

# ***LINGUAL: Journal of Language and Culture***

Volume 6, Number 2; Nopember 2018

---

## **Editor-in-Chief**

Prof. Ketut Artawa, M. A., Ph.D

## **Associate Editor & Typesetter**

I Made Sena Darmasetiyawan, S.S., M.Hum

## **Editorial Members**

Prof. Dr. I Nyoman Sedeng, M.Hum.

Dr. Drs. Ni Luh Ketut Mas Indrawati, M.A.

Dr. Dra. Ni Wayan Sukarini, M.Hum.

## **Reviewers**

Prof. Dr. I Nyoman Sudipa, M.A.  
*Universitas Udayana*

Drs. I Nyoman Udayana, PhD  
*Universitas Udayana*

Dr. Agus Subianto, M.A  
*Universitas Diponegoro*

Drs. Nurachaman Hanafi, Dip.TEFL., M.A., Ph.D  
*Universitas Mataram*

Dr. Eddy Setia, M.Ed., TESP  
*Universitas Sumatera Utara*

Prof. Dr. Amrin Saragih, M.A  
*Universitas Medan*

Prof. Drs. H. Mahyuni, M.A., Ph.D.  
*Universitas Mataram*

Dr. Drs. Sebastianus Fernandez, M.Pd., Grad.Dipl  
*Universitas Nusa Cendana*

## **Administrative Staff**

I Wayan Karsana

## **Editorial and Administrastive Address**

*English Department, Faculty of Arts, Udayana University,*

*Jalan Pulau Nias, No. 13 Sanglah, Denpasar, 80114.*

*Phone/fax: 62-361-257415, e-mail: [sasingunud@gmail.com](mailto:sasingunud@gmail.com)*

*Journal website: <http://ojs.unud.ac.id/index.php/languange/index>*

# Table of Contents

Multimedia Learning: An Activity Based Computer to Develop Reading Comprehension .....	3
<i>Endang Sulistianingsih, Fajar Prihatin, Sri Mulyati</i> .....	3
How to Translate an Action Verb Provide into Bahasa Indonesia through the Natural Semantic Metalanguage.....	8
<i>I Nengah Sudipa, I Gusti Bagus Narabhumu</i> .....	8
The Voices of Indonesian Students on the Use of English Translation of the Holy Quran as an Authentic Material Resource to Teach Reading .....	15
<i>Puji Sumarsono</i> .....	15
Code Switching Analysis in the Notes Made by The Sales Assistants in Ripcurl .....	20
<i>Ni Made Verayanti Utami, Dikril Hakim, I Nyoman Prasetya Adiputra</i> .....	20
Using Magic Sentences Technique to Improve Students' Vocabulary (Classroom Action Research in the First Semester Students of IKIP Siliwangi Bandung).....	28
<i>Aseptiana Parmawati</i> .....	28
The Impact of the Work of Novice Translators on The Quality of the Translation .....	35
<i>Ida Ayu Made Puspani, Yana Qomariyana, Ni Ketut Sri Rahayuni</i> .....	35
Language Learning at Natural Disaster Area in Elementary Schools .....	39
<i>Ferril Irham Muzaki</i> .....	39
Indonesian Interference toward English used on Outdoor Advertisement Boards and Banner in Sukoharjo, Central Java.....	43
<i>Giyatmi Giyatmi, Purwani Indri Astuti, Ratih Wijayava, Sihindun Arumi</i> .....	43

# MULTIMEDIA LEARNING: AN ACTIVITY BASED COMPUTER TO DEVELOP READING COMPREHENSION

Endang Sulistianingsih, Fajar Prihatin, Sri Mulyati

*Department of English Education and Department of Indonesian Education, Universitas Pancasakti Tegal*

[endang.sulistia@gmail.com](mailto:endang.sulistia@gmail.com), [fprihatin@gmail.com](mailto:fprihatin@gmail.com), [srimulyati@gmail.com](mailto:srimulyati@gmail.com)

## Abstract

The aimed of the study was to find out the effectively of multimedia learning as an activity-based computer to develop reading comprehension. The students' comprehension development is crucial to help students to be successful in following development of science and technology, since most of the scientific works are released in English. This research used experimental design with pre-test and posttest one design. There were 47 students as participants. The pre-test was done to test the sample similarity and the initial level of student's reading comprehension. The movies were shown during the intervention session. Then the evaluation and post-test were done to find out the student's reading comprehension development. Hypothesis was tested using t-test. The result indicated that multimedia learning as an activity-based computer was effective to develop student's reading comprehension.

**Keywords:** *Multimedia, Computer, Reading Comprehension, CALL, EFL learner*

## I INTRODUCTION

English is crucial to be mastered for students because most of the academic's books, research journals and technology are written in English. Through good proficiency in English, the students will not face difficulties when they have to read English literature books. Reading can be done trough many contexts, and sometimes the important thing is only the skill in interpreting the text into meaningful one. The matter is when someone is expected to read in a certain context i.e. academics context as a part of learning (Grabe, 2009). Braguglia, (2005) says that reading is needed to achieve academic success and intellectual development. Reading skill is a complex process done by the students to comprehend ideas, minds and experience to interact and communicate.

Based on the interview, the students feel that comprehending a text especially English text is not easy since it is difficult to comprehend the text in different languages. Reading is a thinking and interaction process, thus to develop students' reading comprehension needs continuous exercises. And those exercises should be supported by a learning activity which is essential for students' needs. One of the learning approaches to develop student's reading comprehension is learning activity- based multimedia.

The term multimedia firstly introduced by Clark & Paivio, (1991) eveled that information in verbal memory and visual memory preserved were preserved better than only in one memory system. Giving pictures to text or narration provides initial learning of the concepts, and retention as long as they are supported each other and focused in instructional learning (Mayer & Moreno, 2003). In other words, multimedia is the use of some media combination to provide the information. These combinations can consist of texts, graphics, pictures, videos and interactive speeches or sound. Some previous studies have revealed multimedia learning gives good effect on reading comprehension (Chun & Plass, 1996; Hanley, Herron, & Cole, 1995; Huang, 2014; Sherwood, Kinzer, Hasselbring, & Bransford, 1987). The recent technology makes teachers and students integrate, combine and interact with the media (Ivers & Barron, 1998). All these previous studies are conducted in the context that English is the first language (L1) of the participants, the present study involves an EFL learners as a participant where the proficiency level of the participants is not the same. This present study is intended to find out the effectiveness of multimedia learning as an activity based computer to develop reading comprehension specially for EFL learners where the participants' proficiency varies.

## II MATERIALS AND METHOD

This study used one group pre-test post-test design. The participants were 47 students of second semester of English education department. The multimedia learning was employed in reading for general purposes 2 class. The participants were English Foreign Learners where the proficiency level were not the same. In this study there was only one control group (before intervention) and experimental group (after intervention). Data obtained before intervention were control group data and data obtained

after intervention were experimental group data. Data from control group was pre-test and experimental group was post-test. The data were gained from IELTS reading test consisting of 40 questions.

The intervention was done through watching interactively the media from the channel in YouTube. The students chose their materials based on their interest. The materials were in the multimedia or the integrated of digital sound, image, text and video components form trough computer. The materials were from many kinds of topics from various channels, i.e. learning English through story, national geographic, science and discovery. The intervention was given once a week with the duration of 100 minutes. The students were asked to make a group then they chose their material, and they presented that material in front of the class. After the material was presented then they run the discussion interactively.

### III RESULTS AND DISCUSSION

The pre-test data were from one instrument and that were IELTS reading test consisted of 40 questions. The pre-test were gained before the intervention, Table 1 indicated the result of Pre-test distribution frequency and Table 2 shows the distribution of pre-test score.

Table 1  
Pre-test Distribution Frequency

N	Valid	47
	Missing	0
Mean		60,2021
Minimum		40,0
Maximum		80,0

Table 2  
Pre-test Distribution Score

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	40.00	1	2.1	2,1
	42.50	3	6.4	8,5
	45.00	2	4.3	12,8
	47.50	2	4.3	17,0
	50.00	4	8.5	25,5
	52.50	3	6.4	31,9
	55.00	2	4.3	36,2
	58.00	2	4.3	40,4
	60.00	2	4.3	44,7
	62.50	2	4.3	48,9
	63.00	3	6.4	55,3
	65.00	3	6.4	61,7
	67.50	4	8.5	70,2

68.00	4	8.5	8.5	78.7
70.00	6	12.8	12.8	91.5
72.50	1	2.1	2.1	93.6
75.00	2	4.3	4.3	97.9
80.00	1	2.1	2.1	100.0
Total	47	100.0	100.0	

Table 2 indicated that the lowest score was 40 and the highest was 80. The total data was 47 and the mean was 60.20. Post-test data was from multiple choice that was given after the treatment, and the result was at table 3.

Table 3  
Post-test Data Distribution Frequency

N	Valid	47
	Missing	0
Mean		79.2766
Minimum		50.0
Maximum		95.0

Table 4  
Post-test Distribution Score

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	50.00	1	2.1	2,1
	57.50	1	2.1	6,4
	62.50	1	2.1	12,8
	65.00	2	4.3	17,0
	67.50	5	10.6	25,5
	70.00	2	4.3	31,9
	75.00	4	8.5	36.2
	77.00	2	4.3	40.4
	80.00	2	4.3	44.7
	82.50	1	4.3	48.9
	83.00	7	6.4	55.3
	85.00	6	6.4	61.7
	87.50	5	8.5	70.2

88.00	2	8.5	8.5	78.7
90.00	4	12.8	12.8	91.5
92.50	1	2.1	2.1	93.6
95.00	1	4.3	4.3	97.9
Total	47	100.0	100.0	

Table 4 indicated post-test distribution score. The lowest score was 50 and the highest was 95. The average of student's score was 79.28. Based on the data, there was an increase in average score before and after the intervention was given. In other words, the multimedia learning model was effective to develop students' reading comprehension. In addition, to see the significance of pre-test and post-test we use SPSS and the result was shown on Table 5.

Table 5  
Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 pre-test-post_test	-19.07447	10.04283	1.46490	-22.02315	-16.12578	-13.021	46	.000

Table 5 showed that the significant value was 0.000 of 5 % significance. This mean that there was significant difference before and after the multimedia learning model was applied. The use of multimedia learning as an activity based computer was one of the way to develop students' reading comprehension. The use of multimedia gave many benefits, such as the learning process became more effective, efficient and attractive. Based on the observation during the intervention, the use of multimedia could assist in developing comprehension, serving appealing data, informative and interactive, and facilittate data interpretation.

#### IV CONCLUSION

The result of the study indicated that multimedia as a learning based computer is effective to develop students' reading comprehension. It is also found that the use of multimedia as a learning based computer gives some benefits such as: the learning process in time and places is more effective and efficinet, the students feel more interesting and not bored anymore, the materials given to students is easier to be conveyed. In addition, the study also finds that the multimedia as learning based computer help them to develop their comprehension since the data and information are informed in a such attractive form, informative and interactive so that it is easier for them to interpret the data and information conveyed.

Reading is a very crucial skill since it is as an literacy input for students, and it is influenced of student's success. Reading concerning to a meaning making procees is not an easy activity since it is considered as a complex process in comprehending ideas, experience and reflexion as a whole. During the intervention process the students prefer to use video as a source of their reading text materials, and in this case they are not only as participant but also as an active readers. The students develop into well motivated readers since they can choose their own story or materials and it is freely downloaded from internet. The combination of audio and picture in video makes the students feel interesting and enthusias in doing reading activity. This study contribute for educators insight in developing student's literacy.

**ACKNOWLEDGEMENTS**

This research is funded by Ministry of Research, Technology and Higher Education of the Republic of Indonesia through research grant of “Penelitian Dosen Pemula”.

**REFERENCES**

- Braguglia, K. H. (2005). Reading habits of business students. *Journal of College Teaching & Learning*, 2(3), 67–72.
- Chun, D. M., & Plass, J. L. (1996). Facilitating reading comprehension with multimedia. *System*, 24(4), 503–519.
- Clark, J. M., & Paivio, A. (1991). Dual coding theory and education. *Educational Psychology Review*, 3(3), 149–210.
- Grabe, W. (2009). *Reading in a second language: Moving from theory to practice*. Ernst Klett Sprachen.
- Hanley, J. E. B., Herron, C. A., & Cole, S. P. (1995). Using video as an advance organizer to a written passage in the FLES classroom. *The Modern Language Journal*, 79(1), 57–66.
- Huang, W.-C. (2014). The effects of multimedia annotation and summary writing on Taiwanese EFL students' reading comprehension. *Reading*, 14(1).
- Ivers, K. S., & Barron, A. E. (1998). *Multimedia projects in education: Designing, producing, and assessing*. Libraries Unlimited Englewood, CO.
- Mayer, R. E., & Moreno, R. (2003). Nine ways to reduce cognitive load in multimedia learning. *Journal of Educational Psychology*. [https://doi.org/10.1207/S15326985EP3801\\_6](https://doi.org/10.1207/S15326985EP3801_6)
- Sherwood, R. D., Kinzer, C. K., Hasselbring, T. S., & Bransford, J. D. (1987). Macro-contexts for learning: Initial findings and issues. *Applied Cognitive Psychology*, 1(2), 93–108.

# HOW TO TRANSLATE AN ACTION VERB *PROVIDE* INTO BAHASA INDONESIA THROUGH THE NATURAL SEMANTIC METALANGUAGE

I Nengah Sudipa, I Gusti Bagus Narabhumi

*Udayana University*

[nengahsudipa@unud.ac.id](mailto:nengahsudipa@unud.ac.id), [bagusnarabhumi@gmail.com](mailto:bagusnarabhumi@gmail.com)

## Abstract

This study is aimed at mapping the meaning of action verb *provide* and its translation into Indonesian lexicons. The data sources of this study are two Colours Magazines of Garuda Indonesia, May 2017 and March 2018 editions. In collecting the data, this study applied the observation method and note taking technique. Those data were analyzed using Natural Semantic Metalanguage (NSM) approach proposed by Anna Wierzbicka (1996). Furthermore, the method of analyzing data was descriptive qualitative method. First, each of the data was analyzed to find its meaning configuration. Then, it was followed by the paraphrasing using semantic primitives to show the explication of each lexicon and be able to compare them. The results of this study show that the action verb *provide* is translated into five different Indonesian lexicons in the Colours Magazine. The verb and its translations have slight differences shown by the meaning configurations as well as explications. However, they could properly deliver the intended meaning for the Indonesian target readers regarding the sentences they are in.

**Keywords:** *Natural Semantic Metalanguage, Bilingual Magazine, Translation, Action Verb*

## I INTRODUCTION

The existence of bilingual magazines is flourishing in a demographic where several different communities with their own languages are interacting intensively. Among others, Colours Magazine published by Garuda Indonesia Airline as their in-flight magazine is one of the prominence bilingual magazines with contents in Indonesian and English language.

As a bilingual magazine with the purpose of entertaining and informing the target readers with short articles that has promotional values, there are several interesting lexicon in the class of verb, particularly action verb, regularly used in these articles. Givon (1984, in Suryasa 2016; 3) divides verbs into three broad classifications namely; state verb, process verb, and action verb. The action verb, particularly, comes from act by someone or something in which lexicon *provide* is included.

In the magazine, *provide* is translated into several different Indonesian lexicons. With the basic belief that every lexicon has its own distinctive characteristics (Jayantini, 2014; 35) or in other words, that there are no two words that have exactly the same meaning, this phenomenon becomes interesting and worth studied. In order to be able to analyze this phenomenon, the application of Natural Semantic Metalanguage approach proposed by Wierzbicka (1996) is appropriate.

The basis of NSM can describe the meaning conveyed in any language, as if from inside, while at the same time using sentences from our own language. Unlike various artificial language used for representation of meaning, the Natural Semantic Metalanguage carved out of Natural Language (Yanti, 2015). Goddard (2008; 1) stated that the Natural Semantic Metalanguage (NSM) is a decompositional system of meaning representation based on empirically established universal semantic primes, i.e., simple indefinable meanings which appear to be present as identifiable word-meanings in all languages. In this study, the approach was applied by finding meaning configuration of each lexicon and paraphrasing them using the latest semantic primitives list with 64 primes in English exponents (Goddard, 2012; 3).

Finally, the purpose of this study is to map the meaning of *provide* as an action verb and the translations in Indonesian lexicons. Then, a comparison can be done and demonstrate how NSM approach can help us to understand a particular lexicon deeper.

## II MATERIALS AND METHODS

In this study, the method includes four aspects, namely data source, method and technique of collecting data, method and technique of analyzing data and method and technique of presenting data. The data of this study are sentences found in Colours Magazine May 2017 and March 2018 editions. Colours Magazine is the In-flight Magazine of Garuda Indonesia Airline that has contents in English and Indonesian, as the airlines is an Indonesian airline that operates internationally. The magazine has



mainly informative-descriptive articles that talk about Indonesian Archipelago besides several international destination and event articles. Informing about places, events, businesses, and products, there is a special lexicon regularly used in the text; the action verb *provide*. Furthermore, this English lexicon is translated into five different Indonesian lexicons that make it interesting to be analyzed using the NSM approach.

The method of collecting data used in this study was documentation method. In applying the method, the data source was carefully read and observed. Then, sentences with the occurrence of lexicon *provide* were noted. Next, those sentences that had different form of Indonesian lexicons to translate the action verb *provide* were listed to be further analyzed in the next section.

The method and technique of analyzing data was descriptive qualitative method in order to be able find the meaning configurations and explications of the action verb *provide* and the Indonesian translations. First, the previously listed data were analyzed to find the meaning configuration of each lexicon. Second, each lexicon was paraphrased using the semantic primitives in order to show the explication. Then, having the meaning configurations and explications, those lexicons were compared to find out how the target text lexicons differ and or similar to the source text lexicon.

