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Policy

The *LINGUAL: Journal of Language and Culture* is concerned with all branches of linguistics and literature. Preference is given to articles of English language and literatures; articles of this kind will be especially welcome. However, there is no restriction to articles with specifically English content. The journal is published twice a year presenting articles containing analyses, studies, application of theories, research report, material development, teaching and learning languages and reviews. Contributors are invited from both members of and non-members of the English Department of Udayana University.

SUBMISSION: manuscripts for publication should be in **English** and sent to the editor one month prior the date of the publication with the address: sasingunud@gmail.com; nengahsudipa@yahoo.co.id, with the following format:

***TITLE**, must be concise, not more than 17 words*

***ABSTRACT**, consisting not more than 100 words in English (see the principle of writing Abstract in English, in the form of a book available in our Department)*

***INTRODUCTION**, concerning with the background, problems, scope of discussion*

***MATERIALS AND METHOD**, dealing with the material/data of the article, the type of study, the writing methods, etc.*

***RESULTS AND DISCUSSION**, covering the analysis result and scientific argumentation, etc.*

***CONCLUSION**, inferring the brief striking point(s) found after being scientifically discussed.*

***BIBLIOGRAPHY**, listing accordingly and alphabetically the authors of the books, journal, articles and other references.*

***THE LENGTH**: the manuscript is between 6-10 pages.*

EDITORIAL



Prof. Dennis W. Johnson, MA

START WRITING

Our department on 14-18 March 2016 conducted workshop with the promoting theme : The strategies of writing article for International Journal, given by Prof. Dennis W. Johnson MA. He is currently an English Language Fellow Institute for English Language Teacher Education Uzbek State University of World Languages- Tashkent Uzbekistan. The principal thing in writing, according to Prof. Johnson is communicating something to the reader, therefore Writing is a communication, we need tone for the reader!, he opened his speech as he started his presentation.

From this intensive workshop, as the teaching staff, WE are expected very much to develop and improve our scientific writing skills, in the ranges of local, national as well as in international level. He appreciated the ways taken by the Department to perform such a beneficial workshop that be able to stimulate the younger staff especially. The stimulating materials for writing scientific article were delivered in such a way that we can attend very smoothly and in a relaxing manner. This kind of conditions did stimulate us to produce the following articles in this Journal.

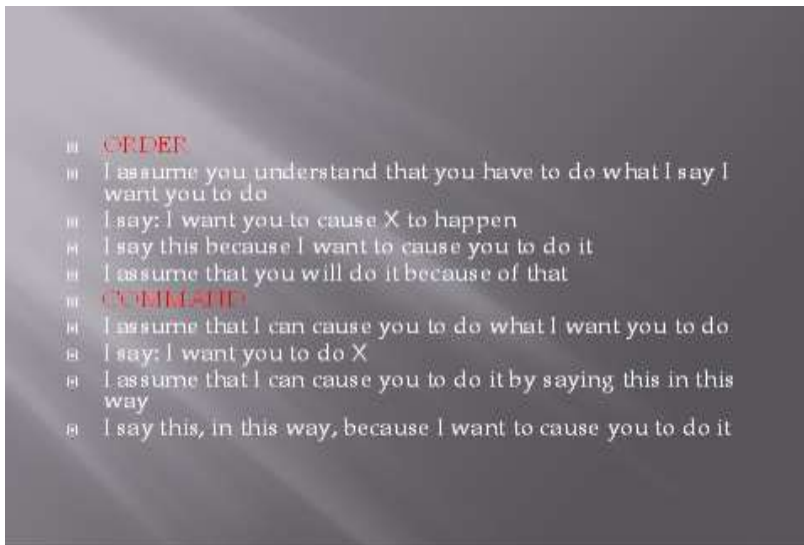
Prof. Johnson emphasized that there are four basic elements to be reconsidered in order to produce a good composition.

1. Content is also called the idea of the essays/composition. It must be clear, simple and reachable. The content is not ambiguous, sharp and easy to understand. It is called simple when it is not having digression, not bit around the bush, be the target! And when is the writing reachable? Yes, if the writing element is controllable, you can manage the content under your understanding.

2. Organization expects that the writing has systematic ways, chronological arrangement commencing from the Introduction, Materials, Method, Result, Discussion and Conclusion. These arrangements reflect the ways of systematic ways of thinking. This is so important that the readers can understand without having different interpretations from what is meant by the writer

3. Mechanism, a good writer never forget to take what is grammar into account in his writing. He is aware of using syntactical components, such as Article, Noun, Verb, Adjectives, adverbs, Prepositions. Other morphological components such as pluralism, third person markers, etc. must be also taken into account in order to produce a good composition.

4. Expressions, basically rely on the semantic features of choosing appropriate lexicons. Some English words for instance, have similar semantic fields, like : order and command. In order to choose them semantically correct, the explication of the meaning needs to be reconsidered. Such explication can be exemplified by the following:



Well, the reader? How far have you thought about Prof. Johnson's best idea? Start take a pen, turn on your computer or laptop and don't be sleepy!!!

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THE STUDENTS' ENGLISH PRAGMATIC COMPETENCE IN UNDERSTANDING CROSS-CULTURAL COMMUNICATION: A STUDY AT XI GRADE STUDENT OF SMK NEGERI 1 BATULAYAR

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Abstract

This paper investigates the students' English pragmatic competence in understanding cross-cultural communication. There were eighteen communicative situations designed in three different speech acts namely; handling complaint, request and refusal. The situations presented were very similar to the authentic situation that students found during the job orientation for six months in tourism industry. Three instruments were used in collecting the data; questionnaires, discourse completion tests (DCTs) and interview. The multiple choice questionnaire was used to investigate the students' pragmatic understanding in three different speech acts. Meanwhile DCTs was used to investigate the students' pragmatic knowledge in giving response to the given situations related to three different speech acts. Interview question was used to clarify the missing information and to strengthen the reason why such responses were given in questionnaire and in DCTs. The sample of this study was 92 XI Grade students from Hotel Accommodation Program (AP) at SMK Negeri 1 Batulayar. The result show that the students ability in understanding pragmatic is considered very low, they only can understand the utterance from the literal meaning of words and phrases, but the implied meaning of some particular utterances were uneasy to deal with. It is seen from the reported data that the average of the students' responses in understanding pragmatics of the three different speech acts is only 12.7%. The second three different speech acts in discourse completion test (DCTs) was also about giving response to the complaint, request and refusal. DCTs were used to investigate the students' ability in using their pragmatic knowledge to response the nine situational communicative designed. The finding show that the students' ability in giving the written response were vary and less impressive. The written responses in three different speech acts prompt were potentially led to a pragmatic inability in maintaining the smooth conversation in various situations.

Keywords: *pragmatic competence, communicative situational designed, lexical items, basic formulaic sequence, discourse completion test*

I INTRODUCTION

Pragmatics is the branch of linguistics which studies invisible meaning, implied meaning of an utterance in which it shows how we recognize what is meant even when it isn't actually said or written (Yule. 2006). Pragmatic competence refers to both knowledge of the linguistic forms which realize particular illocution, and knowledge of the appropriate use of the linguistic forms in certain social contexts. Understanding not only the literal meaning of

the utterances but also the implied meaning far beyond them is an important part.

In hospitality industry, in this regards, tourism industry is a setting in which two or more different languages, cultural backgrounds melt in certain period and context and intercultural communication is unavoidable. In this case, understanding linguistic form is an important aspect, moreover, understanding pragmatics is not less important in sustaining the conversation. It has been clearly stated by Nureddeen (2008), Savignon (1991), Taguchi (2009) that the development of communicative competence and sub theme of pragmatic competence are very essential in maintaining a successful intercultural communication in various context.

Saville-Troike (2003:18) defines communicative competence as:

Knowing not only the language code but also what to say, to whom, and how to say it appropriately in any given situation. Further, it involves the social and cultural knowledge speakers are presumed to have which enables them to use and interpret linguistic forms.

According to Bardovi-Harlig,(2001); Kasper and Rose, (1999) that the study of pragmatics has been given very little attention in the language learning process, even though pragmatics is the core element in sustaining the successfulness in communication, specifically in intercultural communication.

Some of the utterances that are frequently used in a daily interpersonal and transactional communication in the hospitality industry are handling complaint, request and refusal in the hospitality services. Indonesian tourism industry has long been carried out to support national income. In the last few decades, people from all over the world found that Indonesia is one of the holiday destinations. Visit Indonesia Year 1992 has placed Indonesian country as the most favorite holiday destination in the world through the interesting site of Bali. This is the golden history of Indonesian tourism, (Nanang 2007). However it was not long after many problems happened in the country such as monetary crises, Bali Bombing, political riots affected such a great development of this industry. This condition however, inflicts the financial loss from the tourism sector, because the visitors gradually left Indonesia as a favorite holiday destination.

Indonesia soon realized and recovered from such situation, and gradually gained back its popularity after ministry of tourism and culture Jero Wacik authorized and promoted Visit Indonesia Year 2008. Nanang (2007) further stated that the visitors from various nations including from many English speaking countries started to increase. It can be seen from an increasing number of visitors from various countries in five years time 2009 -2013. In 2009, the total visitor to Indonesia was 6,323,730 and 8,802,129 in 2013. It means that there were 6.5% increase every year. As the consequence of this condition, English is becoming widely used not only in this industry as a directly related field of hospitality industry but also other sectors of everyday life.

Having seen this promising industry, Indonesian government has conducted many tourism educations throughout the country. One of which, is in the form of vocational high school of tourism. This school of vocation graduates are believed to be qualified in tourism industry and it can be one of the solution to overcome the rate of the unemployment. Vocational high schools of tourism is one of the highly motivated school by junior high school graduates to continue their study.

At this school, English is merely taught for international communication. Besides, English for tourism, English for specific purposes are as the additional subject to be learned. Moreover, in the school curriculum, the students of vocational high school of tourism are given the opportunities to do the job orientation (on the job training) for six months. They can practice their English in an authentic language environment during that period. The students seem to have enough opportunity to expose themselves in speaking English with customers from various English speaking countries. This prerequisite experience is expected to support their professionalism in the future when they are totally involved in this industry.

However, this study investigate the students understanding in pragmatic aspects of certain utterances. Understanding pragmatic of situational designed similar to the prior experience during their job orientation is the key term in this study. Furthermore, accessing the students' English pragmatic competence in understanding certain utterances through questionnaires and discourse completion test are used to collect data.

Based on my observation, students of SMK Negeri 1 Batulayar seem to have inadequate pragmatic competences. However, as the future practitioners in hospitality industry, they should have high competence and performance in interpersonal and transactional communication in providing international standard services. Such particular condition has brought a challenging issue to be investigated as to whether or not the students have adequate pragmatic knowledge in interpersonal and transactional communication in tourism sectors.

Interpersonal communications are carried out to maintain social relationships among the participants/interlocutors. In this activity, the dialogs do not merely ask for information. There are factors that should be taken into account such as what register will be used, whether colloquial language is used rather than formal one. Meanwhile transactional communication is an extension of responsive. In this activity, people communicate their feelings or opinions or specific information to response in the form of not only information but further extended into transactional. (Krisnawati, 2011:103-104).

In relation to this, some research on pragmatics have been widely conducted in the last few decades. There are a number of researches on pragmatics in general and pragmatics on ESL/EFL in particular. Pragmatic research in Indonesia have been conducted to examine the pragmatic competence, Wiryatinoyo (2006), found that pragmatic analysis can cover the weaknesses of syntactic and semantic analysis by which the interlocutors can better understand an utterance from context. Focusing at this aspect of

competence in understanding interpersonal and transactional communication cross culturally is the core aspect to be investigated.

Moreover the purposes of this study are first: To know the students' ability in understanding pragmatics in handling complaint, request and refusal in tourism industry and second purpose is to investigate the students ability in using their pragmatic knowledge in intercultural communication in handling complaint, request and refusal in tourism industry.

II MATERIALS AND METHOD

2.1 MATERIALS

2.1.1 CULTURE

Culture is an abstract concept and has a number of definitions. One of them is defined as the full ranges of learned human behavior in their community. The terms culture was first used by the pioneer English Anthropologist Taylor (1871) in his book primitive culture.

Culture or Civilisation, taken in its wide ethnographic sense is that complex whole which includes knowledge, belief, art, law, morals, custom, and any other capabilities and habits acquired by man as a member of society. The condition of culture among the various societies of mankind, in so far as it is capable of being investigated on general principles, is a subject apt for the study of laws of human thought and action" (cited in Aldosari, 2013 .13)

Besides, culture as seen from three different perspectives: Social science perspective, Interpretive perspective and critical perspectives as stated by Martin and Nakayama, (2010: 86).

Social science researchers focus not on culture per se but on the influence of culture on communication. In other words, such researchers concern themselves with communication differences that result from culture. They pay little attention to how we conceptualize culture or how we see its functions. In contrast, interpretive researchers focus more on how cultural contexts influence communication. Critical researchers, for their part, often view communication and the power to communicate—as instrumental in reshaping culture. They see culture as the way that people participate in or resist society's structure.

From the three perspectives above, we can analyse that Social science' perspectives focuses on cultural diversity which is driven from culture itself. It seems that there is little attention given on the topic on how humans make a concept of culture. Meanwhile, Interpretive approach focuses on the role of cultural context in communication in which culture as a learned and shared

contextual symbolic meaning includes emotions that bear the contextual pattern of behavior. It also looks at the meaning of symbols by means of verbal and non-verbal activities as the blueprint of patterns and rules of communication. Critical perspectives note that culture is a reestablishing from communication and power. In other words, culture is the way of people's participation in the community.

2.1.2 COMMUNICATION

Communication is also a complex term to define, it can be a sustainable action among interlocutors, for example when we greet someone by saying "how are you?" We expect someone we greet to respond "I'm fine, very well, fine thanks and the like". If there is no response, communication soon breakdown and the relationship can deteriorate. Most people soon become uncomfortable if they don't get the expected response from their interlocutors.

Martin and Nakayama (2010) explained communication based on three perspectives as well: Social science perspectives maintain that various components of communication are the participants (sender/receiver), messages, channel, and context. It also focuses on the social factors influencing communication such as, gender and social networks. It is in contrast with interpretive perspective, highlighting the symbolic functions of communication in which the symbolic meaning is rather contextual or conventional than inherent. Moreover, the process is an integral part of negotiating meaning of communication. This makes common sense since the nature of human communication is face to face interaction. The last perspective about communication in this notion is the critical perspectives. These perspectives hold, the voices and symbols that are organized within a social hierarchy instead of equality. In other words, there is a stratification of individuals with higher values than that of others.

In the broader sense, communication interculturally involves the terms of high and low context communication in relation to verbal and nonverbal communication (voices and symbols).

Novinger.(2001: 6) stated that:

Communication styles that focus relatively more on words to communicate and less on behavior—the context in which the words are used—are said to be "low-context." "High-context" cultures, in contrast, rely relatively more on nonverbal context or behaviors than they rely on abstract, verbal symbols of meaning.

Low-context and high-context culture are different. In low context communication, the actual words of the message are more important than who is speaking and other non verbal aspect. Information is generally delivered in logical, linear sequence and it is explicit, straight forward and unambiguous. In this culture the focus is in the speakers, furthermore low-context is impatient with high context because they often miss the nonverbal cues, they are also very

individualistic. To mention the characteristics of this kind are found in the Swiss, German and Scandinavian.

In opposite, the high context communication are likely to be in the context, not in the words. These people may use beg or incomplete wording with the underlying meaning actually being found in who is speaking and how. Small non verbal communication is highly significant, for examples screaming at small voice will indicate the speakers' attitude and feeling. High-context also emphasis in nonverbal communication, because of this, misunderstanding can easily occur. Examples of this can be found in Asian countries like Japan, Indonesian, Middle Eastern (Arab), and Native American.

2.1.3 SPEECH ACTS AND THE CO-OPERATIVE PRINCIPLES

Speech acts are a complex thing to explain Bell (1993:173) states that Speech acts are the units of the external aspect of language and to the specification of the knowledge required by the skilled communicator.

Speech acts that were defined by Searle in Mey (2001) are the basic or minimal units of linguistic communication. The language we use, particularly the speech acts we utter, are entirely dependent upon the context in which the acts are performed. Speech acts are verbal actions. In uttering a speech act, a speaker does something with words; there is a performance of an activity that brings about a change in the existing state of affairs.

The different aspects of speech acts are due to Austin's categorizations (1962): locutionary, illocutionary, and perlocutionary aspects. According to Levinson (1983: 236):

- (i) locutionary act: the utterance of a sentence with determinate sense and reference
- (ii) illocutionary act: the making of a statement, offer, promise, etc. in uttering a sentence, by virtue of the conventional force associated with it (or with its explicit performative paraphrase)
- (iii) perlocutionary act: the bringing about the effects on the audience by means of uttering the sentence, such effects being special to the circumstances of utterance.

Austin further states that locutionary act and illocutionary act are detachable, and therefore that the study of meaning may proceed independently, but supplemented by a theory of illocutionary acts.

Searle elaborates the speech acts as direct and indirect speech act. Indirect speech acts suggest that one motivation is to perform the indirectness. In talking to one another and deriving meaning from the talk, one relies upon a great deal of information besides the utterance itself. Speakers communicate meanings beyond the literal meanings of their words. It performs different form and function of the certain utterance, for example, can you send this invoice? The form is interrogative but the function is questions.

In regards to speech acts, Searle in Levinson, (1983:240) mentions five basic kinds of action that one can perform in speaking. by means of the following five types of utterance:

- (i)Representatives, which commit the speaker to the truth of expressed proposition (paradigm cases: asserting, concluding, etc.)
- (ii)Directives, which are attempts by the speaker to get the addressee to do something (paradigm cases: requesting, questioning, etc.)
- (iii)Commissives, which commit the speaker to some future course of action (paradigm cases: promising, threatening, offering)
- (iv)Expressives, which express a psychological state (paradigm cases: thanking, apologizing, welcoming, congratulating)
- (v)Declarations, which effect immediate changes in the institutional state of affairs and which tend to rely on elaborate extra-linguistic institutions (paradigm cases: excommunicating, declaring war, christening, firing from employment).

The co-operative principle works in order to have fully understanding of the language use, it has been proposed by Grice and has been well known as the Grice Maxim; This states that we interpret the language on the assumption that a speaker is obeying the four maxims: Maxim of Quality (Being True), Maxim of Quantity (Being Brief), Maxim of Relation (Being Relevant), and Maxim of Manner (Being Clear). Grice (1975)

To sum up, speech acts are in a sense, what make language work; without speech acts language describes truth and falsity and such but with speech acts language allow us to regulate and modify our reality based on the power of words. Speech act theory allows one to look at language not only as a device for communication but also as an instrument of action.

2.2 METHODS

2.2.1 PARTICIPANTS

The participants of this study were 92 students of Hotel Accommodation Program specialist (AP). They were taken purposely since most of the talks in dealing with complaint, request and refusal are found to be their routine when they are totally involved in tourism sector. It means that I used purposive sampling technique, because the conversation is mostly take place in receptionist desk, housekeeping and room services, restaurant, pool bar and laundry services. Moreover, the three different speech acts such as handling complaint, request and refusal are the characteristics subjects of hotel accommodation program specialist. And all of participants have completed a-six month job orientation. They have similar experiences in terms of the opportunity in handling foreign customer, especially English speaking people.

2.2.2 DATA COLLECTION INSTRUMENTS

2.2.2.1 Questionnaire data collection

The questionnaire contains nine designed conversations related to three different speech acts in handling complaint, request and refusal (see Appendix A). Indonesian language is used to describe the situations to avoid students' misunderstanding while the discourse/ conversations were in English. In the questionnaire section, students were required to answer multiple choice questions designed in handling complaint, request and refusal to answer research question number 1 (RQ1).

2.2.2.2 Discourse Completion Tests (DCTs)

DCTs contains another three different speech acts of the same types but different situational designed (see Appendix B). Every effort was made to meet the students' understanding of the similar situation to what they most likely to face during their job orientation for six months. There were nine designed situations adapted from previous study (Blum-Kulka& Olshtain, 1985; zahedi & Mehran 2011; Yuan, 2012; Hu, 2014) and it is modified into the situation that students most likely to face during their job training and they are free to complete the incomplete dialogue designed and they have pretended to be "you". For example:

Tom : people in my next door seem to be having a party. The noise is driving me crazy. I cannot sleep.

