The 1st Nommensen International Seminar on Language Teaching

NISOLT

“The Nuances of Linguistics and Literature in Language Teaching”

PROCEEDINGS

Issue 1: Linguistic Issues in Language Teaching

Conducted by English Study Program of Teacher Training and Education Faculty of Nommensen HKBP University, Pematangsiantar

October 5th, 2017

Editors:

Paitoon M. Chaiyanara
David Berthony Manalu

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PREFACE

This book reports the proceedings of the first Nommensen International Seminar on Language Teaching (1st NISOLT) themed with “The Nuances of Linguistics and Literature in Language Teaching” held by English Study Program of Teacher Training and Education Faculty of Nommensen HKBP University (NHU) on October 5th, 2017. There are 2 issues resulted from the seminar. The first issue is about “Linguistic Issues in Language Teaching” and the second issue is about “Genre and Language Teaching”.

The seminar purpose is to enlighten scholars on a new outlook and issues about linguistics, literature, and language teaching in the ASEAN Economic Community (AEC) platform. The establishment of AEC has been seen as a way to promote economic, political, social and cultural cooperation across the region. The idea is to move South-East Asia towards a globally competitive single market and production base, with a free flow of goods, services, labor, investments and capital across the member of ASEAN states.

The challenge is that language, as the means of communication, plays the most important role in this AEC era. Being able to communicate with all South-East Asia people will realize the aim of AEC. This means that language studies have become more important from now on.

This event is the first, and that means there will be the second, the third, and so on. The commitment of the English Study Program of FKIP Nommensen HKBP University is to keep this International Seminar going annually. And we hope the next events will be attended by International scholars from various countries.

We would like to thank all authors for their contributions to this proceeding. Special gratitude to the keynote speakers: Associate Prof. Dr. Paitoon M. Chaiyanara (Singapore), Associate Prof. Dr. Indirawati Zahid (Malaysia), Prof. Dr. Selviana Napitupulu, M.Hum (Indonesia), and Prof. Dr. Sanggam Siahaan, M.Hum (Indonesia). Many thanks go as well to the Rector of Universitas HKBP Nommensen, Dr. Ir. Sabam Malau for promoting and providing the facilities of the seminar. Special thanks go to the head and secretary of English Study Program for initiating this scientific program.

Pematangsiantar, October 2017

The Steering Committee of 1st NISOLT
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A CONTRASTIVE ANALYSIS BETWEEN MALAY AND INDONESIAN VERBS SERIALIZATION

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Indonesian and Malay Archipelago (IMA) are two of many dialects in this peninsular that has verb serialization, i.e. a string of verbs occurring in sequence or serially within a clause. This phenomenon of these dialect has some times been noted in passing but rarely, to my knowledge, has it been singled out and investigated as to its specific linguistic properties and how these properties are to be accounted for in grammar. In this report I will present a description which will account for the properties, both syntactic and semantic, of Verb Serialization in Peninsula Malay and Indonesian Society and how they are to be described in relation to other aspects of the linguistic structure of this language. Since Verb Serialization exists in several languages of the same area of the world it is hoped that the following discussion will also provide insight into the structure of these other dialects.

1. Data

A sentence in IMA may consist of a single verb, which may be transitive or intransitive, or adjective.

i) Ali membeli pisang. (BI/BM)  
   [nominator] [verb] [objective]  
   * Ali buy banana.  
   (Ali bought a banana)

ii) Omar menangis. (BI/BM)  
    N V*  
    *Omar cry.  
    (Omar cried)

iii) Anak nakal. (BI)  
    Budak nakal. (BM)  
    N Adj  
    *Child nutty  
    (naughty boy)

Verb Serialization in IMA, as in many other Malay dialects, is the occurrence of two or more verbs in sequence one after the other.

iv) Hasnah membaca buku. (BI/BM)  
    N V N  
    Hasnah read book  
    (Hasnah read the book.)

v) Hasnah pergi membeli buku. (BI/BM)  
   N V ~ V N  
   Hasnah go buy book  
   (Hasnah went to buy the book)
vi) Hasnah berlari untuk pergi membeli buku. (BI)
\[ N \ V \ Pre \ V \sim \ V \ N \]
Hasnah berlari pergi membeli buku. (BM)
\[ N \ V \sim \ V \sim \ V \sim \ V \ N \]
*Hasnah run go buy book. (Hasnah ran to buy the book.)

vii) Hasnah berlari kembali untuk membeli buku. (BI)
\[ N \ V \sim \ V \ Pre \ V \ N \]
Hasnah berlari balik pergi membeli buku. (BM)
\[ N \ V \sim \ V \sim \ V \ N \]
*Hasnah run return go buy book (Hasnah returned running to buy the book.)

Verb Serialization need not be confined to sequences of verbs alone, however. Oftentimes is mixture of transitive and intransitive verbs, along with objects and locational nouns, occurring in a series.

viii) Hasnah membawa pulang buku ke rumah. (BI)
\[ N \ V \sim \ V \ N \ Pre \ N \]
Hasnah mengambil buku balik ke rumah. (BM)
\[ N \ V \ N \ V \ Pre \ N \]
*Hasnah take book return to home (Hasnah brought the book home.)

ix) Ali mengambil kayu pulang untuk membina meja. (BI)
\[ N \ V \ N \ V \ Pre \ V \ N \]
Ali mengambil kayu balik membuat meja.
\[ N \ V \ N \ V \ V \ N \]
*Ali take wood return build table (Ali brought wood to build a table.)

x) Hasnah menyuruh Ali memikul kayu balik ke rumah.
\[ N \ V \ N \ V \ N \ V \ Pre \ N \]
*Hasnah ask Ali carry wood return to home (Hasnah asked Ali carry the wood home.)

xi) Hasnah datang kembali membantu Ali membina meja. (BI)
\[ N \ V \ V \ V \ N \ V \ N \]
Hasnah datang balik menolong Ali membuat meja. (BM)
\[ N \ V \ V \ N \ V \ N \ N \]
*Hasnah come return help Ali build table (Hasnah returned to help Ali build the table)

Although adjective are marked as verbs in IMA (cf. iii), their occurrence in Verb Serialization is rarer and appears to be limited to those adjectives which can function as modifiers to other verbs.

xii) Ali berperilaku baik. (BI)
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2. A Phrase Structure Description

Verb Serialization, i.e. the fragment of IMA illustrated above and which I have chosen to term Verb Serialization, properly begins in relation to the following PS rules.

\[(a) \ \ S \rightarrow \ NP + PDP \\
(b) \ \ PDP \rightarrow \ (Aux) \ VP^* \ (S) \\
(c) \ \ VP \rightarrow \ V \ (NP) \\
(d) \ \ NP \rightarrow \ N \ (S)\]

The symbols and interpretations of these rules are well known in linguistic circles so I will not take the space to spell out their details. Of crucial importance to discussion, however, is the claim that the above rules make about Verb Serialization, namely that a series of verbs in IMA from VP*. While the asterisk in VP* will eventually have to replaced by a more precise symbol, it is still useful at this stage of our discussion, for it means that in a PS derivation one or more Verbs Phrase may be enumerated thus specifying a node of the structure in Figure 1.
Figure 1

The category VP* makes two specific claims about Verb Serialization. First, VP* states that Verb Serialization, in addition to S, has a recursive property of its own in the linguistic structure of IMA. Understood in this sense recursion means repetition, i.e. the grammar may enumerate one or any number of Verb Phrases independently of the symbol S or of underlying sentences. Thus Verb Serialization is not ‘reducible to a certain combination of single sentences’ out of which would raise deeply embedded VP nodes to be surface structure constituents of an initial verb, a grammar would finally enumerate a string of verbs. Rather, as based on the grammar proposed above, any V₁+n of a series is enumerated from a VP directly specified by a rule of the base component of grammar.

Second, VP* makes the claim that Verb Serialization is sub-propositional, and not propositional, in character. VP* in a grammar of IMA states that Verb Serialization is fundamentally different from the propositional character which is inherent in the symbol S. Each V₁+n, in other words, does not constitute a separate proposition (which would then have to be described via an underlying S and transformational rules); rather, a V₁+n form s a constituent part of a proposition, i.e. S, in grammar of IMA. What this sub-propositional character of Verb Serialization is, of course, will be brought out in the discussion of this report.

2.1 The Argument From Syntax

In the rules (a) to (d) above there are two occurrences of embedded S: the first is in (b) which is the rule generating Verb Complementation in IMA, and the second is in (d) which the rule for Relativization for IMA. At first blush it would appear reasonable to derive each V₁+n from either of these two construction, [S] PDP or [S] NP, arguing in effect that a V₁+n is particular surface structure manifestation of an underlying verb complement or relative clause. But to derive sequences of verbs from underlying S, whether it is [S] PDP or [S]NP, by means of transformational rules runs into a major obstacle. Since it make no difference whether the underlying S is a verb complement or relative clause, for either source give rise to the same problem, consider only the examples below which would purport to derive the second verb of a verb series from an underlying [S]NP or relative clause.

xvii) Ali mengguna gergaji memotong kayu.
Sentence xvii contains a verb phrase composed of a series of two verbs; xviii contains no instance of Verb Serialization but does have relative clause modifying the noun “gergaji” (saw). Now suppose that xvii is derived from a structure as displayed in figure 2, which in turn is to be compare which figure 3, the deep structure of sentence xviii. A brief perusal of these two figures reveals exactly the same underlying structure for both Verb Serialization and Relativization. According to the scheme in figure 2 the second verb of the verb series of sentence xvii, “memotong” (to cut) is to be derived from an embedded S₁, dominated by an NP; in figure 3 the relative clause of xviii, “terletak di dalam rumah” (which was in the house), is likewise derived from an embedded S₁ dominates by an NP. In both instances the NP is further dominated by PDP.
Figure 3

Now if $S_1$ in Figure 2 is to be raised and adjoined to $S_0$ to generate xvii, what information is there in the structure of Figure 3 that would prevent $S_1$ from also being raised when it should remain dominated by NP in order to be a relative clause modifying “gergaji” (saw) in sentence xviii? There is no such structural information in Figure 3 and indeed the same rule that would raise $S_1$ in Figure 3 to generate the grammatical sentence.

xxi) Ali menggunakan gergaji terletak di dalam rumah.

$Ali$ use $saw$ locate at in house

(Ali is using the saw which in the house.)

The phrase “terletak di dalam rumah” in this sentence is no longer, as can readily be surmised from the English translation, a relative clause but has taken on a different function altogether. Clearly this is a sequence of grammatical events we want to avoid, for to derive transformationally a $V_{1+n}$ (in this case the second verb of a series) from an underlying $[S]_{NP}$ is to assert that both Verb Serialization and relative clauses are to be thus derived, hence neither one can really be derived, or worse still something entirely different emerges as the output of the rule.