Finally, the analyzed data were presented using the informal method. Informal method is the method in presenting data or analysis results in the form of ordinary words or descriptions and it is suitable for this study as a qualitative research.

### III RESULTS AND DISCUSSION

In the data source, the lexicon *provide* in the source text (ST) was translated into five different target text (TT) lexicons, namely; *memberikan*, *menyediakan*, *menyuguhkan*, and *menyajikan*, . Below are shown the meaning configurations and explications of lexicon *provide* and the translations according to the data of this study.

#### 3.1 PROVIDES AND MEMBERIKAN

(3-1) Colours March, 2018 (Page 64)

ST	TT
As well as maintaining a cultural tradition, Timorese weaving <b>provides</b> economic sustainability and, most noticeably, a source of pride for local communities.	<i>Dengan menjaga tradisi budaya, tenun Timor juga <b>memberikan</b> kesinambungan ekonomi, dan yang paling terlihat adalah menjadi sebuah kebanggaan masyarakat lokal.</i>

##### 3.1.1 MEANING CONFIGURATION

Lexicon *provides* in the ST has the meaning of supplying something to someone; making them able to use, take, or enjoy the advantages from the supplied things. Meanwhile, the Indonesian translation *memberikan* means giving, delivering, and or allowing something to someone. However, the lexicon in ST has a good mood because the theme of this lexicon is most likely something beneficial or advantageous. In contrast, *memberikan* can deliver bad or good entities and therefore becomes a neutral lexicon in terms of mood.

Below are shown the explication of both lexicons where X is Timorese weaving and Y is economic sustainability and a source of pride.

##### 3.1.2 THE EXPLICATION OF PROVIDES “MEMBERIKAN”

- X does something to Y
- This happens for some time
- Because of this, Y can be someone’s (local communities’)
- Because of this, people feel good
- Because of this, people wants to do something (preserve) to X
- X does something like this

##### 3.1.3 THE EXPLICATION OF MEMBERIKAN “PROVIDES”

- X does something to Y

- This happens for a moment
- Because of this, Y moves
- Because of this, people (local communities) can do something (receive) to Y
- Because of this, people feel good
- Because of this, people wants to do something (preserve) to X
- X does something like this

From the explication, it can be concluded that generally, *memberikan* has a close meaning similarity to the ST lexicon. However, these explications also reveal the differences occurred in the translation of the lexicon; first in terms of time and second in term of process. The process of provides is done for some time meanwhile *memberikan* only happens in one moment. Besides, the action of moving that occurs in the TT lexicon does not exist in the explication of ST lexicon.

### 3.2 PROVIDES AND MENYEDIAKAN

(3-2) Colours March, 2018 (Page 86)

SL	TL
Crowded into arches, along cobbled streets and under Victorian and contemporary glass-roofed sheds, a hundred and more stalls and shops <b>provide</b> unbeatable fresh and cooked fare.	<i>Pasar ini dihiasi atap melengkung, jalanan berbatu dan atap kaca bergaya Victoria dan kontemporer, dengan ratusan kios dan toko yang <b>menyediakan</b> makanan segar dan masakan yang tak ada duanya.</i>

#### 3.2.1 MEANING CONFIGURATION

In this data, lexicon *provide* is translated into *menyediakan*. *Provide* here has the meaning of making unbeatable fresh and cooked fare available in purpose to be enjoyed later. Meanwhile, *menyediakan* naturally has a very close meaning to the SL lexicon which is organizing something for later consumption. The entities, processes, and tools are also similar for both of the lexicon. Moreover, *menyediakan* has the same good mood as provide.

Below are shown the explication of both lexicons where X is stalls and shops and Y is food.

#### 3.2.2 THE EXPLICATION OF PROVIDES “MENYEDIAKAN”

- X does something to Y
- This happens for a long time
- Because of this, there is Y in X
- Because of this, people (market visitors) can do something (buy, eat) to Y
- Because of this, people wants to move to X
- X wants this
- X does something like this

#### 3.2.3 THE EXPLICATION OF MENYEDIAKAN “PROVIDE”

- X does something to Y
- This happens for a long time
- Because of this, there is Y in X
- Because of this, Y is something (organized)
- Because of this, people (market visitors) can do something (buy, eat) to Y
- Because of this, people want to move to X
- X wants this
- X does something like this

How both of *provide* and *menyediakan* show a nearly identical explication results re-emphasize how naturally close they are in meaning. The only difference is that *menyediakan* explicates how the theme is most likely become something (organized) in the process.

### 3.3 PROVIDES AND MENYUGUHKAN

(3-3) Colours March, 2018 (Page 171)

SL	TL
Bali Safari & Marine Park <b>provides</b> fun holiday adventures in full measure – as it welcomes new tiger cubs and an elephant calf – as well as its more enduring mission of conservation.	<i>Bali Safari &amp; Marine Park <b>menyuguhkan</b> petualangan liburan yang menyenangkan dengan hadirnya anak macan dan anak gajah di tempat ini, serta petualangan konservasi alam.</i>

#### 3.3.1 MEANING CONFIGURATION

In this case, the lexicon *provides* carries the meaning of giving the fun holiday adventures to the visitors of the park. Meanwhile the translation, *menyuguhkan*, has the meaning of serving and presenting the theme entities. Both of the lexicons result in the ability of Bali Safari & Marine Park visitors to witness, experience, and enjoy an exciting holiday adventure. Furthermore, both also have the same good mood.

Below are shown the explication of both lexicons where X is Bali Safari & Marine Park and Y is holiday adventures.

#### 3.3.2 THE EXPLICATION OF PROVIDES “MENYUGUHKAN”

- X does something to Y
- This happens for some time
- Because of this, people can do something (experience, enjoy) to Y
- Because of this, people want to move to X
- X wants this
- X does something like this

#### 3.3.3 EXPLICATION OF MENYUGUHKAN “PROVIDE”

- X does something to Y
- This happens for a some time
- X does this because people in X are something (visitors)
- Because of this, Y moves somewhere near people (visitors)
- Because of this, people can do something (experience, enjoy) to Y
- Because of this, people want to move to X
- X wants this
- X does something like this

Here, the explication of *menyuguhkan* is able to reveal in which feature it differs from the ST lexicon provide. Having a very similar meaning configuration, *menyuguhkan* actually has its own collocation with “visitors” (of houses or businesses). In contrast, the lexicon *provides* could deliver its theme to any recipients without the concerns on their status.

### 3.4 PROVIDE AND MENYAJIKAN

(3-4) Colours March, 2018 (Page 176)

ST	TT
Hopefully, Colours will continue to innovate and <b>provide</b> inspirational stories that focus on the wealth of Indonesian culture and hospitality.	<i>Semoga Colours terus berinovasi dan <b>menyajikan</b> cerita inspiratif dengan tetap mengedepankan kekayaan budaya dan keramah-tamahan bangsa.</i>

### 3.4.1 MEANING CONFIGURATION

In data (3-4), *provide* is translated into *menyajikan*. Regarding the sentence, *provide* has the meaning of giving and supplying inspirational stories to the readers of the magazine. Meanwhile, *menyajikan* is referred to the act of presenting something to someone in a particular medium. The same with *provide*, *menyajikan* also has a good mood because the theme of this lexicon is most likely something beneficial or advantageous.

Below are shown the explication of both lexicons where X is Colours Magazine and Y is inspirational stories.

### 3.4.2 THE EXPLICATION OF PROVIDES “MENYAJIKAN”

- X does something to Y
- This happens for a some time
- Because of this, there is Y inside X
- Because of this, people (readers) can see Y
- Because of this, people want to do something (read) to X
- X wants this
- X does something like this

### 3.4.3 THE EXPLICATION OF MENYAJIKAN “PROVIDES”

- X does something to Y
- This happens for a some time
- Because of this, there is Y inside X
- Because of this, X is something (organized, well placed, easily consumed)
- Because of this, people (readers) can see Y
- Because of this, people wants to do something (read) to X
- X wants this
- X does something like this

Once again, these explications successfully point out how two lexicons with a very close meaning to each other still have feature differences. More precisely, the semantic prime in the specification category shows that TT lexicon *menyajikan* results in organized theme meanwhile ST lexicon *provides* does not indicates such thing.

## 3.5 PROVIDES AND MENGHADIRKAN

(3-5) Colours May, 2017 (Page 57)

ST	TT
The newly designed Bulgari boutique <b>provides</b> the best of both worlds, offering the brand's iconic collections in an exquisite retail setting inspired by traditional Balinese forms and refined Italian elegance.	<i>Bulgari Boutique yang baru, <b>menghadirkan</b> deretan koleksi ikonis Bulgari dalam keindahan atmosfer yang terinspirasi bentuk-bentuk tradisional Bali dan keanggunan Italia.</i>

### 3.5.1 MEANING CONFIGURATION

In this data, *provides* that carries the meaning of presenting and supplying something valuable is translated into Indonesian lexicon *menghadirkan*. *Menghadirkan* in this case has the meaning of presenting or making something present in a certain place or medium in order to make them well-known to the target audiences. However, lexicon *menghadirkan* has a neutral mood since it could deliver bad or good entities.

Below are shown the explication of both lexicons where X is Bulgari Boutique and Y is apparel collections.

### 3.5.2 THE EXPLICATION OF PROVIDES “MENGHADIRKAN”

- X does something to Y
- This happens for some time
- Because of this, Y is something (available)
- Because of this, people can do something to Y (see, touch, try, buy)
- X wants this
- X does something like this

### 3.5.3 THE EXPLICATION OF MENGHADIRKAN “PROVIDES”

- X does something to Y
- Because of this, Y moves inside X
- This happens for a moment
- After this, there is Y inside X
- After this, people (consumers) can do something to Y (see, touch, try, buy)
- X wants this
- X does something like this

This explication show that the translation of lexicon *provide* into *menghadirkan* has several differences. Similar with the case in data (3-1), *provide* and *menghadirkan* here differ in the semantic prime category of time. Furthermore, lexicon *provides* indicates its theme specification which is “available”, meanwhile lexicon *menghadirkan* stresses more on what experience its theme undergone which is “moving”. However, once again the general explication result shows that *menghadirkan* is equivalent enough to be considered as an appropriate translation for lexicon *provide* in data (3-5).

## IV CONCLUSION

According to the discussions, it can be concluded that the action verb *provide* has the meaning of supplying something to someone and is translated into five different Indonesian lexicons, namely; *memberikan*, *menyediakan*, *menyuguhkan*, *menyajikan*, and *menghadirkan*. Through the meaning configuration, it is shown that the ST lexicon *provide* has a positive or good mood. Yet, only *menyediakan*, *menyuguhkan* and *menyajikan* have the same mood; the other two, *memberikan* and *menghadirkan*, have neutral mood instead. The explication comparison procedures also point out the slight differences of ST and TT lexicons regarding the sentences they are in. However, those differences do not significantly affect the equivalency of TT toward ST lexicons since they could properly deliver the intended meaning of *provide* for the Indonesian target readers.

## REFERENCES

- Goddard, Cliff. (2008). 1. *Natural Semantic Metalanguage: The state of the art.* 1-34. 10.1075/slcs.102.05god.
- Goddard, C. 2015. *The Oxford Handbook of Linguistic Analysis* (2 ed.). <http://www.oxfordhandbooks.com>; Online Publication.
- Jayantini, S. R. (2014). *The Medical Concept of Damage and Its Indonesian Equivalent Cedera: A Natural Semantic Metalanguage Approach.* *Lingual: Journal of Language and Culture.* Denpasar: Udayana University.
- Suryasa, I. W. (2016). *Ngalap in Balinese: a Natural Semantic Metalanguage Approach.* *Lingual: Journal of Language and Culture.* (<https://ojs.unud.ac.id/index.php/language/article/view/21155>>. Date accessed: 2 march. 2018.)
- Wierzbicka, Anna. 1996. *Semantics: Primes and universals.* Oxford: Oxford University Press.
- Yanti, M. A. (2015). *Grade Mapping of Order Group Speech Act Verb in The Motivation Book Entitled Opening The Door of Your Heard. and Its Translation* (Thesis). Denpasar: Udayana University (data source)
- Garuda Indonesia. 2017. *Colours Magazine May 2017.* [www.garuda-indonesia.com](http://www.garuda-indonesia.com); Online Publication.

Garuda Indonesia. 2018. Colours Magazine March 2018. [www.garuda-indonesia.com](http://www.garuda-indonesia.com); Online Publication.

# THE VOICES OF INDONESIAN STUDENTS ON THE USE OF ENGLISH TRANSLATION OF THE HOLY QURAN AS AN AUTHENTIC MATERIAL RESOURCE TO TEACH READING

Puji Sumarsono

*University of Muhammadiyah Malang*

[pujiumarsono@gmail.com](mailto:pujiumarsono@gmail.com)

## Abstract

English translation of the Holy Quran has been utilized as an authentic material to teach and learn English (Sumarsono, 2016). A skill which is directly related to this issue is reading through a genre based-approach by exploring narrative texts in the Holy Quran (Sumarsono, 2017). Considering that these previous researchers have developed teaching methodology and also teaching materials, it is crucial to understand the students' voices concerning the use of this methodology and materials. The importance of this study is to provide feedback and improve the use of this methodology and materials. This study applied qualitative as it intended to understand and describe the phenomenon deeply. An instrument which was applied was an interview and the interviewees were the students who were joining a class using this methodology and teaching materials. The students have positive views on the use of English Translation of the Holy Quran as an authentic material resource to teach reading. This methodology has two crucial roles in the development of knowledge and faith.

**Keywords:** *Voices, Authentic Materials, English translation of Quran*

## I INTRODUCTION

Teaching materials have a crucial role in the language classroom because they are the resources used by the teacher to facilitate teaching and learning occur both inside and outside of the classroom (Castillo Losada, Insuasty & Jaime Osorio, 2017). Nowadays, teaching materials in English Language Teaching (ELT) are divided into two, artificial and authentic materials. Those kinds of materials are totally different from each other. Artificial is intentionally constructed for language teaching purposes, but authentic is directly taken from daily life sources in which it is not constructed for ELT purposes. Nunan (2004: 49) views authentic materials as samples of spoken and written language that have not been specifically produced for the purpose of language teaching.

The use of authentic materials in ELT remains problems and debate among scholars and teacher as well. Rahman (2014) identifies that a heated debate started on the issue of the type of material which is really categorized as authentic. In contrast, there are many different definitions in which most of them highlight different aspects of the 'authentic' term.

Sarapli (2011) claimed that the aim of using authentic materials is to prepare students for their social lives. The language which is learned should be realistic as it is difficult to get accurate material which satisfies students' needs. It bridges between the current activities in the classroom and real life in society. According to Lamier & Schleicher (in Sarapli, 2011), the use of authentic materials for ELT provides some benefits. First, learning can be enhanced by the use of texts of particular interest to a class. Second, variety and spontaneity will increase in classes that introduce authentic materials in ELT. Then, exposure to a variety of vocabulary and structures will occur. Third, students will capitalize on their prior cultural and schematic knowledge to contrast target situations and genres with those of their own culture. Buendgens-Kosten (2014) argues that it is often assumed that authentic texts provide better linguistic models than non-genuine texts.

In spite of the debate among scholars on the use of authentic materials for English language teaching (ELT), there have been a lot of researches and practices to use authentic materials in ELT. They have been promoted worldwide by teachers and scholars through this debate (Ravalovich, 2014). Sumarsono (2016) has already put the idea of authentic material for ELT into practices. He utilized the translation of the Holy Quran to teach and learn reading subject in a higher education setting. Sumarsono (2018) even identified the genre of text in the English translation of the Holy Quran. It was found a lot of narrative texts in the Holy Quran.

Sumarsono (2018) proposes a methodology of teaching and learning reading using English translation of the Holy Quran as an authentic material resource. It covers the objectives of teaching and

learning reading, the materials of teaching and learning reading, the procedure of teaching and learning reading. The objective is to give students comprehension about different types of texts in Holy Quran and the main ideas/topics, details, relationships between sentences and paragraphs, as well as the rhetorical structure of the texts so that they are able to distinguish and explain kinds of text as well as comply the content of Holy Quran.

The materials of teaching and learning reading are texts of the English translation of Holy Quran which are translated from Arabic into English by Abdullah Yusuf Ali.

Table 1: Samples of text types available in the Holy Quran

Types of text	Topic	Chapter	Surah	Verse
Narrative	History of the first assassination in the world	6	Al-Maidah	27-32
Descriptive	Description of Heaven	1	Al-Baqarah	25
		27	Ar-Rahman	56 & 70
		30	Al-Ghasyiyah	8-16
Expository	The procedure of taking ablution	6	Al-Maidah	6
Argumentative	The importance of <i>qisas</i>	1	Al-Baqarah	178-179

The procedure is divided into 6 steps. First, the lecturer decides the version of the English translation of the Holy Quran which will be used. Second, the students are equipped with English translation of the Holy Quran (Yusuf Ali version). Third, the lecturer explains the genre of text. Fourth, a class divided into a group of 3 students. Each group should read a different chapter of Holy Quran translation and classify them according to the four types of text. Fifth, each group presents the result of their project and other groups, as well as the lecturer, give feedback on it. Last, for structured individual and independent learning, the students should read one day one page.

