

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 Administrative 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

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

Table of Contents

Discursive Creation Technique of English to Indonesian Subtitle in <i>Harry Potter: the Chamber of Secrets</i> Movie.....	3
<i>Lilik Istiqomah, Medy Erawati, Sonya Lianti Suparno</i>	3
Literature Review of <i>Mandiingin</i> Novel	7
<i>Suryani</i>	7
Improving Students' Speaking Ability by using Example Non-Example Technique at Second Grade of State Junior School 1 Larangan Pamekasan	11
<i>Arisandi Setiyawan, Ina Daril Hanna</i>	11
Needs Analysis of English Learning for Students of Economic and Business Udayana University	16
<i>Made Detriasmita Saisentisna</i>	16
Construing EFL Students' Beliefs on the Inclusion of Inner Circle Cultures in English Language Teaching.....	22
<i>M. Faruq Ubaidillah</i>	22
<i>Bidadari-Bidadari Surga</i> Intrinsic Elements: A Novel Analysis.....	27
<i>Cendy Lauren</i>	27
Shift of Lexical Cohesion in Translation of the Novel <i>The Adventures of Sherlock Holmes</i>	34
<i>Ni Nyoman Yuliastari</i>	34
Breakfast Box: an Effort to Develop Vocabulary Mastery	39
<i>Dewi Lestari</i>	39

DISCURSIVE CREATION TECHNIQUE OF ENGLISH TO INDONESIAN SUBTITLE IN *HARRY POTTER: THE CHAMBER OF SECRETS* MOVIE

Lilik Istiqomah, Medy Erawati, Sonya Lianti Suparno

IAIN Surakarta

mdcorp100@gmail.com, medyerawati@gmail.com, sonyalianti9@gmail.com

Abstract

The purpose of this paper is to analyze the used of discursive creation technique of English to Indonesian subtitle in Harry Potter: The Chamber of Secrets movie. This research is descriptive qualitative method. Data of this research are utterances or sentences in subtitle movie of bilingual edition, both English and Indonesian. While, the source of data of this research is Harry Potter: The Chamber of Secrets movie. The researchers only used one data source; it was document. In analyzing the data, the researchers used comparison method to compare between the SL and TL that were analyzed. The result of this research shows that discursive analysis divided into three categories of language unit, they are word 23%, phrase 20%, and sentence 57%. Therefore, it can be concluded that the translator has many errors in the sentence translated because he chooses the easy sentence in order to make viewer understand the subtitle.

Keywords: *translation technique, discursive creation, subtitle, harry potter*

I INTRODUCTION

Translation has always been a central part of communication. Consequently, Translation studies (TS), as a field of research, has developed over the last two decades during which screen translation has slowly emerged as a new area (O'Connell, 2007). Translation fields have become more colorful and diversity, such as film subtitle translation, business translation and advertising translation. Especially in the film subtitle translation. In nowadays, film become the part of being human life and aims to entertainment, not only local film but also foreign film become the favorite of our society. How to make audience understand film easier, it is that film translation is of great significance to us.

Subtitling is a form of literary translation that used in audio-visual which aims to make audience understood with the film especially film from other language and countries. Baker & Hochel in Ghaemi & Benyamin (2010: 39) stated Subtitling is visual, involving the superimposition of a written text onto the screen. Subtitling may be describe as a translation practice that consists of rendering in writing, usually at the bottom of the screen, the translation into a target language of the original dialogue exchanges uttered by different speakers, as well as all other verbal information that appears written on screen (letters, banners, inserts) or is transmitted aurally in the soundtrack (song lyrics, voice off) (Diaz Cintas, 2012: 274).

The process of movie subtitle translation is not merely a conversion between two languages, but a process of transmission and transplant in which cultural exchange is included (Cui-ping, 2015: 28). The translator is not only translated the original intention of the source text completely as possible, but the cultural information as well. To make the audience understand with film, subtitles should be as short as possible. A viewer has absolutely no knowledge of the source language only has the visuals, sound effects and subtitles to help them understand with the film. To make the audience enjoying film, we should serve subtitles as short as possible to give viewer chance to comparing with images or visuals in film.

Foreign film which is mostly spoken in English like Harry Potter Series: The Chamber of Secrets written by J.K Rowling is originally made in UK and US, distributed by Warner Bros. Pictures had a background culture of Britain surely which should be translated into Indonesian in a clear, accurate and readable translation product to be understood by the Indonesian audiences. But the problems are why the translator reduce the translation in some part of subtitle and does the translator transplant the cultural information as well to make audience easily understand the film?

These studies covered the techniques proposed by Molina and Albir and over all stated that some techniques were not appropriate to be implemented into some extends for some terms. The researchers try to analyze one of the translation techniques called discursive creation to know why translator made dissappear some of subtitle text and change the context. Masero (2014: 318) states that every text and its utterances are part of a specific context. These utterances and their context can be more or less alien to target culture and will show more or less translation problems that can make the process of translation

more or less complicated. Thus, the discursive creation here were categorized into three categories language unit they are word, phrase and sentence.

II MATERIALS AND METHOD

Translation technique as procedures to analyse and calssify how translation equivalence works. One of the translation techniques that the researchers used in this movie is discursive creation. Molina & Albir (2002: 510) defines discursive creation as a technique to establish a temporary equivalence that is totally unpredictable out of context. This is an operation in the cognitive process of translating by which a non-lexical equivalence is established that only works in context (Delisle, 1993) in Molina Albir (2002: 505). It means that discursive creation makes the TT absolutely different from the SL. The differences that not only the meaning, but also the point of view, subject, character and situation.

Another opinion is that discursive creation refers to equivalents that would only work in that specific situation (Cortes, 2016). In other words, discursive creation is only used in specific and cultural situations. May be in one culture the ST can not be translated literally, so the translator used discursive creation to make the audience interested in the film or novel. Discursive creation many used in the title of film, newspaper and novel, example the title of newspaper “The General Spoke” translated into “Sang Jenderal Angkat Bicara”.

O’Connel (2007: 169) defines subtitling as ‘supplementing the original voice soundtrack by adding written text to the screen’. So, the main role for subtitling is to facilitate an access for the foreign viewers on audio visual product in foreign language. As with any other type of translation, subtitle are expected to provide a semantically adequate of the original dialogue that they must at the same time the visual and the written text. The problem arises when people on screen speak language which can’t be translated because of any different language cultural or the speaker speak to quickly so its used reduction which sometimes out of context. This is why discursive creation is arguably the core strategy in use by subtitlers and the subject of this detailed research.

The study of this article uses descriptive qualitative method. The writer only collected, classified, analyzed the data and then drew conclusion and verification. The writer describes the facts concerning the object of the research, then analyzes about translation analysis in qualitative way. The object of this research is discursive creation technique of translation English to Indonesian subtitle of Harry Potter 2 “The Camber of the Secret” movie. Data of this research are utterances or sentences in the script movie which involves two different languages both the SL (English) and the TL (Indonesian).

Meanwhile, the source of the data of this research is Harry Potter 2 “The Camber of The Secret” movie. In collecting the data, the writer uses content analysis which uses written document or subtitle movie. In analyzing the data, the writer uses the following steps: 1) Reading the Subtitle Movie. 2) Collecting the Primary Data, 3) Coding the Primary Data, 4) Classifying the Primary Data, 5) Collecting the Secondary Data, 6) Analysis the Secondary Data, 7) Displaying and Drawing Conclusion (Fitria, 2015: 6).

III RESULTS AND DISCUSSION

The dominance of sentence language category, which is 28 (57%) of the total 49 data of discursive creation. Therefore, here the writer tries to shows an analysis of the data above categories when comparing the SL in English into Indonesian as TL in the discursive creation technique of the movie subtitle. It can easily understand the error word or sentence that is used in the subtitle. The analysis is as follows:

3.1 WORD

(Datum 10)

ST: **Now, now** Draco, play nicely.

TT: **Sudah sudah** Draco, yang sopan dong.

Literally, in Cambridge Advanced Learner’s Dictionary (3rd Edition) now means at the present time. The translator translated *now* as *sudah*, while the Indonesian word of *sudah* means as of a certain point in time or past. The word now can be used as an emphasis in conversation. The better translated of ‘*now, now*’ is “*nah, nah*”.

3.2 PHRASE

In phrase, the researchers found three phrases in the analysis of subtitle film Harry Potter: The Chamber of secret there were:

3.2.1 VERB PHRASE

(Datum 19)

ST: If **you're talking** about Malfoy-. Of course. You heard him!

TT: Kalau **kamu pikir** itu Malfoy... Iya lah. kamu dengar dia kan?

As we know a verb phrase is a phrase which consists of main verb and auxiliary verb. The main verb of the example is talking with are which the auxiliary. According to Cambridge Advanced Learner's Dictionary (3rd Edition) talking from the word *talk* which means to speak to someone or to say words aloud. The translator translated the phrase *you're talking* as *kamu pikir*, exactly the Indonesian word *kamu pikir* means *you're thinking*. The better translated of "*if you're talking about Malfoy*" is "*kalau kamu berbicara tentang Malfoy*".

3.2.2 NOUN PHRASE

(Datum 9)

ST: **Nice big smile**, Harry. Together you and I rate the front page!

TT: **Senyum yang lebar**, Harry. Kita akan masuk halaman muka.

It is clear that the utterance is phrase, especially noun phrase. Premodifier "adjective" *nice* and *big* with the head "noun" is *smile*. The adjective *nice* means *menyenangkan* and *big* means *besar/lebar*, the *nice big smile* here translated into *senyum yang lebar* by the translator with reducing the meaning of one word. If it is translated literally, *nice big smile* will be "*senyum lebar yang menyenangkan*".

3.2.3 ADVERB PHRASE

(Datum 17)

ST: Innocent **until proven guilty**, Severus. My cat has been Petrified.

TT: Tak bersalah **sampai ada bukti**, Severus. Kucingku dibekukan!

The translator translated the phrase *until proven guilty* as *sampai ada bukti* with *guilty* is the adverb of manner which means *dengan bersalah*. The word *proven* is from *prove* that depends on CAD meant to show that something is true. The better translated of *until proven guilty* is "*sampai terbukti bersalah*".

3.3 SENTENCE

(Datum 42)

ST: I'm afraid we feel you have rather lost your touch

TT: Menurut kami, anda sudah kehilangan kendali

The translator translated the sentence above is out of context, the TT is very different with the ST. Based on CAD, *afraid* means feeling fear or feeling worry about the possible results of a particular situation. *I'm afraid* in the subtitle translated into *menurut kami*, even in Indonesian word of *menurut kami* means *according to* or *based on* or *depend on*. Then, the word *touch* in CAD means an ability to do things in the stated, especially in positive way, rather than *kendali* that in Indonesian word means *control*. The better translated of "*I'm afraid we feel you have rather lost your touch*" is "*saya khawatir, kami merasa anda telah kehilangan kemampuan anda*".

There were 1505 data, yet after doing some analysis 62 data were obtained including discursive creation technique. After some deep analysis there were, finally 49 data were taken and analyzed. This data reduction was done because there was repeating information in some data. From 49 data that were taken from the English to Indonesian subtitle, it was divided into three categories of language unit which were sentence, phrase and word. The data can be seen in the following table:

Table Data Findings of Discursive Creation Categorized Language Unit

No.	Form of source Text	Frequency	Percentage	Number of Data
-----	---------------------	-----------	------------	----------------

1.	Word	10	23%	3, 10, 11, 12, 16, 26, 27, 29, 30, 37
2.	Phrase	11	20%	1, 6, 8, 9, 17, 19, 21, 24, 28, 35, 43
3.	Sentence	28	57%	2, 4, 5, 7, 13, 14, 15, 18, 20, 22, 23, 25, 31, 32, 33, 34, 36, 38, 39, 40, 41, 42, 44, 45, 46, 47, 48, 49
Total		49	100%	

IV CONCLUSION

From the explanation of findings above, it showed that discursive creation technique divided into three categories of language unit, they were word, phrase, and sentence. In phrase, the researchers found noun phrase, verb phrase and adverb phrase in the data. From the data, the researchers found 28 Datum or 57% subtitles which used discursive creation technique that had a different meaning in sentence.

Thus, the translator translated the subtitle different from the source text in order to make viewers understand of the film because there was any different culture. The translator just changing the subtitle with simple words based on their feelings and sometime untranslate the subtitle because there is no one comparison which suitable with Indonesian language. Better, the translator looked for the most suitable language without out of context in order to give good subtitle.

The writer recognizes that the aspects discussed in this study are still minor from overall aspects that can be assessed in relation to movie subtitling analysis and semi-professional research in field of translation. Therefore, the writers hope other researchers can improve this study, for instance by analyzing translation technique of Harry Potter movie in another series with different translation technique or discussing translation quality of Harry Potter: The Chamber of Secrets by involving rater as secondary data.

REFERENCES

- Cortez, Luisa Olmeldo. [2016]. *On Translation Techniques or Impossible Translations*. Retrieved December 18, 2018, from <https://bookmachine.org/2016/12/02/on-translation-techniques-or-impossible-translations/>
- Cui-ping, Han and Ni Xue-li. 2015. "On the Subtitle Translation of *Mirror Mirror* from Relevance Theory" in *American Research Journal of English and Literature* 2378-9026, vol 1, issue 3, June (2015): 26- 33
- Diaz-Cintas, Jorge. 2012. *Subtitling from: The Routledge Handbook of Translation Studies* Routledge. Accessed on 01 December 2018
- Diaz-Cintas. Jorge. 2012. *Subtitling: Theory, Practice, Research*. University College London. Accessed on 01 December 2018
- Fitria, Tira Nur. 2015. *Translation Technique of English to Indonesian Subtitle in Doraemon "Stand by Me" Movie*. Universitas Muhammadiyah Surakarta
- Ghaemi, Farid and Janin Benyamin. 2010. *Strategies Used in the Translation of Interlingual Subtitling*. *Journal of English Studies* 1(1), 39-49, Winter 2010. Islamic Azad University
- Masero, Ana Tamayo. 2014. "Translating Slang for Dubbing: A Descriptive Case Study of *Jackie Brown* (English-Spanish)", *Linguae-Revista de la Sociedad Espanola de Modernas*, 1 (2014), 315-340
- Molina, Lucia & Amparo H. Albir. 2002. "Translation Techniques Revisited: A Dynamic and Functionalist Approach", *Meta: Translators' Jurnal*, vol. 47, no. 4, 2002, p. 498-512.
- O'Connell, E. 2007. *Screen Translation*. In P. Kuhlwezak and K. Littau (Eds.), *A Companion to Translation Studies* (pp. 120-133). Toronto: Multilingual Matters Ltd.
- Roks, Berber. 2014. *A Study in Subtitles: Translation Universals in Sherlock*. Leiden University
- Shuttleworth, M & Mira Cowie. 1997. *Dictionary of Translation Studies*. London: St. Jerome. Publishing Company.

LITERATURE REVIEW OF *MANDIANGIN* NOVEL

Suryani

University of Lancang Kuning

yani66135@gmail.com

Abstract

The novel *Mandiangan* has been approved and published in a book that has 142 pages written by Hary B, Koriun is a literary work in 2008. In this novel tells the story of the destruction of a village that can reap a valuable lesson from this novel mainly lies in disappointment and injustice. In the academic, field the lessons of this novel are more centered on harmony among the people. the narrative style used in the *Mandiangan* novel is quite unique and different from the others, such as the narrative used is structured starting from ancient times onwards. The use of symbolism in the novel *Mandiangan* is more about the combination of language between Malay and Indonesian. The prominent reason for reviewing this novel is because so that this novel can give us an impression and it is very interesting to review more about the ins and outs of this novel.

Keywords: *literature review, village mandiangin, culture, simbolism mandiangin*

I INTRODUCTION

The famous novel *Mandiangan* from Indonesia is referred to as an award-winning work in Indonesia, a literary work in 2008 after going through the experience of observing the environment of *mandiangin* by the author.

Novel *Mandiangan* including historical novels is a form of literature that makes historical events the target of the story. In this connection, there are several historical indicators in literary works including the First, which can translate historical events in the language of imagination or imagination by aiming to understand the events according to the level of ability of the author. Second, it can be a place for writers to convey their patterns of thoughts, feelings, and responses regarding a historical event made. Third, it can recreate a historical event in accordance with the knowledge and imagination of the author.

