INVESTIGATING SEMANTICS ACTIVITIES IN NEW PANDEMIC ERA 2021

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ABSTRACT

This study aimed to describe semantic activities in the new pandemic era in 2021 at STKIP PGRI Lubuklinggau. In this research, researchers used descriptive qualitative research. The subject of this research is semantics lecturer. The researcher chose one research subject because the semantic lecturer is a key informant who has met the requirements as a key informant. Based on research results, the researchers discovered how semantics the lecturer teaches starting from the approach. Semantics lecturer combines two languages, English and Bahasa Indonesia, considered avoiding misunderstanding communication and help students to understand the materials more. In conculsions, there is no difference between online and offline syllabus. The material remains the same. The differences only about how the way the lecturer delivers the material, method, and learning strategies.

Keywords: Activities, Pandemic, Semantics

INTRODUCTION

In line with the development of the times, language development also develops and experiences shifts in meaning. One way to minimize misconceptions about the definition of a language is to study a substation of linguistics. One of the substations of linguistics that looks at the elements of linguistic meaning is semantics. Semantics is a sub-discipline of Linguistics which a technical term that refers to the study of meaning (Pateda, 2008). Aminuddin (2001) argues that semantics means the theory of meaning or idea of meaning, namely the systematic branch of language that investigates meaning or meaning. Semantics tries to understand what meaning is as an element of language and how it is constructed by language and interpreted, obscured, and negotiated by speakers and listeners of language (Suwandi, 2015). Understanding of semantics needs to be studied more deeply, which allows students to understand and realize the meaning of words, sentences, discourse, and context.

Several theories study semantics, one of which is the theory of Ferdinand de Saussure. Ferdinand de Saussure has The Triangle of Signification or can be referred to as the Three Dyadic Relations (A sign, B concept, C the thing referred to), namely the mental processes in the brain that will affect meaning. The sign consists of two sign elements (signifier and signified). A signifier is a physical element of a movement that can be a sign, word, image, or sound. Meanwhile, represented (signal) shows the absolute concept that is closer to the existing physical symptoms. Meanwhile, the signification process shows the sign with external reality, which is called the referent.

The signs are made up of A (symbol) + B (concept) because it emphasizes mental elements. Mental elements mean the cognitive processes that exist when dealing with objects or images in the brain. Ferdinand also introduced the concept of arbitrariness, which is a concept where meaning will change based on mental processes in the brain. He emphasizes more on the mental process to interpret the meaning. It means that sound can affect human thought to interpret the meaning. Leech (2003) stated that the discussion of the meaning of meaning (meanings of meaning) as the beginning of an important study on semantics and much disputed about the word 'meaning' in English and semantic experts.

However, the COVID-19 outbreak has changed all aspects of human life in the world, including Indonesia. People are not allowed to leave their homes, are not allowed to work, or even go to school. If they want to go out, they have to obey the rules. One of the rules is social/physical distance. Social/physical distance is the approach that can decide the spread of the virus. Therefore The COVID-19 outbreak has resulted in changes in teaching-learning interactions in schools, including the implementation policy of the STKIP PGRI Lubuklinggau (study from home) until the specific time. Learn from home being a challenge because this situation comes. Lecturers must work hard to design learning materials based on technology that has not been done previously, including in semantics courses.

This confusion also has an impact on semantic teaching-learning activities at STKIP PGRI Lubuklinggau. Lecturers and students are prohibited from doing face-to-face learning, and then they have virtual understanding using online applications. The lecturers also have to prepare different lesson plans. Therefore, lecturers have to develop various ways to overcome the problems in case learning objectives planned at the beginning of the study year can be achieved. However, lecturers as educator experience problems in developing alternatives, especially in the field of semantics. In this research, the researchers discussed Investigating Semantics Activities in New Pandemic Era 2021 at STKIP PGRI Lubuklinggau.

RESEARCH METHOD

The method used in this research is qualitative research with the type of descriptive method. The descriptive study tries to describe a symptom, an event that is happening at the moment, or an actual problem. The researchers used this method because the researchers wanted to learn and analyze the experience of lecturers in teaching, especially in semantics courses. Therefore, with this research method, the researchers analyzed the semantics teaching activities in the pandemic era.

The research subject is the semantics lecturer who teaches at STKIP PGRI Lubuklinggau. In this research, the researcher interviewed a semantics lecturer at STKIP PGRI Lubuklinggau. The researcher chose one research subject because the semantics lecturer is a key informant who has met the requirements as a key informant. In this research, the researchers interviewed the lecturer at STKIP PGRI Lubuklinggau.

FINDING

The researchers show the results of the data from interviewinterviewstion and documentation that have been analyzed. The followings are some of the findings obtained by researchers from interviews with semantics at STKIP PGRI Lubuklinggau regarding Semantics activities in the new pandemic era 2021.