You : _____

(see Appendix B for detail).

Students were given sixty minutes to answer the questionnaire and to complete the DCTs.

2.2.2.3 Interview

Interview was aimed at investigating the extended clarification of the students' responses in questionnaire and in DCTs, so it was not constructed in advance. Based on the result of the study, finding showed that students' pragmatic understanding was considered low, there were twenty students interviewed.

2.3 DATA ANALYSIS PROCEDURES

In relation to the first research question (RQ.1), "To what extent are the students able to understand pragmatics in handling complaint, request and refusal in tourism industry?". Data were collected from 92 students as the subject of this study. They were required to answer three different speech acts in nine different situational designed in the form of multiple choice. The students' responses of the questionnaire are then analysed using descriptive statistic and presented in the form of tables and figures. I used both table and figure to display the result of the analysis from the questionnaire data, because

both of them have weaknesses and strength. The table can show all of the participants in the study even though the participants did not have an answer. The students with no answer are called the missing system, but figure can only show the valid percent, the missing system or the participants with no answer were not detected. Meanwhile, the table cannot show the highest possible percentage, but the figure can easily display the highest possible percentage in the left side.

In relation to the second research question “To what extent do the students response intercultural communication in handling complaint, request and refusal in tourism industry?” The students are expected to read and fully understand the written description. The description of the situation is in Indonesian language and the discourses are in English. It is aimed at avoiding misunderstanding. The students are expected to provide the written response to each situation. Responses are analyzed based on the lexical item and basic formulaic sequences expression of every speech acts.

Situation 1-3 on the DCTs investigated the students response in speech acts prompt of complaint. Situation 4-6 investigated the response on the speech acts prompt of request, meanwhile situation 7-9 are concentrated on the response of speech acts prompt of refusal. The data were analysed based on the lexical item and basic formulaic sequence. All of the written responses were listed in the form of table (table of lexical items and basic formulaic sequence) and it only displayed the number of the students with the written response, meanwhile the students who did not have the written response were not appear. But the second table of the same speech acts prompt named; table of components/ category types displayed the whole number of participants whether or not the students gave the written response. The students who did not have the response were noticed as a missing system on the statistical data analysis.

III RESULTS AND DISCUSSION

There were three groups of data in the questionnaire based on the type of speech acts, mainly: data speech acts of handling complaint, data speech acts of request and data speech acts of refusal. The same type of data are also presented in the discourse completion tests (DCTs) and were analysed in turn.

3.1 QUESTIONNAIRE DATA

As explained in the previous section that the first three speech acts are about indirect complaint of three different communicative situations. Most of the students found them difficult to determine the appropriate option concerning the given response. Take example data questionnaire number one (situation 1).

Table 1.1 The frequency of use and percentage of the student response in statistical analysis.

Option	Frequency of Use	Percent	Valid Percent
A	9	9.8%	9.8
B	35	38.0%	38.0
C	35	38.0%	38.0
D	13	14.1%	14.1
Total	92	100.0%	100.0

Students' response to this situation seems to be influenced by the ability to understand words and phrase from which 38.0% of the students answer it with choice "b" (appropriate) because in the discourse ("I'll see the wine waiter for you") is understood as the waiter for serving a drink, whatever drink is ordered. In this regard, it matches in both interlocutors. It is in contrast to another 38.0% of the students response was "c" (inappropriate). In the interview the students with choice "c" thought the same utterance ("I'll see the wine waiter for you") is understood as another sort of drink (wine), in which in the customer' utterance is not mentioned. According to the interviewee the utterance should be ("waiter...I ordered my wine 20 minutes ago"). Anyhow, it is not the issue being encountered in this situation but rather a matter of time that the drink took to be ready was a bit long. So students should see this as a mild complaint from the customer. Unfortunately, there were very little percentage (9.8%) of the students have the ability to understand the implied meaning of such situation.

In conclusion of the speech acts in handling complaint, the students ability in understanding pragmatic is considered very low, they only can understand from the explicit words or phrases, but not in the implied meaning of some particular utterances. It is seen from the reported data that 9.8% students from the first questionnaire, 25% students from the second questionnaire and 3.3% from the third questionnaire got correct answer in determining the implied meaning of the given responses. In relation to this finding students still find it difficult to deal with the indirectness. The three situational designed are in indirect complaint. Leech, (1983:108) stated that people tend to use indirect speech acts mainly in connection with politeness and diminish the unpleasant message that contained in the speech. In this case, complaints can also be treated as a face threatening acts to the hearers and it is often realized through indirectness.

Thomas, (1995: 143). Further argued that people use indirect strategies when they want to make their speech more impressive and reach different goals from their partners' or when they want to increase the force of the message in communication.

Bach and Harnish, (1979: 105) are in accordance with what we found. They stated that:

Conversational situations are never just conversational. They are governed by social rules as well as conversational rules. Insofar as these are mutually recognized – whether institutionally imposed, determined by the persons involved, or personally imposed and reflective of the individuals involved – they provide guidelines within which acts (linguistic and otherwise) are performed and perceived.”

The second three speech acts of request are investigated. The situational designed in the questionnaires presents direct and indirect request which are still in line with what Leech and Thomas explained. Every situation in the second speech acts are summarized as follows: First, Indirect request from a customer to be escorted to the pool bar to wait for one and half hours instead of waiting at the hotel lobby.

Table 1.2: The frequency of use and percentage of the students’ response for situation 4 in statistical analysis.

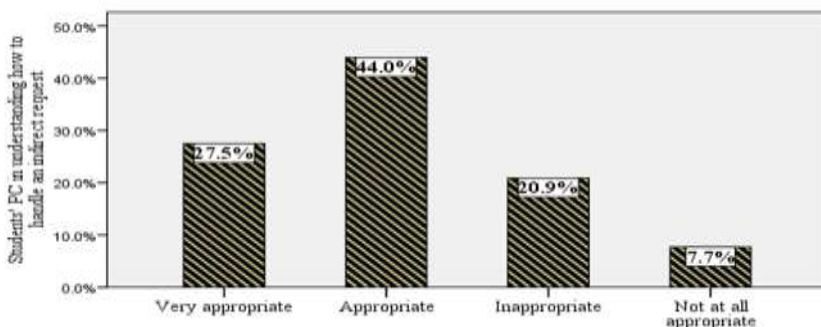
Option	Frequency of Use	Percent	Valid Percent
A	25	27.2%	27.5
B	40	43.5%	44.0
C	19	20.7%	20.9
D	7	7.6%	7.7
Total	91	98.9%	100.0
Missing System	1	1.1%	
Total	92	100.0%	

Nearly all of the students answered the question, except 1.1 % or one student did not have choice as shown in the missing system in the table. The majority of the students with nearly 44% gave choice “b” in which they considered the given response is the appropriate one to such situation. Indeed, response given by the receptionist is not at all appropriate, since the response seems to explain what the pool bar looks like. The receptionist in this regards did not catch the indirect request from the clients, because the clients think that the lobby is not a good place to wait for over one and half hours. The client preferred to wait at the pool bar instead.

The finding in this prompt show that very small percentage (7.6%) of the students got the implied meaning of the customer's indirect request. As shown in the following figure:

Figure 4.1: Customer indirect request.

Situation 4. It describes the customer's indirect request for not waiting such a long time at the lobby, but they prefer to wait at the pool bar instead. (see the discourse)



Bach and Harnish. (1979:267) further state that:

Mutual beliefs has figured prominently in our illocutionary acts. There are mutual contextual beliefs, which facilitates various steps of the hearer's inference to the speaker's communicative intention, and several presumptions which assure the hearer that there is an inference to be drawn.

3.2 DISCOURSE COMPLETION TEST (DCTS) DATA

DCTS is another instrument used in regards to research question number two (RQ2). The following section explains in detail the three different speech acts data gathered from the same participants with the questionnaire. The first three DCTS describe about handling direct or indirect complaint, how is the students' pragmatic understanding and competence in giving the response based on the situational designed. The students are expected to read and fully understand the written description. The description of the situation is in Indonesian language and the discourses are in English. It is aimed at avoiding misunderstanding. The students are expected to provide the written response to each situation. Responses are analyzed based on the lexical item and basic formulaic sequences expression of every speech acts, and it is modified from some of the previous study (Yuan, 2012, Zhang, 2014, Blumm-Kulka & Olshtain, 1985)

Situation 1-3 on the DCTS are about the speech acts of handling complaint. Situation 4-6 on the DCTS focused on the speech acts of request, meanwhile situation 7-9 are concentrated on the speech acts of refusal. The first three questions are the data collected from the students' written response about

handling complaints which is analysed based on the lexical item and basic formulaic sequence expression.

Table: 1.3 Frequency of lexical items and basic formulaic sequences in responding to the guest's indirect complaint.

Situation 1. Response to the complaint (The guest is not being able to sleep because the next door that seems to have a party). How the students response to such complaint?	Number of the students	Percentage
I'm very sorry sir, I will soon check	24	30%
I'm sorry on the pleasure	8	10%
Don't worry, I can help you to stop it	6	7,50%
Oh, yes. I'm sorry sir	6	7,50%
Oh yes, I'm sorry, sir because in next door they're having a party.	5	6,25%
I'm very sorry, Mr	4	5%
Yes, Sorry, sir	4	5%
Oh, sorry, sir	4	5%
Sorry, Mr. Tom. I will handling. Please you wait	4	5%
I must tell the people on the side room	3	3,75%
Sorry for the inconvenience you,	3	3,75%
You want move your room	3	3,75%
I'm sorry, sir	2	2,50%
I'm sorry Mr. Might want to move your rooms	2	2,50%
I'm sorry Mr. Tom. I don't know make you cannot sleep	2	2,50%
Total	80	100%

The above table show only 80 students have written responses. It is simplified analysed in three components / or category type as shown in the following category type and the frequency of use table.

Table 1.4: Written DCTs response from Appendix B/1.

Component/category type	Frequency of Use	Percent	Valid Percent
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Apologizing/ Offering alternative	46	50.0%	57.5%
Expressing regret	31	33.7%	38.8%
Direct alternative	3	3.3%	3.8%
Total	80	87.0%	100.0%
Missing System	12	13.0%	
Total	92	100.0%	

Table 1.4 above shows that offering alternative in handling such complaint is the most frequently used response (50%). Meanwhile nearly 34% expressing regret and 13% of the students or 12 out of 92 did not give response. They are categorized as a missing system in the analysis. The students with giving direct alternative to solve the customer's indirect complaint is quite low (3.3%). Students in this regards show variety of responses to please the customers from being inconvenience. Students' pragmatic understanding of such situation has brought into practice that it need to be well practiced interculturally. It is in complicated situation, because on one side the hotel customer need holiday for relax, while on the other hand people go on holiday for being pleasure and happy.

In relation to this study, the conversation designed through questionnaire and discourse completion tests, the students are exposed to use the linguistics and pragmatic knowledge to imagine themselves in such situation. The students then facilitates themselves with situation, context, and the shared values with the customers to reach the intentional meaning or speakers' meaning, so the communication will not deteriorate.

IV CONCLUSION AND RECOMMENDATIONS

4.1 CONCLUSION

This thesis dealt with the students' English pragmatic competence in relation to understanding cross cultural communication in three different speech acts. Specifically in terms of handling complaint, request and refusal in the field of hospitality industry. It investigated the students' ability in understanding pragmatics and find out to what extend the students are able to use it in the given context based on the experience during their job orientation. The first research question concerns with the ability of understanding pragmatics in hospitality industry. It investigates to what extent the students are able to understand pragmatics in three different speech acts, they are answered by questionnaire data. The data from nine speech acts prompts indicate that the students' pragmatic understanding is considered as a relatively low. It is shown by the data that the average students' ability in understanding pragmatics in several

aspects such as, culture, context, situation less than thirty percent. Meanwhile the second research question investigates the students' ability in using the pragmatic knowledge is answered by discourse completion tests data (DCTs). As shown in the data report and discussion, the students' ability in giving the written response based on the single lexical items and basic formulaic sequence are vary. The written response in three different speech acts prompt were presented. Linguistic errors were frequently occurred.

There are a number of elements that students have to develop to be better pragmatically competent in intercultural communication. A- six month period in their job orientation has given a little touch to have an idea of the importance of linguistic knowledge in general and pragmatic knowledge in particular.

4.2 RECOMMENDATION

Based on the findings of this study, there are many things that students need to equip to get better understanding in pragmatics cross culturally. Since this study has a very limited scope in investigating the ability in understanding pragmatics, for future study the wider range of participants need to be involved in sustaining the study on pragmatics. Furthermore, by looking at this students profile of pragmatic competence, the curriculum designer may use it as the basic idea to propose the explicit pragmatic leaning material. The explicit learning materials designed in curriculum to improve pragmatic competence of the students learning English for specific purposes are very crucial and fundamental. The government as the policy maker are recommended to look for the very effective breakthrough to accommodate all elements; teacher, students, learning materials to collectively facilitate students learning English in general and pragmatics in particular.

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HOW TO MAP THE MEANING OF “SEE” IN KUPANG MALAY

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Abstract

Lexicon ‘See’ as an English verb that means ‘perceive with the eyes’ has different forms of lexicon and different semantics meaning in Kupang Malay Language (KML). The lexicons that refer to ‘see’ are ‘lia’, ‘loti’, ‘malerok’, ‘maloi’ and ‘pe’emata’. Those five lexicons have their own meaning. In order to understand those words deeply, such matters were analysed by a study using Natural Semantic Metalanguage (NSM) theory. By applying descriptive qualitative method and paraphrase/ explication technique, the slightly different semantic features of ‘lia’, ‘loti’, ‘malerok’, ‘maloi’ and ‘pe’emata’ can be comprehensively revealed.

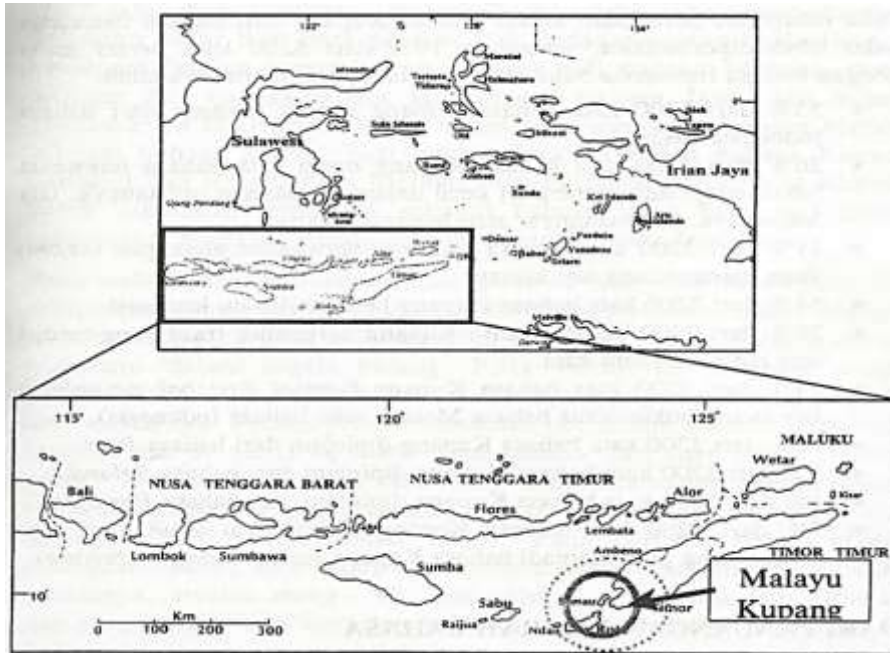
Keywords: *KML, NSM, explication*

I INTRODUCTION

To say a language is to say a society since there is no society without language. Many facts show that language serves an important role in a society. Therefore, when one understands a language, it can be said that s/he might also understand the society. There are many aspects need to be understood in any language. One of them is understanding meaning of lexicon(s).

Understanding a lexicon in any language deeply is very important. By knowing semantic meaning, one can use the lexicon properly so s/he can act correctly in the society where the language is spoken. Here, the researcher would like to investigate Kupang Malay Language so this language might be understood deeper, both by the writer and reader.

Kupang Malay Language (next, it is called KML) is a local language in East Nusa Tenggara Province. East Nusa Tenggara is a province in Indonesia. This province is located nearby Timor Leste Country. Following is a language map that shows the use of KML in East Nusa Tenggara Province.



Source: Jacob J, Charles E. Grimes, compilers. 2003. Kamus Pengantar Bahasa Kupang: Edisi Kedua. Kupang: ArthaWacana Press

KML is spoken as a united language for people in East Nusa Tenggara. It is used as the first language or the second language in East Nusa Tenggara Province. Scientifically, this language is a creole language (Jacob and Grimes, 2003: 2). There is only little literature that write about this language. Therefore, this research is hoped to be worthwhile to the development of the linguistics studies and for those who want to have information for further research.

Next, this research focuses its data on the lexicon 'See' that means to perceive with eyes. In KML, there are five different terms or lexicons to state 'see'. Those lexicons are 'lia', 'loti', 'malerok', 'maloi' and 'pe'emata'. Each of those lexicons has different usage and different semantic meaning. When one uses a lexicon incorrectly in communication, s/he will, of course, get trouble in Kupang society since wrong usage will create a gap of communication. Bearing the matters stated above, the researcher is interested to conduct a study under a title: 'See' in Kupang Malay Language: A Metalanguage Study.

II MATERIALS AND METHODS

Data was gained by taking the lexicon(s) from dictionary of Kupang Malay language. First, from the Kupang Malay – Indonesian dictionary, the researcher looked up all lexicons that means 'melihat' (Indonesian lexicon that means 'See'). After getting those lexicons needed, the researcher started to explore meaning of them. The researcher also used exploratory method and introspection method to collect data. The research design used by the researcher

in this study was descriptive qualitative method. This method is appropriate as qualitative method tends to collect data naturally (Creswell, 2009:175).

Theory used in this research was Natural Semantics Metalanguage (Next, will be called NSM). NSM was first introduced by Wierzbicka (1996) and the follower like Goddard (1996). This theory aims to explore meaning of word(s). Meaning that is explored by this theory covers lexical meaning, illocutionary meaning and grammatical meaning. Sudipa (2013), refers to Wierzbicka (1996), states that NSM combines philosophical and logical tradition.

‘.....according to Weirzbicka (1996:23), Natural Semantics Metalanguage theory combines the philosophical and logical tradition in the study of meaning with a typological approach to the study of language, and with broadly based empirical cross-linguistic investigations’ (Sudipa, 2013).

Philosophical and logical tradition is important in linguistics, especially in semantics. The tradition can express or actualize what is meant by human mind through language (Koroh, 2015).

Goddard (2010) gives example of applying this theory using causative verb ‘killed’ and ‘broke’ in English. Causative verb ‘killed’ and ‘broke’, in general linguistic are frequently analyzed as cause to die (or cause to become not alive) and cause to become broken, respectively. But, NSM explications are given below. Aside from the fact that NSM system recognizes because rather (than cause) as its basic exponent in the causal domain, it can be seen that the explications give a more articulated and nuanced account of the event structure. In both cases, the explications depict an action by the agent X with an immediate effect on the patient Y. In the case of kill, namely, something happening to the person Y’s body.

Someone X killed someone Y:
 Someone X did something to someone else Y
 Because of this, something happened to Y at the same time
 Because of this, something happened to Y’s body
 Because of this, after this Y was not living anymore.

For break, namely, X do something to Y as patient, therefore something happening to the thing Y.

Someone X broke something Y:
 Someone X did something to something Y
 Because of this, something happened to Y at the same time
 It happened in one moment
 Because of this, after this Y was not one thing anymore
 People can think about it like this: ‘it cannot be one thing anymore’.

(Gaddard. 2010)

In simple words, NSM helps the researcher to describe lexicon(s) using language. This breaks concepts/ lexicons of KML down into combinations of simple concept/ words using small connection of semantic primes (Sudipa. 2013).