Hary B Koriun is a writer who was born in the Central Java Pati Regency and studied at Andalas University, Padang. Entering high school, he began to pursue his writing talents. not only studying but also working as a writer and literary writer. now his perseverance is fruitful when Hary B Koriun from Padang moves to Pekanbaru and his short stories have been widely published in several existing media.

This *Mandiangan* novel is taken from a historical story in the form of the author's imagination that occurred in a village called *Mandiangan* which occurred a few years ago that this village had lost its peace, the forest, and its culture was taken by a very rich company in an unnatural way The main idea of *Mandiangan* is that the lives of the poor in the village and there is a young man who works as a photographer working in the company who has taken power in the village but on the other hand the young man has a good conscience just defending and feeling sorry for the village.

Novel *Mandiangan* has been universally accepted and since 2000 the work of Hary b Koriun has been published continuously until the following year, especially the novel *Mandiangan* which is very important for readers to know the contents of this novel story. The most distinctive sign of the thought of hary B koriun in the novel *Mandiangan* is the culture found on pages 76-77 that the village of *Mandiangan* highly respects an animal habitat and does not even disturb the calm and a bit of artistic style as well. The best work of all of his works.

It is so hard for a hary B koriun to publish a book bathing a lot of long processes. at the beginning of the publication of this novel he had to work in the Riau Pos Daily, with the position of managing editor and had now become deputy editor in chief. When he was in Riau Pos, Hary often carried out travel coverage to several rural areas in Riau such as *Mandiangan* village and he saw first hand all the problems that were in it. Therefore, it must be a matter of personal travel experience, besides being written in the form of a journalistic report, but now it is written as an inspiration for the novel published later. Hary B Koriun is indeed very talented in writing because almost all of Hary's novels have been awarded such awards from the Jakarta Arts Council (DKJ) as the best Indonesian short story nominee in 1998. Together with his friend Yosrizal, he wrote a book on football history, namely *Red Buffalo* from Indarung: Semen Padang in *Lintas Indonesia Football* (PT Semen Padang, 2002). In addition to honing writing skills, Hary also actively participates in literary meetings, including the Literature Meeting in the

archipelago and active in the Paragraph Community, a literary community they founded as a forum for discussion, learning, appreciation, and other literary activities. The perseverance of Hary B Koriun is very obligatory for us to imitate.

II MATERIALS AND METHODS

In the novel *Mandiangan* there are reader comments in the form of a compliment. The readers are very fond of the struggle and customs as well as the natural resources that exist in this novel.

The method used in the *mandiangan* novel is to use a combination of descriptive and qualitative methods, which is to explain the habits carried out by *mandiangan* villages such as farming and fishing. Besides the actions of the young man who was willing to endure pain by defending the right to justice in the village of *Mandiangan* and with the condition of the village that was messy and riotous. The aim of the research of qualitative novel *Mandiangan* method is for readers so that readers can take the lessons that are available and can be challenged and also know the truth of the stories of the novel *mandiangan* from existing phenomena and truth.

As for about *mandiangan* village topic, the main topic is Novel *Mandiangan* analyzes cases of contradictions between ideal and reality. Finally, in this novel shows that *Mandiangan* is a village that has aspirations for the security and comfort of this village that existed in ancient times that will never be replaced with others and part of the culture of the light itself. The story "*Mandiangan*" written by Hary B Koriun discusses the factors needed by a large company causing the dream of *Mandiangan* Village to be destroyed instantly and the death of a young man who was the reason for the incident. Behind that, there is also a study of the disappointment of *Mandiangan* villagers in several newspapers received by the Pekanbaru government.

III RESULTS AND DISCUSSION

3.1 INTRINSICS NOVEL ELEMENTS

Theme of the novel is Tracing the journey of the life of the *mandiangan* village to find peace. It can conclude in the chapter 1 of this novel which states that the peace of a village has been lost. Background of the novel is *Mandiangan*, Pekanbaru, Sumatra, Minas, Siak River, East Kalimantan, Perawang and Jakarta. It can find in the beginning to the end of the storyline. Time on the story of this novel is from the morning, afternoon to night explained directly in the novel. The atmosphere is sad, touching, happy and tense we can find in the cover of novel which is a reader comment named "Zuarman Ahmad" and "HJ. Tien Sumarni". Characterization of the novel's picture is:

- a) Suhaimi is a strong and strong and determined young man, his desire for peaceful village bathing in youth brought him into an extraordinary young man despite a very painful life story (chapter 1-5).
- b) Gunnarson have figure who likes to lie and be smart, Gunnarson ordered the pilot to stay away from the village fire in the fire on the grounds that the fuel was running low (page 12).
- c) Andriani: A woman who is professional, kind and caring about others (last chapter 8).
- d.) Yusmar: kind and helpful for those who are in trouble because has helped Suhaimi when he was in a dark and noisy room (chapter 5 page 59).
- e.) Fahrizal: a typical jolly person who likes to joke (page 103-104).

3.2 THE STRENGTH OF MANDIANGIN NOVEL

On the other hand, there is a bad event, but in the novel *Mandiangan*, it is explained in detail about the countryside around the sky and the tools needed to reach it so that the reader can get the information. In addition, in the novel there are young people who are labeled badly by the police, but in fact the typical young man is very good who participated in the people's demonstrations in the village and in this novel combined with a meeting that tells love so that the novel is very unique and different from the others. Other lessons are more than all the good characters from the story characters that we can set an example.

In the novel *Mandiangan*, the author presents a blend of Malay language, Indonesian which is thick and Chinese culture is also presented and sociology studies also influence this novel. As a result, the events in this novel are worth reading because they contain deep meaning and through this novel as if the reader gets the strength or motivation to grow back in a struggle. Besides, it teaches us how we can live modestly even though our lives are now rich.

The story of *Mandiangan* illustrates that with togetherness and unity problems will arise and the writer makes the reader as if they are wondering what will happen next after them through a

heartbreaking problem. There are so many lessons that we can learn from this Mandiangan novel, among others, such as lessons so that we have the courage to go to our destination so that we can be successful and not just be silent and to people who have their own company to always think of others and not fixated on his wealth. Behind the tense story, there is a funny little conversation that can make readers laugh, which is found on page 127.

The intrinsic elements in the form of the setting of the situation and the culture and atmosphere of the novel's story are more intended for tense or extreme things like those on pages 25-52 so that they can challenge the readers. I really like the Cover and the picture on this novel which is very orange in color very well suited to the story so that it looks more alive in the storyline. by ancient people and we can also learn about the wisdom and efficacy of the culture of mandiangin and its surroundings in this novel.

What interesting is that reading this novel seems to bring us to the old days of Indonesia which was still a war and most novels are written in a mild language. Every character's character is easily understood and clearly illustrated in the story. The storyline is also easy to understand.

3.3 THE WEAKNESSES OF MANDIANGIN NOVEL

The shortcomings in this novel are reviewed, because the story of this novel is about a hometown so the use of the Malay language of the Sakai tribe is attached and is not explained again like the word "mike" if it is interpreted to b.indonesia are you and the word bile which means when there are also a few short words that need to be explained again because not all readers understand that. This Mandiangan novel also has a disgraceful hiding company and the author does not mention what year it happened so the reader becomes curious. and some other novels also do not explain the name of my word, who is at the beginning of the story so the reader feels confused.

A little typo in Mandiangan novels is even more to put aside journalistic reports, behind that also the language of the novel is a bit stiff or old-fashioned as there is the word "*awut-awutan*" which means messy and "turned away" which means seeing so that it is not memorable for millennial readers now and the readers' suggestion that if you want to use the word coastal Malay must be explained in a language that is easily understood again. This novel seems harder and there is an example of cheating that is not exemplary. At the end of the novel, this is more compelling for an improper dive. In addition, this novel is still a bit of a page compared to the others and is not feasible for readers who are still children because as we know the mindset of the underage has not arrived there and is intended for adults.

Tells a fairly common love story that is separated by distance and first sight love so it's easy to guess. The place and time setting in the story seems to change continuously from one place to another, making people who read have to concentrate more when reading.

The element of the message that is not good in Mandiangan's novel is the presence of stories that appear with death and so on but behind that the writer can cover it with a more meaningful message. This 5 cm novel should end in happiness because it met its true love but still a little frightening with the occurrence of bombings on companies and sides of humanitarian torture that are not feasible.

3.4 THE STUDY OF NARRATIVES IN THE MANDANGIN NOVEL

The author fully analyzes the narrative techniques and certain art effects used in the lightning novel from the background and narrator angle. Fill in the story and the main points in the novel narrative behavior and narrative level and the time is arranged as well as possible. This novel is built on text from various levels of narration that shows the contents of the whole story full of skills. In the narrative arrangement, the time of the novel follows the cycles of the season like now and past and future. there are many chapters that touch this study very much on narrative strategies about bathing as in Chapters 3 to 6 about characterization and drama text narration.

3.5 THE STUDY OF SYMBOLISM IN THE MANDIANGIN NOVEL

The symbolism of the mandiangin novel can be seen from three aspects including the aspect of symbolism which includes good things that are done by youth and forming a better condition of the village which has been fought for by a young man and community members who are willing to spend their time and life. It is an embodiment of love and care for the community and among fellow human beings. In this novel, there is a picture of a tree and someone who while pointing his finger up which symbolizes a village that was once very comfortable that was inhabited by ancestors until now destroyed by bribes of money from large companies so that the young man defended the justice. Orange symbolizes how hot the environment the village was bathed in the aftermath of forest fires because the company had no heart and only thought of its business and red symbolized the spillage of the villagers'

blood and the youth who participated in the demonstration to end in suffering. while the night atmosphere was closely related to the condition of the shower at that time very suffering.

The blazing symbolism of the sun symbolizes the citizens' sweat and sacrifice which really requires strength and also the time to achieve freedom. The clear colors are also a symbol of the mandiangan village's livelihood in the form of fishing.

The symbolism of his character is the success of his novel hary B koriun. When the author's observations carried out several years ago on the experience of all villagers showered on the success achieved between life and culture and history. The author raised the symbolism to express disappointment at the loss of a comfortable place to live as a result of company pride. Their concern about traditional values and culture, their sadness about the disappointment of the village dream of Mandiangan. Skills describe the habits of villagers farming and catching fish as their income and youth working as a photographer.

IV CONCLUSION

The novel Mandiangan has long been published in Indonesia. Many Indonesians, especially in the surrounding area, are learning more meaningful aspects in their daily lives. the story in this novel provides an overview of the importance of good moral behavior and ethics described on page 61 that a husband and wife help youth and togetherness and harmony among local residents. This is a matter of business life so readers are required to be able take the positive side of this novel and not only so that readers can understand the meaning of author stories such as how we can think of how we defend something that we should defend and think more critically which is good and which is bad. This book should be read by all citizens, especially for those who have business and adults. The mandate that we can take from the bathing novel is as follows: taking an action must be considered first, doing good because God will reward you better, on page 81 implied meaning so that we can imitate the habits of characters who read books, fellow citizens, so that they can helping each other from there is just the realization of harmony among citizens. Life is simple and what it is, not prestige. Not easily discouraged and not revenge against others. This novel is published for the wider community from the bottom, middle and upper levels. The economic situation of the leaders is classified as middle to lower upwards when viewed in terms of stories

REFERENCES

- Ahmad, Zuarman. *Sejuta 1 puisi: sebuah novel karya Hary B Koriun*. Sastrawan dan Komposer Bandar Serai Orkestra Retrieved from: <http://sejuta1puisi.blogspot.com/2008/04/telah-terbit-sebuah-novel-karya-hary-b.html> at 14 April 2008
- B Koriun, Hary. 2008. *Mandiangan*. Pekanbaru: penerbit Gurindam Press Yayasan Bandar Seni Raja Ali Haji
- Sagang online. *menulis Profil hary B koriun*. redaksi. retrieved from: <http://www.sagangonline.com/baca/Seniman%20&%20Budayawan/331/harry-b-koriun> at 16 April 2019

IMPROVING STUDENTS' SPEAKING ABILITY BY USING EXAMPLE NON-EXAMPLE TECHNIQUE AT SECOND GRADE OF STATE JUNIOR SCHOOL 1 LARANGAN PAMEKASAN

Arisandi Setiyawan, Ina Daril Hanna

University of Islam Madura

ase.sun86@gmail.com, Ina.daryl@yahoo.com

Abstract

This study is a classroom action research (CAR). This study proposed example non example technique to teach English for second grade students at state junior high school 1 Larangan Pamekasan to solve the students' problems on speaking skill. The result of the preliminary study indicated that the problem of the students toward their speaking skill is the average speaking score is lower than the minimum standard of learning (KKM). Based on the pre-test, the students who got score more or equals to 75 are 7 students and 33 students got less 75. Then the researchers collaborated with the teachers try to solve the problem using example non-example technique using classroom action approach. The results showed that the instruction through example non-example technique in the Cycle I and Cycle II, there was improvement of students' speaking ability at second grade of state junior high school 1 Larangan Pamekasan. The students were more imaginative and feel free to show their understanding about the pictures. It made them motivate to learn and they could improve their speaking ability.

Keywords: *speaking ability, example non-example technique, classroom action research*

I INTRODUCTION

Learning English is very important for people. In this case, learning means that formal study of language rules and its conscious process. Jack C. Richard, Theodore S. Rodger (2008:22). As one of international language, English is also considered as important language to be taught. Moreover, In Indonesia, the students learn English as a compulsory subject especially for students at junior high school, and its implementation is applied based on the Content Standard. Meanwhile the objective is that the students can reach an informational level of literacy. On the other hand, the students are expected to be able to get knowledge by using English (Depdiknas, 2007). According to Brown (2007:284) the English skills consist of four, those are speaking, listening, reading and writing. Furthermore, Speaking is considered as an important skill because there is a connection between speaking and human being and it cannot be separated to each other. Speaking is used to express ideas and to communicate to people in every single day.

Meanwhile, Richards and Renandy (2008:201) states that the capability to speak a foreign language fluently is a very complex task if we try to understand the nature of what appears to be involved. To begin with, the purposes of speaking vary and every purpose needs different skill. In casual conversation, for example, the purpose can be to make social contact which occupies much of time people spend with friends. Meanwhile when people having discussion, the purpose may be to find or express opinions, to persuade someone about something, to clarify information, to give instructions or get things done, to describe things, to complain people's behavior, and to make polite request.

Dealing with speaking skill, students have to know the elements of speaking, such as vocabularies, pronunciation, grammar, and also fluency. The students in Indonesia are classified as a foreign learner of English, therefore even though students in have amount of vocabularies and master the grammatical structure, but the students still find it difficult to speak. This condition also appears to the students at second grade of state junior school 1 Larangan Pamekasan.

Based on the observation, the students' difficulties occur when the teacher asked the students to express their idea using English. The students' limitation in mastering the component of speaking is considered as the reason for that condition. Besides, the students rarely speak English in their daily life. English is not their environment and they have a little chance to practice speaking English out of class because they of course tend to speak Madurese as their mother tongue. In other word, the environment is not the English environment.

On the other hand, English teacher plays an important role in education, especially in teaching and learning process, in this case, English teacher have to apply the appropriate technique in teaching

speaking. One of the techniques that can be used to teach speaking is examples Non-examples technique.

Furthermore, Slavin (1991:36) defines that Example Non-Example Technique is a technique that encourages students to analyze the example through pictures given by the teacher. Here, the students ask, give and share their ideas to complete a specific task in group. The students have to master the topics they are discussing deeply since they are having a short presentation about the pictures and prepare the answer toward teacher's questions orally. It is a strongly challenged technique that makes students plan themselves to deliver their ideas before they perform it in front of the class. Furthermore, Kagan (1992:32) Convinces that in applying Example Non - Example Technique, the teachers should consider two principles; (1) Examples refer to the real samples given by the teacher through pictures related to the topics discussed that should be understood by students. (2) Non- Example are the samples that do not match with the topic discussed. As we know that picture is a very attractive media in teaching process so that students are interested in learning English. It is in line with Carol (2001:51) mentions that picture is a popular media to elicit oral language performance of both intensive and extensive levels moreover, Harmer (2007:92) states that pictures is an interesting media due to its simplicity and attractiveness.

