EDITORIAL

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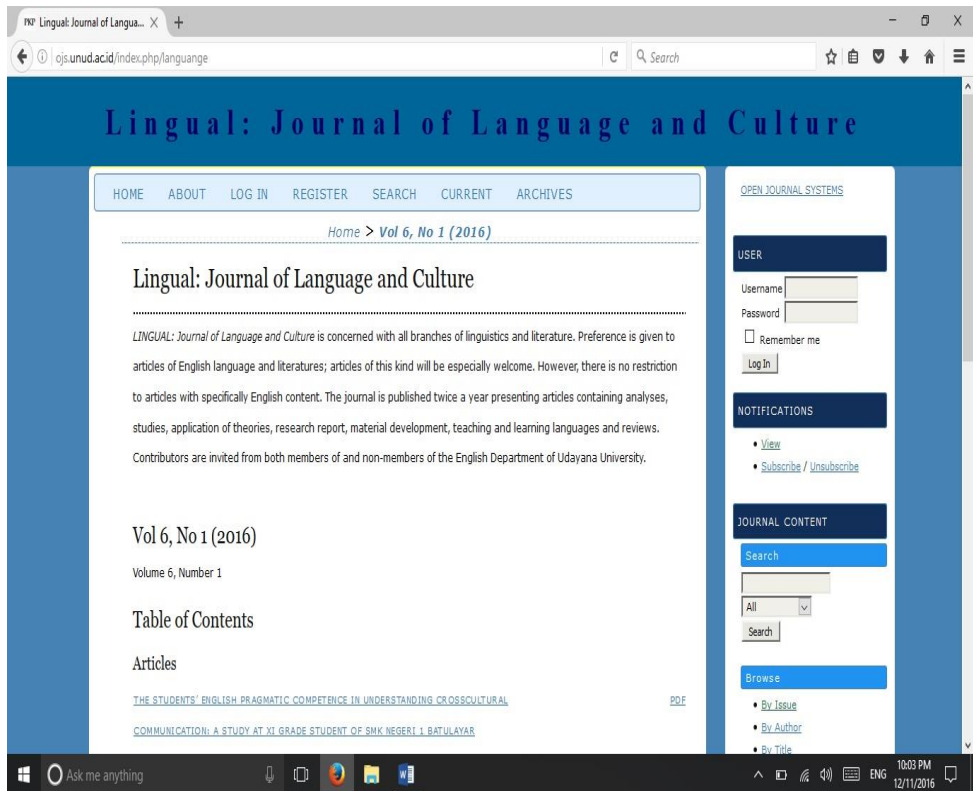
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TEACHING LEARNING MATERIALS: THE REVIEWS COURSEBOOKS, GAMES, WORKSHEETS, AUDIO VIDEO FILES

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Abstract

Teaching learning materials (TLM) has been widely recognised as one of most important components in language teaching to support the success of language learning. TLM is essential for teachers in planning their lessons, assisting them in their professional duty, and use them as rosources to describe instructions. This writing reviews 10 (ten) teaching learning materials in the form of cousebooks, games, worksheets, and audio video files. The materials were chosen randomly and were analysed qualitatively. The discussion of the materials is done individually by presenting their target learners, how they are applied by teachers and students, the aims of the use of the materials, and the role of teachers and learners in different kind of TLM.

Keywords: TLM, teaching, learning, teachers, students

I   INTRODUCTION

According to Lewis (2016) teaching learning materials (TLM) refers to "a spectrum of educational materials that teachers use in the classroom to support specific learning objectives, as set out in lesson plan" (k6educators.about.com). It is generally believed that TLM indeed support students learning and the teaching learning success. Besides helping teachers to construct a better lesson plan, TLM also assist teachers professionally, and use them as rosources to describe instructions. For instance, when a teacher decides to teach new vocabularies one day, his teaching materials will help him to set specific learning goals, plan how he will conduct the class and decide what instructions will be best applied.

Teaching learning materials come in many shapes and sizes. In an active based learning, TLM is employd variously so that students can have interactions with each other as much as possible. Games as a fun activity, for example, will keep students engaged and interested in learning a new skill. Similarly, an ilustrated story book used by a teacher as his teaching material for his young language learners, will help his students to not only develop their visual literacy, but also will increase their   appreciation of arts.

Meanwhile the use of textbooks in the classrooms as a common teacher material will guide teachers and their students in the teaching learning process.

This writing focuses on the discussion of 10 (ten) examples of teaching learning materials which were sellected randomly. This writing gives ilustration of who is the target learners of different TLM, how the TLM is applied, the aims of the use of the TLM, and the role of teachers and learners in different kind of TLM.

II MATERIALS AND METHOD

This study adopted library reseach technique which was done by collecting the data from 10 (ten) rosources which relate the topic. They include coursebooks, games, worksheets and audio video files as follows:
A book composed by Redston and Cunningham (2006) entitled face2face.
New Cutting Edge which was written by Cunningham et al (2005).
96 games for beginners in ESL: Secondary Beginners Materials
ESLgold.com,
Teaching Grammar with Fun.
Tell us what you did in the past. In www.esl-galaxy.com & http://www.english-4kids.com/
Can I borrow your…? In http://www.churchillhouse.co.uk,
sport, with sixteen kinds of sports vocabulary provided.in Worldwidecopyright.com
Say 2 things about the picture game which was taken from www.english-4kids.com).
A audio video file taken fromTolearnEnglish.com

The collected data was then analysed descriptively in order to give a review of the use of the teaching learning materials: their target learners, their applications, their aims, and the role of teachers and learners in their implication.

III RESULTS AND DISCUSSION

3.1 RESOURCE ONE: FACE2FACE

The first English teaching resource discussed in this writing is a book composed by Redston and Cunningham (2006) entitled *face2face*. As a general English course book for pre-intermediate level of young adult and adult students, this book is designed with its focus on developing students'functional and social language need in their day-to day communication. The educational principle behind this resource is to develop learners' ability to communicate effectively in today's world.

Indeed, the common goal of communicative language teaching is to bring language learners into closer contact with the target language (Zimmerman, in Coady and Huckin, 1997, p.10). And by the application of communicative language teaching in the classroom, the lessons presented in the book can be enriched by adding some more materials which emphasis 'communication through interaction' in order to develop students' competence with sufficient proficiency in communication.

3.2   RESOURCE TWO: NEW CUTTING EDGE

The second resource is a student book of *New Cutting Edge* which was written by Cunningham et al (2005). This elementary level course book combines the comprehensive syllabus and teaching resources which does not only focus its lessons on the four English skills (listening, speaking, reading and writing), but also on the grammar and vocabulary building. Similar to the first resource, this book also brings the real world to the classroom as well as organizes such activities, tasks and practice in meaningful contexts.

According to Littlewood (1982, p. 22), one of the roles of teacher in functional communication activities is to set up situation of information gap in which the students have to overcome, or structure a situation of a problem solving. Since the book also consists of those activities in several lessons, hence, the classroom should consist of no more than 20 students. This will enable the teacher to monitor and assess the development of every student effectively in attaining the goal of the language learning.

3.3   RESOURCE THREE: 96 GAMES FOR BEGINNERS IN ESL

96 games for beginners in *ESL: Secondary Beginners Materials* is the third book which is taken as the resource discussed in this writing. The games provided in the book are designed for the language development of secondary-aged learners of non-English native speakers in the beginning level. There are six games sections involved in the book, namely: structural/functional games and communication games which were designed to develop students communication skills using language the students may already have; vocabulary games which states the vocabulary items with main structures covered, as well as pronunciation practice; maths games and science games which consist of maths and science topic to develop students ability to communicate in those areas.

Games can promote the communicative ability in language learning. "Even if the game involves discrete language items, such as a spelling game, meaningful communication takes place as students seek to understand how to play the game and as they communicate about the game: before, during, and after the game" (Wright, Betteridge, & Buckby, 2005 in www.georgejacobs.net/MIArticles/Games%20for%20Language%20teaching.doc).

3.4   RESOURCE FOUR: CONTINUOUS CONDITIONAL

The fourth resource, which was taken from a website: ESLgold.com, provides some practice of students' English skills. One material was picked to be discussed in this writing regarding grammar knowledge for high intermediate level students: Continuous Conditional. In this resource, students are given adequate explanation of how the conditional can be applied in sentences as well as the types of continuous conditional which each has its different form and function before they proceed to the exercise section. For example, there two forms of Present Unreal Conditional + Continuous they are

If-clause: [were + present participle] and Result: [would be + present participle]. These forms are used to discuss imaginary situations which could be happening at the time of the speaking.

It has been widely agreed that as computer-related technology develops, it assists learners to endorse their learning. It helps to develop students' metacognitive skill (Simonson &Thompson, 1997, p. 7) which refers to self knowledge awareness and cognitive control during problem solving (Montaque, 1992, in Simonson &Thompson, 1997, p. 8). Indeed, such material as has been briefly explained above may become a support for students who wish to improve their knowledge of English independently.

3.5   RESOURCE FIVE: TEACHING GRAMMAR WITH FUN

Another teaching resource is *Teaching Grammar with Fun*. This activity focuses on grammar/language structure with its objective is to practice wh-question form. There are two parts involved in the activity, they are: accuracy-based pairwork matching activity that is done by filling in the gaps with the correct form of auxiliary verb in wh- questions; and communicative mingling activity which is to practice students' fluency in using wh- questions.

As Birns (1984, in http://www.monografias.com/trabajos18/the-communicative-approach/the-communicative-approach.shtml#what) asserted that language is an interpersonal activity which involves interaction and that has obvious connection with society, this kind of activity is perceived to be suitable to be applied in elementary level classroom of secondary / adult learners, which will help to promote learners improvement in using effective English in their communication.

3.6   RESOURCE SIX: TELL US WHAT YOU DID IN THE PAST

The sixth resource was taken from www.esl-galaxy.com & http://www.english-4kids.com/ under the title Tell us what you did in the past. As a 'talking football' board game, this material targets young learners of all levels and all class sizes and is aiming at practicing simple past tense by joining the verbs with words of time and appropriate expression. Since the pictures on the board was designed as the learners are likely to encounter the real football field and are equipped with football equipment such as balls and cards (yellow and red cards), this game becomes interesting. This activity will promote learners' communicative competence in their language learning. As quoted from http://eltj.oxfordjournals.org/cgi/pdf_extract/XXXII/4/270, when learners are continuously provided by enough real life situations, gradually, the teachers will experience to see the real use of the language by the learners.

3.7   RESOURCE SEVEN: CAN I BORROW YOUR…?

This resource, which was taken from http://www.churchillhouse.co.uk, is another activity that targets young learners with its goal is to develop learners fluency in using English Under the topic Can I borrow your…? , the students play the card game by collecting as many groups of objects as possible. During

the game, the students have to produce some expression regarding the topic (they ask and give response) and the one who has the most group (of the object) is the winner.

Games proffer students a fun and relaxing atmosphere (http://iteslj.org/Techniques/Chen-Games.html). While playing games most participants will make efforts to win, and do not pay much attention to the correctness of linguistic forms. This helps them to ease the fear of negative judgment, in which is one of the primary factors that inhibits them from using the target language with others (Horwitz and Cope 1986, in http://iteslj.org/Techniques/Chen-Games.html). The use of such a game described in the previous paragraph can reduce students' anxiety, as well as encourage their speech fluency that will support the achievement of the language learning.

3.8   RESOURCE EIGHT: SPORT

Learning English pronunciation was chosen to be the eighth resource to be discussed in this assignment. The material was taken from Worldwidecopyright.com with the target learners is low beginners and very young learners. The topic is sport, with sixteen kinds of sports vocabulary provided. It is presented in a very simple way, that is by only clicking a word and there will be a voice pronouncing the word heard. In order to support the learners' learning, each word in this material is completed with stressed syllables which helps learners to produce correct pronunciation of English words.

Many teachers have been avoiding giving a special time for pronunciation teaching. But, some believe that learners should learn pronunciation as a basic in communication. (http://www.teachingenglishgames.com/Articles/Teaching_Pronunciation.htm) . Some materials are now provided to make the drills (the way how to teach pronunciation) more fun and less stressful. And as for parents who do not feel satisfied with their children's' English pronunciation (which they learn at school) can provide the kind activity explained in the first paragraph, to support their children's English language acquisition.

3.9   RESOURCE NINE: SAY 2 THINGS ABOUT THE PICTURE

Another game which will support students' fluency and confidence in using English to communicate is Say 2 things about the picture game (taken from www.english-4kids.com). In this game students take turns to roll the dice, and say two sentences about the picture where they land. The motivation to win the game will give the students confidence to practice their language that will promote their fluency in target language communicating.

The excitement roused while students are playing games offer another variety to the serious process of language learning. ((Bransford, Brown, & Cocking, 2000 in www.georgejacobs.net/MIArticles/Games%20for%20Language%20teaching.d

oc). The Say 2 things about the picture game can be applied in young learners' language learning in order to add interest which will maintain their efforts to learn.

3.10 RESOURCE TEN: ACTIVE AND PASSIVE VOICES

The last resource was taken from TolearnEnglish.com, which is similar to resource four, is designed for learners who want to learn English autonomously. In this resource, there are audio video files provided in which the students can choose according to their topic of interest. One material under the topic active and passive voices gives the students pictures of how the voices are used in sentences. Firstly, they are given indirectly, by means that the students listen to some active/passive sentences in a story. But then some written examples are provided which will help learners to have a better understanding on the uses and forms.

When computer-assisted language learning (CALL) is introduced to help teachers to optimize their teaching materials and language learning with the support of computer (Dunkel, 1991) it is actually parallel to activate the students learning. Some resources provided in the internet can be utilized by teachers as supplement materials to be given to students in order to enrich the students' knowledge in their language learning.

IV CONCLUSION

As a spectrum of educational materials that are used by teachers, teaching learning materials indeed give supoort to the achievement of the learning objectives. From the 10 (ten) TLM discussed above it can be concluded that there are indeed various kind of them which are applied in diffrent techniques with different instructions to achieve different specific aims.They, in fact, support the dunamic atmosphere in the classroom, which will bring about advantages to the success of the learning. With dufferent applications of instructions and teaching learning materials, the learning activities will be seen as a fun and interesting process and will give positive impact to those who involve in it.

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GRAMMATICAL MISTAKES IN RELATION TO ENGLISH COMPETENCY TEST

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Abstract

The research aims at finding out the freshmen's ability on English grammar. This is very important activity so that the English department knows their level of ability so that the teaching materials can be determined. The test is about structure, taken from TOEFL. The theory used is the theory English Language Teaching, especially Testing by Harmer (2001), in which the test is used as diagnostic test. The result of the test will provide the information about three crucial points on grammar that must be developed. This will help the related teacher to decide what items should be taught so that by the end of the semester, at least most of the students can reach the level of Intermediate, that is the level in which the students are capable of doing conversations on routines, understanding lectures, understanding English TV programs (http://www.embassyenglish.com/student-life/your-level-of-english cited on 19 January 2015).

Keywords: *testing; gramatical; intermediate*

I   INTRODUCTION

The study program of English is one of the study programs in the faculty of Arts, Udayana University. This study program, according to the regulation of the government, conducts lectures both in English and Indonesian language. The students of the study program have to fulfil 144 credits in which 122 credits are taken from English subjects. This composition shows that the English ability of the students is very important to enable them to follow and understand the lectures properly. This study program is not provided for those who would like to have an English course, instead it is provided for those who would like to improve their skills on language and literature. For this reason, it is a must for new students in our program to have possessed the English language ability at least at the level of intermediate. Intermediate level is the level in which the students have had the abality of conducting conversation of routines, writing and understanding simple texts, taking notes and understanding lectures, and TV programs (http://www.embassyenglish.com/student-life/your-level-of-english. cited on 19 January 2015). The existing fact actually shows that all the new students have passed the selection however their mark is the compilation of the mark of Bahasa Indonesia, social sciences, and mathematics. Their marks are not the real reflection of their English ability. Usually when they start the lectures they found a lot of difficulties in following the lectures due to the fact

that they lack of English ability. To find out their real English ability, preliminary test must be conducted and the test used is TOEFL test. After finding their ability, a special English program can be conducted.

Masduki (2004) has done the research entitled "The Study of English Language Ability of the Students of Non-English Departrment through the Program of Model B Intensive Course). He suspects that the reason why tertiary education students have a low English language abilitry is the lack of time in giving them sufficient opportunity to use the language while they were in Senior High School. In the Model B Intensive Course program the teaching was conducted by using communicative-integrative approach, 22 hours/week/class for 15 weeks. The result of the program showed improvement in the students' ability in the skills of listening (pre-test 429 - post test 445), structure (pre-test 378 – post-test 442), reading (pre-test 402 – post-test 433), writing (pre-test 3.15 – post-test 4.14), and speaking (pre-test 2.68 – post-test 3.46). The research conducted by Masduki strengthens the opinion that the ability of students accepted in universities is not yet sufficient.

English is very important in supporting working performance and that is the reason why English is learned all over the world. http://news.okezone.com/read/2015/01/30/65/1099246/ kemampuan-bahasa-inggris-di-ri-pada-tingkat-menengah) says that among 63 countries, the English ability of the young people in Indonesia is in the middle, with the score of 52.7 while the highest ability is dominated by the countries like Denmark, Netherland and Sweden with the score of 69.30. It said that in Indonesia the ability of English of adults is increasing. In the Asian region, out of 14 countries, the English ability of the Indonesian young people is number six with the high ability is found in the places like Jakarta, Bali, Yogyakarta, West Sumatra , West Jawa and so on.

The results of the researches mentioned above show that the English ability of the students or young people is both sufficient and insufficient. This is very much different from the real situation in the English Department, Faculty of Arts, Udayana University. The government has decided the kinds of tests that must be taken by the graduates' senior high schools to enter universities, then the English Department must accept them and do the hard work to make them capable graduates.The insufficient ability must be improved so that they are able to follow and understand the lectures. However, before improving or preparing the teaching model for the students, their exact level of the English language must be found out. To do that, at the beginning of the semester, the new students are given a test that is TOEFL test. Harmer (2001:321) states that the purposes of the test are (1) Placement test, that is the test that is used to group the students based on the level of their language ability, (2) Diagnostic test, the test that is used to find out the problems faced by the students and after the problems can be identified, the teaching materials and procedures can be decided, (3) Progress or Achievement test that is the test used to find out the improvement of the students in relation to their ability in absorbing the teaching materials, and (4) Proficiency test, that is the test to

find out the general ability of the language. Since this research has the purpose to find out the problems faced by the students, the kind of test used is Diagnostic test. To be able to achieve the goal of the test, according to Harmer (2001) the test must be (a) valid, which means that the test should test what to be tested, (b) reliable which means that the result of the test must be consistent. It has been said that the students pass the entry test but their English language ability is not sufficient. The reason for this is that because the purpose of the entrance test is not to find the language ability of the language students, in this case English, instead, the test is conducted to select the students who can pass the passing grade despite of the low mark in English. The passing grade is the mark set based on the compiled marks of other subjects.

After being accepted, the students are already the responsibility of the English Department, the teaching process must be planned and conducted. Since the main purpose of the students is that they know how to communicate in English, the skills taught must focuss to reach the goal. In relation to this, Richards (2006) suggested that teachers must understand that they should provide time for the students to do the activities in which they can use the language to communicate, using various skills, applying various language functions and negotiating meaning.

In relation to the level of English language ability which is not yet sufficient, this research has the purpose of finding out the level of the language ability of the freshmen.

II   MATERIALS AND METHODS

The research was conducted in both qualitative and quantitative methods. The quantitative method was used to count the mistakes the students made and the score they have, while qualitative method was used in describing why they made mistakes in particular areas of English.

Mahsun (2007) states that data can be obtained from samples that are taken from population when the number is too big and the area is too wide. However, for this research, the data was taken from the whole population, to be more precise. The other reason to use the whole population as sample because they were from various Senior High Schools, both inside and out side Bali, thus, they were considered as heterogenous population. The higher numbers of samples used the more accurate the result of the research will be.

The data of this research were the TOEFL test score of the students which showed the students English ability.

In using the TOEFL test, only the parts of structure and written expression were used considering that those parts are the best parts to show their grammar ability which is very important to support their other skills. This is in line with Sutisna's idea that teaching grammar is important because it supports the other four skills, and the teaching which is mainly focussed on meaning and communication is not sufficient to make the students obtain language proficiency. Sutisna's idea of the importance of grammar is

agreeable since ignoring grammar means that students will be able to speak fluently but often with many grammatical mistakes even the very basic ones which is in fact very disturbing.

The number of questions that the students had to do were 40 questions as described below.

