

Improving Students' Reading Ability by Using Detailed Reading at SMK Wiratama 45.2 Wonosobo

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Abstract

This study aims to improve the reading skills of Class XI APH 1 students at SMK Wiratama 45.2 Wonosobo by applying the Detailed Reading technique. Initial observations revealed that students struggled to understand English texts, had limited vocabulary, and lacked motivation to learn due to monotonous teaching methods. To address these issues, the researcher employed the Classroom Action Research (CAR) approach in two cycles, each comprising planning, action, observation, and reflection stages. Data collection instruments included pre- and post-tests, observations, interviews, and documentation. The results showed significant improvement in students' reading ability after implementing the Detailed Reading technique. The average pre-test score of 57.86 increased to 64.82 in the first post-test cycle and increased again in the second. The Detailed Reading technique was effective in helping students understand text content more deeply, enrich vocabulary, and increase interest in and active participation in English learning. This study concludes that using the Detailed Reading technique can significantly improve students' reading ability and is an effective strategy for teaching English at the vocational high school level.

Keywords: reading ability, detailed reading, teaching reading

Introduction

In Indonesia, many people need to improve their English language skills. People, especially those living in small towns or villages, often use English as a foreign language. This is influenced by various factors, including the need for a deeper understanding of the importance of English as an international language. Therefore, English has a crucial role in obtaining various benefits, such as access to global knowledge, literature, and academic environments. In addition, English also functions as a language of instruction, especially in the context of work and education. In Indonesia, English is a compulsory subject taught at all levels of education, from elementary school to high school.

Language is a communication tool that is organized in the form of units, such as words, groups of words, clauses, and sentences that are expressed both orally and in writing. There are many definitions of language, and the definition is

only one of them. language is a system of human communication expressed through a structured arrangement of sounds or written expressions to form larger units, such as morphemes, words, and sentences. (Wiratno et al., 2014)

There are several skills needed in learning English, one of which is reading skills. Reading is one of the skills that must be mastered in learning English. Reading is a strong basic skill because reading can expand vocabulary and increase critical thinking power in a person. Even reading skills must be mastered by school students because with reading skills many school children would be more developed in the learning process. (Kustanti et al., 2016)

Reading ability is a very important skill in the learning process. In the information era like today. Important activities such as transferring knowledge, information, and communication can be done through the process of reading activities. So that in living human life must have good reading skills. Reading ability can be obtained in the learning process. Reading ability very important skill in the learning process. In the information era like today, students are required to be able to access, understand, and analyze various reading texts.

Based on the results of observations and interviews with English teachers at SMK Wiratama 45.2 Wonosobo, it was revealed that grade 11 students face challenges in learning English, especially in the aspect of reading. After conducting more in-depth observations, various problems were found. Some students have difficulty understanding English reading texts. Some do not have a limit of understanding, so they feel confused and have difficulty translating simple sentences. In addition, some students feel bored with the teaching technique that only relies on textbooks, which results in them losing interest and being unable to complete assignments properly. The lack of reading practice also hinders students from gaining new understanding, which in turn reduces their ability to understand English texts. On the other hand, some students feel that English is too complex, especially when reading texts, which makes them feel frustrated and lose motivation to learn.

The majority of students of SMK Wiratama 45.2 Wonosobo consider English as a difficult subject, so they have difficulty understanding what the

teacher teaches. This can be seen from the results of the researcher's observations of students. This increases students' difficulties in learning English. This causes the next factor that becomes a challenge for students in improving their English skills: an unsupportive environment. Students are not enthusiastic about reviewing schoolwork at home, especially in English class, because most parents completely entrust their children's education to the school. As a result, student's reading skills do not improve. Teachers provide appropriate learning strategies or approaches to students to overcome this problem. They use learning approaches to help students understand the subject and meet learning objectives. Thus, the use of appropriate teaching strategies and technologies is very important for the overall teaching and learning process, as well as teaching reading. Based on the previous definition, researchers argue that giving students more detailed reading practice will help them understand an English text. The Detailed Reading technique is one of the various technique that teachers can use to help their students become easy to understand an English reading text. The Detailed Reading technique has emerged as a promising approach to addressing the challenges associated with developing reading skills. Detailed Reading involves reading a text in detail by reading the most important parts of a text and collecting some vocabulary that is not yet known in order to be interpreted so that it is easier for students to construct sentences correctly. (Pendidikan et al., 2022)

Detailed reading is the process of reading deeply and carefully to understand the meaning, structure, and nuances of a text. In the context of English language learning, this technique allows students to analyze and explore vocabulary, grammar, and the context in which words are used in sentences. By doing detailed reading, students do not just read, but also try to understand the correct pronunciation, intonation, and meaning behind each word. This process improves students' understanding of the text they read, gives them confidence in using English, and trains their ability to express ideas and feelings more accurately. In other words, detailed reading engages students in an in-depth exploration of the dialogue, narrative, or information contained in the text, which in turn can arouse their interest and improve their reading ability and overall English comprehension.