Based on the background above, the writers believe that Examples non-Example as one technique of cooperative learning becomes the alternative earning becomes the alternative solution to enhance students' speaking performance.

II MATERIALS AND METHODS

The research intends to improve the students' speaking skill by using the example non-example technique. Therefore, the research design which is applied is Classroom Action research (CAR). Kemmis and Mc Taggart (1998:15) state that "action research is an action which is conducted to inquire self-reflective and improve his or her instruction by evaluating his or her own practice". It covers the research design or planning, implementation, observation, reflection and data analysis.

Since the study is Classroom Action Research, so the study is conducted in a cycle process and the steps in every cycle consists of planning, implementing, observing the process, reflecting, as proposed by Kemmis and MC Taggart (1988). The process was stopped when the researcher found that students have reached the criteria of success and the problem was considered to be solved.

Planning is the step that should be taken on the classroom action research. It can be used as a guideline for the teacher in applying the teaching and learning process. The researcher arranges preparing everything needed for applying the action such as preparing teaching procedure and designing lesson plan. Before teaching through example non example technique, the researcher designed a lesson plan. It includes (1) Instructional objectives, (2) Instructional media, (3) Teaching and learning activity.

Field note is used to collect data related to situation of class (subject) gain in teaching learning process from cycle I and cycle II go on. This data is used for the improvement of learning the next cycle.

Observation was used by the researcher to get data directly concerning the effectiveness of using Example Non-Example technique to improve the speaking skill of the students and also to get the problem faced by the students in teaching and learning process.

In addition, the best way to know the students' improvement in undergoing the material is a test. The test was categorized as oral test of speaking performance. It is used to gain the score of students' achievements concerning their speaking performance. This oral test was as an instrument to collect the data or information and as a guide of the researcher in conducting assessment to word speaking skill. It was conducted at the end of teaching and learning process.

There are two kinds of test: the first is pretest, it was conducted to get data from students' achievement in speaking ability before implementing the Example Non-Example technique. The second was post-test, it was used to get the data of students' speaking skill after the implementation of Example Non-Example technique.

The quantitative data were obtained from the students' speaking performance grades in the criteria of vocabulary performance, grammatical accuracy, pronunciation, and fluency in the analytic scoring rubrics. The students were considered to be successful if more than 50% of the students can get more or equal to 75 as the criteria of success.

III RESULTS AND DISCUSSION

3.1 FINDING OF PRELIMINARY STUDY

In this phase, the researchers conducted preliminary study through interview and pre-test. This phase was conducted in order to know the students' speaking ability of the second grade of state junior school 1 Larangan Pamekasan.

Based on the interview conducted to the teacher, the researchers found some difficulties faced by the students at second grade of state junior school 1 Larangan Pamekasan in speaking English. Finally, the researcher tried to solve the students' problem by collaborating with the teacher.

By giving test, the researchers found that the speaking ability of the students was quite low. Based on the score of pre-tests, the students who got score more or equals to 75 are 7 students and 33 students got less than 75.

It can be said that the students who passed pre-test of speaking successfully were 17,5 % and 82,5 % of the students failed. It means the score of students' speaking ability was still under the criteria of success.

3.2 FINDING OF CYCLE 1

3.2.1 PLANNING

In this phase, the researcher prepared lesson plan, materials, teaching media, and research instrument. The preparation of those conducted several days before the researcher conducted the action of the Example Non-Example technique. In this phase, the researcher decided the material and some exercises by using Example Non-Example technique. The researchers also prepared checklist to make an observation about students' activities in teaching learning process whether it is in accordance with the lesson plan had been designed before or not. Then the researchers designed post-test 1 to know whether there were some improvements for the students' score between pre-test and post-test.

3.2.2 ACTING

The action on the first cycle started at 08.20 WIB finished at 9.40. The researcher introduced himself to students. And then the researcher explained Example non example technique that would be used in their speaking class.

The researcher made all of students sit in circle and explained what actually Example non example is, benefit of Example non example, and a good way of completing the Example non example. The researcher gave a text of meeting "my idol". The researcher gave example to be a good completer and then asked the students about the difficult words. Last, researcher pointed one of the students to stand up and asked student to explain the pictures which they read in front of the class.

3.2.3 OBSERVING

This observing phase was actually done at the same time as acting. So the researcher did observing just one meeting of the action of example non example technique.

Based on of the pre-test, the researcher found that most of the students still found it difficult in understanding the pictures. They were afraid and shy of making mistakes in speaking. So the students could not explain the pictures well. In conclusion, students' speaking score were still under the criteria of success. In this test, 12 students could get score more or equals to 75 and 28 students couldn't get it yet.

3.2.4 REFLECTING

The researcher conducted reflecting in the last meeting of every cycle. So, there were two reflection in this classroom action research. According to the observation sheet in analyzing the teaching and learning process for speaking by using example non example technique in cycle 1, it was found that most of the students' speaking ability was still low. The percentage of success was 30%. It means that there were 11 students could get score more or equals to 75 and 29 students could not get it yet. Although there was some improvement in their score, but the criteria of success have not been achieved yet. In conclusion, the action of the strategy in cycle 1 is still needed to be revised.

3.3 FINDING OF CYCLE 2

3.3.1 REVISED PLANNING

The action in cycle 1 had not given a significant change to the speaking skill of the students at second grade of state junior school 1 Larangan Pamekasan. The result of test in cycle 1 was not satisfying yet. So, some revisions on the planning were made. The planning of the acting in cycle 2 was similar with cycle 1. But the differences were the researcher made a group and the researcher used media to deliver the materials. The media was put on the blackboard and ask the students to choose and explain the pictures.

3.3.2 ACTING

In this phase, the researchers gave the pictures to students. The researchers made group consisting of 5 students. The researcher asked the students to discuss together and then asked about the difficult words. Later, the researcher asked the students to discuss and understand and remember about the pictures. Last, in this meeting, the researcher asked students to explain the pictures which they discuss and understand in their group one by one in front of the class by using their own language. In this post-test, 23 students could get score more or equals to 75 and 17 students still couldn't get it.

3.3.3 OBSERVING

The observation was focused on the activities done by the students during teaching and learning process. In this phase, most of the students were not afraid of making mistakes in speaking. They were more active and enthusiastic because they were on group and they could think some pictures on the blackboard. In effect, the students could speak well.

3.3.4 REFLECTING

Based on the observation from the analysis of the teaching and learning process in speaking by using example non example technique in cycle 2, it was found that most of the students got improvement in speaking. The students were more active and enthusiastic during teaching and learning process. There were 17 students or 45% who could not achieve the criteria of success. It means, 23 students could achieve KKM (standard of minimum score) so 57,5% of the students were successful and the criteria of success could be achieved.

3.4 DISCUSSION

From the result of the action of example non example technique, there was the improvement of speaking ability at the second grade of state junior school 1 Larangan Pamekasan. The students were more imaginative and feel free to show their understanding about the pictures. It made them motivate to learn and they could improve their speaking ability. The score of mean of the students before acting of example non example was 59. And the score of mean of the students after acting example non example was 68.

It can be concluded that there was an improvement in speaking skills of the students at second grade of state junior school 1 Larangan Pamekasan. From pre-test there were 7 students (17,5%) who could achieve minimum standard (KKM). So, there were 33 or 82,5% students could not achieve minimum standard.

From the second test on the first cycle, there was improvement of speaking skills of the students but the criteria of success could not be achieved yet. There were 12 students (30%) who could achieve minimum standard (KKM). So, there were 28 (70%) students could not achieve minimum standard. In conclusion, the action of example non example technique is needed to be revised.

The target of success is 50% of the students can get speaking score more than or equals to 75 as the minimum standard or KKM (Standar Ketuntasan Minimum). Finally, from the result of post-test from the second cycle showed that the criteria of success could be achieved. There were 23 (57,5%) students who could achieve minimum standard (standar ketuntasan minimum) and 17 (42,5%) students were still could not achieve yet

From the result in pre-test, test in cycle 1 and test in cycle II was getting improvement, in pre-test mean score was 59, after that researcher used a example non example technique in teaching speaking, in the cycle I the students score of test doesn't improve 30%. So that the researchers continued to the next cycle (cycle II), and the result of cycle II was successful, the students' score in test was improve

57,5%. So that, the use of example non example brought a positive impact to the students' speaking skill.

IV CONCLUSION

According to the result of data analysis, the researcher concluded that teaching English using Example Non-Example Technique (ENET) is effective and it can improve students' speaking ability. It is supported by several data such as: observation result which shows that students enthusiastic in participating the teaching and learning process. They also motivated the students in learning speaking and reduced the hesitation in practicing their speaking.

In preliminary study the students' average score was 59.125, then the researcher concluded that there were only 17.5% of students pass the KKM, in the cycle I, the students average score was 62.625, and there were 30% could pass the KKM. In the cycle II the students got average score 68.125, and the students passed KM were 23 students, it means that 57.5% of the students passed the KKM. From the result above it could be concluded that the use of Example Non-Example Technique (ENET) could improve students' speaking ability.

The researcher suggests that the teacher should use various methods in the classroom because the teacher has to pay attention and be selective in choosing a teaching method in improving students' speaking ability.

For the next researcher the instruction of each part must be very clear, easy to understand and it is provided with examples.

REFERENCES

- Brown, H. Douglas. (2007). *Teaching by Principle an Interactive Approach Language Pedagogy*. San Fransisco: Addison Wesley Longman.
- Carol, B. (2001). Gifted kid, *Cooperative and Collaborative Learning Strategy*. Retrived (Online), <http://giftedkids.about.com> (accessed on 16th of Desember 2017).
- Depdiknas. 2007. *Kurikulum KTSP Mata Pelajaran Bahasa Inggris SMA dan MA*. Jakarta: Badan Standar Nasional Pendidikan
- Kagan, S. (1992). *The Structural Approach to Cooperative Learning in Cooperative Learning: A response to Linguistics and Cultural Diversity*. Edited by Daniel. London: Longman Inc.
- Richards, Jack. C. and Willy A. Renandy. (2008). *Methodology and Language Teaching*. New York: Cambridge University Press.
- Slavin, R. E. (1991). *Speaking Perspectives in the Classroom: cooperative learning Method*

NEEDS ANALYSIS OF ENGLISH LEARNING FOR STUDENTS OF ECONOMIC AND BUSINESS UDAYANA UNIVERSITY

Made Detriasmitta Saientisna

Faculty of Economic dan Business, Udayana University

[saienisna@gmail.com](mailto:saientisna@gmail.com)

Abstract

To face the Asian Economic Community, mastering English is very important so that people can compete with good workers from their own country or workers from other Asian countries. This study aims to find out (1) what are the problems faced by the students of the Faculty of Economics, Udayana University in learning English and (2) to know the English language needs needed by economic students at the Faculty of Economics and Business, Udayana University. Analysis of English language needs is done by giving questionnaires to students for them to answers, those questions concerning which field of English they are very proficient (speaking, listening, reading and writing) and which areas of English they find it difficult to learn, and choose what lessons they think are necessary which have not been provided in the current syllabus. The answers from these students will be analyzed according to the need analysis by Hutchinson and Waters (1994) and Dudley-Evans and St. John (1998). From this research, it is expected that students can improve their English language skills in economics.

Keywords: *needs analysis, English, economics, ESP*

I INTRODUCTION

At present English can be called as the 'language of the world' because almost 70% of the world's population can master English actively or passively. In Indonesia, the needs for English is very high, this is proven by the many private companies and even government agencies demanding that employees or prospective employees have a TOEFL test result, namely the English Language Competence Test. This is clearly seen because Indonesia will enter a new phase in the economy, becoming the member of the Asean Economic Community where mastering English is the main requirement.

This phenomenon is recognized by universities in Indonesia, in order to face the globalization era, English is taught as one of the compulsory subjects for students in all faculties in Indonesia. At Udayana University, English courses are compulsory subjects that students must take in the first and second semester and these are applied in all faculties with various departments, one of which is the Faculty of Economics and Business. English language learning that suits the needs of students is very important to be implemented at the Faculty of Economics and Business because of the universal and global economic nature that requires economic graduates besides mastering economics also master one foreign language, in this case English language so that they can create excellent quality human resources.

In the science of teaching, teaching English for economics students falls into a category known as ESP (English for specific purpose) or in other words teaching English must be in accordance with the needs of students. Now what is happening at the Faculty of Economics and Business is teaching English at a standard level, which is only guided by five basic English skills, namely speaking, reading, listening and writing and has not met the criteria of English language specifically for economic students.

English that is taught to students at the Faculty of Economics and Business should be English that fits their needs so that they can equip themselves in the future after completing their education. For example, English in the Faculty of Medicine should be related to medical English or English for agricultural students should use material with agriculture vocabulary in it. The knowledge and expertise of English in their respective fields will give students the knowledge to understand the sources of knowledge in English that are appropriate to their fields.

The needs of English language can be obtained using the Needs Analysis method. Needs Analysis consists of questions concerning the information needed to design a syllabus that fits the needs of students, questions about what areas of English proficiency they are mastering or not mastering and also questions about what they need in learning.

Based on the explanation above, it is very interesting to discuss the analysis of English language needs of students at the Faculty of Economics and Business, Udayana University to find out what difficulties faced by the students in mastering English, to know what basic skills English is needed by the students and also what materials are considered necessary and do not need to be taught by students.

This study aims to determine the difficulties faced by students in mastering English, basic English skills that need to be taught to students of the Faculty of Economics and Business, Udayana University, and material that needs to be taught to students of the Faculty of Economics and Business, Udayana University.

This research is expected to be able to provide input to the teaching syllabus of English in the Faculty of Economics and Business, University and also to improve the quality of English language teaching in the faculty.

II MATERIALS AND METHOD

Needs analysis is often seen as the core of syllabus making for ESP. needs analysis is the basis of language teaching aimed at the creation and development of previous curricula (Dudley-Evans & St John, 1998).

Furthermore, Hutchinson (1994) said to know the needs for learning English, it can be done through the Needs Analysis method. And furthermore, Hutchinson said the term need is the ability to understand and make the features that exist in the target situation and the target included learning. Needs Analysis can be divided into two, namely Target Needs and Learning Needs.

Target Needs refers to the needs or features of English linguistics which are the learning objectives. Target Needs can be divided into three needs (1) necessities are needs determined by what students must know in order to be effective in the target situation, (2) Lacks or deficiencies which are comparisons between students' knowledge or abilities with abilities that should be mastered by students, and (3) wants or desires are the needs desired by students. Weakness increases the difference between what the university wants and what students want. Inappropriate desires can affect the decline in student learning motivation.

While Learning Needs is a method for identifying needs related to the teaching environment which can be represented by the following questions; (1) how is English seen in terms of learning? (2) how do students learn English? (3) what teaching resources are available? (4) information about students, (5) where will English teaching be conducted? and (6) when will the English teaching begin?

The next step is to map information obtained from Needs Analysis and Learning Analysis into a syllabus design. The syllabus can also be called a curriculum whose understanding is a document that contains what needs to be learned (Hutchinson and Waters, 1994). To design the syllabus, the teacher must be able to ensure that the syllabus meets the wishes of students, Harding (2007, 10-11) presents three steps in making syllabus, namely designing the syllabus according to the needs of students by using the principles of teaching, determining the purpose and sequence of material and design the form of teaching to be applied to students, and including assessment procedures and evaluate the teaching given to students.

The research method is the steps taken in a scientific study. These steps are important to ensure the research takes place academically. In conducting this research, the research method to be applied is divided into three parts, namely data sources, methods and techniques of collecting data, and methods and techniques of analyzing data. Each part is presented in detail below.

The main data sources in this study are information obtained from questionnaires distributed to respondents, namely (1) student representatives from each study program at the Faculty of Economics and Business who know the purpose of learning English, (2) students as many as 41 people taken randomly from various study program at the Faculty of Economics and Business whose answers are considered to have been able to represent all students and (3) lectures of English courses at the Faculty of Economics and Business, Udayana University.

The data collection method used in this study is the survey method by distributing questionnaires that must be answered by respondents both respondents on the criteria of representatives of study programs, students and lectures. In addition to questionnaires, interviews will also be conducted to respondents.