Structure

Directions: Questions 1-15 are incomplete sentences. Beneath each sentence you will see four words or phrases, marked (A), (B), (C), and (D). Choose the one word or phrase that best completes the sentence. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen. Fill in the space so that the letter inside the oval cannot be seen.

Look at the following examples.

Example I

 The president _____ the election by a landslide.

(A) won   (B) he won   (C) yesterday   (D) fortunately

The sentence should read, "The president won the election by a landslide." Therefore, you should choose (A).

Example II

  When _____ the conference?

(A) the doctor attended   (B) did the doctor attend

(C) the doctor will attend   (D) the doctor's attendance

The sentence should read, "When did the doctor attend the conference?" Therefore, you should choose (B).

Now begin work on the questions.

1. Different hormones _____ at the
    same time on a particular target issue.

(A) usually act   (B) usually acting   (C) they usual act   (D) the usual action

2. The tidal forces on the Earth due to_____ only 0.46 of those due to the Moon.

(A) the Sun is   (B) the Sun they are   (C) the Sun it is   (D) the Sun are

3. Most radioactive elements occur in igneous and metamorphic _____ fossils occur in sedimentary rocks.

(A) rocks, nearly all   (C) rocks, nearly all are

(B) rocks, but nearly all   (D) rocks, which nearly all are

4. _____ radioisotope is encountered, the first step in its identification is the determination of its half-life.

(A) An unknown   (C) When an unknown

(B) Afterwards, an unknown   (D) During an unknown

5. The Missouri _____ longest river in the United States, flows through seven states from its source in Montana to its confluence with the Mississippi.

(A) River, the   (B) River is the (C) River is one of the (D) River, one of the

6. Coral islands such as the Maldives are the tips of reefs built during periods of warm climate, when _____ higher.

(A) were sea levels (B) sea had levels (C) having sea level (D) sea levels were

7. Hail forms within large, dense cumulonimbus _____ develop on hot, humid summer days.
(A) clouds   (B) clouds that   (C) clouds that are   (D) clouds that they

8. Measles is a highly contagious viral disease_____ by a characteristic skin rash.
(A) accompany   (B) is accompanied (C) accompanied (D) it is accompanied

9. Charles Darwin's first scientific book, published in 1842, _____ a since substantiated theory on the origin of coral reefs and atolls.
(A) to present   (B) presented   (C) presenting   (D) it presents

10. Phytoplanktons thrive where —— phosphorus into the upper layers of a body of water.
(A) upwelling currents circulate   (C) are upwelling currents
(B) the circulation of upwelling currents   (D) circulates upwelling currents

11. By the end of 1609, Galileo had a 20-power telescope that enabled him to see _____planets revolving around Jupiter.
(A) the call   (B) he called   (C) to call him   (D) what he called

12. On every continent except Antarctica——— more than 30,000 species of spiders.
(A) some are   (B) some of the   (C) are some of the   (D) is some

13. Many bugs possess defensive scent Glands and emit disagreeable odors when _____.
(A) disturbed   (B) are disturbed   (C) they disturbed   (D) are they disturbed

14. Hurricanes move with the large- scale wind currents ——— are imbedded.
(A) that they   (B) which they   (C) in that they   (D) in which they

15. _____ the Earth's ice to melt, the Earth's oceans would rise by about two hundred feet.
(A) If all   (B) Were all   (C) If all were   (D) All was

Written Expression
Directions: In questions 16-40, each sentence has four underlined words or phrases. The four underlined parts of the sentence are marked (A), (B), (C), and (D). Identify the one underlined word or phrase that must be changed in order for the sentence to be correct. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen.
Look at the following examples.
Example I
The four string on a violin are tuned in fifths.
  A   B   C   D

The sentence should read, "The four strings on a violin are tuned in fifths." Therefore, you should choose (B).

Now, begin work on the questions.

16. The brilliantly colored rhinoceros viper has two or three horns above each
         A   B   C

nostrils.
   D

17. Most of the outer planets has large swarms of satellites surrounding   them.
                      A   B   C   D

18. Historical records show that Halley's comet has return about every
                    A   B   C

seventy-six years for the past 2,000 years.
                     D

19. Robert Heinlein was instrumental in popularizing science fiction with series
                  A   B   C

of stories that is first published in the Saturday Evening Post.
          D

20. Each number on the Richter scale represent a tenfold increase in the
         A   B

amplitude of waves of ground motion recorded during an earthquake.
                      C   D

21. Lake Tahoe, located on the eastern edge of the Sierra Nevada range, is feed
                A   B   C

by more than thirty mountain streams.
                  D

22. Established in 1789 and operated by the Jesuits, Georgetown University in
  A   A

Washington,D.C. is the older Roman Catholic institution of higher learning in
                    B   C   D

The United States.

23. The surface of the planet Venus is Almost completely hid by the thick
                      A   B   C

clouds that shroud it.
             D

24. Present in rocks of all types, hematite is particular abundant in the
    A   B   C

sedimentar rocks known as red beds
             D

25. Tropical cyclones, alike extratropical cyclones, which derive much of their
               A   B   C

Energy from the jet stream, originate <u>far from</u> the polar front.
                                        D

26. Elizabeth Cady Stanton organized the first U.S. <u>women's</u> <u>rights</u> convention
                                                  A   B
in 1848 and was <u>instrumentally</u> in the struggle to win <u>voting and property</u> rights
                        C   D
for women.

27. Jaguarundis are sleek, <u>long-tailed</u> creatures <u>colored</u> either <u>an</u> uniform
                                 A   B   C
reddish brown <u>or</u> dark grey.
                       D

28. It is possible <u>to get</u> a sunburn on a <u>cloudy</u> day because eighty percent of the
                           A   B
ultraviolet rays from the Sun <u>would</u> penetrate cloud <u>cover</u>.
                                   C   D

29. In 1964, GATT established the International Trade Center in order to <u>assist</u>
                                                                           A
<u>developing</u> countries in the <u>promotion</u> of <u>its</u> exports.
      B   C   D

30. Joseph Heller's novel Catch-22 <u>satirizes</u> both the <u>horrors</u> of war <u>as well as</u>
                                         A   B   C
the power of modern <u>bureaucratic</u> institutions
                              D

31. In Roots, Alex Haley uses <u>fictional</u> details to <u>embellish</u> a factual <u>histories</u>
                                A   B   C
of seven generations of <u>his</u> family.
                            D

32. The <u>carbon atoms</u> of the diamond are <u>so strongly</u> bonded that a diamond
                     A   B
can only be <u>scratched</u> with <u>other</u> diamond.
                   C   D

33. <u>Viruses</u> are <u>extremely</u> tiny parasites that are <u>able</u> to reproduce only within
       A   B   C
the cells of <u>theirs</u> hosts.
                 D

34. <u>During</u> the last Ice Age, <u>which</u> ended about 10,000 years ago, there was
       A   B
about three times <u>more</u> ice than <u>is</u> today.
                     C   D

35. Melons <u>most probably</u> originated <u>in</u> Persia and were <u>introduced</u> the North
                A   B   C
American continent <u>during</u> the sixteenth century.
                       D

36. More than 600 <u>million</u> individual <u>bacteria</u> <u>lives</u> on the skin of <u>humans</u>.
                       A   B   C   D

37. The more <u>directly</u> overhead the Moon is, the <u>great</u> <u>is</u> the <u>effect</u> that it
               A   B C   D
exhibits on the Earth.

38. <u>As the</u> International Dateline at 180 degrees longitude is crossed <u>westerly</u>,
     A   B
it becomes <u>necessary</u> to change the date <u>by moving</u> it one day forward.
                 C   D

39. Kilauea's <u>numerous</u> eruptions are generally composed <u>in</u> molten lava, with
                  A   B
<u>little</u> escaping gas and <u>few</u> explosions.
  C   D

40. The <u>incubation</u> period of tetanus is usually five to ten days, and <u>the most</u>
            A   B
frequently <u>occurred</u> symptom is jaw <u>stiffness</u>.
           C   D

The test above was given to those of 96 new students in seperated rooms to give space for them and watched by lecturers to make sure that they did the test by themselves. Since only some part of the TOEFL test used, the scoring was also modified. The test scored is only the grammar and written expression which consists of 40 questions. The real TOEFL score is ranging 200 – 760. To make the score of the test similar to the TOEFL, the following calculation was conducted. The gap between 200 and 760 is 560 which is then divided into 40 to get the score of each question that is 14. To make the score of the test similar to TOEFL the numbers of corect answers are multiplied by 14, added by 200. By doing this procedures, the range of the score of the test is similar to the TOEFL, ranging 200 – 760. The levels of the language ability of the students are divided terms of pre-intermediate, intermediate and advanced with the following range of score.

Level	Range of score
Pre-intermediate	200 – 387
Intermediate	388 – 574

Advanced	575 - 760

III   RESULTS AND DISCUSSION

The result of the test given to the students shows the following scores. The range of the score is 270 – 648. The result of the research shows that the range of the score of those students are 270 - 648

The numbers and the percentage of of the students for each level of language ability are as folllows.

Levels	Numbers	Percentage
Pre-Intermediate	28	29.2
Intermediate	66	68.8
Advanced	2	2

The result showed by the level scores indicates that more than half of the students should be able to join the lectures in the English Department. However 29,9% is considered to be a sufficient percentage to disturb the learning process if they are not taken care of.

Based on the analysis conducted on the mistakes produced by the students, the following is the list of the three top areas in which the students make mistakes.

No	Areas of mistakes	Percentage
1.	Conditional	92.8
2.	Linking words	75.3
3.	Noun Phrase	69.6

The percentage above was obtained from conducting the following procedures. The numbers of students making mistakes and the percentage in each of the question was calculated by using the formula below.

$$\frac{NSMM}{96} \times 100\% = PoMQ$$

NSMM = Numbers of Students Making Mistakes in one number of question.
PoQ = Percentage of Mistakes in one Question.

When the test presents more than one number of the similar area, the percentage of those similar numbers are accumulated and then divided into the

numbers of the questions of the similar area. The result is then used as the percentage representing several questions of the similar areas.

To find out why those students making mistakes in those 13 areas of language, explanation is presented below. It is expected by knowing the reasons why the mistakes occurred, the teaching model can be more easily presented.

1. Conditional. The result of the test shows that 92,8% students made mistake in this area. They do not understand that conditional sentences can have subject-operator inversion without conjunction (Quirk and Greenbaum, 1973:326). Thus, when the students were facing such questions they looked for the options containing 'if'. The following question of the test illustrates the mistake.

_____ the Earth's ice to melt, the Earth's oceans would rise by about two hundred feet
(A) If all
(B) Were all
(C) If all were
(D) All was

Most of the students chose (C) because they thought that conditional cannot have the form of inversion. If they had known about it, they would have chosen (B) because that is the correct answer.

2. Linking Words. In the area of linking words, 75,3% of the students made mistakes. Based on the examination on the questions

Most radioactive elements occur in igneous and metamorphic _____ fossils occur in sedimentary rocks.
(A) rocks, nearly all
(B) rocks, but nearly all
(C) rocks, nearly all are
(D) rocks, which nearly all are

The mistake done by the students could be because they did not understand most of the words in the question leading to the situation that the clauses have contradictory connection. Most of them took (D), thinking that the second clause is the post modifier, while the correect answer is (B).

3. Noun Phrase. The percentage of the students making mistake in the area of nouns is 69,9%. The mistakes they made could be because they do not know that modifier can take the form of verb-ing (gerund) or merely adjective which means that the students have to understand the forms of adjective. By knowing it, eventhough the students do not understand the meaning of the word, they will know that the form is noun phrase. They will also know that when the noun phrase stands as the subject of a clause, it will be immediately followed with a verb functioning as predicate. The problems of not knowing the points mentioned above occur in answering the following question.

Phytoplanktons thrive where ——— phosphorus into the upper layers of a
body of water.
(A) upwelling currents circulate
(B) the circulation of upwelling currents
(C) are upwelling currents
(D) circulates upwelling currents

The correct answer for the question above is (A) since 'upwelling currents' is a noun phrase consisting of pre-modifier in the form of gerund 'upwelling' and the head 'current', followed by verb which functions as a predicate. However, instead of choosing (A) as the correct answer, most of the students chose (B) without being aware that the choice will make the clause have no predicate.

Another example of mistake that the students made is caused by the fact that they did not know that a pronoun in front of a noun already carries the marker that the noun following it must be in the form of singular.

The <u>brilliantly</u> colored rhinoceros viper
     A
<u>has</u> two or three <u>horns</u> above each
 <u>B</u>   C
nostrils.
  D

For the kind of test above, what is considered to be the correct answer is the one that does not fit in the sentence. The correct answer for the question above is (D) because the pronoun 'each' must be followed by noun in singular form. It must also be followed by countable noun. Most of the students chose (A), thinking that the adverb should be an adjective 'brilliant' modifying the word 'colored', which in that context. Also from the form, it is not functioning as a noun. A noun cannot take –ed form.

IV   CONCLUSION

The analysis of the test provides the score of Grammar and at the same time present the areas of language in which they made mistakes. They have problems in almost all class words. This means that it will be hard for them to use the languge properly and most likely it is going to disturb the learning process. Considering the time, place and financial constraints that must be faced by the English Study Program in Udayana university, there is only one way that can be done to produce competitive graduates that is doing integrated teaching in which the teacher collaborates to decide, the teaching materials, the teaching procedures and the testing. With solid cooperation, accompined by the willingness of working hard, it is believed that the result will be satisfatory.

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MORPHOLOGICAL PROCESS OF SUFFIX –SHII IN JAPANESE

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Abstract

Japanese has many compound words which are used productively in daily life. Compounding words is done in various ways in accordance with the morphological processes required. Compounding basic words discussed in this article begins with the reduplication process of basic words and continues with the process of affixation by adding the suffix *-shii* on the reduplication results. The data is collected from articles on social media and related references. The discussion shows that some of the words experiencing the morphological process has changes in their word class and their meaning but most of them does not have any change either their word class or their meaning.

Keywords: morphological processes, suffixes -shii, Japanese language.

I INTRODUCTION

Morphology is a field of science in pure linguistics that examines forms and changes that occur in morpheme up to word as its largest unit. Tsujimura (1996: 125) defines the morphology of language as a field of science that analyzes how a word is formed and the internal structure of a word. Hence, the object of study of morphology is units of morphology, morphological processes, and tools in morphological process. The units of morphology are morpheme (root or affixes) and words, while morphological process involves basic components (basic form), forming tool (affixes, duplication, composition, acronymization, and conversion) and grammatical meaning (Chaer, 2008: 7).

Japanese as an agglutinative language has many words that experienced suffixation on the root word. The productive agglutination process in Japanese is used to indicate the grammatical function of the word. Studies that focuses on the elements and structure formation of the Japanese word has been done many times. However, in this article the author tries to identify the type of bound morpheme ~ shii as an adjective marker, to analyze the process of word formation attached by bound morpheme ~ shii, as well as whether there is change of meaning that occurs after the morphological process.

Suffixes ~ shii is added at the end of the root word. Tsujimura (1996 143--146) explains that the suffix is an affix that emerged after the basic shape. In Japanese, the suffix morpheme is located on the right side of the noun, adjective noun, and adjective roots. For example, adjective *ookii* 'great' consists of an adjective root *ooki* 'great' and morpheme -i as the suffix.

Similarly, *atarashii* 'new', consists of a basic form *Atarashi* 'new' and -i as the suffix.

II   MATERIALS AND METHODS

The data in this study were collected from the data written in the article on the Internet. The collection of data from the internet is based on the effectiveness of time in collecting data and the data obtained are also more varied. The analysis of affixation process of suffix ~ shii uses the theory of word-formation by Tsujimura (1996). The theory gives a fairly detailed explanation of the process and can represent a significant portion of word formation processes occurring in Japanese. Then, the data have been analyzed are described clearly and objectively.

Morphological processes is defined by Chaer (2008: 25) as the process of word formation of a basic form by adding an affix (in affixation process), repetition (in reduplication process), merging (in composition process), shortening (in acronymization process), and changes of status (in conversion process). Furthermore, to analyze the process of morphological suffixes ~ shii, the article uses the word-formation theory by Tsujimura (1996: 148-155).

There are two types of final results after the occurrence of morphological processes; the first one is the inflection type that change the form of a word to define its relationship with the other words in the sentence, or in marking the syntactic relationship. The second morphological processes is the derivation type that alter a word into a new word which generally has different classes or types and different meanings of its origin.

The word formation in Japanese is classified into five processes, namely: affixation (affixation), the process of merging / composition (compounding), the process of repetition (reduplication), the decoding of words (clipping), and the process of borrowing.

2.1   AFFIXATION

Affixation process consists of prefixation and suffixation process of a morpheme to the base form. Example of word formation by affixation process is the basic word *odor* 'to dance' get agentive suffix -te to be *odorite* 'dancer'. The results of this process of affixation suffix -te change the word class verb *odor* 'to dance' into noun *odorite* 'dancer'.

2.2   THE PROCESS OF MERGING WORDS (COMPOUNDING)

The process of merging words (compounding) is the process of word formation by combining two or more words. The combined words can be an independent word (lexeme) or it can be a morpheme. According to Shibatani (1990: 240-255) the process of compounding in Japanese can be formed in four processes: combining an original Japanese vocabulary (native words), for example *akizora* 'autumn sky'; combining the loanwords from Chinese (Sino-Japanese words), for example *kisoku* 'rules'; the merger between the original vocabulary with loanwords, and between loanwords (hybrid compounds) eg

garasumado 'the window'. The word *garasumado* is derived from the word *Garasu* means 'glass' and *mado* 'window' which is a native Japanese vocabulary. The last is dvandva compounds that combines two words which preserve each of their original meanings in the compounded word, for instance *oyako* 'parent and child' which comes from the word *oya* 'parents' and *ko* 'child'.

2.3 THE PROCESS OF REPETITION (REDUPLICATION)

Reduplication is defined by Kridalaksana as the process and result of repetition units of language as a phonological or grammatical tool. Reduplication is classified into anticipatory reduplication, phonological reduplication, grammatical reduplication, idiomatic reduplication, conservative reduplication, morphological reduplication, non-idiomatic reduplication and syntactic reduplication (Kridalaksana, 2008: 208). For example in phonological reduplication, repetition occurs phonologically (not lexeme repetition), thus it does not cause the formation of new meanings, such as pipi, papa etc.

The process of reduplication in Japanese is defined as the process of repetition of part or whole word to create new word (Tsujimura, 1996: 148). Reduplication delivered by Tsujimura is a mimetic reduplication (*gera-gera* 'laugh out loud') and reduplication *renyoukei* (*nakinaki kaetta* 'go home while sobbing').

2.4 THE PROCESS OF CLIPPING

The process of clipping is the process of word formation by shortening (chop / cut) words, for example: *Keisatsu → satsu* 'police'; *gakusei waribiki → gakuwari* 'special discount for student'. The process of clipping can be done in 4 ways: removing the first syllable, the second syllable, third syllable, or multiple parts from multiple words. For example, the word *gakuwari gakusei* derived from the word *gakusei* 'student' and *waribiki* 'discount'. Both of the second syllable was removed from their original words and combined into one word *gakuwari*.

2.5 LOAN PROCESS (BORROWING)

Borrowing is defined as adopting elements of phonological, grammatical, or lexical in the language or dialect from other languages (dialects) because of contact or imitation (Kridalaksana, 2009: 178). In Japanese, all non-native Japanese vocabularies (native words) are considered as loan words, including the Chinese vocabularies which are widely used in daily life.

III   RESULTS AND DISCUSSION

Here is the process of affixation of suffixes ~ shii:

(3-1)   Wakawakashii
Nihonjin wa mita me wa wakaku mieru to iwaremasu ga, yahari toshi o toru sore souou no fashon o suru koto ni yotte, dandan to wakawakashisa ga nakunatte iku youni omoimasu.
'At a glance, Japanese people look young, but that youth will gradually disappear depends on the appropriateness of clothing they wear'

Word *wakawakashisa* on the data is a compound word which has repetition process on its root and later get the affixation process suffix -shii. *Wakawakashisa*, which means 'youthfulness, freshness', derives from word *wakai* meaning 'young'. Word *wakai* is an adjective that consists of two morpheme; free morpheme on word *waka* 'young' as the root and the suffix -i as bound morpheme. The root word *waka* 'young' has process of repetition (reduplication) followed by affixation process suffix -shii which becomes *wakawakashii* 'young, fresh'

The adjective *wakai* 'young' is commonly used in sentences such *as kare wa watashi yori 2 sai wakai* 'He is two years younger than me'. After the word *wakai* 'young' receives compounding process, it becomes *wakawakashii* 'young, fresh'. There is no significant change in meaning or word class because both words still means 'young' and remain as adjectives. However, the data has nominalization process by getting suffix -sa as nominalisator. In the data above, the compound word *wakawakashii* after receiving suffix -sa which is the nominalisator, the meaning and the word class has changed into 'youth; freshness' and becomes a noun.