The source of this impasse of deriving either Verb Serialization or relative clauses from an underlying S can be traced to the fact that a transformational approach to generating sequences of verbs in IMA fails to assign correct structural descriptions to the data, or more precisely, fails to assign any structural description to Verb Serialization. This pitfall, however, is avoided in the grammar proposed in 2(a)–(d): $VP*$ assigns a separate structural description to sequences of verbs apart from both Relativization and Verb Complementation. The latter two constructions are unambiguously, and in a straightforward manner, derived from $[S]_{NP}$ and $[S]_{PP}$ respectively, and sequences of verbs are enumerated by PS rule, as shown by the scheme in Figure 1, unrelated to verb complements or relative clauses.

Enumerating a sequence of several verbs from $VP*$ instead of deriving them from underlying S’s is to be preferred because the latter fails to adequately the data. However, this is a negative argument and nothing is really established by negation alone. A hypothesis is ultimately established by positive argument, i.e. by showing that it can account for wide range of data in addition to the data that another hypothesis fails to account for. The PS rules of 2(a)-(d) accomplish this positive aspect. For example, these rules make the correct prediction that Verb Serialization, i.e. $VP*$, may be enumerated for any and all occurrences of $S$ contained in the rules. That is, sequences of verbs may occur in verb complements and relative clauses in addition to occurring in main clauses.

The categories S and $VP*$ in the rules 2(a)-(d) state that they may be embeddings within the structure of Malay language. And no matter how deep the embedding is, Verb Serialization may also occur thus producing for a sentence containing several embedded clauses a great number of verbs. To illustrate this with a very long sentence would be too tedious, but a moderately long sentence would perhaps not be in appropriate at this point. Sentence xx contains, in

xx. Budak yang datang melawat Ali berlari pulang menolong angkat

$Child$ who $come$ see $Ali$ run return help carry

kayu yang belum dibawa balik oleh Ali.

$wood$ which not yet brought back by $Ali$.

(The child who came to see Ali returned running to carry the wood which had not yet brought back by Ali yesterday.)
Its surface form, a total of eight verbs, but it would be a mistake to assume that all eight comprise a single series. Structurally there are four such series:-

xx (a). Relative Clause of Main Clause
[budak [yang datang melawat Ali]_S ]_NP
   N  Rel-Pro  V  V  N
   child who come see Ali

(b). Main Clause
… [berlari pulang menolong angkat ]
   V   V   V   V
   run return help carry

(c). Relative Clause of Verb Complement
[kayu [yang belum dibawa pulang oleh ALI]_S ]_NP
   N  Rel-Pro  Neg  V  V  Pre  N

Rules 2.a)-(d) can enumerate all the structures contained in xx. The occurrences of S in these rules will generate the four clauses noted: the main clause, two relative clauses and a verb complement. And category VP*, since it is a constituent part of S and every S enumerated by the PS rules, will specify the various verbs needed for each clauses.

2.2 The Argument From Semantics

The PS rules proposed in 2.(a)-(d) opens the way to account for an even more important aspect of Verb Serialization in Malay. Earlier I made the statement that Verb Serialization is sub-propositional, and not propositional, in character. It is time to make explicit this sub-propositional characteristic verb serial in Malay.

When verb serialization in language as Malay is contrasted with English we see that verbs occurring in sequence do not necessarily describe separate events or actions occurring serially; rather, all verbs in a series refer to a single proposition, the proposition contained in the S dominating the whole construction. The initial verb, or V₁, of a series is propositional, i.e. this is the verb that carries the true predicate meaning of the initial verb. Depending on the propositional content of the initial verb the functional meaning of a V₁+N may be an extra semantic component added on to the inherent semantic content already contained in the verb or it may comprise some radical alternation of the meaning of the verb.

Here of course is an unavoidable ambiguity in my choice of terms, but an ambiguity that can be readily sorted out without any difficulty. The syntactic construction I call Verb Serialization I also characterize a sub-propositional. The term sub-propositional in this sense means that a sequence of verbs is to be described within the context of the single proposition as opposed to deriving the verbs from separate proposition. The one verb of a series I call propositional is directly related to this proposition as opposed to any subsequent verb which is not but related functionally to the initial verb. In a difference but very real sense, and this is where the ambiguity emerges, all verbs occurring after the initial verb are sub-propositional in that they are not related to the proposition of S but are functional extensions of the initial verb which, to borrow a phrase from tradition, is the main verb. The former sense of sub-proposition has already been described in previous section of this report; the latter sense, where sub-propositional equals functional, is the focus of this section.
As example of where a functional meaning is added on to the semantic content of a verb can be seen in a two verb series denoting Goal. Sentences (iv) and (v) above, here repeated, when compared brings out this additional characteristic.

iv) Hasnah membaca buku.
   N  V  N
   Hasnah read book
   (Hasnah read the book.)

v) Hasnah pergi membeli buku.
   N  V  ~  V  N
   Hasnah go buy book
   (Hasnah went to buy the book)

In (iv) the verb “membaca” (read) stated only the proposition that Hasnah read at least one book, whether it was goal of some other action is not specified. In (v), however, “membeli” (to buy) being the second verb of a series, states the additional meaning that the Goal of the verb “pergi” (to go) was the buying of the book; the semantic structure of “membeli” (to buy) is not altered in any radical way with the exception that, because of the serial environment it finds itself in, a functional meaning of Goal has been attached.

One of the more noticeable functional performed by Verb Serialization in Malay is That of Instrumental.

(xxii) Ali mengambil kayu memotong meja
      Ali take wood build table
      (Ali built the table with wood.)

(xxii) Ali menggunakan gergaji memotong kayu
      Ali use saw cut wood
      (Ali cut off the wood with a saw.)

(xxiii) Ali mempunyai gergaji memotong kayu
       *Ali has saw cut wood
       (Ali has a saw to cut off the wood.)

One should not be deceived by the English translations of these sentences into believing that, e.g. in (xxi) and (xxii), it is the second verb that is the main verb and that the initial verb of the series donates some type of auxiliary status. The fact that the translational equivalent of the second verb in Malay happens to be the main verb in the English is due to the way Instrument is constructed in English and therefore has no bearing on the structural description of the Instrument in Malay. Indeed sentence (xxiii) was included for this every reason, to show that the Instrument construction in Malay is related to sequences of verbs. In each of three sentences above the initial Verb Phrase, comprising of V+NP, is propositional and the second Verb Phrases is functional describing what is done with the initial Verb Phrase.

The verb “pergi” (to go) and “datang” provided the functional meaning of movement and direction to other verbs which, unlike their English equivalents, do not connicrate such meanings.
The verb “mengambil” (to take) in (xxiv) makes no statement about movement, hence the reason for translating it as ‘selected’ instead of ‘took’ which has the additional meaning of movement in Malay one must attach the verbs ‘to go’ or ‘to come’ to the Verb Phrase Mengambil+NP thus giving the whole construction the meaning of movement or direction away from the speaker, and of movement or direction away toward the latter case. These functional meanings of “pergi” (to go) and “datang” (to come) are related semantically to the propositional meanings of ‘go’ and ‘come’ respectively but this relation must not blur the distinction that still exits between the two types of meanings, a distinction that corresponds to a difference in syntactic environment.

The above examples are sufficient, I believe, to illustrate the sub-propositional, i.e. functional, nature contained in Verb Serialization in Malay. Many more examples and verbs could be given. We now have an idea of what a grammar for a language such as Malay much account for in describing sequences of verbs. Such a grammar must be able to make explicit two facts about verbs in Malay: 1) when a verb occurs alone or initially in a series of verbs its meaning is propositional; and 2) when a verb occur in V1+N position of a series its meaning is functional.

The syntactic rules of 16i-iv makes this difference explicit, more precisely opens the way for a correct characterization of this difference in a description of Malay verbs. Now a transformational approach, deriving each V1+N from an underlying S, fails to make this characterization. Consider, for example, the following sentence containing a series of four verbs.

35) Ali pergi mengambil balik kayu untuk membuat meja
    Ali go take back wood for build table
    (Ali return back to brought the wood to built the table.)

Only the initial verb above “pergi” (to go) may be said to be propositional in meaning. The other three verbs relate some functional meaning to the meaning of this initial verb: “mengambil” (to take) states the purpose of movement; “balik” (back) communicates movement and direction toward speaker; “membuat” (build) states the goal of bringing the wood.

Now if these latter three verbs, “mengambil”, “balik” and “membuat” are used as single words in clauses their meaning are propositional: ‘to brought’, ‘to come back’ and ‘to build’ respectively. Therefore, the problem in transformational description is this: if these three verbs are derived from as many embedded sentences and having by virtue of this type of deep structure propositional meanings assigned to them in the deep structure, how and when in the process of description are their functional interpretations to be assigned?
If we assume that each of these verbs is derived from an embedded sentence specified by PS rules of the base component, and since functional readings are determined by the relational patterns between elements observed in linguistic structure, then the functional interpretation of Verb Serialization in Malay must wait until the proper patterns have first been generated by the grammar. This means simply that no functional interpretation can be given until the transformational component has mapped all underlying propositions into certain surface patterns after which they can be assigned the proper interpretation, i.e. reassigned functional reading to replace the propositional readings of the deep structure.

2.3 An Interpretative Description

A grammar must be capable of giving a formal accounting of the semantic properties of language, and not only of its syntactic properties. To accomplish this in grammar of Verb Serialization in Malay, I propose that the semantics of Verb Serialization be accounted for by means of interpretative rules. Two types of interpretative rules are needed for the semantics of verbs in Malay. One type is interpretative rule of account for the deference in meaning between the \( V_1 \) and \( V_{1+n} \) of the verb series. The second type is interpretative rule of a more idiosyncratic sort to account for the lexical-specific meanings of various verbs occurring in \( V_{1+n} \) positions.

Rule PDP \( \rightarrow (\text{Aux}) \text{VP}^* \) (S) may theoretically enumerate any number of Verb Phrases for the predicate Phrase. Whether a particular verb in any Verb Phrase thus enumerated is propositional or functional in meaning depends upon its syntactic environment, i.e. depends upon the position in which it occurs in PDP. This difference in meaning, as has already been noted in previous section, can be summarized in two parts:–

36) a. If a verb is the initial verb of PDP then its meaning is propositional;

b. if a verb follows an initial verb in PDP then its meaning is functional or assumes a functional component in addition to its propositional meaning.

Given this formulation we can see that the semantics of Verb Serialization in a language as Malay parallels what Chomsky (1965:73) said about functional notions, viz. ‘that information concerning grammatical function … can be extracted directly from the rewriting rules of the base’. While the functional uses of each \( V_{1+n} \) is not ‘grammatical, i.e. as Chomsky was using the term in the sense of being a Subject or Object, the usage is still functional in a very real sense and moreover can be extracted from the rule rewriting PDP into VP*.

Formulation 36 can be formalized simply enough in grammar of Malay. Two interpretative rule are needed, the inputs of each being a matrix of syntactic features specifying the syntactic environment a verb may occur in. The output of rule is an interpretation or reading assigned to the matrix of syntactic features. For example, the syntactic information as summarized in 36a can be formalized in a matrix form and assigned a reading by means of rule 37:–

\[
37) \begin{cases} +V \\ +NP \ (\text{Aux}) \end{cases} = \text{Propositional}
\]
This rule states that a verb occurring following an NP and optional Aux, which adequately characterize the initial verb position of verb series, is propositional in meaning. 36b may be formally accounted for in a similar fashion:-

\[
38) \begin{cases}
+V \\
+VP ___
\end{cases} = \text{Functional}
\]

Stating that a verb occurring following a verb is functional in meaning. Both rules are unordered in respect of each other since neither one depends upon the output of the other.

