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Editorial

In this 8th published number, we would like announce that *Lingual: Journal of Language and Culture* is accessible through ojs.unud.ac.id/index.php/language and through Google Scholar. In this volume we are publishing 8 articles, which mostly in the topic of translation. We would like to invite you to participate in publishing articles in this journal, and cite any published articles.



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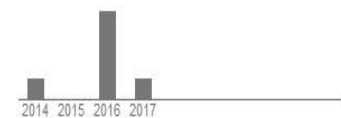
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COMPLEMENTISER AND RELATIVISER IN THE ENGLISH SUBORDINATE CLAUSES

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Abstract

Words combine to form larger units; phrases, clauses, and sentences. The study of the structure of phrases, clauses, and sentences is referred to as syntax. Quirk, et, all (1985:47) distinguishes sentences into two types they are; simple sentences and multiple sentences which cover compound sentences and complex sentences. A simple sentence consists of one independent clause, a multiple clause contains more than one clauses, a compound sentence consists of two or more independent clauses, while a complex sentence consists of in subordinate and subordinate clauses.

Subordinate clause, in embedding the element of the in subordinate clause use either complementiser or relativiser. For example: (1) John said *that* he did not come to the party. *That* in (1) is considered to be complementiser since it introduces the subordinate clause. (2) John met the teacher *that* teaches you English. *That* in (2) is classified as relativiser because it is used to introduce the modifying clause.

This paper attempts to discuss complementiser and relativiser in the English subordinate clauses and describe the constituent structure in a tree diagram using the approach proposed by Kroeger (2005). The data were taken from a novel entitled *Saved by The Bride* by Fiona Lowe (2013).

Keywords: *complex sentences, subordinate clauses, complementiser or relativiser*

I INTRODUCTION

A sentence is mainly a group of words linking together and expressing an idea, event or description. The words in an English sentence have a certain order and rule regarding ways to either expand or shorten it. The boundaries of a sentence are easily identified, as it begins with a capital letters and ends with terminal punctuation mark (period, punctuation mark or exclamation mark).

Quirk, et, all (1985:47) distinguishes sentences into two types they are; simple sentence and multiple sentences which cover compound sentences and complex sentences). Compound sentence consists of two or more independent or in subordinate clauses while complex sentence is a sentence consisting of a main clause or independent clause and one or more subordinate clauses. According to Van Valin, JR, (2004:133) complex sentences are non-coordinate sentences containing more than one clause or more than one VP.

Kroeger (2005:218) states that a clause can be embedded within another in two simple ways, they are coordination vs. subordination. When two constituents belonging to the same category are adjoined to form another constituent of that category, it is referred to as a coordinate structure or a compound sentence, such a structure is considered to be doubly headed, because both of the adjoined elements function as heads of the larger unit. Coordinate sentences in English are usually connected by conjunctions such as *and*, *but*, and *or*, as in the example: (1) *Jack came into the room and Jane stood up*. The clauses: *Jack came into the room* and *Jane stood up* are independent clauses since they can stand by themselves. The coordinate conjunction used to conjoin the two independent clauses in (1) is coordinator *and*.

In contrast, in a complex sentence, the subordinate clause functions as a dependent rather than a co-head. There are three types of subordinate clauses; they are (a) complement clauses, adjunct (or adverbial) clauses, and relative clauses, such as in (2)

(2) a. Fred believes *that* John married Mary.

b. *After* entering the room, Jack took off his coat.

c. I saw the man *who* had helped you.

The clause in (2a) is linked with conjunction *that*, to introduce the subordinate clause, *John married Mary*. The subordinate clause in (2a) is referred to as a complement clause and *that* is referred to as complementiser. In (2b) the subordinate clause is initiated by the preposition *after* to introduce the

subordinate clause *entering the room* therefore it is called an adjunct clause since it takes the function as an adjunct in the matrix clause. And in (2c) the clauses are conjoined by the use of conjunction *who* to introduce the subordinate clause, *had helped you*. The subordinate clause in (2c) is referred to as a relative clause and the relative pronoun *who* is considered as a relativiser. a relativiser is a kind of complementiser which introduce the modifying clause. The terms complementiser and relativiser are often caused confusion for the students learning syntax therefore this paper attempts to discuss the use of these two terms and try to describe the constituent structure by applying tree diagrams.

II MATERIALS AND METHOD

This study is classified as a library research and the data source was a novel entitled *Saved by The Bride* by Fiona Lowe (2013) The complex sentences involving complement and relative clauses were the data of this study. The data were analysed in a descriptive qualitative way based on the theory proposed by Kroeger (2005). To clarify the differences between the use of complementiser and relativiser the tree diagrams describing their constituent structures are presented.

III RESULTS AND DISCUSSION

3.1 COORDINATE VS SUBORDINATE CLAUSES

Prior to the discussion of complementiser used in complement clauses, and relativiser in relative clauses it is important to show the distinction of coordinate and subordinate clauses. A clause can be expanded in two basic ways that is by the use of coordination and subordination. When two constituents belonging to the same category are conjoined to form another constituent of that category it is called as coordinate clause. Such a structure is usually considered to be doubly headed, since both of the conjoined elements function as heads of the larger unit. While a subordinate clause is a clause which function as a dependent, rather than a co-head. Kroeger (2005:218). This can be seen in the following examples:

- (3) a. Marry left the room *and* Jack came.
 b. I liked this red scarf, *but* Leslie liked that one.
 c. Marry believes *that* Max is honest.

In (3a and b) the conjunctions, *and* and *but* conjoin independent clauses, clauses that can stand by themselves so they are classified as coordinate clauses. Both of the conjoined clauses function as heads of the larger unit, and can be described in the following tree diagram.

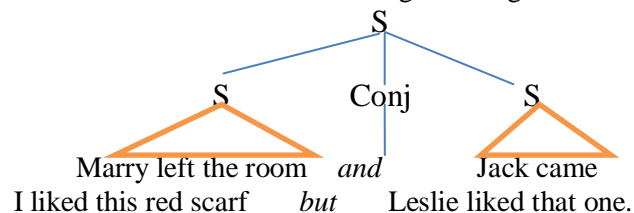


Diagram. 1.

In (3c) the conjunction *that* introduces the dependent clause which is required by the verb *believe* that precedes it, the verb *believe* needs an NP or a clausal complement. This type of conjunction is referred to as complementiser by Kroeger (2005), Brown and Miller (1980) and Fromkin, et al (1984). The constituent structure of sentence (3c) can be seen in diagram.2.

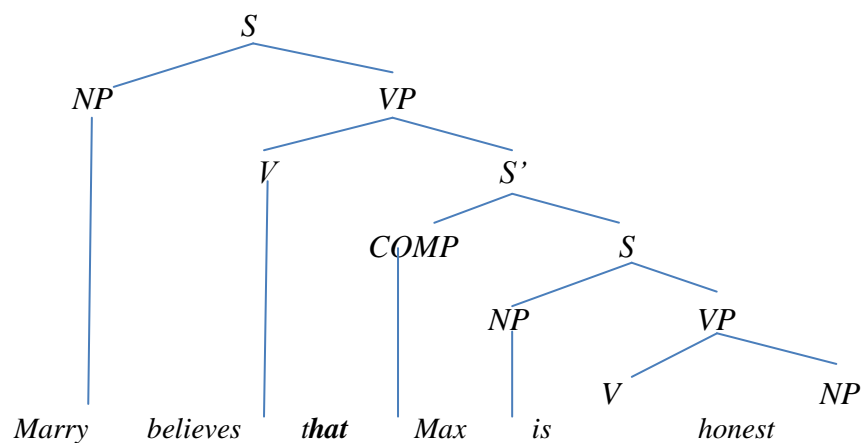


Diagram. 2. Subordinate clause using Complimentiser

Diagram 2 shows that the verb *believe* and the dependent clause introduced by *that*, are under the VP (the daughters of VP), it is required by the verb *believe*. Therefore it is classified as a subordinate clause.

According to Kroeger (2005:219) subordinate clauses are classified into three they are: *complement clauses*, *adjunct* (or *adverbial*) *clauses*, and *relative clauses*. In this paper complement and relative clauses will be discussed since it focuses on complimentiser and relativisers.

3.2 COMPLEMENT CLAUSES AND RELATIVE CLAUSES

Complement clauses and relative clauses belong to subordinate clauses since both occur in what is referred to as complex clauses by Quirk, et, al (1985), Brown and Miller (1980) and Fromkin, et al (1984). They both involved conjunctions such as: *that*, *who*, *which*, *where*, *why*, *whom*, etc as complementiser to introduce the subordinate clause. However, in a complement clause the subordinate clause with complementiser is licensed by the subcategorisation of the verb and normally functions as subject or object, of the other clause which is referred to as the matrix clause but in relative clause, the subordinate clause introduced by the complementiser functions as a modifier within an NP. This can be clarified by data (4):

- (4) a. He knew *that being a klutz ... could lead to a black eye?* (p. 1)
 b. He decided to wait and see *how she played it* (p. 24)
 c. He knew *which he preferred.* (p. 27)
 d. They too had joined the parade *that led out of town toward jobs in Madison, Milwaukee,...* (p. 10)
 e. He much pre-ferred women *who didn't say very much.* (p. 22)
 f. A strangled sound *that was half groan and half laugh floated up to him* (p.22)

The clauses in italics in data (4) are classified as subordinate clauses. In data (4a – c) the subordinate clauses belong to complement clauses which are introduced by the complimentisers: *that*, *how*, and *which*. These subordinate clauses occur as complements, or are required by the subcategorization feature of the verbs (*knew*, *see*, *knew*) that proceed them.

Whereas in (4d-f) the subordinate clauses introduced by complementisers *that*, *who*, and *that* are the modifiers of the preceding NP, these types of complementisers are considered as relativisers. The NP modified by the subordinate clauses *that* and *who* in (4d and e) function as the objects of the matrix clauses while in (4f) the NP modified by the subordinate clause introduced by complementiser *that* functions as the subject of the matrix clause. The difference between the use of complementisers and relativisers in (4) can be described in the following tree diagrams:

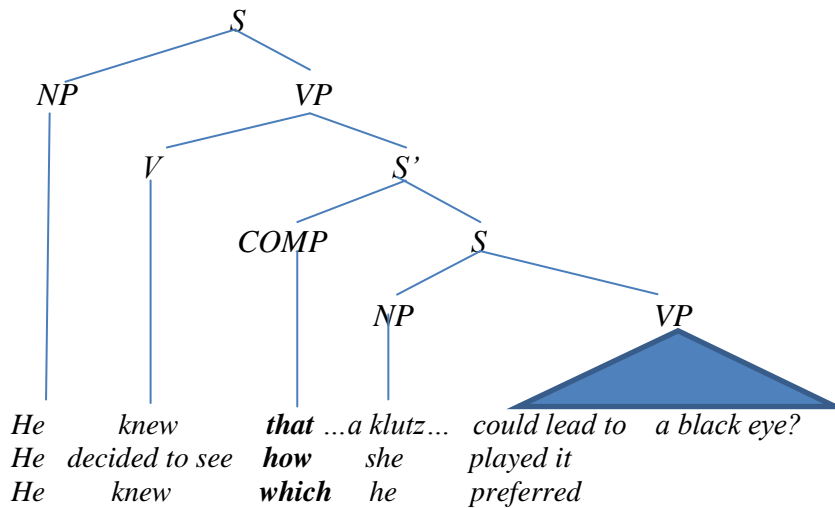


Diagram. 3 Compliment clauses using complimentisers

It is clearly shown by the tree diagrams that the subordinate clauses, S' in diagram (3) is licensed by the V, and both V and S' are the daughters of VP, whereas in diagrams (4 and 5), the S' is the daughter of the NP.

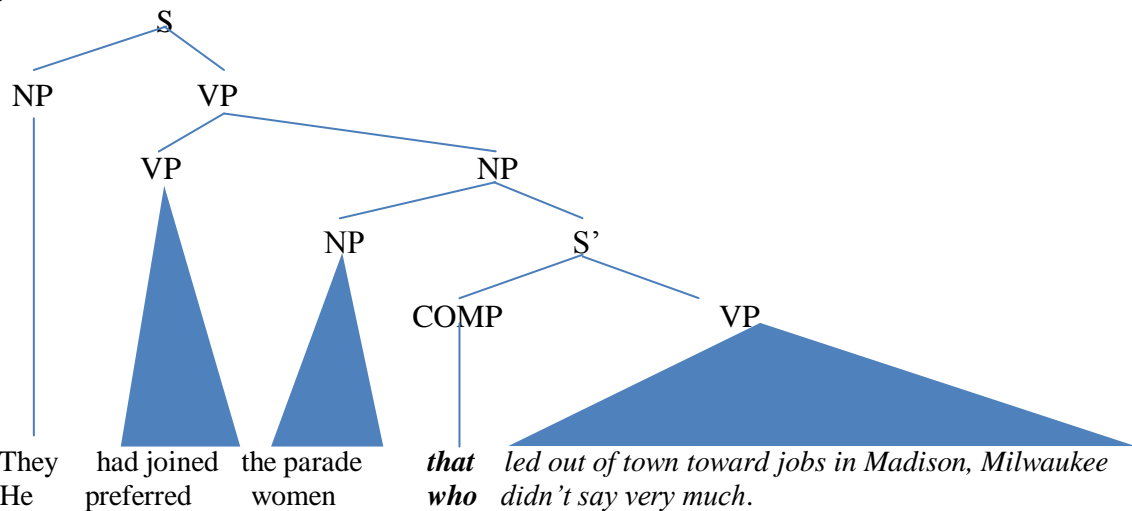


diagram.4, Relative clauses using complementisers as relativisers

Diagram 4, shows that the dependent clauses introduced by *that* and *who* (S') are licensed by the NPs and the clauses functions as modifiers within the NPs are referred to as relative clauses Kroeger (2005:89). The NP containing the relative clause functions as the object of the main clause. This is considered as the "external" grammatical relation of the NP by Kroeger (2005:236). While the head nouns (*parade* and *women*) are interpreted as the subjects of the modifying clauses (*led out of ...* and *didn't say very much*). Kroeger refers to this "internal" grammatical relation as the relativized function: the grammatical relation that is assigned to the head noun within the modifying clause.