(3-2)   Naganagashii
naganagashii janpaa to mattaku onaji janpaa kita moderu mitsukemashita
'I have found a very long jumper which is exactly the same like what I wear'

The compound word *naganagashii* 'very long' 'is a word that comes from adjective *nagai'* long '. The adjective *nagai* 'long' is usually used in sentences that generally contain the word 'long', for example: *kami ga nagai* 'she/he has long hair', etc. The compound word *naganagashii* is derived from adjective nagai 'long' then the suffix -i is removed and the root word *naga* has reduplication and becomes *naganaga* then continues with the affixation process by adding the suffix -shii. However there is no change in word class and meaning of both words nagai and *naganagashii*. The word *naganagashii* is still an adjective and its meaning still contains characteristic 'long'. However, *naganagashii* emphasize the characteristic "long" deeper than *nagai*

(3-3)   3. Bakabakashii
Otto no uwaki de rikon suru hotte takusan iru to omoundesukedo, doumitemo bakabakashii to omoimasu.

'It looks like a lot of divorce happens due to husband's jealousy, however it is really a silly thing.'

The compound word *bakabakashii* in Matsuura (1994: 53) dictionary means 'stupid; imbecile'. It is derived from word *baka* 'stupid; foolish'. The word *baka* is often used in a sentence, for example, *baka na machigai* 'stupid mistake', etc. Adjective *baka* is na type adjective a which receives the process of reduplication then becomes *bakabaka*. Later, it is attached with suffix -shii.and turns into *bakabakashii* In na type adjective, there is no deletion of suffix –i as bound morpheme that attached to adjective since adjective na is an irregular adjective. After receive the process of reduplication and affixation, na type adjective *baka* has changed its word class into (type) i adjective, but did not experience any significant change in meaning, because it still contains the meaning of 'dumb or stupid'.

(3-4)   Mizumizushii
        Kanojo wa mizumizushii kao o shite iru
        "His/her face shines so brightly"

The compound word *mizumizushii* in Matsuura (1994: 649) is translated into "fresh; smooth; moist". It is derived from noun *mizu* 'water' that received reduplication process and proceed with affixation process by adding suffix -shii. The noun *mizu* 'water' is a noun which is used daily to refer to word which means water, for example *kirei na omizu* 'clean water'; *mizu o nomu* 'drinking water', etc. The noun *mizu* has process of reduplication that becomes *mizumizu* then gets the addition of suffixes –shii. The processes creates shift on both meaning and word class of the word. The word mizu which is a noun turns into adjective after compounding process, then the original meaning also changed from 'water' into 'fresh, moist'.

IV   CONCLUSION

The compounding process by adding the suffix -shii as on the discussion can occur in adjective (type) i, adjective (type) na and noun. The compounding process of begins with reduplication followed by affixation process by adding the suffix -shii. Basically the compounding process occurs due to add the suffix –shii. The compounded word's word class turns into a (type) i adjective word class which is literally marked with the word -i. Some of the compounded words have changes in word class and meanings, but some of them remains their meanings and word classes.

This research still requires more in-depth study, especially the acceptability of compounding of suffixes -shii. Due to the concept of compounding is preceded by reduplication and followed by suffixation -shii, there are many words with the compounding that has not been entered as entries in the official dictionary. In addition, the concept of compounding of suffixes -shii still can not be found due to the creativity of the Japanese who tend to compound then add the suffix -shii irregularly and does not obey the rules in Japanese.

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ACTION VERBA OF "MEMELENG" IN SASAKNESE A METALANGUAGE APPROACH

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Abstract

In Sasak language , *memeleng* 'cut' has several forms such as the following variations: *gecok* , *melekés* , *mépés* , *ngawas* , *beréngge* , *munggel* , *nyacak* , *ngawis* : the meaning of *memeleng* in the corpus represents a transitive verb of prototype. This selection is intended to provide a brief overview of the semantic structure. Lexicon *memeleng* 'cutting' describes the semantic structure of the sub - component" X doing something", "something bad happened" and "X do something", "something good happens." Lexicon with each variation do the concepts of representations. The verb of *memeleng* 'cut ' the mapping component "X did something to Y" because" something happened to Y". *Memeleng* lexicon based on the tools, motion model, an entity that is subject to section treatment and final results are expected to be achieved.

Keywords: *Action Of Verb, Sasaknese, Natural Semantic Metalanguage.*

I   INTRODUCTION

Sasak language is one of the local languages in the archipelago that has similarities with other languages around him, such as Balinese, Javanese and Samawanese in Sumbawa. This similarity can be seen from the pattern of sentence structure and word classes that are central and complex. It is also seen that the central nature of semantic verb always appears in the narrative, as a determinant of argument verbs, and verbs have a semantic role in determining the ability of each arguments that accompany the verb. Although there are similarities with other languages that are in the Sasak language environment, there are many striking differences, namely in terms of the wealth of SV variants. This is caused by Sasak language, sasak language is the language that have been influenced from Balinese and Javanese language and Milky Samawa.

Semantically SV can be grouped based on the time stability (Givon 1984: 52), based on the time -scale stability VBS can be divided into; (a) verb statement; (b) verb and (c) action verbs. Verbs are considered the most stable state in the sense of time does not change. Verbs are less stable over time because the process moves from one state to the other state. Action verbs are not stable over time.

II   MATERIALS AND METHOD

The data was taken from the daily conversation with friends in informal situation. The data was collected by note-taking and observation during the conversation. There are a number of data-corpus to be selected randomly and furthermore analyzed through the matalanguage (Allan, 2001:3).

Natural Semantic Metalanguage (NSM) is the study of the semantic approach that considered gives an adequate analysis meaning. The notion of technique can produce analytical explication of the meaning of language semantics approach postulates. This theory believes that one form has one meaning and one meaning for one form. This comprehension explain the lexicon can hold one meaning or the meaning of expressed in the lexicon, so unimpressed that the granting of the meaning is a rotating against a lexicon (Sudipa , 2012: 1).

Natural Semantic Metalanguage (NSM) is designed to explicate all meaning, either lexical meaning, illocutionary meaning and grammatical meaning. In this theory, the explication of meaning framed in a metalanguage that is sourced from a natural language that is generally understood by all native speakers (Wierzbicka , 1996: 10 and the band. Mulyadi, 1998: 34). The basic assumption of this theory is related to the principle which states that the semiotic analysis of meaning will be discrete and complete, in the sense that any compound can be explained without spin and without residue in combination other discrete meanings (Goddard, 1996: 24; Wierzbicka, 1996 : 10; Sutjiati Beratha, 1997: 10, Mulyadi, 1998: 35).

There are a number of important theoretical concepts in the NSM theory, namely: the semantic prime, polysemy, Alolexi, alence choice v, and syntax NSM. The relevant concepts to support the analysis of data was taken from the Sasak language of verbs.

Semantic prime can not be changed due to human inherited from birth (Goddard, 1996: 2; Mulyadi, 1998: 35). The meaning of this is a reflection of a fundamental human mind. Semantic prime includes a broad realm of language typologically and genetically. Primetive meaning to the earliest meaning is understood by speakers. Semantic prime became the starting point or base to understand the changes of meaning that emerge later. Polysemy is a form of single lexicon that expresses two different original meanings. In this case, there is no relationship between the composition of the exponents and other exponents of exponents because it has a different grammatical structure.

Wierzbicka introduce Syntax NSM which is an extension of the original meaning of the system. Wierzbicka states that the meaning has a very complex structure, meaning not only made up of simple elements, such as: someone, wants, and know, but the complex structure of the components. Syntax NSM consists of a combination of original meaning universal lexicon that form a simple proposition in accordance with the morph syntax. For example: will want to have certain universal rules in context: I want to do this (Wierzbicka, 1996: 19).

NSM theory regard as the three forms of the verb categories: (a) The state verbs; (b) The process verbs and (c) action verbs. This study will specifically on action verbs Sasak language. Action verbs (actions) can be identified by two characteristics: (a) may be the answer to the question: What is done by the subject, (b) can be used as a command -forming sentences.

examples:

(1) Andi swim earlier.

(2) We have not slept since yesterday.

Words in italics in the above sentence is the action verb. Said swimming can be used to answer the question: What does Andi? The word sleep is the answer of the question: What we have not done since yesterday? In addition, the word can be used in a sentence as a command in the following sentence:

Sleep!

Swim (was) at will you!

III   RESULTS AND DISCUSSION

In every language, including Sasak language, verbs are divided into three types, namely (a) verb of statement; (b) The process verbs and (c) action verbs. The focus of the following study is action verbs, the verb is a verb which is used to perform, with polysemy: doing and happening. The combination of doing and happening influence by undergone to revealed a relatively high because the class includes verbs transitive verb prototype. Transitive verbs have the subject as an agent prototype and direct object as a patient (Wierzbicka, 1996: 421).

In Sasak language, verb of *memeleng* ' cut ' prototype represents a transitive verb in the corpus of this study. This selection is intended to provide a brief overview of the semantic structure and not spinning. Lexicon *memeleng* 'cutting' describes the semantic structure of the sub - component "X doing something", "something bad happened to Y" and "X do something". "something good happened" . Lexicon with each variation as do the concepts of representation and the case. If the *memeleng* ' cut ' the mapping component "X did something to Y" and because "something happened to Y". lexicon *Memeleng* based on the tools, motion model, an entity that is subject to section treatment and final results are expected to be achieved or agent.

Lexicon *memeleng* shape variations as follows: *gecok*, *melekés*, *mépés*, *ngawas*, *beréngge*, *munggel*, *nyacak*, *ngawis*, *begunting*: cutting

gecok : cut thinly
melekés : cut with two hands
mépés : cutting branches of trees that have fallen or dry
ngawas : cut shrubs
gillnets : cutting branches or sticks that are still standing
munggel : cut shoot of beans example bean plants
nyacak : cut something into small
ngawis : cut grass for fodder

begunting : a haircut or a shave
begorok : slaughtering or butchering animals
dampol : cutting trees that are still alive

Mépés, ngawas, gillnets, dampol, munggel and *ngawis*: This lexicons have reference to an entity form part of the plant. the difference of Meaning caused by the lexicons are distinguished by the state or what happened to Y. *Mépés* used to describe the act of X to Y, the state Y is not alive anymore. For example, the following sentence:

Andi mépés kayuk lek kebon (Andi cut wood in the garden)

When a person hears the speech the audience will immediately understand that the subject (X) cut wood that has fallen branches or twigs of wood that has been dried with using machetes. It is certain that X uses a machete and do not use saws, sickles, axes or knives to perform actions against Y. *Ngawas* used to declare cut shrubs that grow in the fields. When Inspectors can be ascertained that the X cut the bushes with machetes. X action aimed at cleaning up the farm of the sagebrush. X is not going to cut down trees or cut branches when X do *ngawas*. Likewise X is not going to cut a small plant shoots with his hand. *Ngawas* used in the following sentence

Amaq Andi ngawas lek kebon (of Andi's father cutting bushes in the garden)
Aku jak lalo nagawas lemak aru (I'll go cutting bushes tomorrow morning)

The second sentence describes the use of a lexicon ngawas. In the lexicon of usage, although equally meaningful cut however ngawas can not be replaced with another lexicon. As *berengge*, *bedampol*, or others.

Gillnet and second *dampol* lexicon has the same reference is cutting the tree that is still alive and standing. The difference is if *gillnet* then X will cut wood branches that grow laterally left or right of the main tree, while *dampol*, X will cut the main tree that grows upward. If gillnet intended to make the tree grow up to the top of the *dampol* intended that the trees do not grow up, but be shady as it grows laterally. Both the lexicon is demanding X to use the same tools to perform actions, although Y will get perbeda treatment of X.

Almost the same as the verb *dampol* meaningful *munggel* cutings plant shoots as a meaning verb of *dampol*. The difference is *dampol* used for large trees then *munggel* used for small plants like beans and the like. *Munggel* also do not want X to use tools to cut, because cutting *munggel* using fingers (thumb and index finger). *Munggel* also do not want X to climb to do so. In meaning, though dampol and munggel had the same original meaning cut, but both are very different from the reference and the way to do it.

Lexicon *ngawis* still has a plant cutting entities. Lexicon *ngawis* formed from the noun *Awis* (sickle), the addition of the prefix "ng" the noun "Awis" change the class that word into a verb. *Ngawis* be semantically meaningful cut. This variation is typically used with less meaning cutting grass for cattle, buffalo, horses, or other grazing livestock. *Ngawis* use tool Awis (sickle) to cut. The Ways in which X is also different from other lexicons default

meaningful cut, like *dampo*, *Pepes*, *gillnets* and others in this discussion. Examples of its use in a sentence like the following.

Andi lalo awisan sampi (Andi went mowing grass for cows).

Gecok and *cacak*, the lexicon is meaningful default cut. Examples of the use of this lexicon as follows:

Cacak kedebong tie Andi (Andi cut the banana tree)
Gecok bawang tie sari (sari cut the onion)

From these examples it looks lexicon *gecok* use of vertical and different. *Cacak* used to Y is greater. *Cacak* will not be used for small Y as onions, vegetables, and fruits. *Cacak* requires X do tools such as machetes to perform different actions on the vertical Y. *Gecok* used for Y are small, gecok also do not want X to use energy and machetes to perform actions. Gecok desired tool is a knife or a tool like that do not use much power to do so.

Melekés has cut the original meaning. But in *melekés* X does not use a tool to take action to Y. Tools needed only two hands. Melekés a Y cut in the form of bars for example pens, sticks, pencils, plastic ruler and anything that can be held, lightweight, and easily broken. *Melekés* not require a lot of energy to do it, X will easily do it to Y, since Y is an object that is easily broken. Example for speech that uses the lexicon melekés:

Girangn melekés dengan tie (the men cut)

IV CONCLUSION

Based on the results of the analysis using analytical techniques paraphrase/explication, mapping with natural language sentences in a canonical form, with supporting data on Sasak language, verbs *memeleng* 'cut' can be analyzed thorough the theory of metalanguage. This study has given a clear enough picture of the technical explication stating one form or lexicon to one meaning and one meaning for one form or lexicon.

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SHIFTS IN INDONESIAN-FRENCH POEM TRANSLATION

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Abstract

This paper aims at analyzing the translation shifts of a poem containing figurative expressions from Indonesian into French and describing the translation principles occur in the shifts. The data in this paper is an Indonesian poem with the title "Gestural Tubuh Perempuan" and its translation in French. This is a library research with qualitative-descriptive method. The analyses were conducted by applying translation shifts theory by Catford in Venuti (2000) and translation principles by Nida (1975). The findings show that there are many shifts occur in the target language. The shifts that frequently occur are in the intra-system of the language. There is only a few loss and skewing of information in the shifts, but a lot of addition of information especially for the use of French articles.

Keywords: *poem, figurative expressions, translation shifts, translation principles*

I   INTRODUCTION

Literary work is the expression of feelings and ideas written in stylistic form. One of the examples of literary work is a poem. A poem is defined as a piece of writing in which the expression of feelings and ideas is given intensity by particular attention to diction (sometimes involving rhyme), rhythm, and imagery (Oxford Dictionary, 2000). In order to understand a poem in other language, it needs to be translated. In translating a poem, translators try to retain the rhythm, length, and the most important one is retaining the messages. Sometimes there are several changes of forms and linguistic adjustments in translating a poem.

Translations of literary and non-literary works are not the same in terms of the method or procedure used by translators. Newmark (1988) states that in translating a literary piece of work the most attention is paid to connotation and emotion in imaginative literature. A translator in this case has to understand both the source and target language cultures, as well as able to transfer the figurative language into the target language. In fact, there are not two languages have the same culture and language systems, then, there arises a question in regards to the translation of figurative language: is poetry translatable or untranslatable? Some translators might argue that – to some extents – poetry is untranslatable, but the others said that it is translatable.

Suryawinata in Anggana (2012) proposes linguistic, literary or aesthetic, and socio-cultural problems faced by a translator in translating literary works.

(1-1)   Linguistic Problems

"Collocation and obscured (non-standard) syntactical structures are the linguistic matters. Collocation refers to words or word groups with which a word or words may typically combine. The combination may by syntagmatic or horizontal, like make a speech (not say a speech), run a meeting (not do a meeting), etc. The obscured (non-standard) syntactic structures may be intentionally written in a poem as a part of the expressive function of the text that should be rendered as closely as possible."

(1-2)   Literary or Aesthetic Problems

"Aesthetic values or poetic truth in a poem are conveyed in word order and sounds, as well as in cognitive sense (logic). They have no independent meaning, but are correlative with the various types of meaning in the text. There are three factors that make problems on literary or aesthetic: Poetic Structure, Metaphorical Expressions and Sound. The first factor is poetic structure. It is important to note that structure meant here is the plan of the poem as a whole, the shape and the balance of individual sentence or of each line. Metaphorical expressions, as the second factor, mean any constructions evoking visual, sounds, touch, and taste images, the traditional metaphors, direct comparisons without the words "like' and "as if", and all figurative languages. Intentionally, the writer does not use the term metaphor in the sub-heading since it has different meaning for some people. The last of literary or aesthetic factors is sound. As stated before, sound is anything connected with sound cultivation including rhyme, rhythm, assonance, onomatopoeia, etc."

(1-3)   Socio-Cultural Problems

"Words or expressions that contain culturally-bound word(s) create certain problems. The socio-cultural problems exist in the phrases, clauses, or sentences containing word(s) related to the four major cultural categories, namely: ideas, behavior, product, and ecology. The "ideas" includes belief, values, and institution; "behavior" includes customs or habits, "products" includes art, music, and artifacts, and "ecology" includes flora, fauna, plains, winds, and weather."

Shift may occur in translating a poem. It might be because of the different linguistic systems, aesthetic values, and cultures in both source language and target language. Therefore, this paper is written in order to know more about the translation analysis of Indonesian-French poem. Indonesian does not have totally similar linguistic system with French, neither does the aesthetic value nor the cultures. This paper then has the aims of analyzing the translation shifts of the Indonesian poem entitled "Gestural Tubuh Perempuan" French and describing the translation principles occur in the shifts.

II   MATERIALS AND METHOD

2.1   DATA SOURCE

The poem with the title *Gestural Tubuh Perempuan* written by Muda Wijaya and its translation is chosen and analyzed in this paper. It is written in a book of poems' collection entitled Couleur Femme (2010). The poem is about *Kartini*, the Indonesian feminist who had struggled for women emancipation in Indonesia around 1900s. She is famous with the slogan habis gelap terbitlah terang" or from darkness to light. The slogan is applied in the poem that contains two sections; (1) gelap (dark) and (2) terang (light). The poem and its translation in French are as the following.

	SOURCE LANGUAGE	TARGET LANGUAGE
	Gestural Tubuh Perempuan	**Les gestes du corps féminin**
1	-kartini	-Kartini[30]
2	*Lorong gelap*	*Une ruelle sombre*
3	*Kereta perjamuan masuk di dalamnya.*	*La carriole aux mets [31] y pénètre*
4	**gelap**	**sombre**
5	apa itu kematian?	qu'est-ce que la mort?
6	rasakan hawa dingin	sentir l'air froid
7	berulang-ulang	encore et encore
8	bersentuhan.	nous toucher.
9	mata itu milikku juga	ces yeux m'appartiennent aussi
10	menggambar kepala dan tangga	dessinent une tête et un escalier
11	di mana isyarat ayat	où les symboles des versets
12	sunyikan belahan bulan.	dissimulent un quartier de lune.
13	**terang**	**clair**
14	sepasang mata itu milikku juga	cette paire d'yeux m'appartient aussi
15	menggambar kepala dan tangga	dessine une tête et un escalier
16	memutar kerinduan pada hasrat	tourne la nostalgie en désir
17	bergaris air	strié d'eau
18	bergurat gerimis	marqué par la bruine
19	jadi kerling pengantin	devient le clin d'œil d'une mariée
20	berumbai matahari	portant des franges de soleil
21	berkabar galang	apportant des nouvelles des poutres
22	di jalan	de la rue
23	ruang hingar dan gemetar	espace bruyant et tremblant
24	fana dan telanjang.	éphémère et nu.
25	aku mengeja jantungku sendiri	j'èpéle mon propre cœur
26	membuka mata	ouvrant les yeux
27	dalam gugusan.	en grappes.
28	barangkali	peut-être
29	kelopak nasahmu mengigau	ton enveloppe humide délire
30	menarikan hasrat	fait danser le désir
31	melebur sunyi	fondre le silence
32	mereguk kekal	savoure l'éternité
33	tafsir yang dikaburkan.	les interprétations rendues dissimulées.