The results of data analysis in this study are presented using quantitative descriptive and qualitative descriptive methods. Descriptive quantitative is done through the calculation of information obtained through questionnaires to be held for making it easy to do a description of the different information provided by the informant. The last step is to provide recommendations, namely English language material that needs to be taught in English Language courses at the Faculty of Economics and Business at Udayana University.

III RESULTS AND DISCUSSION

3.1 DIFFICULTIES FACED BY STUDENTS IN MASTERING ENGLISH

The first problem in this study was to find out what difficulties faced by students in mastering English language related to basic skills in mastering English. Questions in the questionnaire to analyze this problem were given to the two groups of respondents, namely students from each study program and also to English language instructors at the Faculty of Economics and Business, Udayana University.

Questions related to the problem of the first research are about basic English language skills which are considered difficult by students, even though the basic ability of English is very important for future students. Respondents were asked to give a value to the list of difficulties encountered in mastering basic English skills provided in the table. The value given has a range of 1 = easy, 2 = medium, 3 = difficult and 4 = very difficult.

Table 1. Level of Difficulties faced by students in mastering Basic English Language Skills

Skill	Score
Reading	2
Listening	4
Speaking	4
Writing	3
Grammar	3
Vocabulary	3
Intonation	4

From table 1 above, students argue that listening, speaking, and pronunciation are the basic skills of English which are the most difficult for students to master. This was reinforced by the answers of students in the questionnaire who felt that what caused the difficulty in mastering the three basic abilities was because they rarely used English to communicate with each other, even if they used English to communicate, they found it difficult to listen to the speaker's accent.

The same thing was also conveyed by English language instructors at the Faculty of Economics and Business through the following table:

Table 2. Level of Difficulties faced by students in mastering Basic English Language Skills according to English language instructors

Skill	Score
Reading	3
Listening	4
Speaking	4
Writing	3

Grammar	4
Vocabulary	3
Intonation	4

From the table above it can be seen that according to the instructors, on average students are still very difficult to master the basic skills of English. According to the instructors, this is due to the lack of students using English or practicing English with their fellow students because they are only focused on learning when they get English lessons without self-repetition after the lesson.

3.2 BASIC SKILLS THAT ARE DEEMED NECESSARY TO BE TAUGHT BY STUDENTS IN MASTERING ENGLISH

The second question to answer the second problem in this research is that basic skills and material that are considered necessary to be taught by students in mastering English are only given to one group of respondents namely students because the answers from students are able to show students' desire to improve their basic abilities in mastery of English. Respondents are asked to give a value to the list of basic English skills that are deemed necessary provided in the table. The value given has a range of 1 = less, 2 = moderate, 3 = necessary and 4 = very necessary.

Table 3. Basic English language competence of the students

Skill	Score
Reading	3
Listening	4
Speaking	4
Writing	3
Grammar	3
Vocabulary	3
Intonation	4

In accordance with the table above, three of the seven basic skills of English are considered necessary to be mastered by students which are indicated by score 3. While four of the seven basic skills of English are listening, speaking, vocabulary and pronunciation are considered very necessary to master, which is shown by score 4. Vocabulary is needed to be taught by students because there is still a lack of vocabulary in the economic field that is used in their teaching books. This is very much related to the teaching of ESP (English for Specific Purpose). Students feel that the vocabulary that is taught must be in accordance with their field, namely economy, not general English.

3.3 CURRENT ENGLISH MATERIAL THAT IS CONSIDERED NECESSARY AND DOES NOT NEED TO BE TAUGHT BY STUDENTS IN MASTERING ENGLISH

To answer the third problem, students are told to describe how they think about the material currently given. All students explained that there were still some materials given that were too general, not specific material related to the economic field that they would need in the future. The basic ability of

English is very important for students going forward. Respondents were asked to provide necessary and unnecessary answers to the list of currently taught material provided in the table.

Table 4. Current English material that is considered necessary and unnecessary by students

Meeting people	Yes
Receiving and making a phone call	No
Company structures	Yes
Product description	Yes
Reporting	No
Describing graphs	Yes
Company result	Yes
Comparing alternative	No
Describing system and process	No
Rules and regulation	No
Calculating	Yes
Preparing for a job interview	Yes

Of the 12 materials taught, students answer 5 materials; general material that does not need to be taught because it is not directly related to the economy and the material is the use of general English.

3.4 ENGLISH MATERIAL THAT IS CONSIDERED NECESSARY TO BE TAUGHT BY STUDENTS IN MASTERING ENGLISH, ESPECIALLY THOSE RELATED TO ECONOMICS

From question number three, students answer that the material that needs to be added in learning is public speaking and presentation (how to present), how to negotiate, and how to handle complaints and give solutions (how to deal with protests and provide solutions to problems). The material details for topics considered necessary by students are as follows:

Table 5. Topics and Materials

No.	Topik	Materials
1.	Public speaking and presentation	Effective body language Nervous management Making the right-hand gesture Making eye contact

		Voice tone
2.	How to negotiate	You can negotiate most things – but not everything Negotiating is Not a win or lose situation Do your research
3.	How to handle complain and give solution	Listen carefully to what the customer has to say and let them finish. Ask question in a caring and concerned manner. Put yourself in their shoes. Apologize without blaming. Ask the customer, “What would be an acceptable solution to you?” Solve the problem or find someone who can solve it – quikly!

IV CONCLUSION

From the analysis that has been done it can be concluded that the difficulties in controlling the basic abilities of English include difficulties in mastering listening, speaking, grammar and pronunciation. In addition, according to the students the basic abilities that need to be possessed are listening, speaking, city vocabulary and pronunciation. Regarding the current material that still needs to be taught is meeting people, company structures, product descriptions, describing graphs, company results, calculating, repairing for a job interview, and what is considered unnecessary to teach from current material is receiving and making a phone call, reporting, comparing alternative, describing system and process, rules and regulation. Whereas the material needs to be added to the syllabus is public speaking and presentation, negotiation, and how to handle complaints and give solutions.

REFERENCES

- Dudley-Evans, Tony and St. John, Maggie Jo. 1998. *Developments in English for Spesific Purposes*. Cambridge: Cambridge University Press.
- Harding, K. 2007. *English for Specific Purposes*. Oxford: Oxford University Press.
- Hutchinson, Tom and Waters, Alan. 1994. *English for Spesific Purposes: A learning-centered approach*. Glasglow: Bell & Bain Ltd.
- Tomlinson, B. 2008. *English Language Teaching Materials*. Cambridge: Cambridge University Press.

CONSTRUING EFL STUDENTS' BELIEFS ON THE INCLUSION OF INNER CIRCLE CULTURES IN ENGLISH LANGUAGE TEACHING

M. Faruq Ubaidillah

English Department, University of Islam Malang

mfubaidillah@gmail.com

Abstract

This study was an attempt to uncover EFL students' beliefs of inner circle (IC) cultures in their English language classes. Thirty-four English department students (henceforth, participants) were recruited by means of convenience sampling technique. They were asked to fill out a set of questionnaires and provided reasons of the answers. The results of this study yielded that the participants' belief systems were seen complex. It is proven from three varied voices of the inner circle inclusion in their English language classes; 65 % of the participants agreed to include inner circle culture, 21 of them refused it, and 15% of them held a neutral belief. Suggestions for future research are offered at the end of this paper.

Keywords: *student beliefs, inner circle culture, English language teaching*

I INTRODUCTION

Without any doubt, English language has altered its position from a native speaker-based communicative tool to becoming a lingua franca communication (Jenkins, 2003; Kirpatrick, 2007). This has opened the fact that interactions among non-native speakers can occur through this international language in many areas of life such as education, business and commerce, politics, economic, and culture (Floris, 2013). If compared to the past time, English was only used as a means of communication by English speaking countries. This, to some extent, results in the extreme use of their cultures when English is brought to non-English speaking countries. The problem then becomes more serious since, in fact, non-English speaking countries rest their tenet on cultures which are irrelevant to their daily lives. The practiced Inner Circle cultures keep living in EFL curricula as this is supported by the fact that the speakers who are native are seen as the most perfect users of English.

For instance, in light of the development of English around the world, an assumption that still rests on native speaker fallacy may continue to become a hindrance for competent English users. The reason is because, when English shifts as the most spoken language by international speakers, native speaker norms may not be suitable to apply to these people. One visible problem brought by native speakers, which in our mind is not appropriate to non-native ones, is cultural values.

On another case, the practice of English language teaching in EFL countries (i.e., Indonesia) has been linked to the issue of culture from the Inner Circle (IC, for short) countries. The tenet held is not without any reasons. For instance, one representative idea on this is because language and culture are "closely intertwined" (Zacharias, 2014) and inseparable (Dornyei, 2005). On a further explanation, Zacharias continued to argue that language learners cannot communicate the target language well, unless they are well informed with the culture of the language per se. This statement has even been popularized previously by Kramch, stating that "one cannot learn to use a language without knowing the culture of the people who speak that language" (Kramsch 1988:63)".

In the case of English, which is now shifted to be an international language spoken by multicultural people around the world (Crystal, 2003), the inclusion of IC cultures and its teaching practices somewhat is not easy to do; albeit it has an ease to discuss. Since it is a global language and thus, is categorized as "de-nationalized" language (McKay, 2003), the teaching of its culture remains unnecessary. This assumption is derived from the fact that an international language should concern with the culture of "...the numerous English speakers around the world" (Alptekin, 1996, cited in Zacharias, 2003:39). Pertaining to this, Richard (2002) asserted that:

.... The cultural values of Britain and the US are often seen as irrelevant to language teaching, except in situation where the learner has a pragmatic need for such information. The language teacher needs no longer be an expert on British and American culture and a literature specialist as well (p.3).

In relation to the explanations above, English language teaching in EFL countries, particularly in Indonesia still keeps the traditional map of teaching approaches and principles toward the English-speaking countries. This fact has been introduced by Brown (2012), arguing that pre-service teachers education programs holds the beliefs that (a) communicative language teaching (CLT) is seen as the best teaching method; (b) the culture of American and British should be included in the classroom; (c) the best model of speakers are from those who are native; (d) the English learned is what native speakers have. It can be concluded that strongly held belief toward the power of English-speaking countries exists in EFL countries.

Concerning the need for including local culture in EFL contexts, Ubaidillah, Sari, and Hidayah (2014) focused on approaches that EFL teachers can take during teaching English in the class. In speaking class, for example, they suggested teachers to insert students' local culture when presenting materials such as stories in the class. This indeed is a helpful way to do since both teachers and students are interacting to frame local asset activity.

Furthermore, issue of foreign language culture in ELT has been investigated for years by language professionals. Two of which are carried out in teacher education program examining their tenet on this issue. Ubaidillah (2018a), for instance, studied fifty student-teachers at the English department of a private university in East Java, Indonesia. Conducted in a cross-sectional survey method, his study documented that the participants preferred teaching English with the inclusion of IC cultures. The reason mostly cited is because language and culture are bound each other. Another earlier research is done by Zacharias (2003). Participated by teacher educators from universities in Central Java, she learned that the interlink between culture and language has served as a prominent belief why most of the participants agree to the question. Many even argue that speakers from the IC are 'the sole owner of English' and thus, they believe that students should be exposed to learn the IC speakers' cultures (Ubaidillah, 2018b).

The studies above may have been contributive to the existing knowledge of IC culture in English language teaching. However, the studies examined the belief systems of scholars who have taught English for years (Zacharias, 2003) and did teaching practices offered by the department of the university (Ubaidillah, 2015). On this fact, little attentive action is addressed to freshmen of English Language Teaching Program in universities. Their beliefs systems may become a prior knowledge that they will bring during the study at the university program. It is with this reason that the present study is designed to convey the belief systems of EFL students on the inclusion of IC culture in English language teaching.

In relation to the review of literature above, this study has an attempt to reveal how EFL students' beliefs on the inclusion of Inner Circle culture in English language teaching are held. The importance of studying belief of students have been explained in much literature (e.g., Floris, 2013; Richards, Gallo, & Renandya, 2001; Richards & Lockhart, 1996; Yesilbursa, 2009; Zacharias, 2003). These publications are concerned with the effect of belief which can influence one's performance in his or her circumstances. This finally has been made as the objective of this study.

II MATERIALS AND METHOD

A small-scale survey design was employed in this study. Thirty-four English department students from one private university in Malang, Indonesia were recruited by means of convenience sampling technique. They were asked to fill out a set questionnaire asking their beliefs of inner circle cultures inclusion in their English language classes.

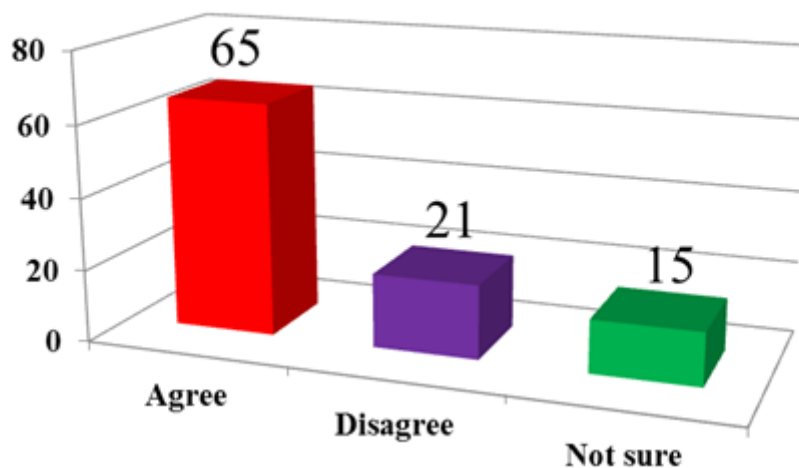
The data were obtained from a set of questionnaires adopted from Zacharias (2003) work. It contained one main question, "*do you think that teaching English should include the cultures of English-speaking countries such as Halloween, Thanksgiving, and the like*". The question was also accomplished with a space for reasons of the opted choices, "Agree, Disagree, and Not Sure". The data then were analyzed in percentage and the results were presented in tables.

III RESULTS AND DISCUSSION

Question: "Do you think that teaching English should include the cultures of English-speaking countries such as Halloween, Thanksgiving, and the like?"

Thirty-four participants were asked to answer this question on a piece of paper followed by their reason. Below outlined the result in the form of percentage.

Figure 1. Survey Result



The data revealed a dominance belief on the inclusion of IC culture held by the participants with 65% agree, 21% disagree, and 15% not sure, respectively. This shows us that many EFL students still rest their preference to the use on Western-based culture when teaching English in the class. Some reasons for favoring agreement on it are summarized as follows (the statements are taken directly from the questionnaire):

Student 1 (S1): We as English university students should know their habitual like Halloween party or anything else which can improve our knowledge in speaking English. We don't just study the theory only.

Student 2 (S2): To provide our knowledge about the culture, not only theory but also practice that event can be place to improve our theory and all that we got before.

Student 3 (S3): I am agree, because in teaching English it will be better that the culture of English should include in teaching English. It can give more information not only in teaching but in culture of English also.

Student 4 (S4): The relationship between culture and language has function that influence to develop our ability.

Student 5 (S5): As I know about language it to express what we are thinking and doing, and its so much related toward culture. Means that, if a teacher implement culture inside of English language teaching, it's good for students to know & understand that western culture not totally bad for Indonesia. It will probably minimize the misunderstanding of English uses.

The comments highlight that, in term of teaching a language, the culture associated within the language per se should also be introduced for the sake of knowledge-driven that learners can expose. This encloses the importance of relation between language and its culture such as what S4 has emphasized, "the relationship between culture and language has function that influence to develop our ability". This finding finally is in a way the same as what Zacharias (2014) and Dornyei (2005) argued previously, stating that language and culture are intertwined and inseparable.

By reviewing the survey result, it can be concluded that there is a domination in accepting the Western cultures as being superior in language teaching. Furthermore, the complex system of the participants' belief results the degradation of the local culture. If this is the case, a mismatch will occur between students' local culture and the IC culture taught in the class (Poedjiastutie. 2009). Then, this gap may cause students trapped in difficulties to understand their own culture as this is slowly replaced by foreign culture. Shahed (2013) added that the balancing act by teachers with cultural items issue shows the fact of today students' cultural problem in understanding their own culture.