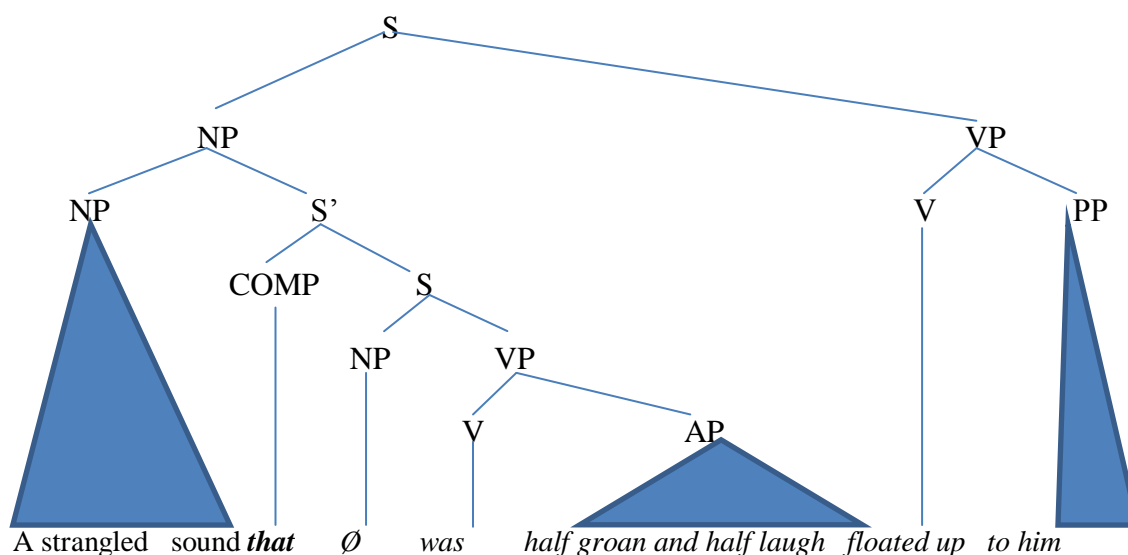


Diagram. 5. Relative Clauses Using complementiser as Relativiser

In (5) the NP containing S' precedes the VP, since the external grammatical relation of the NP is the subject of the main clause and the internal grammatical relation or the relativized function: is the subject of the modifying clause (*was half groan and half laugh floated up to him*), the NP dominated by S is considered to be empty (\emptyset) because it is coreference with the NP which is the sister of the S'.

Since complement clauses are required by the verbs, the complement clauses that take *that*, *who*, *which*, etc as complementisers, take finite verbs as in 4 (a, b, and c). However, the complement clause can also take nonfinite verb such as:

(5) a... you **need to stay** here.(p. 44)

b. He always *enjoys* **visiting** your gar-den. (p. 60)

c. This *involves* **finding** a replacement for Reggies and AKP has to be that replacement (p.74)

d. She *tried to read* the message behind the mild words but his handsome face gave nothing away. (p.99)

The verbs: *need* and *tried* in (5a and d) require to *infinitive verbs*, while the verbs *enjoys* and *involves* in (5b and c) needs verbs in *-ing*.

Meanwhile the form of a complement clause is often specified by certain verb occurring in the main clause, verbs belonging to the same general semantic class normally take the same type of complement therefore Kroeger (2005:223) proposes some examples of verbs with similar semantic types and complement verb form following them as follows:

	Semantic class	examples	Complement V-form
a.	Saying and knowing	<i>Know, think, say, report, suspect, fear, hope, imply, tell, etc</i>	finite
b.	manipulation verbs	<i>force, persuade, cause, request, urge, command, order</i>	infinitive
c.	modality predicates	<i>want, intend, plan, try, prefer, threaten, willing, afraid, eager, able, know how</i>	infinitive
d.	aspectual predicates	<i>begin, finish, keep on, go around</i>	progressive participle
e.	demands ("jussives")	<i>threaten, willing, afraid,</i>	present subjunctive

		<i>eager, able, know how</i> <i>insist, demand, essential (that),</i> <i>important (that)</i>	(= bare infinitive)
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Some data are presented in (6):

- (6) a. Only we both **know** [*I'm not your enemy*] because you ran a police check on me. Trust is a big issue for you isn't it? (p. 95)
- b. I **hope** [*you get your money back...*] (p. 96)
- c. Annika **persuaded** [*her husband to sell his old car*] (p.99).
- d. She **intends** [*to buy a new house....*] (p.98).
- e. Watching those eyes and that mouth was far too distracting on so many levels that she didn't **dare** [*count*]. (p. 92)
- f. She **wanted** [*to soothe him as well as ride with him on this out-of-control journey*], and give him what he wanted. (p.209)
- g. He **stopped** [*ricing*], turned his head and just like a marksman, he held her in his sights with those delicious cocoa eyes (p.93)
- h. The boat **kept** [*rocking*]. And tilted. (p.209)
- i. He **insisted** [(*that*) *the man be arrested and...*]. (p. 213)
- j. It is **important** [*that he get along well again*]. (p.225)

Data 6 (a and b) show that verbs: *know* and *hope* semantically belong to verbs of *Saying* and *knowing*, the following verb forms *am* in (6a) and *get* in (6b) are finite since they are in agreement with the tense and subject that precede them in this case the subject *I* in the complement clause in (6a) requires *to be* in the form of *am* as its verb. Meanwhile the subject *you* in the complement clause in (6b) needs verb in the form of present tense, *get*.

In 6 (c) the verb *persuaded* is classified into manipulation verb and in (6d, e, and f) the verbs *intends*, *dare*, and *wanted*, are classified into verbs of modality predicates which are followed by infinitive either to infinitive or bare infinitive (like in the verb *dare*). In (6g and h) the verbs *stopped* and *kept* belong to verbs of aspectual predicates, so they are followed by progressive participle (verb in *-ing*), meanwhile verbs in data (6 i and j): *insisted* and *be important* are verbs of demands ("jussives") therefore they are followed by bare infinitive.

This shows that the forms of verbs in the a complement clause is specified by certain verb occurring in the main clause, verbs belonging to the same general semantic class normally take the same type of complement.

IV CONCLUSION

Based on the analysis above it can be concluded that complementisers were types of conjunctions used to introduce the subordinate clauses in complex sentences. When the subordinate clauses introduced by complementisers are required by the verbs of the main clause, they are referred to as complement clauses, however when they are licensed by the head noun of the noun phrase they are referred to as relative clauses in this case the complementisers used are called relativisers.

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POLITENESS STRATEGIES EMPLOYED BY THE TRAINERS IN ROOM DIVISION DEPARTMENT BAPEPAR NUSA DUA

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Abstract

This article tries to analyze and discuss the politeness strategies employed by the trainers in room division department when they practice on the job training in the hotel. Politeness strategy was needed when the trainers serve the guest. This research was done by observation and interview with the trainer and the guest about their conversation.

The analysis of politeness strategies that employed by the trainer focused on two discussions; (1) the kinds of politeness strategies used by trainer in room division department, and (2) the implications of politeness strategies used by trainer in room division department. This research used the theory from Brown & Levinson (1987) in his book entitled *Politeness: Some Universals in Language Usages*. The theory is supported by other theories that are considered relevant to the topic of discussion in this research.

Based on the analysis, it was found that there were two kinds of politeness strategies that employed by the trainer in room division department Bapepar Nusa Dua, they were positive face and negative face. Beside that, there are three implications by using politeness strategies such as: respect behaviour, togetherness, and cooperative interaction.

Keywords: *Politeness strategies, trainer, guest*

I INTRODUCTION

When we talk about language, there are many definitions of language, and one another look like similar. Language like other form of society activity has to be appropriate to the speaker using it. Language has special meaning to human beings when they do kinds of communication. According to Keyton (2011) communication is the process of transmitting information and common understanding from one person to another. So, it means that communication is an activity where two people contribute in conveying and receiving messages or information. Furthermore, Cheney (2011) explains there are some processes of communication, they are: the sender or the speaker is a person who has need or desire to convey an idea or concept to others. The receiver or the hearer is the individual to whom the messages or the information is sent. The information that sent could be in the form of verbal, nonverbal or written language. This is as the feedback for the receiver or hearer as they receive the information from the speaker. Thus, Grice (1975) states that communication should be explained in the form of social interaction whose success depends on interact presumption that communication is driven by certain norms and rules.

Considering the language used by people in communication, certainly the language used by people in certain places is concerned with social and cultural phenomena, (Trudgill, 1983). It means that the language used in the society deals with the social values or social norms which are developed there, because language and society bound each-other. In addition, language stays and walks together with culture that influences the language used. The language used in culture is a complex one due largely in part to the great difficulty in understanding people's cognitive processes when they communicate. So, language and culture are supposed to be part of the communication among the society. Besides, language is also related with the place where and when the language is used (Hymes, 1994). Thus, people in society use the language based on their culture and social norms which are agreed and accepted by them.

Commonly, the speaker wants to have a good and polite behavior when they make communication with the hearer. This is due to how the speaker or people wants to keeps or have good relationship with the hearer. People live together in a society and do available conventions or norms in the social society where the politeness as a strategy to avoid conflict that might be happened and also in order to develop good relationship or togetherness in social interaction (Watts, 2003; Rash, 2004). It is very important if speaker uses politeness as a strategy in order to make communication with other people of social community running well. Seken (2007) stated that when talking about politeness in the communication, language will be seen as a behavior of human in the social interaction.

Politeness is the key point when people serve the client in hospitality industry. It is very important if the speaker uses politeness in communication. Moreover, when people obey all of the conventions,

regulations, norms, values, in the society and keep the good relationship or togetherness in a communication, then it means polite. I would like to analyze my discussion about politeness strategies used by trainer in room division department. The discussion focuses on the following points (1) what are the kinds of politeness strategies used by trainer in room division department; and (2) what are the implications of politeness strategies used by trainer in room division department.

II MATERIALS AND METHODS

Many social factors can into controlling the politeness. Politeness in speaking, courtesy, or etiquette is a procedure, custom, or custom prevailing in the society. It also as politeness is the rules of conducting establishment and agreed upon jointly by a particular community concluded as social behavior. Politeness is rules of behavior which is agreed together by the society where it is applied. In the real life that is occurred in the society politeness can be seen from the various facets of everyday interaction.

The researcher followed the descriptive qualitative as a design of this research study where all of aspect which related to the interaction between clerk or trainer and the guest involved and the strategy that related to the politeness are investigated in depth and explain in details. Descriptive-qualitative research was a research which investigated the quality of relationships, activities, situations, or materials (Fraenkel & Wallen, 1993). As the researcher following the descriptive qualitative research, the investigation is done by the observation to the interactive event.

2.1 POLITENESS STRATEGY

Practically, politeness is a strategy used in communication in order to avoid the conflict between the speaker and the hearer, especially used by the teacher and the student in classroom interaction in order to create harmonious relationship between teacher and students. Besides, to build students' consciousness and motivation in employing their language to be polite and well accepted.

On the contrary, Brown & Levinson (1987) provide a slightly different perspective about politeness. As they followed the Goffman's theory of face, they concerned on the FTA (Face Threatening Act) because every interlocutor and addressee have face and this face sometimes could be threaten. Face-threatening act (FTA) is acts that infringe on the hearer's need to maintain his/her self-esteem and be respected. So, by conducting politeness in conversation interaction, one can avoid the effect of face threatening. In line with that, Brown and Levinson state that politeness is the speaker's strategy to minimize the effect of an FTA (Face Threatening Act) in communication. As such, in an event of interaction, the threat to the face can concern either the speaker or the addressee, or even both, depending on the kind of act that is at issue (Brown & Levinson, 1987).

The rational actions take to preserve both kinds of face, for themselves and the people they interact with, add up to politeness. Politeness in interaction can be defined as a means employed to show awareness of another person's face. In this sense, politeness can be accomplished in situation of social distance or closeness. Brown & Levinson also argue that in human communication, either spoken or written, people tend to maintain one another's face continuously. In everyday conversation, people adapt conversation to different situations. For example showing awareness for another person's face when that other seems socially distance is often described in term of respect and deference. The term of respect and deference here means speaker want to keep good relationship with hearer. The other example among friends, she/he takes liberties or says things that would seem discourteous among others and they avoid over formality with them. In both situations they try to avoid making the hearer embarrassed or uncomfortable. Thus, Brown and Levinson emphasized the application of politeness strategy in order to minimize the threat to the face and dealing with that FTA. Brown & Levinson (1987) claim that particular kind of act can threaten face, that is, the act that contras to what the face needs from the speaker. This is call face threatening act. FTA is seen as utterance or action that threatens person face. Some acts can threaten the hearers' negative face. Negative face is the desire of every competent adult member to have freedom of action, freedom of imposition, and not to be impeded by others. Furthermore, some others can threaten positive face of the hearer. Positive acts is the need of every member that his wants to be appreciated and accepted, to be treated as the member of the same group, and to know that his or her wants are shared by others.

Basically, negative face as the basic claim to territories, personal preserves, right to non-distraction, such as: freedom from imposition, therefore, negative face emphasize other's rights and freedom. In the other hand, positive face as the positive consistent self-image or personally aimed at establishing strong ties between individuals.

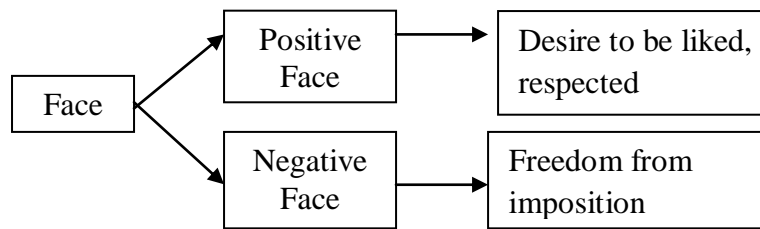


Figure 1. “face” according to Brown and Levinson (1987, p.68)

These to distinction of FTA may lead to do the FTA or not to do the FTA. The strategies of doing FTA depend on the circumstance whether the speaker wants to reserve the hearer face to any degree. In order to minimize the FTA, Brown & Levinson (1987) presented an analysis strategy which leads to the theory of linguistic politeness. The figure showed the linguistic politeness strategy by Brown and Levinson, especially in dealing with FTAs (Face Threatening Act).