Detailed Reading is one of the techniques related to students' educational skills and can be used to help them solve the challenges of difficulty in their reading skills, the researcher chose it as one of the techniques to improve students' reading skills. In addition, by making the subject matter easier for students to understand and the learning process more interesting, this technique aims to stimulate students' interest in learning English. This approach can be used to improve reading skills effectively. In addition, teachers have not included this strategy or tactic in English teaching activities outside the classroom. The researcher conducted the research at SMK Wiratama 45.2 Wonosobo which is one of the vocational secondary education institutions located in Wonorejo, Selomerto District, Wonosobo, Central Java. At SMK Wiratama 45.2 Wonosobo, English lessons are one of the mandatory local content lessons, and based on the results of observations, the researcher obtained information that students' English skills, especially reading skills, were still low. Therefore, the researcher chose this school as the object of research to improve students' English reading skills. This technique is used to improve the reading skills of students of SMK Wiratama 45.2 Wonosobo, especially in understanding a reading text and students' reactions to reading activities after applying this technique. So that it can contribute to improving the quality of the reading learning process.

Literary Review

Detailed Reading

The researcher described the problem or situation, identifying specific issues such as the students' had difficulty in understanding the reading content of a text, limited English vocabulary knowledge, and monotonous teaching techniques. The researcher also used three related literature reviews in this study including Reading Ability (Ilham Asmaryadi, 2021), Teaching Reading (Shin et al., 2019) and Detailed Reading Technique (Guthrie et al., 2018). Based on the identified problems and related literature, researchers can find solutions (planning, action, observation, and reflection). Starting with designing all the necessary learning targets and objectives (planning), implementing learning with the chosen technique (action), collecting data during the learning process (observation), and

finally revising the steps that show the difficulties faced by students based on observations to determine whether the post-test results meet the success criteria (reflection). In the action step, researcher use detailed reading as a technique to overcome this problem. For its implementation, researchers use the Classroom Action Research (CAR) design by following several steps in the data collection or assessment process. The first step is to conduct a pre-test, the second step is to provide treatment by implementing detailed reading in teaching reading, and the last step is to conduct a post-test. After conducting this assessment, researchers obtained results showing that grade 11 students of SMK Wiratama 45. 2 Wonosobo experienced an increase in their reading skills.

Research Method

This study employed a Classroom Action Research (CAR) approach based on the Kemmis and McTaggart model, which involves four stages: planning, action, observation, and reflection. This approach was implemented in two cycles. The goal was to enhance students' reading abilities using the Detailed Reading technique.

Location and Research Subjects: The research was conducted at SMK Wiratama 45.2 in Wonosobo with 28 XI APH 1 students as the subjects.

- Research Instruments: Data were collected using various methods:
- Tests (pre- and post-tests)
- Observation of class activities
- Interviews with teachers and students.
- Documentation

Data Collection Procedure:

Cycle I: The researcher introduces the Detailed Reading technique, and then a post-test is administered to evaluate learning outcomes.

In Cycle II, adjustments were made from Cycle I, such as a more interactive approach with group discussions. The post-test results are compared to determine the improvement in reading ability.

Data were analyzed descriptively and quantitatively (using average scores and percentages of completeness) and using triangulation techniques (sources, techniques, and researchers) to ensure validity of the data.

Research reliability was maintained through four aspects: credibility, transferability, dependability, and confirmability.

The results of the two cycles showed a significant improvement in students' reading comprehension, as evidenced by their grades and active participation in the learning process.

Finding and Discussion

Student's Learning Outcomes before the Application of Learning Reading Using Detailed Reading Technique

In addition, it can the research was conducted at SMK Wiratama 45.2 in Wonosobo, specifically in class XI APH 1, which has 28 students, 11 males and 17 females. This classroom action research report was created to present the findings of the study that aimed to determine the effectiveness of the detailed reading technique in improving student learning outcomes in English classes at SMK Wiratama 45.2. Wonosobo, particularly among low-achieving students. During the first meeting, the researcher administered a pre-test. This was done to determine the students' level of understanding prior to carrying out the activities. In Cycle I and Cycle II. The results are as follows: Students' learning on the pre-test.