Answered differently from the first explanation, there is also refusal of the given case about cultural education in ELT with 21% who voiced it. In average, the arguments of the second results show high appreciation toward the local culture. Sariçoban and Çaliskan (2011) emphasized that this action leads a good balance on ELT if that means to limit the cultural conflicts. As a result, they also added that this limitation may avoid the language learning from being more obstructed by the cultural over-influence. More, the intensive guidance is also needed while having language learning which also has a cultural filter on it. It is suggested that the autonomy of ELT activity is to show the students the local

context of their own circumstance (Lamb, 2009:229). The participants' reasons for opting 'disagree' on this issue are reflected in their questionnaire as follows:

Because I think Indonesian people have own culture self. So, we are as the Indonesia people should defend our culture

I disagree with it because I think we have better culture than following their cultures. But we can know their culture in order to make improve our knowledge.

Well I'm really disagree because we are as a modern generation, we have to proud of our Islamic culture specially in this case. If we also celebrate the culture of English to influence to in its culture and follow their religion.

Because some cultures of English-speaking countries are not good for our country, and it can make the citizen of Indonesia more interesting about other cultures than our cultures especially for young generation. It can make our cultures are forgot.

We as Indonesian have to be proud of Indonesia cultures and keep it from other countries claim it. Even though we learn English which is EIL, we have to learn it by our own way based on Indonesia culture.

The final session includes the answers of those who are neutral with the issue (15%). Albeit they are small in number, the voices yield intriguing facts. The neutral response indicates that western cultural teaching should be put as necessary for only an additional source of knowledge materials. Guilani et al (2012) mentioned that this necessity could be beneficial for the students to learn about any life aspects such as geography, history, and the cultures of the target language. This evidence is portrayed from their remarks written on the questionnaire below:

Because the culture of English-speaking countries such as Halloween party, Thanksgiving, etc is not suitable for Islamic school such as MI, MTs or MA. If just for addition information is oke.

We just need to know their culture, without include them in our life. Because we have our own culture.

To conclude, the findings indicate that most of the participants favor the IC cultures when teaching English as these are contributive to their knowledge refinement of the target language. In other case, some in contrast view IC culture as a mismatching element if included in English language teaching. Two most cited reasons lie on the fact that Western cultures are not all good for EFL learners and also, the 'pride' of learners' local cultures are of important to consider. Lastly, neutral voices are raised by the respondents. Those who are 'not sure' judge the IC culture as an additional element in English language teaching of EFL countries.

IV CONCLUSION

The current study learns that preference on Inner Circle cultures in English language teaching held by EFL students exists. The dominance tenet voiced is because, based on the questionnaire result, this culture is bound with the English language and due to its position, the teaching of this language even becomes crucial to include its cultural values. When asked to clarify the answer, most of the participants stated that the inclusion of Inner Circle cultures can assist them improve the ability to understand the language. Differently held, the opposing beliefs are also worth-noting. Those who refused consider the own local culture as the most important value to teach and learn in EFL classrooms. The last b is those who are neutral. These participants favored to use Inner Circle cultures as an additional information or knowledge for EFL students. Based on these findings, future research on local cultures norms in English language teaching is plausibly necessary.

REFERENCES

- Brown, J. D. (2012). *EIL curriculum development*. In L. Alsagoff, Guangwei.
- Crystal, D. (2003). *English as a global language* (2nded). New York: Cambridge University Press.
- Dörnyei, Z. (2005). *The psychology of language learner*. Mahwah, New Jersey: Lawrence Erlbaum Associates.
- Hu, S. L. McKay & W. A. Renandya. (2012). (Eds.), *Principles and practices for teaching English as an international language* (pp. 147-167). New York: Routledge.
- Floris, F. D. (2013). *Exploring teachers' beliefs on the teaching of English in English language courses in Indonesia*. Philippine ESL Journal, Vol. 11.

- Guilani, M. A., Yasin, M. S. M, Hua, T. K, &Aghaei, K (2012). *Culture-integrated teaching for the enhancement of EFL learner tolerance*. Asian Social Science, 8(6). 115-119. doi: 10.5539/ass.v8n6p115.
- Jenkins, J. (2003). *World Englishes: A resource book for students*. London: Routledge.
- Kramch, C. (1988). *The cultural discourse of foreign language textbooks*, in A. Singerman (ed), *Toward a New Integration of Language and Culture*. Middlebury, VT: Northeast Conference on the Teaching of Foreign Languages.
- Kirkpatrick, A. (2007). *World Englishes: Implications for international communication and English language teaching*. Cambridge: Cambridge University Press.
- Lamb, M. (2009). *'It depends on the students themselves': Independent language learning at an Indonesian state school*. Language, Culture and Curriculum. 17(3).
- McKay, S. L. (2003). *Toward an appropriate EIL pedagogy: Re-examining common ELT assumptions*. International Journal of Applied Linguistics, 13(2):1-22.
- Pavlenko, A., & Lantolf, J. (2000). *Second language learning as participation and reconstruction of selves*. In A. Pavlenko, & J. Lantolf (Eds.), *Socioculturaltheory and second language learning* (pp. 155-178). Oxford: Oxford University Press.
- Poedjiastutie, D. (2009). *Culture shock experienced by foreign students studying at Indonesian universities*. TEFLIN Journal. 20 (1). 25-35.
- Richards, J. C. (2002). *30 years of TEFL/TESL: A personal reflection*, RELC Journal, 33(2):1-35.
- Richards, J. C., & Lockhart, C. (1996). *Reflective teaching in second language classrooms*. Cambridge: Cambridge University Press.
- Richards, J. C., Gallo, P. B & Renandya, W. A. (2001). *Exploring teachers' beliefs and the process of change*. The PAC Journal. 1 (1).
- Sariçoban, A & Çaliskan, G. (2011). *The influence of target culture on language learners*. Journal of Language and Linguistic Studies. 7(1), 7-17.
- Shahed, F. H. (2013). *Culture' as a skill in undergraduate EFL classrooms: The Bangladeshi realities*. TEFLIN Journal. 24(1), 97- 107.
- Ubaidillah, M. F. (2018). *The pedagogy of English as an international language: Indonesian pre-service teachers' voices*. The Journal of AsiaTEFL. 15(4), 1186-1194.
- Ubaidillah, M. F. (2018). *Uncovering EFL teachers' beliefs of English as an international language*. Korea TESOL Journal. 14(2), 139-152.
- Ubaidillah, M. F., Hidayah, I., & Sari, A. S. (2014). *Think globally, act locally: Integrating local cultures in EFL contexts*. Accessed from http://independent.academia.edu/Ubaidillah_MFaruq. October 14, 2015.
- Zacharias, N. T. (2003). *A survey of tertiary teachers' beliefs about English Language Teaching in Indonesia with regard to the role of English as a global language*. Unpublished MA Thesis. Assumption University, Bangkok, Thailand.
- Zacharias, N. T. (2014). *The relocation of culture in the teaching of English as an international language*. In R. Marlina & R. A. Giri (Eds.), *The Pedagogy of English as an International Language: Perspectives*

***BIDADARI-BIDADARI SURGA* INTRINSIC ELEMENTS: A NOVEL ANALYSIS**

Cendy Lauren

University of Lancang Kuning

Cendylauren7@gmail.com

Abstract

This study aims to describe the intrinsic elements of Tere Liye's *Bidadari-bidadari Surga* novels. The method used to obtain data in this study is a qualitative descriptive method. Sources of data are excerpts of words, sentences, and discourses found in the novel *Bidadari-Bidadari Surga* by Tere Liye published by Republika in 2008. Related to the intrinsic elements that build literary works from within, data collection is done by reading data sources and researchers act as instruments. The researcher identifies, classifies, and codifies the data based on the problems studied. The data collection technique of this research uses textual techniques. Data analysis was carried out in a qualitative descriptive manner by reading, identifying, interpreting, and interpreting the data then drawing conclusions. The results of the analysis of this study show that the *Bidadari-Bidadari Heaven* novels have the theme of kinship and characters who are hard-nosed, not open, willing to sacrifice, kind-hearted, naughty, obedient, not deterred, and hardworking from several figures in the story. This novel is worth reading by teenagers, adults, the elderly and the elderly because this novel has a moral value that is very close to society.

Keywords: *intellectual element, moral value, character*

I INTRODUCTION

Literary works are created because of the author's inner experience of interesting social events or realities. this experience gave birth to the idea of imagination as outlined in writing. This means that something imaginative may occur in real life. Cloth people may experience the same event, as stated in the literary work. this is in line with Pradopo (1997) who argues that "more and more literary works emit a level of mental experience and are of high value, combined with the more complete experience, literary works become increasingly large, large and grand, so they become higher quality "(p. 59). The essence of a literary learning is the appreciation of literature because in the appreciation of literature students can meet directly with literature. Students carry out activities to read, enjoy, appreciate, understand, and respond to literature in front of the public. There was created a conducive climate so that students are more obsessed with literary work and the dynamics in it so students become interested in participating in this learning. Through the appreciation of literature students are expected to be able to appreciate and give sincere appreciation to existing literary works. One type of literary work is a novel. Novels as a work of fiction offer an imaginative world that is not much different from real human life. In novels it is usually possible to have a broad presentation of a place or space so it is not surprising that human existence in society is always the main topic. Novels as fictional works depict the reality of human life from the standpoint of literature. Fictional life will not be separated from the reflection of everyday social facts. These facts may be things that the author has seen, felt, experienced, and aspired to, usually reflected in his work. so, the novel combines the facts of the imagination and idealism of the author.

Today's novels with teenagers, love, and lots of sex appear in circulation. A theme that is so selling but less educating for readers in general. But of the many, there are still a number of novels that try not to be tempted by the theme and try to provide other themes that are nicely packaged to make a quality and quality reading. One of the novels, there is a novel that makes family as its theme. Has a neat storytelling style and the use of perspective and detailed settings that make it a novel that is good and worth reading. this novel is the angel of heaven by Tere Liye. *Bidadari-Bidadari Surga* is one of novels which the best-seller in Indonesia. The theme of the novel is about a Family. This novel which is full of the meaning of hard work, sacrifice and respect, was written by a novelist who was familiarly called by the name of the questioner Tere Liye. This novel is for adults and teenagers, but it is also readable for children with parental advice. *Bidadari-Bidadari Surga* by Tere Liye is published by Republika in Jakarta. The first copyright edition of the book was made in June 2008 and the thirteenth copyright edition was in February 2013. The length and the width of the book are 20,5 cm x 13,5 cm with 368 pages and the ISBN is 978-979-1102-26-1.

By searching on idwriters.com it is known that Tere Liye or Darwis born in Kikim, Sout Sumatera (21th May 1979: 40 years old) and currently lives in Jakarta. He started writing in elementary school. He has a bachelor's degree from the Faculty of Economics, University of Indonesia, Depok. Beside writing, Tere Liye is also a Finance Professional. To this day, he has written not less then 21 books, ranging from novels, poetry collections and books of quotations. The fiction he writes varies, ranging from fantasy, action, children stories, family stories, religious stories, love stories, to historical novels. He also regularly writes columns on economics, politics and culture. His novels include Hafalan Shalat Delisa (2005), Rembulan Tenggelam di Wajahmu (2009), Daun yang Jatuh Tak Pernah Membenci Angin (2010), Eliana (serial anak-anak Mamak, Book 4, 2011), Negeri Para Bedebah (2012), and Dikatakan atau Tidak Dikatakan, Itu Tetap Cinta (2014). Several of his books have received literary awards. Negeri Para Bedebah and the poetry compilation Dikatakan atau Tidak Dikatakan Itu Tetap Cinta both won Indonesia Reader's Choice, negeri Para Bedebah was also shortlisted for the Kuala Sastra Khatulistiwa and the novel Rindu Won Islamic Book Award. Three of his novels have been filmed, including his debut novel Hafalan Shalat Delisa, which became a blockbuster in 2011. Some of his novels have been made into television series, including Serial Anak Kaki Gunung, which received an award for television series at the Bandung Film Festival 2012.

II MATERIALS AND METHOD

Qualitative research, trying to describe the object of research in the form of words in the Bidadari-Bidadari Surga novels with a view to understanding phenomena holistically, by describing them in the form of words and languages, in a specific natural context and by utilizing various scientific methods (Moleong, 2005).

Qualitative descriptive used in this study also aims to make a description, description, or painting systematically, factually and accurately of the factors, traits and relationships between the phenomena investigated. In the side of morality in Bidadari-Bidadari Heaven novels by Tere Liye.

III RESULTS AND DISCUSSION

3.1 THE STRENGTH OF THE NOVEL

This book is very touching and inspiring, the story is very interesting. The story is reviewed in great detail and as if the reader feels what the writer tells.

3.1.1 THEME

There is another strength in the novel. According to Abrams in Glossary of Literary Term (1999;169) "Theme is sometimes used interchangeably with "motif" but the term is more usefully applied to general concept or doctrine, whether implicit or asserted, which an imaginative work is designed to incorporate and make persuasive to the reader". Family is theme that appears in the novel. The novel tells about the sacrifice of a brother (Laisa) to his siblings (Dalimunte, Ikanuri, Wibisana, and Yashnta). The theme is shown in the following quote:

"Kak Laisa berlari sekuat kakinya ke kampung atas. Tidak peduli tetes air hujan bagai kerikil batu yang ditembakkan dari atas. Tidak peduli tubuhnya basah-kuyup. Tidak peduli malam yang gelap gulita. Dingin membungkus hingga ujung kaki. Musim kemarau begini, di malam hari, suhu Lembah Lahambay bisa mencapai delapan derajat celsius. Kak Laisa berlarian menaiki lembah. Terpesolet. Sekali. Dua kali. Tidak peduli. Petir menyalak. Guntur. menggelegar. Ia ingat. Ia ingat kakak-kakak mahasiswa tadi menyebut-nyebut soal obat dan dokter. Mereka pasti bisa membantu." (P. 66-67).

3.1.2 CHARACTER

3.1.2.1 Laisa

Laisa, the eldest child of mamak Lainuri. Laisa has dreadlocks, black skin, and short and fat body. While her sisters were beautiful and handsome, tall, white, and had straight hair. Character:

(a) Hard and cruel

This character can be seen from the attitude of Kak Lais when he learned that Dalimunte skipped school, then hit Dalimunte using a tree branch.

“Kak Laisa menukas tajam, tangkas menyambar ranting yang kebetulan hanyut di dekat kakikaki mereka, dan tentu saja ranting itu gunanya buat menunjuk-nunjuk dada Dalimunte. "Sejak kapan kau berani bolos sekolah, hah?" Kak Laisa menghardik.” (P. 24)

(b) Willing to sacrifice

This can be seen from the attitude of Sis Laisa who chose to quit school to help other Mamakas find money so that their younger siblings could continue their studies.

“Tidak. Kak Lais keliru. Dali mengerti benar. Mamak sudah bekerja keras demi mereka. Mengerti benar Kak Laisa mengorbankan seluruh masa kanak-kanak dan remajanya agar bisa membantu Mamak setiap hari tanpa lelah demi adik-adiknya sekolah. Dalimunte menyeka matanya. Menangis, rusukan ranting Kak Laisa di dada terasa sakit sekali, tapi hatinya lebih sakit lagi. Sungguh dia tidak bolos demi sesuatu yang percuma. Dia tidak sedang main air. Tapi dia tidak bisa menjelaskannya” (P. 25)

3.1.2.2 Dalimunte

Dalimunte is the second child of Mamak Lainuri. A physics professor whose name is already famous. Character:

(a) Brave

This can be seen from the incident when Dalimunte dared to submit a proposal to make a waterwheel at a routine meeting of the Lahambay Valley residents, even though he was still small, as quoted:

"MAKSUDMU, kita bisa mengangkat air sungai itu dengan kincir-kincir itu, Dali?" Salah seorang pemuda bertanya, memecah lengang setelah Dalimunte selesai menunjukkan gambar-gambarnya. Dalimunte mengangguk mantap. "Lantas membuatnya mengairi ladang-ladang kita?" Bertanya lagi. Sedikit terpesona, lebih banyak sangsinya. Dalimunte mengangguk sekali lagi. Bahkan kincir-kincir itu bisa sekalian digunakan sebagai pembangkit listrik. "Itu lima meter tingginya, Dalimunte! Sebesar apa kincir yang harus kita buat agar bisa mengangkat air dari sungai bawah cadas? Kau harusnya tahu itu." Pemuda itu berseru sedikit putus-asa. "Tidak besar. Tidak besar!" Dalimunte menjawab cepat. Setelah lima menit menjelaskan kertas-kertasnya dengan terbata-bata, meski masih gugup, dia jauh lebih tenang sekarang, "Tapi kita akan membuat lima kincir air, membuatnya bertingkat! Tidak besar!" (P. 34)

(b) Obedient

This can be seen from the attitude of Dalimunte who never refused Sis Laisa's orders.