2.2 SPEECH ACTS

Conceptually, Austin (1962) defines speech acts as an utterance uttered by the people which are not intended to state the information only. The utterance is also intended to perform actions. Austin influences three categories of speech act called locutionary, illocutionary and perlocutionary act. Based on the categories, Searle (1976) focuses on illocutionary act which divided into some types, namely: *Representative, Directive, Commissive, Expressive* and *Declarative*. Furthermore, Clark (2004) enlarges those five categories of illocutionary act of Searle into: *Representative, Directive, Need statement, Imperative, Embedded imperatives, Permission directives, Question directives, Hint, Commissive, Expressive, Effective* and *Verdictive*. Thus, the focus of the research study is on the application of politeness in the hotel which cannot be separated from illocutionary act because it is as the action that performed in the utterance spoken in the guest service interaction.

III RESULTS AND DISCUSSION

The discussion section has been parted as two discussions based on the finding in order to answer the research question of this research.

3.1 THE KINDS OF POLITENESS STRATEGIES USED BY TRAINER IN ROOM DIVISION DEPARTMENT

There were some politeness strategies employed by the trainer in room division department bapepar Nusa Dua. The data collection was conducted by observing twenty trainers in room division department.

3.1.1 POSITIVE FACE

Positive acts need of every member that his wants to be appreciated and accepted, to be treated as the member of the same group, and to know that his or her wants are shared by others. In everyday conversation, the trainers adapt conversation to different situations. For example showing awareness for another person’s face when that other seems socially distance is often described in term of respect and deference. There are some utterances by the trainer when they serve the guest on the job training.

Data 1

Clerk : *Receptionist, good afternoon, may I help you?*

Guest : I want to make a reservation for me one single,
will arrive on eleven June, I will stay approximately a week.

Clerk : *May I know who’s calling please?*

Guest : My name is James Brown.

In that data, the clerk tried to use positive face. Positive acts need of every member that his want to be appreciated and accepted. The trainer or clerk only asks the guest about his job duty. He or she only asked the guest about the reservation information without asking anymore. The utterance are *Receptionist, good afternoon, may I help you, May I know who’s calling please?* It belongs to positive face in politeness strategies.

Data 2

Clerk : *Are you traveling by plane? Could I have your flight detail? The airport representative will pick you up at the airport.*

Guest : I'm flying by Garuda 2016 from Singapore arriving at the airport at four thirty five.

Clerk : *certainly sir, shall I book you 2 double rooms?*

In that data, showed the positive face used in the utterance. The clerk asked *Are you traveling by plane? Could I have your flight detail? The airport representative will pick you up at the airport.* That would be a formal utterance. The clerk only asked about flight detail to fill the reservation form. The trainers adapt conversation to these situations. The trainer only wanted to know about basic information on his or her duty.

Data 3

Reservation : *May I know what date you will be arriving?*

Guest : I will be arriving on 19th of June 2016

Reservation : *how about you will be departing?*

Guest : 22nd of June 2016

Reservation : Alright Sir, May I know about your name, Sir?

Guest : My name is Hariyanto

Reservation : Just A moment Mr, Hariyanto, I will check available room for that period,

Guest : Yes Please

In that data was showed that the clerk used positive face. The trainer asked about the reservation information to check the reservation form. The trainer only wanted to know about the reservation without talking anything. The trainer or clerk said *May I know what date you will be arriving?* and *how about you will be departing?* That utterance was belongs to positive utterance.

3.1.2 NEGATIVE FACE

Negative face as the basic claim to territories, personal preserves, right to non-distraction, such as: freedom from imposition, therefore, negative face emphasize other's rights and freedom.

Data 4

Alan Robert : That's right

Trainer/clerk : May I see you passport, Sir?

Alan Robert : Why do you need to see my passport?

Trainer/clerk : It is for safety and security concern, sir.

Alan Robert : well, just a minute, here it is.

Trainer/clerk : Are you from Australia?

Alan Robert : Yes.

Trainer/clerk : *Wao,, I would like to go to Australia, but I don't have the money to go there. Hope I will go there some day*

In that data, the trainer tried to use negative face in their interaction with the guest. Negative face emphasizes the freedom. The trainer tried to make the communication in formal context of situation. The trainer said *Wao,, I would like to go to Australia, but I don't have the money to go there. Hope I will go there some day.* It meant that utterance was informal condition and distraction utterance so the trainers just wanted to be friendly with the guest.

Data 5

Trainer/clerk : oh, yes Sir. I remember now. I am very sorry.

Alan Roberts : Now, I would like someone to confirm my flight to HongKong.

Trainer/clerk : will you go to Hongkong?

Alan Roberts : Yes

Trainer/clerk : *There are many guests from Hongkong that leave in this Hotel. Hongkong is the best city for run the business.*

In that data, the trainer used negative face in his utterance. The utterance is *There are many guests from Hongkong that leave in this Hotel. Hongkong is the best city for run the business.* That utterance was not the basic interaction for the guest's information. That information was used for continuing his conversation so the guest was not stopping to talk something. The trainer tried to answer in freedom communication even though there was not really reasonable information.

Data 6

Alan Roberts : Okay, I want to get a bite to eat and drink coffee before I go to my room. Is there a Coffee shop in this hotel?

Trainer/clerk : Yes there is coffee shop in the corner. *Do you like coffee sir? I also like coffee and I love coffee especially luwak coffee. Have you tried it?*

Guest : Never

Trainer/clerk : you should try it, sir

Guest : Maybe sometime.

Trainer/clerk : Yes just put the concierge desk, by the front door; you passed it on Your way into the hotel. Here is your room key

Alan Roberts : Thank you

In that data, the trainer tried to use negative face in his utterance. The trainer just wanted to get similarity with the guest. That was not the basic point when the trainer handling guest in front desk, however the trainer possible to get best image from the guest as a friendly clerk in that hotel. The utterance is *Do you like coffee sir? I also like coffee and I love coffee especially luwak coffee. Have you tried it?* The trainer was free to answer the guest said as long as it didn't make the guest offended. So that utterance was belong to negative face.

3.2 THE IMPLICATION OF POLITENESS STRATEGIES USED BY TRAINER IN ROOM DIVISION DEPARTMENT

Politeness strategies have been given implication in their job training communication. There were some implications of using language in their interaction such as:

3.2.1 BEHAVIOR

Respect behavior. The trainers have respect to their guest and the guest also should be respect to the trainers. Positive face used by the trainer fulfills the respect behavior in their interaction. In interaction the trainers used greeting, thanking and also taking leave expression. They express respect behavior in order to create good relationship between the trainer and the guest in communication. Good relationship make good interaction atmosphere in the process serving guest

3.2.2 TOGETHERNESS

Meanwhile, the trainer has togetherness. Togetherness is behavior that should be fulfilled in the process of serving guest in hotel beside respect. Togetherness could make the trainers have more motivation in the serving guest process. Togetherness is one aspect in order to create good relationship between guest and the trainer, it is similar with respect. Togetherness perform when teacher appraising students' idea, answer or responses. The trainers try to create togetherness in order to motivate the students for example by using joke and solidarity in group identity markers.

3.2.3 COOPERATIVE

Besides togetherness, the trainer has cooperative interaction. The Guest gave an instruction to the trainer then the trainer should be cooperated responding guest's instruction. The guest can design their instruction by choosing politeness strategies at the time; however, the trainer also can respond the guest's instruction by choosing the strategy of politeness.

In addition, sometimes negative face could be form by the guest and the trainer. In this case the guest feel disappointed when cooperate in their interaction is avoided by trainer. Also the trainer should decrease imposition to the guest. Less imposition performs by using negative politeness.

By implementing politeness strategy in the interaction processes become meaningful. It would create a good atmosphere which all the implication previously. Politeness strategies are much needed in serving guest interaction. The trainer should use politeness strategy in their interaction, there are some situations and condition of the interaction cannot be controlled by the trainer. Sometimes politeness strategy that employed by the trainer is uncontrolled, so that makes the guest fell uncomfortable.

IV CONCLUSION

Politeness strategies were also important in guest serving. The trainer should able to thoughtfully decide on politeness strategies to establish conductive interaction in giving service for the guest. In addition, trainer should be able to insert the topic of politeness into daily activities in guest serving on his or her duty. By this, the trainer can ask the guest by the politeness as well. Furthermore, by considering the politeness strategy in communication among trainer and guest, it is obvious that discussing of politeness strategy used by the trainer was also important in interaction. The politeness strategy can be chosen as politeness behavior of the trainer's communication with their guest.

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TRANSPPOSITION IN GARUDA MAGAZINE'S: ENGLISH-INDONESIAN TRANSLATION

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Abstract

The aims of this study are at (1) identifying methods of procedures mostly used and (2) describing the reasons why the data belongs to those procedures occurring in the two bilingual articles of Garuda Magazine. The data was collected by note taking and comparing techniques. The classification method for translation proposed by Vinay and Darbelnet (in Venuti) was used to analyze the collected data. Based on the analysis, four procedures were found in translation, those are: transposition, modulation, borrowing and literal translation. The result showed that method of transposition (17 data) was mostly applied in the article, due to the pursuit to achieve a closest natural equivalent. Therefore, such procedure cannot be avoided in translation.

Keywords: *transposition, modulation, Garuda Magazine.*

I INTRODUCTION

Recently, translation process is very essential to be discussed because it involves two languages. Translation can be defined as the replacement of the textual material in one language (the source language) by equivalent textual material in another language (the target language) (Catford, 1965:20). Vinay and Dalbernet (1958) states that equivalence refers to cases where languages describe the same situation by different stylistic or structural means. However, when the form in source language has a new form or different form in the target language, it is called a shift.

Translation cannot be separated from the matter of equivalence. It is because in the process of transferring meaning from source language (SL) into target language (TL), occurrences of different product of translation are mostly aligned to the number of translator conducting it. When people write, the amount of information included in the text will depend on the amount of shared information that already exists between the writer and the reader. The application therefore requires referential, organizational, and situational meaning within the information that should be considered (Larson, 1998:43). Translation is done by going from the form of the first language to the form of a second language by way of semantics structure. It is the meaning that is being transferred and must be held constant; only the form changes. It can be explicitly stated that any translating is intended to have the closest natural equivalent. In translating a language into another language, the form of expressed meaning might be different.

Understanding meanings of words in a text becomes vital in translation, because meanings are the kingpin of translation study. Without understanding the meaning of a text to be translated for the second language users, the translator would be hopelessly lost. Furthermore, Larson (1998:10) states that there are no languages in the world having exactly the same system even though they belong to the same language family.

It is an undeniable fact that translating is possible due to the language universal. It is proven that many books have been translated into various languages. One of them is an English Indonesian magazine entitled Garuda Magazine. Garuda magazine is one of Indonesian's leading English language publishing. Since this magazine is a kind of advertisement media, the language used contains a lot of complex grammatical, syntactical constructions and certain lexical items that cannot be easily translated. Therefore, it is very interesting to analyze the shift of translation from English into Indonesian in this magazine.

It is important for a translator to know that advertisement language has its distinctive characteristics such as word-building structure and lexical concepts, which are unknown in the source language. In addition, it is also important to realize that one word or phrase in one language can be expressed in another either by changing its grammatical category or by changing its point of view for intelligibility. The methodology of translation used in this study is the theory proposed by Vinay and Darbelnet (in Venuti, 2000). They proposed seven types of procedures in translation, namely:

borrowing, calque, literal, transposition, modulation, equivalence and adaptation. The aims of this study are to identify which method of procedures were mostly used in this magazine as well as to describe the reasons why the data belongs to those procedures.

II MATERIALS AND METHODS

The data were taken from a magazine created especially for the customers of Garuda Indonesia Airlines. This magazine was made as a gift and to show the appreciation of Garuda Indonesia Airlines to their faithful costumers. In this magazine, the topic is presented in both English and Indonesian language, which is a good source in translation study. This article picked two bilingual texts to be analysed. The first text entitled *It's All About the Beach* and the second text entitled *Sound of the Sasando*. There are two reasons why these data were chosen. Firstly, as an expository text the advertisement language is used to inform and to persuade people in order to make them amazed of something (place, thing, culture, etc.), as well as describing something new. Secondly, it is because the second text describes more on culture that there must be ways of how to translate it in order to produce the text as closest equivalent as possible.

The data were collected by note taking. First, the lexical items that indicated containing the forms of methods or procedures of translation were observed. At the same time, the target language text was compared to make sure that they were equivalent too. Second, the data that have been observed then note down by listed every sentence which data belongs to each procedure by classifying those data. However, not all of the data were analysed. A descriptive qualitative method was used to analyse the translations product..

III RESULTS AND DISCUSSION

3.1 TRANSPOSITION

3.1.1 STRUCTURAL SHIFT

- (3-1) SL : ...that offer tourists some simply *stunning panoramas*.
 TL : ...yang menyuguhkan *panorama menawan*.

From the text in the source language above, it is found that *stunning panoramas* in the source language was translated into *panorama menawan*. It is clear that the source language has different structure from the target language. The *stunning panoramas* in source language has modifier in front of head, while in target language the modifier occurred after head.

- (3-2) SL : The sasando is an indigenous stringed instrument....
 TL : Sasando mewakili kecintaan dan keterampilan masyarakat Pulau Rote dalam bermain alat musik petik.

The text above shows that the source language has different structure from the target language. In source language, *stringed instrument* was translated into *alat musik petik*. The source language phrasal structure is made up of a modifier followed by a head, and in the target language the head is followed by the modifier.

3.1.2 UNIT SHIFT

- (3-3) SL : Expanses of pure white sand *fuse*...
 TL : Hampan pasir putih yang berkilau terasa *sangat padu*...

The text above shows that the unit shift in translation shows change of rank. The word *fuse* in source language was translated into *sangat padu* in target language. It shows that there was a shift from a low to a high unit, as a result from the fact that the target language has more meaning components than the source language.