Rules 37 and 38 are rules of interpretation of one type that is needs to describe the semantics of Verb Serialization in Malay. However, rules of a more highly specific sort are also needed, for each verb occurring in a \(V_{1+n}\) position also carries a specific functional meaning not carried by any other verb. For example, Aspect of Present Continuation is carried by /terletak/ ‘to be located’ while movement may be carried by the verb /pergi/ ‘to go’. To adequately account for these other factors in a grammar of Malay, there must be idiosyncratic interpretative rules for the various verbs involved. That is, it is not enough to state that /pergi/ ‘to go’ may be functional in a certain syntactic environment; a grammar must also have an explicit way of stating which functional meaning of the many which are possible is communicated by the verb.

The verb /memberi/ ‘to give’ is an excellent illustration of this need, for it has two functional meanings, each one depending upon the particular syntactic environment it occurs in, which is demonstrated in the following two rules:-

\[
39 \ a. \begin{cases}
\text{memberi} \ -- \text{to give} \\
+VP ___ (NP)
\end{cases} = \text{‘on behalf of’}
\]

\[
39 \ b. \begin{cases}
\text{memberi} \ -- \text{to give} \\
+VP ___ (S)
\end{cases} = \text{‘for the purpose of’}
\]

In each matrix above the gross ‘to give’ is intended to stand for the set of semantic features giving the meaning of verb; the syntactic feature spicify the environment wherein the meaning occurs and the equation gives the specific functional meaning which is base on the syntactic environment. As can be seen it is in adequate to state merely that the verb /memberi/ is functional in the environment \([+VP\])_. This is true but the grammar of Malay must further be capable of specifying what functional meaning to be assigned. In the case of /memberi/ this was accomplished in 39a and b by giving more detailed specification of each syntactic environment the verb may occur in, and because more details are specified the correct functional meaning can be assigned in each instance.
As 39 shows, there is a need, in any complete grammar of Malay base on the model used in this research, for lexical interpretative rules of highly specified sort, more so than rule 38 demonstrates. Yet this is not to say that rule 38 should be dropped from grammar of Malay, for it still captures a distinctive difference in the usage of verb in Malay and as such paves the way for describing the more specific functional meanings of individual Malay verbs. In a way rule 38, as indeed rule 37 is also, is a semantic redundancy rule which assigns redundant semantic feature functional to any verb happening to occur in the environment [+VP__]. That is because of rule 38, the reading functional need not be repeatedly assigned in a grammar via a separate but identical rule for each verb which happens to have the syntactic feature [+VP__] in it matrix. Because rule automatically makes this assignment for all such verbs, a grammar containing this rule thereby become a more highly valued device for describing Malay language, especially the property of Verb Serialization in Malay. On the other hand, rule 38 can do no more than make simple assignment of functional, no matter how important this fact is in describing Malay. There are still semantic facts of a more specific nature about individual verbs occurring in Verb Serialization in Malay which must be explicated in grammar. Hence the need for rules of the type that 39a and 39b represent.

2.4 A Modification

Rule \[ PDP \rightarrow (\text{Aux}) \; VP^* \; (S) \] may theoretically enumerate any number of Verb Phrase, hence verbs, for a clause. In other words, any arbitrary number of verbs, say 50 verbs, may be enumerated for any one clause and the grammar as now constructed would state that such a large number is grammatical. Obviously something is wrong. There is an upper limit to the number of words, phrase and clauses that may occur in a single sentence in language, and it appears quite counterintuitive to say that this limit is only a matter of performance and not of competence, as has been the wont in the theoretical discussions on the nature of language. That is, as in case of Verb Serialization in Malay, no Malay speaker speaks a series of 50, 40, or even 25 verbs. And the reason have to do not with a luck of language performance (such as short memory span) but with the knowledge that no one speaks a clause containing so many verbs. The problem remaining, therefore, is explicating the basis of this knowledge.

However, explicating this knowledge in a grammatical description of Malay is yet a difficult problem. While this may be beyond our present capabilities in constructing a grammar for Malay language. We can still make a few observations. For example, I have been able to construct a sentence in Malay containing a series of seven verbs.

40) Hamdan pergi memandu lori mengambil kayu keluar dari hutan pulang balik membina rumah Ali.

\[ \text{N} \; V \; V \; N \; V \; N \; V \; V \; V \; N \; N \]

“Hamdan riding a truck took wook out of the forest and retured back to build a house for Ali”

This sentence has been accepted by several Malay speakers. Conceptually I know of no other verb whose meaning can be added to the others above without turning the sentence into an ungrammatical sentence. Perhaps this sentence represents the maximum number of verbs that can occur in Verb Serialization, for in order to expand this sentence into a longer sentence containing more words, especially verbs, other constructions such as relative clauses and adjectives must be added.
Because there is limit to the number of verbs that may occur in a series in a Malay clause, we must return to our syntactic verbs of 2. A Phrase Structure Description (a) – (d) and make an important modification: The asterisk of VP* in (b)PDP \( \rightarrow \) (Aux) VP* (S) must be replaced by a more precise symbol to more accurately characterize this fact about Verb Serialization. Assuming that seven verbs is the upper limit of the number of verbs that may occur in a Malay clause, I propose rule 2. (b’) which takes into account this limited nature of Verb Serialization.

2. (b’)

\[
PDP \rightarrow (\text{Aux}) \text{ VP}^n (S) \quad n \leq 7
\]

That is, a grammar of Malay will now enumerate for clauses only up to seven Verbs Phrases, cutting off the enumeration of any more verbs at this points thus eliminating the chance of generating an ungrammatical sentence with a verb series containing 8, 12 or even more verbs.

However, amended rule (b’) is only an observation of what apparently is the case with Verb Serialization in Malay; the rule offers us no hypothesis or explanation as to why only seven verbs, or some other finite number, should occur in series. The explanation for this limitation, I believe, is to be found in the functional structure of natural language, a subject we still know little about. That is, since each \( V_{1+n} \) in Malay is intimately bound up semantically with a functional meaning, such as Goal, Movement, Dative, etc., we would know many verbs may occur in a series if we knew how many such functions there really are in natural language. Intuitively there appears to be only a finite number of functions we ever use in language, and if there are only \( n \)-number functions in natural language then there can be only \( n \)-number of \( V_{1+n} \)’s that may occur in Malay clause minus any functions carried by other parts of speech (e.g. Locative by the Malay preposition /dalam/ ‘in’). This difference plus the initial verb of a series would then give the total number of verbs that could possibly occur in Verb Serialization in Malay.

Because of the functional nature of Verb Serialization it would appear nature that Case Grammar, as proposed by Fillmore (1968, 1969) and other, would be a source of information in this matter but unfortunately this does not turn out to be true. While there are similarities there are also crucial differences, viz. Case Grammar is concerned with nouns and there range of meaning in relation to certain verbs while a description of Verb Serialization in Malay is concerned with verbs and there range of meanings in relation to certain other verbs. Some of the case in Case Grammar, e.g. Benefactive, Instrumental and Directional, are indeed similar to what has been described for sequences of verbs in Malay; but such case as Agentive and Objective are totally foreign to the functional structure of Verb Serialization. So while Fillmore has defined twelve cases we see not all are applicable in helping us determine how many verbs may occur in a series in a language as Malay.

Furthermore when a closer comparison is made between Case Grammar and Verb Serialization we see a number of intrinsic differences, so it is not sufficient to merely say that if we knew how many different functions there are in Case Grammar then we would know how many verbs may occur in a series. Case Grammar and Verb Serialization form is effect, two different, albeit overlapping subsystems within the functional structure of language. There for, if we desire to know the \( n \)-number of functions the predicate subsystem may contain, and the latter number is in all probability different from the number of Case observed to be needed by Case Grammar in order to describe the various relationships holding between nouns and verbs.
Therefore, while modified rules 2. (b’) is a more precise formalization than 2. (b), it is still tentative at this stage of our knowledge. We have yet to learn what is the exact number of verbs that may occur in series, but more importantly we have yet to learn the precise reason why there is this limitation.

**BIBLIOGRAPHY**


THE IMPORTANCE OF DICTION IN COMMUNICATION

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Introduction
As a human being, we communicate 24/7. So what does communication mean? Communication is a word with diverse meanings. Why? It is because the meaning of every single word used depends on the perception of the language user. According to West, R and H.Turner, L. (2010),

In the most fundamental way, communication depends on our ability to understand one another. Although our communication can be ambiguous (…), one primary and essential goal in communicating is understanding.

As we are dealing with “perception”, not all meanings convey by the word - meanings given in the dictionary will have the same perception meaning with what other people understand. The causes of these problems are - different backgrounds of the language user such as academic qualifications, experiences, surroundings and upbringing. Therefore, when we involve ourselves in communication, we are leading to either a good or a bad situation if we, as a language user, fail to communicate in the right way, setting, time and situation. This statement might sound scary for all of us as a language user, but we have to admit the truth of it. Look around us, specifically in language studies, we have so many theories regarding how to communicate, how to use language in a proper way, how to create conflict free situations and many more. In linguistics, for example we have theories of language politeness – Brown and Levinson (1975 and 1987), Grice (1975), Leech (1983) among Western linguists, while in Indonesia and Malaysia, we have well known researchers such as Almarhum Tenas Effendy (2011), Pekan Baru, Riau, Indonesia, Awang Sariyan (2007) and Asmah Omar (2000), Malaysia to name a few. And if I must say that the research in communication like politeness is blooming in universities all over the world regardless of their ethnicity and country. Thus, it shows us the importance of being a competent language user in all situations.

Diction is generally defined as a choice of words. Choice of words mean we, as a writer or speaker, will try our best to choose the most appropriate word to convey our message according to our objective of communication. The purpose of choosing the correct word aligned with a communication objective is to help the audience to understand the communication well. If the speaker fails to pass the message according to their communication objective, the communication is considered failed.

Therefore, for this speech, I will present to you some examples – authentic data, the importance of diction in communication. My discussion will be based on my data collected from my small-scale research done since last year, 2016 and it is currently still ongoing. All data are in Malay language.
Heard About NOISE?

The answer – surely YES! Noise in this discussion is not the ordinary noise we understood as a language user. Noise here, in the communication field means distortion, which are divided into four types;

1. Physical noise
2. Psychology noise
3. Semantic noise
4. Physiology noise

These four disruptions unfortunately happens to every one of us. Below is a brief explanation about noise.

1. Physical noise

Physical noise in this case refers to our surroundings such as the room, hall, area etc which will influence our auditory perception and understanding of the speech. When the room/hall/area is too noisy until the audience can’t hear the speech clearly, this will create a problem of understanding the whole speech. In this situation the exact word, which was supposed to be heard, becomes a totally different word with a similar sound. Let’s say if in Malay the speaker say “subur” (fertilize) but the audience hear as “kubur” (cemetery), this will most probably mislead the audience in understanding the whole discussions.
Imagine: A speech about a fertilized land which has good prospects for agriculture but unfortunately, the audience heard it as a cemetery. This will create misleading information. So many questions will pop up such as – “Cemetery will be used for agriculture?” “Is it appropriate?” “Will the government allows it?” “Don’t we agree that the cemetery is a sacred place?”