Next, Technique applied in presenting data was paraphrase/explication. This was applied by following some rules, as follows: First, paraphrase must combine some meanings since a form cannot be explained only by one meaning. Second, paraphrase can also be done by using a uniqueness of a language. Third, paraphrasing a sentence must follow syntactical rules. Fourth, paraphrase always use simple sentence. The last, sentence of paraphrase sometimes need special identity and space (Sudipa. 2004).

III RESULTS AND DISCUSSION

The result of this research and analysis are presented based upon those five KML lexicons that refer to 'see' in English. As found in KML dictionary, there are 'lia', 'loti', 'malerok', 'maloi' and 'pe'emata'.

3.1 'LIA'

'Lia' has similar meaning to 'see'. As 'see' can be described 'perceive with the eyes' (<http://www.oxforddictionaries.com/definition/english/see>), 'lia', as have mentioned before, can be described 'perceive with the eyes'. Some examples of how 'lia' is used in KML are as follows.

'Liaitubuku dong koambe yang lusuka'
Seedet book PLConj take det 2TG like
See the books and take the one you like

'Be son liaitusaboak'
1Sing no see det NAME
I don't see the saboak

'Jang pi sakolakolianona dong sa'
No go school Conj see girl PL PART
Do not go to school just to see girls

Based on data above, the further explications are as follows.

Someone X sees someone or something Y:

Someone X lia someone or something Y

Someone X does something to someone or something Y

Because of this, something happened to someone or something X
at the same time

Because of this, something X can see in her/ his mind about Y

Because of this, after this someone or something Y feel something good and bad

3.2 ‘LOTI’

‘Loti’ can be meant ‘see carefully’. It is not only ‘see’ in ordinary way but it is a kind of serious action in perceiving someone or something seriously. The doer ‘loti’ someone or something means s/he focuses of seeing someone or something. Some examples of how ‘loti’ is used in KML are as follows.

‘Lotikomangarti’

See Conj Understand
See, so you can understand

‘Be su loti dartadi ma son katumujuni’
1Sing Modal seeConj Time Conj No find PART PART
I have tried to see since sometimes ago but (I) haven’t found it yet

‘Lu pi loti di galapbekinapa?’
2 Sing go see Conj dark Conj QW
Why do you go to see in the darkness?

Based on data above, the further explications are as follows.

Someone X sees someone or something Y:
Someone X loti someone or something Y
Someone X does something to someone or something Y
Because of this, someone X can find or understand about someone or something Y
Because of this, after this someone or something Y can both be reacted and not reacted
Because of this, after this someone or something Y cannot be said as missing or unclear

3.3 ‘MALEROK’

‘Malerok’ is a kind of seeing at glance to the right or to the left. This kind of activity has negative meaning in Kupang society. When we do it to someone, then s/he might be offended. Some examples of how ‘malerok’ is used in KML are as follows.

‘Lu malerokapa? Son lama be supapokolu’
2Sing see QW No Time 1Sing Prep hit 2Sing
What are you seeing? I will punch you soon

‘Be son baranimalerokpi dia o.’
1Sing No brave see Conj 3Sing Part.
I have no courageous to see her.

‘Lu malerok pi datangtarussa. Son lama mulu pica’
 2Singsee go come continue Part. No time mouth broken
 Just see around then you will get trouble.

‘Betakue. Tediamaleroxdatangsinitarusna’
 1Sing afraid Part. Part 3Sing see come here continue Part
 I am afraid since he is keep looking at me.

Based on data above, the further explications are as follows.

Someone X sees someone Y
 Someone X maleroksomeone Y
 Someone X do something to someone Y
 Because of this, someone Y will be afraid or angry at someone X

3.4 ‘MALOI’

‘Maloi’ is seeing someone or something in secret. This kind of activity means the doer perceives someone or something with eyes, but the one or the thing that is seen is not realized (at least for the first moment). Some examples of how ‘maloi’ is used in KML are as follows.

‘Inga o, jangsukamaloiorang mandi’
 Remember Part. Not like see (spy) someone take a bath
 Remember to not spy someone when she/ he is taking a bath

‘Lu pi maloiadabarapaorang di muka do’
 2Sing go see QW people Conj front Part
 Please see how many people (guests) are there in the living room

‘Be pi maloiambellewatjandela do’
 1Sing go see Part Manner window Part
 I will go to see through the window

Based on data above, the further explications are as follows.

Someone X sees someone or something Y:
 Someone X maloisomeone or something Y
 Someone X does something to someone or something Y
 Because of this, someone X see something to someone or something Y
 Because of this, after this someone or something Y do not know what X do

3.5 ‘PE’EMATA’

‘Pe’emata’ means someone does not only see in general way, but s/he sees something or someone by opening eyes widely. This kind of seeing has semantic meaning that the doer is angry at somebody or something. Some examples of how ‘Pe’emata’ is used in KML are as follows.

Jang pe’elupungmatabagitu. Lu kira be taku?
Do Not see 2Sing Poss eyes det. 2Sing think 1Sing afraid
Don’t see like that. Do you think I am afraid ?

Baptuaadape’ematadengkatong.Diamsu!
3Sing Part see Conj 1Pl. Silent Part
He is seeing us. Be silent!

Bepe’ematadengdong kodong diam
1Sing see conj 3Pl conj 3Pl silent
I see them so they are not talking anymore.

Based on data above, the further explications are as follows.

Someone X sees someone or something Y:
Someone X pe’emataat someone or something Y
Someone X does something to someone or something Y
Because of this, someone Y knows that someone X is angry at Y
Because of this, after this someone or something Y might be afraid
or get angry

IV CONCLUSION

Based on data analyzed above, the researcher makes some conclusions. First, There are five different lexicons that describes ‘see’ in KML that means perceiving with eyes. Those five lexicons are ‘lia’, ‘loti’, ‘malerok’, ‘maloi’ and ‘pe’emata’. Each of them has their own semantic meaning. The semantic meaning can be studied deeply using theory of NSM.

Next, NSM study describes those KML lexicons as follows: ‘Lia’ is a natural activity of seeing. ‘Loti’ means someone sees someone other or something seriously. ‘Malerok’ means someone sees someone other or something at glance from the left or right side of himself/ herself. ‘Maloi’ means someone sees someone other or something in secret. ‘Pe’emata’ means someone sees someone other or something because she/he is angry at someone/something that she/he sees.

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RELUS: EFFECTIVE TECHNIQUE TEACHING ENGLISH CONVERSATION FOR THE SOCIETY MEMBERS

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Abstract

This article aims at introducing the effective Communicative approach, with RELUS techniques applied in the process of English course for the members of the society. The data derived from the impression conducting such course in the year of 2015, and collected by direct observation and random interview. The course was attended by 40 members of Pokdarwis Mekar Bhuana in Pangsang Village, Petang subdistrict, Badung Regency. The course materials were about English functions and English for Tourism. The speaking materials were delivered in terms of conversational process using the techniques of: RELUS (R=read, LU=look up, S=say). The steps for each session were: orientation, drills, feedback and continuation. The result showed that generally all participants manage to speak actively to welcome the English speaking tourists coming to their respective villages.

Keywords: *Pokdarwis, RELUS, Mekar Bhuana.*

I INTRODUCTION

Bali consists of eight regencies and one municipality. They are Badung, Klungkung, Gianyar, Tabanan, Buleleng, Bangli, Karangasem, Jembrana and Denpasar. Since Bali as the international tourist destination, the local government of Badung Regency has established what is called group of Tourism Awareness in every village. Such group is responsible for the development and maintenance the flowing of tourism activity in the respective villages. In order to get thoroughly involved in such activity, the members must take part actively in the human resource development, such as taking orientation in tourism promotion, marketing and English courses. The English course called ESP is basically intended to improve their communication skill to enhance the tourist visit in their village. The government in cooperation with the English Department, Udayana University conduct such an English course every year. The activity has been commenced since 1998 starting at Plaga village Petang subdistrict, the very north part of the regency as the pioneer. Then every year, with the duration of 24 sessions (approx. 3 months) the members of the group learn and practice the language functions of English: **greeting, farewell and special expressions, apologizing, request, invitation, suggestion and English for Tourism** are the core of the course-materials.

The problems to be further discussed in this article are (1) How the society members manage to learn English; (2) what materials offered to accommodate the participants' needs (3) what approaches used to stimulate their speaking skills and the result.

II MATERIALS AND METHODS



Opening Ceremony of the English Course for Pokdarwis in Pangsan, 2015

The data used for this article derives from the impression conducting an English course. The course was attended by the group of society members called Pokdarwis Mekar Bhuana in Pangsan village, Petang subdistrict -Badung Regency. The course was carried out in the year of 2015 for 24 sessions. The data was collected by direct observation and randomly interview with the participants. The analysis focused on the existence of such English course for the society, the course materials and the most important thing is the course technique to deliver the material in order to be beneficial for the participants.

III RESULTS AND DISCUSSION

3.1 PARTICIPANTS AN TIME ALLOTMENT



The total number of the participants was 40 persons coming from each subvillage 'banjar' in Pangsan village. Pangsan with lush farming area consisting of ten subvillages must choose 4 members respectively. Their age and educational background are mostly 30 up to 45 years graduated from senior

high school. The class is divided into 4 groups therefore they can learn very intensively, one instructor trains 10 persons. The course is designed two sessions a day, one session lasts 120 minutes. The 24 total sessions might last within approximately 3 months since they must attend the course twice a week.

3.2 TEACHING MATERIALS

Since the participants are concerned with the speaking ability in terms of tourism sector, the materials deal with English language functions and English for Tourism.

3.2.1 GREETINGS, FAREWELL AND SPECIAL EXPRESSIONS

How do you do, How're you
 Nice to meet you, see you later, Bye, see you soon
 Happy birthday/Happy New Year/Merry Christmas, Congratulation!

3.2.2 APOLOGIZING

I'm sorry
 I'm terribly/very) sorry
 I beg your pardon!
 I'm sorry to disturb you
 I'm sorry, I am late
 I'm sorry to keep you waiting

3.2.3 REQUESTS, INVITATIONS, AND SUGGESTION

A: Could you pass the salt
 B: Yeah, sure
 A: Could you possibly borrow
 B: Yes, help yourself
 A: Do you think you could ...
 B: Yes, sure or No, I'm afraid I can't
 A: I was wondering if I could (possibly)
 B: Yes, No problem!

3.2.4 ENGLISH VOCABULARY AND EXPRESSIONS FOR TOURISM

- hotel
- guide
- souvenir
- terrace
- expensive
- beautiful landscape
- cheap price
- comfortable car
- natural view
- guide fee
- surfing
- snorkling

- diving
- canoeing
- hiking
- climbing

3.3 COURSE APPROACHES AND EVALUATION

The approaches applied during the course is Communicative Approach, under the subtitle of Communication Language Teaching (Richards, 2001). The systematical ways operated in order to success are subdivided into: (1) Methods and (2) Techniques.

3.3.1 METHODS

The method of conducting such English program based upon the principles developed by O'Galperin (1979). He is a Switzerland education expert writing his famous book entitled *Teaching with Success* conveys the following steps:

3.3.1.1 Orientation



The appointed materials were briefly introduced with the daily English sentences. The key-words or patterns were given to accelerate their knowledge with the expected course goal. This step is also intended to make the participants feel **in** from the beginning of the course.

3.3.1.2 Drills

In order to give more access for the participants to exercise themselves, whether with group work, dialogue and individual practice. The trainer was very concerned with the application of the rule and pattern of the English sentences.

3.3.1.3 *Feedback*

Susan M. Gass (2016:336) states that when learners engage in interaction with another individual, there is often feedback on that learner's language as a result of a communication breakdown or even a pedagogical intervention. This is good time for the trainer to give reinforcement: (a) positive reinforcement when the drill runs well, usually by giving appreciation, however (b) negative reinforcement when the participants turned out having obstacles in terms of pronunciation, lexical choices or arranging well-formed sentences. If this case happens, usually the trainer would repeat the orientation step simply by giving feedback for the only obstacles they participants may face.

3.3.1.4 *Continuation*

This step is usually done when everything in the feedback process runs smoothly and the progress of the course must go forward. This is one indication that the course is successful.

3.3.2 *TECHNIQUES*

RELUS is an acronym of RE (read) L U (look up) and S (say). Some experts in teaching conversation and speaking would prefer using this technique. The advantage is, of course giving the participant not only reading the dialogue, however they try to memorize the simple pattern. The speaking class participants would try to read and memorize certain pattern of expression, and without looking at the text again, they can practice while looking at the person spoken with. This is very effective in obtaining the speaking skill.

3.3.2.1 *Read*

This technique is usually done for the beginner to start the conversation. In this technique, however the participants are not **reading** loudly after looking at the dialogue text, they merely memorize and then quickly look at his/her partner.

3.3.2.2 *Look Up*

This technique is commonly not applied in the English-class, even in the conversation. The participants are usually busy looking at the dialogue text. **Look-up** technique in this case is very useful because both the speaking participants could make eye contact. While making such contact, they would recount their memory about the language pattern.

3.3.2.3 *Say*

This last technique is **say** done automatically after both participants look up each other. This is very important for the participant to measure their skill in memorizing such English pattern they just read.

From this valuable technique, the conversation is called successful when the participants can converse without looking at the dialogue text and basically

it happens without reading, losing eye-contact. Conversation is naturally done simultaneously without reading the text.

3.3.3 EVALUATION

In order to obtain the expected result and to meet the course goals, a series of evaluations steps to be done, namely:

(a) Individual Drill, every participant is given opportunity to be evaluated. The trainer call one by one and ask each participant respectively. The participant individually answers, practices the intended materials under the supervision of each trainer. When the participant has problem, each trainer directly gives feedback and solution dealing with such a problem. This system turns out very stimulating each participant.



(b) Pair Practice, the ten participants for each group is subdivided into pair with the role-play practice. The trainer is prepared to feedback them whenever they have difficulties. This system brings benefit in terms of motivating each pair to speak more confidentially.

(c) Group Practice is usually carried out when the materials are general. The trainer expects all participants to repeat together the new words or phrases, then give correction whenever the mispronunciation occurs.

IV CONCLUSION

The course is considered success because some of the participants rely on the principal steps of mastering English as a Foreign Language, such as:

- (1) **Concrete Goal**, the participants have already had the goal to be local guides
- (2) **Propensity**, nearly every time, some of them feel an 'urge' to use English
- (3) **Desire**, some of them start having certain wish for knowing more English
- (4) **Motivation**, they have instrumental motivation rather than integrative one (cf. Gardner, and Lambert, 1972:3)
- (5) **Action**, there is no other choice than taking actions, such as attending English course.

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Article in BaliPost Newspaper about POKDARWIS

MEANINGS ON VARIOUS COOKING MANNERS IN VERB FORMS

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Abstract

This paper aims at investigating the meaning of verb form ‘cook’ having one form with different manners of cooking something. Therefore, the analysis discusses about the various cooking manners in verb forms because cooking is an action or do something. The data was taken from the article about cooking procedure, by note taking technique. The data was further analyzed by natural semantics metalanguage. The result showed that verbs in cooking action have some similar meaning with different manners such as the manner cooking of blanch means cooking food into boiling water in a few minutes, while the manner cooking of steam means cooking food on the boiled water. Here, metalanguage manages to describe and analyze the verb meaning in cooking manners.

Keywords: *metalanguage, verb*

I INTRODUCTION

People life needs communication to convey their message, expression or action. To communicate the message especially in English, verb is needed to express and explain what the subject did. However, when people act or do something, they need verb to express the message. Therefore, verb can be found in sentences or in verbal language. Givon (1984) stated that verb divided into three categories, 1) state verb, 2) process verb, and 3) action verb.

The various cooking manners that are verb include in the process and action verb because cooking is an action of doing the process of making delicious food. For instance, The English cooking manner of sauté means cook food in the oil or fat with over heat until the food is brown. Whereas, the cooking manner of deep-fry means an action of doing the process of fry food with much oil until the food are covered by the oil. Verb bear exists in English cooking manners interested to be analyzed because the same forms have different processes and results in cooking and serving the food.

For Indonesian people, cooking has seven manners namely, goreng and tumis used for cooking food stuff in oil over heat, sangrai mostly cooks nuts or dry cereal without oil or fat and usually the pan made from clay, while rebus cooks food stuff into the boil water and kukus used to cook traditional snack, vegetables or another food stuff on the boiled water, bakar, and panggang used to grill meat, fish, bread or another food stuff using charcoal as fuel or grill on

the frying pan. All of these types used to cook all kinds of food stuff only in different way without special food stuff.

However in English, the cooking manners have each own way with a special food stuff. For instance the verb “toasted” used to cook bread warmly and brown in high heat (Walter, 2008), while the verb “roast” used to cook meat at the oven. Therefore, the various cooking manners interested to be analyzed because in Indonesia and English have each own way to mention the cooking manners with different way specially. So, the theory uses to analyze the differences meaning and process of cooking manners in English by metalanguage analysis.

II MATERIALS AND METHOD

The data will be analyzed in this paper in the form of verb words. It is taken from the article about cooking procedure. The article discusses the various ways and processes of English people cook the food. Besides, the article contains a lot of verb bear with difference processes and results of cooking food. Here, the collected data will be classified based on the way the object work or process the thing, the tools and the food stuff used.

The data above will be analyzed by using metalanguage to describe and to analyze the configuration about the verbs in the lexicon used in cooking manners. In addition, the NSM approach used to explain the semantic primitive data besides NSM concept can use in a concrete and abstract concept.

According to Wierzbicka (2010:14) defined semantic primitive is indefinable and the basis on which the semantic system of a language was built. Moreover, Goddard (1996:2) stated that semantic primitive cannot be changed as it is innate nature of meaning. Then Semantic primitives are a search for understanding because without it, the meaning cannot be described. People may have different perception to recognize the meaning. Therefore, sometimes the meaning of something can be clear to someone but it may not be clear to another, and when the concept is known by someone sometimes it can be unknown concept to another.

Here, Wierzbicka (2010) found several semantic primitives which consist of some exponents as follows:

1. Substantives	I-ME, YOU, SOMEONE, SOMETHING, PEOPLE, BODY
2. Relational substantives	KIND, PARTS
3. Determiners	THIS, THE SAME, OTHER-ELSE
4. Quantifiers	ONE, TWO, MUCH-MANY, LITTLE-FEW, SOME, ALL
5. Evaluators	GOOD, BAD

6. Descriptors	BIG, SMALL
7. Mental predicates	THINK, KNOW, WANT, DON'T WANT, FEEL, SEE, HEAR
8. Speech	SAY, WORDS, TRUE
9. Actions, events, movement	DO, HAPPEN, MOVE
10. Location, existence, specification, possession	BE (SOMEWHERE), THERE IS, BE (SOMEONE/SOMETHING), BE (SOMEONE'S)
11. Life and death	LIVE, DIE
12. Time	WHEN-TIME, NOW, BEFORE, AFTER, A LONG TIME, A SHORT TIME, FOR SOME TIME, MOMENT
13. Space	WHERE-PLACE, HERE, ABOVE, BELOW, FAR, NEAR, SIDE, INSIDE, TOUCH
14. Logical concepts	NOT, MAYBE, CAN, BECAUSE, IF, VERY, MORE, LIKE-AS

Based on the categories of exponent, this analysis is included in actions/events/movement. Someone who cooks is doing an activity by moving the tool and touching the food stuff mix together into the pan or frying pan to make a delicious dish or meal.

III RESULTS AND DISCUSSION

The investigation of the various cooking manner found that there are 5 classifications on western's cooking manners. The classification divided based on the way cooking, the tool, and the food-stuff use during the process of cooking.

3.1 BOIL

The cooking activity refers to boil the water in over heat then put some foods into the boiling water, as follow the similarities of cooking manners with different verb in boiling food.

3.1.1 STEW

Stew is the way of cooking in a little liquid slowly (Walter, 2008). This word conveys the cooking process of some foods become a little liquid and needs more time because the process is slowly to get the food done smoothly. The tool used to cook the food stuff is quart saucepan. In stew process, all foods like vegetables, meat, fish and fruit can be cooked.