- (3-4) SL : Almost any *local event* would feel incomplete...(second sentence on the second text)
 TL : Setiap *acara* rasanya belum lengkap...(second sentence on the second text)

The text on the bold type above shows that there was a change of rank between source language into target language. The changes called shift from a low to a high unit results from the fact that the target language has less meaning components than the source language.

3.1.3 CATEGORY SHIFT

- (3-5) SL : As the island boasts *an abundance*...
 TL : Mengingat Pulau Rote *kaya* akan...

From the text above, it is seen that the source language has different class word from the target language. The word *an abundance* is a noun in the source language and was translated into *kaya* in the target language, *kaya* is an adjective in this case. Therefore, there is a shift in the word class.

- (3-6) SL : Almost any local event would feel incomplete without a musical *accompaniment*...
 TL : Setiap acara rasanya belum lengkap kalau tak *diiringi*....

From the data above, it is seen that the source language has different word class from the target language. The word *accompaniment* is a noun in the source language and was translated into *diiringi* in the target language, where *diiringi* belongs to the verb. Therefore, there was a change in the word class.

3.2 MODULATION

- (3-7) SL : Expanses of *pure white sand*...
 TL : Hampanan *pasir putih yang berkilau*...

From the text above, found that the source language was literally different from the target language. The phrase *pure white sand* was translated into *pasir putih yang berkilau*, there is a change in point of view from lexical and structural. The modulation which is used in this data is lexical dance, where the process of translation is from implicit to explicit meaning. *Pure* was translated into *berkilau*, in this case it introduces a new mode of expression.

- (3-8) SL : ...and the exotic stretches of *coastlines*...
 TL : ...menggambarkan eksotisme *pantai-pantai*...

From the data above shows that the translation between the source language into the target language was different. The word *coastlines* was translated into *pantai-pantai*. This is a kind of modulation in the lexical loose or looseness of meaning. The explicit information was made implicit by changing the view point.

- (3-9) SL : Almost any local event would feel incomplete without a musical accompaniment from this *fine instrument*.
 TL : Setiap acara rasanya belum lengkap kalau tak diiringi *alat musik tradisional*.

As it can be seen on the data above, it shows that there is a change in point of view because the source language was literally different from the target language. The phrase *fine instrument* was translated into *alat musik tradisional*, when translated literally, *fine* is translated into *baik* while in this context was translated into *tradisional* which is equivalent in the target language culture. Therefore, it introduces a new mode of expression.

- (3-10) SL : The best way to experience a performance that includes this iconic instrument is by attending a *traditional Rote ceremony* such as a wedding.
 TL : Cara terbaik untuk melihatnya unjuk diri adalah dengan mendatangi *upacara adat* atau pesta perkawinan masyarakat Rote.

Based on the data above, it shows that the translation between the source language into the target language was different. The word *a traditional Rote ceremony* was translated into *upacara adat*. This is a kind of modulation in the lexical loose or looseness of meaning. The explicit information was made implicit by changing the view point.

3.3 BORROWING

- (3-11) SL : ...and the *exotic* stretches of the coastlines found on islands...
 TL : yang tepat untuk menggambarkan *eksotisme* pantai-pantai di pulau Rote...

Based on the data above, it can be said that there is a borrowing procedure used in this process of translation. Borrowing is the simplest method of all translation methods. *Exotic* in the source language was translated into *eksotis* in the target text; this means that the borrowing used is a natural borrowing,

because it requires pronunciation adjustment of the word borrowed by natural pronunciation in target language.

(3-12) SL : ...the island boasts an abundance of beautiful beaches that offer tourists some simply stunning *panoramas*.

TL : ...kaya akan wisata pantai yang menuguhkan *panorama* menawan.

Based on the data above, *panoramas* that was translated into *panorama* shows a borrowing procedure in this process of translation. This kind of borrowing is pure borrowing because it refers to borrowing of word or expression of source language totally without any adjustment of pronunciation. Therefore, from the source text and the target text, it can be said that there is no change in the form and in the meaning, so that the equivalence of meaning is still there.

(3-13) SL : ...who accidentally discovered an alternative use for the area's *lontar*

TL : ... yang secara tak sengaja menemukan fungsi lain dari daun *lontar*

From the data above, it can be seen that there is a borrowing technique used in this translating process. The kind of borrowing used is a pure borrowing because the expression used was totally the same from source language into target language without any adjustment of pronunciation.

3.4 LITERAL TRANSLATION

(3-14) SL : Expanses of pure white sand fuse with the shimmering *blue sea*

TL : Hampan pasir putih yang berkilau terasa sangat padu dengan *birunya laut*

From the data above, it can be seen that there is a literal translation procedure, which was applied on the translation text. Literal or word for word translation is the direct transfer of a source language text into grammatically and idiomatically appropriate. As can be seen on the text, the source language and the target language was directly transferred.

IV CONCLUSION

From the foregoing analysis it can be concluded that in this study there are four major types found on the data. The procedure of translation that mostly used in this data is by applying transposition method, which found 17 data. Transposition is the shift of word class as a change of grammatical category as a result of the two different linguistic systems and cultures. Furthermore, the second procedure is modulation, which found 16 data. Modulation is the change in point of view or in cognitive category as a consequence of the translator's preference to make the translation have effect on its intended reader. After that, the other procedures are borrowing and literal translation; each contains 4 data for borrowing and 1 data for literal translation. Borrowing is a technique of translation used by a translator to borrow a word or expression of the source language. In addition, literal translation is the direct transfer of a source language text into a grammatically and idiomatically appropriate target language.

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APPENDICES

Text 1

1. Transposition

No	Source Language	Target Language	Analysis
1	White sand	Pasir putih	Structure shift
2	Stunning panoramas	Panorama menawan	Structure shift
3	Surprising	Mengherankan	Class shift (Adj-V)
4	An abundance	Kaya	Class shift (N-Adj)
5	Fuse	Sangat padu	Unit shift
6	Ever see	Sinonim	Unit shift

2. Modulation

No	Source Language	Target Language	Analysis
1	Stunning panoramas	Panorama menawan	Lexical dance
2	Pure white sand	Pasir putih yang berkilau	Lexical dance
3	An abundance	Kaya	Lexical dance
4	Beautiful beaches	Wisata pantai	Lexical dance
5	Don't make it over	Minimnya	Looseness of meaning
6	Coastlines	Pantai-pantai	Looseness of meaning
7	Stretches	Menggambarkan	Lexical dance
8	Ever see	Sinonim	Lexical dance

3. Borrowing

No	Source Language	Target Language	Analysis
1	Exotic	Eksotis	Natural borrowing
2	Panoramas	Panorama	Pure borrowing

4. Literal

No	Source Language	Target Language	Analysis
1	Blue sea	Birunya laut	Direct transfer

Text 2**1. Transposition**

No	Source Language	Target Language	Analysis
1	Stringed instrument	Alat musik petik	Structure shift
2	Local event	Acara	Unit shift
3	Accompaniment	Diiringi	Class shift (N-Adj)
4	Rote community	Masyarakat pulau Rote	Structure shift
5	Incomplete	Belum lengkap	Unit shift
6	Without	Kalau tak	Unit shift
7	Shepherds	Gembala ternak	Unit shift
8	Accidently	Tak sengaja	Unit shift
9	An alternative use	Fungsi lain	Structure
10	Lontar palm leaves	Daun lontar	Structure
11	Performance	Unjuk diri	Unit shift

2. Modulation

No	Source Language	Target Language	Analysis
1	Fine instrument	Alat musik tradisional	Lexical dance
2	A traditional Rote ceremony	Upacara adat	Looseness of meaning
3	Rote community	Masyarakat pulau Rote	Lexical dance
4	Encapsulates	Mewakili	Lexical dance
5	Without	Kalau tak	Lexical dance
6	Having started	Berawal dari	Lexical dance
7	Involved with the time	Bermetamorfosa	Looseness of meaning
8	To experience	Untuk melihat	Looseness of meaning

3. Borrowing

No	Source Language	Target Language	Analysis
1	Lontar	Lontar	Pure borrowing
2	Sasando	Sasando	Pure borrowing

A VIEW ON BLEY-VROMAN'S FUNDAMENTAL CHARACTERS OF FOREIGN LANGUAGE LEARNING IN INDONESIAN HIGH SCHOOLS

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Abstract

English as a subject has been a part of curriculum in Indonesian schools from primary to university study for several decades now. The decision of education authorities to include it as a compulsory subject in high school is based on the fact that English has played an important role as academic language that is universally used, as well as the belief that having good English proficiency will enable Indonesian young people to face the fierce competition in global world. However, this policy does not run without challenge. Problems in mastering the language are encountered by both teachers and students, and results of the learning are not always as expected. This is a signature of foreign language learning as elaborated by Vroman in his book (*The Logical Problem of Foreign Language Learning*). This paper reviews on how the characters of language learning proposed by Vroman are seen in Indonesian classrooms at high school level where English is learned as a foreign language.

Keywords: *English, foreign language, Indonesian high schools.*

I INTRODUCTION

Indonesia is one of the many countries in the world using English for several purposes without really making it as an officially used language in government or educational levels. In Indonesia, English has become a compulsory subject in high school levels comprising of three-year study in junior level and another three years in senior level. This means that English is included in national exam that determines Indonesian students' eligibility to continue to the next level of study. Alwasilah (2001) argued that English should be part of Indonesian curriculum because the language helps Indonesian young people making progress in their life which in the end affects the quality of life in the country in general. It is also affected by the fact that access to information and technology—two elements that are inseparable from the current world of education—is made easier when one masters the language (Tsui and Tollefson, 2007).

Indonesian government sets a 12-year compulsory study for all Indonesian children. Even though English is not a compulsory subject for elementary education, it has been generally included as a semi-elective course in many schools. This means that a general Indonesian student learns English for about twelve (12) years, starting at the average age of 6 years old when a child starts formal schooling until 18 years old when he or she finishes high school. However, despite the long formal exposure of English in the classrooms, it is still hard for Indonesian students to master the language to a degree of fluency that is, although might not be native-like, is free from the basic problems such as pronunciation and accuracy.

This phenomenon reflects Vroman's explanation about fundamental characters of foreign language learning that covers issues from its lack of success to fossilization that slower the process of a foreign language mastery. This library study is conducted to give a glimpse of perspective on how these characters are seen in the real classroom settings at higher study in a country learning English as a foreign language.

II MATERIALS AND METHOD

In order to untangle the question of how some characters of foreign language learning by Vroman are manifested in real settings of Indonesian high schools, sources of materials are collected from books, journals, articles, proceedings, and reliable online sources. These materials are then selected to fit the framework of the research and to avoid off-track discussion. Since the study does not include direct classroom observations, deskwork or library research is conducted to collect the data. The data found are then classified according to each type of character being discussed to provide relevant empirical evidence that a particular foreign language learning character does exist in Indonesian high schools.

III RESULTS AND DISCUSSION

A language is considered foreign if it is learned in a classroom and it is not used for communication in the society where the language is taught. Therefore, the term of language learning refers to a process of second or foreign language mastery that involves formal instructions and is done in classroom settings (Moeller and Catalano, 2015). English has been taught and learned as a foreign language in Indonesian high schools for some time now and its importance is increasing continuously, especially with the introduction of ASEAN Economic Community.

At the beginning, English was taught as an elective subject for higher level studies such as high school and university. Then it gained more importance and has become one of the compulsory subjects that is learned for the period of at least 6 years from junior high to senior high studies where English become one of their compulsory subjects. As the global world advances, the need to learn the language increases and it is found out now that English is learned not only for academic purposes but also for business and even pleasure. Indonesian companies hire graduates with better English proficiency, and score in English Proficiency Test such as TOEFL or TOEIC has now become one of the required documents for job application (Fahrawati).

Ironically, even though Indonesians have studied the language for so many years at school, most of them still have a hard time mastering the language and using it for whatever purpose they were or are studying the language for. This phenomenon reflects the characters of foreign language learning elaborated by Vroman in his book titled *The Logical Problem of Foreign Language Learning*.

3.1 LACK OF SUCCESS

According to Vroman, lack of success is the most striking feature of foreign language learning, especially in adults. It is true that one's cognitive learning capacity may have an effect on his language learning and so causes the imperfect mastery of the language, but another thing needs to be considered is the absence of language faculty in adults' brain that hinders them from mastering a new language easily.

This is reflected in English learning in Indonesia. Many of high school graduates in Indonesia—who are assumed as having studied the language for at least six years—are still having difficulty in using the language in communication, especially in direct or face-to-face communication. They might be fluent at some degree, but problems in accuracy are sometimes still prominent and at times might cause strain for the listeners. Therefore, it is common to find Indonesian high school students taking extra lesson from private or public English courses to enhance their English learning.

3.2 GENERAL FAILURE

A complete success is a rare case in adults' foreign language learning, if not non-existent. This is especially true in regard of 'accent' used in English and ability to make automatic and subtle grammatical judgment. Unlike children who have innate domain language faculty that makes language learning much more effortless for them, adults mostly rely on general cognitive ability which Selinker considered as insufficient for achieving thorough success of new language mastery (1969).

Based on a series of observation conducted in four classrooms of high school students in 2011, a research found that even after elaborate language presentation and example by teachers and further peer-practices, it was still hard for the students to use the language items learned in spontaneous conversation and role-play. The students understood the form, meaning, and the function of the language presented by the teacher, but using it in non-guided activities proved quite a challenge (Abidah, 2011). Some students performed better than others did, but there were still hesitations and pauses where they stopped to think of the right English sentence structure for what they had in their mind in Indonesian. As the result, the speech or conversation produced was not in perfect English sense. For example, when asked to talk about an embarrassing experience in their life, many students used *I am embarrassing* instead of the expected expression of *I am embarrassed* to express their feeling.

3.3 FOSSILIZATION

Fossilization is an ever-existing phenomenon in foreign language teaching and learning. The term refers to a stage where a student eventually stops in his or her learning. This is usually experienced by a student who has reached a certain stage of learning where success is minimal and then he or she stabilizes at this level. This usually happens to students who have achieved a particular degree of fluent communication using the language even though sentence structures are unlike that of an English native speaker. Once the students reach this stage, initiating change becomes a highly challenging effort. After

some corrections from teachers, they might change for a while, but after a moment of break, all the old forms reappear.