Table 4.3
Student score result (pre-test)

No	Name	Pre-test
1	AI	70
2	AY	50
3	AA	65
4	BS	55
5	CK	50
6	CS	50
7	FW	70
8	FS	50
9	HP	65
10	HA	60

11	KM	40
12	LA	60
13	LT	70
14	ME	60
15	M	65
16	MD	60
17	MN	50
18	RA	55
19	RW	65
20	RH	70
21	RF	55
22	SM	45
23	TL	70
24	ZT	50
25	HA	55
26	MA	60
27	ZK	45
28	RS	60
	Number of Scores	1620
	Average	57,86

As can be seen from the table of pre-test results, only five students, or 17.8% of the 28 students who completed the minimum learning completeness standard of 70, met this standard. This means that as many as 23 students, or 82.7%, did not meet the minimum learning completeness standard. The average class score was 57.86. The classical learning completeness in the pre-test is thus 17.8%. The following table shows the pre-test results for each student. In calculating the completeness of learning classically using the formula set by Zainal Aqib, namely:

$$p = \frac{\text{jumlah siswa nilai tuntas}}{\text{jumlah siswa}} \times 100\%$$

$$p = \frac{5}{28} \times 100\% = 17,8\%$$

With a result of 17.8% for classical learning, it can be categorized as low learning success because it has not reached even half of the achievement threshold. Based on this, the researcher carried out two cycles of action. to improve student

learning outcomes using the detailed reading technique. This technique is expected to help students learn and improve their learning outcomes.

Student Learning Outcomes After Applying the Learning Model Using the Detailed Reading Technique

1. Implementation of cycle 1

a. Planning

During this stage, the researchers planned the implementation of Cycle I. The learning process was carried out using the detailed reading technique to determine the extent of students' ability to understand the material. After the learning process, students will be given a post-test. The post-test results will be compared with the learning outcomes later. was done before using mind mapping. During this planning stage, researchers carried out the following plans:

1) Conducting classroom action research according to the material. 2) Preparing reading materials. 3) Prepare learning media. 4) Create post-test questions about the reading material. 5) Prepare observation sheets for cycle 1 implementation.

b. Action

At the implementation stage of cycle I, researchers will carry out the learning techniques using detailed reading in accordance with the prepared plans. Cycle I implementation will consist of one meeting with an allocation of one lesson hour, or 45 minutes. Some of the activities carried out at the first stage of the cycle are listed below:

1) Introductor Activity

In this activity, the researcher begins implementing the learning by appreciating the material. Then, the class says greetings and prayers together. After ensuring that the class situation was conducive to learning, the researcher delivered material about reading to the students.

2) Core Activities

The implementation of this activity is as follows: a) Students are asked to carefully read the given text material, Students are invited to ask questions about information they did not understand. The researcher answers students' questions

about the reading material, b) Students work in groups to create example sentences in English.

3) Closing Activities:

The implementation of closing activities is as follows: a) The researcher distributed the Post-Test 1 question sheet. b) The researchers expressed appreciation and motivation to the students regarding the material and the learning process. c) The researchers and students summarized the material together at the meeting. d) Greetings and closing.

c. Observation

Researchers carried out this observation activity to determine the success of the learning process in Cycle I. During the core meeting, the researchers administered a post-test to evaluate the students' comprehension of the material presented prior to the implementation of Cycle II. Students were given a written test. The following table shows the post-test scores of students in class XI APH 1 at SMK Wiratama 45.2 in Wonosobo during cycle I.

Table 4.4
Result post-test 1

No	Name	Pre-test
1	AI	75
2	AI	60
3	AA	70
4	BS	70
5	CK	50
6	CS	50
7	FW	70
8	FS	50
9	HP	75
10	HA	60
11	KM	50
12	LA	60
13	LT	70
14	ME	70
15	MS	70
16	MD	70
17	MN	70
18	RA	55
19	RW	70
20	RH	70

21	RF	70
22	SM	60
23	TL	75
24	ZT	70
25	HA	65
26	MA	60
27	ZK	60
28	RS	70
	Number of Scores	1815
	Average	64,82

As the post-test 1 results table shows, only 15 students 53.6% of 28 met the minimum learning completeness standard of 70%. This means that 13 students (46.4%) did not meet the minimum standard. The class average score was 64.82. Thus, classical learning completeness for Posttest 1 was 53.6%. The following table shows the results for each student on post-test 1.

$$p = \frac{\text{jumlah siswa nilai tuntas}}{\text{jumlah siswa}} \times 100\%$$

$$p = \frac{15}{28} \times 100\% = 53,6\%$$

Based on the 53.6% completeness of the classical learning results, the post-test 1 criteria for student learning outcomes are categorized as high.