"Kau tahu! Mamak setiap hari ke ladang! Setiap sore ke hutan mencari damar! Mengumpulkan uang sepeser demi sepeser agar kalian bisa sekolah! Lantas apa yang kau berikan sebagai rasa terima kasih? BOLOS SEKOLAH!! BERMAIN AIR??" Dalimunte tertunduk dalam-dalam. Menyeka matanya yang tiba-tiba panas, berair. Dali tidak sedang bermain air, Kak Lais. Sungguh — "KAU BENAR-BENAR TIDAK TAHU MALU! MAU JADI APA KAU KALAU BESAR NANTI??" Tidak. Kak Lais keliru. Dali mengerti benar. Mamak sudah bekerja keras demi mereka. Mengerti benar Kak Laisa mengorbankan seluruh masa kanak-kanak dan remajanya agar bisa membantu Mamak setiap hari tanpa lelah demi adik-adiknya sekolah. Dalimunte menyeka matanya. Menangis, rusukan ranting Kak Laisa di dada terasa sakit sekali, tapi hatinya lebih sakit lagi. Sungguh dia tidak bolos demi sesuatu yang percuma. Dia tidak sedang main air. Tapi dia tidak bisa menjelaskannya. "KAU DENGAR KATAKU?!" Dalimunte terisak, mengangguk. "PULANG! PULANG SANA!!" Kak Laisa keras memukul lengan Dalimunte dengan ranting. Yang dipukul menyeka hidungnya yang kedat. Sakit. Tangannya terasa pedas, perih. Tapi hatinya tertusuk lebih sakit. Dia tahu. Tentu saja dia tahu, Dalimunte melangkah pelan, menyusuri inang sungai” (P. 25)

(c) Sensitive to the environment

It was known from his reaction that he knew the fields in his village only relied on rain, he then made a water mill.

“ANAK KECIL berumur dua belas tahun itu sedang sibuk menyusun balok-balok bambu di pinggir sungai yang mengalir deras. Mukanya serius. Mulutnya sedikit terbuka. Kepalanya terus berpikir. Sekali, dua kali, tiga kali, berkali-kali, dia menyusun ulang balok-balok itu. Jatuh, disusun kembali. Gesit. Terampil tangannya mengikat tali rotan. Memukul ujung bambu dengan batu agar melesak lebih dalam ke tepi sungai. Cahaya matahari pagi yang meninggi menyinari Wajahnya. Herhenti sejenak. Menyeka keringat. Lantas beranjak ke tepi sungai. Mengambil kincir yang tersandar di cadas batu setinggi lima meter. Kincir dari batang bambu itu benar-benar seadanya. Jauh dari kokoh. Tapi itulah usaha terbaiknya. Sudah seminggu terakhir dia sembunyi-sembunyi membuatnya. Selepas pulang sekolah. Selepas membantu Mamak Lainuri dan Kak Laisa di ladang. Kapan saja ada waktu luang. Dia akan berlari ke tubir cadas sungai. Mengerjakan proyek rahasianya jadi bagaimanalah akan kokoh dan baik bentuknya” (P.23)

3.1.2.3 Ikanuri

Is the third child of Mamak Lainuri. Character:

(a) Naughty

This can be proven when Ikanuri and Wibisana steal mango and the habit of those who often skip school.

“Laisa mendekat. Menyelidik. Menatap tajam pohon mangga yang sedang ranumranumnya berbuah. Daunnya yang rimbun seperti dipenuhi benjol-benjol buah yang besarbesar. Dahan pohon itu bergoyang-goyang lagi. Laisa melangkah semakin cepat. Tinggal sepelemparan batu, tinggal lima belas meter, akhirnya ia bisa melihat bayangan yang membuat pohon itu bergerak. "Cepat, Ikanuri—" Berbisik tertahan. "Sebentar." Suara itu ikut tertahan. "Kak Laisa! Ada Kak Laisa! Cepat turun..." "Sebentar, celanaku tersangkut—" GEDEBUK! Ikanuri yang bergegas turun dari pohon mangga malah terjatuh, kehilangan keseimbangan saat buru-buru, menimpa Wibisana yang sudah turun duluan. Tidak tinggi benar, hanya satu meter, karena mereka sudah tiba di dahan terendah. Tapi itu membuat pelarian mereka gagal total. Ikanuri yang sibuk mengaduh selama lima detik, memberikan waktu yang cukup bagi Laisa untuk mengenali siapa. "IKANURI! WIBISANA!" (P.41)

(b) Disobedient

It was proven by the attitude of Ikanuri who never followed Sis Laisa's orders when she was little.

"Kalau kau bolos, berarti Ikanuri dan Wibisana juga bolos!" Kak Laisa bertanya menyelidik, menyusuk dadanya lebih keras. Dalimunte meringis. Soal itu tidak usah ditanya lagi, meski ada Kak Laisa sekalipun Ikanuri dan Wibisana rajin bolos, apalagi jika Kak Laisa tidak ada. Lebih berani melawan. Tadi pagi sih mereka bertiga pamitan ke Mamak, memakai seragam, menuju sekolah di desa atas. Tapi baru tiba di pertigaan jalan bebatuan selebar tiga meter itu, Ikanuri dan Wibisana sudah kabur duluan, naik starwagoon tua yang kebetulan lewat ke kota kecamatan. Dalimunte sebenarnya jauh lebih nurut. Dia meski terkadang bosan sekolah, tapi tidak pernah membolos. Tadi pagi saja, butuh waktu sepuluh menit di pertigaan itu hingga akhirnya dia berani memutuskan untuk ikut membolos. Menyelesaikan kincir airnya. " (P.24)

3.1.2.4 Wibisana

The fourth child of Mamak Lainuri who has a face similar to Ikanuri, but not a twin of Ikanuri. They were born in the same year, only eleven months apart. Wibisana has the exact same character as Ikanuri, because Wibisana also did whatever the fishuri did.

3.1.2.5 *Yashinta*

The last child of Mamak Lainuri who likes animals and adventures. Having a stubborn character described by the author when Yashinta repeatedly refused Sis Laisa's orders to marry Goghsky. And it has proven indifferent character when Yashinta answers with short answers, Goghsky's question.

3.1.2.6 *Mamak Lainuri*

(a) **Kind-hearted**

It was proven by the willingness of Mamak Lainuri to treat Laisa, even though it was not her biological child.

"PULANGLAH. Sakit kakak kalian semakin parah. Dokter bilang mungkin minggu depan, mungkin besok pagi, boleh jadi pula nanti malam. Benar-benar tidak ada waktu lagi. Anak anakku, sebelum semuanya terlambat, pulanglah...." Wajah keriput nan tua itu menghela nafas. Sekali. Dua kali. Lebih panjang. Lebih berat. Membaca pesan itu entah untuk berapa kali lagi. Pelan menyeka pipinya yang berlinang, juga lembut menyeka dahi putri sulungnya, wanita berwajah pucat yang terbaring lemah di hadapannya. Mengganggu. Berbisik lembut: "Ijinkan, Mamak mengirimmkannya, Lais.... Mamak mohon...." Pagi indah datang di lembah itu. Cahaya matahari mengambang di antara kabut. Embun menggelayut di dedaunan strawberry. Buahnya yang beranjak ranum nan memerah. Hamparan perkebunan strawberry terlihat indah terbungkus selimut putih sejauh mata memandang. Satu bilur air mata akhirnya ikut menetes dari wanita berwajah redup yang terbaring tak berdaya di atas tempat tidur. Mereka berdua bersitap satu sama lain, lambat-lambat. Lima belas detik senyap. Hanya desau angin lembah menelisik daun jendela. Ya Allah, sungguh sejak kecil ia menyimpan semuanya sendirian. Sungguh. Demi adik-adiknya. Demi kehidupan mereka yang lebih baik. Ia rela melakukannya. Tapi, sepertinya semua sudah usai. Waktunya sudah selesai. Tidak lama lagi." (P.2)

3.1.3 *PLOT*

This novel has a mixed groove (back and forth forward). In the C.1 P.2 with the title Four Corners, here shows the forward path as quoted:

"Empat nomor telepon genggam! Tak peduli di manapun itu berada. Tak peduli sedang apapun pemiliknya. Kabar itu segera terkirimkan. Melesat mencari empat nomor telepon genggam yang dituju." (P. 02).

But in the C.2 P.8 with the title Split Moon at the end of the story, here shows the backward flow as quoted:

"Sedikit terburu-buru meraih telepon genggam. SMS. Kenapa harus dengan SMS? Jika penting bukankah bisa langsung menelepon? Itu berarti Mamak Lainuri yang mengirimkan. Mamak tak pandai benar berbicara lewat HP, selalu merasa aneh. Setelah terdiam sejenak menatap layar HP, Dalimunte gemetar menekan tombol open. SMS itu terbuka. Gagap membaca kalimatnya. Menggigit bibir. Menyeka dahi yang berkeringat. Terdiam lagi satu detik. Dua detik. Lima detik. Lantas dengan suara amat lemah berkata pendek di depan speaker. "Maaf. Cukup sampai di sini—". (P. 08)

3.1.4 *VALUE*

The religious value of the novel is devotion to God the Almighty. The social value of the novel is mutual help, respect, and love. Moral values in novels are devotion to parents and older people.

We can also take the lessons contained in it about God's destiny, that life, soul mate, sustenance, and death are entirely God's. Humans can only try their best and pray, but the final decision remains in God's hands.

3.2 THE WEAKNESS OF THE NOVEL

3.2.1 LANGUAGE STYLE

This novel is compiled with a bandage of dialogues that are quite successful in making the emotions of the readers explore the feelings of the characters in it.

"Aku harus pulang, Dok. Tidak ada pilihan lain. Besok Ikanuri dan Wibisana menikah, bagaimana mungkin aku tidak di sana?" (P. 108)

"Ya Allah, aku mohon, meski hamba begitu jauh dari wanita-wanita mulia pilihanmu, hamba mohon kokohkanlah kaki Laisa seperti kaki Bunda Hajra saat berlarian dari Safa-Marwa.... Kuatkanlah kaki Laisa seperti kaki Bunda Hajra demi anaknya Ismail.... Mereka tidak boleh melihat aku sakit..." (P. 108)

However, the language style in this novel is rather confusing, for example, to lay out a way to call key characters, sometimes called Sis, sometimes called Wawak, in some places it is a bit messy. As quoted:

"Mereka lagi-lagi berisik saat naik ke rumah panggung. Ribut soal siapa yang duluan salaman dengan Eyang Lainuri dan Wawak Laisa. Saling dorong saat masuk kamar. Tidak mempedulikan tatapan tetangga yang sedang mengaji yasin. Tetapi dua sigung kecil itu seketika terdiam saat melihat ke dalam kamar." (P. 80)

3.2.2 ENDING OF THE NOVEL

This novel that feels a little awkward is about the author's point of view. There is confusion on the position of the author in this story sometimes there is no correlation with the storyline. Like the quote in the story:

"Aku akan selalu mencintaimu, Yash." Berbisik, meyakinkan. Yashinta tertunduk. Menggigit bibir. "Menikahlah, Yash—" Kak Laisa tersenyum. Dan Yashinta gemetar mengangguk. Cahaya matahari senja menerabas indah bingkai jendela kamar. Berpendar-endar jingga. Sungguh senja itu wajah Kak Laisa terlihat begitu bahagia. Mungkin seperti itulah wajah bidadari surga. Lima menit kemudian pernikahan itu dilangsungkan. Dalimunte yang menjadi wali pernikahan. Bang Jogar dan salah satu penduduk kampung lainnya menjadi saksi.

Pernikahan terakhir di lembah indah mereka. Seusai Goughsky mengucapkan ijab-kabul. Saat Yashinta menangis tersedu. Ketika Mamak menciumi kening bungsunya memberikan kecupan selamat. Saat yang lain buncah oleh perasaan entahlah. Semua perasaan ini.... Saat itulah cahaya indah memesonanya itu turun membungkus lembah. Sekali lagi. Seperti sejuta pelangi jika kalian bisa melihatnya. Di sambut lenguhan penguasa Gunung Kendeng yang terdengar di kejauhan. Kelepak elang yang melengking sedih. Bagai parade sejuta kupu-kupu bersayap kaca. Menerobos atap rumah, turun dari langit-langit kamar, lantas mengambang di atas ranjang. Lembut menjemput. Kak Laisa tersenyum untuk selamanya. Kembali. Senja itu, seorang bidadari sudah kembali di tempat terbaiknya Bergabung dengan bidadari-bidadari surga lainnya.

Dan sungguh di surga ada bidadari-bidadari bermata jeli (Al Waqiah: 22). Pelupuk mata bidadari-bidadari itu selalu berkedip-kedip bagaikan sayap burung indah. Mereka baik lagi cantik jelita. (Ar Rahman: 70). Suara Mamak berkata lembut saat kisah itu diceritakan pertama kali terngiang di langit-langit ruangan: bidadari-bidadari surga, seolah-olah adalah telur yang tersimpan dengan baik (Ash-Shaffat: 49)" (P. 136)

IV CONCLUSION

Based on the results of the data analysis that the author has described, then conclusions can be taken as follows: The themes, settings, characters, and mandates of the Bidadari-bidadari heaven novels are the advantages of the novel. Where the family theme raised by the author is common in the surrounding community. And overall this story in this novel, really this is a novel that is very beautiful, touching, and full of life learning. Tere Liye with his words were light, easy to understand, and sometimes tickled again and again anesthetized his readers so that they could flow in every incident. It's a story of struggle that is so moving. Give lessons and remind the reader of the meaning of hard work,

compassion, and sincerity. The figure of laisa is a marvelous reflection of man. A human figure who still does good and tries to benefit others. Even he didn't have time to think about himself. This is happiness and sincerity of essential love. In this story Laisa gives a message that happiness is when you can see other people happy. Therefore, this novel is very worth reading by all people, especially those who want to understand the true meaning of love, affection and struggle for life.

REFERENCES

- Endraswara, S. (2003). *Metodologi Penelitian Sastra* (Epistemologi, Model, Teori, dan Aplikasi). Yogyakarta: Pustaka Widayatama.
- Hamuddin, B. (2016). *Using Content Analysis (CA) in Seeking the Opportunities for Alumni of English Department in Newspapers*. *ELT-Lectura*, 3(1).
- Liye, T. (2008). *Bidadari-bidadari Surga*. Jakarta: Replubika.
- Miles, B.M dan Huberman, M. (1992). *Analisis data Kualitatif*. (Terjemahan Tjeptjep Rohendi Rohidi). Jakarta: UI Press
- Moleong, J.L. (2000). *Metodologi Penelitian Kualitatif*. Bandung: PT. Remaja Rodakarya.
- Nurgiyantoro, B. (2005). *Teori Pengkajian Fiksi*. Yogyakarta: Gadjah University Press.
- Sangidu. (2004). *Penelitian Sastra: Pendekatan, Teori, Metode, Teknik dan Kiat*. Yogyakarta: Unit Penerbitan Sastra Asia Barat Fakultas Ilmu Budaya Universitas Gadjah Mada.
- Sari, R., Putri, S. E., Herdi, H., & Hamuddin, B. (2018). *BRIDGING CRITICAL DISCOURSE ANALYSIS IN MEDIA DISCOURSE STUDIES*. *Indonesian EFL Journal*, 4(2), 80-89.
- Semi, M.A. (1993). *Anatomi Sastra*. Padang: Angkasa Raya.
- Tarigan, H.G. (1984). *Prinsip-prinsip Dasar Sastra*. Bandung: Angkasa.