(3-1) Stewed pieces of rhubarb

3.1.2 BLANCH

Blanch means to put vegetables or nuts into the boiling water for a few minutes to make them white, remove the skins, get rid of strong flavor, or prepare them for freezing (Walter, 2008). This process cooks the food stuff into the boiling water until the stuff rids from the skin in medium cook. Mostly, the food stuffs cook in this manner vegetables and nuts until clean from the strong flavor and skin. The tool uses to cook is stockpot.

(3-2) Rhubarb can be blanched to help preserve its color and flavour

3.1.3 BOIL

Boil is cooking food and put it into the boiling water (Walter, 2008). In this process, special food stuff like meat and vegetables can be cooked by using this manner. This process makes the food moist and well done. Mostly, the tool to cook in boiling manner is stock-pot.

(3-3) Rubarb adds and boils into heat water for 1 minute

3.1.4 POACH

Poach is the process of cooking food putting into the boiling water or other liquid such as a fish, or an egg with its shell removed (Walter, 2008). It is used only for cooking egg and fish after cleaning the shell then put it into the boiling water or into a liquid flavor. Usually, the tool used is cast iron-skilllet.

(3-4) Poach the salmon in white wine and boiled water

Based on the boil clasification, this process has four cooking manners together with the explanation and examples. The verb boil can be explicated as follows:

X do something to Y

At the same time, because of it, Y become cooked

X do something with boiling water

X put Y in stock pot

X do something like this

3.2 STEAM

This activity refers to cook food with heat water until boil then cook the food on the vapor by using steam.

3.2.1 STEAM

Steam cooks food by using steam (Walter, 2008). It is a simple manner in cooking vegetables on the vapor of boiling water to keep the vegetable colour, texture, flavour, nutrient and vitamin good because the vegetable does not boil into the heat water. The food stuff that mostly cooks by this manner is vegetables. So, the tool use is steam or bamboo steam.

(3-5) Vegetables steam to preserve fresh colour, texture and flavor.

This classification has different ways with boil in cooking manner. The verb steam can be explicated as follows:

X do something to Y

At the same time, because of it, Y become cooked

X do something with boiled water

X put Y on steam

X do something like this

3.3 FRIED

The verb action refers to cook food using oil or fat sometimes the result become crispy or moist. There are four manners to fry the food.

3.3.1 PAN-FRY

Pan-Fry denotes the way of cooking food in a pan in a small amount of oil or fat (Walter, 2008). This manner cooks the food using a little oil or fat into well done moist food. All of kinds food stuff can be cooked using pan-fry manner and the tool use to fry is wok or chef's skillet.

(3-6) Pan fry the meat moistly

3.3.2 DEEP-FRY

Deep fry is to fry food in a deep pan completely covered by oil (Walter, 2008). The food cooks with deep fry mostly crispy and the chef also can make it moist depend on the customer order even use much oil. The special food stuff cook in deep-fry is mostly fish. The tool use to cook in deep-fry is deep quart saucepan.

(3-7) The meatballs deep-fry in a pot of oil heated to a medium-high temperature

3.3.3 SAUTE

Sauté cooks food in oil or fat over heat, usually until it is brown (Walter, 2008). Sauté only need a little oil or fat so the flavor put into over heat pan then some vegetables, fish, meat can be mixed or cook differently. All of the food stuff can be cooked by this manner and the tool use to cook is sauté pan.

(3-8) The food stuff sautés on the 5 minutes

3.3.4 SEAR

Sear is cooking activity to fry a piece of meat quickly at a high temperature, in order to prevent liquid and flavor escaping from it (Walter, 2008). This manner has quickly process of cooking meat because the meat fry on a high temperature avoiding the meat become liquid and the flavor escape from the meat. This process cooks special food stuff that is meat and the tool used is chef's skillet.

(3-9) The meat has completely seared

Based on the fried classification, this process has four cooking manners together with the explanation and examples. The verb fried can be explicated as follows:

X do something to Y

At the same time, because of it, Y become crispy and moist

X do something with liquid or fat

X put Y in fry pan

X do something like this

3.4 ROAST

The activity of cooking food is in an oven or on grill or over a fire. Mostly the food cooks meat, fish or bread. Charcoal is a fuel used to cook.

3.4.1 GRILL

Grill is the cooking process by direct heat, especially under a very hot surface in a cooker (Walter, 2008). This is the cooking process of roasting the meat on the grill without oil or fat. Grill especially cooks meat in rare, medium or well done. Grill applies the heat to the bottom surface of meat. The tool used to cook meat is grill or rectangular metal container.

(3-10) Grilled the fish for dinner

3.4.2 BARBECUE

Barbecue is a process of cooking food on a barbecue (Walter, 2008). This process named as barbecue because the roasting process hold out door party using grill or roasting outside over a fire. The food cooks in the manner mostly meat, fish and poultry. The tool used to cook is barbecue or grill.

(3-11) I thought turkey will could barbecue at garden party

3.4.3 ROAST

Roast refers to cook food in an oven or over a fire (Walter, 2008). Mostly, meat or sausage roast over a fire and sometimes some food also can roast over a fire. The tool used to roast is an oven or grill over a fire.

(3-12) Store roasted garlic in an airtight container in the refrigerator for up to two weeks

3.4.4 TOASTED

The cooking process refers to make bread or other food warm, crispy and brown by putting it near a high heat (Walter, 2008). Toasted is a cooking manner for bread become brown and crispy on both sides, but toasted manner mostly used to cook bread. The tool used is a toaster, grill or in front of open fire.

(3-13) Toasted the cheese sandwiches for breakfast

3.4.5 BROIL

Broil has similarity with grill that cooks something on direct heat, especially under a very hot surface in a cooker (Walter, 2008). Broil applies the

heat to the top surface of the meat. Broil also cooks meat without oil or fat and the tool used is grill.

(3-14) Broil the chicken on the grill

3.4.6 BAKE

This process refers to cook inside a cooker without using added liquid or fat (Walter, 2008). This process specially cooks and makes bread in an oven by dry heat without liquid or fat added inside. Oven is a tool used to cook bread paste to be delicious bread.

(3-15) Bake the muffin paste into oven

Based on the roast classification, this process has six cooking manners together with the explanation and examples. The verb roast can be explicated as follows:

X do something to Y

At the same time, because of it, Y become crispy and well done

X do something with fat or fuel

X put Y in oven, grill or barbeque

X do something like this

3.5 COOK

The activity of cooking food prepare for meal or dish by some manner such as fry the flavor and then put the food stuff mix together until boil, oil and fat is needed to cook the food. In Indonesia this process is called as tumis.

3.5.1 BRAISE

Braise processes of cooking food slowly in a covered dish in a little fat and liquid (Walter, 2008). This cooking process needs water or liquid or fat to make a tender meat. Therefore, need more time to cook with this manner because it is cooked at low temperature in a covered pot. Finally, the meat cooks slowly to get well done meat. Special food cooked in this manner is meat or vegetables. Sauté pan and quart saucepan can used to cook in braising manner.

(3-16) Spices tenderloin braises in 15 minutes

3.5.2 SIMMER

Simmer describes the process cooking something liquid or something with liquid in it at a temperature slightly below boiling (Walter, 2008). The flavor cooks into heat oil or fat until boiling then put the food stuff into it. Occasionally, it creates a bubble breaking on the surface. The liquid creates from the cooking flavor. Vegetable is a special stuff to cook with simmer. Frying pan uses to cook at simmer manner.

(3-17) Reduce heat to simmer and cook uncovered until rhubarb is crisp-tender

Based on the cook classification, this process has two cooking manners together with the explanation and examples. The verb cook can be explicated as follows:

X do something to Y
 At the same time, because of it, Y become moist and welldone
 X do something with liquid or oil
 X put Y in fry pan
 X do something like this

IV CONCLUSION

From the result of discussion above, it can be concluded that the various cooking manner in verb forms have different way, tool, and have a special food stuff to be process. Here, the verb 'boil' is the cooking manner by using boiling water in stock pot, while verb 'steam' cooks something by putting on steam in boiling water. However, verb 'roast' cooks something in oven, grill or barbeque using oil or fuel. This process only uses to cook meat, fish or bread. Another manner of cooking is verb 'fried' that needs much oil to cook something in fry pan, while verb 'cook' do something with a little oil to make food stuff done.

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THE NEGATIVE INFLUENCE FROM INDONESIAN TO ENGLISH: A CASE IN THE ARTICLE “ABOUT BALI”

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Abstract

This study focuses on finding out the aspects of language being interfered and the factors which caused those interferences in the English article ‘About Bali’ published on the official website of Bali Government Tourism Office. It is found that the interferences in terms of semantics in which the writer/translator’s word choices were interfered by the lexical meaning without considering the grammatical context of the sentence where those particular words are places. Besides, the copula ‘are’ was missing in one of the sentences which caused the meaning of the sentence become incomplete. The uses of singular and plural markers are not consistent. These interferences are caused by the influence of Indonesian language mastered by the writer/translator that showed the lack of knowledge regarding the rules of both English and Indonesian languages, meaning of words that were chosen, the direct translation from Indonesian into English which affected the structure, word choices and the meaning in the target language.

Keywords: *interference, language aspect, factors*

I INTRODUCTION

Indonesia as a multilingual nation which consists of multilingual societies has a great need on language learning process, especially the foreign language. This is to enable the Indonesians to communicate internationally in globalization era. This need is followed by certain obstacles since most of Indonesians have acquired their mother tongue first, followed by Indonesian language as their national language, and they have to learn about foreign language which in this case is English. Therefore, it is very possible that the Indonesians will be interfered by their mother tongue or their national language while speaking or practicing the English language.

Referring to the phenomenon of interference, Kridalaksana (1993: 84) stated that interference (from bilingualism perspective) is the use of other language elements by the bilingual language learner individually in a language; the characteristics of other language can still be recognized, the interference differs based on the medium, style, and context used by the language learner. Further, based on the language teaching perspective, interference is the language error in which the elements of the learner’s own language was transferred into other dialect or language that the learner is currently learning.

According to Weinreich (1953) in Sudipa, et.al. (2011; 2), language interference is the effect of a language learner’s first language on their

production of the language they are learning. The effect can be on any aspect of language: grammar, vocabulary, accent, spelling, etc. Based on this definition, it can be stated that interference happens because of the effect caused by the first language of the learner that influence the language he/she is currently learning.

The above statements on interference are very useful to support this study. Besides, it is a very good exercise to find out the aspects of English language which are interfered by the Indonesian language norms as well as the factors which caused those interferences. Furthermore, this study showed as to how deep the understanding of the researcher on both English and Indonesian through the analysis of the data found in the article "About Bali" published by Bali Government Tourism Office on their official website on October 3rd, 2011.

II MATERIALS AND METHOD

2.1 DATA SOURCE

The data of this study were obtained from an article entitled "About Bali" published by Bali Government Tourism Office on their official website (<http://www.disparda.baliprov.go.id/en/About-Bali2>) on October 3rd, 2011. Besides, the data of this study is a primary data since they were obtained from the primary source which is the official website as to where it was published.

2.2 METHOD AND TECHNIQUE OF COLLECTING DATA

The data of this study was collected by using documentation method. This was conducted by reading thoroughly the source text. While reading the source text, the note-taking technique was applied. The data representing interference were noted and marked in the data source.

2.3 METHOD AND TECHNIQUE OF ANALYZING DATA

The collected data was classified and sorted in order to ensure that the final data are those which represented the interferences. The final data will be analyzed qualitatively by applying the theory defined by Richards (1975:36) in Sudipa, et.al. (2011: 18) which stated that:

"the problems happen is a matter of interference which may be defined as the use of elements from one language while using/speaking another and may be found at the levels of pronunciation, morphology, syntax and vocabulary".

Based on the above theory, the interference can be found in the levels of pronunciation, morphology, syntax and vocabulary which will be traced through the analysis of the data in this study. Moreover, in order to analyze the factors influenced the interference found in the article; this study refers to the interlanguage concept proposed by Selinker in Richards (1974:31) which is quoted in Sudipa, et.al. (2011: 20). It is stated that in order to describe the factors that influenced the interferences, linguistic factors have to be considered. Therefore, the above-mentioned theories were also supported by the concept

proposed by Sudipa, et.al. (2011) through their book entitled “Interference; The Influence of Bahasa (Indonesian) to English which provided the types of interference in terms of syntax and semantics.

III RESULTS AND DISCUSSION

There are several data represented interference in certain aspects of language found in the data source. Those data are presented below along with the analysis.

3.1 SEMANTICS

The interference in this part indicates that the writer of the article still sticks on the lexical meaning of the lexicon in Bahasa (Indonesian) without considering the context. However, Huddleston (1994: 35) in Sudipa, et.al. (2011: 48) stated that basically context of the sentence does not merely base on the lexical meaning, but also requires the contextual meaning which is called grammatical meaning. In order to get the appropriate meaning, this study is based on the lexical meaning by Oxford Advance Learner’s Dictionary (Hornby: 2005) which is combined with the grammatical context. Here are the data obtained from the source:

(3-1) They **wash** the ceremonial equipment on the sea or springs to bring back the purity.

The word choice ‘wash’ in the above grammatical context is merely based on the lexical meaning which means ‘to clean’. Based on the context of the sentence, the word ‘purify’ is more appropriate since the context of the sentence is more to the ritual context. The meaning of these two words can be seen through their lexical meaning. The word ‘wash’ means to make something or somebody clean by using water or soap, while the word purify means to make something or somebody pure by removing substances that are dirty or evil from their souls. In the above context, the word purify is more appropriate since the cleaning in the above sentence is cleaning spiritually which is not merely by water.

(3-2) They wash **the ceremonial equipment** on the sea or springs to bring back the purity.

The use of the phrase ‘the ceremonial equipment’ only contains the lexical meaning of ceremonial thing and the equipment. These two words are still very general in use since the ceremonial does not reflect a specific ritual purpose and the equipment which follows the word ceremonial does not specify whether or not it is a ritual equipment. In regards to the context of the sentence, the things which are brought to the sea or springs are sacred and symbolizing God. Therefore, the word ‘effigy’ can be more appropriate in this context. This happens because of the Indonesian concept sarana upacara which was translated directly into English ‘the ceremonial equipment’ without considering the meaning of word ‘effigy’ which is stated in dictionary: a statue of a famous person, a Saint or a God.

(3-3) Then during Nyepi, Balinese remains **dormant** by conducting catur brata penyepian (four challenges on Nyepi day)...

Based on the above sentence, it can be seen that the use of the word 'dormant' is less appropriate to state the activity of Balinese during Nyepi Day. Dormant means not active or growing now but able to become active or to grow in the future. In the above context, to fulfil the context that only on that particular day Balinese people stop all their activities and stay at home, the 'rested' would be more appropriate by considering its meaning: to relax, sleep or do nothing after a period of activity.

(3-4) Then during Nyepi, Balinese remains dormant by conducting catur brata penyepian (four **challenges** on Nyepi day)...

Based on the concept of Nyepi day, Balinese people have to pay attention on catur brata penyepian which comprises of four forbidden activities during that day in which Balinese are forbidden to do any activities that belong to those activities. Those activities can also be treated as challenges, however, it is actually forbidden to do so. Therefore, it will be better to use 'forbidden activities' that is more acceptable in the target language. This is based on the lexical meaning of these two words in which 'challenge' means a new or difficult task that tests somebody's ability and skill while the word 'forbidden' means not allowed. For example: Photography is strictly forbidden in the museum.

3.2 COPULA

The influence of Indonesian language structure in which there is no obligation on copula 'be' is one of the factors that caused the interference when the learners practice their writing in English. Here is a data found in the source.

(3-5) Bali is densely populated with over 3.5 million, **almost all of the Balinese Hindu Religion.**

The part 'almost all of the Balinese Hindu Religion' from the above sentence does not convey the clear idea as to what that particular part means. This is because of the copula be which is missing. This is also due to the direct translation from Indonesian into English *hampir semua orang Bali beragama Hindu*. Copula 'are' should be added to give the complete idea of the sentence. Therefore, the above sentence can be formulated as follow:

Bali is densely populated with over 3.5 million; almost all of the Balinese are Hindu

3.3 THE USE OF SINGULAR AND PLURAL MARKERS

The placement of the markers for singular and plural in Indonesian language are different than the English one. According to Alwi, et. al. (1998: 244-245) in Indonesian, the markers come before or after the noun in the form of separate words from the noun. For example: *tiga buah buku, beberapa helai kertas, beberapa butir telur, buku tigas buah*, etc. However, in English the plural marker of a noun is regularly marked by suffix *-s* and the noun is preceded by

quantifier, for example: two persons, three motorbikes. Besides, the irregular plural marker can be seen in different way, such as child-children, fish-fish.

(3-6) ...they are Nusa Penida, Nusa Lembongan, Ceningan & Menjangan **island** that are.....

The above sentence mentions four islands in which the word 'island' should be added by suffix -s. However, the writer only wrote island which on this case shows the writer is not precise and also interfered by the Indonesian version that was translated directly from pulau Nusa Penida, Nusa Lembongan, Ceningan & Menjangan which does not show any plural marker because every noun has been mentioned.

(3-7) To bring harmony into life, **a Balinese has** conducted some stages of spiritual procession since **they were** still in womb.

The phrase 'a Balinese' shows a single Balinese which is supported by the following word 'has'. However, the inconsistency of the plural and singular markers can be seen from 'they were' which refers to a Balinese. Therefore, either 'they were' to be changed into 'he/she was' or 'a Balinese has' to be changed into 'the Balinese people have'. Therefore, there will be two new patterns for the above sentence:

a) To bring harmony into life, a Balinese has conducted some stages of spiritual procession since he/she was still in womb.

b) To bring harmony into life, the Balinese people have conducted some stages of spiritual procession since they were still in womb.

IV CONCLUSION

The interference of Indonesian language into English was found in the data source are in terms of semantics where the word choices made by the writer or translator of the article were inappropriate in either from the lexical meaning or grammatical meaning. Besides, copula 'are' was missing which caused the meaning of the sentence is incomplete. The inconsistency of the subject and the markers caused the sentence which subject is singular was given a plural marker and vice versa. The factors caused the occurrences of the interferences from Indonesian language into English, are direct translation where the writer/translator of the article translate the Indonesian language into English directly which influence the structure and word choices as well as the meaning in target language (English); and the lack of knowledge in which the writer/translator of the article has limited knowledge on the words choices he/she has made. Therefore, it is very important to master the languages that involve in the translation works in order to reduce the interferences from one language to another.

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HOW TO TRANSLATE SCIENTIFICALLY: A CASE IN THE JOURNAL OF “MEDICINA”

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Abstract

This research aimed at analyzing and discussing the technique or procedure applied by translator in translating text found in the journal *medicina*. There are some procedures of translation techniques found and applied by translator. Some of the translation techniques applied by the translator consisting of borrowing, transposition, equivalence, structure shift, unit shift, literal, calque, addition and subtraction. It was the borrowing technique used in applying the translation of terms which have been considered a part of respective TL. Unit shift is said as the change from word to group of word or in reverse. A different of modifier-head rule between SL and TL can occur in the structure shift. Equivalence and literal translation or words per word translation were found. It is important to apply the technique of calque which was regarded as special kind of borrowing. There were the last two techniques which were also found as unavoidably which is applied by translator. Applying appropriate techniques in translating is needed in order the translation product can be reliable and acceptable for the reader.

Keywords: *source language, target language, techniques of translation*

I INTRODUCTION

Translation is the process in transferring the meaning of a text and the production of an equivalence text. According to (Nida and Taber 1982:12), translation is reproducing receptor language of the closest natural equivalence of a source language message, firstly in terms of meaning and secondly in term of style. The meaning of the source language must be kept while doing the translation from source language into target language. In doing the translation, the same meaning must be expressed into another language by very different forms.

Translation is said to be a change of form. The source language is the form from which the translation and the target language is the form from which it is changed. Translation is the transferring without distortion the meaning of the SL into the TL. The intended meaning of the source language must be transferred constant.