However, this methodology has not evaluated yet. According to Holland (in Phillips, Balan & Manko, 2014), the evaluation process should cover six standards. First, a differentiated evaluation approach based on the teacher's level of development. Second, a collaborative approach that considers the teacher's goals, progress towards achieving those goals, and the implications of that progress. Third, multiple observations by more than one individual. Fourth, formative as well as summative evaluation, with greater emphasis on the formative approach. Fifth, a focus on school goals as well as individual goals. Last, transparent evaluation policies that are clearly articulated and defined, and understood by teachers and administrators. It is, therefore, the teacher has not received any feedback to improve this methodology. One of the easiest ways to understand the values of a methodology is by asking the students' opinion regarding what they have experienced while they are learning using this methodology. It is, therefore, the research question is "What are the students' opinions on the use of English translation of the Holy Quran as an authentic material resource to teach Reading? This evaluation in term of students' opinions is crucial as it would be able to get feedback from the students and finally improve the methodology (objectives, material, and procedure) of teaching and learning reading using Translation of Quran as an Authentic Material.

## II MATERIALS AND METHODS

The research design applied was a qualitative research design. The subjects of this research were 24 students of Reading III. The instruments used in this research were interview and observation by conducting the video recording and note taking while the lecturer teaches Reading III. The interview and observation were conducted to find the students' opinion so that it could provide feedback regarding the teaching learning using Translation of the Holy Quran as an Authentic Material.

The researcher is the main instrument of this research. In addition, this research also used the triangulation method to get the more valid data on the problems and solutions of the implementation of English translation of the Quran as an authentic material for teaching reading. The collected data were then analyzed by selecting the necessary data related to the topic being investigated, sorting out the data



into a table of data presentation, analyzing the data to find out the answer of the statement of the problems, writing the result of the research descriptively, and drawing a conclusion.

In addition to the procedure of data analysis, the researcher defined an opinion as it was stated by Liu & Zhang (2012) that an opinion is a positive or negative sentiment, attitude, emotion or appraisal about an entity or an aspect of the entity from an opinion holder. The orientations of the opinion are categorized into three, positive, negative and neutral. In addition, Lani & Nurjanah (2014) simply argued that positive opinion means supporting and negative means rejecting. In this research, therefore, opinion is categorized into positive when it supports the idea, it is categorized as negative when it rejects the idea, and it is categorized as neutral when it has neither positive nor negative.

### III RESULTS AND DISCUSSION

The results are presented according to some sub-topics such as; general opinion, the advantages and the difficulties, opinions to the procedures of teaching-learning activities, suggestions for better improvement. Among twenty-two students, eighteen students gave positive opinions. They said that teaching reading using the English translation of the Holy Quran is useful, interesting and excellent, amazing, incredible, good, able to motivate them to read the Quran more often, increase insight and vocabulary mastery. However, only four students gave negative responses. They claimed that it was difficult and not effective.

The advantages of this methodology are able to improve vocabulary mastery and reward from God, improve religious insight, motivate students to read, hone a reading skill, motivate students to pray diligently, improve students' ability in reciting Quran, learn old English, touch students' heart, get wisdom. While the difficulties that students faced were difficult to understand vocabulary and conclude the lesson of the text, limited time to do the activities, and installing the Holy Quran application.

Related to the 6 steps of the procedure of teaching activities, here are their opinions. First, when the lecturer decided the version of the English translation of the Holy Quran which will be used, all of the students strongly agreed as it was crucial to have the same perception and resources to study. Two reasons for this agreement were it was assumed that the lecturer knows more on the materials that would be taught and different text will make students and confuse to learn. For example, when the lecturer explained about a certain text in the English translation of the Holy Quran, two students had been confused to understand the lecturer's explanation because they used a translation which was different from the lecturer and other 22 students. When the lecturer explained the meaning of the word "thou" and "thy" in surah Al-Baqarah verse 35, the two students were confused because those words were not available in the text they had. After the lecturer checked the text, it was found that the two students had different version of the translation.

Similar perception between teacher and students in the initial teaching and learning process could lead the success of teaching and learning. This stage can be described as teacher/students partnership. Barker & Moroz (1997) claimed that students/teacher partnership is a compulsory association between two parties who participate in a joint venture in the pursuit of learning. It implicitly states that teaching and learning objectives could be achieved well when students and also teacher as well work together and understand each other. Second, when the students were equipped with the English translation of the Holy Quran (Yusuf Ali version), some of them agreed since the language is beautiful, unique and excellent. There are numerous old vocabularies in it. However, some of them said that it was more difficult than other versions of translation so that some of them open Tafseer to check their understanding. Siddiek (2012) claimed that the Quran is an untranslatable text. It is, however, useful to use some interpretations of its (Tafseer). The benefits of Tafseer are to facilitate its meaning to make the readers understand it, defending away all fabricated distortions made by the enemies of Islam against the Quran and its interpretations, and to enlighten non-Muslim foreigners- especially in this age based on propaganda- about the realities of Islam: the richness of its values and teachings.

Third, when the lecturer explained the genre of text, they said that it was a very good step so that they can understand and compare each kind of text in the Holy Quran. In addition, when the lecturer asked them to find some examples of kinds of text, most of them claimed that it was effective to learn, able to add more insight on kinds of text, and challenging as they had never done it before. In contrast, only some students said that it was a difficult activity.

Fourth, when the class was divided into a group of 3 students and each group should read a different chapter of Holy Quran translation and classify them according to the four types of text, most of the students agreed and felt that it worked well because they can share each other and know more kinds of text instead of they read by themselves. This working group also helped them to have a question and

answer when they do not understand the text. In some points, however, some students indicated that it was not effective if only one student who worked in a group and members of the group cannot work together.

This teaching and learning scenario can be identified as cooperative learning. Sonthara & Vanna (2009) explained that cooperative learning means that students learn together in structured groups so that each member in the group must succeed. Besides, students work together to study and are responsible for the learning of their members. Jacobs (2004) proposed eight principles of cooperative learning such as; heterogeneous grouping, collaborative skills, group autonomy, simultaneous interaction, equal participation, individual accountability, positive interdependence, and cooperation as a value. As cooperative learning has some types such as; STAD, TAI, and Jigsaw, the activities conducted by the lecturer and the students using English Translation of the Holy Quran can be classified as jigsaw. Aronson (2018) said that Jigsaw is an efficient way to learn materials because each Group member must work together as a team to accomplish a common goal.

Fifth, when the lecturer asked each group presented the result of their project and other groups, as well as the lecturer, gave feedback on it, all students agreed and happy as they can learn and share each other, strengthen their understanding because students learn it many times from different presenters, train students to speak or present in front of class, improve students' motivation, understand the students' comprehension and problems in learning.

Last, for structured individual and independent learning which demanded the students to read one day one page and find the difficult vocabulary, they were finally so happy because it increased their English vocabulary mastery, made them remember Allah every time and read The Holy Quran every day, whenever, and wherever. However, for the students who had no Android, it made them upset as they cannot read anytime. They should open it in their computer or printed version.

The difficulty to understand the English Translation of the Holy Quran is well understood as the translators also face many linguistic difficulties when they translate the Holy Quran into English. Ali et al. (2012) mention the difficulties include lexical, syntactic, Semantic, metaphor, metonymy, ellipsis, polysemy. Emara (2013) also notes that many words are not allocated an accurate meaning by Quranic reviewers. The same word in the same context might be exposed to have numerous literal and figurative meanings. Besides, Some English words do not have the same expressive power as their Arabic counterparts. It is, therefore, many readers are confused to understand the translation. This difficulty is also found by reviewers of English Translation of the Holy Quran that Quran translations written in old-fashioned English with difficult vocabulary (islam.stackexchange.com).

#### **IV CONCLUSION**

Students of English Department of UMM have positive views on the use of English Translation of the Holy Quran as an authentic material resource to teach reading. This methodology has two crucial roles on the development of knowledge and faith. In term of knowledge, it can increase students' knowledge both on Islamic lessons and English vocabulary. In term of faith, after students read every day and understand the texts, it can also improve students' faith to Allah in which it can improve their good deeds in daily life. However, these benefits at the same time also bring difficulties such as difficulty in understanding the lesson and vocabulary. These difficulties should be and have already been solved so that will not disturb the teaching-learning activity and provide new insight in teaching English using religious approach.

#### **ACKNOWLEDGEMENT**

The author thanks to Directorate of Research and Community Service (DRCS), University of Muhammadiyah Malang (UMM) for the financial support so that this research could be finished well. However, any opinions, findings, and conclusions or recommendations expressed in this material are those of the researcher and do not necessarily reflect the views of the DRCS UMM.

#### **REFERENCES**

- Ali, A. et al. (2012). Some Linguistic Difficulties in Translating the Holy Quran from Arabic into English. *International Journal of Social Science and Humanity*, Vol. 2, No. 6,  
 Aronson, E. (2018). <https://www.jigsaw.org/overview/>

- Barker, R. G., & Moroz, W. (1997). Student and teacher perceptions of teaching/learning processes in classrooms: how close is the partnership?. *Australian Journal of Teacher Education*, 22(1). <http://dx.doi.org/10.14221/ajte.1997v22n1.3>
- Buendgens-Kosten, J. (2014). Authenticity. *ELT Journal*, Volume 68, Issue 4, 1. 457–459, <https://doi.org/10.1093/elt/ccu034>
- Castillo Losada, C. A., Insuasty, E. A., & Jaime Osorio, M. F. (2017). The impact of authentic materials and tasks on students' communicative competence at a Colombian language school. *PROFILE Issues in Teachers' Professional Development*, 19(1), 89-104. <https://doi.org/10.15446/profile.v19n1.56763>.
- <https://Islam.Stackexchange.Com/Questions/613/Why-Are-Quran-Translations-Written-In-Old-Fashioned-English-With-Difficult-Vocab>
- Jacobs, G. 2004. Cooperative learning: theory, principles, and techniques. Retrieved from [https://www.researchgate.net/publication/254097701\\_COOPERATIVE\\_LEARNING\\_THEORY\\_PRINCIPLES\\_AND\\_TECHNIQUES](https://www.researchgate.net/publication/254097701_COOPERATIVE_LEARNING_THEORY_PRINCIPLES_AND_TECHNIQUES)
- Lani, O.P. & Nurjanah. (2014). *Opini Mahasiswa terhadap Pelaksanaan Kuliah Kerja Nyata (Kukerta) di Universitas Riau*. Retrieved from <https://jom.unri.ac.id/index.php/JOMFSIP/article/view/2444/2380>
- Liu, B. & Zhang, L. (2012). *Survey of Opinion Mining and Sentiment Analysis* Retrieved from <http://www.cs.unibo.it/~montesi/CBD/Articoli/SurveyOpinionMining.pdf>
- Nunan, D. (1999). *Second Language Teaching and Learning*. Boston: Heinle and Heinle Publishers.
- Phillips, K., Balan, R. & Manko, T. (2014). Teacher Evaluation: Improving the Process. *Transformative Dialogues: Teaching & Learning Journal* Volume 7 Issue 3 .
- Rafalovich, M. (2014). Reconsidering authenticity in ESL written materials. *Hawaii Pacific University TESOL Working Paper Series* 12, 96-103.
- Rahman, R. (2014). A Case for Authentic Materials in Language Teaching. *The Dialogue*. IX (2). 206-215
- Sarapli, O. (2011). *The Use of Authentic Materials in the Second Language Classrooms: Advantages and Disadvantages*. Retrieved from <http://dergiler.ankara.edu.tr/dergiler/27/1832/19277.pdf>
- Siddiek, A.G. (2012). Viewpoints in the Translation of the Holy QURAN. *International Journal of Applied Linguistics & English Literature*. Vol. 1 No. 2; July 2012. Pp 18-25. URL: <http://dx.doi.org/10.7575/ijalel.v.1n.2p.18>
- Sonthara, K. & Vanna, S. 2009. *Cooperative learning: Theory & Practice* (A new guide for teachers). Retrieved from [http://www.kapekh.org/files/report\\_file/38-en.pdf](http://www.kapekh.org/files/report_file/38-en.pdf)
- Sumarsono, P. (2018a). Authentic narrative texts in English translation version of Holy Quran: A genre-based approach. *Indonesian EFL Journal*, 4(1), 65-72. DOI: 10.25134/ieflj.v4i1.801.
- Sumarsono, P. (2018b). Methodology of Teaching and Learning Reading Using English Translation of Holy Quran as an Authentic Material Resource. *The Social Sciences*. 13 (2).

# CODE SWITCHING ANALYSIS IN THE NOTES MADE BY THE SALES ASSISTANTS IN RIP CURL

Ni Made Verayanti Utami, Dikril Hakim, I Nyoman Prasetya Adiputra

*STIBA Saraswati Denpasar*

[verayanti.utami@gmail.com](mailto:verayanti.utami@gmail.com), [Dikrilhakim169@yahoo.com](mailto:Dikrilhakim169@yahoo.com), [Kokopras39@yahoo.co.id](mailto:Kokopras39@yahoo.co.id)

## Abstract

Language is very important means of communication. It is used to communicate and to give information to others. There are many languages in the world that people can choose their interaction. Choosing one proper language in communication is very important to avoid misunderstanding. People have to choose a particular language and or decide to switch from one to another. The switch from one language to the other one called as code switching. Code switching may occurred in many areas. One of them is tourism area. Thus, the aims of this research to identify the types of code switching, to analyze the function of the code switching and to find out the factors led the sales assistants code-switch. The data source was taken from the log book of Ripcurl (surf shop) that is written by the sales assistants. The data was collected through observation method through note taking techniques. The log book was read and the expressions represent the use of code switching were noted. After the data collected, they were analyzed. Descriptive qualitative method was used to analyze the data. The analysis was conducted through several steps. First, the theory proposed by Poplack (1989) was used to classify the types of code switching produced by Nusa Dua Ripcurl log book. Furthermore, the theory of the function of code switching developed by Apple and Muysken (1987:118-120) was used to analyzed the function of code switching. The results of the analysis shows that there are three types of code switching found in the notes made by the staffs in Ripcurl Nusa Dua namely tag switching, inter-sentential switching, and intra-sentential switching. In terms of the function of the code switching, it is found that not all of six functions were available. Metalinguistic function, referential function and phatic function were applicable found in the notes made by the staffs in Ripcurl Nusa Dua. Last, the factors led the staff code switch is because the staffs found that the English term is easier to remember or better to be understood than in Indonesian term.

**Keywords:** *code switching, log book note*

## I INTRODUCTION

Language is very important means of communication. It is used to communicate and to give information to others. There are many languages in the world that people can choose their interaction. People have to choose a particular language and or decide to switch from one to another. The use of English in tourism business creates many kinds of phenomenon. One of them is Code-switching. A research in code switching is a study to understand why do people who are competent in two languages alternate in a particular conversation or situation. Code switching is generally a phenomenon when a bilingual and multilingual speaker shifts from one language to another in the course of conversation. Code switching based on Grosjean (1982) suggests definition of code switching as the use of more than one language by communication in speech act. As a part of bilingualism code switching is commonly found in any conversation, teaching, learning, or the other kind of communications. Code switching is also usually found in the speeches of people who work in tourism industries such as surf shops, restaurants, hotels, etc.

In the tourism industries in Bali, code switching occur among the bilingual people either local or foreign who interact with each other. Ripcurl is one of the leading surf products in Bali among the tourists and local people who surf. Ripcurl has become a place where code switching occurs among the staff in doing verbal than interaction. At Nusa Dua surf shop lots of notes are made in the log book to inform the staff if there are new things that must be followed up. For example: "Dear all: Halloween is coming, jangan sampai ketinggalan ya". In the example of a note made by a Ripcurl staff above there is a code switching found in the sentence, there are two languages, English and Indonesian, combined "Dear all: Halloween is coming" is written in English and it is followed by Indonesian language "jangan sampai ketinggalan ya". This case of written bilingual communication is very interesting and important to be analyzed for some reasons because a sales assistant is indirectly doing "code switching" in making a note in the log book, it is probably because of their habit.

Related to the background as explained above, the research problems are the types of code switching found in the notes made by staff of Ripcurl, the functions of the code switching found in the notes made by staff of Ripcurl, and factors that leads the staff to do code-switch.

The research that is related to this study has been taken from three thesis. In this chapter, there are three different thesis that were reviewed. The first thesis is written by Oktavina (2013) entitled “*An Analysis Of Code Switching Used By Hashim As A Character In Film Entitled Java Heat*”. In her thesis, the data sources were from film in the title Java Heat. Oktaviana used the theory of the types of code switching proposed by Poplack (in Romaine, 1989: 122 ) who distinguishes type of code switching into three, i.e., : tag switching, intra-sentential switching, and inter-sentential switching and Hoffman (1991) on functions of code switching in analyzing the data, qualitative approach method was applied. The result of her study showed two types of code switching happen in the film entitled Java Heat they are inter-sentential code switching and intra-sentential code switching, from the seven functions there are only six function can be found in the used of inter-sentential code switching and intra-sentential code switching happened in the film. They are talking about a particular topic being emphatic about something, interjection, repetition used for clarification, intention of clarifying the speech content for interlocutor and expressing group identity. Based on the analysis of the data, there are only five functions of inter-sentential function and five function of intra-sentential function. Oktavina’s study is very useful as the reference for this study. It has the same concern on code switching which is used to reach the aims of study. Furthermore, the theory for analyzing the function of code switching is different since the theory by Hoffman (1991) was used in her study, while this study used the theory proposed by Apple and Muysken (1987). Nevertheless, her study can be used to improve knowledge in conducting this study.

The second thesis entitled “*English Code Switching and Code Mixing Found in Advertisements of Kompas in the week of July Edition 2011*” which is made by Karimah (2011). In her thesis, she uses advertisements in Kompas as data sources. It was analyzed by using qualitative descriptive method. Karimah used the theory of the types of code switching proposed by Poplack (in Romaine, 1989: 122) who distinguishes type of code switching into three types, those are: tag switching, intra-sentential switching, and inter-sentential switching. The theory of Apple and Muysken (1987) on function of code switching was also used. The result of her study were, first the form of code switching is external code switching and the function of code switching are informational, directive, and expressive, the second is the form code mixing are: word, phrase, hybrid, and clause and the function of and code mixing are: informational, and directive. Karimah study is very useful as reference for this study. It has the same concern on code switching especially for the theory, which used to answer the problems of this study.

