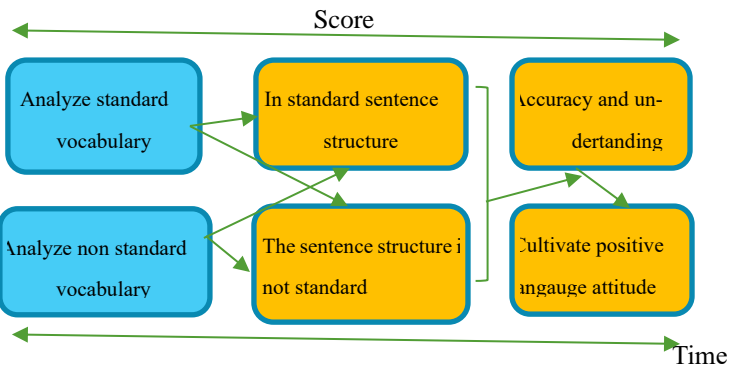

Figure 2: Scheme for Achieving Language Competency through the Word *Spinner* Application

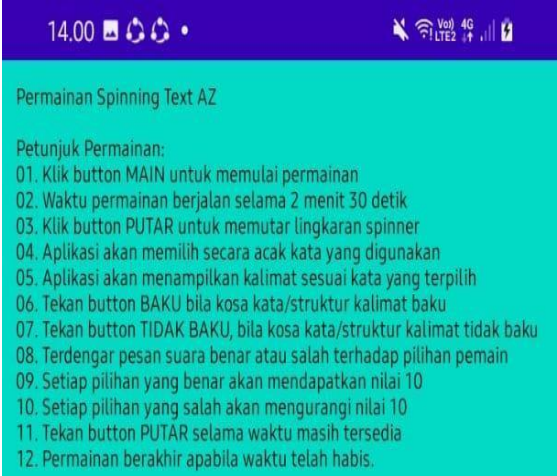a.   Game Menu

b. Game Instructions

Figure 3. Display of Strengthening Language Attitudes through the Word Round Application

The next stage is to carry out a feasibility test by material and media experts which includes the following aspects:

1. Materials Expert
   a. The content includes ease of understanding the questions, suitability of strengthening language attitudes with basic standard language competencies and fulfilling the elements of strengthening language attitudes.
   b. Language includes clarity of information, use of linguistic rules, and effective and efficient use of language.
   c. Usage includes clarity of assessment guidelines, ease of understanding rubrics, and suitability of reinforcement designs to the needs of teachers in the classroom.
2. Media Expert
   a. Design includes *layout* , use of *fonts* (type and size of letters), and interactivity with users (*user interface).*
   b. Communicative includes systematic logical flow, easy to understand features, and effective use of terms.
   c. Usage includes ease of displaying data, completeness of features, and flexibility on various *devices* .

The summary of the assessments of the two validators above is described in the table below:

Validator	Aspect	Score
Materials Expert	Contents	12
	Language	12
	Use	12
	Amount	36
Validation	**80 %**	**Worthy**
Media Expert	Design	14
	Communicative	14
	Use	12
	Amount	40
Validation	**88.9 %**	**Very Worth It**

Based on the table above, the average value of the feasibility test by material and media experts is **84.5 %,** which means **it is quite valid** or can be used with revision. Notes from the two validators used as material for instrument revision include:

1. Providing instructions on how to play the word game at the beginning (before working on the game)
2. Applications are developed on various platforms such as Android.

Next are the results of the implementation of strengthening high school/MA students' language attitudes through the Spinner word application obtained from 51 (fifty one) respondents, with details of the following aspects:

language attitudes was assessed from the results of game recordings given to all respondents, covering aspects:

a. Careful analysis of standard vocabulary such as the following words: Azan, Advice, Analysis, Principles, and Thinking
b. Carefully analyze non-standard vocabulary such as the following words: Adhan, Advice, Analysis, Principles, and Thinking
c. Accuracy in analyzing standard vocabulary in standard sentence structures
   1) I prayed the morning prayer after the call to prayer sounded.
   2) Good students usually like to listen to the advice of parents and teachers.
   3) Smart students have sharp analytical skills.
   4) Pancasila is the principle of the Unitary State of the Republic of Indonesia.
   5) People of sound mind are usually able to think well.
d. Accuracy in analyzing non-standard vocabulary in standard sentence structures
   1) I prayed the morning prayer after the call to prayer sounded.
   2) Good students usually like to listen to the advice of parents and teachers.
   3) Smart students have sharp analytical skills.

4) Pancasila is the principle of the unitary state of the Republic of Indonesia.

5) Healthy people are usually able to think well.

e. Accuracy in analyzing standard vocabulary in non-standard sentence structures

  1) The call to prayer rang out after I prayed the morning prayer

  2) Listening to the advice of parents and teachers, good students like.

  3) His analytical skills are sharp and intelligent students.

  4) This is the principle of Pacasila of the Unitary State of the Republic of Indonesia.