We have said that translation equivalence occurs when SL and TL items are relatable to the same features of substance. In total translation, the question of sameness of situation substance is a difficult one and is linked to the question of the sameness or otherwise of the cultures to which SL and TL belong. A legal text is something very different from ordinary speech. The translation which

keeping the form in the TL, for instance, the word melodrama in English (Lawrence, 1960:107), it is translated into melodrama in Bahasa Indonesia (BI) (Achyar, 2008:242). The meaning and the equivalence translation are the topic discussed in this paper. Besides, this paper also identifies additional information or meaning or reduction of information which occurs within the translation. It is important to know the translation equivalence of the text which is translated into Indonesian. Therefore, this topic is interested to discuss.

Linguistically, language deals with word, clause, sentence, and how word are combined into a clause or sentence in order to create a complex of meaning. Complex sentence can be used in speaking and writing activities, but the complexity of its structure often makes the learners confused in differentiating the form and the other types.

There are some sentences that have the same meaning as the original where the translation should reflect the intend meaning of the original text. The relative clause is one of the examples as a source that have several meanings in Indonesian as target language. A complex sentence consists of two clauses and between two clauses, there is a certain relation that makes the two clauses. These clauses have a complex sense or meaning. They are called as the main clause and subordinate clause. The subordinate clause has a certain function in the structure of complex sentence so that the complex sentence seems like a simple sentence, but one of its element realized by the subordinate clause. The subordinate clause functions in the structure of complex sentence so that the complex sentence seems like a simple sentence, but one of its element realized by the subordinate clause.

II MATERIALS AND METHOD

This research used the text taken from Journal entitled medicina. The qualitative method applied in research method aiming at gathering an in-depth understanding. However, the method in this research are involving series of process and analysis data. It is important to read the text in order to collect data. There are some types of translation technique that the translator applied.

III RESULTS AND DISCUSSION

The translation technique applied in translating the text is the analysis of the text. The theory of Vinay and Darbelnet (1958) and catford (1965) are the theory used in analysing the text. The theory of Catford (1965) and Nida (1964) are also the theory used in analyzing the data. There are some data chose as representation of each translation technique. The whole data is not included in the discussion. It is important to analyze representation of each type of translation technique by using some perspective data.

3.1 STRUCTURE SHIFT

A structure can be defined as the way in which a unit is made of lower-rank units. It is said that a structure shift can occur when there is different classes of elements. Structure shifts can be said as the most frequent among the category

shifts. According to Catford (1965), the translation of an English clauses can be in the predicate, elements subject, and complement. Clause consists of elements predicate, complement, subject, and adjunct. The structural shift can occur in total translation as well. For example, we can see from the translation that determiner-modifier structure can be translated as a modifier-determiner structure.

Data	English	Indonesia
(3-1)	Regional analgesic	Analgesia regional
(3-2)	Epidural analgesia	Analgesia epidural
(3-3)	Decompressive surgery	Dekompresi lumbal
(3-4)	Medical school	Fakultas kedokteran
(3-5)	Pain control	Kontrol nyeri

It can be seen from the data above that the data above were classified as structure shift techniques. This techniques is the dominant techniques which is applied by the translator. There are the differences between the grammatical rules in both English and Indonesian. it can be seen from the examples above that the shift is showed in translation in position of head and modifier of each phrase, while there is reverse rule in Indonesia.

3.2 TRANSPOSITION

Transposition is said as a change of word class that does not affect the whole meaning of the message. It is said that the transposition occurred in all kinds of word classes. Among many of the translation studies some whose focuses were on the text alone concentrated on the formal changes rather than meaning e.g. catford's shifts, transpositions by Vinay and Darbelnet, etc. Translation can be said as an interlingual practice necessitates moving from the form of the SL to the TL. In other words translation is a change of form (Larson 1984: 2) and this formal change takes place at different levels within a text.

3.3 UNIT SHIFT

Unit shift is one of four parts in category shift. It is said that unit shifts is the translator changes the rank level in part of speech. It can be one rank in SL the the translator has to change it into another rank in TL. According to Catford (1965), the translator changes into another rank in TL. Rank refers to the linguistic unit of morphemes, words, phrases or clauses. Unit shift can be said as the interesting object to analyze in in the translation phenomena. The unit shifts essentially occurs in the translation, whether because there is no exact form with the same meaning or because of considering aesthetic value. Catford (1965) introduced the translation shift and gave definition of the concept.

According to Catford (1965), there is distinction between formal correspondence and textual equivalence.

Formal equivalence tried to emphasise fidelity to the lexical details and grammatical structure of the original language. Dynamic equivalence, by contrast, tried to tend favouring a more natural rendering, for instance when the readability of the translation is more important than the preservation of the original grammatical structure. In diplomacy or in some business settings people may insist on formal equivalence because they believe that fidelity to the grammatical structure of the language equals greater accuracy whereas in literature a novel might be translated with greater use of dynamic equivalence so that it may read well.

Formal equivalence is often more goal than reality, if only because one language may contain a word for a concept which has no direct equivalent in another language.

Shift represents some changes occurring in a translation process. Translation shifts occur both at the lower level of language, i.e. the lexicogrammar, and at the higher thematic level of text. Catford (1978: 73) states that by shift we mean the departure from formal correspondence in the process of going from the source language to the target language. Further, he states that basically, in shift of translation, or transposition he says, it is only the form that is changed. In addition, he urges the translation shift is done to get the natural equivalent of the source text message into the target text (1978: 76). Translation shifts also occur when there is no formal correspondence to the syntactic item to be translated (Machali, 1998: 3). According to Bell (1991: 33), to shift from one language to another is, by definition, to alter the forms. However, in such cases, a more dynamic translation may be used or a neologism may be created in the target language to represent the concept (sometimes by borrowing a word from the source language).

A unit can be defined as a stretch of language activity. A unit shift can occur when textual equivalents are placed on different ranks. It can be seen from the table below:

Data	English	Indonesian
(3-6)	And <i>mainly</i> pneumonia	<i>Penyebab infeksi terbanyak adalah pneumonia</i>

Data	English	Indonesian
(3-7)	<i>Factors</i> associated with acute bronchiolitis	<i>Faktor-faktor</i> yang terkait dengan bronkiolitis akut

Data	English	Indonesian
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(3-8)	Surgery-associated tissues initiates <i>the nociception</i>	Cedera jaringan terkait pembedahan mencetuskan <i>proses nosisepsi</i>
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It can be seen from the data (3-30) above that mainly was a word in SL and it was translated into penyebab infeksi terbanyak adalah. The word penyebab infeksi terbanyak adalah was a group of word or phrase. This sentence can be said as unit shift, as there is a change in unit or grammatical scale. It can be seen from word to group of word.

It can be seen from the data (3-30) above that factors was a word in SL and it was translated into faktor-faktor. The word faktor-faktor was a group of word or phrase. This sentence can be said as unit shift, as there is a change in unit or grammatical scale. It can be seen from word to group of word.

We can see from the data (3-48) above that the nociception was a word in SL and it was translated into proses nosisepsi. The word proses nosisepsi was a group of word or phrase. This sentence can be said as unit shift, as there is a change in unit or grammatical scale. It can be seen from word to group of word.

3.4 BORROWING

3.4.1 NATURALIZED BORROWING

Technique of naturalized borrowing in the translation is based on word categories. The words refer to the borrowing technique in the translation indicated by the suffix marker.

3.4.1.1 Noun in Naturalized Borrowing

Noun categories are indicated by suffix marker. Noun / nominal suffixes are often employed to derive abstract nouns from verbs, adjectives and nouns. Such abstract nouns can denote an action, the result of actions, or other related theory as well as properties, qualities and the like. To make it clearer, some suffixes of nouns are explained as follows. All nouns were taken from the SL.

3.4.1.2 Suffix –ion and →ation si in the TL

Suffix –ion and –ation in the SL are as well to show that nouns are formed. Those suffixes occur adjustment of spelling in the TL to be –si.

No.	SL	TL
3-9	Scintillation <u>ion</u>	Sintilasi
3-10	Concentration <u>ion</u>	Konsentrasi
3-11	Radiation <u>ion</u>	Radiasi
3-12	Investigation <u>ion</u>	Investigasi

The words have the suffix –ion and –ation in the SL, which is categorized as a noun. The suffix –ion is accompanied by changing the base-final

consonant form (t) to (s). Those words are reconstructions (Oxford, 2013:604). The allomorph *-ation* in the word *information* and *demonstration* (Oxford, 2013:187), in this case, derivatives in *-ion* suffix, which indicate events or results of the process. The stem of words are; *information* is *inform*, the stem of the reconstruction is *reconstruct*, the stem of the word *demonstration* is *demonstrate*. Those translations as well are categorized as a noun. To make it clearer, for instance, the word *information* in the SL will be categorized as a noun). It means among of words are categorized as a noun in the word type.

3.4.1.3 Suffix *-ity* → *-as* omitted in the SL

The adjustment of spelling occurs to the suffix *-y* in the SL becomes *-as*.

No.	SL	TL
3-13	Activity	Aktivitas

3.4.2 PURE BORROWING

The technique in the translation to take a word directly from the SL into the TL without any adjustment is called pure borrowing. The words are taken purely. It occurs at noun category in the SL which is translated into the TL. Noun is a word which is used to name something as a thing.

3.4.2.1 Noun in the Pure Borrowing

There are two kinds of noun which are common noun and proper noun. The difference between a common noun and a proper noun is that a common noun does not name any individual person, place, or thing while a proper noun has the name of a person, place, or thing.

3.4.2.2 Common Noun in the Pure Borrowing

Common noun occurs in the pure borrowing by taking the word directly from the SL into the TL. It is indicated that the word does not begin with a capital letter. It does not name of place, and thing. There are common noun which are found from the data, as follows:

No.	SL	TL
3-14	Tritium	Tritium
3-15	Radio	Radio

The data above shows that the technique used is borrowing. It is a pure borrowing. Those words were taken directly from the SL into the TL to show that the borrowing techniques in the translation were applied in the pure borrowing. All of word elements in the SL as well are taken directly without any modification in the TL. It is to say that the technique used by taking the spelling in the SL in whole word. It is called as pure borrowing in a common noun.

3.5 ADDITION

The target text can contain more linguistic material than its source. Addition process in translation can occur without changing the semantic content of the message, but rather make information implicit that is presented in the source text. The purpose of the message, for imperative purpose that aim at not just understanding the translation but also at ensuring no misunderstanding of the translation.

Data	English	Indonesian
(3-16)	“.....from January...”	“.....dari periode Januari...”

It can be seen from the data (3-48) that there is the insertion of a new word in TL. However, it was absent in SL. It was the word “periode” in TL considered as addition. If it was not added, there will be misunderstanding upon what January referred to might emerge. It is the addition procedure that make implicit information explicit. It is important to justify the addition of periode in translating from SL into TL.

Data	English	Indonesian
(3-17)	“.....between 2005”	“.....antara tahun 2005....”

We can see from the data (3-49) that there is the insertion of a new word in TL. However, it was absent in SL. It was the word “tahun” in TL considered as addition. If it was not added, there will be misunderstanding upon what 2005 referred to might emerge. It is the addition procedure that make implicit information explicit. It is important to justify the addition of tahun in translating from SL into TL.

It is important to know the meaning which is classified into two kinds, referential meaning and connotative meaning. A translator must be aware of which meaning is possibly intended by the author. Besides, it is important to pay attention on the components embedded in a certain unit of meaning. By understanding the components of meaning of the source language expressions, then a translator can make the best decision related to the components.

Data	English	Indonesian
(3-18)	“.....without AE.....”	“....tanpa menggunakan AE....”

It can be seen from the data (3-49) that there is the insertion of a new word in TL. However, it was absent in SL. It was the word “menggunakan” in TL considered as addition. If it was not added, there will be misunderstanding upon what is referred to might emerge. It is the addition procedure that make implicit information explicit. It is important to justify the addition of menggunakan in translating from SL into TL.

As we know that translation is an effort of finding equivalent meaning of a text into the second language. The sentence above indicates that there occurred

meaning equivalence since in translation meaning is the object to be rendered from the source language text into the target language text. It can be seen from the sentence above that the translator is faced with a text as units of meaning in the form of sets of words or sentences.

IV CONCLUSION

Generally, translation is a process of rendering meaning, ideas, or messages of a text from one language to other language. There are some considerations which follow this process, which mainly related to the accuracy, clarity and naturalness of the meaning, ideas, or messages of the translation. It means that it is an important thing to consider whether the readers of the target text accept equivalent information as the readers of the source text do.

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NGALAP IN BALINESE: A NATURAL SEMANTIC METALANGUAGE APPROACH

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Abstract

The research was intended to describe the meaning for producing the study that was postulated approach of natural semantic. In term of, one form for one meaning and one meaning revealed in a lexicon. This study was qualitative research that the data was anaction verb in Balinese language, it was “ngalap”pick. There were some lexicon to express the meaning of “pick”, those were ngancuk, ngotek, ngilit related to the high place of an entity, related to the low place can be expressed by ngilut, ngempok, mikpik, ngangap, and each lexicons have their meaning in expression. It could be thoroughly analyzed by Natural Semantic Metalanguage (NSM) theory. The unique findings shown by the instrument that used to do something, a juan was used to lexicons;ngancuk, ngotek, and ngilit, and hands was to do ngilut, ngempok, mikpik, ngangap. It meant, those lexicons used to express meaning in taking hold of something and move it. The entity was the high and low places.

Keywords: *Balinese language, Ngalap, Metalanguage.*

I INTRODUCTION

Philosophically, NSM theory combines the philosophical and logical tradition in the study of meaning with typological approach to the study of language, and with broadly based empirical cross-linguistic investigation (Wierzbicka, 1996: 23). Based on morphological typology, Balinese language is categorized as agglutination because it has many affixes and particularly it consist of morphemes combination that was able to be separated each other. The other hands, it is to show incorporation typology characteristics. Due to have a unique meaning in a verb itself such as reflective and reciprocal.

In phenomenal, commonly, Balinese language is one of native languages in Bali society. In order to see from national language politic, it is one of major local language in Indonesia because the native speaker more than one million and has a writing tradition. It is not only as a major, however also has a unique itself. The unique is to reflect Bali society existence that known of social stratification system. Linguistics is the study of the human ability to produce and interpret language in speaking, writing and signing (for the deaf). All languages and all varieties of every language constitute potential data for linguistic research, as do relationship between them and the relations and structures of their components (Allan, 2016: 1).

Empirically, every language comes with a lexicon-loosely equivalent to the vocabulary of that language (Allan, 2016: 3). A verb is one of lexicon prime

categories in language (Givon, 1984: 51). Thus, a verb can be as entity from events therefore, verb category is motivated semantically by events. As an events, it is to implicate a change that happens in time of context.

NSM theory is as semantic analysis approach that is relatively modern and is able to give meaning analysis result that adequate (Sudipa, 2015: 272). In term of this caused technically of explication, the result of meaning analysis toward a language has approached semantic studies postulate that stated one form for one meaning and one meaning for one form. However, a lexicon is able to express one meaning or one meaning is expressed by a lexicon. It will avoid misunderstanding to ambiguity meaning of a lexicon.

II MATERIALS AND METHOD

2.1 MATERIALS

The materials of this article were taken from the data dealing with Balinese action verb implies the meaning of ngalap. The data was provided by giving some sample in sentence that taken from Satua Bali. As well, it was explained more by picture that researcher taken directly in the park.

2.2 THE TECHNIQUE OF COLLECTING DATA

The data was collected from oral and written text sources, as well as, taking some photos directly. The oral one was collected by direct participation when the fruit season happened, the technique of observation and note-taking was applied in this study. Next, the written text was taken from Satua Baliin order to show the meaning in context.

2.3 THE TECHNIQUE OF ANALYZING DATA

The collected data was further analyzed by metalanguage approach. The language which a linguist uses to describe and analyzed the object is called the metalanguage. It follows the linguist study language as an expression of and vehicle for social interaction (Allan, 2016: 1)

A metalanguage is merely another language, often an artificial and not a natural one. One important practical constrain on a metalanguage is that mostly it needs to be understood by human being who normally communicate in a natural language of which they have fluent command. The basic requirement for metalanguage is to satisfaction communicate the meaning from: entity, process, result, instruments, and emotional state (Wierzbicka, 1996: 112). The meaning of ngalap in Balinese underwent the metalanguage analysis, especially, verb: ngalap in order to reveal the implying meaning cultural-value in such both verbs.

Givon (1984) divides verbs into three broad classifications namely; state verb, process verb, and action verb. The action verb, particularly, comes from act by someone or something in which pick included. The mapping of this verb is done by explication of English sematic primitives. The action predicate (D0) opens, universally, an agent slot. The possibility of yet another valency option for do, namely, an instrument options do with; someone did something with something. Do has two alternative pattern, A and B; (A) X did something (B) X

did something to Y, the element Happen, too, has alternative patterns C and D; (C) something happened to X (D) something happened in place P (Wierzbicka, 1996: 123).

The Balinese language of a verb *ngalap* (pick) reflected corpus transitive verb prototype in this analysis. This choice is intended able to give describing of semantic structure briefly without spin meaning. The lexicon *ngalap* within their variations able to describe semantic structure by sub-component “X did something”, “something happened (bad)” and “X did something”, “something happened (good)”. It is to represent the meaning concept do and happen. Furthermore, in relation to conducting a study of meaning from semantic perspective, Goddard (1997:16-17) affirms that there is an agreement that semantic analysis should give an illuminating account of meaning relation.

III RESULTS AND DISCUSSION



The action verb *ngalap*; the people *ngalap* (pick) in Balinese language, commonly has component mapping “X did something to Y” and because of this “something happened to Y”. The unique of each lexicon in *ngalap* variations based on a tool, action model, a part of entity that moved or released, and the final result wants to achieve or agent hopes. The semantic feature mapping is described through paraphrase and descriptive analysis in simple sentences and natural. To see the each meaning of lexicon will be described and explained as follows;

3.1 ACTION VERBS OF PICKING RELATED TO THE HIGH PLACES

3.1.1 *NGANCUK*

- (3-1) I Putu *ngancuk* poh di natahe.
I Putu picks mango up in the yard.



The entity of this lexicon is referring to the high place. The people who wants *ngancukpoh* ‘pick a mango’ needs a tool like *juan* ‘punting pole/a long wood more than three meters and usually made of from bamboo’ by a straight vertical action from down to up to Y. The action is usually done many times until the mango released from its stalk. The mapping of component “X did something to Y” the way of picking is vertical and the result is the fruit moved from up to down and getting hurt in below, “Y become hurt and fall”.

This action can be explicated as follows;

At that time, X did something to Y

Because of this, at the same time, something happened to Y

X did this something (up and down vertically)

X did this with something (bamboo or wood namely *juan*)

X did this many times

Something bad happened to Y (fall and hurt particularly below)

X wants this

X did something like this

3.1.2 NGOTÉK

(3-2) I Made *ngoték* *sotong* di *teba*.

I Made picks rose apple up in the field.

(3-3) I *Putu* *ngoték* *poh* di *jumah*.

I *Putu* picks mango up at home.



The lexicon *ngotek* refers to entity at the high places. The people who wants to pick a rose apple needs a tool to get it. That tool is *juan*. The way of picking the fruits by a straight horizontally action from side to Y, this action needs a certain way in accordance with the agent hopes to get something from up. The action verb *ngotek* usually done one/many times up to the entity move from its places. The agent did something to the entity “X did something to Y”, “X *ngotek* something to Y”. The way of picking is horizontal and the result is that something getting hurt in side and falling down to the ground. “Y becomes hurt and falling down”.

The explication can be described as follows;

At that time, X did something to Y

Because of this, at the same time, something happened to Y

X did this something (horizontally to side)

X did this with something (bamboo or wood namely *juan*)

X did this one/many times

Something bad happened to Y (fall and hurt particularly side)

X wants this

X did something like this

3.1.3 *NGILIT*

(3-4) I Komang *ngilit* buluan lakar anggone banten.

I Komang picks up rambutan for the rite.



The action *ngilit* is used to take hold something and move it. The people who wants picking a fruit that has a long stalk, for example; rambutan or ceroring. it should be picked by a certain tool, it is namely *juan* that in the top has the form like a tongs. The way of picking is to rotate to the left or right by making likes a slingshot to the top of *juan*. The action verb *ngilit* usually done one time in one way, rotate to the right or rotate to the left, the entity is taking place in the high place. The agent did something to the entity “X did something to Y”, “X *ngilit* something to Y”. The way of picking is rotated and the result is that something well and that fruit is good because it attaches at the top of *juan*. “Y becomes move from up”.