2.2   DATA COLLECTION

The data were collected by note taking technique. First, the source language data is read several times in order to understand the meanings and messages, then its translation in French as the target language is read and compared to the Indonesian to find the types of shift and the translation principles occur within the shifts. The data were then underlined and analyzed.

2.3   DATA ANALYSIS

In order to analyze the shifts in the translation of Indonesian poem "Gestural Tubuh Perempuan" into French, the theory of translation shifts by Catford in Venuti (2000) is applied. Moreover, theory by Nida (1974) is applied in analyzing the translation principles.

2.3.1 TRANSLATION SHIFTS

Catford said that "shifts mean departures from formal correspondence in the process of going from the SL (Source Language) to the TL (Target Language)." There are two kinds of shifts: level shifts and category shifts.

2.3.1.1 Level Shifts

It means that a SL item at one linguistic level has a TL translation equivalent at a different level (Catford in Venuti, 2000:141).

Example: Fr. SL text: J'ai laissé mes lunettes sur la table.
               Eng. TL text: I've left   my glasses on the table. (Catford in
                   Venuti, 2000:143)

2.3.1.2 Category Shifts

It refers to unbounded and rank-bound translation. Unbounded translation is approximately "normal" or "free" translation in which SL-TL equivalences are set up at whatever rank is appropriate. There is usually sentence-sentence equivalence, but in the course of a text, equivalences may shift up and down the rank-scale, often being established at ranks lower than the sentence. Meanwhile, the terms rank-bound translation only refer to those special cases where equivalence is deliberately limited to the ranks below the sentence, thus leading to "bad translation" (translation in which the TL text is either not a normal TL form at all, or is not relatable to the same situational substance as the SL text (Catford in Venuti, 2000: 143). Category shifts are divided into four: structure-shifts, class-shifts, unit-shifts, intra-system-shifts.

   (i)   Structure-shifts usually occur in phonological and graphological translation as well as in total translation. It happens because the SL and TL have different structure element, but need to have formal correspondence.

Examples:
1.   Eng. SL text: I   **love   you**
                         S   P   O
       Fr.   TL text: Je   **t'aime**
                         (Je   toi   aime)
                         S   O   P

2. Eng. SL text: My **black** **pen**
              M Head
    Fr. TL text: Mon **stylo** **noir**
             Head M

  (ii) Class shifts occur when the translation equivalent of a SL item is a member of a different class from the original item.

Examples:

1. Eng. SL text: a **white** house
          M-Adj.
    Fr. TL text: une maison **blanche**
               Q-Adj (Catford in Venuti, 2000:145)

2. Eng. SL text: a **medical** student
           M-Adj.
    Fr. TL text: un étudiant **en médicine**
              Adv. P (Catford in Venuti, 2000:145)

  (iii) Unit shift means changes of rank that is the departures from formal correspondence in which the translation equivalent of a unit at one rank in the SL is a unit at a different rank in the TL.

Example:

Eng. SL text: He **swims**   three times a week.
        (lower rank)
Fr.   TL text: Il **fait de la natation** trois fois par semaine
        (higher rank)   (Catford in Venuti, 2000:145)

  (iv) Intra-system shift means a departure from formal correspondence in which (a term operating in) one system in the SL has its translation equivalent (e term operating in) a different – non corresponding – system in the TL. Such shifts from one system to another are always entailed by unit shift or class shift.

Example:

Translation equivalent of English singular is French plural and vice-versa.

advice   = des conceils
news   = des nouvelles
trousers   = le pantalon
the dishes = la vaisselle
(Catford in Venuti (2000:146)

   According to Catford English and French may be said to have four articles. The formal correspondences between them are as follows.

	French	English
Zero	-	-
Definite	le, la, l', les	the
Indefitine	un, une	a, an
Partitive	du, de la, de l', des	some, any

Examples of the uses of the articles are:

Il est - professeur.	He is a teacher.
Il a la jambe cassée.	He has a broken leg.
L'amour	Love

Du vin   Wine
Catford in Venuti (2000:146-147)

From the sentence examples given by Catford, he then concluded that "it sometimes happens that the equivalent of an article is not the formally corresponding term in the system".

2.3.2 TRANSLATION PRINCIPLES

There are three principles of translation proposed by Nida (1975:27). Those principles mean that no translation in a receptor language can be the exact equivalent of the model in source language. All types of translation involve the following conditions:

(i)   Loss of information
         The translation of items in the SL does not explain the whole information in the TL or is not translated or transferred into the TL.

Example:
Eng. SL text: C'est **la** vie.
Fr.   TL text: It's   life.

(ii)   Addition of information
         The translation of items in the source language into target language is with addition of extra information.

Example:
Fr.   SL text: Cet été   **là**…
Eng. TL text: This summer…

(iii)   Skewing of Information
         The translation of items from the source language is not the exact equivalence in the target language.

Example:
Eng. SL text: He **makes the bed** every morning.   (He cleans and tidy the bed every morning.)
Fr.   TL text: Il **fait   du lit**   tous les matins. (He produces the bed every morning)

III   RESULTS AND DISCUSSION

A poem is a literary work containing connotation and emotion in imagination written in with certain rhyme, rhythm, and imagery. The Indonesian poem – e.g. the second stanza – has a-a-a-a rhyme (the last vowel sound in each line), but in their translations, they become i-e-e-u. The rhymes in every stanza cannot be retained in the target language because the translator has to keep the meaning transfer from the SL into TL, though the words have different rhymes. Moreover, the figurative expressions in the SL were translated literally into the TL in order to keep the forms of the SL and avoid more number of words than can affect the length of lines in the TL. There are many shifts occur in the translation of the Indonesian poem "Gestural Tubuh Perempuan" into French as described below.

3.1 LEVEL SHIFTS

	SL		TL	
1)	Gelap	→	Sombre	(line 4)
2)	Terang	→	Clair	(line 13)
3)	ruang hingar dan gemetar	→	espace bruyant et tremblant	(line 23)
4)	fana dan telanjang.	→	éphémère et nu.	(line 24)
5)	Barangkali	→	peut-être	(line 28)

The SL adjectives (data 1 and 2), noun phrase (data 3), and adjective phrase (data 4) have a TL translation equivalent in the TL. Data 5 is a compound word that is also translated into a compound word with a dash (-) mark. There is no loss, addition, or skewing of information in the translations.

3.2 CATEGORY SHIFTS

(i)   Structure Shifts

	SL		TL	
6)	*Kereta perjamuan <u>masuk di dalamnya</u>.*	→	*La carriole aux mets <u>y pénètre</u>.*	(line 3)
7)	aku mengeja <u>jantungku sendiri</u>	→	j'èpéle <u>mon propre cœur</u>	(line 25)
8)	<u>kelopak nasahmu</u> mengigau	→	<u>ton enveloppe humide</u> délire	(line 29)

Structure shifts can be found in these three data. Data 6 has a structure inversion of the position of prepositional phrase di dalamnya, where in the SL it is placed after the verb, otherwise, in the TL it is placed before the verb with the preposition y. It is clear that the preposition y is equivalent with the preposition di dalamnya, but there is additional information la (article), and aux (preposition) in the TL. In data 7, there is a structure inversion in the SL noun phrase *jantungku sendiri* into *mon prope coeur* in the TL, in which the possessive pronoun -ku is attached after the noun *jantung*, while in the TL, it is placed before the noun phrase *prope coeur*, there is no loss of information in this translation. The same thing happened in data 8, where the possessive pronoun –mu is attached after the noun *nasah* in the SL and in the TL the possessive pronoun *ton* is placed before the noun *enveloppe*. In terms of meaning, the SL figurative language *kelopak nasah* means the desire inside the heart, and is literally translated into *enveloppe humide* which does not express the desire of someone's heart, therefore, it is said that it has skewing of information.

(ii)   Class Shifts

	SL		TL	
9)	<u>berulang-ulang</u>	→	<u>encore et encore</u>	(line 7)

Data 9 contains a shift from a compound adverb into an adverbial phrase. There is an equivalent transfer of meaning from the SL into the TL, even though the word class of the SL has changed in the TL.

(iii)   Unit Shifts

	SL		TL	
10)	<u>bersentuhan</u>.	→	<u>nous toucher</u>.	(line 8)

There is one word in the SL that is *bersentuhan* that consists of the prefix ber-
+ noun *sentuh* (touch) + suffix –an in which the addition of prefix and suffix to
the verb means touching each other. It is translated into two words in the TL.
It shows the unit shift with the addition of the word nous to the verb toucher
'to touch' in the TL to retain the meaning in the SL.

(iv)   Intra-system Shifts

	SL		TL (Addition of definite article)	
11)	rasakan hawa dingin	→	sentir **l'**air froid	(line 6)
12)	memutar kerinduan pada hasrat	→	tourne **la** nostalgie en désir	(line 16)
13)	di jalan	→	de **la** rue	(line 22)
14)	membuka mata	→	ouvrant **les** yeux	(line 26)
15)	melebur sunyi	→	fondre **le** silence	(line 31)
16)	mereguk kekal	→	savoure **l'**éternité	(line 32)

In SL data, each noun is not preceded by a definite article and all countable
and uncountable nouns are not written with plural markers, but in the
translations, there exist the definite articles l' (followed by uncountable noun
with vowel sound in initial position of the word as in data 11, 16), *la* (followed
by a countable noun-*feminine*, as in data 12, 13), *les* (followed by an countable
noun in plural form, as in data 14), and *le* (followed by an uncountable noun-
masculine, as in data 31). The addition of definite articles in the TL show
whether the nouns are singular, plural, feminine or masculine. Indonesian does
not have the classification of feminine and masculine for nouns and also
definite article like those used in French and like the in English, it has only the
information about countable and uncountable nouns.

	SL		TL (Addition of indefinite article)	
17)	Lorong gelap	→	**Une** ruelle somber	(line 2)
18)	menggambar kepala dan tangga	→	dessinent **une** tête et **un** escalier	(line 10)
19)	menggambar kepala dan tangga	→	dessine **une** tête et **un** escalier	(line 15)

The countable nouns in singular forms in the SL are translated in the same
forms but with the additional of indefinite articles une (with feminine noun)
and un (with masculine noun). The nouns have additional information with the
gender marker in the TL. Indonesian definite article is different from French.
The form is 'se- + information that modifies the noun + noun', for instance:
sebuah apel/an apple (modifies the fruit), *seekor kucing*/a cat (modifies the
animal), etc.

	SL		TL (Addition of one article + partitive article)	
20)	Gestural Tubuh Perempuan	→	**Les** gestes **du** corps féminin	(title)
21)	di mana isyarat ayat	→	où **les** symboles **des** versets	(line 11)
22)	sunyikan belahan bulan.	→	dissimulent **un** quartier **de** lune.	(line 12)

The SL noun phrases are translated into noun phrases with the definite article
les in data 20 and 21 before the head nouns, and followed by other partitives
du (followed by another noun phrase in data 20) and *des* (followed by another
plural noun in data 21). Article *les* is the definite article for plural noun.
Therefore, there is addition of information, where in the SL the noun is
singular but translated into the plural noun. The noun phrase in data 22 is also

translated into a noun phrase with an indefinite article *un* before the modifier *belahan* and a partitive article *de* before the head noun *bulan*. The second article in each noun phrase or noun in the TL functioned like the preposition of in English that is placed between nouns (noun + of + noun). As there is an addition of article preceding the noun/noun phrase in the TL, it means there is addition of information in the TL.

SL		**TL (Addition of partitive article)**	
23)	bergaris <u>air</u>	➔ strié **d'eau**	(line 17)

The SL noun air is translated into *d'eau*. There is an article *d'* exists before *eau* (a noun with initial vowel sound). The use of article in French is obligatory to implicitly show the information of the noun's number or gender. Before a noun or a noun phrase in French there must be an article, but it is not always applied in Indonesian, therefore, intra-system shifts from Indonesian into French frequently occur.

SL		**TL (Addition of plural marker)**	
24)	dalam <u>gugusan</u>	➔ en <u>grappe**s**</u>	(line 27)

The singular noun gugusan in the SL is translated into grappes in the TL with the plural marker –s. it shows the shift in the intra-system of the TL.

(v)   Combination

The last nine data have the combination of shifts from the the SL into the TL, which means there are more than one shift occurs. The types of shift are written below the underlined word/phrase in the TL. As described in the previous analysis, the shifts happen due to the different language system between the SL and the TL. Because of that difference, loss and addition of information occur in the TL. For data 31, the SL term *galang* is an adjective which means bright, but it is translated into *des poutres* in the TL which means wood beam and belongs to a noun phrase, so in terms of meaning there are a class shift and skewing of information.

	SL	**TL**	
25)	<u>apa</u> <u>itu</u> <u>kematian</u>?	➔ <u>qu'est-ce que</u> <u>Ø</u> **la** <u>mort</u>? unit intra-s	(line 5)
26)	<u>mata</u> <u>itu</u> <u>milikku</u> juga	➔ <u>ces yeux</u> <u>m'appartiennent</u> aussi structure & intra-s structure	(line 9)
27)	<u>sepasang</u> <u>mata</u> <u>itu</u> <u>milikku</u> juga	➔ <u>cette paire **d'**yeux</u> <u>m'appartient</u> aussi unit intra-s structure	(line 14)
28)	bergurat <u>gerimis</u>	➔ marqué <u>par la bruine</u> unit & intra-s	(line 18)
29)	jadi <u>kerling pengantin</u>	➔ devient <u>le clin d'œil d'une mariée</u> intra-s & unit	(line 19)
30)	<u>berumbai matahari</u>	➔ <u>portant des franges de soleil</u> intra-s & unit	(line 20)
31)	<u>berkabar</u> <u>galang</u>	➔ <u>apportant des nouvelles</u> <u>des poutres</u> intra-s & unit intra-s	(line 21)
32)	<u>menarikan</u> <u>hasrat</u>	➔ <u>fait danser</u> <u>le désir</u> unit intra-s	(line 30)
33)	<u>tafsir yang dikaburkan</u>.	➔ <u>les interpretations</u> <u>Ø</u> <u>rendues dissimulees</u>. (line 33) intra-s unit (passive)	

IV   CONCLUSION

The figurative language in the SL poem is translated literally into the TL, not figuratively. The shifts of the figurative expressions in the poem from the SL into the TL occur in all types. The shifts that frequently occur are in the intra-system of the language. There is only a few loss of information in the shifts, but a lot of addition of information especially for the use of French articles, those are the addition of definite, indefinite, partitive articles, and prepositions before nouns in the TL. Skewing of information can be found in two data, it happened because the translations of SL figurative languages do not have the equivalent in the TL.

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VARIOUS MAPPINGS OF VERB 'SEEING' IN LIO LANGUAGE

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Abstract

Natural Semantic Metalanguage (NSM) is based on the theory of semantic. Natural Semantic Metalanguage (NSM) use semantic as a detailed analysis of lexem. Detail analysis lexem is done to avoid the ambiguity of interpretation. Analysis on Natural Semantic Metalanguage (NSM) is used to identify the natural meaning of a *Bahasa Lamaholot Dialek Lamaleras* verb. Natural Semantic Metalanguage (NSM) is used because (1) Contact interlanguages, (2) mobilisation of the native speaker and (3) The competence of the bilingualism of the native speaker. This is an activity to documentate the fitures of the natural meaning of *Lamaholot* language of *Lamaleras Dialect* verb, especially verb that state 'catch the fish', such as 'leo, pasa, tufa, bitu, vǝto, tivang, vǝda, nuang, pukǝt, tuba, dopǝ, blikǝ, sajo, hǝpǝk, tivǝ kep, baong.

Keywords: Natural Semantic Metalanguage, Lamaholot language, Lamaleras Dialect

I INTRODUCTION

The theoretical framework of Natural Semantic Metalanguage (NSM) actually is actually based on the Theory of Semantics. This means that Natural Semantic Metalanguage (NSM) makes use of semantics that is a science which is concerned with meaning as the basis for analyzing a lexeme. A detailed analysis of a lexeme is made to avoid ambiguity resulting from different interpretations. What is meant by different interpretations in this present study is the different interpretations between the speaker and the addressee.

II MATERIALS AND METHOD

The data are from two languages, namely, *Lamaholot* Language and *Lamalera* Dialect. The reason why this language was chosen is that the semantic features are impressed to be further discussed as well that the writer is a native speaker of *Lamaholot Language Lamalera Dialect*.

A detailed analysis of every lexeme or an analysis of the features of a lexeme is absolutely needed so that the features intended by the speaker can be identified. What is meant is that Natural Semantic Metalanguage (NSM) intends to explicate a lexeme clearly. It is this which has made it highly relevant for analyzing the data in every language.

In brief, it can be stated that the basic principle of Natural Semantic Metalanguage (NSM) is that 'one lingual unit represents one meaning or one

meaning is reflected by one lingual unit both lexically and grammatically. Natural Semantic Metalanguage (NSM) is highly needed to analyze the data in all languages for the following reasons:

(2-1)   The speech contact causes its speakers to lose his/her linguistic competence as they have a number of words which can be alternately used.

(2-2)   The speakers' mobility. The mobility made by the speakers from one place to another, and from one place to another highly affects their cognitive ability and linguistic performance firstly acquired.

(2-3)   Bilingual ability. Being able to speak more than one languages equally or unequally causes the speakers to lose a number of lexical items of their first language. This contributes to the diction used.

(2-4)   The features of lexical items need to be documented so it will be easier for the speakers to have the knowledge of the lexical items they have ever had during a particular period of time which will disappear in another period of time.

III   RESULTS AND DISCUSSION

It has been proved that Natural Semantic Metalanguage (NSM) can analyze all languages rather particular languages. Based on the verbal division made by Givon (1984), verbs can be divided into (1) the verbs indicating Situation, (2) the verbs indicating Process, and (3) the verbs indicating Action. This category of verbs also applies to the two languages discussed in the present study. It also suggest that Lamaholot Language Lamalera Dialect has the verbs of situation, the verbs of process, and the verbs of action. The writer tends to choose the verbs indicating 'action' to analyze the metalanguage data of this language.

The verb of 'action' states that (a) someone or something does something; as a result, something happens to another, (b) someone or something is the target of the action done someone or something stated by the verb. In other words, (a) the Agent acts as the executor and (b) the patient or undergoer acts as the target. The agent affects the undergoer so much that the agent can control the undergoer.

The verb of 'action' chosen in the analysis of Natural Semantic Metalanguage (NSM) is the verb 'menangkap ikan' (catching fish) in *Lamaholot Language Lamalera Dialect*. It is assumed that the verb is a transitive one. This is in line with what is stated by Weirzbicka (1996: 421) who states that the transitive verb has a prototype which needs an argument as the Subject and another argument as the Object. The concept 'Subject' in Natural Semantic Metalanguage (NSM) will act as the Agent and the concept 'Object' will act as the Undergoer, the argument which receives what is done by the Agent; what is done is stated in the predicate of the transitive verb.

The choice of the verb of action in this language will be discussed as follows. First, the writer will analyze the verb of catching fish 'tindakan menangkap (ikan)' in *Lamaholot* Language and *Lamalera* Dialect. The verb of action of catching 'menangkap' in Lamaholot Language and Lamalera Dialect

is supposed to be the precategorial verb. What is meant is that this verb cannot stand by itself; it will be meaningful if it is attached to the proclitic affix indicating a noun. This means that the verb indicating the action of catching (fish) in Lahamohot Language Lamalera Dialect is 'məvə ikə', which has many variants which show the diversity of features the verb has. The semantic structural variant of the verb *məvə ikə'* is "X does something and something will happen and "X does something, something which is good takes place'" The verb *məvə ikə'* is one of the transitive verbs in Lamaholot Language Lamalera Dialect. The verb məvə ikə' is one of the transitive verbs in Lamaholot Language Lamlera Dialect which present the variants of features as follows:

3.1   LEO 'PANAH (ME-)

The verb *leo* expresses that "X does something and, as a result, something happens to Y". The verb 'leo' expresses that an argent shooting at something using a tool. The tool used is a bow, a binding string and a piece of wood or bamboo. The tool is created in such a way that it is small and round, and its end is tied with wire. The end of the wire is extremely sharp. What is expected from this lingual unit is that when X (the agent) shoots at something 'leo', Y will become shot and cannot free itself. This verb can be explicated as follows.