Budiarsa (1995) in a comparative study in Balinese English learners found that Balinese students studying English have difficulty in pronouncing several consonant sounds in English non-existent in Balinese language. It is true that mother tongue, in this case Balinese, is of a major influence in the learning process, but repetitive drilling in those particular sounds proved to not resulting in long-lasting change. After some time, the students went back to replacing /ð/ with the sound of /d/ since Balinese does not have the former sound in its phonological system. Several similar studies in different Indonesian local language such as Javanese show more or less the same result of learners not being able to maintain the native-like language they have learned due to the obvious reasons.

IV CONCLUSION

The number of research that addresses the many facets of foreign language learning in adults is enormous. However, having one of its aspects depicted through reports from real-classroom context give further perspective of how it is implemented. It then can be concluded that some fundamental features of foreign language learning elaborated by Vroman do exist in real language learning in Indonesian high schools. The manifestation of these features can be found in the myriad research and observations on how English as a foreign language is taught and learned in Indonesian high schools. Further library research needs to be conducted in order to find more evidence on this particular issue.

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TECHNIQUE USED IN TRANSLATING BALINESE TRADITION TERMS INTO FRENCH

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Abstract

This paper aims to analyse the technique used in translating Balinese Tradition terms into French found in the Tourism Promotion Book of Bali Government Tourism Department. This book was published every year as one of the important device to promote Bali abroad especially to the French tourist. This paper is also to figure out whether there is loss and gain of information or skewing in conveying the meaning of the terms. The technique of translating from Harvey (2003) was applied to analyze the Cultural-bounded Terms and also the Theory from Nida (1974) was used as supporting theory.

The findings showed that all translation technique are used in translating Balinese tradition and society terms, those are functional equivalence, formal equivalence, transcription or borrowing, and descriptive translation. Borrowing was mostly used by the translator in order to avoid skewing and to retain the SL meaning in the TL. The analysis also found that in the process of translating cultural terms, loss and gain, and skewing of information occurred often and need more some revision to gain a better understanding about the terms.

Keywords: *Translation, equivalence, Balinese terms, French*

I INTRODUCTION

Bali has a very unique culture. Its uniqueness attracts tourist around the world to come and to see directly the way of life of Balinese people. Culture also becomes one of the strength in Bali tourism because without its culture, Bali will not as famous as now. For that reason, the uniqueness of Balinese culture must be continually maintained and promoted as the most attractive thing can be found in Bali beside its beautifulness of nature.

Balinese culture covers almost all part of life of Balinese people. It can be found in the religious life, arts including painting, dance, cloth, architecture, etc, and also the way of life of Balinese people in society. Balinese people have a lot of tradition in society as part of their life and become their identity in the middle of modernization. Balinese tradition and their society life are formed with layers and layers of ritual, tradition, and ceremonies. This is the major aspect that makes Bali a special and captivating place to be visited by tourists from around the world. As mentioned before, to let people know about Bali, it can be ensured that the information about Balinese culture is included in tourism promotion materials, such as in the form of brochures, magazines, or specific book about Bali. These materials must be made in many languages in order to get wider target of country, and also to gain a better understanding about Bali to other communities around the world. English, French, Germany, Russian, Spanish, Japanese, Chinese, etc are the most language used in tourism promotion book/materials.

In translating cultural terms like tradition or arts, the translator need cultural knowledge in Source language (here Bahasa Indonesia) so the meaning can be transferred well to the reader of target language. It is not easy to do because cultural terms are often not found in the target language (TL). For example, lots of tradition terms in SL, as part of culture, like *masegeh*, *macaru*, *awig-awig*, etc, do not exist in TL and the translator has to find the closest equivalence to transfer the meaning. French is one of the foreign languages whose culture and tradition are different with those of Balinese people. This condition creates many problems to the translator in transferring the original text into French, especially in translating cultural terms like tradition in society. This research deals with translation of Balinese tradition terms into French found in Tourism Promotion Book published by Tourism Department of Bali Government. The analyses focused on the technique used in translating the terms and also to find out whether the meaning was transferred naturally or not.

II MATERIALS AND METHOD

Translation is an activity of transferring the meaning in one language into another language. This activity is inevitably involved at least two languages and two cultures (Toury, 1978). In translating a

Cultural-Based-Text, the problem of a translator is how to transfer the meaning of cultural aspects in the source text to the closest equivalent and successfully conveying the meaning in the TL. The problems found in translating cultural terms is depending on how far the gap of culture or tradition between source language and target language. A pluricultural or has a well-understanding about the culture becomes a valuable skill that should be developed by a translator. Cultural knowledge has been a major focus in translation activity of a translator.

Defining culture-bound terms (CBTs) as the terms which refer to concepts, institutions and personnel which are specific to the SL culture (p.2), Harvey (2003:2-6) puts forward the following four major techniques for translating CBTs:

Functional Equivalence: It means using a referent in the TL culture whose function is similar to that of the source language (SL) referent. As Harvey (2000:2) writes, authors are divided over the merits of this technique: Weston (1991:23) describes it as the ideal method of translation, while Sarcevic (1985:131) asserts that it is misleading and should be avoided.

Formal Equivalence or *linguistic equivalence*: It means a word-for-word translation.

Transcription or *borrowing* (i.e. reproducing or, where necessary, transliterating the original term): It stands at the far end of SL-oriented strategies. If the term is formally transparent or is explained in the context, it may be used alone. In other cases, particularly where no knowledge of the SL by the reader is presumed, transcription is accompanied by an explanation or a translator's note.

Descriptive or *self-explanatory* translation: It uses generic terms (not CBTs) to convey the meaning. It is appropriate in a wide variety of contexts where formal equivalence is considered insufficiently clear. In a text aimed at a specialized reader, it can be helpful to add the original SL term to avoid ambiguity.

As the translation theory proposed by Harvey does not cover the overall analysis regarding the translation techniques applied in transferring the SL meanings into both the target languages, it is supported by the translation procedures proposed by Newmark (1988b) in Ordudari (2007). The translation procedures are as follows:

Transference: it is the process of transferring an SL word to a TL text. It includes transliteration and is the same as what Harvey (2000:5) named transcription.

Naturalization: it adapts the SL word first to the normal pronunciation, then to the normal morphology of the TL. (Newmark, 1988b:82)

Cultural equivalent: it means replacing a cultural word in the SL with a TL one. However, they are not accurate (Newmark, 1988b:83)

Functional equivalent: it requires the use of a culture-neutral word. (Newmark, 1988b:83)

Descriptive equivalent: in this procedure the meaning of the CBT is explained in several words. (Newmark, 1988b:83)

Componential analysis: it means comparing an SL word with a TL word which has a similar meaning but is not an obvious one-to-one equivalent, by demonstrating first their common and then their differing sense components. (Newmark, 1988b:114)

Synonymy: it is a near TL equivalent. Here economy trumps accuracy. (Newmark, 1988b:84)

Through-translation: it is the literal translation of common collocations, names of organizations and components of compounds. It can also be called: calque or loan translation. (Newmark, 1988b:84)

Shifts or transpositions: it involves a change in the grammar from SL to TL, for instance, (i) change from singular to plural, (ii) the change required when a specific SL structure does not exist in the TL, (iii) change of an SL verb to a TL word, change of an SL noun group to a TL noun and so forth. (Newmark, 1988b:86)

Modulation: it occurs when the translator reproduces the message of the original text in the TL text in conformity with the current norms of the TL, since the SL and the TL may appear dissimilar in terms of perspective. (Newmark, 1988b:88)

Recognized translation: it occurs when the translator normally uses the official or the generally accepted translation of any institutional term. (Newmark, 1988b:89)

Compensation: it occurs when loss of meaning in one part of a sentence is compensated in another part. (Newmark, 1988b:90)

Paraphrase: in this procedure the meaning of the CBT is explained. Here the explanation is much more detailed than that of descriptive equivalent. (Newmark, 1988b:91)

Couplets: it occurs when the translator combines two different procedures. (Newmark, 1988b:91)

Notes: notes are additional information in a translation. (Newmark, 1988b:91)

Translating cultural or art terms could be difficult to be conducted when they do not have the equivalence in the target languages. Nida (1974) stated that loss, gain and skewing of information may occur in the target language. Loss of information occurs if 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, addition of information may occur if the translation of items in the source language into target language is with addition of extra information, and skewing of information may occur if the translation of items from the source language is not the exact equivalence in the target language.

The data of this paper was found in the Tourism Promotion Book by Bali Topurism Departement, 13th edition, which entitled *Bali Sekilas* in Bahasa Indonesia and *Bali Un Coup d'Oeil* in French.

III RESULTS AND DISCUSSION

There are many Balinese cultural terms was found in the data source but only five data will be presented that can showed various technique used by the translator. Not all cultural terms will be discussed in this paper, but only the terms about traditions of Balinese people in society as their way of life. The translation of those terms was analyzed using the theory from Harvey (2000) and Newmark (1988) as supported theory.

Data (1)

SL : ... filosofi *Tri Hita Karana*, sebagai tiga jalan menuju kesempurnaan hidup, yaitu hubungan manusia dengan Tuhan, hubungan manusia dengan manusia dan hubungan manusia dengan alam lingkungan.

TL : ... la philosophie du *Tri Hita Karana*, les trois voies qui mènent à la perfection: la relation entre l'homme et la Divinité, entre l'homme et ses prochains et entre l'homme et la nature qui l'entoure.

Tri Hita Karana is a concept in Hindu which is often used in describing the life of Balinese people in relation with another element to create a peaceful life. It can be included in the terms of Balinese tradition (the way of life) which is always held and run in the community. From the data above, the technique used was *borrowing*, it means that the term in SL was not translated in TL, or the term in SL was the same used in TL. This can be happen when there are no equivalence of the term in TL. Afterwards, the meaning of the terms itself, was explained in the following phrase both in SL and TL. By this technique, the meaning of the terms *Tri Hita Karana* was transferred very clear and sound natural to the target reader.

Data (2)

SL : Upacara *Magedong-gedongan*, *otonan*, *menek kelih*, *pawiwahan*, *hingga ngaben* adalah wujud upacara Hindu di Bali yang termasuk dalam tingkatan *Manusa Yadnya*.

TL : *Magedong-gedongan*, *otonan*, *menek kelih*, *pawiwahan*, *et ngaben* sont des forms de ceremonies hindouistes balinaises comprises dans les ceremonies *Manusa Yadnya*.

Magedong-gedongan, *otonan*, *menek kelih*, *pawiwahan* and *ngaben* are terms in Balinese tradition which is related to Balinese Hinduism. These terms are ceremonies held to human being as their steps of life, started from they were born until they passed from the world. This kind of ceremonies called *Manusa Yadnya* which they have to do throughout their lives. The data above showed that *Transcription* or *borrowing* technique was used in translating the terms. It means the terms in SL were used completely in TL because those terms are formally transparent or explained in the context. In the context, there is an explanation about what kind of ceremonies referred by the terms *Magedong-gedongan*, *otonan*, *menek kelih*, *pawiwahan* and *ngaben*. It was explained generally that the terms are included as *Manusa Yadnya* ceremonies, but the meaning of each terms were not described in detail. There are loss of information occurred in translating those terms because at the end, the term *Manusa Yadnya* was not explained. The reader in TL will not understand what is meant by *Manusa Yadnya* because they are not Hindus and they are not familiar with this term, so that the important meaning about *Manusa Yadnya* should be mentioned as ceremonies for human being itself which is done

according to life stage. While the meaning of *Manusa Yadnya* was not clear, the other terms were also cannot be understood. For example, *magedong-gedongan* is a ceremony to purify the baby in the womb, *otonan* is ceremony for the baby of seven month, *pawiwahan* is a ceremony of marriage, etc.

Data (3)

SL : Pada pelaksanaan suatu upacara di Pura dikenal tahap upacara *Masang Busana atau Masang Pengangge* yaitu memasang busana, hiasan dan dekorasi pada bangunan pura.

TL : Une ceremonie dans un temple en particulier appelée *Masang Busana ou Masang Pengangge* signifie l'habillage, la decoration et l'ornement d'un temple

In data (3), the meaning of tradition terms *Masang Busana or Masang Pangangge* are transferred by using *borrowing technique* into TL, it is because the following text in SL is the explanation about the terms itself. The meaning of the terms was described into *l'habillage, la decoration et l'ornement d'un temple* 'dress up, decorated and ornamented the temple.' The meaning after the text was very clear so the translator borrow completely the term *Masang Busana or Masang Pangangge*.

Data (4)

SL : Seorang *undagi* pada dasarnya adalah manusia utama yang mesti mampu memahami seni, komposisi, proporsi, teknik, rasa ruang, filosofi agama, *aturan adat (awig-awig)*...

TL : Un *undagi* est hautement respecté car il doit comprendre l'art, la composition, les proportions, la technique, le sens de l'espace, la philosophie religieuse, les *savoirs ancestraux (awig-awig)*

There are 2 tradition terms in data (4), *undagi* and *aturan adat (awig-awig)*. The term *undagi* is translated by using borrowing technique because the context has explained about the meaning. The title of the context where this term occurred was talked about Balinese architecture, and based on the context, the meaning of *undagi* (an architect) can be easily understood with the addition of some qualifications from an architect in the following text. This qualification of *Undagi* was explained into *hautement respecté car il doit comprendre l'art, la composition, les proportions, la technique, le sens de l'espace, la philosophie religieuse, les savoirs ancestraux (awig-awig)* highly respected person because he has to understand about art, composition, proportion, technique, the sense of space, religious philosophy, ancestral knowledge,... The second term *aturan adat (awig-awig)* in SL was translated into TL as *les savoirs ancestraux (awig-awig)*. In this case, the translator combined two technique, *Functional equivalence* and *borrowing technique*. Functional equivalence was used in translating the term *aturan adat* into *les savoirs ancestraux* (ancestral knowledge), while borrowing used in translating term *awig-awig* in SL into *awig-awig* in TL. The first term, the translator considered that *les saviors ancestraux* is a referent in the TL culture whose function is similar to that of the source language (SL) referent. But the result was not accurate because the meaning of *aturan adat* could be translated by its words to become custom rules/society rules (formal equivalence technique). It will be more natural because *aturan adat* was not an ancestral knowledge, but a custom rules which was made by the community in one village which contains some rules that must be obeyed by the society in that village. Besides the rules on how to live a good and peacefull society, *awig-awig* also contains sanctions, fines, punishment physically or spiritually, and also this *awig-awig* can be changed anytime if it is required. There is a loss of meaning here because the sense or the meaning of *aturan adat (awig-awig)* is wider than just an ancestral knowledge.