Imagine

Tanah subur di sekitar Kampung Raja.

Tanah kubur di sekitar Kampung Raja.

In the above case in linguistics, it usually occurs in homophony word, which shares the same area of articulation. Let us see the next example, in Malay utterance, the word hodoh/bodoh (ugly/silly):

“ Kenapa buat begitu, hodoh benar.” (Why do that? It looks so ugly)

instead of

“Kenapa buat begitu, hodoh benar” (Why do that? It’s so silly)

The second expression will cause a hard blow to the audience compared to the first one. According to Brown&Levinson (1987) theory, this is considered as face threatening act (FTA), translated in Malay linguistic as tindakan ancaman muka. According to Brown & Levinson (1987), a FTA is an act, which challenges the face wants of an interlocutor. It may threaten either the speaker's face or the hearer's face, and they may threaten either positive face or negative face. While according to Asmah (2000), the second expression will cause more impact on people’s dignity (maruah diri). This shows how serious it can be. Wrong choice of words with wrong auditory perception will create conflict amongst the speaker and the audience.

2. Psychology noise

As a human being, we have our own principles towards certain issues, people and situations, which lead to different beliefs and ideology. In this case, this noise can influence our view about everything around us. For example, our opinion about a certain public figure such as a politician and their party. Based on this belief and ideology, we may support he/she or otherwise. If we support them, we will give good comments towards them and will be willing to support their cause and their constituencies. Even if their principles towards certain issues are wrong, we are still inclined to agree with them. And vice versa.

3. Semantic noise

This noise referred to as the competency in language, specifically in the meaning of words and jargon. As a language user, if we do not understand the meaning of a word or jargon used in the communication we were involved in, the objective of the communication is not achievable. Thus, as a speaker we should try our level best to know what is our audience’s background, general knowledge about subject matter etc., as this will help to minimize the problems that we may encounter. Look at the example below:
In this case, the car owner has semantic incompetency on the term green vehicle (kenderaan hijau). He/she only interprets the term literally, by translating it, car = kereta and green=hijau. Based on that understanding, he/she would obviously park his/her car at that particular bay. I must commend the obedience of this car owner. But unfortunately he/she has semantic incompetency to understand the real meaning of the stated term. This term has only recently been introduced to our society and he/she may not be aware of this term or is too naive about the development in language and technology. Therefore, we could not blame this semantic incompetency solely on the language user. And perhaps different background, academic level, surroundings etc., has led to this situation too. This happens everywhere and every time. In rural areas for example, older generation knows about angin ahmar, a kind of illness, which causes half of our body to be paralyzed or losing the ability to speak. But not all of them knows the medical term such as stroke, a synonym of angin ahmar, and so does the younger generation, they too, do not know the existence of the illness called angin ahmar. On the other hand, illness like taun for example is popularly used in Malaysia, but not cholera, thus, when asked about cholera, most of the younger generation are not familiar with this term. The same with batuk kering, which is the synonym of tuberculosis. Semantic incompetency may lead some language users to think that the medical terms such as cholera and tuberculosis are new discoveries in the medical field. In this case, medical officers/doctors should minimize this misunderstanding by providing simpler explanations such as a common term used by the audience. Technical terms will normally prompt difficulties to the audience/patient. And the worst part, it may alarm the patients on the seriousness of their illness. Bear in mind, not all illnesses are serious and cannot be cured.

4. Physiology noise
This noise is in our body, in our system, which will also influence our understanding in communication. Our health and feelings influence very much on our understanding towards something. Feeling nervous or stress on certain situations such as in exams (written or oral) will interrupt our focus/concentration. This situation creates fear. When we are scared or afraid of something, we will experience the perception that everything around us is difficult to handle. Therefore, the success of communication process is in doubt.
Discussions

For this discussion, I will focus on semantic noise among language users. My data are from learners of Malay language as a second language. Data are collected from students from a few universities in China. All the students had just completed their 2nd year of studying Malay language at their home university. They are now pursuing their studies in University of Malaya for a credit transfer. This credit transfer is equivalent to 3rd year studies in their home country. Although all the students already learned Malay language for almost 2 years, the competency of speaking and understanding all vocabularies in Malay language are not up to par. All the students are facing difficulties to understand the Malay language used by native speakers. When asked about this problem, the answers were, Malay speakers speak too fast, the pronunciation used are quite different from what they have learned in their home country and usually all Malay speakers will switch to an English word when a Chinese student cannot understand them. These are the three main reasons why they are facing difficulties when learning Malay language in Malaysia.

Reasons number one and three are a common factor in Malaysia. And I think it happens everywhere in the world. When we are learning a foreign language, what we learn is the “slowly but surely” steps of speaking the language. Whereas for native speakers, they are using their mother tongue, thus, the speed of articulation of every utterance cannot be denied. Reason number 2, the Chinese student learned the pronunciation of sebutan baku (formal pronunciation/ standard pronunciation) which means all sounds will be pronounced (with certain exception) such as [saya] not [saye], [kuda] not [kude] but with the exception for [bola] not [bole]. The problems only happened for a short period. After a few weeks in University of Malaya, this problem was solved. I am sure it is very different in Indonesia, because I heard good comments given by students from South Korea saying that if someone wants to learn Malay/Indonesia language, the best way is to go to Indonesia. According to him, Malaysians tend to switch the language from Malay to English, in sense of minimizing the difficulties faced by the foreigner to understand the communication, which seldom happens in Indonesia.

How NOISE causes misunderstanding: Semantic noise.
Our objective in communication is to make the message understood by the audience. This is not an easy task. We cannot take for granted that people involved in communication will understand very well our objective of communication. We as a speaker must have mapping structure of communication, such as word to use (this is considered as a basic requirement), structure of sentences/utterances, how to utter the sentences/utterances, etc. Indirectly, we cannot deny the importance of diction in communication. Wrong choice of words can lead to so many perceptions of meanings. Look at the discussions below:

Discussion 1

1. Johan disuruh oleh Prof. Wu ...
   Johan was commanded by Prof. Wu.

**Background:** This sentence is from an email sent to me. I personally know both Johan and Prof Wu. Knowing that Prof. Wu is a very nice person and Johan is a staff of Prof Wu, as a native speaker, I prefer Johan to use the word diminta, which sounds more “polite” than disuruh. Disuruh in Malay language has a hidden meaning\(^1\) – dipaksa/being forced and

\(^1\) = pragmatic meaning
using authority. Johan in this case wrote the sentence based on his knowledge and competency as a learner of the Malay language without thinking of its hidden meaning. It is not wrong for Johan to use disuruh in this sentence, as he referred to his subordinate position in this situation. Unfortunately, when the word disuruh is used, as a native speaker, I have the feeling that Johan did not want to write an email to me in the first place but he was forced by Prof Wu and in his capacity as a subordinate, he had no choice. As a result of that, I felt bad about his situation. My suggestion is if he wants to be formal in this email, he must write:

2. Saya diarahkan oleh Prof Wu ... I was directed by Prof. Wu.
In sentence number 2, Johan’s name must be replaced with word saya – a pronoun. Therefore, I have no questions about who is Johan and who is Prof Wu in that case. The “tone” of the email will be considered formal.

Discussion 2
1. Aminah ditukarkan ke Pusat Sukan. Aminah was transferred to the Sports Centre.
2. Aminah bertukar ke Pusat Sukan. Aminah has transferred to the Sports Centre.

Word bertukar dan ditukarkan has different hidden meanings. These hidden meanings will lead to certain perceptions to the audience especially to the native speaker. Generally, both words refer to a situation - a person named Aminah who is now at Pusat Sukan/ the Sports Centre. The process of being transferred to the Pusat Sukan is an issue in this case. Whether, First: Aminah, herself asked for the transfer or Second: Aminah never asked for a transfer but has been forced to transfer. In this case, Aminah is not willing to go anywhere. Semantic feature willingness vs. being forced will create a perception to the audience. Being forced which means without her consent, shows something bad has happened in Aminah’s previous work place. And her superior took action by transferring her to another place. For Malay language learners as a second language, they may be not aware of this implication especially regarding people’s reputation. Learners assumed ditukarkan and bertukar has the same basic meaning. The fact is that an affix connotes certain functions towards the overall meaning of the word.

Discussion 3
Context - an invitation to a meeting: A student was asked to contact a professor to attend a meeting next week. When the director of faculty asked the student about the progress of the invitation, the student answered, “Semuanya ok. Saya suruh dia (professor) datang”/ Everything is ok, I asked him/her to come.

The above case shows impolite conversation between the student and the director and the answer on how he/she explains what has been done. Same case as in Discussion 1, the word suruh means force. Only in this case, someone with a different rank (student) is not permitted to use the word suruh. He/she must use the word meminta or memohon, such as in this sentence saya memohon jasa baik beliau untuk datang/ I asked for his/her willingness/readiness to come. Furthermore, the use of the pronoun dia is not appropriate or polite. He/she must replace the word dia with beliau. In Malay language, the word beliau (pronoun) refers to someone who has a higher rank and holds certain post. But again, we can’t expect more from foreigners who has only learned Malay language for 2 years.
Discussion 4


Above case occurs when the student refers to an English-Malay dictionary for the word blow. Since the student has only a limited amount of Malay vocabulary in their mind, but know and understand that the word blow is used with flute (collocation), they found the equivalent word for blow is hembus. Thus, translating their sentence as above, Ali menghembus seruling. Hembus dan tiup in Malay are synonyms. The difference between these two words are tiup has semantic features used to describe a process for producing sound from musical instruments whereas hembus is a word usually used to describe a breathing process. The students thought if the word is synonymous, they could use it interchangeably.

Discussion 5

Context – A student wants to meet a lecturer, but has no appointment made before hand. While waiting, the student meets the director of the faculty. At the same time a clerk managed to contact a lecturer who is in the meeting. The lecturer asked the student to wait for 10 minutes while she tries to settle some issues for the meeting. But this conversation has spread:

1. Pengarah telah campur tangan dalam perkara itu. The director has intervened in that matter.

Word campur tangan means interfere. Interfere has a negative connotation. It means in this context, the director has forced the lecturer to meet the student. The truth is, there is no forcing action in this case. The lecturer already told the student to wait for 10 minutes before she will come to meet the student. The student may not be aware of this situation. She simply spread the news. This action has tarnished the lecturer’s reputation. For Malay native speakers, the word campur tangan is a word which should be avoided. The meaning of this word will create conflict.

Diction is Important

The discussion above shows some examples of diction in communication. We want to create a conflict-free situation. Nobody in this world wants conflict. As in Malay proverbs, terlajak kata buruk padahnya, because of bad choice of words we will face implications that will ruin our future. Nobody wants this. As mentioned in the first part of this paper, wrong choice of words will lead to face threatening to the audience. When the audience felt he/she is being embarrassed, the speaker in this case has already created psychology “noise” to the audience. The audience/hearer will hate or, in the worst situation, have the desire to inflict retribution to the speaker whenever they have the opportunity to do so. This should be avoided, because for Malays, air muka or dignity is very important.

