

Exploring Ungrammatical Patterns in Indonesian Student Thesis Writing: A Comprehensive Analysis

Arju Susanto¹, Muhammad Darwis², Lukman³ and Kaharuddin⁴

Abstract

This research discusses the pattern of ungrammatical Indonesian language in student thesis writing. This research aimed 1) to describe the pattern of ungrammatical Indonesian in student thesis writing, and 2) to analyze the pattern of ungrammatical Indonesian in student thesis writing. This research used eclectic theories about morpho-syntax, syntax, and task words. This research used descriptive analysis method. The work steps of this research begin with identifying patterns of ungrammatical Indonesian language in student thesis writing, then analyzing and describing it. The results of this research show that there are several patterns of ungrammatical Indonesian language morphosyntactically, combining the affixes me-...-i and me-...-kan, reduplication, and from a syntactic perspective there are ungrammatical structures of phrases, clauses and complete sentences, there are sentences with no subject, sentences with no predicate, and sentences with no subject and no predicate. The research results in terms of task words showed ungrammaticalities in the application of prepositions and conjunctions.

Keywords: Indonesian, Student Thesis, Ungrammatical Patterns

INTRODUCTION

Indonesian serves as a national language and state language. It has been owned by the Indonesian language since the Youth Pledge was declared in 1928 (Alwi et al., 1998, p. 1, Arifin & Tasai, 2009, p. 12, Sugono, 1999, p. 3).

In its position as a national language, Indonesian functions as (1) a symbol of national pride, (2) a symbol of national identity, (3) a tool to unite various ethnic groups with different socio-cultural and linguistic backgrounds, and (4) a tool intercultural and interregional relations. As for its position as a state language, Indonesian functions as (1) the official language of the state, (2) the official language of instruction in educational institutions, (3) the official language in communications at the national level, (4) the official language for cultural development national, (5) means of developing and utilizing modern science and technology, (6) mass media language, (7) supporting Indonesian literature, and (8) enriching regional languages and literature (Alwi & Sugono, 2003, p. 5, Sasangka, 2019, p. 11-12; Arifin & Tasai, 2009, p. 12).

In connection with the second function in its position as a state language, Indonesian functions as the official language of instruction in educational institutions. Indonesian as an introduction to education from the third grade of elementary school—even now from early childhood education—up to higher education. Apart from that, Indonesian is also used as a subject at the elementary school level up to high school and is used as a compulsory curriculum subject mata kuliah wajib kurikulum (MKWK) in all tertiary institutions (Decree of the Director General of Higher Education Number 84 of 2020 concerning Guidelines for the Implementation of the Subject Compulsory Lectures in the Higher Education Curriculum).

Indonesian is a means of communication at various levels of education. In this case, students should communicate verbally using Indonesian. The speaker and the interlocutor can both understand the meaning of the conversation. In the teaching and learning process, teachers and students, lecturers and students can communicate well (Aswad et al., 2019; Rahman et al., 2019; Yaumi et al., 2023).

¹ Hasanuddin University, Indonesia

² Hasanuddin University, Indonesia

³ Hasanuddin University, Indonesia

⁴ Hasanuddin University, Indonesia, Email: kaharuddin@unhas.ac.id

As a course, the rules or structure of the Indonesian language begin to be introduced, even in depth. The rules of all language elements are instilled in pupils or learners to apply, both when speaking and writing. However, if it pays attention to various linguistic products, for example Indonesian in writing scientific papers: papers, articles, theses or dissertations, you can still find ungrammatical forms or structures of Indonesian. Ungrammatical forms or structures of the Indonesian language in writing scientific papers or student final assignments (thesis, thesis, dissertation) must be avoided. Writing the final assignment must comply with standard Indonesian language rules and be good and correct in official situations.

In official situations, Indonesian is used, both spoken and written. Spoken Indonesian is a formal variety, for example in giving speeches, discussions, giving lessons in front of the class, giving lectures, and leading official meetings. In terms of writing, Indonesian is used when writing formal/official letters, making official reports, making working papers for seminars, conferences, congresses, writing theses, theses and dissertations (Badudu, 1993, p. 7; Amalia et al., 2022).

As stated above, ungrammatical forms or structures of the Indonesian language in writing scientific papers or student final assignments must be avoided. However, in reality it is still found that students write theses in Indonesian which are ungrammatical. Ungrammatical Indonesian language in student thesis writing is related to the application of morphosyntactic, syntactic and task word rules.