Data (5)

SL : *Krama adat, warna, wangsa, soroh, sekeha* atau kelompok tradisi lain di Bali.....

TL : *Les manières d'être, les couleurs, les dynasties, soroh, sekeha* ou les groups traditionels à Bali

In data (5), the translator uses some technique for five terms in the sentence, which are:

- | | | | |
|-------|------------|---------------------|--------------------------------------|
| (i) | Krama adat | les manieres d'être | descriptive translation |
| (ii) | Warna | les couleurs | formal equivalence |
| (iii) | Wangsa | les dynasties | formal equivalence |
| (iv) | Soroh | soroh | transcription or borrowing technique |
| (v) | Sekeha | sekeha | transcription or borrowing technique |

The term (i) *krama adat* was translated into *les manières d'être* (the ways of being, how to behave or act) by using descriptive or self-explanatory technique because it uses generic terms (not CBTs) to convey the meaning. But in this case, there is skewing of information because the meaning of *krama adat* is not about manners, but *krama adat* is a term for community members who must follow custom/society rules applicable in the village where they live. In a text aimed at a specialized reader, it can be helpful to add the original SL term to avoid ambiguity.

For the term (ii) *warna*, translator used formal equivalence or word-to-word translation; it was translated into *les couleurs* (the colors). It was totally skewing of information, because the meaning *warna* here have no relation with red, yellow, blue etc, but it is generally referred to the division of society based on its work, and nowadays its develop became a caste class in Bali (*brahmana*, *weisya*, *ksatria*, and *sudra*).

The term (iii) *wangsa* was translated into *les dynasties* (dynasty) in TL by using formal equivalence or word-to word translation. This technique was appropriately used because the meaning of *wangsa* itself refers to dynasty (family lineage). But it will be helpful and more appropriate if the translator adds the original SL term to avoid ambiguity.

For terms (iv) *soroh* and (v) *sekeha*, were translated into the same word in TL. It is called transcription or borrowing and it happen when there is no equivalence in the TL culture. *Soroh* in Balinese is a class of community, smaller than *wangsa* or dynasty, or it can be equivalence with clan. In Bali, there are some *soroh* known such as *soroh pasek*, *soroh pande*, *soroh dukuh*, *soroh penyarikan*, etc. The use of borrowing technique can be acceptable, but it will be clearer if the translator add some information about this cultural term. For the last term (v) *sekeha*, borrowing the word in SL to be used in TL was right because lack of equivalence word in TL culture. *Sekeha* is known to refer a performance arts group in society, like *sekeha gong kebyar* (gong kebyar group), *sekeha angklung* (angklung group), *sekeha tabuh* (gamelan group), etc. But it will be more natural if there are additional information to the term *sekeha* to make the reader know the meaning clearly and the differences between the other group of society.

IV CONCLUSION

Based the analysis above, it can be concluded that all technique from Harvey (2003) was used in translating cultural term especially the term in Balinese tradition and society. Those four techniques are Functional equivalence, Formal equivalence, Transcription or borrowing, and Descriptive or self-explanatory translation. The technique that mostly used in translating Balinese tradition and society terms are transcription or borrowing because cultural terms are difficult to be translated when the culture in SL and TL were very different. It will be the simplest and safety way in translating cultural bounding terms if the culture terms words are not exist in other language. In the process of transferring the meaning, loss and gain, and skewing of information occurred, because there are no two or more cultures are perfectly similar, and that is why the translator must be very careful in translating cultural terms to avoid a wrong perception on the meaning of the terms.

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TRANSLATING ENGLISH-INDONESIA AUTHENTIC TEXT ENTITLED *OSAKA*

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Abstract

This paper aims to identify and describe the procedures of translation of *Osaka* in Garuda Magazine, the translation strategies employed, and how to find out the form and the occurrence of seven procedures of translation which proposed by Vinay and Darbelnet in 1995. Seven types of translation procedures have been identified and can be further categorized into two methods of translation, namely direct or literal translation and oblique translation. The result of data analysis shows that some of the procedure proposed by Vinay and Darberlnet occurs. Most of the data are translated using translation procedures, which are borrowing, calque, literal translation, transposition, modulation, equivalence, and adaptation.

Keywords: *direct or literal translation and oblique translation, Translation Procedures*

I INTRODUCTION

The activity of transferring message by written language is translation. Whatever the difficulty in the translation process and methods, it must aim at the essence of the message and faithfulness to the meaning of the source language text being transferred to the target language text.

This analysis is focused on analyzing translation of the text entitled *Osaka* by using translation procedures proposed by Vinay and Darbelnet in 1995. Seven types of translation procedures have been identified and can be further categorized into two methods of translation, namely direct or literal translation and oblique translation.

Therefore, the problems of analysis can be stated to what kinds of translation methods are used in translating English-Indonesia of the text entitled *Osaka* and how to analyze them. Thus, based on the analysis problems, aims of this analysis are formulated as follows: in order to identify and analyze the kinds of translation methods used in translating English-Indonesia of the text entitled *Osaka*.

II MATERIALS AND METHOD

2.1 DATA SOURCE

The data was taken from a magazine entitled *Osaka* provided with English and Indonesia translation. This study is focusing on translation procedures. The method used for collecting data was note taking, and there were some steps taken to collect the data. It was started with identifying the translation procedures found in the story, then taking note and comparing the data in SL and TL on translation procedures. The collected data was then analyzed by using the theory of translation by Vinay and Dalbernet (1958).

2.2 DATA COLLECTION

According to Brown and Rodgers (2002:6), before anything useful can be done with the research data, this data has to be compiled. Compiling data means putting all the data together in one place in such a way that you can easily analyze and interpret them. The method of collecting data in this study was observation method. The observation method was applied by thoroughly observing the source language of the text entitled *Osaka* and its translation in the target language. This method of observation was implemented at once with the implementation of note-taking technique (Sudaryanto, 1993: 135). The note-taking technique was used to identify and classify the data based on the methods of translation, in order to formulate the analysis. The data collected in this study were primary data since they were directly collected from the data source by using the observation method and note-taking technique. The first step was a close reading of the source language text and that of the target. All instances of methods of translation in the source language and their translations in the target language were underlined and noted down and then taken as data for the analysis. Then, the occurrences of methods of translation are classified based on types of methods of translation as proposed by Vinay and Darbelnet (1995).

2.3 DATA PROCESS

The data were quoted from the SL texts and TL texts by using observation method and note taking technique. The process of collecting data was done based on some procedures, such as: reading the SL texts and the TL texts several times in turns to find out any information of translation procedures in the text, identifying the data and classifying them based on each translation procedures by making notes both of SL and TL texts, and analyzing the data.

2.4 DATA ANALYSIS

The collected data was analyzed by using qualitative methods. Qualitative method is used to analyze the data based on each translation procedure. The data collected were analyzed descriptively. They were classified according to the types of translation procedures which were proposed by Vinay and Darbelnet (1995). After identifying the data, data will be classified on each type, and provide its description.

III RESULTS AND DISCUSSION

Vinay and Darbelnet (in Venuti, 2000: 84-93) divide two methods of translation namely direct or literal translation and oblique translation. The procedures belong to direct translation are borrowing, calque and literal translation; while transposition, modulation, equivalence, and adaptation procedures are categorized as oblique translation. The analysis of the qualitative data can be seen as follows:

3.1 BORROWING

Borrowing is the simplest of all translation methods to overcome an unknown concept in the culture of the TL. Borrowing is applied to introduce the flavor of the SL culture. The decision to borrow SL word or expression to introduce an element of SL is a matter of style, but at the same time it may have significant effects on the message contained. For example, the English word *radio*, *bank* is translated into *radio*, *bank* in Indonesian.

- (3.1) SL : Universal Studios Japan
TL : Universal Studios Japan

Here the phrase *Universal Studios* in SL was still translated in *Universal Studios* in TL. It clearly shows that they were borrowed purely (pure borrowing) of SL.

3.2 CALQUE

A calque is a special kind of borrowing whereby a language borrows an expression form of another, but the translator translates literally each of its elements. A foreign word or phrase is translated and incorporated into another language. The result can be categorized into two types; the first one is lexical calque which respects the syntactic structure of the TL while introducing a new mode of expression. For example, the English phrase *honeymoon* is translated into *bulan madu* in Indonesian. The second type of calque is called structural calque which introduces a new construction into the language. For example, the English term *prime minister* is translated into *perdana menteri* in Indonesian.

- (3.2) SL : Garuda Indonesia flies from Denpasar to Osaka *vv* 7 times per week.
TL : Garuda Indonesia melayani rute Denpasar-Osaka *pp* 7 per minggu.

Here the word *vv* (*vice versa*) is translated in *pp* (*pulang pergi*) in target text.

3.3 LITERAL TRANSLATION

Literal translation is word for word translation, which is the direct transfer of a source language (SL) text into a grammatically or idiomatically appropriate target language (TL) text in which the translator task is limited to observing the adherence to the linguistic servitudes of the TL.

- (3.3) SL : *In keeping with its reputation as one of Asia's top theme parks*
TL : *Untuk menjaga reputasinya sebagai salah satu taman rekreasi paling wahit di Asia*
Asia's top theme parks

Here the italic words were translated literally from SL into TL.

3.4 TRANSPOSITION

Transposition involves replacing one word class with another without changing the meaning of the message. There are two types of transposition, namely obligatory and optional transposition. Obligatory transposition occurs when the TL has no other choices because of the language system. For example, *medical student* is translated into *mahasiswa kedokteran* (Machali, 2009: 96). There is a change in the word class since the adjective *medical* in the SL is translated into a noun *kedokteran* in the TL. An optional translation is a transposition that for the sake of style can be chosen by the translator if it fits better into the utterance. For example, the pronoun *she* can be translated into a pronoun *dia* or into a noun phrase *wanita itu* to avoid ambiguity.

(3.4) SL : From Osaka classic such as *okonomiyaki* (pan-fried batter) and *takoyaki* (octopus dumplings) to *fine-dining establishments* serving the best quality *foie gras*

TL : Dari *okonomiyaki* (gorengan dari tepung) dan *takoyaki* (bakso berisi gurita) hingga *restoran fine dining* yang menyajikan *foie gras* (hati bebek)

The phrase *foie gras* in SL formulates as modifier + head, In TL formulated as head + modifier. Other examples of the use of similar phrase, is in *fine dining* (fabulous food) that *fine-dining establishments* in SL was translated into *restoran fine dining*.

3.5 MODULATION

Modulation is a variation of the form of the message, obtained by a shift in the point of view. This change can be justified when the close translation results in a grammatically correct text, but it is considered unsuitable, unidiomatic or awkward in the TL. For example, the sentence *I cut my finger* is translated into *Jariku teriris*. It is an example of shift in the point of view since there is a structural change from active voice into passive voice.

(3.5) SL : From Osaka classic such as *okonomiyaki* (pan-fried batter) and *takoyaki* (octopus dumplings) to *fine-dining establishments* serving the best quality *foie gras*

TL : Dari *okonomiyaki* (gorengan dari tepung) dan *takoyaki* (bakso berisi gurita) hingga *restoran fine dining* yang menyajikan *foie gras* (hati bebek)

The word *establishments* in SL was translated into *restoran* in TL. The word *establishments* in SL is equivalent with *pembentukan*, *pendirian*, *yayasan*, *perusahaan* in TL. However it was translated into *restoran*.

3.6 EQUIVALENCE

It is often desirable for the translator to use an entirely different structure with different meaning from that of SL text so long as it is considered appropriate in the communicative situation equivalent to that of the SL. For example, the proverb *don't cry over spilt milk* is translated into *nasi sudah menjadi bubur*. The translation has different structure and meaning from the SL, but it is considered equivalent in the TL.

(3.6) SL : *okonomiyaki* (pan-fried batter) and *takoyaki* (octopus dumplings)

TL : *okonomiyaki* (gorengan dari tepung) dan *takoyaki* (bakso berisi gurita)

In SL *okonomiyaki* (pan-fried batter) is equivalent with *okonomiyaki* (gorengan dari tepung), *takoyaki* (octopus dumplings) is equivalent with *takoyaki* (bakso berisi gurita) in TL. Similar example to this is the phrase *visé versa/vv* in SL is equivalent with *pulang pergi/pp* in TL.

3.7 ADAPTATION

This procedure is adopted when the object or situation referred to in the SL is unknown in the TL culture. In such case, the translator has to create a new expression for a new situation that can be considered equivalent. For example, the expression *as white as snow* is translated into *seputih kapas* to make the translation familiar to the target readers.

(3.7) SL : foie gras

TL : hati bebek

Here the word *foie gras* is translated to *hati bebek* in TL text. According to Wikipedia, *foie gras* is derived from French language that means *fat liver*, which is a luxury food product made of the liver of a duck or goose that has been specially fattened.

IV CONCLUSION

The result of data analysis has found several procedures in the English-Indonesia translation text entitled *Osaka* in *Garuda magazine*. Two methods of translation are direct or literal translation and oblique translation. The procedures belong to direct translation are borrowing, calque and literal translation; while transposition, modulation, equivalence, and adaptation procedures are categorized as oblique translation. Furthermore, most of the data are translated using the translation procedures. Those translation procedures are borrowing, calque, literal translation, transposition, modulation, equivalence, and adaptation.

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Appendices

OSAKA

WHAT TO SEE

Universal Studios Osaka

English: In keeping with its reputation as one of Asia's top theme parks, Universal Studios Japan is upping the ante even further by offering visitors a very special seasonal event this autumn. The Universal Surprise Halloween will see Zombies roaming the park and there will be spooky treats galore to enjoy. Hurry though, because this only lasts until November 11, 2012.