Bear in mind, not all lessons are included in the book. It means there are no specific language guidebooks that discuss how to use language in an appropriate way. People learn about customs, values and language from their elders and surroundings. Books only documented certain topics of the language, system and structure. How to communicate depends very much on how creative and experienced the speaker is in handling the communication processes. Wrong choice of salutation for example, will create uneasy situations. A person with a title of Datuk/Tan Sri will feel angry and disappointed because of the wrong salutation. As for one case in my faculty, a very well known professor was
addressed as Makcik (Aunty) by a student. She was so upset to the point she suggested that in the future, during orientation week for new students/foreigners should include a lesson on how to greet an academician.

Language learners should be exposed to the real world of learning. For me, it is a part and parcel where students/learners should be encouraged to take part in all activities which will introduce them to daily language use. Get them involved with a native speaking family. In University of Malaya, we have a programme called Jalinan Masyarakat/ Student with Society, which for two weeks; the student will live with their adopted family. The objective of this programme is to let the student learn more about Malay customs, values and new words which some of it could not be found in books. Furthermore, at the same time, they will indirectly learn about diction in communication.

No doubt, students will have a dictionary with them, whether in the form of hardcopy or softcopy. However, dictionaries can only give the definition of the words but does not have explanations on how to make a sentence with it. Same goes with books. Therefore having a dictionary or language book is not enough. Involvement with society is essential to learn language. Remember the case of the South Korean student, I mentioned before? He learned Malay/Indonesian language through his involvement with native speakers, as he immersed himself with the society. Now he can speak Indonesia/Malay fluently with a native speaker accent! Practice makes perfect.

In classes/lecture, language lessons can only be taught as a structure and system where students/learners learn about grammar. If we really want to produce students with a certain level of competency to speak Malay/Indonesia language, this is simply not enough. As mentioned before, the involvement with society is necessary.

Conclusions

To create conflict free situations, diction in communication is necessary. Relying on books or dictionaries is not enough. Learners/Students should be encouraged to involve themselves in society. Only society can teach them real communication. Books only discuss about the systems and structures of language – grammar. While dictionaries can only give the definition of words. These are considered basic knowledge and skills. Should the learners/students want to learn more - how to use language in the way of native speakers, learners/students should be part of the society.

Classes or lectures only provides a limited amount of experience in language use. Previous cases proved that although the students/learner learns the grammar in class or lectures, they still make many mistakes. This is because teachers or lecturers cannot focus on all the students at the same time.

In an ideal situation, students in a language class should not be more than 15. And students should be allowed to learn the language at their own pace. Teachers/lecturers must create a fun and conducive environment by involving the students in all the activities in class/lecture. Encourage the students to speak more. My personal experience of learning Mandarin and French a long time ago, my lecturer brought us to a shopping complex to learn to speak Mandarin while my French teacher gave us an extra class when he is having his tea break (informal lesson). The learning process should be fun and entertaining. However, the usual feedback from students/learners are that language classes are quite boring, too tense and worst of all – the teacher/lecturer is too serious. And I have that kind of experience as well.

Lastly, try to have more patience when we teach language to foreigners. They do not know our culture, customs and values. They will make many mistakes, and creates many
unpleasant situations, which are not easy to handle. Be patient. And for once put ourselves in their shoes and we would also make the same mistakes too. Good luck to all of us.

References
### Appendix Proficiency Test 1: Understanding the Meaning of the Word (Synonym)

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<td>Saya <strong>menagih</strong> hutang saya dibayar. – (forcing, informal)</td>
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<td>Merayu</td>
<td>Saya <strong>merayu</strong> hutang saya dibayar. – (appeal, with tone of asking mercy)</td>
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</tr>
<tr>
<td>Aku (I)</td>
<td>Aku minta maaf.</td>
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The use of this pronoun depends on social distance.

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<tr>
<td>Cantik</td>
<td><strong>Cantik</strong> – beautiful general reference to nice looking, face, dress etc.</td>
</tr>
<tr>
<td>Jelita</td>
<td><strong>Jelita</strong> – beautiful, specific to nice looking face</td>
</tr>
<tr>
<td><strong>Kata Nama – Noun</strong></td>
<td></td>
</tr>
<tr>
<td>Wanita</td>
<td><strong>Wanita</strong> – polite.</td>
</tr>
<tr>
<td>Perempuan</td>
<td><strong>Perempuan</strong> – has negative connotative meaning.</td>
</tr>
<tr>
<td><strong>Kata Nama – Noun</strong></td>
<td></td>
</tr>
<tr>
<td>Nasihat</td>
<td><strong>Nasihat</strong> (advice - guidance in specific way) – Ibu <strong>menasihati</strong> saya supaya belajar bersungguh-sungguh. / Mom advised me to study hard.</td>
</tr>
<tr>
<td>Panduan</td>
<td><strong>Panduan</strong> (guidance – “general” such as guide book) Buku <strong>panduan</strong> itu sudah diterbitkan. / The handbook has been published.</td>
</tr>
</tbody>
</table>
METALINGUISTIC CAPACITY OF LEARNING ENGLISH IN BILINGUAL BASED EDUCATION
(A Case Study of Third Grade Primary Students in Pematangsiantar)

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Abstract
This paper reports on a study which explores the further issue of Indonesian undergraduate students of third-year primary student learners of English on their metalinguistic capacity of learning English. The data of metalinguistic capacity is reviewed based on the descriptive analysis. Test of English linguistic proficiency in vocabulary was administered to 15 students taught by bilingual based education. Results indicate that the students’ understanding of the word meanings are indicated by translating the words meaning into their second language and making the words into meaningful sentences. The sentence structure dominantly used by the students while forming the words into sentences is in the patterns of Noun +Verb + Noun and the sentence form is as similarly as the sentence structures. It can be concluded that production makes the learners move from semantic processing prevalent in comprehension to more syntactic processing that is necessary for second language or foreign language development.

Keywords: foreign language, lexicon, metalinguistic capacity, vocabulary, syntax

1. Introduction

Bilingualism is a term that has been used to describe an attribute of individual children as well as social institutions. Bilingual education is a complex phenomenon with multiple realities (Othe-guy, 1982; Cazden and Snow, 1990). Beyond our original definition of bilingual education as the use of two languages in education, the term “bilingual education” has been extended to also encompass educational programs for students who are speakers of minority language, even when instruction is monolingual (Homberger, 1991).

Bilingualism has many advantages such as positive cognitive gains, intellectual growth, critical and creative thinking, greater metalinguistic competence, enhanced executive control, benefits in linguistic knowledge, cognitive flexibility, better problem solving and higher-order thinking skills have been approved in studies done by researchers in language domain.

Metalinguistic knowledge or competence is typically defined as the learners' ability to correct, describe, and explain second language (L2) errors (Roehr, 2007). The famous linguist, Noam Chomsky (1975), has defined the field of metalinguistic as "the subject knowledge of the characteristics and structures of language." Metalinguistic awareness refers to the understanding that language is a system of communication, connected to the rules, and forms the basis for the ability to discuss different ways of using language (Kuile, et al., 2010). Roehr (2007) pointed out that metalinguistic ability refers primarily to “the possibility of using language above the surface structures, of using language in an abstract way, of thinking deeply it, while making use of it in our understanding and observations”. Metalinguistic is an awareness of the language, its structures and functions that let the speakers of that language to think about and use the language consciously.

Metalinguistic Capacity is complete linguistic ability in terms of system of structure, meaning, and usage, which are based on observation, experimentation, and assessment in a scientific way. Research over the past 30 years has consistently found that bilingual children
exhibit advantages on metalinguistic tasks relative to their monolingual peers (see Adesope, Lavin, Thompson, & Ungerleider, 2010, for a review).

The research on metalinguistic presents an asymmetry between linguistic production and linguistic comprehension with comprehension seeming to be easier than production. It is in fact a very well known fact that learners learn to understand structures far earlier than to produce them (Bates, Thal, Finlay, & Clancy, 2002).

Metalinguistic Questions comprise of “How do people understand the meaning of a word?”, “How do people find words when they want to talk about things?”, and “Are some words easier or harder for people to understand?” The first and the third questions are the main questions that need to be answered in this article.

Language learning is mostly started during the toddler and preschool years and to a lesser extent, during primary school. Therefore, children growing up in bilingual homes and receiving bilingual education easily acquire language. Children who are growing up in homes where two different languages are spoken usually acquire both languages simultaneously. Although their acquisition of each language may be somewhat slower than that of children who are acquiring a single language, their development in the two languages combined is equivalent to that of monolingual children. Bilingual language learners proceed through the same patterns of language and speech development as children acquiring a single language.

In Indonesia, there are lots of schools which are applying bilingual based education. North Sumatera is one of the provinces which bilingual based school and even International school growing massively. Just like in one of the districts named Pematangsiantar, the bilingual based school seems appear massively.

Research over the past 30 years has consistently found that bilingual children exhibit advantages on metalinguistic tasks relative to their monolingual peers (see Adesope, Lavin, Thompson, & Ungerleider, 2010, for a review). This large body of research enables us to more precisely delineate the conditions under which a bilingual advantage is observed.
effects of bilingualism in this regard. Researchers have tried to find the reasons behind the poor performance of bilinguals in learning vocabulary. It is important to be researched because it gives the readers information as reference of how bilingual based school helps the learners to master the vocabulary. Vocabulary is the entrance to the wider component of a language. The more quickly a learner masters the vocabulary, the more quickly a learner masters grammar. As the result, the learners will be able to apply the use of language earlier.

The development of the mental lexicon in bilingual children has increased in research over recent years, and has shown many complexities including the notion that bilingual speakers contain additional and separate mental lexicons for their other languages. Jiang, Nan (2000) stated that as a child acquires their vocabulary, two separate aspects of the mental lexicon develop named the lexeme and the lemma. According to Levelt, Willem (1992) lexeme is defined as the part of the mental lexicon that stores morphological and formal information about a word, such as the different versions of spelling and pronunciation of the word. The lemma is defined as the structure within the mental lexicon that stores semantic and syntactic information about a word, such as part of speech and the meaning of the word. Jiang, Nan (2000) stated that research has shown that the lemma develops first when a word is acquired into a child's vocabulary, and then with repeated exposure the lexeme develops.

For an individual to successfully perform a metalinguistic task (i.e., a task that require attending to and manipulating the form of language, (Cummins, 1978), three prerequisites are necessary. First, children have to recognize that a language’s form, such as the phonological structure of a spoken word, is separate from its meaning. Second, after having this fundamental knowledge, the children are needed to selectively attend to the required linguistic feature, usually form, without being distracted by the meaning. Third, children are able to focus on the form, they must have sufficient language knowledge to determine the meaning in sentences.