Writing Indonesian (hereinafter abbreviated to BI) in student thesis writing (hereinafter abbreviated to SM) in the application of morpho-syntactic rules is related to the affixation process of the affix combinations *me-...-i* and *me-...-kan* as well as reduplication. In applying syntactic rules, ungrammaticalism occurs at the level of phrases, clauses and sentences. As for the application of assignment word rules, ungrammaticalities occur in the use of prepositions and conjunctions.

Morphosyntax

1. Affixation

In the affixation process, the letters /k, p, t, s/ at the beginning of a word melt if they get the prefixes *meng-* and *peng-*. For example, the combination of the affix *me-...-i* + influence becomes an influence *meme* after undergoing a morphophonemic process. Basic words that end with the letter /k/ in the an form are followed by the suffix *-kan*, there should be two /k/ in the an form of the word. The combination of the affix *me-...-kan* with the demonstrative word shows (Mustakim, 2019, p. 12; Sasangka, 2019, p. 65).

The process of affixing the combination of BI affixes *me-...-i* in writing SM is not in accordance with these rules. The combination of the affix *me-...-i* with the word influence becomes influencing, not affecting, here is an example of how it is written in a sentence.

2. Reduplication

According to Sasangka (2018, p. 49-40), Reduplication or repetition is a morphological process that converts lexemes into words after undergoing a morphological process of reduplication, either *dwipurwa* (repetition of the initial syllable), either *dwilingga* repetition (full repetition) or *dwilingga* copy sound (*peng* full repetition that changes sound), or *dwiwasana* (repetition of the final syllable).

Morphosyntactically, the process of BI reduplication in writing (SM) occurs ungrammatically because the repetition form is used simultaneously with words that have a plural meaning in the sentence. Reduplication of the word *teacher* into morphologically re-forming *teachers* is grammatical. However, after the repetition form is combined with words that have a plural meaning, for example *para*, becomes *teachers*, ungrammatical.

3. Phrase

A phrase is a combination of two or more words which are non-predicative, and which do not exceed the limits of the sentence function (Chaer, 2003, p. 222; Susanti, 2013, p. 8; Hasnia et al., 2022). Based on the similarity of distribution in sentences, phrases in BI can be divided into endocentric phrases and exocentric phrases (Moeliono, 2017, p. 184). In discussing ungrammatical patterns of BI phrases in writing SM does not use all phrase rules. The form or structure of BI phrases in ungrammatical SM writing is not all related to phrase rules.

Therefore, only appropriate phrase rules are used to discuss BI phrases in ungrammatical SM writing. Below are examples of ungrammatical BI phrases in SM writing.

4. Phrase

A clause consists of functional elements, including the elements Subject (S), Predicate (P), Object (O), Complement (C), and Description (D). The five clause elements are not always present in the clause. One clause sometimes consists of only S and P; sometimes S, P, O; sometimes S, P, C; sometimes S, P, D; sometimes S, P, C, Ket, or even just P. This is because P tends to always be present in clauses whose presence is considered mandatory, while the other elements are not (Moeliono et al., 2017, p. 513-546; Susanti, 2013, p. 27-38; Achmad, 2012, p. 96-108). Below are examples of ungrammatical BI phrases in SM writing.

5. Sentence

According to Sasangka (2019, p. 19), sentence is the smallest unit of language that can express a complete thought or every utterance that can express complete information. If there is an utterance that is incomplete or incomplete, informing something, the utterance cannot yet be called a sentence, it may only be in the form of words or only in the form of groups of words or phrases. Another characteristic of speech is called a sentence, there is a predicate in the speech. Furthermore, Sasangka (2018, p. 155) groups basic Indonesian sentences into several types, namely (1) subject-predicate (S-P), (2) subject-predicate-object (S-P-O), (3) subject-predicate - complement (S-P-D), (4) subject-predicate-object-complement (S-P-O-C), (5) subject-predicate-object-adverb (S-P-O-C), (6) subject-predicate-adverb (S-P-C).

RESEARCH METHOD AND SOURCES OF DATA

Each research uses a method, both in collecting data and in analyzing research data.

Types of Research

This research is a qualitative descriptive research aimed at describing the characteristics, characteristics and describing the data accurately based on the natural nature of the data itself (Djajasudarma, 2006, p. 15).