At that time X does something, and, as a result, something happens to Y at the same time.
X does it by shooting (straight and direct)
X does it using a particular tool such as bow and arrow
Y become shot and cannot free itself
X desires this
X does something as this

3.2   PASA 'TEMBA' (SHOOTING)

The verb *pasa* states that "X does something and as a consequence something happens to Y". The verb pasa 'tembak (me-) indicates that X (the agent) does something, that is, shooting using a gun, and a bar of iron with a hole through which another bar of iron with a diameter of 6 mm is inserted. The iron is 3-4 cm in length. The iron whose diameter is 6 mm will keep Y if it is already shot. Used rubber (the tire of a car or motor cycle) is used to move the iron. The rubber is tied to the end of the gun. The rubber will make the iron to move as a gun. From the use of this lingual form, it is expected that X (the agent) will shoot at Y as the target. At the same time, Y becomes shot and cannot free itself as it is retained by the bar of iron in the end of this iron. This verb can be explained as follows.

At that time, X does something and, as a result, something happens to Y.
X shoot at something (direct and straight)
X does it using a particular gun, a binding string and an arrow (iron)
Y becomes shot and cannot free itself
X desires this

X does something as this

3.3   TUFA 'TUBA (ME-)

This lexicon describes that something is done by X (the agent) and, as a result, something happens to Y. The tool used is the root of a tuba tree. The root of the tree can poison Y (the fish). The fish will become confused and powerless; some die as the tuba root contains poison. The root is destroyed before it is spread in the pond. Usually when the sea water goes down, many small ponds appear. In these ponds there are many fishes which are trapped. It is these fishes which will be poisoned using the roof of the tuba tree, The lexicon can be explained as follows.

"X does something and, as a result, something happens to Y"
X does it by poisoning the fish using the roof of tuba tree
X does it using a particular tool as such the root of the tuba tree and several stones
Y becomes confused, powerless and finally dies
X desires this
X does something as this

3.4   BITU 'PANCING (ME-)'

The information which can be obtained from this lexicon is X (the agent) does something and as a result something happens to Y (the patient). The tools used are 'bitu', namely, a branch of 'aur' which is from 2 to 4 meters in length, depending how long it is desired, two rolls with 80-100 size, a fish hook, and bait. The bait is tied to the 'snar' end more or less 20-25 cm before the 'snar' end. The "snar' end, which the fishhook tied is weighed with a bar of iron. The other 'snar' end is tied to the *aur* branch. The iron is used to make the bait sink for the fish to eat. Before the bait is made under water, the bait is attached to the fishhook or the bait will cover the fishhook. Then the bait is released, the length of the snar is adjusted to the depth of sea water. Then the bait is released, the length of the snar is adjusted to the depth of the sea water. The result which is expected is as follows.

"X does something, and, as a result, something happens to Y.
X does this using by fishing (the fishhook is fully loaded with bait before it is put under the sea water.
X does this using particular tools such as the 'aur' branch which is already mature with 'snar' and bait.
X will eat the bait (at the same time X raises the 'aur'; if the bait is eaten of swallowed, then the fishhook Y will be caught)
X desires this
X does something as this

3.5   VƏTO 'MEMANCING IKAN TEMBANG'

The information which can be obtained from this lexicon is X (the agent) does something and, as a result, something happens to Y. The tools used in this verb are 'snar', several rolls (2-3 rolls) with its size 80-100, a number of

fishhooks and a bar of iron (6 mm) and 10 cm long. The 'snar's is rolled around a used milk can and so on as desired. The end of the other 'snar' is attached to the bar of iron. A number of fishhooks are tied to the bar of iron; the position of the fishhooks is back to back (there are about four or five fishhooks which are tied). The objective is that the bait is thrown away where the fishes get together; the bait will be shrunk by the weight of the bar of iron. At the same time, X raises the 'snar' so that the fishhooks can catch the fish. If no fish is caught, the same activities will be done again until Y becomes caught. This is repeatedly done until X response. What can be explained from this verb of action is:

"X does something, as a result, something happens to Y".
X does this by fishing (raising the fishhook repeatedly until Y is caught)
X does it using particular tools such as 'snar' (2-3 rolls) number 60-100),
fishhook and a bar of iron as the weight)
Y will be caught (at the same time X will raise the 'snar' repeatedly until Y is caught)
X desires this
X does it repeatedly
X does something as this

3.6 TIVANG 'PANCING (ME-)

This lexicon naturally expresses that X (the agent) does something and, as a result, something happens to Y. The verb tivang is derived from the verb tivə which is close in meaning to 'buang'. The information which can be obtained from this lexicon is that X (the agent) goes fishing at the seaside by throwing the bait away into the sea. The fishhook to which the bait is already attached is thrown away without using any weight. This is done as X (the agent) desires that Y is usually on the seawater surface. If so, Y will see the bait and will certainly eat it. When Y eats or swallows it, the 'snar' will become withdrawn; as a result, the fishhook will be caught in the Y's mouth. X will throws away several times until some fishes are caught. The tools used are the 'snar' (4-8 rolls), the medium size fishhook and bait. This verb can be explained as follows.

"X does something and, as a result, "something happens to Y"
X does it by fishing (throwing away the bait into the sea which is then left until
Y eats or swallows Y)
X does something using several tools such as the 'snar' (4-8 rolls number 300-500), fishhook and bait.
Y will be caught (at the same time the 'snar' will get withdrawn automatically as X ties it to a stone or something else)
X desires this
X does it repeatedly as intended)
X does something as this.

3.7   Vəda 'pancing (me-)

The verb of action *vəda* informs that X (the agent) does something and that something happens to Y (the patient). This verb indicates the action of 'memancing' (fishing) by done by two people using a traditional canoe. This activity is done in a special place which is far enough for a relatively long period of time, from two weeks to three months. What is caught is then bartered with foods such as rice and corn. Apart from that, this activity is done every day and sometimes at night. This verb can be explained as follows.

"X does something, and, as a result, something happens to Y".
X does it by fishing (almost every day, even from afternoon until at night)
X does it using a specific tool such as canoe, snar (4-8 rolls) number 300-500, fishhook and bait.
Y will eat the bait (at the same time the snar will be raised so that Y becomes caught
X desires this
X does it every day, even at night
X does it at several places for a relatively long period of time
X does something as this

3.8   Nuang 'pancing (me-)'

The verb *nuang* is the inflectional form of the stem na. Actually, it is derived from the verb *nuə* 'bicara' (to speak). In this context, the verb *nuang* indicates that while fishing at night conversations often take place between fishermen in order not to be sleepy. The verb *nuang* should mean fishing at night. This verb indicates that X (the agent) does something and as a result something happens to Y (the patient). The action of nuang is a form of the action of 'going fishing in order to catch fish'. This is done by two people; they are equipped with 'snar' with different sizes starting from 300, 500-1000. Apart from using the bait which is made of slices of fish and snail, a fishhook wrapped with hen fur and weighted with a round stone. This stone is tied to two palm leaves of 30-40 cm long. A fishhook is tied to the end of each palm leaf. The stone accelerate the fishhook to be under the sea water. When Y sees hen fur tied to the fishhook, it will eat it and it will automatically get caught in the mouth. The verb nuang can be explicated as follows.

"X does something and, as a result, something happens to Y"
X does this by fishing using bait or something which looks like fish which is tied to a stone wrapped with a palm leaf.
X does this using a particular tool such as a canoe, 'snar' (4-8 rolls, size number 300-500, a fishhook and bait.
Y will eat the bait (at the same time the 'snar' will be raised; as a result Y is caught in the mouth, whereas the stone will be released from what wraps it.
X desires this.
X does this repeatedly until the stone is released and the bait is eaten up (at night)
X does something as this.

3.9 PUKƏT 'PUKAT (ME-)

Actually, this lingual form is derived from the non pukat. This derivational verb indicates that there is something or an activity of catching fish using pukat, meaning that X does something, as a result, something happens to Y. In this activity, the tools such as a canoe and pukat are used. This is usually done in the areas where pari (a type of fish) passes by. So, the objective of this activity is catching Y (pari). This verb can be explicated as follows:

"X does something and, as a result, something happens to Y".
X does this using what is called pukat which is 15-30 m long.
X does this, using special tools such as a canoe and pukat
Y will be caught in the pukat as it will wind around Y (obstructed by the fish pin)
X desires this
X does this in several areas until the following morning
X does something as this

3.10 TUBA 'TIKAM (ME-)

The lexical information which can be received from this lexicon is catching fish by stabbing, meaning that X does something, and as a result, something happens to Y (the patient).The verb *tuba* indicates that there is an activity of catching big fish such as whale, dolphin, shark, pari and so on by stabbing them. X (the agent) does this using what is called 'tempuling' (a bar of 'aur' which is 4-7 cm long). The tool used to stab the fish which is made of iron is attached to the end of the 'aur' connected with string). The other end of the string is tied to the canoe; as a result, Y becomes stabbed. Y will fight by hitting the canoe, making it under the water. It is also possible that the canoe will be run away; as a result, the string will be straight catching Y. This is only done once; if Y is powerless, it will be stabbed for the second or third time. The explication of the verb tuba is as follows.

"X does something and, as a result, something will happen to Y"
X does this by stabbing (using what is called 'tempuling'; a traditional stabber made of 'aurr' with a roll of 4-7 m).
X does something using a tool called 'tempuling', iron as the stabber and a canoe.
Y will become stabbed in the body.
Y will fight such as hitting the canoe about, making it sink; it is also possible that the canoe wil be run away
X desires this
X does this once; if Y is powerless, then X will stab Y once a gain
X does something as this

3.11 DOPƏ 'LONCAT'

This verb of action *dopə* indicates that X (the agent) does something; as a result, something happens to Y. The activity which is done is stabbing while jumping. X jump as Y is somewhere, where it can be stabbed, about 6-10 m.

When Y is already stabbed, Y will fight. X stabs it once; if it is repeated, Y will possible disappear in the sea. The activity *dopǝ* is done in order to catch big fishes. This verb can be explicated by:

"X does something; as a result, something will happen to Y
X does it by jumping using what is called 'tempuling' (a traditional thing which
is used to stab something made up of 'aur' which is 4-7 m log)
X does it using a particular tool such as 'tempuling', iron for stabbing and a
canoe.
Y will become stabbed in the body.
Y will fight such as hitting the string in order to be get released.
X desires this
X does it once
X does something as this.

3.12 BLIKƏ 'PERANGKAP (ME-)'

This lexicon indicates another way of catching fish by making what is called 'blike' which is sunk 8-10 m into the sea. It is a trap in the form of woven bamboo. It is made in such a way that it has one door for the fish to get in and several rooms or 'katub'. When the fish is within the 'katub' it is difficult for it to go outside. This way of catching fish needs 4-6 days. This verb can be explicated as follows.

"X does something; as a result, something happens to Y"
X does it using a trap in the form of woven bamboo.
X does it using special tools such as a trap and stone used for maintaining the
trap.
Y will get caught in the trap
X desires this
X does this once and it is 4-6 days to do it
X does something as this

3.13 SAJO 'MENGHENTAK-HENTAK' (STAMPING ON WITH FORCE)

This verb of action *sajo* indicates that X does something and; as a result, something happens to Y. The target is what is called 'the flying fish'. However, shark and what is called 'ikan raja' can also eat the flying fish, meaning what will be caught not only the flying fish but also shark and what is called 'ikan raja' (the 'snar' is usually broken as it is too small). X uses what is called 'snar (about 5-10 rolls; and the size is about 300-500). The end of the 'snar' will be tied to a number if fishhooks (more or less three or four fishhooks), the distance between one fishhook and another is 10-15 cm. The fishhook is wrapped with hen fur to attract the flying fish. The 'snar' will be released about 10-15 meters behind the canoe. A screen will be installed to accelerate the speed of the canoe. When the canoe passes by, X stamps on the 'snar' with force to attract the flying fish. X stamps the 'snar' with force repeatedly utill Y eats the bait. When Y is caught, X will withdraw it and release it again for some time. The explication of this verb of action is as follows.

"X does something and, as a result, something happens to Y.
X does it by stamping the 'snar' on with force when the canoe passes by
X does it using particular tools such as a number of fishhooks and hen fur or
something which looks like small fish.
Y will get interested in the thing which looks like fish on the bait
X desires this
X does this (stamping the 'snar' repeatedly so that it can attract Y)
X does something like this.

3.14 HƏPƏK

The verb of action *həpək* indicates that X does something; as a result, something happens to Y. X will swim or spy on Y as the target. X will use his palm of hand to do this. X will do it repeatedly. X can swim or spy on behind a stone. The explication of this verb is as follows.

"X does something and, as a result, something happens to Y".
X does it by embracing Y
X does it using his palm of hand (by swimming or not)
Y will become embraced or closed by X's palm of hand
X desires this
X does something as this

3.15 TIVƏ KEP 'BOM IKAN'

This verb of action reflects that X does something; as a result, something happens to Y. What is done by X is 'bombing a group of fish'. The explosion made by the fish bomb deafens them; as a result, they lose their balance, and some will die or become powerless as they drink the poison the fish bomb. Then X will swim, dive and collect them. The verb can be explicated as follows.

"X does something; as a result, something happens to Y".
X does this by throwing the fish bomb to a group of fish.
X does it using the fish bomb
X does it once or twice
X desires this
X does something as this.

3.16 BAONG 'APUNG(ME-)'

The verb *baong* indicates that X does something; as a result, something happens to Y. The action of 'catching' using this verb is done as follows. X sits on a piece of wood or bamboo which is 3-5 meters long. X does this as far as 30-50 m form the edge of the shore. X uses the 'snar' (about 5-10 rolls), depending on the sea depth. Iron is tied to the edge of the 'snar' to make the bait sink more quickly. X will stamp on with force when X feels that the bait is eaten by Y. This is done to make Y caught in the mouth when it eats the bait. X will withdraw the 'snar' if X feels the fishhook has been caught by Y. If so, X will wrap the fishhook with bait and then throw it again until the bait is finished. The verb can be narrated as follows:

"X does something; as a result, something happens to Y".
X does this by throwing the bait already wrapped with bait
X does this using a piece of wood or bamboo which is 3-4 meters long, 'snar'
(5-10 rolls number 80-100)
X does this repeatedly until the bait is finished
X desires this
X does something as this

IV   CONCLUSION

Every language has its own characteristics, phonologically, morphologically and semantically. This writing focuses on the semantic characteristics. The data were analyzed using paraphrasing model, in which the verb of action *meve ike* 'tangka ikan' (catching fish) was paraphrased.

The specific characteristics of the *Lamaholot Language Lamalera Dialect* would remain unanalyzed and would be buried if it were not intensively analyzed. The model analysis of Natural Semantic Metalanguage (NSM) can well analyze the verbs in this language.

The paraphrasing analysis using the canonic sentences describe that the verb *meve ike* actually has varied semantic features. Every semantic feature is described using a lingual form which can explain its meaning easily. The varied semantic features of the verb *meve ike* 'caching fish' include: *leo, tufa, bitu, veto, tivang, veda, buang, puket, pasa, dope, sajo, hepek, tife kep* and *baong*. This analysis indicates that one of lingual form can express one meaning and one meaning is expressed by one lingual form.

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TRANSLATION IN STUDENTS LANGUAGE PERFORMANCE OF ENGLISH LANGUAGE COURSE IN UDAYANA UNIVERSITY

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Abstract

To the second language learner, translation has serves an important role as the initial point to their language comprehension. Language levels and unit cannot be separated from the comprehension towards language meaning. Therefore, during classroom activities; when the students were asked to provide swift language expression to their opinion or answer, they will focus on generating equivalencies of both languages. This translation method can be seen from the generation of lexical level, comprehending meaning, and forming text.

Keywords: *language comprehension, classroom activities, equivalencies*

I INTRODUCTION

Knowing language competence and performance of the learners in language teaching can provide comparison and early hypothesis of language proficiency level. Any results provided on both competence and performance can imply better strategies, which may be applied in other classroom activities. On translation, equivalency as a main converging line of translation, has focused on each source and target language to preserve its characteristics and properties; thus their meaning as much as possible. Student efforts in dealing with second language acquisition have been the focus of language teaching, which also serves as a clear example to translation process.

Nowadays, university student should already achieve language comprehension on text level. This has also applied in Udayana University, where its students were tasked to broaden their knowledge on international competition of scientific and literary review; as Udayana University itself is trying to aim towards World Class University. Since students are also required to submit their research in various journals, language comprehension has also become one of the prerequisite of gaining their degree.

Amongst the four language skills, writing has been emphasized to take an important role of student form of expression in their language competence. Most of the student assignment has taken on grammar assessment and error analysis, which eventually led the students to assume that language performance; especially English language will depend on its accuracy. This thought will affect other performances in their passive skills; even in writing itself in hindering their ability to fully express any message in the language.

II   MATERIALS AND METHOD

In the study of language teaching, student centered approach is mostly applied in order to realize the effective teaching method in classroom activities. The application of this approach is done by focusing on student interaction in the class through the activity of group discussion, presentation, and other method that will enhance the student self-expression in their language performance. This approach can fully utilized with consideration of participant cultural nature in the class. For example, students in Indonesia; especially Bali, will not prefer standing in front of the class while explaining their answer. These students will show their utmost performance through the chance of explaining on a blank answer sheet. Therefore, in order to comprehend the nature of translation and its relation to language teaching application, participant cultural background and context has to be considered.

2.1   TRANSLATION

It is plausible that no translation, however good it may be, can have any significance as regards to the original (Benjamin in Venuti, 2000:16). Hence, any form of translation has to focus and emphasize on the message rather than textual meaning. From the textual source point of view, classification of translation to be considered are the loss and gain of information, the source or target oriented translation, rhetorical effect of words, and double effect of the reader (Eco, 2003:104, 114). Referring to the concept, the major factor in deciding translation quality based on transference from target language (L1) to the source language (L2) are equivalency and acceptability of the reader.

In translation process, there is a possibility of an expanding or increasing equivalence in the meaning, since both languages does not share the same cultural expression (Gorlee, 1994: 180). This concept suggests that during the translation process of the participants, they tend to reflect equivalencies based on their cultural background. Apart from occurrences of idioms, common problem in translation refers to collocational meaning, which creates unique meaning different from the sum of meanings of its individual elements (Baker, 1991: 53). This occurrence mostly appears in the students nowadays given the necessary language competence and classroom situation.

Tzu-yi Lee in the case study of *Incorporating Translation into the Language Classroom and its Potential Impacts upon L2 Learners* suggest that by looking at the student translation, it may elucidate how these students understand the text and at the same time; suggest us the teaching implication to enhance it. The finding points out that English major student ted to make mistakes in answering text based question of word or sentence meaning, while non-English major tend to make mistakes in inferring based question of guessing exact word or sentence based on context. While this case study stressed the point of view on reading comprehension, its findings on analyzing classroom and student tendency remains true. It is clear that students in Udayana University also deal with the same difficulty in comprehending context due to their lack of exposure to L2.

2.2 LANGUAGE TEACHING

Compared to audio-lingual methodology, communicative language teaching (CLT), and task based learning (TBL); grammar-translation is the oldest and the most common method that students will apply in the classroom (Harmer, 2001: 84). The grammar-translation in lexical level has also urge the students to discover vocabulary equivalence in both SL and TL as much as possible. As a result, any task chosen in the class will try to focus on lexical level rather than text comprehension.

The way second language learners behave towards activities in the classroom, refers to learning style (Harmer, 2001: 92). This learner style is classified into convergers that are self-confident and independent, conformist that prefers learning about rather than how to use the language, concrete that has additional social aspect to conformist, and communicative that is more interested in the social interaction (Harmer, 2013: 43). Due to the cultural aspect in Bali, most students in Udayana University can actually be classified into the communicative learner style. There are several occurrences in classroom activities, where students are much more interested in study cases of language use rather than explanation of grammar. These classroom phenomenons can be solved through using a concept of need analysis. The need analysis can well describe any English learning that students have to take; whether it is English for Specific Purposes (ESP), English for Academic Purposes (EAP), or Business English (Harmer, 2001: 94).

It is quite obvious that by using translation, learners are choosing to use lexical approach in the language teaching methodology on their own. A lexical approach can also generate a positive effect to steer the learners away from concentration of syntax or tenses; but only with the use words in combination of a typical utterances (Harmer, 2013: 92). The common problem that may appear when using translation in language learning is how equivalencies provided may appear in several choices; therefore, has to be highly considerable in the context of language use (Harmer, 2013: 168). Therefore, language learning can be applied optimally through these three main concepts:
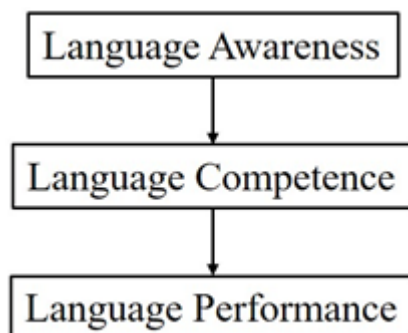
Picture 1: Concepts Relationship

Prior to the performance to be assessed, classroom participants have to be able to generate sufficient awareness to the language, which may be related to the present state of Balinese economy and community. This awareness will eventually raise participant competence by providing further motive to support the language acquisition. Afterwards, the two options to be considered in language performance, is whether the learner allowed to finish the task within a time limit and whether the learner may access the input data during performing a task (Ellis, 2003: 250).