The last thesis made by Jehatu (2011) entitled “*The Analysis of Code Switching Used by the Staff of Bali Bintang Tour and Travel*”. In this thesis, Jehatu used conversation between Bali Bintang Tour and Travel Staff as his data sources. He used the theory of the types of code switching proposed by Poplack (in Romaine, 1995: 122) who distinguishes types of code switching into three, i.e.,: tag switching, intra-sentential switching, and inter-sentential switching. The data were explained descriptively. The result of his study showed three type of code switching and four functions of code switching were found. There are three type of code switching which are tag switching, intra-sentential switching, and inter-sentential switching. However, intra-sentential switching was the most often used at Bali Bintang Tour and Travel. Furthermore from six functions of code switching proposed by Apple and Muysken (1987) which are referential, directive, expressive, phatic, metalinguistic, and poetic, there were only four functions that applicable in this study there are referential, expressive, phatic, and metalinguistic function. In spite of taking the same topic for the study, the data source in the study is difference. In his study Jehatu used data sources from the communication of Bali Bintang Tour and Travel staff to their guests. In this study, the writer used data source from Ripcurl Nusa Dua focused in log book notes. It can be used as reference since the same topic on code switching is taken. This study has significant impact because some of the theories are related such as theory and function of code switching.

There are some differences between this study and the previous researches. Those are in terms of the data source and the theory. The log book notes were used as the data source while; the previous studies used film, magazine and the communication of Bali Bintang Tour and Travel staff to their guests. Hoffman’s theory (1991) was used in the previous study however, the theory proposed by Apple and Muysken (1987) and Poplack (1980) will be used to analyze the data in this study.

## II MATERIALS AND METHOD

### 2.1 THEORETICAL FRAMEWORK

The theoretical framework in this study was divided into two parts; they were the types of code switching and the functions of code switching. First, by Poplack in Romaine (1980) in the book entitled *Bilingualism* proposed the theory of the types of code switching that was used in answering the types of code switching. Second, Apple and Muysken (1987) in their book entitled *Language Contact and Bilingualism* proposed the theory of the functions of code switching that was used in answering the function of code switching in this study.

According to Poplack (1980) as cited in Romaine (1989), there are three types of code switching that can be identified, i.e., Tag switching, inter-sentential switching, and intra-sentential switching. Tag switching is simply the insertion of a tag in one language in an utterance which is entirely in the other language, e.g. you know, I mean, right? Due to the syntactic nature of tags, they can be inserted in many different places in an utterance without disturbing the syntactic order. This type of code switching is very simple and does not involve a great command of both languages, since there is a minimum risk of violation of grammatical rules. The following example is in Finnish/English.

(Poplack Wheeler and Westwood, 1987):

*Mutta en mava vittinyt, no way!*

(But I'm not bothered, no way!)

Inter-sentential switching involves a switch at a clause or sentence boundary, where each clause or sentence is in one language or another. It may also occur between speaker turns. Inter-sentential switching can be thought of as requiring greater fluency in both language than tag switching major portions of utterance must conform to the rules of both languages. An example is taken from Puerto Rican bilingual Spanish/English speech given by Poplack (1980).

Sometimes I'll start a sentence in English *y termino in espanol*.

(Sometimes I'll start a sentence in English and finish it in Spanish.)

Intra-sentential switching refers to the switching that occurs inside the same clause or sentence which then contains elements of both languages. This type of switching appears to involve special principles governing how the syntax and morphology of both languages may interact and is consequently adopted only by bilinguals with high levels of fluency. An example of intra-sentential switching is taken from Tok-Pisin/English speech given by Poplack (1980).

What's so funny? Come be good. Otherwise, *yu bai go long kot*.

(What's so funny? Come be good. Otherwise, you will go to the court.)

The use of code switching has six functions. The six functional specializations are used to which a language maybe put or told and why the people switch between languages. However, this research prefers to use the functional model for explanation. Apple and Muysken (1987:118-120) gave some explanations about why people switch between languages through the functional model of code switching as follows

Referential function involves lack of knowledge of one language or lack of facility in that language on certain subject. Certain subject may be more appropriately to discuss in one language and the introduction of such subject can lead to switch. Hence, the entire topic related switching might be thought of as serving the referential function of a language. This type of code switching is the one that bilingual speakers are most conscious. People tend to say that they switch the language since they do not know the word for it in the first language or the language chosen is more precise for talking about a given subject. Scotton (1979) gives an example from a university student in Kenya, who switches between Kikuyu and English.

“Atiriri ANGLR niati HAS ina DEGREE EIGHTY; nayo THIS ONE ina miring itatu. Kuguori, IF THE TOTAL SUM OF A TRIANGLE ni ONE-EIGHTY ri IT MEANS the REMAINING ANGLR ina ndigirii mirong mugwanya”

In another example:

nanti saya berhenti mobilnya di painting house.

(I will stop the car at the painting house)

(Kanisius Jehatu, 2011. Thesis “An Analysis of Code Switching Used by the Staff of Bali Bintang Tour and Travel” page 30).

Referential function can be categorized in this code switching because the use of the name of the house and it is impossible to change in Indonesian.

Directive function involves the hearer directly. It is used to exclude certain person in a conversation. The opposite side includes a person more by using her or his language. A person may have joined the participants and an interaction. The simple example is also given by Apple and Muysken (1987) such as many parents try to speak foreign language when they do not want their children to understand what is being said. If they do this too often they find out that the children to understand what is being said. If they do this too often, they find out that the children have learned the second language as well.

Mereka tengah mengobrol sambil mencicipi kue ketika aku datang yang memang bertepatan dengan waktu tea morning.

(Roidah, 2004. Novel "Love Me, Save Me page 232).

Regarding the function of code switching, the code switching in data above serves directive function. The English word "tea morning" is used by the writers to make the readers understand what is being said. Switching here is used because there is an involvement of the hearers directly.

Expressive Function is namely the switching which shows the speakers who are emphasize a mixed identity through the use of two language in the same discourse. For example is Spanish-English code switching in Puerto Rican community. For fluent bilingual Puerto Rican in New York, conversation full code switching as a mode of speech by itself and individual switches no longer have a discourse function. This function may not be present in all code switching communities.

Phatic function is to indicate a change in tone of the conversation; the type is also called as metaphorical switching by Gumperz and Hernandez-Chavez (1975). It can see from the stand up comedian that tells the whole joke in a standard variety, but it has brought the punch line a vernacular type of speech. This type of switch has been documented extensively in a paper on switching between London Jamaican and London English by Sebba and Wootton (1984). In which a stretch basically of Jamaican discourse. When Jamaican fragments are inserted in to an English context, the main functions seem to be that on highlighting conveyed. An example: English "Meta-comment".

m:an... Leonie've party... WHEN... DON'T REMEMBER WHEN IT WAS bots hi did telaal o dem no fi (t) se notin... kaaz shi no waan tu moch Cat ford gyal di de... an Jackie av wan tu... neva se notin.

Metalinguistic function occurs when it's directly or indirectly used to comment on the language involved. It's happen when speakers speech between different codes in order to impress the other participants with a show a linguistic skill. (Scotton, 1979 in Apple and Muysken 1987:120). Many examples of this can be found in the public domain: performers, circus, directors, and market sales people.

Hei great couple! sapa Rio ketika kami sampai di hadapannya.

(Roidah, 2004. Novel "Love Me, Save Me page 215).

The data above can be categorized as serving metalinguistic function, because by switching the code, it means that the writer wants to comment directly the topic which is being discussed. The use of word "Hei great couple!" also impresses the complement of the couple.

The function emphasizes the use of bilingual language involving switches puns, jokes, etc. An example is quote from Ezra Pound's Canto XIII (1980).

Yu-chan to pay sycamores

Of this wood are lutes made

Ringing stones from sey choui river

And grass that is called Tsing-mo 'or

Chun to the spirit Chang Ti, of heaven

Moving the sun and the stars

Que vos vers experiment vos intentions

Et que la musique conforme

Pound works with complex internal rhymes across languages: Chinese Gods, rivers, emperors, and mountains are matched with elements from Homerik Greek and French, Italian, or Provencal verse. The result is at once an erudite evocation of all human civilizations and Panolpy of sounds.

## 2.2 RESEARCH METHOD

The method used in this research was the way to analyze and to get the data. It was one of the efforts to find and examine the truth of a science for which method is used. The analysis depended on the relationship of method and objective. This chapter focused on the data source, data collecting, data analysis, and finding presentation.

The data source of this study was taken from Ripcurl Nusa Dua log book notes made by the staffs. Who write their log book was vary there were manager, supervisor, staff sales assistant and cashier. Ripcurl Nusa Dua located at Bali Collection Blok B04 BTDC Area, Nusa Dua. The data was taken during March 2016 to April 2018. This data source was chosen through some reasons. First, Ripcurl is one of big surfing brand companies in the world. And the second one, employees of Ripcurl in Bali are mostly Indonesian people who will not always speak in English towards their colleague around their workplace. Furthermore, they tend to do code switching in their daily conversation whether it is written such as in the log book or spoken

In this research the data was collected by using observation method through note taking techniques. The data was taken from Ripcurl Nusa Dua log book notes. Therefore, the observation was conducted in several techniques such as reading and note taking. Descriptive qualitative method was used to analyze the data. The analysis was conducted through several steps. First, the theory proposed by Poplack (1989) was used to classify the types of code switching produced by Nusa Dua Ripcurl log book. Furthermore, the theory of the function of code switching developed by Apple and Muysken (1987:118-120) was used to analyze the function of code switching.

## III RESULTS AND DISCUSSION

From the data log book notes in Ripcurl Nusa Dua, there are three types of code switching were found. The analysis is described based on the types of code switching. Thus, the analysis is divided into three sections. Those are tag switching, inter-sentential switching, and intra-sentential switching. In analyzing data, there are two steps that were done. First, determining the types of code switching that occurred in the data and then, the analysis presented one by one according to the each type and give the example that is produced from the utterance of log book in Ripcurl Nusa Dua. The function of code switching is described in the analysis of each data.

### 3.1 TAG SWITCHING

Tag switching occurs when in the utterance involves the insertion of an exclamation, a tag or parenthetical in one language into an utterance which is otherwise entirely to other language. The data can be presented as follow.

Data 1

“*Yes please*, apa yang saya bisa bantu untuk anda?”

(Log book noted, Ripcurl Nusa Dua, Cara menghandle customer, 18 November 2017).

In the noted here was found the sentence “*Yes please*, apa yang saya bisa bantu untuk anda?” The manager here made a note to tell the staff sales assistant how to handle the customer. The phrase “*yes please*” indicate a tag switching that added in the front of sentence. “*Yes please*” was a phrase that commonly used by Staff Sales Assistant to offer his or her helping to the customer/guest. The words “*yes please*” actually can be translated into Indonesia; the utterance “*yes please*” can be translated into “*silahkan*”. Based on the theory of Apple and Muysken, the phrase “*yes please*” refer to metalinguistic function, which was Indonesian language used after “*yes please*” to make sure the guest understand in English or not and he want to impressing his ability in order to show ability by used in English language.

Data 2

“*Sorry*, saya belum bisa menjelaskan apa yang terjadi di perusahaan ini. Jadi tetap semangat ya dengan penjualan nya”.

(Log book noted, Ripcurl Nusa Dua, 03 Oktober 2016).

In the log book note was found the sentence “*Sorry*, saya belum bisa menjelaskan apa yang terjadi di perusahaan ini. Jadi tetap semangat ya dengan penjualan nya”. The note here was given directly to the staff from the manager, but the manager has not been able to explain what was going on inside the company by starting word “*sorry*”. Here “*sorry*” was also regarded as a tag switching because it refers to exclamation. However, the word “*sorry*” has its appropriate translation in Indonesian language, but the



writer did not use it. The writer tended to switch it replacing word “*maaf*” because its sound more friendly. Therefore, dealing with the sentence, the tag can be categorized as metalinguistic function because he wanted to show linguistic skill by using word “*sorry*” and also referential function occurred in this utterance because the writer’s lack of knowledge in one language.

### 3.2 INTER-SENTENTIAL SWITCHING

According to Poplack (1980) as cited in Romaine (1989), Inter-sentential switching involves a switch at a clause or sentences boundary, where each clause or sentence is in one language or another. This inter-sentential switching also can be call inter-sentential code alternation and depends for the speaker or the writer uses more than one language. This kind of switch is requires to more betters in use both language. This inter-sentential switching is categorized:

Data 3

“Setelah tamu sampai di kasir. *Please check before transactions.*”

(Log book noted, Ripcurl Nusa Dua 02 Mei 2016).

The utterance was categorized as inter-sentential switching because of the use of Indonesian in one clause (the beginning of utterance) and another language (English language). Here the manager gave note to staff sales assistant and cashier to check the items before the transaction. In this utterance, we can see that the writer of the noted in log book used English at the end of utterance to show his mastering English by using “*Please check before transactions*”. This utterance can be identified as metalinguistic function and phatic function Metalinguistic occurs when speakers switched between different codes to impress the other participants with a show of linguistic skill and also phatic function occurred in this utterance because the manager wanted to emphasize the staff directly that before transaction must check the item.

Data 4

“Untuk tamu yang membayar memakai mata uang asing ingat dimasukkan ke DCC apabila tamu membayar memakai visa (kartu) tetapi di faktur muncul maestro tolong dimasukkan sesuai fakturnya). *If it is not clear please ask to leader in charge*”.

(Log book note, Ripcurl Nusa Dua, 29 Desember 2016).

In the sentence above, the manager used an Indonesian language: “Untuk tamu yang membayar memakai mata uang asing ingat diinput ke DCC apabila tamu membayar memakai visa (kartu) tetapi di faktur muncul maestro tolong diinput sesuai fakturnya (debet tapi di fisik visa)”. Inter-sentential switching can be found here in sentence “*If it is not clear please ask to leader in charge*” because of the use of English in one clause (in the last of clause). In this case metalinguistic function occur automatically because the writer wanted to show his mastering in English and also phatic function can be identified in this utterance where here the writer consciously emphasize the utterance by using English in the last sentence to warn the staff to ask to the leader in charge if they do not understand.

### 3.3 INTRA-SENTENTIAL SWITCHING

Intra-sentential switching involves arguably, the greatest syntactic risk, and maybe avoided by all but the most fluent bilinguals. It occurs within the clause or sentence and word boundary.

Data 5

“Saat hendak pulang meninggalkan *floor*, tolong untuk *team sales* yang serah terima, lakukan *double crosschecks* lagi.”

(Log book, Ripcurl Nusa Dua, 02 Mei 2016).

The utterance above was categorized as intra-sentential switching because the used of some words in other language (Indonesian) between English language. The manager gave warning to all staff if they want to go home, please arranged a good handover. The utterance “*floor, team sales* and *double crosschecks*” actually can be translated into Indonesian, but the writer use English instead of Indonesian. For the function of code switching which can be categorized in this utterance is referential function because involves lack of knowledge of one language and he usually uses those words in his daily activities, if it is changed the reader will be confused to read it. So, it is a little bit hard for him to change it.

## Data 6

“Tolong pastikan untuk semua *team*, selalu di *update* produk yang ada hitungannya seperti jam, kacangata, dan dompet”.

(Log book note, Ripcurl Nusa Dua, 28 Juli 2017).

In the log book note the manager gave warning to the all staff by statement “Tolong pastikan untuk semua *team*, selalu di *update* produk yang ada hitungannya seperti jam, kacangata, dan dompet” This fact showed that the writer wanted to involve and emphasize to the reader (staff) directly that it means the all staff must updated and controlled the product. Showing in that utterance, the writer to make the reader more understand about his information.

The utterance above was categorized as intra-sentential switching because the use of some words in other language (English) between Indonesian language. The words “*update*” it means a thing that “*diperbaharui*”. The writer inserted any other word from different language because the word “*update*” is very familiar in communities. The writer used the word because the writer’s lack of knowledge in one language. Therefore, make it is easier to be understood by reader. So, it can be identified as referential function and metalinguistic function occurs in this utterance because he wants to show owned ability by using in English.

#### IV CONCLUSION

There were three types of code switching found in the notes made by the staffs in Ripcurl Nusa Dua namely tag switching, inter-sentential switching, and intra-sentential switching. Tag switching occurred when in the utterance involves the insertion of an exclamation, a tag or parenthetical in one language into an utterance which is otherwise entirely in the other language. Inter-sentential switching involves a switch at a clause or sentence boundary, where each clause or sentence is in one language or other language. Intra-sentential switching involves, arguably, the greatest syntactic risk, and may be avoided by all but the most fluent bilinguals.

Having done the analysis of functions in the notes made by the staffs in Ripcurl Nusa Dua based on the theory of Apple and Muysken (1987), it was found that not all of six functions were available. Metalinguistic function, referential function and phatic function were applicable found in the notes made by the staffs in Ripcurl Nusa Dua. Those functions occurred when the staffs to show his linguistic skills, involves lack of knowledge of one language or lack of facility in that language on certain subject and wanted to emphasize the messages when change the tone.

The factors led the staff code switch is because the staffs found that the English term is easier to remember or better to be understood than in Indonesian term. Sometimes they do not know the Indonesian language or the term Indonesian when they expressed it, they only used one word English or one phrase not completed one clause when talking or revealing something. Also, the staffs in Ripcurl Nusa Dua has ability in using English or bilingual and wanted to show his linguistic skill in order to get attention or appreciation from their bos or manager which can help them to reach a better position in company.