Throughout their school years, children continue to build their vocabulary. In particular, children begin to learn abstract words. Beginning around age 3–5, word learning takes place both in conversation and through reading. Word learning often involves physical context, builds on prior knowledge, takes place in social context, and includes semantic support. The phonological loop and serial order short-term memory may both play an important role in vocabulary development.

Through the metalinguistics knowledge and the metalinguistic capacity, metalinguistic questions comprising of “How do people understand the meaning of a word?”, “How do people find words when they want to talk about things?”, and “Are some words easier or harder for people to understand?” need to be observed. In this article the writer would like to investigate how the children on the third grade of primary school understand the meaning of the words? Are the all the words produced completely understood? The investigation is addressed to the metalinguistic capability of learning English in bilingual based education of the third grade students of primary school.

2. Discussion

As stated above, to recognize the students metalinguistic capability in comprehending and producing English words, the task of producing any English words are directly responded by the students. To see whether the students understand the words produced, their oral production is transcribed and asked the students to say the meanings in Indonesian. Futhermore, to make sure the students really understand the meaning of the words produced, they are asked to write the words in their own sentences. The representative data can be seen in this following table.
Table 1
Student Word Production and Comprehension (Data 1)

<table>
<thead>
<tr>
<th>No</th>
<th>Meaning</th>
<th>Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Fighting</td>
<td>Berkelahi The boy always fighting</td>
</tr>
<tr>
<td>2</td>
<td>Iron</td>
<td>Besi She found an iron</td>
</tr>
<tr>
<td>3</td>
<td>Shadow</td>
<td>Bayangan He is shadow</td>
</tr>
<tr>
<td>4</td>
<td>Shade</td>
<td>Bayang He sit in shade</td>
</tr>
<tr>
<td>5</td>
<td>Tree</td>
<td>Pohon He like the tree</td>
</tr>
<tr>
<td>6</td>
<td>Buildings</td>
<td>Bangunan We make a buildings</td>
</tr>
<tr>
<td>7</td>
<td>Cat</td>
<td>Kucing He have a cat</td>
</tr>
<tr>
<td>8</td>
<td>Dog</td>
<td>Anjing He like dog</td>
</tr>
<tr>
<td>9</td>
<td>Lion</td>
<td>Singa He found lion in the zoo</td>
</tr>
<tr>
<td>10</td>
<td>Shark</td>
<td>Hiu He fight with shark</td>
</tr>
<tr>
<td>11</td>
<td>Dinosaur</td>
<td>Dinosaurs He looked the fossil of dinosaur</td>
</tr>
<tr>
<td>12</td>
<td>Strings</td>
<td>Dawai He see a string</td>
</tr>
<tr>
<td>13</td>
<td>Round</td>
<td>Bulat He made a round</td>
</tr>
<tr>
<td>14</td>
<td>I</td>
<td>Saya I made a sand castle</td>
</tr>
<tr>
<td>15</td>
<td>You</td>
<td>Kamu You make a building</td>
</tr>
<tr>
<td>16</td>
<td>They</td>
<td>Mereka They make a floor</td>
</tr>
<tr>
<td>17</td>
<td>We</td>
<td>Kita We make a cupboard</td>
</tr>
<tr>
<td>18</td>
<td>She</td>
<td>Dia She make an aquarium</td>
</tr>
<tr>
<td>19</td>
<td>He</td>
<td>Dia He make a fence</td>
</tr>
<tr>
<td>20</td>
<td>It</td>
<td>Untuk Benda It has a tail</td>
</tr>
<tr>
<td>21</td>
<td>Fence</td>
<td>Pagar The fence is strong</td>
</tr>
<tr>
<td>22</td>
<td>Friends</td>
<td>Teman They are friends</td>
</tr>
<tr>
<td>23</td>
<td>Woman</td>
<td>Wanita There is a woman</td>
</tr>
<tr>
<td>24</td>
<td>Math</td>
<td>Matematika Idon’t like math</td>
</tr>
<tr>
<td>25</td>
<td>English</td>
<td>Inggris I like English</td>
</tr>
<tr>
<td>26</td>
<td>Science</td>
<td>Ipa I love science</td>
</tr>
<tr>
<td>27</td>
<td>And</td>
<td>Dan And then I run</td>
</tr>
<tr>
<td>28</td>
<td>Then</td>
<td>SetelahItu Then the lion is sleep</td>
</tr>
<tr>
<td>29</td>
<td>Louder</td>
<td>LebihKuat The lion roar louder than before</td>
</tr>
<tr>
<td>30</td>
<td>Smaller</td>
<td>Lebih Kecil The tiger is smaller than the lion</td>
</tr>
<tr>
<td>31</td>
<td>Bigger</td>
<td>LebihBesar The whale is bigger than the shark</td>
</tr>
<tr>
<td>32</td>
<td>Biggest</td>
<td>Paling Besar The blue whale is the biggest animal</td>
</tr>
<tr>
<td>33</td>
<td>Smallest</td>
<td>Paling Kecil Ant is smallest insect</td>
</tr>
<tr>
<td>34</td>
<td>Book</td>
<td>Buku I have an book</td>
</tr>
<tr>
<td>35</td>
<td>Table</td>
<td>Meja I take my book from the table</td>
</tr>
<tr>
<td>36</td>
<td>Chair</td>
<td>Kursi I sit on the chair</td>
</tr>
<tr>
<td>37</td>
<td>Cupboard</td>
<td>Lemari I close the cupboard</td>
</tr>
<tr>
<td>38</td>
<td>Electricity</td>
<td>Listrik/Elektrik I lose electricity</td>
</tr>
<tr>
<td>39</td>
<td>Sun</td>
<td>Matahari I look a sun</td>
</tr>
<tr>
<td>40</td>
<td>Moon</td>
<td>Bulan I see the moon</td>
</tr>
<tr>
<td>41</td>
<td>Reflect</td>
<td>Memantulkan The moon reflect something</td>
</tr>
<tr>
<td>42</td>
<td>Don’t</td>
<td>Tidak Idon’t like banana</td>
</tr>
<tr>
<td>43</td>
<td>Does</td>
<td>Melakukan Yes, he does like apple</td>
</tr>
<tr>
<td>44</td>
<td>Do</td>
<td>Melakukan Yes, I do</td>
</tr>
</tbody>
</table>
1. Student 2

<table>
<thead>
<tr>
<th>No</th>
<th>Words</th>
<th>Meaning</th>
<th>Sentences</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Lamp</td>
<td>Lampu</td>
<td>-</td>
</tr>
<tr>
<td>2</td>
<td>Window</td>
<td>Jendela</td>
<td>Can you open the window?</td>
</tr>
<tr>
<td>3</td>
<td>Table</td>
<td>Meja</td>
<td>-</td>
</tr>
<tr>
<td>4</td>
<td>Chair</td>
<td>Kursi</td>
<td>-</td>
</tr>
<tr>
<td>5</td>
<td>House</td>
<td>Rumah</td>
<td>-</td>
</tr>
<tr>
<td>6</td>
<td>Television</td>
<td>Tv</td>
<td>We watch television</td>
</tr>
<tr>
<td>7</td>
<td>Window</td>
<td>Jendela</td>
<td>-</td>
</tr>
<tr>
<td>8</td>
<td>Ball</td>
<td>Bola</td>
<td>We play a ball</td>
</tr>
<tr>
<td>9</td>
<td>Pen</td>
<td>Pulpen</td>
<td>-</td>
</tr>
<tr>
<td>10</td>
<td>Pencil</td>
<td>Pensil</td>
<td>I write with pencil</td>
</tr>
<tr>
<td>11</td>
<td>Eraser</td>
<td>Penghapus</td>
<td>I have eraser</td>
</tr>
<tr>
<td>12</td>
<td>Table</td>
<td>Meja</td>
<td>-</td>
</tr>
<tr>
<td>13</td>
<td>Wall</td>
<td>Dinding</td>
<td>-</td>
</tr>
<tr>
<td>14</td>
<td>Floor</td>
<td>Lantai</td>
<td>I walk on floor</td>
</tr>
</tbody>
</table>

The following is the result of reviewing the students’ metalinguistic capability in learning English as a foreign language in the aspect of lexicon (word), semantics (meaning), and syntax (sentence structure).

### Table 2

<p>| Metalinguistic Capability in Comprehension and Production |
|---|---|---|---|</p>
<table>
<thead>
<tr>
<th>No</th>
<th>Lexicon</th>
<th>Semantics</th>
<th>Syntax (Sintactic Structure)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>2</td>
<td>-</td>
<td>√</td>
<td>-</td>
</tr>
<tr>
<td>3</td>
<td>-</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>4</td>
<td>√</td>
<td>√</td>
<td>√</td>
</tr>
<tr>
<td>5</td>
<td>-</td>
<td>√</td>
<td>-</td>
</tr>
<tr>
<td>6</td>
<td>√</td>
<td>√</td>
<td>-</td>
</tr>
</tbody>
</table>
The table above indicates that the metalinguistic ability varies from individual to another one. As stated by Bialystok (2001), bilingualism impacts each of these three facets of metalinguistic ability (i.e., an individual’s capacity to use knowledge about language, but in different ways. Recognizing the relation between words and their meanings requires understanding the arbitrariness of language. The word meanings they attach to the words are largely influenced by the learners' experience of the world, in addition to the influence of the society they live in and their L1 (first language).

Based on data in the production process, the children have metalinguistic capacity to produce a different number of words and different types. Some can produce more while the others produce less; some can write various sentence patterns while some write few patterns. To produce language, learners need to do something; they need to create linguistic form and meaning and in so doing, discover what they can and cannot do (Swain 1995: 127). The third grade students of primary school studying English as a foreign language taught by bilingual based education have different metalinguistic capability in producing the words. Basically, they have recognized some types of words, namely Noun, Pronoun, Verb, Adjective, Adverb, and Conjunction. The frequency of occurrence of each type is various; but the most dominant one is noun (100%), while the other types are below 30%. The production of the parts of speech is followed by the comprehension. The students can understand the words produced; it can be seen from the words meaning given in their second language (Indonesia). Their understanding on the word meaning produced is also clarified by their sentence building in different sentence pattern and sentence forms (syntactic structure). There are three simple sentence patterns made by the students, namely: 1) Noun + Verb (Adv), 2) Noun + Verb + Noun (Adv), and 3) Noun + Verb be(Adv). Some students understand all the word meanings,
but a few do not understand the meaning of some words so that they could not write the word into sentences.

In order to develop speedy access to extant language knowledge for fluent productive performance, learners need opportunities to use their knowledge in meaningful contexts, and this naturally requires output. Producing the TL may serve as the trigger that forces the learner to pay attention to the means of expression needed in order to successfully convey his or her own intended meaning (Swain 1985: 249).

4. Conclusion

With respect to the first metalinguistic questions, it was found that the third grade students of primary school learning English in bilingual based-education have metalinguistic capacity in language comprehension and production. They have ability of producing some parts of speech and their linguistic knowledge on them were correlated with the words meaning (semantic meaning) mentioned in their second language (Indonesian). Among the parts of speech, it was found that noun is easier for children on the age of 6 to 8 to understand. Based on the data analyzed, the children successfully understand most of the words they produced. It can be seen from the lexical meanings given by the students in Indonesian. Furthermore the comprehension of the word meaning in English is clearly displayed in the sentences made by the children. It can be judged “very good” for the partly not understood and “excellent” for their comprehensibility in all words they produce and for linguistic well-formedness; even though there are a few of the sentences which are unwell-formedness.