2.3   ENGLISH LANGUAGE COURSE CLASSROOM

Significant differences occur to classroom in the faculty of Arts, due to student awareness in the language course, along with the preferred competence along any other courses. English language course in other faculties does not yield the same result to the students, since most of them viewed it as a rather noncompulsory course, which presumably can be completed through the help of basic practice of translation and their colleague aid. Based on direct class observation to three different faculties, interaction in the classroom; whether to the teacher or amongst the students, can be affected through the number of classroom participants. In the faculty of Arts, classroom participants are limited to a maximum tolerable number of around 20 students or less, which is suitable for any language course application. This number gives the participants a chance to maintain classroom interaction by fully focusing on the subject matter without any other methods of diverting their attention. Apart from the consideration of their colleague aid as a form of classroom interaction, there are several other factors that can affect the student language awareness, to competence, and their performance in English language course; they are:

2.3.1 OVER RELIANCE ON ELECTRONIC TOOLS

Technology development has taken a toll to student performance during classroom activities. This phenomenon started commonly through the use of cellphone, tablets, or any other gadgets to assist student language comprehension. Any tools in their gadgets will point out translation as the easiest method in dealing with language obstacle. One of the most common tools that students prefer is Google translation.

Google translation will provide translation of any text level; though accuracy will decrease as the level increase further. For example, translation of a single noun phrase will result in mostly accurate TL compared to translation of a full paragraph. These problems have been discussed and classified into three factors; they are frequency matching database, graphology matching database, and contextual matching database (Sena, 2014: 57). Since Google translation is using database matching process, vocabulary appearance in the internet serves to decide TL, to leave the TL untranslated, or to relate it to any contextual effect by other unit in its level.

Further negative impact that appears through the use of electronic tools is the expanding time of translation process. Internet connection, device specification, and precise input to the tool are several factors that will affect student translation process. This time postpone will eventually hinder student concentration, since equivalency will be forgotten due to the reliance on translation tool.

2.3.2 SUDDEN SITUATION AND SUBJECTIVE MATERIALS

Another factor that can change student language performance is any evaluation in form of test, quiz, or even drilling that taken abruptly during classroom session. For example, a class that is given a quiz suddenly during several last minutes of the class period will tend to provide more natural result, which appear in their assessment. Through conducting this example, students will try to take a lot more effort in comprehending SL and the process of equivalence in producing sufficient answer during the time limit.

Through selecting subjective materials in the exercise, students will also try to produce their own answer, which left their question only in related equivalence or grammar. Any hints on vocabularies or sentence structure can be shown or provided during the process; which support scaffolding in language teaching. This scaffolding refers to the learning process where student comprehension in TL and their mind mapping of TL will be improved by individual task and teacher assistance as a role model (Richards, 2001: 32).

2.3.3 CLASSROOM ENVIRONMENT

Attitude in the classroom participant is highly affected by their cultural exchange, whether how well they adapt to other participants, or how well they can share experiences with each other. In classroom activities, participant interaction also depends on the environment; which include seating, facilities, or even student attire Therefore, environment that refers to the situation during learning process will also depend on the participant number in the classroom. An optimal classroom during language teaching process is participated by not more than 20 students. This number is based upon the role of a single teacher and Balinese cultural views.

Picture 2: Classroom situation in Faculty of Arts

The example above shows how students in the Faculty of Arts that took English language and literature program attending their class. The picture is taken during a quiz of Prose Analysis. Due to the small number of participants and relatively spacious seating, most of these students are fully aware of each other competence and the teacher attention to the whole class. Therefore, they can; and must concentrate on the task at hand before relying on other participant or any other tools to obtain answers.

Picture 3: Classroom situation in Faculty of Economy and Business

In the Faculty of Economy and Business, another quiz conducted in Business English 1 class. As seen in the picture above, the number of students overwhelmed similar classroom size, which resulted in a very narrow seating. The number of almost 50 students leaves each participant to wonder other competence and hint it to consult the answer over. There are three students in total that is discussing the answer with other students. Furthermore, this environment suggests these students to assume that teacher attention will not reach the whole class. It is seen that two students on the far back of right and left side of the class discussing with ease. Even the front line of right side seat dares to turn and ask question to his friend at his back. This situation will also leave every participant to depend and rely on others, rather than improving their own performance. One student on the middle line of right side that is looking at her cellphone also shows that student will also rely on any tools available.

Picture 4: Classroom situation in Faculty of Marine and Fisheries

Classroom participants in the Faculty of Marine and Fisheries are not much different to the Faculty of Arts with a number of around 30 participants. Even with acceptable number of participants, this class is done in a very spacious conference room that has around 100 seats available and especially designed for participants comfort in seating. Therefore, during the same activity of a quiz, students are tempted to lax in the process and use any means necessary to acquire answer; as seen on the far right side of the picture, both students are consulting their answer and some students casually use their cellphone.

Through class observation method, the data acquired from some students quiz results of three different Faculties in Udayana University. The data are analyzed qualitatively based on purposive sampling of how translation can support and measure student performance in an appropriate classroom environment. Putting aside the same or similar answers that these students made due to the variable of classroom environment provided above, the act of translating also occur in align with the frequency of those similar answers.

III RESULTS AND DISCUSSION

Through the occurrence of translation process, there are three major points that can be seen to assess the student performance; they are any lexical item generated in the answer sheet, the meaning comprehension of any textual unit, and the text construction of every single level from phrase, clause, sentences, or paragraph. These three points can be analyzed further in its equivalency to Indonesian language (SL).

3.1 GENERATING LEXICAL ITEMS

Even through the process of translation, students cannot understand the appropriate equivalence of several lexical items due to their lack of experience and nature of TL. Several vocabularies used in the sentence are generated either through the most common vocabularies chosen or through language competence of SL; which is memorized in Indonesian language.
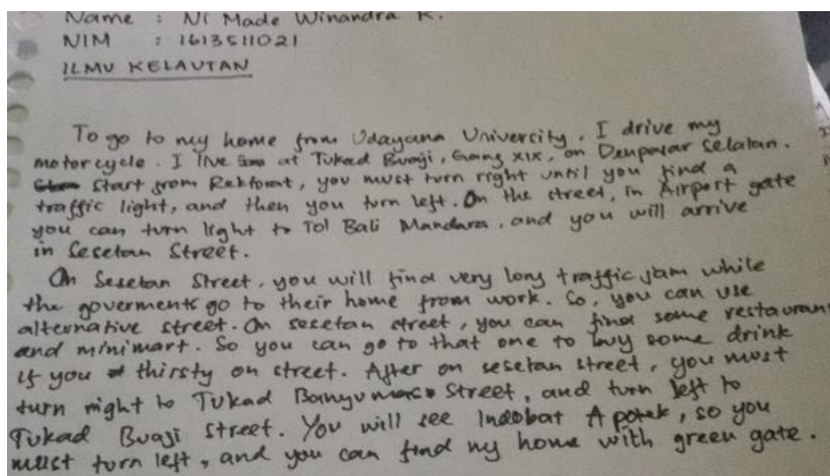
The example above is a result taken from a quiz in the class, where the students are asked to personally create sentences in English language to provide direction to their own respective address. Several findings from this result are: *Rektorat* that supposed to be translated into *Rector Office* (line 3), *Tol* that should be *Highway* and placed at the back (line 5), *goverments* into *public service officers* (line 8), and *Apotek* into *Pharmacy* (line 13). These mistakes occur due to the student lack of competence in TL, which drove him to assume that these vocabularies are taken account as cultural terms that supposed to be left untranslated.

Moreover, through the result of this quiz that emphasized on the comprehension of preposition, there are some other grammatical findings such as *on the street* (line 4) and *after* (line 11) that can be erased, *on Sesetan street* (line 9 and 11) that should be replaced with *after that*, and *with* into *by* (line 14). Those answer are written, since students are trying to find meaning equivalence of each preposition and its translation in TL, by using the nature of SL. Most of these findings occur due to student frequent reliance on translation that will mislead the boundaries of SL and TL through equivalency.

3.2 COMPREHENDING MEANING

Students cannot acquire meaning on their own, since they are not familiar with the TL. Whenever the translation process done based on its SL and TL meaning equivalence, the product will not appear naturally, since it will still be seen as a product. By paraphrasing, students are encouraged to memorize the whole text messages and produce TL that arranged through these messages. Through this process, students will generate meaning impulsively based on their language competence.
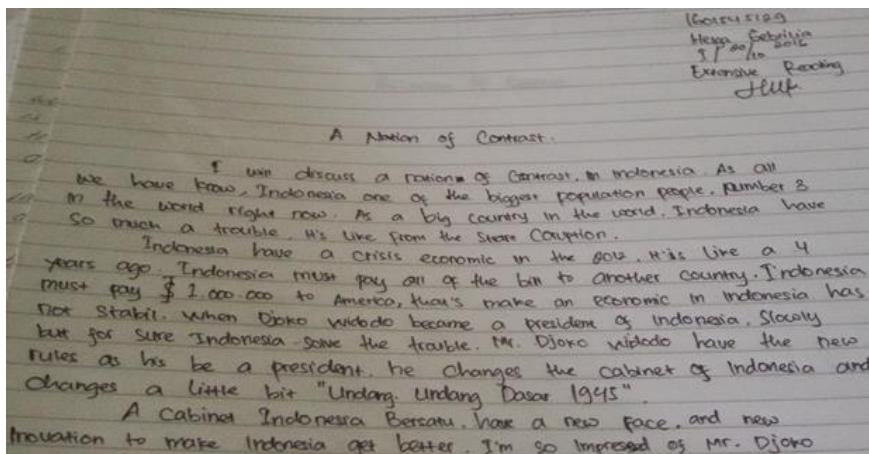
From the example above, there are several vocabularies and sentence meaning, where its translation equivalence does not acceptable. Students are tasked to memorize a short article and rewrote it on their own. The phrase *biggest population people* (line 2) due to the word meaning of *people* that

should be erased, the word *trouble* (line 4) that has similar meaning to problem in less negative semantic properties, *start* (line 4) that should be *beginning* due to whole phrase meaning with *corruption*, several use of articles of *a* (line 5) and *an* (line 7) must be erased, *a* (line 8) should be *the*, *the* (line 9) should be *a*, along with other vocabularies such as *stabil* (line 8), *undang-undang* (line 11) and *cabinet* (line 12). Though there are several other mistakes on the text, examples above have shown that vocabularies and articles meaning generated consecutively will result in whole meaning disarray. Since there are several cases of homonym and homograph between SL and TL, students frequently assume that their competence suffices to generate equivalence without any translation tool aid.

3.3 FORMING TEXT

Text that students made are still in the nature of Indonesian language; where common lexical items are duplicated to emphasize meaning. Memorizing short messages and recreating the text will drove the students to use back translation after the writing finished. Further exposure to the TL will drove the students to form text in closer nature to the SL. Therefore, sentence structure and grammatical form of TL can affect translation result, which fail to create sufficient meaning equivalence. Furthermore, due to the development of SL, some of the text punctuations have even neglected.
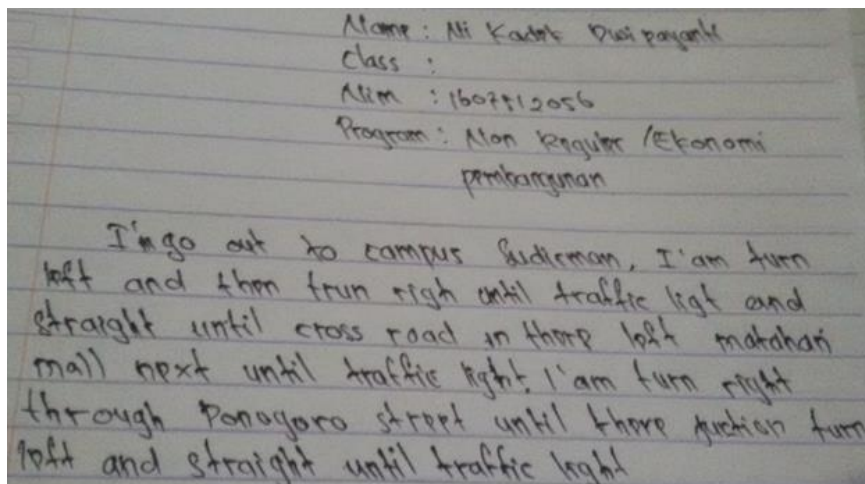
From the example above, students are tasked with the same quiz of giving direction. Most parts of the text above have neglected the use of full stop or any comma to separate sentences or clauses. Apart from punctuation, there are obvious mistakes of several vocabularies writing such as *turn* into *trun* (line 2), *right* into *righ* (line 2), *light* into *ligt* (line 2), *crossroad* into *cross road* (line 3), *junction* into *juction* (line 5), and the use of *I* that is written by *I'm* or even *I'am*. Both punctuations and vocabularies can be stated as a part of student competence that also stimulated by sudden situation and time limit of

the task. From using back translation, the nature of SL seen in several examples, such as

a) Line 2: turn right until traffic light in Indonesian language is belok kanan sampai lampu merah; missing the subject and verb in TL that supposed to be written turn right until I see traffic light.

b) Line 3: in there left Matahari mall in Indonesian language is disana di sebelah kiri Matahari mal; aside from the missing pronoun and auxiliary, preposition is placed and inputted aligned to SL that renders the TL in disarray. The sentence written should be there on my left is Matahari mall.

c) Line 5: until there junction in Indonesian language is sampai disana persimpangan; another example of missing auxiliary of is and article a to emphasize the noun that should have change the sentence into until there is a junction. This TL occurs due to further exposure to SL that drove the student competence in SL into a less formal form of the sentence sampai disana ada persimpangan. Further example that supports this finding is in the last line, where until traffic light is the only phrase written even without the word there anymore.

IV   CONCLUSION

Based on previous discussion, the three major points can be used to optimize language teaching method, which refers to the language assessment done in these classrooms, Apart from the significance of classroom situation that can greatly alter suitable method to be applied, by looking at the lexical choices, comprehending the meaning, and observing the text properties, language performance can be assessed in unbiased manner. By using these three points, results can be defined as natural language performance or as a result of a mere translation product.

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PREDICATE OF 'MANGAN' IN SASAK LANGUAGE: A STUDY OF NATURAL SEMANTIC METALANGUAGE

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Abstract

The aim of this study were to know semantic meaning of predicate *Ngajengan, Daharan, Ngelor, Mangan, Ngrodok* (Eating), *Kaken* (Eating), *Suap, Bejijit,* (Eating) *Bekeruak* (Eating), *Ngerasak* (Eating) and *Nyangklok* (Eating). Besides that, to know the lexical meaning of each words and the function of words in every sentences especially the meaning of eating in Sasaknese language.

The lexical meaning of *Ngajengan, Daharan, Ngelor, Mangan, Ngrodok* (Eating), *Kaken* (Eating), *Suap, Bejijit,* (Eating) *Bekeruak* (Eating), *Ngerasak* (Eating) and *Nyangklok* (Eating) was doing something to eat but the differences of these words are usage in sentences. Besides that, the word usage based on the subject and object and there is predicate that need tool to state eat meals or food.

Keywords: semantic meaning, Sasaknese language.

I   INTRODUCTION

Theory of Semantic Natural Metalanguage is study of semantic. That theory assumes that every language has a set of meaning. The approach of this theory is semantic that able to explains the result of meaning. The most fundamental NSM concept is the concept of semantic primes, i.e. meanings which cannot be paraphrased in simpler terms: the bedrock of linguistic meaning. To the extent that semantic primes can be identified and match up across languages, they provide a stable and language-neutral metalanguage for lexical typology, at least on its semantic side; for mapping out patterns of polysemy, patterns of structuring in the lexicon, the general architecture of semantic domains and fields, for investigating lexicon-grammar interactions, and so on (Lehrer 1992; Koch 2001; Koptjevskaja-Tamm 2008). Beside that, the NSM claim is that a successful reductive paraphrase which satisfies native speaker intuitions and which predicts and/or explains natural usage (including entailments, implications, and so on) can be viewed as a conceptual model.

In this study, the writer will focus on predicate of '*Mangan'* because *Mangan* is the basic meaning of *Ngajengan, Daharan, Ngelor, Mangan, Ngrodok* (Eating), *Kaken* (Eating), *Suap, Bejijit*, (Eating) *Bekeruak* (Eating), *Ngerasak* (Eating) and *Nyangklok* (Eating). These words has different usage in writing and oral communication. On the other hand, these words also has different meaning based on subject and object. Example; predicate for *Raden, Tuan Guru,* or wise and honorable Person used *Ngajengan* to state that *Raden*,

Tuan Guru ate rice with good composition. While the words for *Daharan* and *ngelor* to state eating rice for parent, *Lalau*, and also for older people.

Phenomenon of these words is very complicated because the predicate of *eat* in sasak language vary a lot and these words has different usage and meaning. In this study, the writer will take concern on these phenomenon and explanation as detail as possible about the meaning of words as basic meaning of *Ngajengan, Daharan, Ngelor, Mangan, Ngrodok* (Eating), *Kaken* (Eating), *Suap, Bejijit,* (Eating) *Bekeruak* (Eating), *Ngerasak* (Eating) and *Nyangklok* (Eating).

II   MATERIALS AND METHODS

Data source in this study is predicate of mangan in Sasak Language. Predicate of *Mangan* has many variation, the writer told the words of culture because there are a lot of term in sasak. The data obtain from Sasak Dictionary that has been published in internet and dictionary. Besides that, to obtain validity of the data, the writer interview sasak people, in order to support data collection obtained from Sasak Dictionary.

The method used in this study is analytical and interpretation. This method used was based on the data of this study. So the writer suppose that analytical and interpretation is appropriate to explain the data. For the theory used to analysis and interpret the data, the writer will use Natural Semantic Metalanguage.

III   RESULTS AND DISCUSSION

NSM semantics represents a style of conceptual analysis characteristic of philosophical rationalism in the tradition of Leibniz. Semantic analysis in NSM involves the reductive paraphrase of definienda into a metalanguage constituted by a subset of ordinary language expressions claimed to represent universal primitive concepts. The following is a list of the English words whose meanings are considered to be primitive:

> I, you, someone, people, something/thing, body; this, the same, other; one, two, some, all, much/many; good, bad; big, small; think, know, want, feel, see, hear; say, words, true; do, happen. move; there is, have; live, die; when/time, now, before, after a long time, a short time, for some time; where/place, here, above, below, far, near, side, inside; not, maybe, can, because, if; very, more; kind of, part of; like. (Goddard 2002: 14)

NSM depends on the claim that each of these words can be translated without addition or loss of meaning into every language. Since the list could just as easily have been given in Malay or Mandarin, it is necessary to distinguish between each primitive meaning itself, represented by small capitals (e.g. GOOD), and the particular 'exponent' of the meaning in whatever language is in question (e.g. good in English, bon in French, etc.).

Based on explanation Goddrd 2002 in above, the writer will concern on doing of mangan in sasaknese language. To explain these meaning of mangan, the writer used the basic assumptions of Natural Semantic Metalanguage. To

make clear what does it means by the writer about predicate *mangan* in Sasaknese language, it can be seen bellow:

3.1   NGAJENGAN, DAHARAN, NGELOR, MANGAN, NGRODOK (EATING)

Ngajengan is verb in sasak language that state eating rice by sit wit the legs crossed and a lot of foods, snacks, and drinking. The difference between Ngajengan and *Daharan* is person who eating such as parent, teacher, and people who suppose wise and honorable. It can be illustrate what differences among *Ngajengan, Daharan, Ngelor, Mangan, Ngrodok* (Eating). If we contstruct to the formula of *Ngajengan, Daharan, Ngelor, Mangan, Ngrodok*, it is explained below:

If X use to state wise and honorable people
If X use to state TGH and Raden
If X use to state older people
If X use to state common people; that people will ate
If X use to state not polite people, that people will angry

(3-1)   Raden Engoh atau Tuang Guru sampun aturan Ngajengan lek taok sak
        sampun tesediaan isik panitia.
        Raden Engoh or Tuan Guru has eating in the place that have prepare
        by committee
        Papuk tuan sampun Daharan lek balengko
        Grandfather has eating in my house
(3-2)   kamu uah mangan
        you have eaten
        kamu uah ngerodok
        you have eaten

Example above give description predicate *Ngajengan* and *Daharan* in Sasak language that has different meaning. The reference of *daharan* is wise and honorable people. In other word, *ngelor* is for common people.