#### REFERENCES

- Apple, R. & Muysken, P. 1987. *Language Contact and Bilingualism*. London: Edward Arnold
- Grosjean, Francois. 1982. *Life with Two language*. Combridge: HarvardUniversity Press.
- Hornby, A.S. 1965. *Definition note*. Available from: <http://en.oxforddictionaries.com/definition/note>. Retrieved on 17 February 2018
- Hudson, R.A. 1980. *Sociolinguistic*. Melbourne Cambridge Univ Press.
- Hymes, D. 1974. *Foundation in Sociolinguistics: An Ethnographic Approach*. Philadhelpia:University of Pennsylvania.
- Jehatu, Kanisius. 2011 An Analysis Of Code Switching Used By The Staff Of Bali Bintang Tour And Travel. Thesis. Denpasar. English Study Program, STIBA Saraswati Denpasar.
- Karimah, Ukhfiyatul. 2011. English Code Switching And Code Mixing Found In Advertisements Of Kompas In The First Week Of July Edition 2011. Thesis. Kudus: Department Of English Education Faculty Of Teacher Training And Education, University Of Muria Kudus.
- Oktavina, Sukma. 2013. An Analysis Of Code Switching Used By Hashim As A Character In Film Entitled Java Heat. Thesis. Yogyakarta: English Education Department Languages And Arts Faculty Yogyakarta, State Univertsity.

- Oxford, 2018. *Definition Staff* Available from: <https://en.oxforddictionaries.com/definition/staff>. Retrieved on 30 June 2018
- Pride, J.B. & Janet Holmes. 1972. *Sociolinguistics*. England: Penguin.
- Roidah. 2004. *Love Me, Save Me*. Jakarta: Dive Press.
- Romaine, Suzane. 1989. *Bilingualism*, second edition. Oxford: Blackwell Publisher.

# USING MAGIC SENTENCES TECHNIQUE TO IMPROVE STUDENTS' VOCABULARY (CLASSROOM ACTION RESEARCH IN THE FIRST SEMESTER STUDENTS OF IKIP SILIWANGI BANDUNG)

Aseptiana Parmawati

*IKIP Siliwangi, Cimahi*

[aseptianaparmawati@gmail.com](mailto:aseptianaparmawati@gmail.com)

## Abstract

In the process of learning a foreign language, vocabulary is one of the important language elements that must be mastered by the learners. The ability to understand the language depends on one's knowledge of vocabulary besides the other elements of language itself. In reality, most of the students in first semester at IKIP Siliwangi face some problems related to vocabulary mastery. To improve the students' vocabulary, most suitable technique is required for the students. This research used Classroom Action Research (CAR). The objectives of the study are: 1) finding out whether or not Magic Sentences technique can improve the students' vocabulary 2) finding out classroom situation when Magic Sentences technique implemented in vocabulary mastery. The finding was supported by the result of students' vocabulary scores. The average score of pre test was 61.14. After the implementation of Magic Sentences in every cycle, the students' vocabulary score were getting better, which aligned with the students' average score Cycle 1 in 67.30 and Cycle 2 in 80.24.

**Keywords:** *Magic sentences; vocabulary mastery; CAR*

## I INTRODUCTION

The main point of English teaching is to develop the students' skill in reading, listening, writing, and speaking. In the process of learning a foreign language, the ability to understand the language depends on one's knowledge of vocabulary besides the other elements of language itself. Vocabulary is one of the important language elements that learners must master. Vocabulary is central to language and words are of critical importance to the typical language learner (Zimmerman in Huck in Coday in Kartikasari, 2010: 1). In reality, most of the students in first semester at IKIP Siliwangi face some problems related to vocabulary mastery. They tend to have low learning interest because of some factors : (1) the teaching materials are far from their surroundings; (2) the teaching techniques are monotonous; and (3) the class is dominated by the lecturer. The lecturer's activities to motivate the students in teaching learning vocabulary can be done in several learning techniques or using media. Based on the ideas above, the researcher is interested in conducting the research. The objectives of the study are finding out whether or not Magic Sentences technique can improve the students' vocabulary as well as finding out classroom situation when Magic Sentences technique implemented in vocabulary mastery.

## II MATERIALS AND METHOD

### 2.1 VOCABULARY

Mastering vocabulary deals with learning words at the first. Learning words is a cyclical process of meeting new words and initial learning, followed by meeting those words again and again, each time extending knowledge of what the words mean and how they are used in the foreign language (Cameroon in Pujiningsih, 2010: 74). Murcia (2001: 285) states that vocabulary learning is central to language acquisition, whether the language is first, second, or foreign.

Another experts, Schmitt and McCarthy in Ilwana (2010: 9) state that traditionally, vocabulary has been seen as individual words, which could be used with a great deal of freedom, only constrained by grammatical considerations. However, he also argues that vocabulary consists not only of single words; lexemes are often made up of strings of more than one word.

Based on the definition above, it can be concluded that vocabulary is a basic component of language. Vocabulary has an important role in every skill of language that individual should be mastered.

Hatch and Brown (1995: 370) mention two kinds of vocabulary; they are: Receptive Vocabulary, which is words that the learners recognize and understand when they are used in context, but which they

can not produce. It is vocabulary that the learners recognize when they see or meet in reading text but do not use in speaking and writing.

Productive vocabulary is the words which the learners understand, can pronounce correctly, and use constructively in speaking and writing. It involves what is needed for receptive vocabulary plus the ability to speak or write at the appropriate time. Therefore, productive language can be addressed as an active process, because the learners can produce the words to express their thoughts to others.

According to Ur in Ilwana (2010: 11-13), there are five or six aspects of vocabulary, such as: pronunciation, which is what a word sound likes, while spelling is what it looks like. In teaching, teacher needs to make sure that both these aspects are accurately presented and learned.

Grammar of a new item, which will be taught if it is not obviously covered by general grammatical rules. An item may have some idiosyncratic way of connecting with other words in sentences. The changes like verb in tenses, irregular verb, plural noun, transitive or intransitive, etc.

The collocations, which is a typical of particular items are another factor that makes a particular combination sound 'right' or 'wrong' in a given context.

Meaning 1 that consist of: 1) denotation, 2) connotation, and 3) appropriateness

#### (2.1.1) Denotation

Denotation is the meaning of a word which primarily refers to in the real world.

#### (2.1.2) Connotation

Connotation refers to the association of positive or negative feelings a word evokes, which may or may not be indicated in a dictionary definition.

#### (2.1.3) Appropriateness

Appropriateness is useful for a learner to know that a certain word is very common, or relatively rare, or 'taboo' in polite conversation, or tends to be used in writing but not in speech, or is more suitable for formal than informal discourse, or belongs to a certain dialect.

Meaning 2, that consist of: meaning relationships (synonyms, antonyms, hyponyms, co-hyponyms, superordinates, translation)

#### (2.2.1) Synonyms: items that mean the same, or nearly the same.

(2.2.2) Antonyms: items that serve as specific examples of a general concept; dog, lion, mouse, are hyponyms of animal.

(2.2.3) Co-hyponyms or co-ordinates: other items that are the 'same kind of thing'; red, blue, green, and brown are co-ordinates.

(2.2.4) Superordinates: general concepts that 'cover' specific items; animal is the superordinate of dog, lion, mouse.

(2.2.5) Translation: words or expressions in the learners' mother tongue those are (more or less) equivalent in meaning to the item being taught.

#### (2.2.6) Word Formation

Word formation is vocabulary items, whether one-word or multi-word, can often be broken down into their component 'bits'.

## 2.2 MAGIC SENTENCE TECHNIQUE

Magic Sentences technique is a technique that combines words from a table into some sentences. Magic sentences technique allows us to review not only the vocabulary and grammar structures, develop the ideas and creativity in a fun way. Another thing about this technique is that it facilitates many types of positive interdependence: role, goal, and reward. Positive interdependence comes in the form of role interdependence because students take turns composing and proofreading the sentences. Moreover, reward interdependence can be promoted as well (McCafferty in Asmara, 2006: 98-99).

## 2.3 RESEARCH METHODOLOGY

The research was conducted by the first semester students at IKIP Siliwangi. The campus is located at Jl. Terusan Jenderal Sudirman no.3, Baros Cimahi Tengah, West Java. This research used Classroom Action Research (CAR). The concept used in this classroom action research is cyclical process adapted from Lewin in Rochanah (2009: 35). According to this reference, the core concepts of classroom action research consists of four components: (1) Planning the action; (2) implementing the action; (3) observing the action; and (4) reflecting. Then it is clarified by Kemmis and Taggart (1998: 11) that the four components are not statically interference one another. The decision that is carried out in a cycle is the following up of the previous cycle. The effects of holding the policy in a cycle rationalize the activities for the next cycle. It will occur again and again for the next cycles till the problems can be solved. The process includes the following steps.

### 2.3.1 PLANNING

In this stage, I firstly identified the problems referring to teaching and learning process in my classroom. In this case, the problems were related to the vocabulary mastery. After identifying the problems, I made a plan about what kind of action that will be carried out. Next, I prepared everything dealing with the planning such pre-test, preparing teaching aids and instrument for testing, and designing treatment.

I prepared two cycles that are expected to overcome the students' problem in vocabulary mastery. At the end of first cycle, I analyzed and evaluated the students' improvement and made a decision of the importance of applying the second cycle.

### 2.3.2 ACTION

I conducted the teaching activities step by step based on the lesson plan. I applied magic sentences technique in teaching vocabulary.

### 2.3.3 OBSERVATION

The activity is observing the students during the action and making notes in observation sheet such as: the student-student interaction, the student-lecturer interaction and anything they do during the teaching and learning process.

### 2.3.4 REFLECTION

After carrying out teaching and learning activity, I recited the occurrences in the classroom as the effect of the action to evaluated the process and the result of the implementation of magic sentences technique in teaching vocabulary. The evaluation gave advantages in deciding what I had to do in next cycle.

### 2.3.5 REVISING

The revision was aimed to improve the condition that had not been successful in the previous cycle. By revising the plan, it is hoped that the rest of problems could be handled in the following cycle. Statistical technique is used to find the mean score. The formula to find the mean as stated by Ngadisio (2013: 5-7) is follows:

$$M = \frac{\sum X}{N}$$

**M** = Mean score  
 $\sum X$  = Total score  
**N** = Total students

If the mean score increases, the students' vocabulary is considered improving.

## III RESULTS AND DISCUSSION

The pre-test was conducted during October, 2017 by the researchers. It covered 40 students of the first semester. Based on preliminary observation, it was discovered that the factual problem is the students' low vocabulary mastery. In order to get authentic evidence, the researchers conducted a pre-test. It aimed to gain the score of the students' creativity in vocabulary mastery before treatment of the action. (The results of pre-test were presented in table 1).

Table 1  
Result of Pre-test

ISSUES	INDICATORS
Students' vocabulary mastery	Low achievement in vocabulary  Difficulty to express ideas using appropriate vocabulary and grammatical form.  Does not know vocabulary elements.

	Using mother tongue expression
Classroom situation	Not alive atmosphere. Low participation of students. Limited practice.

Table 2  
Result of Cycle 1

Issues	Indicators
Students' vocabulary mastery	Active in doing the vocabulary task, brave to tell the ideas in group  They have effort to learn vocabulary elements.  Sometimes they are still using mother tongue expression.
Classroom situation	Alive, crowded in conducting the group work.  Enjoyable for various types of activities related to vocabulary mastery.

Table 3  
Result of Cycle 2

Issues	Indicators
Students' vocabulary mastery	Students showed improvement in vocabulary mastery.  Students' self-confidence was increased.  Students were not afraid of making mistakes.  They know vocabulary elements.
Classroom situation	More alive  The enjoyment in doing the vocabulary task.

The improvement of the students' ability can also be seen from the results of the students' pre-test and post-test which were done in every cycle. The average score of the pre-test was 61,14, the average score of the Cycle 1 was 67,30, the average score of the Cycle2 was 80,24. All the data showed that the improvement of writing achievement from cycle to cycle was significant.

Table 4  
Pre-test average score

No	Explanations	Scores
1.	The highest score	67
2.	The lowest score	53
3.	The average score	60

Table 5  
Pre-test average score

No	Writing element	Average score
1.	Pronunciation and Spelling	62,47
2.	Grammar	60,82
3.	Collocation	60,57
4.	Meaning	60,90
5.	Word Formation	60,92
Average score		61,14

Table 6  
Post-test average score in cycle 1

No	Explanations	Scores
1.	The highest score	75
2.	The lowest score	65
3.	The average score	70

Table 7  
Post-test average score in cycle 1

No	Writing element	Average score
1.	Pronunciation and Spelling	68,37
2.	Grammar	67,37
3.	Collocation	67
4.	Meaning	66,85
5.	Word Formation	66,92
Average score		67,30

Table 8  
Post-test average score in cycle 2

No	Explanations	Scores
1.	The highest score	85
2.	The lowest score	76
3.	The average score	80.5



Table 9  
Post-test average score in cycle 2

No	Writing element	Average score
1	Pronunciation and Spelling	80,67
2	Grammar	80,25
3	Collocation	80,15
4	Meaning	80
5	Word Formation	80,12
Average score		80,24

From the result of pre-test, I found that the result of students' vocabulary was under average and still far from what was expected. The finding was supported by the result of students' vocabulary scores. The average score was 61,14. The score of the students indicated that the students faced many problems in vocabulary mastery.

After the implementation of Magic Sentences in every cycle, the students' vocabulary score were getting better. It can be seen from the result of students' average score Cycle 1 was 67,30 and Cycle 2 was 80,24. It also influenced the students' interest during the lesson.

Before conducting the research, the teaching-learning process was not alive as the teacher used to apply the conventional technique. The students show low participation on vocabulary class. The condition after the implementation of the research was showing improvement. The atmosphere of the class more was more live as there are many interesting activities. The student gave attention to the lessons they were very active to conduct the activities and dominated the activities. Enjoyable for various types of activities related to vocabulary mastery. No more lecturers' domination.

#### IV CONCLUSION

Having conducted the research in using Magic Sentences to improve students' vocabulary mastery, it can be drawn some conclusions as follows: The improvement of students' vocabulary mastery can be identified from the improvement of vocabulary achievement. It shows that there is a comparison between the students' vocabulary mastery during the intervention and the performance criteria of success. The improvement was also observed from several aspects of the composition they produced. Students showed improvement in vocabulary mastery. Students' self-confidence was increased. They were not afraid of making mistakes. They also know vocabulary elements. They were motivated in joining vocabulary class. The atmosphere of the class more was more live as there are many interesting activities. The student gave attention to the lessons they were very active to conduct the activities and dominated the activities. Enjoyable for various types of activities related to vocabulary mastery.

#### REFERENCES

- Asmara. 2012. The Effectiveness of Magic Sentences to Teach Writing Viewed from Students' Creativity. Thesis. Sebelas Maret University.
- Carr and Kemmis. 1998. *Classroom Action Research*. (<http://www.madison.k12.wi.us/sod/car.carhomepage.html>). Accessed on March 4th 2018
- Hatch, Evelyn and Brown, Cheryl. 1995. *Vocabulary, Semantics, and Language Education*. Cambridge: Cambridge University Press.
- Ilwana Novra. 2010. The Effectiveness of Total Physical Response (TPR) to Enhance Students' Vocabulary Mastery. Thesis. Sebelas Maret University.
- Kartikasari H. 2010. Utilizing Children's Song Video to Improve Students' Vocabulary Acquisition through Total Physical Response. Thesis. Sebelas Maret University.
- McCafferty, Steven G. 2006. *Cooperative Learning and Second Language Teaching*. Cambridge: Cambridge University Press.

- Murcia, Celce. 2001. *Teaching English as a Second or Foreign Language Third Edition*. USA: Thomson Learning Inc.
- Ngadiso. 2013. *Statistics*. Surakarta: English Education Department Teacher Training and Education Faculty.
- Pujiningsih Nining. 2010. *Improving Students' English Vocabulary by Using Total Physical Response*. Thesis. Sebelas Maret University.
- Rochanah Ana. 2009. *Using Task-Based Activities to Improve Students' Writing Ability*. Thesis. Sebelas Maret University.
- Schmitt, Norbert and McCarthy, Michael. 1997. *Vocabulary: Description, Acquisition and Pedagogy*. Cambridge: Cambridge University Press.

# THE IMPACT OF THE WORK OF NOVICE TRANSLATORS ON THE QUALITY OF THE TRANSLATION

Ida Ayu Made Puspani, Yana Qomariyana, Ni Ketut Sri Rahayuni

Udayana University

[made\\_puspani@unud.ac.id](mailto:made_puspani@unud.ac.id), [yqomariana@gmail.com](mailto:yqomariana@gmail.com), [ketutrahayuni@gmail.com](mailto:ketutrahayuni@gmail.com)

## Abstract

This article aims at finding out the impact of the translation product and its readability conducted by the fourth semester students of the English Department Faculty Arts Udayana University 2017. The study was conducted by investigating the students' work on English-Indonesian translation class. There were 40 students as the participants, and they were given task to translate text from English into Indonesian. However they were given basic theory of translation, and how the source language English is different from the target language in terms of linguistics as well as cultural background. The results show that there were many distorted meaning of the SL in the translation; this is due to the lack of the ability of the students in understanding the meanings, such as contextual meaning and connotative meaning.

**Keywords:** *novice translator, impact, quality*

## I INTRODUCTION

Translation involves a complex process of transferring the meaning of the source language (SL) message to the target language (TL) by retaining its meaning. Teaching translation at a University is a challenge for the lecturer first to know the capability of the students within the two languages they operate, especially the competence of the students in linguistics and the knowledge in both cultures.