Indonesian: Untuk menjaga reputasinya sebagai salah satu taman rekreasi paling wahit di Asia, Universal Studios Japan mengadakan "Universal Surprise Halloween". Hati-hati karena sejumlah Zombi akan berkeliaran di taman ini sampai dengan 11 November 2012.

Dotombori Arcade

English: Osaka is rightly renowned for its fabulous food and Dotombori Arcade is the city's self-styled cuisine hub, a spot that is much loved by both professional and amateur foodies alike. From Osaka classic such as okonomiyaki (pan-fried batter) and takoyaki (octopus dumplings) to fine-dining establishments serving the best quality foie gras, Dotombori has it all.

Indonesian: Osaka akan terkenal akan makanannya dan Dotombori Arcade yang merupakan tempat terbaik untuk mencicipi aneka masakan khas Osaka. Dari okonomiyaki (gorengan dari tepung) dan takoyaki (bakso berisi gurita) hingga restoran fine dining yang menyajikan foie gras (hati bebek), semua ada disini.

Osaka Castle

English: Originally built by one of Japan's most famous warlords, Toyotomi Hideyoshi, Osaka castle is a true testament to this warrior leaders power. Enjoy a fascinating spin-back through Japanese history and don't forget to cheek out the superb views of down-town. Osaka offered up on the castles eighth-floor observation deck, as well as the castle's beautiful grounds.

Indonesia: Toyotomi membangun istana Osaka untuk menunjukkan kekuasaannya. Sempat dihancurkan dan dibangun kembali selama puluhan-puluh tahun, kini istana ini memiliki beranda di lantai ke delapan yang menampilkan pemandangan kota Osaka.

HOW TO GET THERE

English: Garuda Indonesia flies from Denpasar to Osaka vv 7 times per week. The city's well-designed and integrated public transportation system should suffice for exploring the city in convenience and comfort.

Indonesia: Garuda Indonesia melayani rute Denpasar-Osaka pp 7 per minggu. Anda cukup menggunakan transportasi umum Osaka yang tertata baik.

THE PROCEDURE APPLIED IN TRANSLATING JARGON IN ENGLISH PARLIAMENTARY DEBATING INTO INDONESIAN

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Abstract

At present, competition regarding English debating is a common thing. All countries are competing in the World Debating Competition either for high school or university level. The spread of this “popular culture” has made other country to adopt the English debating system and translate that system into their native language. However it cannot be denied that there are also many jargons that need to be translated into the native language without changing the meaning. This research is focused on the jargons of the English parliamentary debating and its translation into Indonesia. The aims of this study are to identify the jargons in English parliamentary debating and its equivalence in Indonesia and also to know the procedures used in translating the jargons in English parliamentary debating into Indonesia. The theory used for this study is the theory proposed by Peter Newmark (1988) regarding the procedure of translation. The findings shows that they are five procedure of translation used in translating the jargons of English parliamentary debating into Indonesia namely literal translation, functional equivalent, couplets, transference, and naturalization.

Keywords: *translation, English parliamentary debating, translation procedure*

I INTRODUCTION

At present, English parliamentary debating has become a popular culture among students in high school or university level. Through debating, students are not only required to be an educated generation but also master the problem-solving abilities. Debate culture is able to bridge the exchange of views between one another peacefully without involving any physical confrontation in it. Furthermore, a qualified debate culture will be able to bring and encourage people to think systematically and to use all their minds to compare their views and to provide enormous opportunities for concrete and rational solutions to problems. Thus, debating bring a positive atmosphere to promote peace and deliberation.

The importance of English parliamentary debating system has made the Minister of Education in Indonesia aware to adopt the system and make a debating competition in Bahasa Indonesia known as Lomba Debat Bahasa Indonesia (LDBI). The rules and jargon from English parliamentary system are translated into Indonesia. Jargon is a collection of words or specific terms used by a group of people, in which the words are only understand by those who joined the group (Fromkim and Rodman, 1979).

Based on the above explanation, this study analyzes the jargons used in English parliamentary debating and its equivalence into Indonesia and also to know the procedure used to translate those jargons.

II MATERIALS AND METHOD

2.1 TRANSLATION PROCEDURE

According to Newmark (1988:81) translation procedure are the ways used by the translator for translating SL (words, phrase, terminologies, text) into TL. They are eighteen procedure proposed by Newmark, they are:

1. Transference is the translations process of transferring the foreign word from SL to TL without any change at all.
2. Naturalization is the translations procedure that adapts the SL word first to the normal pronunciation and then to the normal morphology.
3. Cultural Equivalent is the translation procedure in translating a cultural word in the SL with a TL cultural word.
4. Functional Equivalent is the translation procedure that translates a word in the SL with a functional equivalent TL words. This procedure is applied for cultural words that require the use of culture-free word or sometimes with a new specific term.

5. Descriptive Equivalent is the translation procedure that uses description in translating SL to TL.
6. Synonymy is the translation procedure that uses word in SL which has the nearest equivalent in the TL.
7. Through Translation is the translation procedure for translating common collocations, names of organizations, the components of compounds and phrases.
8. Transposition is a translation procedure involving a change in the grammar form SL to TL.
9. Modulation is the translation procedure which changes the point of view from the SL to the TL.
10. Recognized Translation is the translation procedure that translates the accepted translation of any institutional term.
11. Reduction and Expansion is translation procedure used by the translator to add or omit elements in translation.
12. Paraphrase is the translation procedure whereby the translator replaces a word in the SL by a group of words or an expression in the TL.
13. Literal Translation is translating the SL to the TL by word per word technique. Normally, literal translation should be used only when they are already recognized terms.
14. Couplet is a translation procedure that uses more than one procedure to deal with single problem.
15. Compensation is a translation procedure whereby the translator solves the problem of aspects of the SL that cannot take the same form in the TL by replacing then aspects with other elements or forms in the SL.
16. Note is the translation procedure that inserts additional information a translator may have to add to his version of TL from SL.
17. Componential Analysis is the translation procedure that compares a SL word with a TL word which has a similar meaning but it is not an obvious equivalent by demonstrating first their common and then their differing sense components.
18. Generalization and Particularization is the translation procedure which translate the SL to TL either to have more general or specific meaning.

2.2 THE CONCEPT OF JARGON

Jargon is defined as technical words in a particular field of knowledge used by a particular group of people, but the words are not confidential. Jargon is formed because of certain communities or groups that combine multiple languages to form a new language (Keraf, 2001: 24). The use of jargon is very limited and often cannot be understood by the general public or society outside the group.

2.3 RESEARCH METHOD

Bogdan and Taylor (1975) define a qualitative methodology as a research procedure that produces descriptive data in the form of written words. Therefore, this research is a qualitative descriptive research by using data in the form of translated text. The data source of this study was taken from the guideline book on debating for NSDC (National School Debating Competition) and LDBI (Lomba Debat Bahasa Indonesia) issued by the Minister of Education and Culture the Republic of Indonesia. The data were collected by identifying and note taking the jargons in English parliamentary debating and its translation into Indonesia. Then the collected data were compared to find the meaning of the jargons in SL and TL. Lastly, the data were analyzed by using the theory proposed about Peter Newmark (1988) in order to know the procedure used in translating the jargons.

III RESULTS AND DISCUSSION

Data 1

SL : Adjudicator

TL : Juri

In data 1 above, the SL word *adjudicator* is translated into the word *juri* in the TL. *Adjudicator* and *juri* both have the same meaning that is a person who judges a debate competition and gives a

critical evaluation, resulting in the reward of marks. The procedure used to translate the jargon is literal translation because the SL word is recognized in the TL.

Data 2

SL : N1

TL : N1

In data 2, the jargon *N1* in the SL is translated into *N1* in the TL by means of transference procedure because there is no term for *N1* in Indonesian. *N1* in the SL means a prospective adjudicator provide by the team joining a debate competition and must join the adjudicator accreditation to know their quality of assessing a debate.

Data 3

SL : Best Speaker

TL : Pembicara terbaik

The jargon *best speaker* in the SL means the debater with the highest score in terms of manner, matter and method that comes from any team competing in the debate competition. The TL jargon *pembicara terbaik* also have the same meaning as the jargon in the SL that is a debater with the highest speaker points. Since the jargon in the SL is known in the TL the translation procedure applied is literal translation.

Data 4

SL : Impromptu motion

TL : Mosi Impromptu

Data 4 above uses the couplets procedure in translating the jargon from SL to TL, namely transference and literal translation. Transference is applied in translating the word *impromptu* which means done without being planned or organized and literal translation is applied in translating the word *motion* in the TL into *mosi* in the SL, which both TL and SL means a statement, idea or policy that is disputed. Therefore both the SL and TL jargon have the meaning that is debating a statement, idea or policy without being planned.

Data 5

SL : Reply

TL : Pidato Kesimpulan

In data 5, the SL jargon *reply* is translated into *pidato kesimpulan* in TL. Reply in the TL means a speech that is intended to review major issues of the debate, showing both team positions and proving why your team's arguments are superior. In TL *pidato kesimpulan* also have the same meaning as the SL word. The translation procedure used is functional equivalent since both SL and TL have the same function in a debate competition.

Data 6

SL : Motions

TL : Mosi

In the data 6, literal translation is applied in translating the word *motion* in the TL into *mosi* in the SL, which both TL and SL means a statement, idea or policy that is disputed in a debate competition by both the proposition and opposition team.

Data 7

SL : Time Keeper

TL : Time Keeper

The jargon *time keeper* in SL is translated by using transference procedure in the TL into also *time keeper*. The SL jargon is being transferred directly to the TL without any changes or known as pure borrowing. Both the SL and TL jargon have the same meaning that is a person who is responsible for keeping the time during a debate, times how long a speaker deliver their speech during a debate and also giving signals by ringing a bell or clipping to show the time starts or ends.

Data 8

SL : Chairperson

TL : Chairperson

Both the jargon in the SL and the TL have the same meaning that is a person who presides over a meeting, in the case of debating competition a chairperson will open the debate, explain the rules in conducting a debate, and introduce the speakers of both team. The procedure used to translate the SL to TL is the transference procedure because it takes the foreign terms without any change.

Data 9

SL : Tabulator

TL : Tabulator

In data 9 above, the jargon *tabulator* in SL is transferred directly without any change in the TL into *tabulator* too, therefore the procedure of translation used is transference. Both the SL and TL jargon for *tabulator* have the same meaning that is a person who is responsible to input the scores of all speaker and team.

Data 10

SL : Tabulation

TL : Tabulasi

Naturalization procedure is applied in translating the SL word *tabulation* into *tabulasi* in the TL because it adapts the word in the SL into the normal word in the TL in terms of morphology and pronunciation. Both the SL and TL jargon have the same meaning that is the results from a tournament stating everyone's scores and team and individual rankings.

Data 11

SL : Chief Adjudicator

TL : Ketua Dewan Juri

In SL the jargon *chief adjudicator* is the person who is responsible the set the motion for the debating competition, organizing the adjudicator pool and resolve any judging dispute during the debate. In the TL, *ketua dewan juri* also have the same function as chief adjudicator in the SL. Since *chief adjudicator* in SL in a word recognized in the TL as *ketua dewan juri*, thus the translation procedure applied is the literal translation.

Data 12

SL : Invited Adjudicator

TL : Juri Undangan

Both the jargon in data 12 above has the same meaning that is a judge that is being invited by the chief adjudicator to adjudicate a debate competition that are very experienced in debating or a former excellent debater and comes from different education background. The translation procedure the used to translate the jargon in SL to TL is literal translation because it is a known concept in the TL culture.

Data 13

SL : Victory Point

TL : Poin Kemenangan

The SL word *victory point* is translated into *poin kemenangan* in the TL. Both the SL and TL jargon have the same meaning that is the number of victory earned by a team in the preliminary round. Literal translation is applied for the procedure because the SL term is known in the TL.

Data 14

SL : Margin

TL : Marjin

Margin is translated into *marjin* in Indonesia. Both the SL and TL have the same meaning that is the amount of score which differ from one team to another. The translation procedure applied is the naturalization because it adapts the SL to the normal pronunciation in the TL.

Data 15

SL : Chair

TL : Chair

In data 15 above, the translation procedure to translate the SL jargon *chair* into the TL jargon *chair* is the transference procedure since the word in SL is transferred directly to TL without any changes. The jargon *chair* in debating means an adjudicator who is responsible for the panel of adjudicator and trainee, run the discussion between the adjudicators after the time is over, fill in the ballot, decide the winner of the debate, announce the results and provide verbal assessment.

Data 16

SL : Panel

TL : Panel

In data 16 above, the jargon *panel* in the SL is translated also into *panel* in the TL, thus the translation procedure applied in the transference procedure since the word in SL is being transfer directly to the TL without any changes. The jargon *panel* means an adjudicator that has been accredited and fulfills a satisfactory mark from the chief adjudicator. Panels are allowed to give suggestion to the chair but not allowed to make any decision regarding the winner in a debate.

Data 17

SL : Trainee

TL : Trainee

Transference procedure is applied in translating the jargon *trainee* in SL into *trainee* in TL since the SL is transferred directly into the TL without any change. Both the SL and TL jargon have the same meaning, a trainee is an adjudicator that has been accredited but do not fulfill a satisfactory mark to be a panel adjudicator. Trainees only observe and take notes about the debate.

Data 18

SL : Points of Information

TL : Interupsi

In data 18, the SL jargon *points of information* is an interjection offered to the speaker by a member of the opposite team, signaled by standing up and making a noise of some sort, it can be in the form of asking a question or contributing n information. It has the same function as the act of interrupting. Thus, the SL jargon is translated into *interupsi* (interruption) in the TL because when someone is conducting an interruption in the meeting they will perform the same action and body language as doing points of information. Since the functions of the word are the same, the translation procedure applied is functional equivalent.

Data 19

SL : Swing team

TL : Swing team

The jargon *swing team* in SL is also translated into *swing team* in the TL, thus it can be said that the translation procedure used is transference because the SL word is borrowed directly into the TL. Therefore, the SL and TL have the same meaning that is a team that is not eligible to break, but has instead been inserted into the competition to ensure that the total number of team is even.

Data 20

SL : Rebuttal

TL : Sanggahan

In data 20 above, the jargon in SL *rebuttal* is translated into *sanggahan* in TL. The jargon in SL is a known concept in the TL since it has the same meaning that is explaining and proofing that your opponent's arguments are wrong. Therefore the translation procedure used in translating the SL to TL is literal translation.