Ngajengan   Daharan

From the explanation above, we can comprehend that predicate of *Ngajengan, Daharan, Ngelor, Mangan, Ngrodok* (Eating) has the same meaning but different usage in sentence. In other word, these predicates determine subject and object in every sentence. Descartes, Pascal, Arnauld, dan Leibniz (periksa Goddard 1994: 2, Wierzbicka 1996b: 12). Arnauld (1662/1964: 86—87 via Goddard 1994: 2), example, said that: "It is impossible to define all words. In defining we employ a definition to express the idea which we want to join to

defined word; if we then wanted to defined 'the definition', still other words would be needed—and so on to infinity. Hence, it is necessary to stop at some primitive words which are not defined."

3.2 KAKEN (EATING) AND SUAP

Head meaning of 'kaken' and 'suap' is *mangan*, *mangan* is most familiar word in Sasak society. The word of *kaken* in Sasak language refers to eat snacks or the other food not rice. *Suap* is predicate to state eating, it refer to child eating rice and it do it by hand not spoon. Child eat while his or her mother say something so the child eat (suap). If we made formula of *kaken* and *suap* it will look like these:

X do it by hand and it can do it by standing, sitting or lay down.
X do it by hand and accompany by his or her mother

(3-3)   Andi kaken ambon
         Andi eat ambon
         Arik besuap sambil tekejak isik inakne
         Younger brother eat while his mother say cuap, cuap

To illustrate what the differences between *kaken* and suap, the writer will show the picture. Word of *kaken* in Sasak languge not refer to rice but snacks and not need accompanied by any people. It can be done by one person and more then one and it is not formal action and *kaken* can be done by standing, siting, and lay down.

Kaken   Suap

From the explanation in above, the writer can comprehend the predicate form of *kaken* and *suap*, where *kaken* for eat snack and the other foods not eat rice. *Suap* is the words of Sasak languge that usually use for baby eat while his mother say something funny so the child want eat.

3.3 BEJIJIT (EATING) BEKERUAK (EATING)

The word of *bejijit* and *bekeruak* has different usage in Sasak language. The predicate of *bejijit* is refer to eat soybean etc. Sasak people do it by standing and set down also the predicate of *bejijit* it can be mixed with rice. *Bejijit* usually done by himself while watching tv or enjoy good situation. It is different to *bekeruak*, *bekeruak* usually done together in one group that consist of five people and usually done when there is marriage ceremony. Besides that, for *bekeruak* it must be meat or chicken.

To elucidate the differences of *bejijit* and *bekeruak*, the writer will show the picture of *bekerak* and *bejijit*. Besides that, the writer will formulate of the meaning of *bekeruak* and *bejijit*. The formula is seen as follow:

X do alone while enjoy the situation
X do together and Y prepare a lot of food.

(3-4)   Andi jijit kedele sambil nonton TV
        Andi eate soybean while watching tv
        Andi, Umar, Ari, Kadi, and Ijan bekeruak lek taok dengan begawe
        Andi, Umar, Ari, Kadi, and Ijan eat in adi's ceremonial marriage.

3.4   NGERASAK (EATING), NYAKLOK (EATING)

The words of *ngrasak* and *nyaklok* is predicate that state different action. *Ngrasak* refers to how test the foods and used tools such as spoon. *Ngrasak* not for rice but for foods and other meals, and the predicate of *ngrasak* is also not for eating a lot like eat rice but just test little food or meals. It is different with *nyaklok*, the predicate of *nyaklok* is the action of eating done by gathering food and catch it by mouth and not all the food eaten. The food can be *nyaklok* such as soybean or the food that has round texture such as peanut of *Garuda*. "if it can be shown that meaning and related notions do play a role in linguistic analysis, then … a serious blow is struck at foundations of theory linguistic" (1955: 141 via Wierzbicka 1996b: 7—8).

IV   CONCLUSION

If we look at the lexsical meaning of *Ngajengan, Daharan, Ngelor, Mangan, Ngrodok* (Eating), *Kaken* (Eating), *Suap, Bejijit,* (Eating) *Bekeruak* (Eating), *Ngerasak* (Eating) and *Nyangklok* (Eating) is doing something i.e eating but the differences of these words usage in sentences. Besides that, the word usage based on the subject and object and there is also predicate that needed tools to state eating meals, rice, or other food.

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CATCHING FISH CONCEPT IN BALINESE LANGUAGE

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Abstract

This paper is intended to explore to what extent the Theory of Natural Semantic Metalanguage can be employed to minimize the ambiguity resulting from different interpretations of the Balinese verbs indicating the action 'ngejuk bé' (catching fish). As far as such verbs are concerned, it can be stated that the Balinese language is more sophisticated and richer than Indonesian, as it has so many verb phrases used to refer to the activity of catching fish.

The data were collected through the interview and note taking techniques, and were analyzed using Natural Semantic Metalanguage. The result of the study shows that the verbs which can be used to express the activity of 'ngejuk be' (catching fish) are *ngenyat, mencar, nyau, memancing, nuba, mekena bubu, memancing tungguh, menumbak, nudul* and *nyuluh*, depending on how such an activity is done and what tools are used.

Keywords: catching fish, Natural Semantic Metalanguage

I   INTRODUCTION

The theory of Natural Semantic Metalanguage is part of the theory of semantics and is similar to the componential analysis proposed by Larson (1989). It is used to avoid ambiguity resulting from different interpretations of a lexical item. It analyzes the features of a lexical item as intended by the speaker. The features of a lexical item can be explicitly explained using the theory of Natural Semantics Metalanguage. One lexical item which currently appears may disappear in the future as a result of the language contact, the mobilization of the speakers of a language, the ability of being able to speak more than one language. In this case, the theory of Natural Semantic Metalanguage (NSM) is badly needed to analyze the words or phrases a language has.

According to Givon (1984), verbs can be divided into three; they are (1) the verbs indicating situation, (2) the verbs indicating process and (3) the verbs indicating action. In this article, the Balinese verbs indicating the action 'ngejuk (be)' (catching fish) are analyzed using the theory of NSM. They are transitive verbs which certainly need objects, meaning that in the construction using such verbs, there are two arguments needed; one argument functions as the subject and the other functions as the object. In Natural Semantics Metalanguage (NSM), the subject is the agent and the object is the undergoer.

II   MATERIALS AND METHODS

The data of this present study were obtained by interviewing two informants whom the writer knows since they were young. One of them is a retired soldier and the other is a farmer. They stay at the same village and are highly fond of catching fish. The information provided by them was then noted down and was descriptively analyzed.

According to Wierzbicka (1972) and Cliff Goddard (Wierzbicka, 1996), NSM refers to an attempt made to "express the same thing" in a paraphrase composed of maximally simple, intelligible and translatable words. It is an approach which is based on reductive paraphrase, in a very strict and literal sense. The concept of semantic prime is the most fundamental in NSM. It is the first meaning of a certain word which cannot be changed although the culture in which it is used changes.

III   RESULTS AND DISCUSSION

The verb indicating 'action' implies that (a) there is someone who does something (X); (b) there is something which will occur to Y. The verbs referring to the concept 'ngejuk be' (catching fish) can be described as follows:

3.1   THE VERB 'NGENYAT'

It indicates that X (someone) does something and as a consequence something will occur to Y (fish). The agent catches fish without using any tool; he catches it using his hands. It is expected that X (the agent) catches Y (fish); as a result, the fish will be caught and cannot free itself.

X does something and something happens to Y.
X does this by something (using his hands)
X does it without anything (any tool)
Something happens to Y (Y becomes caught and cannot free itself)
X does this like this

3.2   THE VERB 'MENCAR' (CATCHING FISH USING A TYPE OF NET)

It indicates that X does something and as a result something will happen to Y. The agent (X) does it using a tool and as a result the undergoer (Y) will be caught in the net. The net is usually conventionally woven in such a way that when the fish is inside it, the fish will be trapped; finally, the agent catches it using his hands. The net is usually made of plastic string or nylon, and lead is attached to the edge, making it easily go down to the bed of a river, shore or pond. In this way, fish can be caught automatically.

X does something and something happens to Y (the undergoer)
X does it by something (using a net made of plastic or nylon)
X does something to Y (throws it in such a way that it can catch Y)
X wants this
X does it like this

3.3 THE VERB 'NYAU' (CATCHING FISH USING A TYPE OF NET WITH A WOODEN FRAME)

The information which can be obtained from this lexical item is that X (the agent) does something and, as a consequence, something happens to Y (the undergoer). Unlike 'mencar' which is a type of net without any frame but with lead attached to its edge, 'nyau' is a tool without lead attached to it; it is framed and its far end is tied in such a way that it is impossible for the fish to get free. Narratively, this verb of action can be explicated as follows:

"X does something and something happens to Y"
X does it by something (a net which is made of plastic string or nylon and equipped with a wooden frame).
X does something to Y (goes down to a river, pond or ditch to catch Y)
X wants this
X does it like this

3.4 THE VERB 'MANCING' (CATCHING FISH)

The information which can be obtained from this lexical item is that X (the agent) does something and, as a result, something occurs to Y (the undergoer). In this activity, X (the agent) uses a fishing rod with fishing hook and bait for catching Y (the fish). When the fish eats the bait and the fishing rod is raised, then the fish will be caught. The explanation of this verb is that: X does something and, as a result, at the same time, something happens to Y.

X does something to Y
X does this by something (catches fish using the fishing rod)
X feels something good
X wants it
X does it like this

3.5 THE VERB 'NUBA'

This verb describes that X does something and, as a result, something will occur to Y. X uses the roots of a tree which are poisonous. When the fish (Y) consumes it, it will become powerless and die. However, before the Y dies, it becomes restless and finally it is caught by human. The situation can be explicated as follows:

X does something and something happens to Y
X does it by something (using the roots of a poisonous tree)
Something bad happens to Y (Y becomes powerless and finally it dies)
X wants this
X does it like this.

3.6 THE VERB 'MEKENA BUBU'

What can be described for the verb 'mekena bubu' is that X wants to do something and as a result Y (the fish) enters a trap better known as 'bubu' (a trap which is made of bamboo). X usually leaves the 'bubu' for one night and collects it the following morning. If X is lucky, Y will get trapped within the

'bubu'. When Y is already trapped, it cannot get out as the 'bubu' is woven in such a way that it is impossible for Y to go out; it is tightly woven. This verb can be classified into two: the first one is 'mekena bubu' in order to catch eels. The 'bubu' (woven bamboo trap) with bait which is left when it is getting dark in the rice field and will be collected in the following morning. The eels which smell the bait will enter the 'bubu', which is woven in such a way that it is impossible for them to get out; in other words, they are trapped and caught. The second one is 'mekena bubu' in order to catch shrimps. This type of 'bubu' is bigger in size than the one described above. It is also made of bamboo. It is left in the river rather than in the rice field. It works the same way as the one described above; however, it may be left in the river any time, either during day time or at night. It can be narrated as follows.

X does something and something will happen to Y
X does it by something (using a tool referred to as 'bubu')
Something good happens to X
X wants it
X does it like this

3.7 THE VERB 'MANCING TUNGGUH'

The information which can be obtained from this lexical item is that X (the agent) does something, and, as a result, something will happen to Y (the undergoer). X does it using a short rod with fishing line and fishhook with bait. It is different from the verb 'mancing' above, in which a long fishing rod is used. However, how X does it is similar to what he does when 'mekena bubu'. The short fishing rod is left for a period of time in special areas of a river. After that, X comes back to check whether there is Y attached to it. If X is lucky, he will find Y attached to the short fishing rod. However, this way of catching fish is only used to catch relatively big fish. The fishhook is too big for the small fish to swallow. This verb of action can be explicated as follows.

X does something and something will happen to Y
X does it by something (using a short fishing rod which is left for a relatively long period of time)
X will feel good if something good happens to X (will be lucky if he finds Y attached to the fishhook)
X wants this
X does it like this

3.8 THE VERB 'MENUMBAK'

The information which can be obtained from this verb is that X is in search for Y, which is in this case, turtle-like fish, popularly called 'empas' in the Balinese language using what is called 'tumbak' (a lance) . X knows where Y usually hides. When X finds such an area, X stabs the lance and then Y (the empas) will be caught. Only talented people are good at this. This verb of action can be explained as follows.

X does something and something will happen to Y

X does it by something (using a tool termed as 'tombak')
X does something in somewhere (the lance in particular places)
Something bad happens to Y (Y will get stabbed)
X wants it
X does it like this

3.9 THE VERBAL 'NUDUL'

This verb means that X (the agent) does something and, as a result, something will happen to Y. As in the verb 'mancing', a fishing rod completed with fishing line and fishing hook and bait is used. However, the way in which it is used is different from the way in which it is used when 'mancing'. It is repeatedly moved upward and downward over the water surface. In addition, it is only used to catch a particular type of fish called 'deleg'. The process is that when the fishhook with bait is moved upward and downward repeatedly, the 'deleg' will catch the bait before it is caught by X. The explanation of the verb 'nudul' can be explained as follows.

X does something and something will happen to Y
X does this by something (using a fishing rod with fishing line and fishing cook with bait)
X does it not once (repeatedly until Y catches the bait)
Y is something (refers to a particular type of fish called 'deleg')
X wants it
X does it like this

3.10 THE VERB 'NYULUH'

The information which can be obtained from this verb is that X (the agent) does something and, as a result, something happens to Y (the patient). X does this using what is called an oil lamp. This is done at moonless night when eels go out or when it is dark in the rice field. X also uses a pair of big scissors which are used for catching eels only. This is done starting from at about seven at night. What can be explicated from this verb is as follows.

X does something and something happens to Y
X does this by something (using an oil lamp)
X does this at certain time (night, starting from at moonless night when ells go out)
X does this by something (uses a pair of big scissors for catching the eels (Y))
X wants this
X does something like this

IV CONCLUSION

It turns out that the Balinese language is a language which is sophisticated and rich enough. What is meant is that it has many verbs which can be used to express the same concept 'ngejuk be' (catching fish). Each verb is distinguished by the tool used and how the activity 'catching fish' is done. In this case, the Balinese language is much richer than the Indonesian language, our national language, which is used as a means of communication

'vernacular' among the ethnic groups in Indonesia. Each verb has its own features. The theory of Natural Semantic Metalanguage can be used to identify such features.

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MEANING AND MESSAGE OF 'JEMME'

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Abstract

Advertising is intended to persuade audiences, readers, viewers or listeners to take action on products, services and ideas. Advertisements include text, audio, video, photography and graphic designs. We will easily find advertisement through some common mediums namely newspaper, magazine, radio, television, internet, billboards, and many other places. Advertisement analysis is divided into textual and contextual analysis.

The textual is the analysis of advertisement structure such as headline, illustration, body copy, signature line, and standing details. Based on the analysis JEMME considered to be a complex advertisement taht consist of 5 (five) element. The contextual analysis is the meaning of the advertisement. According to the analysis, JEMME is a fine jewelery with high standard and very suitable for valentine gift.

Keywords: *advertisment structure, meaning and message*

I   INTRODUCTION

Nowdays, advertisement has become part of our lives. Either conscious or unconscious, it turns into one of the communication tools, which influences our attitudes towards products, brand names, companies, lifestyles, or even public issues. Advertisements include text, audio, video, photography and graphic designs. We will easily find advertisement through some common mediums namely newspaper, magazine, radio, television, internet, billboards, and many other places.

Advertising is intended to persuade audiences, readers, viewers or listeners to take action on products, services and ideas. The idea is to drive consumer behavior in a particular way in regard to a product, service or concept. Advertising soon became an industry into itself when newspapers and magazines started allowing paid ads to be placed in their publications. This allowed specialists to make a living designing and implementing advertising as opposed to manufacturing products themselves.

In Oxford dictionaries, advertisement is a notice or announcement in a public medium promoting a product, service, or event or publicizing a job vacancy. According to Bovee (in Flinger, 1996) Advertising is the nonperson communication of information usually paid for and usually persuasive in nature about products, services or ideas by identified sponsors through the various media.

In Bussinessdictionary.com there are two kind of advertisement base on the purpose. The first one is commercial advertisement. Commercial

advertisement used by company to build the image of the product and it's self. The second one is Non-commercial advertisement which is purpose to educate consumers or promote specific ideas.

The analysis of this article is limited to the following problems: 1) What are the structural composition (textual) of JEMME? 2) What are the meaning and message (contextual) that want to be delivered?

II   MATERIALS AND METHODS

2.1   ADVERTISEMENT STRUCTURE AND ANALYSIS TECHNIQUE

A good advertisement should attaractive and persuasive. According to Leech (1966:59) advertisement consists of several parts such as:
1. Headline is the head of advertisement which will be the first to be read (eye catcher/attention getter)
2. Illustration is the background of an advertisement that illustrate the advertisement
3. Body Copy is the content of an advertisement and also the messages of its.
4. Signature line (Logo) is the product view in an advertisement includes the price, slogan, or trade mark.
5. Standing details is the closing of an advertisement which can be found in the bottom of advertisement. The function of standing details is to give additional information related to the product, company, customer service, etc. Mostly standing details use small font and was not flashy.

In term of structure's combination of the advertisement, Mulyawan (2010: 10) states that there are 8 structure combinations in advertisement, they are:
1. Headline dan signature line;
2. Headline, signature line dan standing details;
3. Illustration, headline dan signature line;
4. Illustration, headline, signature line dan standing details;
5. Headline, body copy dan signature line;
6. Headline, body copy, signature line dan standing details;
7. Illustration, headline, body copy dan signature line;
8. Illustration, headline, body copy, siganture line dan standings details.

According to Dyer (1982), analysis of advertisement classified into two, they are textual analysis and non-textual analysis
1. Textual analysis in advertisement is an analysis of advertisement without any involve from circumstances surrounding. The analysis will be done base on the verbal element and non verbal element. Verbal is the intrinsic element of the advertisement. Non-verbal elements include symbol, icon, and index.
(i) Icon is a sign about the reality situation such as picture
(ii) Index is a sign that show the features or characteristic
(iii) Symbol is a sign that represented the object based on the agreement.
2. Contextual analysis in advertisement is analysis in advertisement to find the message that will be delivered from the advertisers to the consumers. In this part the analysis involve the advertisers or consumers of the advertisement.

2.2 SEMIOTICS AND HYPERSEMIOTICS

Semiotics is a study of sign including the role in social life. Sign itself is a stimulus which is received by people brain to be processed then elicits a response about a particular of realistic concept. Therefore semiotics study learns all forms of relation between sign with representation of reality and between the users in the social life of the community. The relation between sign with the representation of reality is known as relation between signifier (sign) and signified (meaning).

Related to signifier and signified, there are many theories put forward by linguists with various terms and expression. This study applies two theories of semiotics which is triggered by *Ferdinand de Saussure and Ogden & Rhicards*.

Ferdinand de Saussure (Saussure, url: pg. 2-3) explained that language is a system of communication which involves concept and sound image, where sound image is a signifier and concept is signified. *Saussure* stated further:

> … The bond between the signifier and signified is arbitrary, there is nothing in either the thing or the word that makes the two together, no natural, intrinsic, or logical relation between a particular sound image and a concept;…

Between signifier and signified does not have correlation or a relationship. Signifier is something which is arbitrary or having nothing to do with the signifier.

On the other hand, Ogden & Richards (1923) add a communicator element between signifier and signified that is thought of reference. The relation between them was described in the picture as known as semiotics triangle.

The stimulus of signifier in this part is known as a linguistics element of word or sentence then processed in the brain through the concept of meaning that has been owned over the signifier then produces a respond in form of referent as a signified. Therefore, between signifier and signified does not have a direct relation but associated through the concept of meaning in the brain.

In contrast to semiotics, Hypersemiotics is a study which studies the relation between hyper-sign with its representation which beyond the limits of reality (hyper-reality). Piliang (2003:54) said that the world of hyper-reality is unreality world by using the signs which beyond the limits so that the signs can only be explained in hyper-reality world and has lost touch with its reality representation. Thus it can be said that hyper-reality world is a human imagination world with the various sign which are imaginary and free in meaning and separated from reality contact.