The explication can be described as follows;

At that time, X did something to Y

Because of this, at the same time, something happened to Y

X did this something (by rotating to the right or left)
 X did with something (bamboo or wood namely *juan*)
 X did this in one time
 Something bad happened to Y (move from up to down by attached at *juan*)
 X wants this
 X did something like this

3.2 ACTION VERBS OF PICKING RELATED TO THE LOW PLACE

The prominent feature of this action particularly the tool that use to pick something. To the high places, the tool that used is *juan*, next the low places is done without instruments, however merely by hand. The actions of picking in Balinese related to the low place are expressed by *ngilut*, *ngempok*, *mikpik*, and *ngangap*. The descriptions action of those lexicon are as follows;

3.2.1 *NGILUT*

(3-5) *Ipun ngilut coklate ento sawireh sing ngabo tiuk.*

He picks the cacao because he does not bring a knife.



Ngilut is a way of picking the fruits at the low places toward our body. The action verb *ngilut* usually done in one time, rotate to the right or the left, by holding and rotate it until move from its stalk. The agent did something to the entity “X did something to Y”, “X *ngilut* something to Y”, “Y becomes released and move from the stem”, the lexicon action in sentence;

This verb can be explicated as follows;

At that time, X did something to Y

Because of this, at the same time, something happened to Y

X did this something (to rotate in one way to the right or left)

X did this by hands

X did this in one time

Something bad happened to Y (released with stem from the trunk)

X wants this

X did something like this

3.2.2 *NGÉMPOK*

(3-6) *Gelisang satua, I Lutung ngémpok biu mas ane nasak duang bulih (SB, p.1)*

In short, I Lutung picks two bananas up.



Ngémpok is a way of picking a fruits, the way of releasing from its place is by fracturing the fruit stalk. This action verb usually done in one time. The agent does something that makes the entity released whole or a part of fruit. It is very seldom the lexicon ngempok is used by human being, because it has a bad value in our life. On other words, it relevant denoted to the animals. The example of a lexicon ngemok is able to show as bellows;

This verb can be explicated as follows;

At that time, X did something to Y

Because of this, at the same time, something happened to Y

X did this something (to fracture the fruit until released)

X did this by hands

X did this in one time

Something bad happened to Y (released a part or a whole from the trunk)

X wants this

X did something like this

3.2.3 MIKPIK

(3-7) I Lubdaka mikpik daun bilane, tur kasintungang ring telagane (SB, P.27)

I Lubdaka picksbila leaf, then throw it in the small lake.



Mikpik is a way of picking a leaf or the fruit that is a small, has many seed in one stalk, e.g. the bila leaf, clove, coffee, etc. it does not use any tool, however directly by hands. To pick the entity by released the top of leaf or seeds. This action verb usually done repeatedly. The agent does something that makes the entity released merely the seeds of the top or leaf only.

This verb can be explicated as follows;

At that time, X did something to Y

Because of this, at the same time, something happened to Y

X did this something (to pick the top of a leaf or fruits)

X did this with hands

X did this repeatedly

Something bad happened to Y (released merely at the top of leaf or fruit)

X wants this

X did something like this

3.2.4 NGANGAP

(3-8) I Meme ngangap padi ring carike.

The mother picks rice up in the rice field.



Ngangap is an action verb that especially used to pick a rice. The people who wants to pick a rice has to use a certain tool, it is namely anggapan (it is made by wood and knife). The tool is grip than the rice is pull, therefore it is released from its stalk. It means the sharp of knife is able to cut the rice. This action verbs is a very difficult to find recently. Ngangap usually used for rice that harvest a year in time.

The explication can be described as follows;

At that time, X did something to Y

Because of this, at the same time, something happened to Y

X did this something (grip and pull until the rice released)

X did this with something (angapan)

X did this in one time

Something bad happened to Y (released and cut top of a rice in stem)

X wants this

X did something like this

IV CONCLUSION

Based on the analysis using the NSM theory, it is to show that the action verb in Balinese of ngalap can be expressed by ngancuk, ngoték, ngilit related to the high place of an entity, related to the low place can be expressed by ngilut, ngempok, mikpik, ngangap. The technique of analyzing the data by paraphrase/explication, the metalanguage approaches through the mapping manage to analyze the meaning of ngalap is able to identify the semantic primes that combined in polysemy, therefore, the action verb of picking 'ngalap' which has complexity semantic feature is successful to be discussed completely. It is reflected to the meaning that is contained of each lexicon to be revealed and distinguished, though, it still implies the same meaning. The result is supported the postulate meaning that stated one form for one meaning and one meaning for one form.

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INTERFERENCE IN THE SHORT TEXT OF BESAKIH TEMPLE

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Abstract

The aim of this study is to analyze the four types of interferences; syntax, semantics, copula, and redundant found in “Besakih Temple” short text. The data were collected through library research with the necessary note-taking and documentation. The method used in analyzing this study is qualitative method. The result showed that interferences found in the text are covering linguistic aspects. It is furthermore called the negative transfer due to the result of contact with another language. The most common source of errors is lack of knowledge of the speaker about the language being used.

Keywords: *interference, copula, redundant.*

I INTRODUCTION

It is commonly said that due to the differences in culture between one and another language, the interference may occur.

Based on “A Dictionary of Linguistics and Phonetics” (Crystal, 1991:80), “Interference is a term used in Sociolinguistics and Foreign Language Learning to refer to the errors a speaker introduces into one language as a result of contact with another language. It is also called negative transfer”.

According to Weinreich (1953), “Language interference is the effect of a language learner’s first language on their production of the language they are learning. The effect can be on any aspect of language: grammar, vocabulary, accent, spelling, etc”.

In the book “Interferensi Pengaruh Bahasa Indonesia Dalam Bahasa Inggris”, the interference occurs because of the lack of information on each person in communicating in foreign language. According to Weinreich (1968) in his book *Life with Two Language* 1982:289), “the term interference refers to any different that may exist between the speech of a monolingual and that of a bilingual”.

In order to thoroughly understand, the problem of interference attract me to find out with the question “What types of interference are found in the short text?”

II MATERIALS AND METHODS

A short text “Besakih Temple” was taken from <http://www.balistariland.com/Bali-Interesting-Place/Besakih-Temple.htm> as the source of this article. The decision to use this material because the short text “Besakih Temple” consists of challenging types of interferences to be

reconsidered. The data was collected through Observation and Reading to understanding the content. The theories of interferences used in analyzing the problems is based on the book “Interferensi: Pengaruh Bahasa Indonesia Dalam Bahasa Inggris” (Sudipa, et al 2011). The method used in analyzing the data was qualitative method. This qualitative method used in analyzing the data in the form of words, sentences, discourse, pictures, daily records, memorandum, or even tape recorder (Subroto, 1992:7).

III RESULTS AND DISCUSSION

The discussions are in the range of the interferences found in Besakih Temple short text. The types of interferences found in short text Besakih Temple are in the aspects of Syntax, Semantics, Copula, and Redundant. Below are the analysis of the types of interferences found in short text “Besakih Temple”.

3.1 SYNTAX

The interference in the term of syntax usually occurs because of the lack of understanding in morphological aspects. Here, I have found six sentences that belong to interference in syntax.

(3-1) It owns beautiful view from the top of temple area where we can see the wide nature panorama until to the ocean so that way this temple is many visited by tourists from all over the world.

From the sentence above, it can be seen that the interference occurs in the word nature should be replaced into adjective natural, the words so that way should be replaced into so that’s why, and the words many visited by should be replaced into visited by many. The correct sentence should be: It owns beautiful view from the top of temple area where we can see the wide natural panorama until the ocean, so that’s why this temple is visited by many tourists from all over the world.

(3-2) He also commands to build the Blanjong Monument that is located in Sanur Village.

The word commands should be replaced by commanded because this sentence belongs to past tense, and the conjunction that is can be omitted. The correct sentence should be: He also commanded to build the Blanjong Monument located in Sanur Village.

(3-3) Besakih Temple beside as the altar for Hindu people in Bali, it is also as tourist destination which is a lot of visited by tourist.

In the sentence above, it is found that the interference found is in the terms of syntax, especially in preposition and conjunction aspect and also in the verb aspect. Here, the word beside should be placed in the beginning of the sentence and the words a lot of visited by tourist should be replaced into visited by a lot of tourists. The correct sentence should be: Besides as the altar for Hindu people in Bali, Besakih Temple also as tourist destination which is visited by a lot of tourists.

(3-4) In Hindu philosophy, Panca Dewata is manifestation of Siwa God.

The article the need to be added between the words is and manifestation. The correct sentence should be: In Hindu philosophy, Panca Pandawa is the manifestation of Siwa God.

(3-5) It is situated in cool area with the light breeze and unique temple buildings spread out in the temple complex will create the peaceful atmosphere.

The word which should be placed between the words buildings and spread, and the word will also need to be placed between the words complex and will. The correct sentence is: It is situated in cool area with the light breeze and unique temple buildings which spread out in the temple complex that will create the peaceful atmosphere.

(3-6) It is ideally for the people who did the meditation and now, the Besakih Temple is opened for tourist and it is the great place to visit in Bali.

The interference found in the sentence above is in the term of siyntax, where the verbs are important to be repaired into the correct form. The verb did should be replaced into do, the word now should be placed between is and opened and the words to visit should be replaced with to be visited. In order to create a good sentence, the sentence above should be replaced into: It is ideally for the people who do the meditation, and the Besakih Temple is now opened for tourist and it is the great place to be visited in Bali.

The negative influence that caused by the interferences in the type of syntax is the lack of understanding in morphological aspects, for examples in the terms of noun, adjective, verb, and adverb.

3.2 SEMANTICS

In this case, the interferences found in the short text “Besakih Temple” are the interferences found in semantics way. I have found ten interferences from the aspect of semantics.

(3-7) It is because pursuant to Agung Mount confidence is holiest and highest mount in Bali Island.

The use of the words pursuant and confidence are based on the meaning found in dictionary and they need to be changed into another proper words. The words pursuant and confidence can be replaced into another words, they are appropriate and belief and the article the can be added. The correct sentence should be: It is appropriate to the belief that Mount Agung is the holiest and highest mount in Bali Island.

(3-8) It seems, the Besakih is coming from very old era which is far before the existence of Hinduism influence.

The words it seems can be replaced with it can be seen, and the words which is far can be omitted. The correct sentence should be: It can be seen that Besakih comes from the very old era before the existence of Hinduism influence.

(3-9) The Besakih Temple complex is built pursuant to cosmos balance.

The word pursuant is based on the meaning from the dictionary, to make a better sentence, the word pursuant can be replaced with in order, and the words to cosmos balance can be replaced into to balance the cosmos. The correct sentence should be: The Besakih Temple complex is built in order to balance the cosmos.

(3-10) It is based on the nature conception which is disseminating the fundamental temple complex that is arranged to pursuant of the way direction.

The words nature conception can be replaced into natural concept, where the word nature is changed into adjective natural. the words is disseminating are replaced into present continuous tense disseminates. the verb be also placed between the words to and pursuant, and the word way is replaced with route. The correct sentence should be: It is based on the natural concept which disseminates the fundamental temple complex that is arranged to be pursuant with the route direction.

(3-11) So, this building can deputize nature as symbolic of the world balance existence.

The word deputize is based on the meaning in dictionary, and it should be replaced with another better word from dictionary, represent. The adjective symbolic can be replaced with noun symbol, and the words world balance existence can be replaced with existence of world balance. The word can also can be omitted. The correct sentence is: So, this building represents nature as symbol of the existence of world balance.

(3-12) Besakih Temple is located in the plateau area which is covered by the cool atmosphere and Mount Agung as a back drop.

The interference found in the sentence above is the article a which should be replaced into article the and the word backdrop is replaced into background. The correct sentence should be: Besakih Temple is located in the plateau area which is covered by the cool atmosphere and Mount Agung as the background.

(3-13) From the top of temple building, we can see the beautiful panorama of nature from the temple area to the ocean.

The words panorama of nature are based on the dictionary and need to be changed into the better translated words. Here, the word nature as a noun can be replaced into adjective natural. The sentence should be: From the top of temple building, we can see the beautiful natural panorama from the temple area to the ocean.

(3-14) Like Penataran Agung Temple as center, we find in its courtyard conception show the solidarity conception between the original Indonesia culture namely tradition megalithic in form of Punden Berundak-undak with the Hinduism concept.

The sentence above are totally translated based on the dictionary or electronic dictionary and need to be repaired. The word solidarity can be replaced with similarity. Beside that, the writer also changes the verbs in the sentence that influences the reader in reading and understanding the text. The

correct sentence is as followed: Like Penataran Agung as center, we found its courtyard concept shows the similarity between the Hinduism concepts with the Indonesian original culture namely megalithic tradition in the form of Punden Berundak-undak.

(3-15) It is very easy to find this temple in Bali where most of the people have known it in particular the Balinese Hindu.

In order to make a better sentence, the word particular which based on the meaning in dictionary can be replaced with the word especially. The correct sentence is as followed: It is very easy to find this temple in Bali where most of the people have known it especially the Balinese Hindu.

(3-16) You may join the Besakih Temple Tour, the exciting tour package to visit the places of interest on the way to this temple.

The use of the words places of interest can be replaced with interesting places. so, the sentence can be changed into: You may join the Besakih Temple Tour, the exciting tour package to visit the interesting places on the way to this temple.

The negative influence of the analysis of interference in semantic way is the lack of understanding or miss understanding occurs toward the readers in terms of meaning. For example is the sentence number (3-14). There must be a different meaning between the words solidarity and similarity.

3.3 COPULA

In the book *Interferensi Pengaruh Bahasa Indonesia dalam Bahasa Inggris*, copula can be divided into three, they are the copula in terms of noun, verb, and adjective. Below are the analysis of interferences in the type of copula.

(3-17) Besakih Temple is the biggest Hindu temple in Bali which the local people call Pura Besakih.

In order to make the better sentence, the verb call should be replaced into is called. The sentence then can be replaced into: Besakih Temple is the biggest Hindu Temple in Bali which is called Pura Besakih by the local people.

(3-18) The Besakih's name is come from the word of Basuki, the old language from Sanskrit Wasuki, and then it become the Ancient Java language.

In the sentence above, the copula in the words The Besakih's can be omitted and changed into The Besakih. The preposition of can be omitted. The verb is come also should be replaced into comes, and the the word become in it become should be replaced with becomes. Based on this analysis, the sentence should be replaced into: The Besakih name comes from the word Basuki, the old language from Sanskrit Wasuki, and then it becomes the Ancient Java Language.

(3-19) In mythology of Samudramanathana has mentioned that Basuki is a dragon that twines the Mount Mandara.

The article the can be added between the word in and the word mythology, and verb been can be added after has. The correct sentence should be: In the

mythology of Samudramanathana has been mentioned that Basuki is a dragon that twines the Mount Mandara.

The negative influence found in interference in the type of copula is the lack of understanding or miss understanding in the type of copula, especially in the terms of noun, verb, and adjective toward the readers. In even can cause miss of understanding or even information toward the readers.

3.4 REDUNDANT

Redundant is used in interference in order to simplify the sentence by omitting the unnecessary word or words. Below are the redundants found in the short text Besakih Temple.

(3-20) In this Sanskrit, the Basuki means congratulation.

The article the before the word Basuki can be omitted in order to simplify the sentence. Here, the word congratulation was translated based on the dictionary. so, in order to find the proper meaning, the word congratulation should be replaced with the word safe. The sentence then changed into: In this Sanskrit, Basuki means safe.

(3-21) It is about 2 hours away from Bali's International Airport by car to the east part of Bali and right located in Besakih Village, Rendang – Karangasem Regency.

The word Bali's can be changed into Bali, and the word right can be omitted in order to simplify the sentence. Based on this analysis, the sentence can be changed into: It is about 2 hours awaf from Bali International Airport by car to the east part of Bali and located in Besakih Village, Rendang – Karangasem Regency.

The negative influence occurs based on the interferences analysis in the terms of redundant is that the reader will feel weary to read too much and too long sentences in order to get the points. Number (3-20) is for example. The article the in sentence "In this Sanskrit, the Basuki means congratulation" can be omitted in order to simplify the sentence.

IV CONCLUSION

Based on the analysis on the Besakih Temple short text, there are total 21 examples based on four types of interference found in the short text. There are four types of interferences found in the short text "Besakih Temple", they are in the term of syntax, semantics, copula, and redundant. The first analysis is in the term of syntax, which consists of six analysis, the second analysis is semantics which consists of ten analysis, the third is copula which consists of three analysis, and the last is redundant, which consists of two analysis.

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<http://www.balistariland.com/Bali-Interesting-Place/Besakih-Temple.htm>.

APPENDICES

Besakih Temple
Karangasem Bali

(<http://www.balistariland.com/Bali-Interesting-Place/Besakih-Temple.htm>)

Besakih Temple is the biggest Hindu temple in Bali which the local people call Pura Besakih. It owns beautiful view from the top of temple area where we can see the wide nature panorama until to the ocean so that way this temple is many visited by tourists from all over the world. Besakih Temple is located in Besakih countryside, Rendang sub district, Karangasem regency, east part of the island. It is located in southwest side bevel of mount Agung, the biggest mounts in Bali. It is because pursuant to Agung Mount confidence is holiest and highest mount in Bali Island.



BESAKIH IN MYTHOLOGY

The Besakih's name is come from the word of Basuki, the old language from Sanskrit Wasuki, and then it become the Ancient Java Language. In this Sanskrit, the Basuki means congratulation. In mythology of Samudramanana has mentioned that Basuki is a dragon that twines the Mount Mandara. The omission has come from tradition megalithic which had been indicated that it had to be sanctified place. It seems, the Besakih is coming from very old era which is far before the existence of Hinduism influence.



Hereinafter, an Ancient Bali king of Sri Kesari Warmadewa found the Merajan Selonding Temple in this temple complex area. He also commands to build the Blanjong Monument that is located in Sanur Village. The Besakih Temple complex is built pursuant to cosmos balance. It is based on the nature conception which is disseminating the fundamental temple complex that is arranged to pursuant of the way direction. So, this building can deputize nature as symbolic of the world balance existence.

BESAKIH TEMPLE IN HINDU'S PHILOSOPHY

As we familiarize, that the point direction way like East, South, West, North, and middle as center point and each direction is named by Mandala. In Hindu philosophy, Panca Dewata is manifestation of Siwa God. Like Penataran Agung Temple as center, we find in its courtyard conception show the solidarity conception between the original Indonesia culture namely tradition megalithic in form of Punden Berundak-undak with the Hinduism concept. The ancient omissions which is existing in Besakih Temple complex can be classified into 2 types those are omission pertained by megalithic tradition and classic era. Besakih Temple beside as the altar for Hindu people in Bali, it is also as tourist destination which is a lot of visited by tourists.

BESAKIH, PLACE TO VISIT IN BALI

Besakih Temple is located in the plateau area which is covered by the cool atmosphere and Mount Agung as a back drop. From the top of temple building, we can see the beautiful panorama of nature from the temple area to the ocean. It is situated in cool area with the light breeze and unique temple buildings spread out in the temple complex will create the peaceful atmosphere. It is ideally for the people who did the meditation and now, the Besakih Temple is opened for tourist and it is the great place to visit in Bali.

HOW TO LOCATE BESAKIH TEMPLE?

It is very easy to find this temple in Bali where most of the people have known it in particular the Balinese Hindu. It is about 2 hours away from Bali's International Airport by car to the east part of Bali and right located in Besakih Village, Rendang – Karangasem Regency. You may join the Besakih Temple Tour, the exciting tour package to visit the places of interest on the way to this temple.

HOW TO MAP THE MEANING OF “BRINGING “ IN LIO LANGUAGE

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Abstract

This study aims at describing the natural semantic metalanguage (NSM) that explain the meaning of words in detail. This paper describes the meaning of “to bring” in Lio language, as one of languages in Flores. The verb tu “to bring” explains something to be brought of head to hand. The verb tu with polysemy composition act, namely do and move to the entity part and located at a place on certain part of human body.