Larson (1984) states that translation consist of studying the lexicon, grammatical structure, communication situation, and cultural context of the SL text, the analyzing it in order to discover its meaning and then restructuring this same meaning using the lexicon and grammatical structure which are appropriate in the target language and its cultural context. Just like the way in a language how to ask a name of a person for example in Indonesian is *'Siapa nama Anda?'* the gloss in English will be *'who name you?'* while in English the proper way to ask a person's name is *'What is your name?'*

The students have to acquire the knowledge of Indonesian as their national language and English as their major, though they were taught English grammar and Indonesian, but they still have some problems in defining equivalent specially with Idiomatic expression and the use of language in context.

Related to the background of the study there are two research questions to be solved, i.e.: (1) how are the quality of the students' work, and (2) what are the problems mostly faced by the students in conducting the translation.

## II MATERIALS AND METHOD

Descriptive qualitative approach was applied in the study in order to give clear description of the data analysis based on the application of the theory. The data of this study were taken from 40 students' assignments but only 20 were chosen for the purpose the study. The data were classified in the forms of words, phrases and expressions. The data analysis is presented in parallel corpora by comparing the SL and the TL (Olohan, 2004). Questionnaires were being distributed to find out what are the problems faced by the students in translating from English into Indonesian.

The theory of translation proposed by Nababan proposed three degrees of equivalent related on the accuracy of translation, they are : (1) Accurate when all phrases and sentences are translated without distortion; (2) less accurate when all phrases and sentences are translated but there is an ambiguity; (3) inaccurate when words are not translated and there is distortion in meaning. It means that when a piece of translation work is being analysed, the accurateness can be seen by analysing the target text in terms of the meaning being transfer and naturalness.

Translation procedures proposed by Vinay anad Darbelnet (in Venuti 2000) is also applied in analysing the data. Those procedures are: (1) borrowing, it is usually related to technical terms and cultural terms or a concept which unknown in the target language, e.g. *'radio'* in Indonesian is borrowed from English; (2) calque is type of borrowing on a certain term from other language either lexically or structurally as in *'honeymoon'*(English) becomes *'bulan madu'*(Indonesian);(3) literal is a

direct alteration from SL into the acceptable TL either grammatically or idiomatically appropriate *'kumpul kebo'* (Indonesian) into *'buffalo cohabitation'* (English); (4) Transposition, the change of one class of word with the other without changing the message: *refer to* (English) becomes *'mengacu kepada'* (Indonesian); (5) Modulation is by taking language variant form through changing in the point of view, example: *'He is single'* (English) becomes *'Dia masih bujang'* (Indonesian); (6) Equivalence (strategy of equivalence to treat the same situation with two texts which have different structure, example: *Seputih kapas* (Indonesian) into *as white as snow* (English) and (7) adaptation is the procedure used in translating things which are not available /unknown in the TL. In this kind of situation a translator is trying to find the new equivalence which is supposed to be equivalent, example: *ngaben* (Balinese) becomes *cremation* (English).

### III RESULTS AND DISCUSSION

The following describes the results and the discussion of the study based on the translation quality done by the students.

#### 3.1 INACCURATE TRANSLATION AND THE ANALYSIS

Data 1	SL	TL
	We've made some <b>pretty crazy claims</b> when it comes to language learning	<i>Kami telah membuat beberapa tuntutan cukup gila ketika ingin belajar bahasa</i>

The SL noun phrase (NP) *'pretty crazy claims'* means claims/statements that had been made which is very surprising, while in the target language it was translated into *'tuntutan cukup gila'*. The translation was word for word in which the meaning of TL NP is literally translated. The adjective *'crazy'* in the SL NP means *'surprise'* in the TL which is equivalent *'mengejutkan'*, but it was translated into *'gila'*. So as for the noun *'claims'* in the TL which is meant *'statements'* it is equivalent to *'pernyataan'* in the TL. It is not common to state *'tuntutan cukup gila'* in the TL (Indonesian). The translation is considered to be inaccurate. The nearest equivalent of the SL NP *'pretty crazy claims'* is *'pernyataan yang mengejutkan'*. The translator applies the procedure word for word which is not in line with the proposed procedures.

Data 2	SL	TL
	The independent study was conducted by researchers at the City University of New York (CUNY) and the University of South Carolina, and <b>evaluated the overall efficacy of Babbel</b>	<i>Penelitian mandiri dilakukan oleh para peneliti di City University of New York (CUNY) dan University of south Carolina dan mengevaluasi keseluruhan dari kasus Babbel</i>

Data (2) above the clause *'evaluated the overall efficacy of Babbel'* is a clause which subject is elliptical (it refers to the study); it has the meaning of *'the research evaluated entirely the efficacy of Babbel'* (as a language course program). The translation is *'mengevaluasi keseluruhan dari kasus Babbel'* if back translation is done, then the translation of the TL became *'evaluated all the Babbel case'* the adjective efficacy is not translated in the TL and it distorted the meaning transfer of the SL in the TL, the translation is not accurate. The suggested translation in the TL is *'mengevaluasi efektivitas kursus Babbel secara keseluruhan'*.

Data 3	SL	TL
	<b>Truly novice users with no knowledge of Spanish need an average 15 hours of study in two month period</b>	<i>Pengguna pemula yang sungguh-sungguh tanpa pengetahuan tentang kebutuhan bahasa Spanyol rata-rata 15 jam</i>

	to cover the requirement for one collage semester of Spanish.	<i>belajar dalam periode 2 bulan untuk memenuhi persyaratan satu semester</i>
--	---	---

The main clause of the SL above in data (3) *‘Truly novice users with no knowledge of Spanish need an average 15 hours of study in two months period’* is translated into *‘Pengguna pemula yang sungguh-sungguh tanpa pengetahuan tentang kebutuhan bahasa Spanyol rata-rata 15 jam belajar dalam periode 2 bulan’*. The verb *‘need’* in the SL is not properly translated in the TL which is the equivalent *‘perlu’*. It will be accurate if SL clause is translated into *‘pembelajar bahasa yang benar-benar pemula memerlukan rata-rata 15 jam waktu belajar dalam kurun waktu 2 bulan’*.

### 3.2 LESS ACCURATE TRANSLATION AND THE ANALYSIS

Data 4	SL	TL
	And while the results were certainly impressive, <b>these lightning-quick learners were language aficionados, speakers of 3, 4, 5 or 9 languages.</b>	<i>Dan sementara hasilnya pasti mengesankan, <b>pelajar cepat kilat ini adalah penggemar bahasa pembicara 3,4,5,atau Sembilan.</b></i>

The translation of the second clause in the SL sentence *‘these lightning-quick learners were language aficionados speakers of 3,4,5 or 9 languages’* which means these learners are those who keen of learning languages; is *‘pelajar cepat kilat ini adalah penggemar bahasa pembicara 3,4,5 atau sembilan’*. Though the clause in the TL *‘pelajar cepat kilat ini adalah penggemar bahasa pembicara 3,4,5 atau sembilan’* sound acceptable but it will be more accurate if it is being translated into *‘pembelajar yang dengan sangat cepat ini adalah mereka yang menguasai bahasa 3,4,5 atau sembilan’*. The noun phrase *pelajar cepat kilat ini* (as subject of the sentence) is more appropriate if it is translated into *‘pembelajar yang dengan sangat cepat ini’*, and it is closer to the natural language use in the TL.

Data 5	SL	TL
	We’ve made some <b>pretty crazy claims</b> -when it comes to language learning	<i>Kami telah membuat <b>pernyataan yang cukup gila</b> mengenai pembelajaran bahasa</i>

The translation of the SL NP *‘pretty crazy claims’* into *‘pernyataan yang cukup gila’*; *‘claim’* as the head of the NP in the SL is translated into *‘pernyataan’* which is acceptable in the TL but it is better and if the NP of the SL is translated into *‘pernyataan yang cukup mengejutkan’*, the TL is less accurate.

### 3.3 ACCURATE TRANSLATION AND THE ANALYSIS

Data 6	SL	TL
	<b>Our participants were definitely novices</b> , and while we did not exactly cross-check results with college Spanish syllabus, it is very clear that they big gains in a very short moment of time.	<i><b>Peserta kami benar benar pemula</b> dan walaupun kami tidak benar-benar memeriksa hasilnya dengan silabus bahasa Spanyol namun sangatlah jelas mereka membuat perubahan yang sangat besar dalam waktu yang sangat singkat</i>

Data (6) shows that the translation of the sentence `our participants were definitely novices` into `Peserta kami benar benar pemula` is accurate. Particularly in translating the phrase `definitely novices` into `benar benar pemula` in the TL. The translator applies the procedure of equivalent.

Data 7	SL	TL
	Back in November, we did a study that found (surprise) that <b>Babbel ranks as one of the most efficient ways to learn a language</b>	<i>Kembali ke bulan November , kami melakukan penelitian yang menemukan kejutan bahwa <b>Babbel diperingkat sebagai salah satu cara yang paling mudah untuk belajar bahasa</b></i>

Data (7) the translation of the relative clause (active) `Babbel ranks as one of the most efficient ways to learn a language` into passive clause in the TL `Babbel diperingkat sebagai salah satu cara yang paling mudah untuk belajar bahasa` is accurately translated. The translator applies the procedure of equivalent.

Data 8	SL	TL
	<b>The independent study was conducted by researchers at the City University of New York (CUNY) and the University of South Carolina, and evaluated the overall efficacy of Babbel Spanish courses</b>	<i>Penelitian independen dilakukan oleh para peneliti dari City University of new York (CUNY) dan University of South Carolina dan meninjau efisiensi keseluruhan dari kursus bahasa Spanyol Babbel</i>

The translation of the clause `The independent study was conducted by researchers at the City University of New York (CUNY)` was translated accurately into the TL clause `Penelitian independen dilakukan oleh para peneliti dari City University of new York (CUNY)`. The translator applies the procedure of equivalent.

#### IV CONCLUSION

The analysis of the data shows that some of the students made inaccurate translation and less accurate translation, only a few of them made accurate translation. Based on the questionnaires distributed to the students to find out what problems are mostly faced by the students in translating the text, the answers show they mostly find difficulty in translating idiomatic expressions.

#### REFERENCES

- Creswell, John W. 2009. *Research Design Qualitative, Quantitative and Mixed Method*. L.A: Sage.  
 Olohan, Maeve. 2004. *Introducing Corpora In Translation Studies*. London: Routledge.  
 Larson, Mildred. 1984. *Meaning-Based Translation*. New York: University Press.  
 Nababan, M.R. 2004. Strategi Penilaian Kulaitas Terjemahan. *Jurnal Linguistik Bahasa* ,2 (1) 15-23  
 Venuti Lawrence. 2000. *The Translation Studies Readers*. New York: Routledge.

# LANGUAGE LEARNING AT NATURAL DISASTER AREA IN ELEMENTARY SCHOOLS

Ferril Irham Muzaki

*Department of Elementary and Pre-School Education, Faculty of Education, State University of Malang*

[ferril.irham.fip@um.ac.id](mailto:ferril.irham.fip@um.ac.id)

## Abstract

One of the challenges ahead in designing language learning in elementary schools is the ability to predict the skills of learners. To meet this need the Ministry of Education and Culture is designing the national exam, which is one of the standardized tests in Indonesia. The aim of the Study is to design language learning design for young learners students in natural disaster area both relates on the use of project based examination which mostly relates the collapse of infrastructure on natural disaster area. The complex case faced by Indonesia today is the location of Indonesia. Geographically, the Eurasia and pacific plates are surrounded by active volcanoes. For this reason, language learning is preferably related to the literature of children with the teaching method of copy by master creative writing.

**Keywords:** *Elementary School, Natural Disaster, Language Learning Design*

## I INTRODUCTION

Lengley, et. All (2015: 853) states that human beings are faced with the challenge of being able to make self-actualization. Every human being needs to make self-actualization in order that the person can be tolerant to others. Therefore, the challenge in the 21st century is to create human beings who can become creators of the stories so that they can actualize in their fields.

Lengley et al (2015: 854) describes the challenges of the 21st century offering a reality that cognitive intelligence is not enough to solve life's problems. A President needs intelligence in the field of understanding culture, customs, economics and politics in solving problems that exist in his country. The President of Indonesia is required not only to be good at math but also to be good at social sciences. On the analysis of skills needed in the 21st century. Almost everyone believes that the 21st century offers some great challenges namely, the mastery of information and communication technology, the skills to convey ideas, and that is no less important is to create and innovate in areas that have direct benefits to humans.

Furthermore Woolley et al (2015: 435) states that almost every day we are treated by news about natural disasters and coordinated one of the forms reflected from the culture of corruption almost every Indonesian experienced. Of course character education plays a strategic role in solving social problems. Strong learners and geniuses are learners who are sensitive to the problems that exist in society, especially in areas affected by natural disasters.

## II MATERIALS AND METHOD

Teaching awareness on the processing of natural disasters is the use of literature into an offer in this article. Literature has the flexibility to be filled with material sourced from the surrounding environment. The basis of the literary argument has the flexibility of environmentally sourced material originating from Plato's opinion as expressed by Teeuw (220-221: 1984). The offer for waste solutions is the development of supplemental materials. The supplement material developed in this study uses the copy by master creative writing strategy. Copy by master creative writing is a popular narrative writing strategy.

The use of Copy by master creative writing with the theme of "love not up" is a popular theme with variations of different endings inspired from Laila and Majnun stories in the Arabian Peninsula, Romeo's love for Juliet by William Shakespere, and Ravana's story of kidnapping Rama's wife Shinta, from India . Siti Nurbaya by Marah Rusli in 1922 tells the story of a farewell because of adat. The sinking of Van Der Wijk's ship in 1938 by Hamka was the main character separated by natural disasters. Dwilogi Gita Cinta from high school in 1976 with the characters Galih and Ratna parted because of the distance social status. My love in the Blue Campus diecranisasi in 1976 by Ashadi Siregar tells the story of separation due to different economic status. Merpati Never Wanted The pledge diKranisasi in 1986 by Mira W tells of separation for fulfilling a promise.

Copy by master creative writing in popular culture is seen from the Mission Impossible series that airs in the period 1966-1990 with the cast of the turn. Movie series *Mission Impossible I-VI* starring Tom Cruise. Taking a secret message is then destroyed in 5 seconds after the description ends is the result of the master's coffee in the story of Moses getting God's order on the hill of Tursina to confront King Farouh.

*The Matrix* which was first released in 1999 and the movie *Inception* was released in 2012 is a frame story. The frames of *Inception* are drawn from Dante's dreams of another 14th-century world entitled *Inferno*. *Inception* and *Inferno* have framed stories, stories are summarized into one in dreams in dreams. The concept of *A Dream Within a Dream* became Edgar Allan Poe's poem in 1849.

### III RESULTS AND DISCUSSION

#### 3.1 COFFEE MASTER AS A STRATEGY BUILDING: A NARRATIVE IN SHORT STORIES FOR CHILDREN IN NATURAL DISASTER AREAS

Children's literature is an object of literature review written on the level of psychological development of children. In child literature, the main focal point is the cultivation of moral values corresponding to the level of oral development in children. Sarumpet (2010: 3) explains that children's literature is a literature that children read with adult guidance and direction, the author is an adult.

Teaching literary writing for children using copy by master creative writing strategies on the one hand implies an archetype for writing stories. The child follows a pattern that has been made to follow. Copy by master creative writing is the preferred strategy of teaching literary writing to children.

The copy by master creative writing strategy on the other hand poses challenges for the next-level teachers for introduction of introducing creative ways of building the flow. If the language teacher at the next level does not teach other forms, learners will get used to one pattern. The teacher at the next level needs to introduce another strategy.

#### 3.2 APPLIED PSYCHOLOGY IN CHILDREN'S STORIES TO CHILDREN MAGAZINES IN NATURAL DISASTER AREAS

Sarumpaet (2010: 2) states short stories made for children, so the story of children's literature has a complexity in accordance with the level of moral development of children. The higher the moral level, the higher the complexity of the child stories plot. Examples can be seen in Novel *Ronggeng Hamlet Paruk* Ahmad Tohari.

Rasus in the novel *Ronggeng Dukuh Paruk* could not have to be evicted from Dukuh Paruk because he did not follow the tradition of Dukuh Paruk. The outbreak of the 30 September 1965 Movement followed by the October 1st, 1965 Movement became a turning point for Rasus to return to Dukuh Paruk as a soldier for the reason of "national security". The transition of the old Order to the New Order in the State Capital made the people of Dukuh Paruk become the assembly. Rasus, as a state apparatus, was confronted by his own brothers whom he knew to be culturally but wrongly in the eyes of the law. Residents of Dukuh Paruk were involved in the 30 September 1965 movement of their own accord based on ignorance and lack of access to information.

The character of the story for the child is dealing with the concept "Right" and "wrong" clearly and explicitly. Stories for adult literature are faced with gray understanding, congratulations due to administrative punishment for ignorance. The higher the child's thinking level, the more submitted messages are "gray".

#### 3.3 MORAL EDUCATION IN CHILDREN WITH CHILDREN'S STORIES IN NATURAL DISASTER AREAS

Sarumpaet (2010: 2) states that literary works for children is often identified with child literature is not necessarily the character, on the other hand it could be read by adolescents. People in children's literature may be adults, but the storyline needs to be tailored to the development of children. Moral cultivation in children with children's stories follows proofs. Violations of the norm are affected or consequences. In the children's story, the bad person loses and the obedient character on the winning rule.