It is considered suitable for providing as detailed a picture as possible based on reality. This research presents complete data in a data table in the form of a description of patterns and factors of ungrammatical Indonesian language in students' thesis writing.

Data Source

The primary data source for this research is the theses of students from the Faculty of Economics and Business, National University, Jakarta who graduated in the 2020/2021, 2021/2022 and 2022/2023 academic years. The secondary data in this research comes from research that is relevant to the research object, such as books, dissertations and journal articles. This research's secondary data can be compared with primary data to support the validity of the analysis.

Population and Sample

The population of this research is thesis students who graduated in the 2020/2021, 2021/2022 and 2022/2023 academic years. The number of theses for the three years was 1,481, with details, 2020/2021 academic year theses: 378, 2021/2022 academic year: 658, and 2022/2023 academic year: 445. Furthermore, 50 scripts were sampled. All ungrammatical sentences in the 50 (fifty) theses were used as samples for this research.

Method of Collecting Data

Data collection for this research was carried out using listening methods and note-taking techniques. The listening method is used to observe and identify patterns and factors of ungrammatical Indonesian language in students' theses at the Faculty of Economics and Business, National University, Jakarta. Furthermore, the note-taking technique as a continuation of the observation method is used to record the data obtained. The data was recorded on a data card that had been prepared for deeper analysis. The data collection steps are carried out by: a) read the sentences in the thesis carefully then identify ungrammatical sentences; b) mark with a pencil

ungrammatical sentence constructions; c) record ungrammatical sentence constructions that have been marked on the data card; and d) classifying data based on ungrammatical patterns and factors in sentence construction and/or syntactic structure of the Indonesian language.

Data Analysis Method

This research data analysis method refers to the Grounded Theory method (Adibah, 2018). There are four stages in analyzing data using the Grounded Theory method, a) The goal of the coding stage (open coding) is to identify keywords from all the data collected. In this stage, all forms of BI sentences in SM that are ungrammatical are coded. b) Concept formation stage (axial coding), the aim of which is to collect codes with the same content which allows data to be grouped into interconnected categories and concepts are formed. In this stage, ungrammatical BI sentences in SM are grouped based on code similarities. c) Categorization stage (selective coding), the aim of which is to group the concepts that are formed and then select those that are related to the formation of a theory for the research problem. In this stage, BI is selected in SM based on code similarities to be classified theoretically, based on linguistic theory which is the basis of the research. d) The theory formation stage is aimed at explaining the subject under study by strengthening existing theories and literature studies. This stage is often called Theoretical Note. In this stage, the patterns and ungrammatical factors of BI in SM are determined theoretically. Then, the factors and patterns of tical ungrammaticality are analyzed and the form/structure of BI ungrammaticality in the SM is described.

RESULTS AND DISCUSSION

This research discusses BI ungrammatical patterns in SM writing, Faculty of Economics and Business, National University. The ungrammatical pattern includes all the "ungrammatical forms/structures that remain BI in SM writing.

Affixation

The morphological process at the syntactic level referred to in the morpho-syntactic explanation above is the affixation process of the combination of affixes *me-...-i* and *me-...-kan* in BI. In the affixation process, the affix combination *me-...-i* is attached to the base or base of the influence to become an influence after undergoing a phonemic morpho process. The morphophonemic process is the addition of an affix to the base bringing about a sound change in the affix or at the base according to the initial phoneme of the word to which it is attached. In the affixation process, the combination of the affix *me-...-i* with the stem of influence becomes affect, the letter /p/ at the beginning of the stem of influence is lost. The letters /k, p, t, s/ at the beginning or base melt if they have the prefix or prefix *meng-* and *peng-*. Apart from that, basic words that end with the letter /k/ in their formation are followed by the suffix or suffix *-kan*, there should be two /k/ in the formed word. For example, the affix combination *me-...-kan* + point becomes shows.

In this research, it was found that the affixation process of the combination of BI affixes *me-...-i* in SM writing was not in accordance with these rules. The combination of the affix *me-...-i* + influence becomes influencing, not influencing, here is an example of writing it in a sentence.

Data 1

Selain Disiplin kerja, faktor lain yang **mempengaruhi** kinerja pegawai adalah beban kerja, beban kerja merupakan salah satu faktor yang **mempengaruhi** kinerja pegawai dan merupakan sekumpulan atau sejumlah kegiatan yang harus diselesaikan oleh suatu unit organisasi dalam waktu yang telah ditentukan.