Keywords: to bring, do, polisemy, move

I INTRODUCTION

Lio language is other languages in Indonesia has unique characteristics, either from pronunciation or intonation spoken by the language user community. The way or pronunciation can be seen from geographical position of the language are. There are several lexicons that have similar meaning but by using different words. This paper in general, it describes the meaning of “to bring” and generally in Lio it is called with tu. In general, every language has unique lexicons belong to things act with propped at human or animal body part. This case is discussed in this paper.

II MATERIALS AND METHODS

The study of verb tu “to bring” in Lio uses natural semantic metalanguage (NSM). Theory of natural semantic metalanguage (NSM) designed to give description of semantic structure components. The pola of this theory caused by 1) NSM theory explicate all meanings either meanings of lexicon, illocutionary, or grammatical. 2) The users of this theory believe that natural condition of a language maintain one form for one meaning and one meaning for one form, 3) NSM theory of metalanguage come from natural language. In NSM theory, there are several important theories, namely, prime semantic, allolection, valency choice, and NSM syntax (Sudipa, 2010:8).

The relevant concepts to support data analysis taken from verb to “to bring” in Lio, namely:

a) prime semantic is a set of meaning that can not changed since it is inherited from older people (Goddard, 1996: 2; Mulyadi, 1998: 35). This meaning is

reflection of basic human thought. Prime semantic covers wide language domain both typology and genetic.

(b) Uncompositional polysemy is single lexicon form that expresses two different prime meanings. In this case, there is not compositional relationship between one component and others since those exponents have different grammatical frame.

(c) in the development, Wierzbicka introduces NSM syntax as expanding of prime semantic that states that the meaning has complex structure and can not be formed by only simple element, like : someone, want, and know, but also from complex structured components. NSM syntax consists of lexicon point combinations of universal semantic prime that form simple proportion based on morpho-syntax (Wierzbicka, 1996: 19).

III RESULTS AND DISCUSSION

Every language has similar verb to Indonesia, but those are different to feature and unique for each language. It can be seen from the verbs of Lio language with various forms and meanings based on the lexicon context. The verb in Lio language as other language has the verb “to bring” as an act with polysemy combination. “To bring” has meaning that there is thing/good delivered either life things or not. The verbal “to bring” can be classified based on its propped of head, shoulder, back, armpit, chest, stomach, hand, and mouth. In this discussion, it is explained in detail of verbal “to bring” in Lio language with 18 features had by the lexicon.

3.1 LEXICONS WITH PROPS ON HEAD ARE: SU’U AND DOKO “TO BRING”

3.1.1 THE VERB SU’U “TO BRING”

The verb su’u “to bring” used for things on the head. In this case, su’u used by using hand to put the things on head. The example can be seen in the sentence *Ine su’u kaju api* ‘a mother brings fire wood’. It is a verbal act with polysemy composition is do and move to part entity and propped on head.

3.1.2 THE VERB DOKO “TO BRING”

The thing is behind but it is propped at head by using rope. So, the head is a prop to keep the thing. It is a verbal act with polysemy composition is do and move to part entity and propped on head. The example can be seen in the sentence. *Ine walo uma doko no uta no uwi kaju* ‘a mother brings the vegetables and sweet potato from garden.

The verbs of su’u and doko can be explicated as follows:

At the time, X do something to Y

At the same time, because of it, Y move to a part of X (head)

X want it (this)

X do something like this

3.2 THE VERB PROPPED ON SHOULDER AND BACK : WANGGA, SONDO

3.2.1 THE VERB WANGGA MEANS TO BRING SOMETHING BY USING SHOULDER

Wangga used to move thing/good to shoulder by using one or two hands, so it can be brought. While bringing, it can be helped by one hand to make the thing kept and does not fall down. It is a verbal act with polysemy composition is do and move to part entity and propped on head.

3.2.2 THE VERB SONDO MEANS TO BRING SOMETHING BY USING BACK

The verb sondo means to bring something by using back, namely moving thing or good on back and kept by both hands for the balance. The body is squated in the front since the thing on back. Sondo is used not only for bringing rice or heavy things but also bringing child. It is a verbal act with polysemy composition is do and move to part entity and propped on back.

The example Ata buru sondo are leka pelabuhan ‘the laborers bring rice at harbor’.

The verbs of sondo and wangga can be stated that the things can not be handed since the things are too heavy so it needs prop to shoulder and back.

The verbs of wangga and sondo can be explicated as follows:

At the time, X do something to Y

At the same time, because of it, Y move to a part of X (shoulder and back)

X want it (this)

X do something like this

3.3 THE VERBS OF BEI SUTU, BEI AND DOI ‘TO BRING’

3.3.1 THE LEXICON OF BEI SUTU MEANS TO BRING HEAVY GOOD/THING BY USING TWO STICKS BY FOUR PERSONS

The thing is on middle, and the sticks are propped on shoulder with helping hand to keep the balance. Bei sutu uses both shoulder and hand. The reason is the things can be moved alone except by using tool (wood) to move to someones’s houlder. It is a verbal act with polysemy composition is do and move to part entity and propped on shoulder.

The example Wawi ria ghea bei sutu ‘the big pig is brought by four persons.

3.3.2 LEXICON DO’I MEANS “TO BRING” SOMETHING BY USING THE WOOD OR BAMBOO TO RESIST THE GOOD BALANCE

The good is in either in the front or in the back of the proper. The good is moved by using wood or bamboo. The verb of doi can be een in the sentence Ema bhale uma doi no nio rembutu ‘a father brings eight coconuts from garden’

3.3.3 LEXICON BEI MEANS TO BRING SOMETHING (GOOD/THING) THAT IS PUT ON SHOULDER

The good is removed by using hand and then put on shoulder. The way is by resisting the wood or bamboo at its tip to make the balance and it can be brought well. The example can be seen in the sentence Ema bei peri mai uma

'a father brings bamboo from garden'. Right or left hand hold on the bamboo to keep balance.

The verbs semantically can be explicated as follows:

At the time, X do something to Y

At the same time, because of it, Y move to a part of X (shoulder)

X want it (this)

X do something like this

3.4 THE VERB "TO BRING" WITH PROP AT AHND IS TEKİ

The verb teki can be explained as follow.

Teki means "to bring", but it sometimes suits to its fact meaning/purpose. The lexicon tek" means "to bring" the good/thing by putting it on han. It belongs to act verbal with compositional polysemy: do by rising and move signed by moving the good/thing to other place. The ways is by squatting the body to take the good with one or two hand. In this case, palm of hand is opened and hand on the good/thing and then bring it. The verb teki can be seen in the sentence Teki embe gharu 'bring the pail'.

The verbs of teki can be explicated as follows:

At the time, X do something to Y

At the same time, because of it, Y move to a part of X (hand)

X want it (this)

X do something like this

3.5 THE VERB GOROI AND SERU "TO BRING"

3.5.1 THE VERB GORO IS USED BY DRAGGING THE GOOD/THING OF THE BACK

Someone hand on the tip of the good/thing by using one hand of the back. The body is rather pust in the front since the good is back. It is act verbal with polysemy compositional by dragging and suits to the subject or actor's willingness. The example can be seen in the sentence Ana lo'o goro lepa nio 'the children bring/drag the coconut leave.

3.5.2 LEXICON SERU MEANS TO BRING SOMETHING THAT IS NEAR OF SOMEONE EITHER IN THE FRONT, SIDE, OR BACK

The lexicon shows that the good is brought by using rope or anything that can move like dog, goat, and pig. It can be seen from the sentence Jhon seru rongo 'John brings (using rope) goat. The verb seru is done by bringing something from one place to other place.

The verbs of goro and seru' can be explicated as follows:

At the time, X do something to Y

At the same time, because of it, Y move to a part of X (hand)

X want it (this)

X do something like this

3.6 LEXICONS OF KA’O, NGGEPI, DHEPI, SAKE, NGGAKO MEAN “TO BRING”

3.6.1 THE VERB KA’O MEANS TO BRING CHILD BY PUTTING HER/HIM AT THE RIGHT OR LEFT WAIST

The child is rested on arm by resisting the child with using hand to make the balance in order the child does not fall down. The example can be seen in the sentence Kao ana tu gha ‘carry te child and bring here’.

The verbs of ka’o can be explicated as follows:

At the time, X do something to Y

At the same time, because of it, Y move to a part of X (hand)

X want it (this)

X do something like this

3.6.2 THE VERB NGGEPI MEANS TO BRING THE GOOD/THING BY PUTTING ON THE ARMPIT

Nggepi is propped on armpit by clipping and using arm in order the good doesn't fall down. The good is moved by using hand to take it. The verb nggepi can be seen in the sentence Kai nggepi liba buku ghi ‘He always clips his book’.

The verbs of nggepi can be explicated as follows:

At the time, X do something to Y

At the same time, because of it, Y move to a part of X (armpit)

X want it (this)

X do something like this

3.6.3 THE VERB DHEPI MEANS TO BRING SOMETHING/THE GOOD CLOSELY AND PUT ON CHEST, AND KEPT BY BOTH HANDS TO MAKE THE GOOD DOES NOT FALL DOWN

The good is not moved by itself except by using hand to move it on chest, and both hands restraint it on chest. The example can be seen in the sentence Ka’o ana so dhepi ‘hug the child closely’.

The verbs of dhepi can be explicated as follows:

At the time, X do something to Y

At the same time, because of it, Y move to a part of X (chest)

X want it (this)

X do something like this

3.6.4 THE VERB SAKE MEANS TO BRING OR CARRY THE CHILD IN WHICH BOTH LEGS OF THE CHILD ARE PUT ON RIGHT AND LEFT OF SOMEONE’ WAIST WHO BRING IT

Both hand resist it to make the child does not fall down and to make the balance when carrying. This is similar to other form, the child does not move by her/his self except by using both hands to rise the child. Sake is just used for the children.

The verb of sake can be explicated as follows:

At the time, X do something to Y

At the same time, because of it, Y move to a part of X (waist)

X want it (this)
 X do something like this

3.6.5 THE VERB NGGAKO MEANS TO BRING THE GOOD/THING BY USING TWO HANDS, WHILE THE GOOD IS PROPPED ON STOMACH/CHEST

The good does not move by itself except by using two hands to move the good to the stomach/chest. One hand still keep the good on stomach, and other hand take other goods to put it altogether. Next, both hand resist it on stomach/chest to keep the balance in order the good does not fall down. The example in sentence is Nggako uta ba'i gharu 'bring the vegetable of papaya leave!'

The verbs of nggako can be explicated as follows:

At the time, X do something to Y
 At the same time, because of it, Y move to a part of X (stomach)
 X want it (this)
 X do something like this

3.7 THE VERB SANGA MEANS TO BRING SOMETHING BY BITING (ANIMAL), WHILE KISI MEANS BRING SOMETHING BY BITING (HUMAN)

3.7.1 SANGA MEANS TO BRING SOMETHING BY USING MOUTH ON ANIMAL LIKE CAT AND DOG

The good does not move by itself except by opening mouth and then biting the good. The example in sentence is: Lako sanga ika 'the good brings the fish'. While, the way is called as kisi when it is done by human. The act is done like by opening mouth, putting spoon at mouth, and then put marbles on spoon. It is a verbal act with polysemy composition is do and move to part entity and propped on mouth. The example can be seen in sentence kisi soko so negi we ma'e kelereng iwa mesu 'bite the spoon hardly with aims keeping the marbles does not fall down. It shows that the difference between biting on animal and human.

The verbs of sanga can be explicated as follows:

At the time, X do something to Y
 At the same time, because of it, Y move to a part of X (mouth)
 X want it (this)
 X do something like this

3.8 THE VERB NGOHDO MEANS TO BRING SOMETHING BY USING OPENED PALM OF HAND

The verb of nggodho is done by using both hands in taking the good (food tray). One hand resist the food tray and other hand keep the balance of the food tray. It is done with opened palm of hand and propped by both arms. It is usually done to hand on food tray in bringing tribute on misa celebration for Catholic and both hands direct in the front.

The verbs of nggodho can be explicated as follows:

At the time, X do something to Y

At the same time, because of it, Y move to a part of X (palm of hand)

X want it (this)

X do something like this

Based on the verb “to bring” that has been explained in detail can be seen in the following table.

Nu	Data of Lio Language	Verb	Meaning	Prop
1	2	3	4	5
1	To bring /tu	<i>Su'u</i>	Bring something by putting on head	Head
2		<i>Doko</i>	Bring something by putting in the back of head with using rope	Head
3		<i>Sondo</i>	Bring something at back	Back
4		<i>Wangga</i>	Bring something by putting on shoulder (left or right shoulder)	Shoulder
5		<i>Bei sutu</i>	Bring heavy good by using two sticks located on the middle	Shoulder
6		<i>Bei</i>	Bring something by using hand and stick	Shouder
7		<i>Do'i</i>	Bring something by using wood	Shoulder
8	To bring/ tu	<i>teki</i>	Bring something by carrying	Hand
9		<i>Goro</i>	Bring something by dragging and the good is far on the back or side	Hand
10		<i>Seru</i>	Bring something by dragging and the good is near on the back or side	Hand
11		<i>Ka'o</i>	Bring (child) by hugging on the left or right waist	Waist
12		<i>Nggepi</i>	Bring something by putting on armpit	Armpit
13		<i>Dhepi /</i>	Bring something by putting closely on chest and resisted by both hands.	Chest
14		<i>Sake</i>	Bring (child) by putting both legs of the child on left or right waist	Waist

15		<i>Ghako</i>	Bring the heavy good by using two hands and the good put on stomach/chest	Stomach
16		<i>sanga</i>	Bring something by biting	Mouth
17		<i>kisi</i>	Bring something by biting tip of spoon which is put the marbles on spoon	Mouth
18		<i>Ngodho</i>	Bring something by using opened palm of hand	Palm of hand

IV CONCLUSION

The verbal tu “to bring” in natural semantic metalanguage (NSM) has meaning based on fact purpose. The meaning of verbal tu “to bring” explored in detail with polysemy combination act, namely do and move to entity part or propped on human body parts. Besides, each verb has detailed meaning. That’s all, I hope it can give many advantages.

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THE WORDPLAY OF ‘THE BIG BANG THEORY’ MOVIE SUBTITLE

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Abstract

This study aims to describe the type of wordplay in the subtitle of the movie entitled ‘The Big Bang Theory’ and also to describe the technique applied in translating the wordplay. This study is a descriptive qualitative and library study. The data was collected through observation and note taking techniques. The framework of this study is Delabastita (1993) concerning with types of wordplay translation and Humanika (2012) about the techniques to translate the wordplay.

This study found that there are three types of wordplay; they are the phonological structure (homonymy and homophony), the lexical development (idiom) and the syntactic structure. The techniques of translating wordplay found consist of literal translation, loan translation, situational translation and no translation.

Keywords: *Wordplay, translation, movie subtitle, ‘The Big Bang Theory’*

I INTRODUCTION

Translation study has been enormous importance in the world as it penetrated and required in all aspect of human life. To bridge a culture for instance, translation is certainly needed. To understand a culture of a country or region we need to be able to translate the value within. The culture can be reflected in various elements, as we can see for instances in the lifestyle; the way people speak, the way people eat, the way people entertain themselves and so on. The example of the way people entertain themselves is watching movie.

To understand foreign movies, we are certainly required the translation (oral or written). The oral translation of the foreign movies is known as dubbing and the written form of the translation is usually called subtitles. Both types of the translations are often found in the foreign movies broadcasted in private television stations in Indonesia. Foreign movies refer to movies which are imported from outside of Indonesia such as Indian, Istanbul, and America or better known as Hollywood movies. Movies comprises with various genre such as horror, tragic, romantic, and comedy. The comedy movie can easily be notified through its humor

Translating humor is not an easy work to do for the translator since humor is usually created and dependent on the structure of language; people also appreciate humor differently. Chiaro (2005:1) suggests translating humor as “a notoriously arduous task the results of which are not always triumphant”. Spanakaki (2007) in her journal mentioned “When trying to translate humor,

culturally opaque elements and language-specific devices are expected to make the translator's work difficult, while some elements are ultimately not transferred at all'. According to Vandaele in Spanakaki, the appreciation of humor may vary individually and so does the appreciation of a well or poorly translated text or subtitle.

This study tries to reveal a more specific instance of humor which known as wordplay. The wordplay can be defined as humorous play on words which is very dependent on the structure of language. The translation of wordplay in of one the comedy movies entitled 'The Big Bang Theory' is the focused of this study. Put together, it aims:

- (i) to describe the types of wordplay found in the movie 'The Big Bang Theory'
- (ii) to describe technique applied by the translator to translate the wordplay in the movie of 'The Big Bang Theory'.

The findings of this study is expected to be able to bring insights to twofold contributions, namely both theoretical and practical implication

II MATERIALS AND METHODS

The data for this study were collected from English subtitle of the comedy movie 'The Big Bang Theory' and the translation in Indonesian subtitle. To be specific, the data in this study were words and phrases of wordplay found in 'The Big Bang Theory' movie subtitle. It was taken from the eighth seasons and the episode used for this study was taken randomly. The steps taken to collect the data includes watching the movie to get insight of the wordplay phenomena, printing the subtitle of the movie both in English and Indonesian, identifying the wordplay includes in the subtitles, categorizing the wordplay in accordance to type and the technique of translation.

The method of collecting data of this study was done through library research. The technique used for this study was note taking. The finding of this study is presented descriptively and it is a qualitative research. According to Firmin (2008:190) qualitative research is frequently related with words. The research instrument is the writer of this study.

III RESULTS AND DISCUSSION

This chapter elucidates the understanding of translation, wordplay, subtitle and also a glimpse of information about the comedy movie of 'The Big Bang Theory'.

3.1 TRANSLATION

There are various definitions of translation proposed by scholars. This study includes definition proposed by Hatim and Munday (2004), Larson (1998) and earlier scholars such as Nida (1975) and Catford (1965).

Hatim and Munday (2004: 6) define translation as the process of transferring a written text from source language (SL) to target language (TL),

conducted by a translator, or translators. Larson (1998:3) states translation consists of transferring the meaning of the source language into the receptor language. This process is achieved through going from the form of the language to the form of a second language by means of semantic structure. It emphasizes that the translation is basically a change of form. The forms of language consist of words, phrases, clauses, sentences, paragraphs, etc. These forms are referred to as belonging to the surface structure of a language.

Nida (1975:33) proposed that translating consists of producing the receptor language closest to the natural equivalent to the message of the SL, first in meaning and secondly in style. In the other hand, Catford (1965:20) proposed translation as the replacement of textual material in one language (SL) by equivalent textual material in another language (TL).

Hatim & Mason gives general idea of translation; transferring the written text and include the person who conduct the translation, while Larson emphasizes on the result of the TT to be an idiomatic translation. Nida and Catford both concern with the equivalent issue; Nida states the equivalent in meaning and style while Catford tends to explain about the replacement of textual material. The translation of wordplay according to Chiaro (1992) is so difficult because it “touches upon the most essential and highly debatable issues of translation study namely equivalence and transibility. In the translation of wordplay, “the similarity of lexis and syntax in the source and target versions is frequently sacrificed for the sake of dynamic equivalence which entails that an equivalent effect is considered to be more important than equivalence in form and content.

3.2 WORDPLAY

Wordplay defined by Chiaro (1992:2) as the use of language with intent to amuse. Meanwhile Balci (2005:8) states that wordplay is “a portrayal of word or a phrase” with several meanings that has the same sound with a different spelling or the same spelling with a different meaning. Other definition proposed by Delabatista (1993:57). He mentioned that wordplay is the general name indicating the various textual phenomena (i.e on the level performance or parole) in which certain features inherent in the structure of language used (level of competence or langue) are exploited in such a way as to established a communicatively significant, (near) simultaneous confrontation of at least two linguistic structures with more or less dissimilar meanings (signified) and more or less similar forms (signifier). Types of wordplay can be categorized into four types, they are:

3.2.1 PHONOLOGICAL STRUCTURE

The English phonological system make use of limited number of phonemes; more over, certain restriction are imposed on the possible combinations of phonemes in certain position within words. As a result, the lexicon of the language will contain numerous groups of words that share one or more morphemes (Delabatista, 1993:102). Further he explained that the

relationship established between the components of a phonological wordplay can be in the form of homophony, homonymy and paronymy.