Novels *The verses of Love* are literature for moral planting in the form of "cinderella" adult male. Fahri figure looks perfect, he got the luck because from the beginning has the criteria of men "dream". Fahri's victory was due to the consistency in the understanding that was told since the beginning of the novel. The group that made the conspiracy against Fahri lost at the end of the story.



Novel Laskar Pelangi has three messages in the form of a mosaic to be interpreted as a life study, (1) a person will get what he does not like, (2) a character who has intelligence and academic intelligence above his colleagues achievement of his life is not better than intelligence mediocre, and (3) pre-eminent and favorite schools do not guarantee the success of learners. Tokal prayers willingly get all the work of origin not be a postman, at the end of the story he became a postman. Latitude figures have an above-average outburst as truck drivers in the mines, while prominent Syahdan figures who do not understand how to fix bikes become powerful programmers in a multinational company. The flagship schools that were facilitated by the mines were outclassed by the fringe schools in a keen intelligent race.

Children's literature is not the characters. Children's literature focuses on characterizations. The character is an adult but the characterizations are the children encountered in the novel Laskar Pelangi. Characters are children but characterizations are adults in the novels *Ayat-ayat Cinta*.

### **3.4 SHORT WRITING SUPPLEMENT WRITING MATERIAL FOR SHORT STORY-BASED CHILDREN IN CHILDREN MAGAZINE IN NATURAL DISASTER AREAS**

Sarumpaet (2010: 2) states character Education in literature using two lanes in the teaching process in the school. Character education is taught through the core materials in the curriculum. Supplementary materials are added as supporting the success of core material in the curriculum. Two character education paths in school are the core materials in the curriculum and supplementary materials. Writing a child story in this study focuses on supplemental material. Supplementary materials consist of guidebooks, instruction manuals for teachers, and instructions for use for learners. Supplementary material is an additional material, given as enrichment in order to support core learning.

### **3.5 FINAL EXAM IN THE NATURAL DISASTER AREA**

Sheu et al (2014: 285) states program national exam for project-based natural disaster areas is done by nine steps. The first step is to identify needs by pitting between ideal facts and conditions. The second step is to determine the target that needs to be done in the final project. The third step is to formulate the issues to be solved. The fourth step is to list the product specifications of the final project. The fifth step is to build a review of field conditions. The sixth step is to build a study based on science that has been studied previously. The seventh step starts on the design. The eighth step is the final project work. The ninth step is to report the work. In the context of measuring the ability of learners to produce products that benefit the environment, standardized multiple-choice tests need to be reexamined. One alternative thought is the final project-based national exam.

### **3.6 THE FINAL EXAMINATION MATERIAL OF THE ELEMENTARY SCHOOL IS IN THE AREA OF NATURAL DISASTER MITIGATION**

Lengley et al (2015: 854) states that Indonesia as well as other cities in the Euroasia and Pacific plates is surrounded by active volcanoes in every corner. Examples that occur in Indonesia is Mount Bromo, Mount Kelud, Mount Lamongan and Ijen volcano is ready to erupt.

Along with the eruption of Mount Sinabung at the beginning of 2014, located in a row of mountains that is the ring of fire of the Mediterranean circum, the preparation to anticipate the eruption of the volcano done. The experience on friction tectonic plate on December 26 in 2006 followed by eruption of Mount Merapi in year 2007 led to the preparation that this time, one of them is designed more mature with education.

Disaster management education for early childhood is very important to do because Indonesia is surrounded by a ring of fire commonly called the Ring of Fire. Understanding patterns of volcanic eruptions around children's lives is one of the keys in understanding disaster. Community preparation is one of the efforts to build a disaster mitigation and supervision system to build an optimal supervisory system.

Shiwaku, et al (2016: 106) argued that building a disaster surveillance system is the time to involve the world of education in the light of national education. It is the backbone of the inheritance of value and matter that becomes a reality. Then one of the proper ways to get the system upgraded is a national exam.

National education data shows that national education in Indonesia is at the point below. The implementation of the curriculum of 2013 national education among teachers at the level of educational unit seems to give justification among the public over the prevailing jargon of changing the curriculum of learning still.

### 3.7 ADAPTATION OF MULTIPLE CHOICE EXAM FORMATS IN DISASTER AREAS

Tatsuta, et al (2015: 746) suggests that multiple-choice alternatives are suggested to be transformed into product performance, assessed directly by communities around schools and active actors in the labor recruitment world, to spur change in the national education system.

Graduation is based on the product, not the value earned from multiple choice. If the national exam in elementary school is replaced by making the final product in the form of making a workshop and various drama performances, then the teacher will be competing to train the learners to make his preconditions, during this time to train multiple choices.

An example of a final exam in primary school is to make an applied science project such as flooding the fields inhabited by a rat outbreak, with a scientific rationale not a fish that has gills. Teachers will compete to apply an applied science-based learning approach and then train reports.

Woolley et al (2015: 435) states that the curriculum is replaced by a variety of learning strategies, but the orientation remains on the multiple-choice national exams that cause teacher focus to train the multiple-choice national exam students. Disaster awareness education that can be interpreted as an effort to develop an optimal and holistic disaster surveillance system capable of monitoring the potential of disaster. The national exam material is focused on dealing with natural disasters. The integration is conducted in a system that ensures children are able to establish self-control to develop systems that fit their mindset. Such supervision is one of the conscious efforts in preparing children to be ready to live in the midst of disaster.

## IV CONCLUSION

Copy by Master strategy is a learning design that has the advantage of the production side of the work. On the other hand, the copy by master itself is capable to be designed as the alternative materials for students in natural disaster area. The language learning design for natural disaster area is prototyped for emergency circumstances that are occurred in natural disaster area, occurred without any warning sign. Thus, it is related with the relation of the examination. The designs of examination have to be related with project-based examination, which is mostly related with the infrastructure readiness that mostly collapsed on the natural disaster circumstances.

## REFERENCES

- Langley, AK, Gonzalez, A., Sugar, CA, Solis, D., & Jaycox, L. (2015). Bounce back: Effectiveness of an elementary school-based intervention for multicultural children exposed to traumatic events. *Journal of consulting and clinical psychology* , 83 (5), 853.
- Sarumpaet, RK, & Language Center (Indonesia) (2010). *Guidance of child literature research* . Jakarta: Language Center, Ministry of National Education.
- Sheu, JB, & Pan, C. (2014). A method for designing centralized emergency supply network to respond to large-scale natural disasters. *Transportation research part B: methodological* , 67 , 284-305.
- Shiwaku, K., Ueda, Y., Oikawa, Y., & Shaw, R. (2016). School disaster resilience assessment: an assessment tool. In *Disaster resilience of education systems* (pp. 105-130). Springer, Tokyo.
- Tatsuta, N., Nakai, K., Satoh, H., & Murata, K. (2015). Impact of the great east J apan earthquake on child's IQ. *The Journal of pediatrics* , 167 (3), 745-751.
- Teuww, A. (1984). *Literature and Literature: Introduction to Literary Theory* (7th ed.). Jakarta Timur, Indonesia: Pustaka Jaya.
- Woolley, H., & Kinoshita, I. (2015). Space, People, Interventions and Time (SPIT): A Model for Understanding Children's Outdoor Play in Post-Disaster Contexts Based on a Case Study from the Triple Disaster Area of Tohoku in North-East Japan. *Children & Society* , 29 (5), 434-450.

# INDONESIAN INTERFERENCE TOWARD ENGLISH USED ON OUTDOOR ADVERTISEMENT BOARDS AND BANNER IN SUKOHARJO, CENTRAL JAVA

Giyatmi Giyatmi, Purwani Indri Astuti, Ratih Wijayava, Sihindun Arumi

*University of Veteran Bangun Nusantara Sukoharjo*

[giyatmi85jimmy@gmail.com](mailto:giyatmi85jimmy@gmail.com), [indripuspo@gmail.com](mailto:indripuspo@gmail.com), [ratihwijayava@gmail.com](mailto:ratihwijayava@gmail.com), [arumisihindun@yahoo.com](mailto:arumisihindun@yahoo.com)

## Abstract

Interference is a common phenomenon in second language learning. However, the researchers are interested in analysing interference from another point of view. This research aims at finding the types of Indonesian interference toward English found in outdoor advertisement boards and banners in Sukoharjo, Central Java. The researchers use some theories dealing with interference such as the definition of interference and type of interference. This research belongs to a descriptive qualitative research. Data of this research are English words, phrases, and sentences consisting of Indonesian interference toward English used in outdoor advertisement boards and banner. The data are taken from outdoor advertisement boards and banners in Sukoharjo, Central Java. The technique of data collection used is observation then followed by writing technique. English words, phrases, and sentences with no interference are reduced. Then the data found are encoded with No data/Data/Kinds of Interference. The researchers use theory triangulation during this research. The researchers found 74 data of Indonesian interference toward English in outdoor advertisement boards and banners in Sukoharjo, Central Java. After analysing the data, the researchers found that there are 6 types of Indonesian interference toward English; (1) syntactic interference in the formation of phrase and sentence (2) Lexical interference in the case of borrowing words adapted into Indonesian spelling (3) Phonological interference in vowel sounds, consonant sounds, and semivowel sounds (4) Morphological interference in the process of affixation (5) Graphic interference in the spelling principle (6) Translation interference which happens because of direct translation.

**Keywords:** *advertisement, language interference, kinds of interferences*

## I INTRODUCTION

Interference known as language transfer is a common phenomenon in multilingual society. It is a phenomenon in which the language users applying their first language knowledge to a second language they are studying. Language interference mostly happens in language learning where two or three languages often intersect each other. Meanwhile, Dulay (1982) says that interference is the automatic transfer because of the language learners' habit to their first language.

Apart from the interference, which is so common in second language learning, there is an interesting phenomenon in Indonesia. Indonesian interference toward English can be found in the use of English in the advertisement such as on banner. English is a foreign language in Indonesia but due to its prestige reason, some of the advertisements use English. The low knowledge of English often results in the interference.

The following are examples of interesting banners found near one of the private universities in Solo, Central Java, Indonesia.



Banner with Indonesian Interference toward English

The first example is a computer rental banner offering some services such as printing, PDF converting, CD burning, translation, and upload (internet). There is Indonesian interference toward English found in the banner, i.e. the use of the word *Appload* instead of *Upload*. It is one of Indonesian interference found in the banner. The second example is a banner of a cellular counter, which sells some items dealing with mobile phone accessories such as power bank, MMC, active speaker. The

interference happens because the banner uses the word speaker *\*aktif* instead of active speaker. There are still many banners and boards with Indonesian interference toward English found.

The use of *\*appload* instead of *upload* is due to the phonological interference. Upload /ʌpləʊd/, the letter U is pronounced as [ʌ], which is similar to the vowel sound [a] in Indonesian; so that, to make the word easily pronounced the use of *appload* is preferred in the banner. Meanwhile, the use of speaker *aktif* is due to the syntactical and lexical interference of Indonesian toward English. The correct order should be active speaker instead of speaker aktif. Active Speaker is a noun phrase with the speaker as the headword and active as the modifier. In English, the modifier should be in front of the headword. However, the headword of Indonesian phrase, in this case, appears after what is headword in English so it is written *speaker aktif*. The Indonesian language borrows the word active from English. The borrowing word (active) then adjusted with Indonesian spelling so it becomes *aktif*. The interference happens due to letter C in English spelling is usually written into letter K in Indonesian spelling system.

The writers are interested to analyse the phenomena of Indonesian interference toward English found in advertisement banners and board around Sukoharjo, Central Java. The writers focused the study on kind of Indonesian. This study aims at finding kinds of interference found in advertisement banner and board.

## II MATERIALS AND METHODS

### 2.1 LITERATURE REVIEW

#### 2.1.1 LANGUAGE INTERFERENCE

It is necessary to remember about language contact when discussing about interference. Thomason in (Sarfaz et.al, 2016: 684) defines that language contact is the use of more than one language in the same place and at the same time in which the speakers of the two languages interact and influence each other. Language contact leads to bilingualism, a situation in which speakers use more than one language. A community exposed with more than one language has a big chance of experiencing interference because of the language contact. The speakers of an L2 will always be influenced by their L1 in some ways when they use the L2. It sometimes disturbs the process of L2 learning.

Language interference is mostly triggered by bilingualism (Anca Sirbu, 2015; 376). The use of many languages in a bilingual community gives a big opportunity for interference. Weinreich in Dulay defines interference as those instances of deviation from the norms of either language which occur in the speech of bilinguals as a result of their familiarity with more than one language, i.e. as a result of language contact (1982;99). In a bilingualism community, mother tongue or native language or parent language play significant roles in language interference. Mother tongue interference refers to the influence of the native language of the learner on his/her acquisition of the target language (Rana Abid Thyab,2016;1).

Dulay defines interference as the automatic transfer, due to habit, of the surface structure of the first language onto the surface of the target language (1982). In addition, Ali and Elham (2015; 2112), mention that the first language (L1) has an effect on the second language (L2) acquisition and L1 (first language) interferes with the acquisition of L2 (second language). Furthermore, James in (Gvarishvili, 2015: 1566) states that while learning the new language, adult learners are also applying some rules from their first language onto the target language, this phenomenon is known as learning transfer.

Dweik and Othman (2017: 66) mention that interference can cause deviation in the target language as the result of the transfer from (L1) to (L2). The learners' transfer of L1's rules into the L2's rules neglects that there could be a difference of rules between those two languages so it can cause some deviation or errors. Nunan in Sabbah (2015; 270) states that when the rules of L1 and L2 are not the same, errors can take place as a result of interference between the two languages. It is clear that interference is a kind of language deviation in the case of applying language norms or rules as the results of familiarity with that of another language which often happens in a community with more than one languages exposure.

L1 interference is also known as linguistic interference, transfer or cross-linguistic influence. Odlin in (Erarslan and Hol, 2014; 5) states that transfer is the influence resulting from similarities and differences between the target language and any other language that has been previously (and perhaps imperfectly) acquired. Brown (in Dweik and Othman, 2017:66) adds transfer as the influence which occurs between the native language (L1) and the second language (L2) because of the similarities and differences between them. Transfer or language transfer is a very common phenomenon in the process of second language learning.

Transfer can be classified into the positive transfer and negative transfer (Sabbah, 2015:271). The positive transfer occurs when the rules of the first language have a positive influence in learning the second language. It happens since there are a lot of similarities between the first and second language. Meanwhile, the negative language transfer takes place when the rules of the first language inhibit the process of second language learning. It can happen due to the dramatic difference between the first and the second language. Interference is sometimes called negative language transfer because it uses the rules of native language to the target language that results in language mistakes.

Furthermore, Lekova (2010; 321) mentions that there are two kinds of language interference; inter-language and intra-language which are closely related to the sources of errors in the process of interference. Sabbah (2015;270) mentions that there are two sources contributed to the learner's native language or his/her target language namely inter-lingual errors and intra-lingual errors. Corder in Sabbah (2015; 270) adds that inter-lingual errors take place when the learners' first language habits (pattern, systems or rule) interfere or prevent him/her from acquiring the pattern and rules of the second language. Briefly, in inter-language interference, mistakes appear because of the negative transfer of habits from the native language. Intra-language interference happens when the learners' mistakes are under the influence of the language knowledge and established habits that they have already acquired in the second language they are learning now. These errors including generalization, substitution, and other process are caused by some process that learners recourse to when learning the second language. (Sabbah, 2015; 271)

### **2.1.2 TYPES OF LANGUAGE INTERFERENCE**

Interference can happen at different linguistic levels. Anca Sirbu (2015; 376) defines interference as the transfer of elements of one language that can take place in terms of lexis, grammar, phonology or orthography alteration. Suleymanov (2016; 2039) divides the interferences into the following classes such as lexical, syntactic and grammatical interference. Havlaskova in (Dweik and Othman, 2017; 1) describes that interference as a phenomenon that may occur at the level of a word, a phrase, an idiom, a metaphor or a term a whole syntactic structure when translators transfer some source texts into target text influenced by the aspect of the source language. Odlin (in Suhono, 2018; 478) classifies the language transfer into four types that may occur at phonological interference, morphological interference, syntactical interference, and lexical interference. Abdul Chaer and Leoni Agustina (2010; 123) mentions that there are three kinds of linguistic interference, namely phonological interference, morphological interference, and syntactic interference.

Lexical interference is at the level of words. Suhono (2018; 478) mentions that lexical interference occurs when there is a transfer of morpheme or word of the first language into second language use. In the level of lexis, linguistic interference can be seen in the case of borrowing words from one language. Lexical interference influences the development of vocabulary such as borrowing word. Besides, it includes the word transformation as to sound more natural in the other language. The transformation can cause some changes in spelling. Incorrect or inappropriate direct translation of a concept can cause lexical interference (Suleymanov, 2016: 2039).

In the level of phonology, linguistic interference deals with intonation, pitch, accent and speech sound of the first or native language that influence the second language. In terms of pronunciation language interference and its extent are defined by a number of factors, including the similarity of the phonetic system of the language in contact (Snesareva, 2016; 214). Phonological interference occurs when the speaker identifies the sound of the first language system used in the target language, after that the speakers pronounce again and regulates the pronunciation using the law of the source language phoneme (Suhono, 2018; 478). Phonological interference happens when the pronunciation of the first language influences that of the second language. For example, Javanese people like to add nasal sound [n,m] so certain words such as mBali, mBandung, nDepok. Most of the Indonesian learners who learn English will pronounce time [taim] with no aspirated instead of time [thaim] with aspirated.