Language Proficiency with a Good Structure, Psycholinguistic and Cognitive Learning in Explaining Semantic Teachings

In semantics activities, the lect, or combines two languages proficiency, there are English and Indonesian—this combination of two languages considered to avoid misunderstanding and helps the students to understand more about this. Furthermore, the lecturer also uses psycholinguistic and cognitive learning in explaining semantic teaching teachings because psycholinguistic is relate to the students' mental processing in understanding the material, and cogn,active learning is related to how they are analyzing or interpreting the meaning in semantics. Therefore it is very important to using psycholinguistic and cognitive learning because, in semantics, the students need critical thinking to understand the materials.

Based on the interviews with the respondents, the researchers can find out the lecturer is using this language proficiency with a good structure, psycholinguistic and cognitive learning in explaining semantic teaching teachings.

There is No Difference Between Teaching Teaching-Learning in Syllabus and Reality

The semantics activities at STKIP PGRI Lubuklinggau are the same between men's syllabus and reality. Based on the results with the respondents, researchers can find out that there is no difference between teaching teaching-learning in syllabus and fact.

The Lecturer has Learner and Teacher's Rules for Rules Semantics Activities in the Classroom

Both in an offline and online class, the lecturer has learner's and teacher's rules for the semantics activities in the classroom. These rules are considered to retread the disciplines between students and teachers. Based on the interviews with the respondents, researchers can find out the lecturer has learner and teacher's rule for the semantics activities in the classroom.

Time and Space are Involved or Used by the Teacher in Teaching Semantics

During this new pandemic era 2021, the lecturer has two times and spaces in teaching semantics at STKIP PGRI Lubuklinggau. There are 40 minutes for an offline class held in the classroom and full-time 90 minutes for an online course held on Facebook. Based on interviews with the respondents, researchers can find out Time and are involves or used by the teacher in teaching semantics.

There is No Difference Between the Syllabuses on Semantics Activities During Online and Offline Class New Pandemic Era 2021

The syllabus on semantics activities during online and offline classes in the new pandemic era 2021 has no differences. But it just different in the way of delivering the materials and in doing the brainstorming. Based on interviews with the respondents, researchers can find no difference between the syllabuses on semantics activities during

online and offline classes in this new pandemic era of 2021.

DISCUSSION

Based on findings, the researchers used theory from H. Douglas Brown to collect data after the interview with the semantic lecturer. There are elements and sub-elements of the method, namely approach, design, and procedure, which the researchers used to arrange an interview with a semantics lecturer (Brown, 2001). In practice, the researchers discuss a theory of native language and a theory of the nature of language learning. In design, the researchers examine the general and specific objectives of the method, a syllabus model, types of learning and teaching activities, learner and teacher role, and instructional materials. Moreover, in the procedure, the researchers discuss classroom techniques, practices, and behavior observed when the method is used.

After the interview with semantic lecturers at STKIP PGRI Lubuklinggau related to semantic activities in the 2021 pandemic era, from the results of the research, researchers discovered how semantics lecturer teaches starting from the approach. Semantics lecturer combines two languages, English and Indonesian considered to avoid misunderstanding and help students to more understand the materials. Then, psycholinguistic and cognitive learning also applied by the lecturer in semantics activities to allow the students to critically thinking because, in semantics, the students need critical thinking to understand the materials. Research by Simarmata (2020), shows that semantic learning can improve students' ability to understand meaning. According to Bahroni (2013), semantic learning provides theoretical provisions for analyzing the language being studied. In addition, students are expected to be able to understand its relationship with everyday life, both orally and in writing (Kusmana, 2014).

Next in design, the Researchers also found similarities between teaching and learning activities in the syllabus and reality. In the online class, the lecturer explains the material using learning videos in Facebook media and does the discussion in the comment session. Furthermore, in an offline course, the lecturer explains the material to the students face-to-face. The lecturer applies the rules for the learners before starting the class at the beginning of the semester. The maximum tolerance for tardiness for students is only 15 minutes, and the rest is considered absent. Submission of tasks is also carried out according to deadlines, and plagiarism is strictly prohibited. As for the rules for the lecturer, they are the same. Lecturers are considered absent if they enter without apparent reasons, and the lecturer must inform the students in advance if they do not join or want to change another day.

Then, in the procedure, the semantic lecturer explains the material using conventional methods and does not use specific strategies in learning. Researchers also found differences in time and space during the semantic teaching and learning process during the pandemic era. For the time and space in semantics activities, the lecturer has 40 minutes for offline classes held in the classroom face-to-face and 90 minutes for online classes held in the Facebook group.

CONCLUSION

The lecturer also has ruled both for students and for the lecturers themselves in undergoing semantics learning. The lecturer has two times and spaces in teaching semantics at STKIP PGRI Lubuklinggau, and there are 40 minutes for the offline class held in the classroom and full-time 90 minutes for an online course held on the Facebook group. Then, there are no differences between online and offline syllabus. The material

remains the same. The differences are only about how the lecturer delivers the material, method, and learning strategies. If the technique is offline, the lecturer usually used direct discussions or can be brainstorm.

SUGGESTION

Researchers hope that these findings can be used to develop more effective teaching methods in the future, especially in online learning systems. It is also expected that lecturers will be more active in providing exercises and discussing with students, primarily semantic cases.

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