3.2.1.1 *Homonymy*

It refers to the situation where two word/s or word groups are identical both in sound and spelling but different in meanings.

3.2.1.2 *Homophony*

It refers to the situation when words or group of words are different in writing but identical in pronunciation.

3.2.1.3 *Paronymy*

It refers to condition when words or group of words are nearly but not quite identical in spelling and pronunciation.

3.2.2 **LEXICAL DEVELOPMENT**

3.2.2.1 *Polysemy*

The difference between polysemy and homonymy is rather subtle because they share similar spelling and pronunciation but different in meanings. However, to differ, both can be identified from the meaning. If the meaning is related, it belongs to polysemy however, if the the meaning is not related it is called homonymy.

3.2.2.2 *Idioms*

Idioms are defined as word combinations with a sum meaning that is etymologically based on the combination of their component meanings. (Delabatista, 1993: 108)

3.2.3 **MORPHOLOGICAL DEVELOPMENT**

Delabatista (1993:109) states that wordplay can be created through morphological mechanism, such as derivation and composition (or compounding).

3.2.4 **SYNTACTIC STRUCTURE**

Delabatista (1993:113) stated that syntactic ambiguity can make wordplay opportunity arise.

3.3 **TRANSLATION TECHNIQUES FOR WORDPLAY**

This following subchapter explains some translation techniques that can be applied translating wordplay from English into Indonesian. Humanika (2012:3) explains that there are eight techniques in the translation of wordplay into Indonesian. The techniques are translation of wordplay to wordplay, using rhetorical device, literal translation, situational translation, editorial translation, compensation, loan translation, deletion. They are elucidated as follows:

3.3.1 WORDPLAY TO WORDPLAY TRANSLATION

This technique gives opportunity for Target Text (TT) to possess the exact meaning and form with the Source Text (ST). Both ST and TT should share similar concept, and the humorous effect of the ST should be felt in TT.

3.3.2 USING RETHORICAL DEVICES

This technique aims at reproducing the effect of the ST wordplay by replacing it by rethorical devices such as repetition, alliteration, rhyme, irony, paradox, etc.

3.3.3 SITUATIONAL TRANSLATION

The third technique aims to make the wordplay understandable by the reader. It can be done by adding word pictures or descriptive phrase to help audience understanding the wordplay.

3.3.4 LITERAL TRANSLATION

This technique provides literal translation in the TT. As the result, the wordplay is usually becomes non wordplay in the TT.

3.3.5 EDITORIAL TECHNIQUES

This technique is usually done by inserting footnotes or comments in order to explain how the wordplay works.

3.3.6 COMPENSATION

Compensation is applied if wordplay can not be translated. This technique appears to overcome difficult or unstructured wordplay of the ST.

3.3.7 LOAN TRANSLATION

Loan translation is applied to maintain the foreignization of the ST. This is usually addressed for types of Proper nouns such as name of a person, location, and other proper names.

3.3.8 DELETION

This technique is applied if there is no translation of the ST wordplay in the TT.

3.4 SUBTITLE

Subtitles are textual versions of the dialogue in films and television programs. They are usually displayed at the bottom of the screen and framed within certain duration. They can either be a form of written translation of a dialogue in a foreign language or a written rendering of the dialogue in the same language-with or without added information intended to help viewers with hearing disabilities to follow the dialogue.

Subtitling is becoming a preferred mode of translation not only owing to financial considerations-it is much cheaper to satisfy the expanding needs of

film markets by providing subtitles, which are more economical and easier to produce – but also because “to viewers in subtitling countries, the economic advantages are secondary: retaining the authenticity of the original production is paramount”. (Gottlieb, 1997:310) for these viewers, subtitling is a more authentic mode than dubbing. The audience is not allowed to forget about the foreignness of a translated film and is constantly reminded of its authenticity as it hears the original dialogues throughout the film.

3.5 ‘THE BIG BANG THEORY’ MOVIE

The Big Bang Theory is an American comedy series produced by Chuck Lorre Production and Warner Bros Television. The series started to air in 2007 in America and first aired in the Netherlands in 2009. The story is set in Pasadena, California, and revolves around a group of four scientists at Caltech University. They are: Sheldon and Leonard, both are physicists and they share an apartment. The other characters are Raj, who is an astrophysicist; and also Howard, an aerospace engineer. There are also female characters named Penny a blonde girl who became Leonard’s girl friend; she works as a waitress, Amy is the girlfriend of Sheldon; she is a biologist, and the other character is named Emily who becomes the girlfriend of Howard. Each of the series features the story which revolves in science, fantasy fandom, comic book, gaming and relationship troubles which presented with jokes, humor, sarcasm and wordplay.

Having the above discussion, in the following are the result of the types of wordplay and techniques of translating wordplay found in the movie subtitle of ‘The Big Bang Theory’

3.6 TYPES AND TECHNIQUES OF WORDPLAY IN ‘THE BIG BANG THEORY’ MOVIE

This study found that the types of wordplay found in ‘The Big Bang Theory’ are phonological structures; they are: homophony, homonymy. It is also found that the word play in lexical development, which is idiom. Examples of each type and detailed explanation can be seen in the following description.

Wordplay which based on the phonological structure can be classified into homonymy, homophony, and paronymy. In ‘The Big Bang Theory’ movie subtitle, it was found that the type of wordplay occurred in phonological structure are homophony and homonymy.

Data 1

ST: he’s got my mother buying four-ply toilet paper. I mean, four-ply....

TT: membeli empat lapis tisu toilet. Maksudku, empat lapis.....

The above data was taken from conversation which was conducted by Sheldon who was rather grumpy because his mother was meeting a man, flirting with him but somehow seemed neglecting him. His statement include wordplay of four-ply and four-ply (foreplay); it can be seen from the context of the cynical face he made when mentioning the wordplay of four-ply (foreplay). Both of the word was written and pronounced similarly in the subtitle. This type of

wordplay is known as homonymy because the wordplay shares similar writing and pronunciation but has different meaning.

Having seen the result of the translation of ST, the technique applied in the wordplay is categorized as Literal Translation. The first word 'four-ply' is translated 'empat lapis' in Indonesian but the next wordplay of 'four-ply' should be translated with different meaning but the translator translated it with similar word of 'empat lapis'. Thus, the wordplay in the ST resulted into non wordplay in the TT. The translator chooses to translate it literally so the sense of the wordplay can not be found in the TT.

Data 2

ST:... It did everything but quack

TT:... Segala sesuatu tetapi kwek

The above data shows that the type of the wordplay is categorized as homophony. The data was taken from the conversation between Sheldon and Leonard when they talked about Amy's (the girlfriend of Sheldon) hair. Sheldon mentioned that his girlfriend has hair like a duck in an oil spill. This type of wordplay features similar sound or pronunciation. The word 'quack' and 'kwek' are having different writing but they share similar meaning which is the sound of a duck. The technique applied in translating the wordplay is Literal translation.

Data 3

ST: ...and Stuart is not your bubala. I'm your bubala

TT: ... dan Stuart bukan bubala mu, Akulah bubala mu

The above data was taken from the statement which delivered by Sheldon who was upset because her mother supported Stuart to reopen the comic store by giving him the money. He then stated that Stuart is not your 'bubala'. The word 'bubala' does not have a lexicon meaning as cited in the dictionary. Having the context of situation through the movie, it can be defined that the word 'bubala' is defined as the loved one. However, the subtitle is translated into 'bubala' also in Indonesian. The type of the above wordplay is categorized as homonymy because it is written and pronounced similarly. The technique of translating the wordplay is loan translation because the word 'bubala' is not being translated into Indonesian. The translator keeps it foreign in the TT.

This study also found wordplay which included in type of lexical development. This type of wordplay consists of polysemy and idiom; however this study only found an idiom within the subtitle which elucidated in the following data:

Data 4

ST: Oh boy, if there is one thing that gets on my goat

TT: Jika ada seseorang yang patut kusalahkan

(goat: kambing atau bisa berarti orang yang disalahkan)

The above data shows the wordplay as part of lexical development which is idiom. The idiom is 'gets on my goat'. The word gets on has various meanings. However within this context, gets on my goat is being translated differently. The context within the movie shows conversation between Sheldon and Howard talking about the Stuart who might not open the comic store because he didn't get a lot of money from the insurance company. They were very upset with the insurance company.

The translation of the above wordplay subtitle applied the technique situational translation. This technique can be identified by the descriptive phrase of the word 'goat' to help the audience understand the text. The translation of wordplay in TT is adjusted with the context shown in the movie.

Data 5

ST: I feel pretty.....oh so pretty

TT: No translation

The data shows that the type of the wordplay can be considered as syntactic structure. The word 'pretty' is repeated with the coordinating conjunction 'so', becomes 'so pretty'. The translation of the TT can be written 'Saya merasa cantik...oh sangat cantik', however, there is no translation in the TT subtitle. This circumstance can be understood by seeing the context of situation in the movie. The data was taken from the conversation between Penny and Sheldon. Sheldon proposed a hypothesis that if his friend has a lover, eventually the person will lose one or two friends. Sheldon was asking Penny 'I wonder who you're going to lose next?'. She replied 'she might lose Sheldon'. Sheldon was not accepting the response, he persisted that Penny was crazy about him and he felt pretty because of it.

The technique of translation applied in the TT resulted in no translation. The ST is actually an exaggerating response of Sheldon where he feels pretty about himself which is contrary to reality.

IV CONCLUSION

The translation of word play as an instance of a more specific humour can be found not only in literary work but also in audio visual media which is subtitle of a movie. The types of translation of wordplay found in the comedy movie entitled 'The Big Bang Theory' are phonological structures, lexical development and syntactical structure. The phonological structures are homonymy and homophony. The lexical development is idiom. The techniques of translating wordplay found in this study are literal translation, loan translation, situational translation and no translation.

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CAUSATIVE CONSTRUCTIONS IN JAVANESE

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Abstract

This paper aims at analyzing causative constructions found in Javanese. The data were taken from low register of Javanese spoken in Malang, a city in eastern part of Java Island through observation and note taking techniques. Furthermore they were analyzed descriptively against theory of causative construction by Kroeger (2004). The result showed that three types of causative construction: lexical, analytical and morphological causatives exist in Eastern Javanese.

Keywords: causative, lexical, analytical, morphological, Javanese

I INTRODUCTION

There are various relationships between arguments within a sentence. One of the relationships is named causative construction. In this construction, the subject becomes agent that causes an event to occur that affect the object of the sentence. Causative construction can be realized by using verbs with meaning to cause something or by marking verbs with causal morpheme.

Causative construction is found in many languages. The construction is found in Indonesian, a language from the same language family, consider the following examples from Indonesian:

1. Ibu mem-bersih-kan Sayuran
Mother Caus-clean-Caus Vegetables
“Mother cleaned the vegetables” (Sukarini, 2015)
2. Kakak me-nyebab-kan Adik Sedih
Older sibling Caus-cause-Caus little sibling Sad
“Older sibling caused little sibling to be sad” (Sukarini, 2015)

Sentence (1) and (2) illustrate causative construction in Indonesian. Suffix –kan is attached to verbs which gives the causative effect. In sentence (1) causative construction is build by using only one predicate membersihkan ‘clean’, while in sentence (2) there are two predicate menyebabkan ‘cause’ and sedih ‘sad’. The previous study shows that causative construction is also found in Central Javanese. This paper attempts to analyze the causative in Javanese spoken in Malang, East Java.

1.1 CAUSATIVE CONSTRUCTION

Kroeger (2004) mentions that causative “describe semantically complex situations in which one event causes another.” The term to name a process of “cause to X”. The characteristics of this process is presence of one of the following entity: causer which is the actor that conducts the activity X, the causee which is the entity to which the action X occurs and the ‘caused event’ which is the action X.

There are three types of causative constructions (Comrie, 1989; Kroeger, 2004), they are:

1. Periphrastic or analytic is name given to causative construction which uses two verbs. This type of causatives found in English:
The Mayor caused my cat to die. (Kroeger, 2004)
2. Lexical Causative involves the use of verbs that their lexical meaning is causing an event. In English, there are verbs which have the cause as part of its lexical meaning such as kill, cut destroy and wash (Kroeger 2004, Haspelmath, 2008)
3. Morphological refers to causative meaning that is formed through morphological process.

Morphological causative shows addition of argument which leads to increase in valency. “The semantic valence of the causative verb will always be one greater than the valence of the base verb” (Kroeger, 2004:193).

Haspelmath (2008) divides verbs in causative constructions into two categories: plain verbs and causal verbs. Causal verbs are verbs denoting causing subevent and a resulting situation. The other category, the plain verbs denoting only the resulting situation of the causal verb. Examples for the plain verb category are: verb *kawaku* from Japanese which means ‘become dry’, laugh, and *wanu-chi* from Quechua which means ‘kill’. Whereas, the causal verbs includes: *kawak-asu* ‘make dry’, make laugh and *wanu-chi-chi* ‘make kill’.

Previous research shows that causative verbs can be derived from transitive and intransitive roots. For sentence with causative verbs derived from intransitive roots, usually the causee is the direct object. While the causative verbs derived from transitive roots, the root’s patient is realized as either OBJ2 or OBL. In addition, the theme of ditransitive root is realized as object. (Baker in Kroeger, 2004).

Related to the above, Haspelmath (2008) proposes universal rule regarding causative. The universal rule mentions that if a language has causative verbs derived from transitive root, then it also has causative verbs derived from intransitive roots.

Discussion part of this paper presents analysis of data based on the above aspects of causative construction.

1.2 CAUSATIVE CONSTRUCTION IN JAVANESE

Previous study on causative in Javanese was done by Subiyanto (2013) who analyze analytic causative in Central Javanese. In his paper, he mentions

two types of causatives in Central Javanese, the analytical and morphological, with the following examples:

3. Adi Nggawe ibu-ne Seneng
 Adi Act-made mother-poss Happy

“Adi make her mother happy”.

4. Adi nyeneng-ake ibu-ne
 Adi made-Caus mother-Poss

“Adi made her mother happy”.

Sentence (3) above is the example of analytic causative found in Central Java. While sentence (4) shows morphological causative construction by using suffix – *ake*. This study shows that causative construction exist in Javanese. Discussion in a later part of this paper also show that causative construction are also found in East Javanese and also how causative construction in East Javanese is different to one found in Central Javanese.

II MATERIALS AND METHOD

Data in this paper are sentences that contains causative construction of low register of Javanese (Ngoko) taken from speakers of Javanese spoken in Malang by using elicitation. The data is described descriptively using theory by Kroeger (2004).

III RESULTS AND DISCUSSIONS

Generally, causative construction is characterized by the presence of causer that cause an event and causee which is an entity to which the event is affected.

3.1 ANALYTIC CAUSATIVE IN MALANG JAVANESE

The characteristic of analytic causative is that the cause event is shown by two verbs. The sentences below demonstrates the analytic causative in Javanese.

- (3-1) Panganan iki Nggawe arek iku loro.

Food that Made child that Sick

“This food caused that child to be sick”

- (3-2) Masalah ikunggara-i Bapak ngamuk.

Problem thatCause Father Angry

“This problem caused father to be angry”

The sentences above show two verbs in every sentence that cause an event to occur. In sentence (3-1) the verbs are *nggarakno* ‘cause’ and *loro* ‘sick’. While in sentence (3-2) the verbs are *nyebabno* ‘cause’ and *ngamuk* ‘angry’.

3.2 LEXICAL CAUSATIVE

There are verbs in Javanese that mean to cause an activity which belongs to lexical causatives. The verbs includes *nutup* ‘close’ (to cause something close), *ngobong* ‘burn’, *ngadem* ‘to cause something to be cool’

Bapak nutup lawang

Father Close Door

“father closed the door”

(3-3) Wong sing demo ngobong ban.

People who demonstrated burnt Tire

“People who demonstrated burnt tires”

(3-4) Aku Kate ngadem.

I Will cool down

“I will cool down”

The sentences above shows causative relationship between causer and cause. The causer are: father, wong sing demo and aku; the causer are lawang and ban.

3.3 MORPHOLOGICAL CAUSATIVE

Morphological Causative in Javanese is realized by suffix *-no* and *-i*. Verbs used in the construction can be derived from transitive or intransitive verbs. As mentioned in part 2 of this paper, there are languages that show morphological verbs derived from intransitive root.

3.3.1 MORPHOLOGICAL CAUSATIVE DERIVED FROM INTRANSITIVE ROOTS

The following are sentences which verbs are derived from intransitive roots.

(3-5) Putra Guyon

Putra had fun

“Putra had fun”

(3-6) Putra ng-guyon-i adik-e

Putra Act-had fun with-Caus little sibling-poss

“Putra had fun with his little sibling”

(3-7) Penjahat-e mati

Criminal-Det died

“The criminal died”

(3-8) Polisi iku mate-ni penjahat-e

Police that kill-Caus criminal-Poss

“That policeman killed the criminal”

(3-9) Tamu-ne m(p)ecah-no piring
 Guess-the broke-Caus plate

”The guess broke the plate”

(3-10) Adik ngrusak-no dulinan
 Little sibling damaged-Caus toy

“Little sibling damaged the toy”

All causative verbs above are derived from intransitive verbs, and after the causative process the verb can take additional argument Object. Arguments in the subject position are the actors which causes the event that affect the arguments in the object position. The sentences also show that all the causee are direct object. This confirms Baker’s generalization (in Kroeger, 2004).

The use of suffix to form morphological causative is similar to strategy found in Central Javanese; although suffix which is used in Central Javanese is –ake.

3.3.2 MORPHOLOGICAL CAUSATIVE VERBS DERIVED FROM TRANSITIVE ROOTS

Sentences below demonstrate morphological verbs in Javanese that are derived from transitive roots.

(3-11) Pak Guru mbukak lawang kelas
 Mr Teacher Opened door class

“Mr. Teacher opened the class door”

(3-12) Pak Guru mbukak-no murid lawing kelas
 Mr Teacher open-Caus Students door class

“Mr. Teacher opened the students class doors”

The sentences above show causative verbs derived from transitive roots. The causee in sentence (3-11) is Object 2. This also confirms Baker’s generalization (in Kroeger, 2004).

Malang Javanese shows causative verbs derived from intransitive roots as well as transitive roots. This agrees with Haspelmath universal rule of deriving causative verbs as mentioned in part 2 of this paper.

IV CONCLUSION

Three types of causative constructions are found in Malang Javanese, they are: lexical, analytic and morphological. For morphological causative Malang Javanese shows similar strategy to Central Java in deriving morphological causative verbs, which is by using suffix. However, the suffixes employed by Malang Javanese are –i and –no. This is different with suffix –ake which is used in Central Javanese.

Causative verbs can be derived from intransitive or transitive roots which confirms the rule proposed by Haspelmath (2008). The change of argument structure after the causative morphological process agrees to Baker's generalization.

It is suggested to analyze morphological causative verbs with a larger data. Specially to draw the parameter for the use of suffix *-i* and *-no*.

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Contemplation Page

1. The long life may not be good enough, but the good life is always long enough (Sri Dhammananda)
2. Communication is an easy thing, what makes it difficult is that we never state it in easy words (T.S. Matthews)
3. If you never know where you are going to go, how can you expect to arrive there (Basil S Walsh)
4. The function of education is to teach one to think intensively and to think critically. Intelligence plus character – that is the goal of true education (Martin Luther King Jr)
5. To be successful, not only able to act appropriately but dream as well (Anatole France)
6. The key of success is to learn from the failure and keep dreaming (Saichiro Honda)
7. Just when I think I have learned the way to live, life changes (Hugh Prather) (Evita Peron)
8. Happiness is when what you think, what you say, and what you do are in harmony (M.Gandhi)
9. What matter is where you want to go, Focus in the right direction (Donald Trump)
10. The deeper sorrow carves into your being, the more joy you can contain (Kahlil Gibran)
11. A journey of a thousand miles begins with a single step (Lao-Tzu)