SHIFT OF LEXICAL COHESION IN TRANSLATION OF THE NOVEL *THE ADVENTURES OF SHERLOCK HOLMES*

Ni Nyoman Yulastari

Badung Government Tourism Office

astarinyoman1@gmail.com

Abstract

Translation plays an important role in bridging the gaps between different culture and nations. Translation is not an easy process since no two languages have identical linguistic system and culture. The difference of linguistic systems and culture in two languages made the translation cannot be an exact equivalent transferred from the source language into the target language. This paper aims to describe the translation equivalent of the lexical cohesion found in *The Adventures of Sherlock Holmes*; and to identify the effects of shift of cohesion in translation of *The Adventures of Sherlock Holmes* and its translation. In this paper qualitative descriptive method is used to describe or analyze the data of shift of cohesion in translation. The finding shows that the lexical cohesion in the text is built by a number of repetitions, synonymy, near-synonymy, superordinate, general word and collocation. Shifts of cohesion found in the novel are shifts in the level of explicitness and shifts in the textual meaning(s).

Keywords: *lexical cohesion, translation strategy, and shift of cohesion*

I INTRODUCTION

Translation is not an easy process since no two languages have identical linguistic system and culture. Therefore, when the source language and the target language are widely different in structure and cultural background, there cannot be an exact equivalent transferred from the source language into the target language. It means that in the widest sense (including the lexical and connotative meanings) in the target language there is no exact equivalent of any lexical item in the source language. The consequences in translation are that there will be loss of information, addition of information and skewing of information.

Novel is one of literary works. In the novel, there are many utterances or clauses. In every clause, there is a device which makes one clause related to another. The device is named cohesion. Cohesion is a semantic relation, but text is a semantic unit. Cohesion in a text can be analyzed through the linguistic devices which are called the cohesive devices. Lexical cohesion embraces two distinctions though related aspects which are referred to as reiteration and collocation (Halliday & Hasan, 1976:318).

The reason why this topic is interesting to discuss is that English and Indonesian are markedly different languages. Indonesian is different from English from lexical, structural, grammatical and many other aspects. From the lexical perspective, some words which work as cohesion devices in English may hardly find their counterparts in Indonesia, or they may carry different meanings in certain context. In English grammar is important, while Indonesian may ignore it in some context when it still makes sense. All these differences, in addition to many social, cultural, conventional differences lead to cohesion shift in English-Indonesian translation to raise textual equivalence. They also give challenges in English-Indonesian translation.

Due to the difficulties faced in translating English lexical cohesion, there are some problems highlighted in this study. The problems are formulated as follows: what types of lexical cohesion found in the novel *The Adventures of Sherlock Holmes* and how they are translated into Indonesian? And what are the effects of the shift of lexical cohesion in translation on the target language text? The theory applied in finding the answer to the questions above are the theory of cohesion proposed by Halliday and Hasan and the theory of shift of cohesion proposed by Shosana Blumkulka.

II MATERIALS AND METHOD

The data source of this study is the translation of a novel; the data were taken from a novel written by Sir Arthur Conan Doyle, entitled *The Adventure of Sherlock Holmes* obtained from <https://sherlock-holm.es/stories/pdf/a4/1-sided/advs.pdf>. It was translated into Indonesian by Albert with the same title. The data were collected by reading the source text and the bilingual text of the *Adventure of Sherlock Holmes* and its translation thoroughly. All the two versions were read one by one to understand the

content and storyline. This study applied the descriptive-qualitative method to analyze the data. To present the result of analysis clearly the English cohesive devices of the source language were compared with their translation equivalents in the target language; the English original texts were shown side by side to Indonesian equivalents; the source Language and Target Language were completed with some lines, followed with the analysis.

III RESULTS AND DISCUSSION

There are two categories of lexical cohesion in the translation found in the data. They are lexical cohesion as reiteration, and lexical cohesion as collocation. The lexical cohesion as reiteration is divided into four categories; they are reiteration, synonymy, superordinate and general words. After that, the lexical cohesion found in the source text was compared with the translation in the target text. The translation of cohesive devices was analyzed using the theory of translation proposed by Mona Baker. This answers the first problem of this study. Then, to answer the second problem, the data were analyzed and described based on the shifts occurring in the translation of cohesion.

3.1 SHIFT IN THE LEVEL OF EXPLICITNESS

Blum-Kulka (1986:22) stated that when the meaning of TL becomes deeper than SL, connected explicitly as lexically and grammatically, giving the text a dense, close texture as shift of cohesion, meaning that the explicitness occurs in TL.

3.1.1 THE GENERAL LEVEL OF THE TARGET TEXTUAL EXPLICITNESS IS HIGHER THAN THAT OF THE SOURCE TEXT

Blum-Kulka pointed that as required by the target language (TL) grammatical system, TL will be repeated once more than source language (SL). The result is that in TL it becomes in the higher level of redundancy compared with SL.

Data (01)

SL: (1) "We were both in the photograph."

(2) "Oh, dear! That is very bad! Your Majesty has indeed committed an indiscretion."

(3) "I was mad—insane."

(4) "You have compromised yourself seriously."

(5) "I was only **Crown Prince** then. I was **young**. I am but **thirty** now." (P. 8)

TL: (1) "Foto kami berdua"

(2) Wah! wah! Yang Mulia telah bertindak sembrono

(3) "waktu itu saya tergil-gila padanya sehingga tak sadar"

(4) "Anda terlibat secara serius"

(5) "Waktu itu saya masih **Putra Mahkota**. Masih **muda sekali**. Sekarang saja umur saya belum genap **tiga puluh**. (P.17)

In data (01), the type of lexical cohesion is superordinate. Superordinate is a word with a general meaning that includes the meanings of other particular words. Based on the data above, there is a relation between the word 'crown prince' with the word 'young' and 'thirty'. The word 'young' is superordinate of the words 'thirty' and 'crown prince'. 'young' is the general class of 'thirty' the age of the 'crown prince' when he became heir to the throne.

SL: "I was only **Crown Prince** then. I was **Young**

TL: "Waktu itu saya masih **Putra Mahkota**. Masih **muda sekali**

The general level of explicitness which is higher than SL occurs in the sentence above, because in literal meaning *I was young* is equivalent to *saya muda*. The translator added the word '*sekali*' for the naturalness of style and it explains clearly the expression of the source language as an overt meaning (cohesion shift) (Larson 1998:495). In the TL the translator clarifies the SL by adding the word '*sekali*' to the TL to emphasize the meaning. The translator used this strategy to maintain the cohesiveness of the idea in the following sentence: '*I am but thirty now*' which is translated into '*sekarang saja umur saya belum genap tiga puluh*' which means that he is feeling old now when he was looking back in the past; therefore, gain of information occurs in this translation.

3.1.2 THE GENERAL LEVEL OF THE TARGET TEXTUAL EXPLICITNESS IS LOWER THAN THAT OF THE SOURCE TEXT

In some cases, the textual level of explicitness is absent due to grammar, semantics, and style of two different forms of languages. The result is in TL it becomes in the lower level of redundancy compared with SL.

Data (02)

SL: (1) "I have spent the whole day," said he, "over Lloyd's registers and files of the old papers, following the future career of **every vessel** which touched at Pondicherry in January and February in '83. (2) There were **thirty-six ships** of fair tonnage which were reported there during those months.

TL: (1) "Sepanjang hari tadi." Sahutnya, "aku memeriksa daftar pelayaran dan berkas-berkas tua, termasuk **semua kapal** yang pernah berlabuh di pondicherry pada bulan januari dan pebruari 1883. (2) Ada **tiga puluh enam kapal** yang tercatat selama dua bulan itu (p.176).

Based on the data (02), the type of cohesive device in the text is superordinate. Superordinate is the name for a more general class. The expression '*thirty –six ships*' refers to the phrase '*every vessel*', because the word '*vessel*' is a general term that describes a watercraft. A ship is a type of vessel. Much like boats, however, we would describe a boat as a smaller vessel, and a ship would be a larger vessel, like cargo ships that carry goods. You could transport a boat on a ship, but you could not transport a ship on a boat. Both would be described as vessels. The translation strategy that the translator used to translate is the translation strategy of using a more general word (superordinate). The word '*vessel*' in SL is translated into '*kapal*' in TL because both words have the same conceptual meaning. The word '*vessel*' means a ship or large boat, meanwhile, the word '*kapal*' in TL means a vessel which is larger than a boat used for transporting people or goods by sea.

The effect of the translation shift of lexical cohesion in translation is the general level of the Target textual explicitness is lower than that of the source text, because the phrase '*every vessel*' in the source language is translated into '*semua kapal*' in TL. Both '*vessel*' and '*ship*' share the same conceptual meaning; water transportation. There is also a slight difference; it can be distinguished by its size and function between ship, boat, yacht, or even a dinghy.

3.2 SHIFT IN TEXT MEANING

3.2.1 THE EXPLICIT MEANING IN THE SL POTENTIALLY CHANGES INTO IMPLICIT THROUGH TRANSLATION

English has specific grammatical markers which are cohesively obligatory. In English, *a* is an indefinite obligatory article to make explicit meaning whether a noun is singular or plural as in the example below:

Data (03)

SL: (1) Looking over his shoulder, I saw that on the pavement opposite there stood a large woman with **a heavy fur boa** round her neck, and **a large curling red feather in a broad-brimmed hat** which was tilted in a coquettish Duchess of Devonshire fashion over her ear. (p.31)

TL: (1) Dari belakang bahunya, aku melihat seorang wanita tinggi besar berdiri di trotoar seberang. (2) Lehernya tertutup **syal bulu binatang**, dan ia mengenakan **topi lebar** yang tepat seperti gaya Duchess of Devonshire yang genit. (p.82)

The type of lexical cohesion in the data above is collocation. It can be seen from the pattern in the data above about fashion things. The paragraph is semantically related to fashion things such as '*fur*', '*red feather*', and '*hat*'. This collocation in fashion terms supports the idea in the whole paragraph about the woman figure or characteristic that has been mentioned in the previous sentence. The translation strategy that the translator used paraphrasing using a related word. It can be seen in the first sentence that *a heavy fur boa* in SL is translated into *syal bulu binatang* in TL in second sentence literally, the translation of *a heavy fur boa* is *sebuah syal bulu-bulu yang berat*, but it is translated into *syal bulu binatang*, because *boa* itself means a long thin stole of feathers or fur worn around a woman's neck, typically as part of evening dress. The literary translation is too much redundant, so the translator used *syal bulu binatang* because it sounds natural. In the data above, it can be seen that in the source language, the indefinite article '*a*' in '*a heavy fur boa*', '*a large curling red feather*', '*a broad brimmed hat*', and '*a coquettish Duchess of Devonshire*' is used before the countable or singular nouns referring to things and people. The indefinite article '*a*' in '*a heavy fur boa*' means one heavy fur boa. And it has the same meaning as '*a large curling red feather*' and '*a broad brimmed hat*'. On the other hand, the use

of the indefinite article 'a' in 'a coquettish Duchess of Devonshire' refers to a person. Therefore, when it is used to refer to a human in the target language, it can be 'seperti gaya seorang Duchess of Devonshire yang genit'.

The effect of translation is the explicit meaning in the SL potentially changes into implicit through translation, because the absence of the indefinite grammatical feature 'a' in the target language means that the referential meaning of 'syal bulu', 'topi lebar' and 'Duchess' is left implicit.

3.2.2 THE IMPLICIT MEANING OF SL POTENTIALLY CHANGES INTO EXPLICIT THROUGH TRANSLATION

The cultural background of SL may cause the implicit meaning to change into explicit meaning of TL. The different grammatical structure of SL may require TL to be made explicit (Larson 1998:494).

(Data 04)

SL: (1) "The goose, Mr. Holmes! (2) The goose, sir!" he gasped.

TL: (1) "Bebek itu, Mr Holmes! (2) Bebek itu!" katanya dengan terengah-engah. (p.225)

In data above the types of lexical cohesion are repetition and superordinate. Repetition means the word 'goose' in the second sentence refers to the word 'goose' in the first sentence. Superordinate is a name for more general class. It is used to refer to a word which has general properties rather than specific ones. "Sir" refers back to Mr. Holmes; and "Sir" is a superordinate of Mr Holmes – that is a name of the general class. The translation strategy that the translator used is cultural substitution. This strategy involves replacing a culture-specific item or expression with a target language item which does not have the same propositional meaning but it is likely to have a similar impact on the target reader. The main advantage of using this strategy is that it gives the reader a concept with which the reader can identify something familiar and appealing. It can be seen in the word 'goose' in the first and second sentences. Literally, the word 'goose' in SL means a large waterbird with a long neck, short legs, webbed feet, and a short broad bill. In the TL the word 'goose' is translated into the word 'bebek'. The word 'bebek' in TL is literally translated into 'duck' which means a waterbird with a broad blunt bill, short legs, webbed feet, and a waddling gait. The translator decided to use the word 'bebek' in TL rather than 'angsa', because the concept of the word *bebek* is more familiar and easier to be identified to the reader. As we know in the reader's culture that 'bebek' is a waterbird that can be more commonly consumed rather than *angsa*. In the next sentence, the translation strategy that the translation used is omission. It can be seen from the word 'sir' in the SL which is missing in the TL because such an expression is more common in TL. Therefore, we know that the loss of information occurs in this translation in which the determiner in SL disappears which can actually be translated into 'itu' in the target language.

Although there is loss of information in the second sentence in TL, the implicit meaning in SL potentially changes into explicit meaning in TL through translation, because the word 'bebek' in TL is made to be more explicit through translation.

IV CONCLUSION

According to the discussions, it can be concluded that lexical cohesion in the text are built through a number of repetition and superordinate. The strategy that the translator used to translate lexical cohesion in data are more general word (superordinate), translation by a more neutral/less expressive word, translation by cultural substitution, and Translation by omission. The effect of the translation found in the data are the general level of the target text's textual explicitness is higher than that of the source text, the general level of the target text's textual explicitness is lower than that of the source text. The explicit meaning potential of the source language changes into implicit through translation, and the implicit meaning potential of the source language changes into explicit through translation.

REFERENCES

- Bassnett, Susan. 1991. *Translation Studies*. London: Routledge
- Bell, R.T. 1991. *Translation and Translating: Theory and Practice*. London: Longman
- Brata, Frans I Made. 2011. *Cohesion and Coherence Shift of Expression in Translation*. Denpasar: Cakra Press
- Blum-Kulka, Shosana. 2000. *Shifts of cohesion and coherence in Translation*. In the Translation Studies Reader. 298-313. London and New York: Routledge.
- Brislin, Richard W. 1976. *Translation Applications and Research*. New York: Gardner Press, Inc

- Creswell, John W. 2009. *Research Design Qualitative, Quantitative and Mixed Methods Approaches*. Los Angeles: Sage Publication, Inc.
- Doyle, Sir Conan Arthur. *The Adventure of Sherlock Holmes*. (cited 2017, feb 10) Available <https://sherlock-holm.es/stories/pdf/a4/1-sided/advs.pdf>
- Hornby, Mary Snell et al. 1992. *Translation Studies: An Interdiscipline*. Philadelphia: John Benjamin Publishing Company
- Larson, Mildred.L. 1997. *Meaning - Based Translation*. Maryland: University Press of America.
- Newmark, Peter. 1988. *A Textbook of Translation*. Hertfordshire: Prentice Hall International (UK) Ltd
- Nida, Eugene A & Charles R. Taber. 1974. *The Theory and Practice of Translation*. Leiden: E.J. Brill
- Nida, Eugene A. 1975. *Language Structure and Translation*. California: Stanford University Press
- Pym, Anthony. 2010. *Exploring Translation Theories*. London: Routledge
- Venuti, Lawrence. 2000. *The Translation Studies Reader*. London: Routledge

BREAKFAST BOX: AN EFFORT TO DEVELOP VOCABULARY MASTERY

Dewi Lestari

SMP Muhammadiyah 2 Surakarta

dhewitta@yahoo.com

Abstract

Vocabulary is difficult skill for students on SMP Muhammadiyah 2 Surakarta. The students usually tend to listen, speak, read, and write text based on their vocabulary mastering. Once they get difficulty in understanding text, they will lose their courage to do more instructions. In order to build or understand a simple sentence, they need to open dictionary per word. As a result, students will easily lose interest and motivation to learn more. This research is carried out in SMP Muhammadiyah 2 Surakarta. It is on Jl. Kerinci No. 15. The research is conducted from July until Agustus 2018. The subject of this research is the IX-B grade students of SMP Muhammadiyah 2 Surakarta. The researcher chooses class B because the students have difficulties in understanding text due to the lack of vocabularies. That is why the researcher decides to improve their mastery in vocabulary through “vocabulary breakfast box”. “Vocabulary Breakfast Box” is adapted from “Kotak Sarapan Pagi” which is mostly applied at elementary school learning. It is about a board which contains of several boxes. Each box has an assignment for each student. The assignment can be the same as or different from others. It depends on the students’ assessment. The assignment exists in a form of a small paper. It consists of questions about words, sentences or text comprehension. Each box has students’ number or name. So, students will not go wrong to take others’ assignment. By using “vocabulary breakfast box”, the learning process in class has become interesting and varieties. Students are excited to try new strategy with teacher and discuss its benefits and lacks after the activity. Their vocabulary mastery becomes improved and they are able to answer most questions in each skill because they have recognized the words on the text or dialogue.