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SFL AND STA-BASED LANGUAGE TEACHING

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Abstract
This article is to illustrate teaching a narrative text, a long functional text, based on Systemic Functional Linguistics and Scientific Teaching Approach. The classroom activities deal with the three metafunctions of the narrative text through five stages, they are observing, questioning, associating, analyzing and communicating how a narrative text written.

Keywords: teaching a narrative text, systemic functional linguistic, scientific teaching approach

I. Introduction

A. Background
Language has the functions to represent experience, exchange and medium for the experience and exchange to lay in a context. The combination between language and its context is text. Naturally the native speakers of a language learn texts from their own society in the daily interaction. The acquisition of the unconscious knowledge on the texts begins since the early years of a child life up to its maturity time. This article is posted to focus on how to put a narrative text into the classroom Instruction based on Systemic Functional Linguistics and Scientific Teaching Method for evolving a sense of learning a life natural language in the classroom setting. This teaching method is believed to have the capacity to let the learners have dominant activities in the classroom. By the stages of this method, the learners can be directed to the intended behavior unconsciously. The objective is to help learners cover a kind of creative knowledge on a narrative text in language by five stages, they are: observation, question, association, analysis and communication. This idea can produce some significance such as providing a short cut formal learning to the whole language acquisition stages, decreasing language learning anxiety or effective filter of language learning, increasing motivation to be positive, active, creative, dynamic, cooperative and independent learning behavior and providing access to a richful media of learning sources. In addition to that, it can also yield a motivation to apply the same approach to the other kinds of functional text.

B. Problem Statement
In relation to context discussed in the background presented above, the problem statement can be formulated as follows:

1. What functional aspects of a narrative text can be learned in a classroom instruction?
2. How are the aspects of the narrative text learned in a classroom instruction?
3. Why can the aspects of the narrative text be learned in a classroom instruction?

C. Significance
This article has some significance. It can contribute the information of a language acquisition into a short cut formal learning in the classroom instruction. It can decrease language learning anxiety or effective filter of language learning. It can increase the motivation of the language learners to be positive, active, creative, dynamic, cooperative and independent learning.
behavior. It can provide access to abundant learning sources. In addition to that, it can also yield a motivation to apply the same approach to the other kinds of functional text.

II. Related Literature

A. Systemic Functional Linguistics

Systemic Functional Linguistics is a study of language based on sociosemiotics. It investigates how a meaning is represented (Halliday, 1994). It studies how language and the culture of a society work together to symbolize meaning. In this study, it is contended that a part of the meaning is transmitted by the linguistic features and their structure (Hasan and Halliday, 1985). The other part is contributed by its context components. It is said that grammar is the power house of meanings. But the creation of meaning is also extended to culture, ideology and purpose.

B. Language Metafunctions

Language metafunctions are matrix systems. They are one in three functions, they are ideational, interpersonal and textual (Gerot and Wignell, 1994). Language has three metafunctions. First is ideational. It represents an experience as a meaning. Second is interpersonal. It represents a communicative exchange. Third is textual. Its representation is a media for the ideational and interpersonal to work. Ideational can be associated with field and interpersonal with tenor, while textual with mode.

1. Ideational Metafunctions

Ideational metafunctions represent human experience (Gerot and Wignell, 1994). It is also called as a message. It is the message of a phenomenon. It can be a doing. It can also be a happening. It can also be a going on. Further, it can be a human. It can also be an animal. In addition, it can be a place or it can be a time or an existence.

2. Interpersonal Metafunctions

Interpersonal metafunctions exchange a meaning (Gerot and Wignell, 1994). In a social communicative interaction, people exchange a commodity such as good, service and information. They use language to exchange the commodity. They exchange it by a text. So it is contended that language is a text or a meaning or a commodity such as good like human or animal or place, etc., or a service like doing or happening or going, etc., or information about whatever thing.

3. Textual Metafunctions

Textual metafunctions provide a media on how to represent meanings and exchange good, service and information (Gerot and Wignell, 1994). It uses the grammar and lexis of the language to structure a text. In addition, the bigger textual patterns such as beginning, middle and ending and transitional signals such as first, next, after that, after wards, in addition to that, further, moreover, finally and the likes. These are all applied to structure meanings in a text.

C. Text

A text is any meaningful linguistic unit in context (Halliday, MAK, 1985). It has lots of meaning. It does not represent only one meaning. It symbolizes several meanings. As a linguistic unit, it can be as small as a word or as big a book. It can be a phrase or a clause or a paragraph or an essay. A text is a meaning represented by a linguistic unit its context.
1. Meaning
Meaning is systemic (Halliday, 1994). It is created by a network system existing a linguistic unit and its context components. Each of these components give a contribution to the creation of a meaning.

2. Linguistic unit
A linguistic unit is a word or a group of words (a phrases) or a clause or a group of clauses such as a paragraph or the one which is bigger than a paragraph (Halliday, 1994).

3. Context
Context is divided into linguistic context and non linguistic context (Halliday, 1994; Halliday, and Hasan, 1976; Halliday and Matthiessen, 2004). A linguistic context is a linguistic unit. It can be placed in front of a text or behind the text. A non linguistic context can be classified into culture, ideology and purpose. Culture refers to the tradition such as what happens when, where and how. This can relate to the selection of linguistic units and their structure. Purpose can be the purpose goal and outcome. Ideology refers to the belief or the conduct of life.

D. Scientific Teaching Method
Scientific Teaching Method (STM) meant in this article is a classroom instruction referring to a process of five scientific stages in the language competence acquisition. The stages, they are observing, questioning, associating, analyzing and communicating involves with the theory of language which is contended as a text. Here the text focused on is a narrative. Theoretically, its ideational and interpersonal metafunctions is to represent a moral message by recounting an event in the past to entertain the readers. This function is associated with the belief and culture or tradition of the writer and the readers of the text. In addition to that its textual metafunctions to represent the mode is begun by an orientation of the event followed by an evaluation and soon after that by a complication. Then it is followed by a sequence of related events as a resolution to the conflict. The text mode is ended by a reorientation. Further, it is dominated by material processes such as intransitive and transitive verbs, living actors such as human or animal doing actions and goals as the recipients of the actions, circumstances such as adverbs of place, direction, time, tool, companion, reason, cause and purpose.

III. Teaching a Narrative Text Based on SFL and STA
The following models an SFL and STM-Based Teaching a narrative text. It applies the conceptions of the two approaches. The classroom activities are oriented to these materials: 1. the purpose of a narrative text, i.e., to represent a moral lesson by recounting an event in the past as well as to entertain the readers; 2. the moral lesson which is associated to the belief and culture or tradition of the writer and the readers of the text; 3. the generic structure of the text which is begun by an orientation of an event and followed by an evaluation and soon after that by a complication, then it is followed by a sequence of related events as a resolution to the conflict, and after that it is ended by a reorientation; and 4. the linguistic features which are dominated by material processes such as intransitive and transitive verbs, living actors such as human or animal doing actions and goals as the recipients of the actions, circumstances such as adverbs of place, direction, time, tool, companion, reason, cause and purpose.
The process of the classroom activities follows the five stages, they are: 1. observation; 2. question; 3. association; 4. analysis; and 5. communication. This process is illustrated as in the following.

**Stage 1: Observing**
The classroom activity in this stage is focused on the observation of characteristics of the aspects of a narrative text as follows:

**Data <1>: Instruction for the Observation**
1. Identify the purpose goal and outcome of a text
2. Identify the ideology of the text author
3. Identify the culture/tradition of the text author
4. Identify the generic structure of the text
5. Identify the dominant lexicogrammatical feature of the text

**Data <2>: A Version of Indonesian Narrative Text**

**Telaga warna**

Hanna Silalahi

**Data <3>**
1. The text has a purpose to communicate that a child must appreciate the gift its parents.
2. The text shows that the people in the text trust that the royal family must have an heir to the throne.
3. The text shows that it is the culture of the people in the kingdom to come to the palace in the birthday celebration of the members of the royal family and bring them precious presents.
4. The generic structure of the text is as follows.

Resolution:

Reorientation:
Semua orang terdiam. Para wanita sangat sedih termasuk sang ratu.

Coda:
Tiba-tiba dari bawah tanah mata air muncul. Kemudian tempat itu berubah menjadi sebuah danau yang besar. Orang-orang menyebut nya telaga warna karena menyebarkan warna yang indah.

5. The lexicogrammatical features found in the text are as follows.
   - 8 intransitive verbs
   - 12 transitive verbs
   - 20 Clauses

The classroom observation on a narrative text can be extended to the translation version of the text as shown as in the following.

Data <4>:

Telaga Warna

Once upon a time there lived a king and his queen in a prosperous kingdom. It was a happy condition but it was a pity because they did not have a child. The queen became sad and often cried that made the king went to the jungle and prayed there every day. Their dream came true because several months later a princess was born. Day by day the princess became beautiful more and more, so that no one could defeat her. Her parents loved her very much even though she did bad things that made her a spoiled girl. When the princess would be 17 years old, people came to the palace and brought her presents. The king took some gold and wanted to create the most beautiful necklace. First she accepted it then looked a glance at it. She rejected the necklace and threw it onto the floor. Everybody could not say anything. Every woman felt so sad and so the queen did. Suddenly a spring emerged from the under water. Soon the place became a big lake. People called it Telaga Warna because it spread beautiful colors.

Mesri Silaban

The followings are the result of the classroom observation:

Data <5>:
1. The translation of this text has a purpose to communicate that a child must appreciate the gift its parents.
2. This translation shows that the people in the text trust that the royal family must have an heir to the throne.
3. This translation shows that it is the culture of the people in the kingdom to come to the palace in the birthday celebration of the members of the royal family and bring them precious presents.

4. The generic structure of this translation is as follows.

Orientation:
Once upon a time there lived a king and his queen in a prosperous kingdom. It was a happy condition but it was a pity because they did not have a child.

Complication:
The queen became sad and often cried that made the king went to the jungle and prayed there every day.

Resolution:
Their dream came true because several months later a princess was born. Day by day the princess became beautiful more and more, so that no one could defeat her. Her parents loved her very much even though she did bad things that made her a spoiled girl. When the princess would be 17 years old, people came to the palace and brought her presents. The king took some gold and wanted to create the most beautiful necklace. First she accepted it then looked a glance at it. She rejected the necklace and threw it onto the floor.

Reorientation:
Everybody could not say anything. Every woman felt so sad and so the queen did. Suddenly a spring emerged from the under water. Soon the place became a big lake. People called it Telaga Warna because it spread beautiful colors.