Selain disiplin kerja, faktor lain yang **memengaruhi** kinerja pegawai adalah beban kerja; beban kerja merupakan salah satu faktor yang **memengaruhi** kinerja pegawai dan merupakan sekumpulan atau sejumlah kegiatan yang harus diselesaikan oleh suatu unit organisasi dalam waktu yang telah ditentukan.

The sentences in examples (1), (2), and (3) above are ungrammatical because the word formation or affixation

mempengaruhi do not comply with the rules. Affixing the combination of the affix me-...-i with the stem of influence should be *memengaruhi*, the consonant /p/ melts after undergoing a phonemic morpho process. The grammatical word for formation is *memengaruhi*, not *mempengaruhi*. The three example sentences can be changed grammatically.

This research also found that the affixation process of the affix combination me-...-kan BI in SM writing is not in accordance with the rules. The combination of the affix me-...-kan with a demonstrative stem becomes indicative. The grammatical formation of words in BI is indicating, not indicating. Below is an example of writing BI in SM that is not grammatical.

Data 2

Pengaruh antara lingkungan kerja terhadap kinerja pegawai *menunjukkan* adanya pengaruh positif antara lingkungan kerja dan kinerja pegawai.

Pengaruh antara lingkungan kerja dan kinerja pegawai *menunjukkan* adanya pengaruh positif antara lingkungan kerja dan kinerja pegawai.

The affixation process of the affix combination me-...-kan + *tunjuk* to *menunjukkan*.

Reduplication

Reduplication or repetition is a morphological process that converts a lexeme into a word after undergoing the morphological process of reduplication (dwi purwa repetition: repetition of the initial syllable; dwilingga: full repetition; dwilingga copy sound: full repetition that changes the sound; and dwiwasana repetition: repetition of the final syllable).

Morphosyntactically, the BI reduplication process in SM writing is ungrammatical because the repetition form is used simultaneously with words that have a plural meaning in the sentence. For example, the reduplication of the word *guru* into *guru-guru* is morphologically a grammatical reformation. However, after the repetition form is combined with a word that has a plural meaning, for example *para*, it becomes ungrammatical *para guru-guru*, for example as follows.

In this research, it was found that the BI reduplication process in SM writing was not in accordance with the rules or was ungrammatical as seen in the following data.

Data 3

Seiring pada perkembangan industri yang begitu pesat dan pembangunan yang terus meningkat, menciptakan *banyaknya perusahaan-perusahaan* yang muncul sehingga persaingan dalam ekonomi sangat ketat.

Seiring dengan perkembangan industri yang begitu pesat dan pembangunan yang terus meningkat, menciptakan *banyaknya perusahaan* yang muncul sehingga persaingan dalam ekonomi sangat ketat.

Syntax

The discussion of the ungrammatical form or structure of BI in SM writing covers all aspects of syntax.

1. Phrase

Phrases in Indonesian can be divided into endocentric phrases and exocentric phrases. In discussing ungrammatical patterns of BI phrases in writing SM does not use all phrase rules. The form or structure of BI phrases in ungrammatical SM writing is not related to all phrase rules. Therefore, only appropriate phrase rules are used to discuss BI phrases in ungrammatical SM writing. Below are examples of ungrammatical BI phrases in SM writing.

Data 4

Menciptakan *Penyediaan lingkungan yang aman* dan *menyediakan fasilitas yang nyaman* bagi karyawan dapat menunjang kinerja karyawan.

Penyediaan lingkungan yang aman dan fasilitas yang nyaman bagi karyawan dapat menunjang kinerja karyawan.

The sentences in the data contain two phrases, *lingkungan yang aman* and *fasilitas yang nyaman*, which are combined with the predicative form of *penyediaan* and *menyediakan* and the formation is ungrammatical.

2. Clause

In this research, it was found that BI clauses in SM writing were ungrammatical. The following is an example of BI clause structure in ungrammatical SM writing.

Data 5

Hal tersebut disebabkan *perusahaan memiliki aset dan sumber pendanaan yang besar yang dimiliki perusahaan* yang digunakan untuk mengelola beban pajak supaya lebih rendah.

Hal tersebut disebabkan perusahaan *memiliki aset dan sumber pendanaan yang besar* yang digunakan untuk mengelola beban pajak supaya lebih rendah.