Keywords: *improving, vocabulary, vocabulary breakfast box*

I INTRODUCTION

Vocabulary is an important part in improving students’ communication ability in English, both written and spoken language. It develops the ability of listening, speaking, reading, and writing skills. Vocabulary is one of the necessary parts in gaining competence of language knowledge besides language structures, idiomatic expressions, formulaic expressions, and skill development. Students who have sufficient vocabulary will be automatically easier to master the four skills in English. They are going to face difficulties in communication with insufficient vocabulary or vice versa.

Among several parts of language knowledge, vocabulary is difficult skill for students of SMP Muhammadiyah 2 Surakarta. The students usually tend to listen, speak, read, and write texts based on their vocabulary mastering. Once they get difficulty in understanding a text, they will lose their courage to do more instructions. In order to build or understand a simple sentence, they need to open dictionary per word. As a result, students will easily lose interest and motivation to learn more. The learning process becomes so slowly. They cannot answer some simple questions because they do not understand the meaning of most words. Opening dictionaries often does not help them to overcome the problem. The limited number of dictionaries also becomes a problem. Students often do not bring them at school. As a result, a teacher should provide them from library. In fact, the number of dictionaries is not enough. The students also have difficulty in using dictionary. They are not accustomed to using it. Considering the proceeding problem, a teacher needs to apply various techniques and strategies. One of them is ‘breakfast box’. This learning strategy will hopefully not make dictionary dependence. It is also hoped it will increase their competence achievement.

Based on the background of the study explained before, the writer formulates the problem on how will vocabulary breakfast box improve students’ vocabulary at the ninth grade of SMP Muhammadiyah 2 Surakarta.

II MATERIALS AND METHODS

2.1 RESEARCH METHOD

This research is carried out in SMP Muhammadiyah 2 Surakarta. It is on Jl. Kerinci No. 15. The research is conducted from July until August 2018. The subject of this research is the ninth-grade students of SMP Muhammadiyah 2 Surakarta. It consists of five classes namely class A, B, C, D, and E.

The researcher focuses on the IX-D. The class consists of 25 students, 12 boys and 13 girls. The researcher chooses class B because the students have difficulties in understanding text due to the lack of vocabularies. That is why the researcher decides to improve their mastery in vocabulary through “vocabulary breakfast box”.

The research method used in this study is an action research. Arikunto (2009) defines Class Action reasearch as follows:

Research: the activity of observing object through using specific way or methods to obtain useful data or information in enhancing the quality of a certain thing that attract the researcher interest.

Action: referring to a certain activity done on purpose or on a certain reason. In the research, students activity cycles are formed.

Class: a group of students in the same certain length of time, receiving the same lesson from the same teacher.

Wallace (1999: 4) states that action research is basically a way of reflecting on a teacher’s teaching (or teacher training, or management of an English Departemnt, or whatever it is the teacher does in ELT). It is done systematically by collecting data on teacher’s everyday practice and analyzing it in other to come to some decisions about what the teacher’s future practice should be (in Siswanto).

Kemmis (1988: 17) state that there are three characteristics of action research. The action research carried out by technical. The aim is effectiveness or effiency of educational practice and professional development. The next action research is practical. The aim is practioners’ understanding and transformation of their consciousness. The last is emancipatory. The aim is participants’ emancipation from the dictates of tradition, self-deception, coercion, their critique of bureaucratic systematisation and also transformation of organisation and of the educational system. (Zuber-Skerritt, 1996: 4)

In this study, the classroom action research that is conducted is an attempt to improve students’ vocabulary mastery. This classroom action research is going to be carried out through the collaboration of the teacher. The practical action is implemented by the use of “Vocabulary Breakfast Box”. The effects of the action can be known after using the media in teaching. The reflection shows whether the method can improve the students’ vocabulary mastery.

2.2 ACTION RESEARCH MODEL

This action research uses a model developed by Kemmis (1988: 10-11). There are four steps in action research, namely plan, action, observation, and reflection. These four types are included in procedures of action research. The procedures of action research in this research are as follows:

2.2.1 IDENTIFYING THE PROBLEM

In this step, the researcher identifies the problem occurring in the class. The problems refer to the factors making the students difficult in reading. To identify the problem, the researcher observes the teaching learning process, interviews the teacher, and conducts a pre-test.

2.2.2 IMPLEMENTING THE ACTION RESEARCH

2.2.2.1 Planning

In this step, the researcher develops a plan of critically informed action to improve what was already happening. The researcher makes lesson plans about certain topic.

2.2.2.2 Action

The researcher acts to implement the plan. This is the step where the researcher conducts the technique in the class based on the plan made, the teaching learning process of uses Collaborative Language Learning technique.

2.2.2.3 Observing

The researcher observes the effects of the critically informed action in the context in which it occurs. The researcher observes how the process of the teaching learning runs. The researcher also monitors and writes the responses of the pupils in the class. In this step, the researcher is helped by the teacher. The teacher notes the events in the teaching learning process. The researcher also notes her perceptions and thought dealing with critical events or issues occurs in the classroom. He makes reflection and interpretation of the teaching in his note.

2.2.2.4 Reflection

Reflection seeks to make sense of processes, problem and issues in strategic action. If the researcher finds some difficulties unsolved during the teaching learning process, the researcher prepares the re-planning steps. The researcher reflects on these effects as the basis for further planning, subsequent critically inform action and so on, through a succession of stages. The researcher tries to formulate the conclusion of the previous steps.

2.2.3 TECHNIQUE OF COLLECTING DATA AND DATA ANALYSIS

The techniques used for collecting data are observation, interview, field notes, diaries and tests. Some information is taken by the researcher from the field notes and diaries. Then, the test is scored by looking for the mean score. After the mean score is found from the test, and it is supported by the data taken from the field note, the teacher can find how to effective media can improve student's vocabulary mastery.

The teaching learning process and the students' behavior during the action are analyzed using the observational and non-observational techniques. Based on Burns (1999: 156-160) the process of observational data analysis consists of five stages as follows:

2.2.3.1 Assembling the Data

The data assembly in this research is field notes and the researcher's diaries.

2.2.3.2 Coding the Data

Coding is process of attempting to reduce the large amount of data that are collected to more manageable categories and concepts, themes or type.

2.2.3.3 Comparing the Data

Once the data have been categorized in some way, comparisons are made to see whether themes or patterns are repeated or developed across different data gathering techniques.

2.2.3.4 Building Interpretation

This stage demands a certain amount of creative thinking as it is concerned with articulating underlying concepts and developing theories about why particular patterns of behaviors, interactions or attitudes have emerged.

2.2.3.5 Reporting the Outcomes

The final stage involves presenting an account of the research for others. A major consideration is to ensure that the report sets out the major process of the research, and the finding and outcomes are supported with examples from the data. The students' achievement data are the result of pretest and posttest in two actions. In analyzing the test score of the written test, a statistical technique is used to find the mean score of the students. The data from the written test are analyzed in order to prove whether or not teaching "Vocabulary Breakfast Box" can overcome the students' problem in vocabulary mastery.

III RESULTS AND DISCUSSION

3.1 IDEAL AND PRE-CONDITION

3.1.1 IDEAL CONDITION

In English curriculum, after getting a learning process, student is expected to be able to communicate in spoken and written language. For that reason, student should master enough vocabulary. Both spoken and written skills should be mastered well in order to make the learning process easier. Let alone, students who are at the ninth grade will face a National Examination. The English exam consists of variety questions. And understanding certain information from the text is one of the goals. If the students' vocabulary is poor, their understanding on a text will be difficult as well.

The vocabulary will be used in building sentences and paragraph. In making sentences, students need to have many words. "All languages have words. Language emerges first as words, both historically and in terms of the way each of us learned our first and any subsequent languages. The coming of new words never stops, nor does the acquisition of words. Even in our first language we are continually learning new words, and learning new meaning for old words (Thornbury, 2002).

3.1.2 PRE-CONDITION

In fact, students' mastery in vocabulary on IXD at SMP Muhammadiyah 2 Surakarta is far from the ideal condition. Or it is still under the minimum criterion. This fact makes the students difficult to achieve the basic competence in curriculum.

There are several things in causing students difficulties in mastering vocabulary such as vocabulary drills conducted by teacher is not appropriate to students' condition. Or the learning media is not interesting to them. The other one is students' lack of motivation. They have no habits in practicing English and they consider English as a difficult subject to learn after mathematics. Even in several other classes, some students think that English is more difficult than Mathematics.

Based on the situation, the researcher tries to overcome the problem by applying several methods or media to improve students' vocabulary mastery. One of technique and learning media used is called "vocabulary breakfast box".

3.2 PROBLEM ANALYSIS

A word list is the most popular way in learning vocabulary. It means teacher directly gives the words list to the students with its meaning. Students do not need to open dictionaries or discuss it with their friends. This way is considered as most practical way in teaching vocabulary because it is easy to be done. Teacher can prepare it at home. It also does not take much time in giving to the students.

This way of giving vocabulary is not always effective. Students often forget where they put it or leave it at home. Students are also depended their works on the vocabulary lists. There is other way in teaching vocabulary beside word lists. It is so called contextual. It means teacher is able to ask students to participate in the class activities. They can memorize the words at school or at home and test their knowledge at school. Here the researcher use those methods in learning vocabulary. The writer uses both word lists and contextual by using "vocabulary breakfast box".

3.3 PROBLEM SOLVING

To make vocabulary learning become more meaningful and interesting for students, the researcher tries to use "vocabulary breakfast box". "Vocabulary breakfast Box" is adapted from "Kotak Sarapan Pagi" which is mostly applied at elementary school learning. It is about a board which contains of several boxes (depends on the number of students). Each box has an assignment for each student. The assignment can be the same as or different from others. It depends on the students' assessment. The assignment exists in a form of a small paper. It consists of questions about words, sentences or text comprehension. Each box has students' number or name, so students will not go wrong to take others' assignment.

Before the English class is begun, teacher hangs the board in the class and asks the students to take their assignment. Students go in front of the class in an order based on their students' number. There are several ways in making the vocabulary breakfast box. They are:

1. Make the words from the theme which is discussed in a class.
2. Mix from easy to difficult words.
3. Make it more useful by using it in every discussion of listening, speaking, reading, and writing.
4. Start the task from the easiest word lists so that students will get good scores and be motivated.

In making this media, researcher classifies the words in certain texts. Then she gives it to the students to find out the meaning in a dictionary and then memorize all those words. The words are only ten or fifteen. At the beginning of the class, teacher gives five minutes for the preparation and five minutes for doing the tasks. After finishing the job, the teacher exchange the students' assignment and asks them to correct it. Those who get best score will receive small rewards for example candy, snacks, pencil, ruler, etc. what makes the students feel cheerful is not on the amount of the rewards but the proud feeling when they get the reward.

The use of this media is meant to make students memorize as many as word each week. That is why the researcher exchange the words from one student to another. The difficulty of words which are done by students can be varieted. It can be difficult words from the topic discussed in the class such as procedure texts, report text, narrative text, etc., or it can be taken from a song in listening class.

3.4 EXAMPLE OF TASKS

Code: 2. Rainbow, Yudistira p. 15

Gorgeous	Indah	Cloud	Awan	Prism	Prisma
Are formed	Terbentuk	Break up	Pecah	Split	Terpecah
Sunlight	Cahaya matahari			High	Tinggi
Shinning	Bersinar	Can be seen	Dpt dilihat	Full	Lengkap
Drops of rain	Tetesan hujan	Behind	Dibelakang	Light rain	gerimis
Right after	Segera setelah	Low	Rendah	each	Tiap-tiap
Shower	Hujan lebat	Strike			

After giving the vocabulary list, a teacher asks students to memorize it. It depends on the class. It can be one day before or ten minutes before the tasks. Teacher asks students to write the meaning of the words in Bahasa Indonesia.

Code: 2. Rainbow, Yudistira p. 15

Gorgeous		Cloud		Prism	
Are formed		Break up		Split	
Sunlight		Stream		High	
Shinning		Can be seen		Full	
Drops of rain		Behind		Curve	
Right after		Low		arch	
Shower		Strike			
Light rain		Each			

Code	Text
1	The georgerous colours of a rainbow are formed by sunlight shining on drops of rain.
2	The best thing for rainbow is right after a shower (light rain)
3	Rainbow comes when clouds break up and sunlight streams through
4	Each rain drops act as a prism and split the light into a spectrum of colours.
5	Rainbow can be seen only when the sun is behind you and low over the horizon
6	The spectrum of colours range from red to violet.
7	The lower the sun the higher the rainbow and the fuller its curved arch

Student's Number	Tasks Code
1	7
2	2
3	4
4	6
5	1
Etc.	

Students are motivated by using the strategy. They have a variety in learning English. They are just fun and do not get bored to the situation because it takes short time. This strategy can be developed in order to discuss material in listening, speaking, reading, and writing.

IV CONCLUSION

The conclusion is by using “Vocabulary Breakfast Box”, the learning process in class has become interesting and varieties. Students are excited to try new strategy with teacher and discuss its benefits and lacks after the activity. Their vocabulary mastery becomes improved and they are able to answer most questions in each skill because they have recognized the words on the text or dialogue.

REFERENCES

- Arikunto. (2009). *Penelitian Tindakan Kelas*. Jakarta: PT. Bumi Aksara
- Brown, Douglas. (2001). *Teaching by Principles: An Interactive Approach to Language Pedagogy*. NY: Longman.
- Burns, Anne. (1999). *Collaborative Action Research for English Language Teachers*. United Kingdom: Cambridge University Press.
- Cross, David. (1992). *A Practical Handbook of Language Teaching*. Prentice Hall Europe.
- Fauziati, Endang. (2010). *Teaching English As Foreign Language (TEFL)*. Surakarta: Era Pustaka Utama.
- Halilah, Adibah. (2013). *Vocabulary learning strategies among Malaysian TEVT students in German-Malaysian Institute (GMI)*. *Procedia-Social and Behavioral Sciences* 69 (2014) 361-368.
- Hopkins, David. (1993). *A Teacher's Guide to Classroom Research*. Buckingham: Open University Press.
- Kemmis, Stephen. (1988). *The Action Research Planner*. Deakin University.
- Kunandar. (2009). *Langkah mudah Penelitian Tindakan Kelas*. Jakarta. Rajawali Press.
- Kurikulum Berbasis Kompetensi, Depdiknas, 2004
- Parmawati, Aseptiana. *Using Magic Sentences Technique to Improve Students' Vocabulary (Classroom Action Research in the first Semester Stuents of IKIP Siliwangi Bandung)*. IKIP Siliwangi Cimahi.
- Siswanto, (2011). *Improving students' reading skills through collaborative language learning*. Thesis, Universitas Veteran Bangun Nusantara, Sukoharjo.
- Zahedi, Yagoub (2012). *The Impact of Imaginery Strategy on EFL learners' vocabulary learning*. *Procedia-Social and Behavioral Sciences* 69 (2012) 2264-2272.
- Zuber-Skerritt, (1996). *New Direction in Action Research*. NY: The Falmer Press.

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/language> 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/0Bw8hLzLQXo1RZXhKVVf5UUIjQXM/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.