  5) Reasonably healthy people are usually able to think well

f. Accuracy in analyzing non-standard vocabulary in non-standard sentence structures

  1) When the morning call to prayer is heard, I pray.

  2) Listen to the advice of parents and teachers, good students like it

  3) The analytical power is sharp, an intelligent student.

  4) It is the principle of Pancasila of the Unitary State of the Republic of Indonesia

  5) Intellectually healthy people are usually able to think well

Table 3. Recapitulation of Respondents' Values from the Spinner Word Application

| N o. | Question Number | Amount Answer | | | | Amount Student | | PROCESS ERROR ANSWERING (%) | |
| | | Correct | | Wrong | | | | | |
		SENIOR HIGH SCHOOL	M.A	SENIOR HIGH SCHOOL	M.A	SENIOR HIGH SCHOOL	M.A	SENIOR HIGH SCHOOL	M.A
1	1	18	9	7	16	25	26	28%	62%
2	2	12	12	13	14	25	26	52%	53%
3	3	13	22	12	4	25	26	48%	15%
4	4	21	16	4	10	25	26	16%	39%
5	5	22	17	3	9	25	26	12%	35%
6	6	21	25	4	1	25	26	16%	4%
7	7	20	17	5	9	25	26	20%	35%
8	8	14	10	11	16	25	26	44%	62%
9	9	19	22	6	4	25	26	24%	14%
10	10	16	20	9	6	25	26	36%	23%
11	11	8	22	17	4	25	26	68%	14%
12	12	11	13	14	13	25	26	56%	50%
13	13	4	12	21	14	25	26	84%	54%
14	14	15	21	10	5	25	26	40%	20%
15	15	19	20	6	6	25	26	24%	24%
16	16	20	23	5	3	25	26	20%	12%
17	17	21	20	4	6	25	26	16%	23%
18	18	21	26	4	0	25	26	16%	0%
19	19	14	11	11	15	25	26	44%	58%
20	20	21	21	4	5	25	26	16%	20%
R e r a t a								**36%**	**31%**

Based on Table 3 above, the average value of the analysis error rate by respondents is 33% , which means that it is quite accurate or quite suitable for use. Meanwhile, students' level of accuracy and accuracy in analyzing standard/non- standard

vocabulary as well as its application to standard/non-standard sentences received an average score of 67%.

Discussion

The main advantages of this word spin application is to teach students with learning outcomes in the language attitude aspect, namely fulfilling the 3 components of language attitude, namely, cognitive, affective and conative abilities [19] namely students carefully analyze vocabulary and its application in standard/non-standard sentences displayed in the word rotation application. Second, affective ability, namely students are able to assess and differentiate vocabulary and its application in standard (correct) / non-standard (wrong) sentence structures and third, conative ability, namely students are able to make decisions to choose between standard (correct) and non-standard (wrong) . The stages of use for teachers include providing a link to the word round application to download and install on each student's device, explaining the purpose of the game and learning achievements and recapping the results of students' answers in the Excel application. Meanwhile, the student user stage play the application with great care and thoroughness taking into account the time available and students can immediately see the scores obtained. Then , it is easy to teach vocabulary and its application in sentences so that students fully understand the language properly and correctly or according.

The limitation is that strengthening language attitudes through the word spinner application media requires technical requirements, namely the availability of computers/laptops and Android cellphones for use by teachers and students, and an internet network. to standard language rules.

4. Conclusions

Students' current language attitudes still do not like Indonesian. The role of teachers as facilitators and motivators must try to strengthen students' language attitudes.

Spinner word application media is designed to strengthen students' language attitudes in understanding standard language so that students have good cognitive, conative and affective abilities towards Indonesian . The results of the assessment of Spinner Word media by media experts and material experts received a very decent score.

The average error rate of SMA/MA students in analyzing, observing, assessing and deciding on vocabulary as well as its application in sentences reached 33.%, which means that SMA/MA students are quite careful in analyzing and understanding vocabulary as well as its application in standard and non-standard sentences. The level of accuracy of students in analyzing vocabulary and at the same time applying it in standard and non-standard sentences reached 67%. This means that the Word Spinner application media works effectively and meets the language attitude indicators to strengthen high school/MA students' language attitudes so that students have a positive language attitude towards Indonesian.

Suggestion

Based on the findings described in the conclusion above, the suggestions that the author can convey are as follows:

a. Teachers should always be an example in cultivating positive language attitudes in students by always thinking carefully and speaking with good word choices.

b. Teachers have more innovation in preparing models for strengthening language attitudes in order to make it easier for students to understand language well and correctly.

c. The results of this research can be used as an effective alternative way to strengthen language attitudes, especially in understanding standard language, so that students are more interested and fall in love with Indonesian.

Abbreviations

SMA : Sekolah Menengah Atas (Senior High School)

MA : Madrasah Aliyah (Senior High School)

Conflicts of Interest

The authors declare no conflict of interest

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