2. Implementation of Cycle 2

The cycle was implemented for one 40-minute meeting, which included reading material. The following is an explanation of the activities:

a. Planning stage:

During the planning stage, the researchers prepared the following: 1) The learning tools to be used, such as lesson plans and the syllabus. 2) Various sources, materials and learning media to support the learning process. 3) An observation sheet. 4) Evaluation tools, such as tests, to determine student learning outcomes.

b. Action

Implementation of the action in the second cycle for one lesson hour (40 minutes). The material discussed is reading material. It refers to the PTK that has been created. The learning technique used in this second stage was different from that used in the first cycle. In this cycle, researchers applied learning techniques involving detailed reading materials. This aims to make the teaching and learning

atmosphere for English subjects more enjoyable, encouraging student engagement and improving success scores. The following are some of the exercises that have been completed:

1) Opening Activity

The researcher began implementing learning in the introductory activity. by delivering material perception. Then, greetings were exchanged and a prayer was said together. After that, the researcher ensured that the classroom environment was conducive to learning, then conveyed material about reading from themselves to the students.

2) Core Activities

The implementation of core activities is as follows: a) Students are invited to read the given text material carefully. b) Students are invited to ask about any material they do not understand. The researcher answers students' questions about the reading material. d) Students are asked to form groups of 4–5 people. e) Students are assigned the task of creating mind maps related to the presented information. (f) The students and their groups were tasked with presenting the outcomes of the mind maps.

c. Observation I:

Apperception was carried out by researchers to assess learning development in Cycle II. At the next meeting, the researchers gave the students a post-test to measure their understanding of the material delivered after the implementation of Cycle II using the detailed reading strategy. Students were given a written test. The following table shows the post-test scores of students in Class XA Pharmacy at SMK Purnama Wonosobo:

No	Name	Pre-test
1	AI	75
2	AY	75
3	AA	70
4	BS	80
5	CK	65
6	CS	70
7	FW	75
8	FS	65
9	HP	75

10	HA	65
11	KM	70
12	LA	60
13	LT	80
14	ME	75
15	MS	75
16	MD	75
17	MN	80
18	RA	65
19	RW	70
20	RH	80
21	RF	70
22	SM	75
23	TL	80
24	ZT	75
25	HA	80
26	MA	70
27	ZK	75
28	RS	70
	Number of Scores	2040
	Average	72,86

As can be seen from the data in the above table, 23 out of 28 Cycle I Action (Post Test) students, or 82%, completed the minimum learning completeness standards. This means that only a small proportion did not meet the standards: five students, or 18%. The class average score on the Cycle I Post Test was 72.86. Student learning completeness increased to 82%.

The results of classical student completeness can be calculated using formula set by Zainul Aqib, namely:

$$p = \frac{\text{jumlah siswa nilai tuntas}}{\text{jumlah siswa}} \times 100\%$$

$$p = \frac{23}{28} \times 100\% = 82\%$$

The results obtained from the calculation of classical learning completeness are 82%. Thus, the standard level of completeness of student learning outcomes in Post-Test 2 is in the very high category.

Conclusion

Based on the research conducted from September to December 2024, regarding the improvement of students' reading skills through the detailed reading technique, the researcher draws the following conclusions:

The researcher attempted to use the detailed reading technique in teaching reading because this technique can help teachers attract students' focus and increase their enthusiasm for learning. Through this strategy, it is expected that students can better understand the meaning of words or sentences. Based on this, the researcher conducted a study entitled: *“Improving Student’s Reading Ability by Using Detailed Reading at SMK Wiratama 45.2 Wonosobo .”*

According to Ilham Asmaryadi, (2021), reading ability involves the interaction between two main approaches: bottom-up and top-down processes. The bottom-up process refers to the recognition of textual elements from the most basic level, such as letters, words, and sentence structures. In contrast, the top-down process relies on the reader’s prior knowledge, experiences, and contextual cues to construct meaning from the text. Reading comprehension occurs through the active integration of these two processes, allowing the reader to merge new information from the text with their existing knowledge.

There was a significant increase in students’ average scores in vocabulary mastery during the research cycles. The average score increased from 57.86 in the preliminary study (with only 17.18% of students achieving the Minimum Mastery Criterion/MMC), to 64.82 in the first cycle (53.6% reached the MMC), and rose again to 72.86 in the second cycle (82% achieved the MMC). Observations showed that the classroom atmosphere during the learning process was enjoyable and motivated students to be more active in learning. Test results showed that students responded positively to the use of the detailed reading technique in reading instruction. This technique also proved to be an effective alternative strategy in teaching reading.

The detailed reading technique significantly supports reading instruction. This strategy offers many benefits, especially in helping teachers deliver material more easily while creating a focused and calm classroom environment. As a result, students become more prepared to absorb the material being taught. Using

detailed reading as a reading learning technique also helps improve students' reading skills.

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