In the grammar level, linguistic interference may come when the speakers apply their L1's grammar rules on the L2's grammar rules. Interference in the grammar is also called by syntactical interference. Bennui (2008; 78) mentions that the L1 syntactic interference deals with the errors found in grammar level. Jianhua in (Suhono, 2018; 478) states that syntactical transfer involves the transference of syntactical structures, such as article (a, an, and the), word order, relative clauses (that, which, who, whom, etc), negation and so on. Syntactic interference happens when the language learners use their first language syntactic knowledge on their second language learning. Indonesian has no auxiliary to be such as am, is, are, was, were, and been. The absence of auxiliary to be in the Indonesian language will

influence Indonesian learners when they make an English nominal sentence. Most of them will write she a teacher\* instead of she is a teacher. Morphological interference can be seen in the word formation using affixes that belong to the first language. Reduplication in Indonesia can be done by reduplicating the base such as *rumah-rumah*, *jalan-jalan*. So some English learner will say \**walking-walking* (*jalan-jalan*) instead of walking around (*jalan-jalan*).

As quoted from [http://www.geocities.ws/dyakov\\_andriy/Dissertation/chapter\\_1.html](http://www.geocities.ws/dyakov_andriy/Dissertation/chapter_1.html), there is another type of interference named graphic interference. Graphic interference influences the writing system and the spelling principle of the national orthography. Graphic interferences consist of graphitization (creation of a writing system), elaboration of spelling rules, graphic influence upon a language etc. Orthography reform is a kind of graphical interference too. Sinha (2009; 121) mentions that alphabetical shapes and structures of the first language would create interference in the second language.

## 2.2 METHODOLOGY

This research belongs to a descriptive qualitative research. This research tries to describe the phenomenon of Indonesian interference toward English found in outdoor advertisement boards and banners found in Sukoharjo, Central Java. The data of the research are the English words, phrases, and sentences found in outdoor advertisement boards and banner containing interference. The techniques of collecting data used in the research are observation followed by a writing technique. The observation is done in several areas such as Solo Baru, Kartasura and Sukoharjo Kota, Central Java. Data analysis consists of data reduction, data display, and data verification. The data with no interference are omitted directly. Then data found are encoded in the following way No Data/Data/Kind of Interference. Data is displayed by using narration and table. The last step of data analysis is data verification which is done based on the results of the discussion on the kind of Indonesian interference toward English found in outdoor advertisement boards and banners found in Sukoharjo, Central Java. The researchers use theory triangulation during this research.

## III RESULTS AND DISCUSSION

Having reduced the data, the researchers found 72 data. After analyzing them, the researcher found that there are six types of interference such as phonological interference (24), morphological interference (5), syntactical interference (8), graphical interference (18), lexical interference (12), and translation interference (5).

### 3.1 PHONOLOGICAL INTERFERENCE

Phonological interference happens when the Indonesian pronunciation system is affected the way of pronouncing the English words found in the data. Phonological interferences happen when the English words are pronounced in Indonesian pronunciation system. It is to make the words are easily pronounced. There are 24 data dealing with phonological interference. In this research, the researchers found phonological interference occurring in vowel sounds, consonant sounds, and semivowel sounds.

#### 3.1.1 VOWEL, SEMI VOWEL, AND DIPHTHONG SOUND

The examples of phonological interference in vowel sounds are in data 07/apload/PI, 10/celluler/PI. *Apload* is actually from the English word Upload /ʌpləʊd/. The English vowel “u” can be pronounced in many ways, one of them is /ʌ/, an open-mid back unrounded vowel which is similar to the sound [a] in Indonesian. So to make it easily pronounced the word is written into *Apload*. The banner maker has recognized the situation in which most of the readers are probably going to read the word Upload into / upləʊd/. To anticipate the pronunciation of /u/, close back rounded vowel, on the data, the banner maker chooses to write *Apload* instead of Upload. The similar case is in the word drum band which is written into \**dram band*.

*Celluler* is from the word Cellular /seljʊlə/. The English vowel “a” can be pronounced in many ways, one of them is / æ /, the near-open front unrounded vowel in English which is similar to the sound [e] in Indonesian. It can be found in the data such as transformed, character, families, chapter, aboriginal, hadn’t, and fact. All the bold vowels in the data should be pronounced as sound / æ /, however, they are modified into sound /a/. There is a big chance for the English learners in Indonesia to pronounce it that way in which they will pronounce words as what is written not what is pronounced. To anticipate it, the banner maker writes *celluler* instead of cellular. Another example is English diphthong [ɔu] pronounced as [ou] so that is it written into laundry in Indonesian. The semivowel sound

interference can be found in 31/hendicamp/PI. The semivowel sound in this datum is [y]. *Hendicamp* should be written handy cam /handikæm/. The sound [y] is pronounced as [i] in Indonesian.

### 3.1.2 CONSONANT SOUND

The examples of phonological interference in consonant sound can be seen in 15/cloting/PI, 29/carger/PI, 59/sift/PI. *Cloting* is from the English word clothing //kləʊðɪŋ/. In English pronunciation, the letter th in this example is pronounced [ð], voiced dental fricative sound, which is similar to [t], voiced interdental stop sound in Indonesian. Consonant cluster /ck/ is pronounced into [k], voiceless velar plosive, and written using letter k in Indonesian. So the forms of *chikend*, *stiker*, and *loket* are preferred to chicken, sticker, and locket.

*Carger* should be written into charger /tʃɑ(r) dʒə/. In English pronunciation, the letter ch in the example is pronounced as [tʃ], voiceless post-alveolar affricate sound, voiceless palatal affricate sound, which is similar to [c], voiceless palatal affricate sound, in Indonesian. \*Sift should be written into shift /ʃift/. The letter sh in the example is pronounced [ʃ], voiceless post-alveolar fricative, which is similar to [s], voiceless alveolar fricative sound in Indonesian. The simplification of /th/ into /t/, /ch/ into /c/, /sh/ into /s/ is due to easy and simple pronunciation and writing for Indonesian people.

## 3.2 MORPHOLOGICAL INTERFERENCE

There are 5 data of morphological interference occurred in the form of affixation. The writers found two forms of morphological interference, namely the omission of affix and the addition of an affix.

### 3.2.1 AFFIX OMISSION

The omission of affix –s in the noun as a plural marker such as in 21/contact person/MI and /25selected item/MI. The words person and item in the example should be written in the plural forms because those refer to plural nouns. However, there is no affix-s in the nouns attached. It is due to the absence of to pluralize noun in the Indonesian language.

Another example is the omission of affix –s in the verb as a Simple Present Tense marker such as in 54/proudly present/MI. The verb Present should be written Presents because the tense used is Present Tense with the third person singular subject. However, it is written with no suffix –s in the data. It happens due to the absence of tense in the Indonesian language.

### 3.2.2 AFFIX ADDITION

The other process of morphological interference found in this research is the addition of an affix. The interference happens because of the use of Indonesian affix meN- to the English verb such as 12/Nge-root/MI and 47/nge-hang/MI.

## 3.3 SYNTACTICAL INTERFERENCE

There are 8 data dealing with syntactical interference. Interference happens in the phrase and sentence formation. There are four data dealing with phrase formation and four data on sentence formation.

### 3.3.1 PHRASE FORMATION

In the phrase formation, the interference happens in the case of word order especially in the formation of the noun phrase and verb phrase. The example of interference in the noun phrase can be found in data 69/speaker active/SI. The construction of the phrase on the data uses Indonesian construction of phrase in which a modifier comes after the headword. On the other hand, English construction of phrase is modifier then headword, so it should be Active Speaker. Meanwhile, interferences in verb phrase are in data 19/support by/SI and 64/design by/SI. Those phrases should be Supported by and Designed by. Those phrases are in passive form so they should use past participle (V3) by adding the suffix –ed after the verb. Due to the lack of grammatical knowledge, the creator of the banner did not add suffix-ed after the verb. Let alone, there is no changing of verb form in Indonesian.

### 3.3.2 SENTENCE FORMATION

The first example is 40/Lets join with us/SI. Lets comes from Let us which is shortened and separated by (') so it becomes Let's. The same datum applies an unnecessary preposition with after the

verb so that there is interference. The right form of the sentence should be Let's join us. The same datum can be found in 41/Join with Geography Education.

### 3.4 GRAPHIC INTERFERENCE

Graphic interference occurs when it deals with the spelling principle. There are 18 data dealing with graphic interference. The interference happens in three different ways. First is letter omission. It means there are some letters omitted from the correct English words. The second is letter addition to the English words and the last one is the spelling changing.

#### 3.4.1 LETTER OMISSION

Vowel letter omission occurs when there is an omission of single vowel letter such as perfume becomes *parfum*. Double vowel letter omission occurs in the word *shoting* (from shooting) and *salon* (from saloon). Meanwhile, consonant letter omission occurs when there is omission one consonant letter such as in *comunity* (community), *expres* (express), *tubles* (tubeless) and *colection* (collection). The omission of vowel and consonant letters is to simplify the form; in addition, this omission has no effect on the pronunciation.

#### 3.4.2 LETTER ADDITION

Letter addition occurs when there are the vowel or consonant letters added to words. The writers only found 3 data dealing with letter addition. The data includes in letter addition, for examples are 35/repaire/GI, 49/merek/GI, and 23/chickend/GI. *Repaire* and *Merek* apply vowel letter addition. *Repaire* is from Repair + e. There is the unknown reason behind this addition. Meanwhile *Merek* is derived from Merk that is inserted with a vowel -e-. This insertion is to make the word pronounced easily. The consonant letter addition can be found in the word *Chickend*. *Chickend* is from the word chicken + d.

#### 3.4.3 SPELLING CHANGING

The last graphic interference deals with the spelling changing. It happens when Indonesian spelling interferes English spelling. The spelling changing has something to do with the pronunciation of certain words. The writers found 2 data dealing with the spelling changing such as;

*Foto copy* should be written in photocopy. The spelling changing happens in the changing of the consonant cluster /ph/ into /f/. In English, consonant cluster /ph/ is pronounced into [f]. This pronunciation is similar to that of consonant /f/ in the Indonesian language. In addition, Indonesian does not have consonant cluster /ph/, so it is written into /f/ instead of /ph/ just like in the word *foto copy*. Meanwhile, *laundrie* should be written in laundry. English semivowel /y/ is pronounced similar to Indonesian vowel /i/. It influences the use of *laundrie* instead of laundry.

### 3.5 LEXICAL INTERFERENCE

The writers found 12 data with lexical interference. There are several examples of data dealing with lexical interference; Lexical interference happens in the case of borrowing English words that are adapted into Indonesian spelling. It gives a significant influence on the interference of Indonesian into English. The words on table 10 are from English and borrowed in Indonesian by adapting them into the Indonesian words, for instance, are the word active becomes *aktif* in Indonesian and locket is adapted into *loket* in Indonesia.

### 3.6 TRANSLATION INTERFERENCE

Interference occurs in the translation level. Most of the Indonesian learning English will translate the Indonesian sentences into English sentences directly without paying attention to English grammar which is so different from that of Indonesian. They tend to translate Indonesian sentences into English words by words. The researchers found 5 data dealing with direct translation interference such as 01/4 days again/TI, 40/Lets join with us/TI, 53/pre merried education/TI. The sentence 4 days again is probably from the Indonesian sentence *4 hari lagi*. The ads are found in front of the café shop that will open for the first time within 4 days. The form should be 4 more days. \*Lets join with us means *Bergabunglah dengan kami* in Indonesian language. The right form should be Lets join us. Pre merried education means *Pendidikan pranikah*. It should be Pre marriage education.



#### IV CONCLUSION

Interference is a common phenomenon in a bilingual society where two languages or more influence each other. Language interference is usually in second language learning. However, it can also occur in other areas such as advertisement like the phenomenon found in Sukoharjo, Central Java, Indonesia. There are some advertisement boards and banners using English but the English used is still influenced by Indonesian as the first language (L1).

The writers 5 types of interference in advertisement boards and banners in Sukoharjo, Central Java, Indonesia, namely phonological interference, morphological interference, syntactical interference, graphical interference, lexical interference, and translation interference. Translation interference is an additional finding in this research.

Phonological interferences happen when the English words are pronounced in Indonesian pronunciation system. Those can be classified based on the sounds undergoing interference such as; vowel sounds, consonant sounds, and semivowel sounds. Morphological interference found in the form of affixation. There are two processes of morphological interference found in this research, the omission of the affix and the addition of an affix. Syntactic interference happens in the phrase and sentence formation. Graphic interference occurs when it deals with the spelling principle. Lexical interference happens in the case of borrowing words adapted into Indonesia spelling. Interference also found at the translation level. This kind of interference happens because of direct translation.

#### REFERENCES

- Bennui,P., (2008), A Study of L1 Interference in the Writing of Thai EFL Students, *Malaysian Journal of ELT Research*, Vol.4, pp. 72-102
- Chaer, A & Leoni, A. (2010) *Sosiolinguistik: Perkenalan Awal*. Jakarta: PT Rineka Cipta
- Dulay, H, Burt, M & Krashen, S. (1982). *Language Two*. Oxford: Oxford University Press
- Dweik, B.S., & Othman, Z.A., Lexical and Grammatical Interference in the Translation of Written Texts from Arabic into English. *Academic Research International* Vol. 8(3). Pp 65-70
- Erarslan, A. & Hol, D., (2014), Language Interference on English: Transfer on the Vocabulary, tense and Preposition Use of Freshmen Turkish EFL Learners, *ELTA Journal*, Vol.2 No.2, pp. 4-22
- Gvarishvili,Z. (2013). Interference of L1 Preposition Knowledge in Acquiring Prepositional Usage in English, *Procedia-Social and Behavioral Science* 70, pp. 1565-1573 (Available online at [www.sciencedirect.com](http://www.sciencedirect.com))
- Lekova,B. (2009). Language Interference and Methods of Its Overcoming in Foreign Language Teaching, *Traika Journal of Science*, Vol. 8, Suppl. 3, pp 320-324, ISSN 1313-7069 (print), ISSN 1313-3551 (online)
- Sabbah, S.S (2015). Negative Transfer: Arabic Language Interference to Learning English, *Arab World English Journal*, No.4 May 2015, pp 269-288, ISSN: 2229-9327
- Sarfraz, S., Manzoor,Z., & Tariq,R., (2016). An Analysis of Grammatical Interference and Its Social Acceptability in Pakistani Context. *Procedia-Social and Behavioral Science* 232, pp. 684-688 (Available online at [www.sciencedirect.com](http://www.sciencedirect.com))
- Sinha,A. , Banerjee,N., Sinha, A & Shastri, R.K., (2009). Interference of First Language in the Acquisition of Second Language, *Journal of Psychology and Counseling*, Vol. 1(7), pp 117-122
- Sirbu, A. (2015). Language Interference Triggered by Bilingualism, *Naval Academy Scientific Bulletin*, Volume XVIII Issue 1. Constanta: Naval Academy Press.
- Suhono,S., Umar Al Faruq, Hasyim. (2018), Language Interference in EFL Students' Composition of IAIM NU Metro Lampung (available online at [www.researchgate.net/publication/322220467](http://www.researchgate.net/publication/322220467))
- Suleymanov, A.Y (2016). The Interference of the Language and the Teaching Method of the Foreign Language on the Basis of Native Language, *International Journal of Information Research and Review*, Vol.03, Issue, 03, pp.2037-2044
- Thyab, R A (2016). Mother-Tongue Interference in the Acquisition of English Articles by L1 Arabic Students, *Journal of Education and Practice*, [www.iiste.org](http://www.iiste.org), Vol.7, N0.3, ISSN 2222-1735 (paper) ISSN 2222-288X (Online) [www.geocities.ws/dyakov\\_andriy/Dissertation/chapter\\_1.html](http://www.geocities.ws/dyakov_andriy/Dissertation/chapter_1.html)

## *Author Guidelines*

The *LINGUAL: Journal of Language and Culture* is concerned with the study of linguistics and literature. Preference is given to articles of English Literatures, Linguistics, and Social Studies. The journal is published twice a year in May and November presenting articles containing analyses, studies, application of theories, research report, material development, teaching and learning languages and reviews. Contributors are invited from both members of and non-members of the English Department of Udayana University.

**SUBMISSION:** manuscripts for publication must be in **English language** and sent to the editor one month prior to the first date on the month of the publication. Authors are obliged to register as an author in our OJS site <https://ojs.unud.ac.id/index.php/langunge> and upload the manuscript to this site.

### **We accept manuscripts with the following classification**

1. **An original scientific paper** that presents the results of original research that was not previously published in either full or preliminary form.
2. **A preliminary communication** that contains at least one new scientific fact or result that requires immediate publication, but it should not contain enough details to test the described results, as is the case with original scientific articles.
3. **A review article** that contains an overall review of recent and current research in a specific area. Papers in this category are surveys in nature that should contain critical references and evaluations. The references must be complete enough to permit a good insight into the subject-matter.
4. **A professional paper** that does not have to be based on original research, but it should contribute to the application of well-known research results and present theoretical conceptions.

**Length:** The length of your manuscript should be around 6 – 10 pages

Detailed **format** of the submission, please use the following template <https://drive.google.com/file/d/0Bw8hLzLQXo1RZXhKVVF5UUljQXM/view?usp=sharing>

### **ACCEPTANCE CONSIDERATION:**

1. It is important to consider and conclude if the paper makes a valuable contribution to existing knowledge and literature in terms of theory development, new data, new methodology, etc.
2. It is important to match the paper written and submitted according to the Journals Instructions for the authors.
3. It is important to check that the paper written and presented up to publishable standards of the Journal in terms of: whether any concepts have been defined adequately, whether the paper is well structured with coherent argumentation and well integrated, clarity of any statistical data, tables and diagrams, whether the title reflects the contents of the paper accurately, if any part of the paper should be cut out, restructured or further developed.
4. It is important to check appropriateness of referencing in terms of giving adequate credit to other contributors in the field, major omissions and whether the references are complete and written correctly.