IV CONCLUSION

From the above findings and discussion, it can be concluded that the procedure applied in translating the jargon of English parliamentary debating into Indonesian are literal translation, functional equivalent, couplets, transference, and naturalization.

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PSYCHOLOGY OF CHILDREN'S COGNITIVE TOWARD LANGUAGE DEVELOPMENT

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Abstract

This paper aims to explain how the Cognitive Psychology supports the language development on children. The supporting data was taken from some related books and journals. The data collection is conducted through the proper source collection used for obtaining various information related to the topic. Then the information obtained from many sources was analyzed. The result of the analyses shows that the language acquisition process begins even since infancy period. In this process, the cognitive psychology supported it. In the process of acquiring the language, the children will pass through four steps of Cognitive process namely, sensorimotor stage, pre-operational stage, concrete operation stage, and formal operation stage. The entire stages are related to human's age. In addition there are some assumptions of children's cognitive development which are children's schemas, assimilation, accommodation, and equilibration.

Keywords: *Cognitive, Cognitive Psychology, Language development*

I INTRODUCTION

The development of language from infancy to the childhood occasionally is being ignored by parents. In fact, the success of acquiring a language begins since infancy period. It is truly stated through famous hypothesis namely *critical period*, which refer to a time when it is optimal to learn a language, exists in children. The development of language itself must be supported by psychological consideration. In this case, the existence of Cognitive Psychology is exactly support the process of children's language acquisition.

Cognitive Psychology is a scientific study scoping about a mental and thought processes. In cognitive psychology, the obtained information will be presented through human senses, and be transmitted to human's brain and the will be transformed as knowledge. Therefore, cognitive psychology is well known as Psychology of Information Processing.

Cognitive psychology is introduced by Jean Piaget, a Swiss psychologist who studied the development of cognitive processes from infancy through adulthood. This is a theory which clearly explained about how the children who have capability to adapt toward their environment and interpret many kinds of object and surrounding phenomenon. Jean Piaget's theory of cognitive development focuses not only on understanding of how children acquire knowledge, but also on understanding the nature of intelligence. Piaget believed that children took at active role in the learning process, acting much like little scientists as they perform experiments, make observations and learn about the world, parents, and mates.

Cognitive psychology has a crucial role in particularly in language development. According to principle of cognitive theory, the intelligential of children and the initiate to express their ideas which are combined by parents' languages will support them to acquire the language. The acquired language further will develop in line with children's cognitive development.

II MATERIALS AND METHODS

The connection of language and cognitif aspects could be identified through the assumption of the power of language. Language can change the world and influence the mindset and view of the language user toward the reality. For instance, Japanese approximately have a high level of cognitive. It occurs due to the amount of vocabularies they have to express the reality, therefore, they own a detailed deep understanding toward the reality.

Nevertheless, the show the power of language need an effortfull when cognitive psychology does not appear to support that process. Therefore, it needs deeper understanding to ensure that the cognitive and language developmet can grow optimally as the growth of human pysical body. Piaget's theory has aided educators in understanding children's cognitive development. His theories in terms of a cognitive realm have greatly influenced on understanding of factors in language learning. In cognitif development,

Jean Piaget stated some assumptions which exactly need to be considered before knowing the cognitive development process and the relation with the language acquisition.

For providing of better understanding, this paper is completed by an explanation about how Jean Piaget theory bestowed a contribution to language development. In the effort of completing the finding, the writer used some data sources. The source of the data is categorized as secondary source in which the writer took some information related to the topic from some books and several journals of cognitive development and compared among the source to obtain the valid and reliable data. There are five book sources used and five journals obtained from website and the whole source discussed the development of cognitive process toward language learning for children.

The following step is of data collection in which the writer collected the related sources which are books and journals, then read them alternately and compared the information obtained. Then, the obtained information were compiled and formed as data to be analyzed. The data were analyzed by comparing the obtained information and the reality in field. Firstly, the writer read all related sources and did comparing them. The second step, the writer did data reduction in which the related and supported data would be used, while the unrelated data would be omitted. The following step was compiling the obtained information and connected it with the process of language learning. The fourth step was displaying the finding in result and discussion. In this step, the writer explained the process of cognitive psychology toward language development. The last step was drawing a conclusion.

III RESULTS AND DISCUSSION

In the effort to recognize their own world actively, the children utilize their schema (cognitive schema). It is an existent concept in human's mind used for organizing and interpreting information. A schema can be defined clearly as a set of linked mental representation toward the world. It is used both to understand and to respond the situation. It refers to the assumption that we store these mental representations and apply them when needed.

Regarding to the existence of schemas, Piaget emphasized to the importance of these in cognitive development and he described in detail how these are developed or acquired. Piaget also believed that newborn babies have a small number of innate schemas even before they have had much opportunity to experience the world. For instance, the phenomenon of babies sucking which shows that babies spontaneously will respond to a touch toward their lips. The babies will get stimulus through someone's touching and show a same response. Babies will suck a nipple, a comforter (dummy), or a person's finger. Piaget therefore assumed that the baby has a *sucking schema*.

Piaget (1983) stated clearly that there are two responsible process of children's view in using and adapting their own schemas. The processes are assimilation and accommodation. According to Schiamberg (1985), the interaction of assimilation and accommodation in the process of attaining equilibrium accounts for cognitive development from birth to death. Meanwhile, Boeree (2006) describes that assimilation and accommodation work like pendulum swings by advancing our understanding on the world and our competency in them.

According to Boeree (2006), assimilation is the cognitive process by which a person integrates new perceptual or conceptual information into existing schemata or patterns of behaviors. Furthermore, he suggests that assimilation theoretically does not result in a change of schemata, but it does influence on the growth of schemata and is a part of development. Assimilation occurs when the children input their new knowledge into the prior knowledge they already have. Furthermore, the children assimilate their environment into a schema they form. Assimilation will use an existing schema to deal with a new object or situation. The example of this process is when the children are able to speak their first word *mom*. The children says *mom* to every woman in their family who looks like their real mother.

Meanwhile, accommodation is the process of modifying an action to fit into a new object (Solso, 1995). Accommodation occurs when the children adapt their selves into new information in which the children adapt their own schema into their environment. It means that accommodation will occur when the existing schema (knowledge) does not work, and needs to be changed to deal with a new object or situation. For instance is the phenomenon of telling *mom* to every woman. The mother of the children needs to explain in simple way that the word *mom* is only for her, and the other woman can be called *aunty* or *sister*.

Furthermore, Piaget also introduced a mechanism which explains how the children begin to move from one level of thinking to the next level which is called equilibration. He does believe that there will be a powerful movement of equilibrium when assimilation and accommodation are in line and attaining cognitive changes.

Through his observation, Piaget found and convinced that the cognitive development occurs in four levels or steps, in which each levels are related to human age and they are structured from different rational. The further and detail explanation will be shared in result and discussion part.

Piaget believed that all children progress through four stages and they do so in the same order. In relation to the four stages, Bukatku, D & Daehler, W. (1995) explain that during each stage of cognitive development there is unique level of analysis, internal organization and the understanding of the environmental information and events. Piaget's theory shows clearly that the children's understanding is only dependent on the stage that they have reached and teachers should take this into account as they teach learners particularly language learners at different levels of intellectual development. Here are the four stages of Cognitive development.

3.1 SENSORIMOTOR STAGE (BIRTH TO 2 YEARS OLD)

In the sensorimotor stage, the infants start to build their own thinking and understanding of their selves and the surrounding reality through interaction within the environment. This stage starts from birth to 2 years old baby which concern more on the movement and physical reactions. Babies don't ever realize they can control their own bodies otherwise it is initially based on figuring out how to perform basic motor activities. The babies do experiment of what their mouth can do as what their hands can do. They are not capable to show their cognitive activity symbolically. Yet, this is the beginning step of action schema learning. Furthermore, they will learn how to imitate some of sounds that they hear from parents and to what context that sounds should be produced.

Lazarus, S.(2010) states that this is the first stage in the growth and development of a child .children have the basic structure of organizing and adapting to their environment and their behavior tend to be circular and also develop an elementary understanding of the things around. In the relation of language development, the babies start to produce babbling at three to six months. They only produce sounds with no meaning. They commonly produce their first words at 10 to 13 months. At this age, they tend to produce only single words and directly refer to what they mean or they want. At 24 months, babies will start to combine word and they will be aware that language is important to communicate.

3.2 PREOPERATIONAL STAGE (AGES 2 TO 5)

This stage starts at around 2 years up to 5 or 6. The development is identified through the capability to talk constantly, but much of what they say does not need to be said out loud. Lazarus, S. (2010) states that child on this stage is able to reason and give logical train of thoughts. The child uses the objects and symbols to represent something which exist in a concrete form. For instance, the children might describe what they are doing even though others can easily see what they are doing. In addition, the children are still incapable to conceptualize abstractly and needs concrete physical situations which mean that the objects are classified in simple ways, especially by important features.

In the language development, their capability to understand about language rule system is increasing. This system consists of Phonology, Morphology, Syntax, Semantic, and Pragmatic. The children are able to produce all sounds and complex consonant. When, they have passed two words-level, they knowledge of semantic or meaning is speedy increasing. The vocabularies of 6 years old children are about 8000 to 14.000 words with the assumption that the words have been learnt since 12 months. The basic different of language between 2 years old children and 6 years old children is on pragmatics aspect. In 3 years old, the children increase their speaking skill which is defined as *displacement*. The progress of language in childhood level becomes a basic for the further development in elementary age.

3.3 CONCRETE OPERATIONS (AGES 7 TO 11)

This stage starts around age 7 and lasts around age 11 or 12. This is the stage in which the children are capable in using their logical thinking that explains their physical experiences. Lazarus, S. (2010) explains that child is capable of using logical processes of reasoning on the basis of concrete evidence in these stages. They are also able to solve their problem in the form of stories which deals only with the facts rather than abstract ideas. The development of language at this stage refers to specific and concrete facts, not mental concepts. Piaget believed that some people remain in this stage for the remainder of their lives, even though a child in this stage has not yet reached full cognitive maturity.

Around age 7, children start to response the group of words which are similar with the word they hear. For instance, the children can response word *dog* with *cat* or *horse* and the word *eat* with *drink*. This phenomenon shows that the children start to categorize the vocabularies used in speaking context.

We need to draw more attention in vocabularies development. The children in elementary school with the limited amount of vocabularies will face a difficulty in reading session. Yet, the children in elementary school tend to think logically and analytically which help them to understand the word construction regarding to comparative.

3.4 FORMAL OPERATIONS (BEGINNING AT AGES 11 TO 15)

This is the final stage of cognitive stages. It starts from age 11 and lasts at 15. At this stage, the children (adolescents) are not only capable to express their thinking referring to concrete objects but also the abstract one to make rational judgment. This is transmitting from children perspective into adult perspective. Lazarus, S. (2010) the concrete examples are required to help child understand the abstract relationships. The stage occurs during early adolescence and at this stage the child engages in more abstract thin thinking. By this point, the child's cognitive structures are like those of an adult and include conceptual reasoning. In this step, the children are also capable and to make a mental distinction between their selves and an idea they consider of. In addition, the children in this stage are able to use language to express and debate abstract theoretical concepts such as those found in mathematics, philosophy or logic.

In the relation to language development, this step shows the significant development in vocabularies enrichment. The children is starting to use abstract words, understanding more to the complexity of grammar and word function in sentences. In the end of adolescent, the children will be able to appreciate advanced literature more properly.

For better understanding, the following timeline gives an overview of the ages at which children generally acquire language

AGE PERIOD	LANGUAGE DEVELOPMENT
00 – 06 month	Producing sounds only, Distinguishing sounds Babbling in the end period
06 – 12 month	Babbling becomes more focused—narrowing of sounds. Sign language is used for stating objects
12 – 18 month	First words develop.; approximately 50 words
18 – 24 month	Children begin using combination of two-word phrases (example: <i>Me up</i> or <i>Get milk</i>). The additional vocabularies up to 200 words.
2 years	The enrichment of vocabularies The use of plural form properly, the use of past tense, and preposition.
3 – 4 years	The length of speech is increasing up to 3 or 4 morpheme in one sentence Using <i>yes</i> and <i>no</i> question, <i>why</i> , <i>where</i> , <i>who</i> , <i>when</i> , negative form and imperative sentence Understanding of pragmatism increases
5 – 6 years	The approximately of vocabularies up to 10.000 words Coordinating of simple sentences
6 – 8 years	Enriching vocabularies in quick periode. Starting to apply syntax's rule

	Speaking skill increases
9 – 11 years	Words definition covers synonym Speaking strategy increases
11 – 14 years	Vocabularies enrichment within abstract words Understanding a complex language forms Understanding words function in sentence Understanding of metaphor and satire
15 – 20 years	Able to comprehend an advanced literature

Piaget did believe that these four stages of cognitive and linguistic development were universal and that no children ever skipped over one of the four steps. Piaget also showed that classification was also important to learning language. Certain words and sounds needed to be grouped together to better understand and use them in speech. Classification needs to be taken a step further into sets and subsets. This can lead to a better understanding and file system for the very complex structure of language.

In addition, in language acquisition, there is a hypothesis that a critical period, or a time when it is optimal to learn a language, exists in children. Part of this hypothesis is that if a child is not exposed to a language in the early years of life, he or she will never have full intuitive command of a first language.

IV CONCLUSION

Cognitive development gives an influential contribution toward the language learning. In developing the cognitive process in children particularly in language acquisition, there are some assumption need to be considered such as, childrens' schemas, assimiltation, accomodation, and equilibration. Each of assumption is related one to another during the children's development. Regarding to the children's development, there are four stages of cognitive development that must be experienced by children namely, sensorimotor stage, preoperational stage, concrete operation stage, and formal operation stage. Each of them is related to human's age.

Each of human being must be passed Cognition's process. Cognition could be viewed as an element that might influence the language. It refers to Jean Piaget's view in which he observed and assumed that the development of children's cognitive aspect will be appear as an impact to the language use. The higher of the aspect appears, the higher of language uses.

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