The sentence in data 5 above contains two clauses, namely *perusahaan memiliki aset dan sumber pendanaan yang besar* and *aset dan sumber pendanaan yang besar yang dimiliki perusahaan*. That is, the combination of the two clauses is not accurate.

3. Sentence

A sentence is the smallest language unit that can express a complete thought or every utterance that can express complete information. If there is an utterance that is incomplete or incomplete, informing something, the utterance cannot yet be called a sentence, it may only be in the form of words or only in the form of groups of words or phrases. Another characteristic of speech is called a sentence, there is a predicate in the speech.

In this research, it was found that BI sentence structures in SM writing were ungrammatical. Ungrammatical sentence structures include, among other things, sentences without S, sentences without P, sentences without S and without SP. Below are examples of ungrammatical BI sentence structures in SM writing along with discussions.

a. Non-S Sentences

In this research, it was found that BI sentences in SM writing did not have an S. Sentences without S are ungrammatical sentences. It is suspected that the ungrammatical arrangement of sentences is inadequate in the writer's understanding of syntactic rules, especially sentences.

Data 6

Diharapkan dapat menambah wawasan dalam menerapkan ilmu yang sudah didapat sepanjang perkuliahan.

Hasil penelitian ini diharapkan dapat menambah wawasan dalam menerapkan ilmu yang sudah didapat sepanjang perkuliahan.

The sentence in the data above is ungrammatical because there is a missing part of the sentence, namely the subject (S). In the context of writing SM, what is missing is *hasil penelitian ini*.

b. Sentences Without P

In this research, it was found that BI sentences in SM writing did not have a P. Sentences without P are ungrammatical sentences. It is suspected that the ungrammatical arrangement of sentences is inadequate in the writer's understanding of syntactic rules, especially sentences.

Data 7

Sedangkan Ryan dan Walsh (2004) dalam Wulansuci (2017), bahwa Good Governance dapat terwujud *apabila diperlukan* adanya akuntabilitas pada organisasi sektor publik.

Ryan dan Walsh (2004) dalam Wulansuci (2017), *menyatakan* bahwa Good Governance dapat terwujud dengan adanya akuntabilitas pada organisasi sektor publik.

The sentence in data 7 above is ungrammatical because there is a missing part of the sentence, namely P. In the context of writing an SM, in this sentence the missing P is *menyatakan*.

c. Non-SP Sentences

In this research, it was found that BI sentences in SM writing did not have SP. Sentences without SP include sentences that are ungrammatical or not sentences. It is suspected that the writer's understanding of the rules of syntax, especially sentences, is inadequate.

Data 8

Pengetahuan dalam hal sumber daya manusia terutama yang berhubungan dengan pengaruh reward, insentif, pembagian tugas dan pengembangan karier terhadap kinerja karyawan.

It is suspected that the writer's understanding of the rules of syntax, especially sentences, is inadequate. The sentences in the BI data in the SM writing above are ungrammatical. The example sentence is incomplete, only in the form of an explanation, the subject (S) and predicate (P) are missing.

CONCLUSION

This research began by identifying ungrammatical Indonesian language in students' thesis writing. Then, the identification results are classified based on similarities in structure or form to determine the pattern of ungrammatical Indonesian language in the student's thesis writing.

Based on the discussion, the ungrammatical pattern is related to the process of morphosyntax, syntax, and the use of task words. Ungrammatical patterns from a morphosyntactic perspective include morphological processes at the syntactic level, namely affixation and reduplication. Affixation is related to the affixation process of the combination of the affixes *me-...-i* and *me-...-kan*. The words formed from the affixation process are not in accordance with the rules. The combination of the affix *me-...-i* with the basis of influence should be influencing, not influencing. Likewise, the affix combination affix *me-...-kan*. As for the reduplication process, ungrammatical patterns were found because the words formed by reduplication were combined with plural forms in sentence construction.

Ungrammatical patterns in terms of syntax occur at the level of phrases, clauses and sentences. At the phrase level, for example, it is common for phrases in Indonesian to have a DM structure, not MD, while at the clause level ungrammaticalities occur, among other things, in combining phrases into clauses. Ungrammatical sentences occur in

incomplete sentence structures, such as sentences without a subject, sentences without a predicate, and sentences without a subject and without a predicate.

Based on the results of the research and discussion above, it can be concluded that many students of the Faculty of Economics and Business at the National University's mastery of Indonesian language rules in writing theses do not conform to standard Indonesian language rules.

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