Piliang (2003 : 54) explain that the sign which exceed the limit when it has been out of the limit of principles, characters, nature, and the normal function of sign as a communication device and the delivery of information,

also already lost contact with its reality representative. Further, Piliang (2003: 54-59) provide the limit of type of sign wich can be a study of hypersemiotics, as follow:

2.2.1 PROPER SIGN

Proper sign is a sign which has relatively symmetrical relation with concept or reality which represents. For example rose signifier is used as love signified which represent love in social life.

2.2.2 PSEUDO SIGN

Pseudo sign is a sign which is not genuine, imitation, pretend, fake sign in which such reality reduction takes place. In this part a signifier shown only partially for represent a complex reality.

2.2.3 FALSE SIGN

False sign is a sign which is used for cover a reality with another reality represent. In this case a sign with different reality is used to represent another reality which have no any relation at all.

2.2.4 RECYCLE SIGN

This sign is reality representation sign in a different context of space and time and used foe represent the other reality. For example the using of *Marsinah* picture signifier (in the past) to represents the rape incidence of Chinese ethnic women in May 13th riots in Jakarta. This could be happened because of the possibility of the tragedy has no footage of the incident, only the recognition of victims.

2.2.5 ARTIFICIAL SIGN

Artificial sign also known as unnatural sign is a sign which made by advanced technology (digital or computer technology) and have no reference in reality. Artificial creation is not used to represent something outside the sign itself, but represent the sign itself. For example the caricature of the main character in anime movie, where all signifier is made for represent the reality in the movie without put any reference in reality.

2.2.6 SUPERLATIVE SIGN

Superlative sign is a sign which is made for represent a simple signified in reality, but the truth appears in special signified that involves many additional effects (audio and visual) so it give rise to the extreme expression (hyperbolic) out of the limit of reality representation.

III   RESULTS AND DISCUSSION

3.1   HEADLINE

As the meaning of headline which will be the first to be read, the headline of this advertisement is the word "Jemme" which is gold in colour. Moreover the black colour of the background makes the reader to focus on it.

3.2   ILLUSTRATION

The illustration shows the black colour as the overall background. The accessories backgrounds are nature situation, the accessories placed on rocks, and the other placed on green leave.

3.3   BODY COPY

The term body copy can be defined as the text of advertisement completing the story which is introduced by the headline and supported by the illustration. The body copy of this advertisement is sentence "what will be in your *Jemme'* box this valentine's day"

3.4 SIGNATURE LINE

The signature line of this advertisement is the picture of necklace which focused on the diamond. Besides that, there are three other smaller picture accessories such as necklace, bracelet and ring.

All of those accessories are the product of "Jemme" which are offered in the advertisement. "Rare Colour Intense 50.13ct kunzite &Diamond Necklace in 18ct white gold", "Hand Made Rose Quartz & Gold Necklace", "4.04ct Diamond Bracelet in 18ct White Gold", "4.75ct Rose Amethyst & Diamond Ring in 18ct White gold" are the texts in the bottom of the picture which have function to give information about name, measure, colour, and materials of them.

3.5 STANDING DETAILS

From the definition of standing details which is the closing of this advertisement and it placed in the bottom of "Jemme" advertisement. The standing details is the text "Open Monday-Saturday 10 am- 8 pm Jl. Raya Petitenget 125, Seminyak, Bali. Tel: 0361-733508". This text gives information about business day and hours of the shop and also the address of it.

3.6   MEANING AND MESSAGE
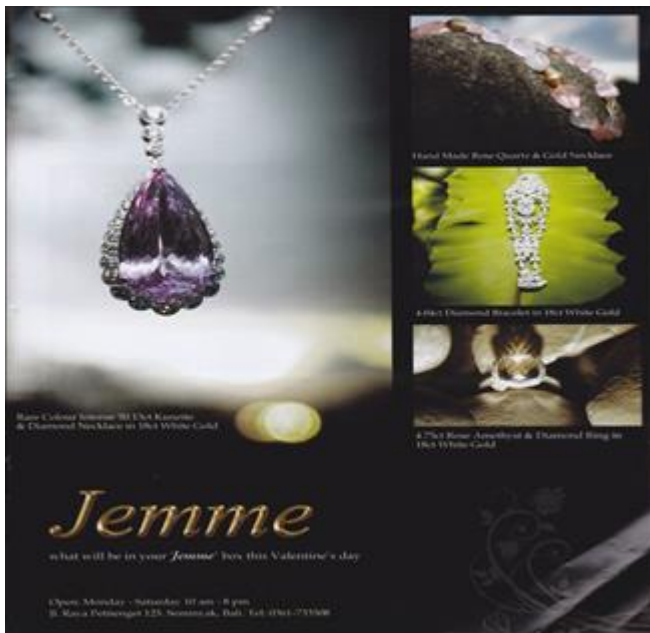
The meaning and message of the advertisement can be found by reading the advertisement at once. First of all, the headline of *Jemme* advertisement is word 'Jemme'. It is in gold colour which shows luxury as the center of this advertisement. This word was placed in black colour illustration to accentuate "Jemme" in the same manner as the name of manufacture and shop.

The sentence "what will be in your 'Jemme' box this Valentine's day" as the body copy intended to require the readers of their Valentine's gift. This advertisement was made on February for special day. "what will be in your ''Jemme' box" mean which one the reader want to give for lovely person in lovely day. The reader can get the information product from the accessories pictures which consist of four pictures, they are the necklace picture is in the biggest size, and the other are in the smaller size. This necklace introduced as a superior product to be chosen as valentine's gift. Those accessories are placed on nature illustration such as on the leave and rock that indicate those bring the beauty of nature.

The last is standing details in the bottom of this advertisement. The sentence "Open Monday-Saturday 10 am- 8 pm Jl. Raya Petitenget 125, Seminyak, Bali. Tel: 0361-733508" has function as additional information to inform the reader where is "Jemme" shop and what time the reader can go there to buy the accessories.

IV   CONCLUSION

Advertisement analysis can be decided into two part of analysis. The first is textual analysis and the second is contextual analysis. The textual is the analysis of advertisement structure such as headline, illustration, body copy,

signature line, and standing details. Based on the analysis JEMME considered to be a complex advertisement taht consist of 5 (five) element. The contextual analysis is the meaning of the advertisement. According to the analysis, JEMME is a fine jewelery with high standard and very suitable for valentine gift.

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TRANSLATION STRATEGY OF FIGURE OF SPEECH IN SHORT STORY

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Abstract

This study is a descriptive qualitative study which concern with literary translation in a short story. It aimed at identifying figures of speech and also describing the strategies applied in translating figure of speech. The data was collected by library research method and note taking technique. The finding showed that the figure of speech found were mostly simile and one hyperbole. The strategies applied were retention of the similar vehicle, and retention of the same vehicle plus explication of similarity feature (s).

Keywords: figurative language, figure of speech, literary translation, short stories

I   INTRODUCTION

Literary work and its translation often capture the story of human life which has always been interesting issue to be explored. The story of human life are vary; they may elucidates the everyday life with its dynamic "color" such as the happiness, the failure, the sadness, the grief, the challenge and many different things. It can be found in poetry, novel, or short stories. A short story as one instances of the literary work is usually shorter than a novel. It often presents interesting life story in a simple language. However, thing that make short story become distinctive is the use of its figurative language. Figurative language uses words deviating from their proper definitions in order to achieve a more complicated understanding or heightened effect. Figurative language is often achieved by presenting words in order to make equated, compared, or associated with other normally unrelated words or meanings. It is the use of a word, phrase, symbol, and idea in such way to evoke mental images and sense impressions.

 Figurative language is often characterized by the use of figurative speech. A figure of speech is a way of saying one thing and meaning another. There are many classification of figure of speech such as from Richard (1965) and Morner & Rausch (1991). Richard (1965:105) mentioned that "the two most common figures of speech are metaphor and simile, but there are many other less common ones". However, Morner and Rausch (1991:83) have different opinion toward kinds of figure of speech. They proposed four kind figures of speech such as metaphor, simile, personification, and hyperbole.

Figure of speech are said to be an imaginative tools for literature and ordinary communication to explain speech beyond its usage. It is important to

be applied to serve three elements of clarity, forth and beauty in the language. (Tajali, 2003:100 in Fadaee). The fulfillment of those three elements is prime consideration for any author or translator to work on their literary work. Considering the importance, this study tries to identify figure of speech in one of the well known short stories written by Made Sanggra entitled *Bertemu di Tampak Siring* with its translation *Encounter in Tampak Siring*. The focus discussions of this study are: (1) To identify figure of speech in Short Story of *Bertemu di Tampak Siring* and its translation *Encounter in Tampak Siring* (2) To elucidate the translation strategy applied in figure of speech found in the Short Story.

II   MATERIALS AND METHOD

The data for this study was collected from Short Story *Bertemu di Tampak Siring* with its translation *Encounter in Tampak Siring*. This story is one of seven stories of the *Antology of Made Sanggra* in 1970s which contain 94 pages. Therefore this study is a case study which focuses on the figure of speech in of both Indonesian and English version of *Bertemu di Tampak Siring - Encounter in Tampak Siring*.

The method of collecting data of this study was done through library research. The short story was read thoroughly and the figure of speeches were marked and highlighted. All the available data were classified and compare to find out the strategies of the figure of speech found which applied in the story. 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.

2.1   FIGURATIVE LANGUAGE

Morner & Rausch (1991:83) mention that figurative language is language that uses words or expressions with a meaning that is different from literal interpretation, when the writer uses literal language; he or she is simply stating the fact as they are. Figurative language, in comparison, uses exaggerations or alterations to make a particular linguistic point. Figurative language is a language that contains figures of speech. He proposed that the kind of figure of speech only into four, such as metaphor, simile, personification and hyperbole, namely expressions that make comparisons or association with another things which are meant to be interpreted imaginatively rather than literary.

2.2   FIGURE OF SPEECH

A Figure of speech or rhetorical figure is figurative language in the form of a single word or phrase. It can be special repetition, arrangement or omission of words with literal meaning or a phrase with a specialized meaning not based on the literal meaning of the words. Figures of speech often provide emphasis, freshness of expression, or clarity. However, clarity may also suffer

from their use as any figure of speech introduces an ambiguity between literal and figurative interpretation (Wikipedia)

A Figure of speech also defines as a phrase or word having different meanings than its literal meanings. It conveys meaning by identifying or comparing one thing to another, which has connotation or meaning familiar to the audience. According to Merriam Webster's Dictionary it is a form of expression (as a simile or metaphor) used to convey meaning or heighten effect often by comparing or identifying one thing with another that has a meaning or connotation familiar to the reader or listener. Generally speaking, figure of speech often identified only as metaphor and simile. However, Morner and Rausch proposed another two, they also include personification and hyperbole. Despite the difference, this study tries to reveal what figures of speech can be found in the short story of this study.

2.3   LITERARY TRANSLATION

Nida and Taber (1974) state that translating consists in reproducing the TL the closest natural equivalent of the SL message, first in terms of meaning, and secondly in terms of style (cf. Catford, 1965:20). In relation to this notion of translation, they further add that translating must aim primarily at "reproducing the message'. Having this idea, a translator should be able to make good grammatical and lexical adjustments. However, since no two languages are identical, there can never be a fully exact translation.

The above definition of translation emphasizes that translation is a process of transferring 'meaning or message' of the source language, not of its 'form'. For this reason a translator should be able not only to identify and understand the meaning in general, but also the types of meaning in the text. It should also be important to realize that meanings can be signaled either by linguistic features or by extra linguistic features and normally by both. Meanwhile in literary translation which consists of the translation of poetry, theater plays, literary books, novels, short stories and others require to translate the culture where the story is taking place. The culture issue becomes prime importance for a translator to work in so equivalent translation which convey similar message or meaning can be achieved.

2.4   SHORT STORIES

A short story is a piece of prose fiction that can be read in one sitting. Emerging from earlier oral storytelling traditions in the 17th century, the short story has grown to encompass a body of work so diverse as to defy characterization. At its most prototypical the short story features a small cast of named characters, and focuses on a self-contained incident with the intent of evoking a "single effect" or mood. (Wikipedia)

According to Klarer short story is a brief narrative prose. Further he explains (1998:14)

"A crucial feature commonly identified with the short story is its impression of unity since it can be read-in contrast to the novel-in one sitting without interruption. Due to the restriction of length, the plot of the short story has to be highly selective entailing an idiosyncratic temporal dimension that usually focuses on one central moment of action"

Another definition mentions that Short story deals with important elements that build the story itself. All of these elements take their own role to make the story sensible. They are theme, plot, setting, character and point of view (Anderson: 1993as cited in Hansyar: 2005). The short stories use for this study is taken from *Made Sanggra's Antology* entitled *Encounter in Tampak Siring*.

2.5 THEORETICAL FRAMEWORK

This study applied two theories; they are the approach proposed by Morner and Rausch (1991) about kinds of figure of speech and Pierini (2007) about strategies in translating figure of speech in particular the simile. Morneau (1993) as cited in Alwawi 2007 which proposed about translating metaphor also applied as supporting theory.

Morner and Rausch (1991) proposed for kinds of figure of speech, they are: metaphor, simile, personification and hyperbole.

(a) Metaphor is an implied comparison with like or as omitted. A metaphor does same with simile but with a like or as if in the wording to show that it is literal. Metaphor is comparing two things by using one kind of object or using in place of another to suggest the likeness between them. This kind of figure of speech implied analogy which one thing is imaginatively compared to or identified with another dissimilar thing. In a metaphor, the qualities of something are ascribed to something else, qualities that it ordinarily does not posses.
(b) Simile is stated a comparison, usually comparing two essentially different objects, actions, or attributes that share some aspect of similarity, introduced by like or as.
 (c) Personification gives human characteristic to an object, animal or an abstract idea. It also gives an inanimate object or abstract idea human traits and qualities, such as emotions, desires, physical gestures and speech.
(d) Hyperbole is an exaggeration used for special effect; it is not used to mislead the reader, but to emphasize a point. The exaggeration is deliberately used for the effect, and is not to be understood as if it were a literal description. Hyperbole may be used to evoke strong feelings or to create a strong impression, and is not meant to be taken literally.

Pierini (2007) indicated some potential strategies to translate similes. They are: S1: literal translation (retention of the same vehicle), S2: replacement of the vehicle with a different vehicle, S3: reduction of the simile, if idiomatic to its sense, S4: retention of the same vehicle plus explication of similarity featured S5: replacement of the vehicle with a gloss, S6: omission of

the simile. The vehicle here refers to the comparatum (or the entity to which the topic is compared)

Morneau mentioned that there are five techniques for translation metaphors, they are: (1) translate the metaphor exactly, word for word, (2) Rephrase the metaphor as a simile, (3) translate the metaphor into an equivalent metaphor in the target language, (4) translate the metaphor using literal language, (5) Use the metaphor, but provide all the necessary referents so that any listener will understand it.

III   RESULTS AND DISCUSSIONS

This section includes the finding and analysis of figure of speech found in Short Stories of *Encounter in Tampak Siring* and its Indonesian version *Bertemu di Tampak Siring*. It also analyzes the translation strategies applied for the figure of speech found in the story.

3.1   KINDS OF FIGURES OF SPEECH FOUND IN SHORT STORIES ENCOUNTER IN TAMPAK SIRING AND ITS INDONESIAN VERSION BERTEMU DI TAMPAK SIRING

This study found that the figure of speech metaphor, personification were not included in the short story of this study. The figure of speech which can be identified was dominated by similes and one hyperbole. The figure of speech of *simile* found in the short stories as follow:

(1) Seperti kawanan lebah meriung berkeliaran
    As if bumblebees huming around beehive
(2) Teman-temannya sudah terlelap ngorok, ada lagi lainnya bernafas mendengus-dengus layaknya babi disembelih, yang lainnya bahkan menggiau tak ubahnya orang gila yang tersenggol.
His friend snored already, one of them screeching like a beheaded pig and another raving like a disturbed man man
 (3) Iramanya merintih seperti suara orang merajuk.
The propeller at treetop mad a faint sound as wind swept by, as if whispering the sound of someone in dismal.
(4) …….lalu airnya dipercik-percikkan layaknya kanak-kanak penggembala sapi bermain air
….sprinkeld water on his face, playing with it like a young herder washing his buffalo
 (5) …kerongkongannya tersekat, layaknya tersumbat sekepal pasir.
His throat dried up as if blocked by a handful sand
The figure of speech hyperbole found is as follow:
(6). Di langit tak tampak mega sedikitpun
    No single cloud visible

3.2 THE STRATEGIES APPLIED IN TRANSLATING FIGURE OF SPEECH IN SHORT STORY BERTEMU DI TAMPAK SIRING WITH ITS TRANSLATION ENCOUNTER IN TAMPAK SIRING

Having the above data (figure of speech in 3.1) it can be explained as follows:

Data 1

Seperti kawanan lebah meriung berkeliaran	As if bumbleebees humming around beehive

The above data shows that the English figure of speech shows the same meaning in the Indonesian figure of speech. The word 'kawanan lebah' is translated as 'bumblebees' which shows the loss information of the word 'kawanan'.

The strategy applied in the first data was the first strategy (S1) which is the retention of the same vehicle. The vehicle here means the comparatum (the entity to which the topic is compared). The compartum of data 1 is the bumblebees.

Data 2

Teman-temannya sudah terlelap ngorok, ada lagi lainnya bernafas mendengus-dengus layaknya babi disembelih, yan lainnya bahkan menggiau tak ubahnya orang gila yang tersenggol.	His friend snored already, one of them screeching like a beheaded pig and another raving like a disturbed man man

The following data 2 shows the application of the fourth strategy (S4) which has been mentioned in the previous explanation; the retention of the same vehicle plus explication of similarity features. The loss information of ST is the phrase 'bernafas mendengus-dengus' which is translated into the phrase 'like a beheaded pig'. The explication phrase of the ST was omitted in the TT. Another additional phrase, in this extent known as the explication of similarity features can be seen in the phrase 'orang gila yang tersenggol' to 'explain disturbed mad man'

Data 3

Iramanya merintih seperti suara orang merajuk.	The propeller at treetop mad a faint sound as wind swept by, as if whispering the sound of someone in dismal.

In data 3, the first phrase 'iramanya' was translated into 'the propeller at treetop made a faint sound as wind swept by'. This shows gain information within the TT. The following phrase 'seperti suara orang merajuk' was translated into 'as if whispering the sound of someone in dismal'. The later phrase shows additional of information of the word 'whispering'.

Having this fact, it can be concluded that the strategy applied for the data above is the fourth strategy (S4), the retention of the same vehicle plus explication of similarity features. The comparatum is the 'sound'. The phrase 'suara orang merajuk' was translated into 'whispering sound of someone dismal. The explication can be seen in the English translation of the word 'irama'.

Data 4

....lalu airnya dipercik-percikan layaknya kanak-kanak penggembala sapi bermain air	.......sprinkled water on his face, playing with it like a young herder washing his buffalo

This following data contains similar comparatum which is 'water'. This figure of speech applies the first strategy (S1) which is to retain the similar vehicle. Gain of information can be seen from the word 'sprinkled water on his face which in the ST was 'dipercik-percikan'. The gain information can be seen in the word level 'on his face'. Despite the gain of information occur in the text, the translation of simile is rather equivalent.

Data 5

…kerongkongannya tersekat, layaknya tersumbat sekepal pasir.	His throat dried up as if blocked by a handful sands

We can see that data 5 applied the first strategy, S1 which is the retention of the same vehicle. The compartum of the ST and TT is similar; they both use the word or feature of 'throat' and it was described in the similar simile 'tersumbat sekepal pasir' and its translation 'blocked by a handful sands'.

Data 6

Di langit tak tampak mega sedikitpun	No single cloud visible

The figure of speech hyperbole was found only one occurrence in this study. From the data we can find out that there is loss information of the ST word 'di langit' as it is not translated in TT. The word 'di langit' emphasizes the existence of the cloud in the sky. However the TT translation omit the word 'di langit' because the translated phrase eventually will refer or imply the meaning 'di langit'. This is regarded as hyperbole because we know the fact that we can see much cloud in the sky. However the figure of speech mentioned that 'there is no single cloud visible', so it was rather exaggerating. Therefore, the contrary fact of this sentence has regarded it as figure of speech as hyperbole. Despite the strategies work for simile, we can draw that this kind of figure of speech was translated by using the first strategy which is retaining the similar vehicle. The vehicle means here is the 'cloud'

IV   CONCLUSION

Having the above analysis we can conclude that figure of speech found in the short stories entitled *Bertemu di Tampak Siring* with its translation *Encounter in Tampak Siring* were dominated by similes and also one hyperbole. The strategies applied for the figure of speech were retention of the similar vehicle, and retention of the same vehicle plus explication of similarity featured.

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