5. The lexicogrammatical features found in the text are as follows.
   - 8 intransitive verbs
   - 12 transitive verbs
   - 20 Clauses

Stage 2: Questioning
The classroom activity in this stage is focused on questioning the characteristics of the aspects of a narrative text as follows:

Data <6>:
  - What is the purpose goal and outcome represented in the text?
  - What is the ideology of the people represented in the text?
  - What is the culture/tradition of the people represented in the text?
  - What is the generic structure of the text created?
  - What are the dominant lexicogrammatical features used in the text?

Data <7>:

Telaga warna

Hanna Silalahi

The followings are the answers found and given to the questions:

Data <9>:

- The text has a purpose to communicate that a child must appreciate the gift its parents.
- The text shows that the people in the text trust that the royal family must have an heir to the throne.
- The text shows that it is the culture of the people in the kingdom to come to the palace in the birthday celebration of the members of the royal family and bring them precious presents.
- The generic structure of the text is as follows.


Resolution:

Reorientation:
Semua orang terdiam. Para wanita sangat sedih termasuk sang ratu.

Coda:
Tiba-tiba dari bawah tanah mata air muncul. Kemudian tempat itu berubah menjadi sebuah danau yang besar. Orang-orang menyebut nya telaga warna karena menyebarkan warna yang indah.

6. The lexicogrammatical features found in the text are as follows.

- 8 intransitive verbs
- 12 transitive verbs
- 20 Clauses

The classroom activities on questioning can be extended to the translation of the text as shown as in the following.
Once upon a time there lived a king and his queen in a prosperous kingdom. It was a happy condition but it was a pity because they did not have a child. The queen became sad and often cried that made the king went to the jungle and prayed there every day. Their dream came true because several months later a princess was born. Day by day the princess became beautiful more and more, so that no one could defeat her. Her parents loved her very much even though she did bad things that made her a spoiled girl. When the princess would be 17 years old, people came to the palace and brought her presents. The king took some gold and wanted to create the most beautiful necklace. First she accepted it then looked a glance at it. She rejected the necklace and threw it onto the floor. Everybody could not say anything. Every woman felt so sad and so the queen did. Suddenly a spring emerged from the under water. Soon the place became a big lake. People called it Telaga Warna because it spread beautiful colors.

The followings are the answers found and given to the questions:

- The text has a purpose to communicate that a child must appreciate the gift its parents.
- The text shows that the people in the text trust that the royal family must have an heir to the throne.
- The text shows that it is the culture of the people in the kingdom to come to the palace in the birthday celebration of the members of the royal family and bring them precious presents.
- The generic structure of the text is as follows.

Orientation:
Once upon a time there lived a king and his queen in a prosperous kingdom. It was a happy condition but it was a pity because they did not have a child.

Complication:
The queen became sad and often cried that made the king went to the jungle and prayed there every day.

Resolution:
Their dream came true because several months later a princess was born. Day by day the princess became beautiful more and more, so that no one could defeat her. Her parents loved her very much even though she did bad things that made her a spoiled girl. When the princess would be 17 years old, people came to the palace and brought her presents. The king took some gold and wanted to create the most beautiful necklace. First she accepted it then looked a glance at it. She rejected the necklace and threw it onto the floor.
Everybody could not say anything. Every woman felt so sad and so the queen did. Suddenly a spring emerged from the under water. Soon the place became a big lake. People called it Telaga Warna because it spread beautiful colors.

6. The lexicogrammatical features found in the text are as follows.
   - 8 intransitive verbs
   - 12 transitive verbs
   - 20 Clauses

**Stage 3: Associating**

In this stage, the classroom activity done is to review the characteristics of a narrative text by reading more examples of the text. This activity is to investigate more information about the text. The objective is to know further information to be compared and contrasted to the result of the observation and question stages. The followings are examples of a narrative text found in the social media used by a classroom.

**Association 1**

**Data <13>: An Indonesian narrative version entitled “Bawang Merah Bawang Putih”**

Once upon time there lived two little girls. Their name are BawangPutih and BawangMerah. Bawang Merah and Bawang Putih had opposite characters and personalities. Bawang Putih was diligent, kind, honest and humble girl. While, Bawang merah was so lazy, glamorous, proud and envious girl. BawangPutih lived with her stepmother and her stepsister Bawang Merah. Her stepmother and Bawang Merah treated Bawang Putih badly. Once morning Bawang Putih was washing some clothes in a river. Accidentaly her stepmother clothes were was away by a river and a found an old women who gave her a small and big pumpkin. BawangPutih told about the clothes, the old woman and the pumpkins. When she opened, they found jewelry. BawangMerah choose the big pumpkins. Unfortunately it was full of snake. The Widow and Bawang Merah her daughter finally realized what they did all this time was wrong and asked Bawang Putih to forgive them.

**Association Result:**

**Data <14>**

- The moral message communicated by the text is not to be greedy for everything.
- The Ideology of the people in the text is that everyone has equal rights for everything that they have.
- The culture of the people in the text is that a stepmother must loves her biological child and her step equally for forth happiness.
- Generic structure:

Orientation:

Complication:
Suatu pagi Bawang Putih sedang mencuci beberapa pakaian di sungai. Tanpa sengaja pakaian ibu tirinya ditinggalkan oleh sebuah sungai dan ditemukan seorang wanita tua yang memberinya labu kecil dan besar.

Resolution:
Coda: Janda dan Bawang Merah Putri nya akhirnya menyadari apa yang mereka lakukan selama ini salah dan meminta Bawang Putih untuk memaafkan mereka.

Lexicogrammatical Feature:
6 Intransitive verbs
4 Transitive verbs
12 Clauses
Data <15>:
Once upon a time there lived two little girls. Their names are Bawang Putih and Bawang Merah. Bawang Merah and Bawang Putih had opposite characters and personalities. Bawang Putih was diligent, kind, honest and humble girl. while, Bawang merah was so lazy, glamorous, proud and envious girl. Bawang Putih lived with her stepmother and her stepsister Bawang Merah. Her stepmother and Bawang Merah treated Bawang Putih badly. Once morning Bawang Putih was washing some clothes in a river. Accidentally her stepmother clothes were was away by a river and a found an old women who gave her a small and big pumpkin. Bawang Putih told about the clothes, the old woman and the pumpkins. When she opened, they found jewelry. Bawang Merah choose the big pumpkins. Unfortunately it was full of snake. The Widow and Bawang Merah her daughter finally realized what they did all this time was wrong and asked Bawang Putih to forgive them.

Lidia Tampubolon

The result of the association on the translation version

Data <16>: An English translation version of the same legend entitled “Bawang Merah Bawang Putih”

- The moral message communicated by the text we must love our brothers and sisters, even if we are not our siblings, and never be greedy for anything to gain happiness.
- The Ideology of the people in the text is we must have a humble, and we must love our brothers and sisters, even if we are not our siblings.
- The culture of the people in the text is that the people of the kingdom come to the palace in the royal birthday celebration and bring presents to the princess.
- Generic structure:

Orientation:
Once upon a time there lived a king and his queen in a prosperous kingdom. It was a happy condition but it was a pity because they did not have a child.

Complication:
The queen became sad and often cried that made the king went to the jungle and prayed there every day.

Resolution:
Their dream came true because several months later a princess was born. Day by day the princess became beautiful more and more, so that no one could defeat her. Her parents loved her very much even though she did bad things that made her a spoiled girl. When the princess would be 17 years old, people came to the palace and brought her presents. The king took some gold and wanted to create the most beautiful necklace. First she accepted it then looked a glance at it. She rejected the necklace and threw it onto the floor.

Reorientation:
Everybody could not say anything. Every woman felt so sad and so the queen did. Suddenly a spring emerged from the under water. Soon the place became a big lake. People called it Telaga Warna because it spread beautiful colors.

- Lexico Grammatical Feature
  8 intransitive verbs
  12 transitive verbs
  20 Clauses

Association 2

Data <17>: An Indonesian narrative version entitled “Timun Mas”

Noralina Gultom

Observation result:
The moral message communicated by the text: Moral messages containing that we shouldn't threaten and force evil to others because we will get the punishment accordingly. A very nasty giant penalty by drowning in Lake mud due to wanting to kill Cucumber Mas. Therefore, the wisdom of fairy tales cucumber mas in English we should not have a malicious intent to others.
The ideology of people in the tex: Every decision must be considered first the impact that will occur, and every problem there must be a way out and every patience will surely bear good results.
The culture of the people in the text: a mother who loves her daughter sincerely even though the child isn't her biological child

Generic Structure:
Orientation:
Memperkenalkan seorang ibu yang ingin sekali mempunyai anak, dan akhirnya menemukan seorang bayi dalam sebuah timun mas dan menamainya timun mas

Complication:
Saat ibu itu bertemu dengan seorang raksasa yang ingin memakan timun mas, namun sang ibu tidak memperbolehkannya dan menyuruh raksasa menunggu hingga timun mas tumbuh
dewasa dan berusia 17 tahun. Sang ibu membesarkan timun mas dan terus mencari cara agar
timun mas tidak dijadikan makanan oleh raksasa

Resolution:
Sang ibu menceritakan kejadian yang sebenarnya ke timun mas, dan menemukan caranya,
yaitu menyuuru timun mas lari dan memberikan sebuah kantung yang berisi biji bijian yang
nantinya bisa tumbuh dengan cepat dan menjerat sang raksasa

Lexicogrammatical Feature
3 Intransitive verbs
4 Transitive verbs
7 Clauses

Data <18>
Timun Mas
The cucumber story tells the story of the journey of an elderly grandmother and her son,
cucumber mas. Cucumber mas is a miraculous child, he comes from in a golden cucumber.
When an adult there is a giant who will eat cucumber mas. Before the incident the cucumber
has been preached by his mother. So he was given some seeds of plants, these seeds can give
a powerful power. When the cucumber incident ran, he threw one of the magic seeds together
until finally the giant died. Cucumber mas and his mother was living in peace.

Olivia Sitompul

Data <19>
Observation result :
The moral message communicated by the text:
Moral messages containing that we shouldn't threaten and force evil to others because we will
get the punishment accordingly. A very nasty giant penalty by drowning in Lake mud due to
wanting to kill Cucumber Mas. Therefore, the wisdom of fairy tales cucumber mas in English
we should not have a malicious intent to others.

The ideology of people in the text:
Every decision must be considered first the impact that will occur, and every problem there
must be a way out and every patience will surely bear good results.

The culture of the people in the text:
A mother who loves her daughter sincerely even though the child isn't her biological child

Generic Structure:
Orientation:
Introducing a mother who is eager to have a child, and finally finding a baby in a cucumber
mas and named it a cucumber mas.

Complication:
When the mother meets a giant who wants to eat timun mas, but the mother does not allow it
and told the giant to wait until the cucumber grew up and was 17 years old. The mother raises
the cucumber mas and continues to look for ways to keep the cucumber not used as food by
the giant

Resolution:
The mother tells the truth to the cucumber, and finds out how to get the cucumber run and give a bag of seeds that will grow quickly and trap the giant.

Lexicogrammatical Feature:
3 Intransitive verb
4 Transitive verb
7 Clauses

**Stage 4: Analyzing**
The classroom activities done in this stage is for the generalization of what a narrative text is about. This stage is the summary of the learning process from observing, questioning and associating stages. The following illustrates the result of the three stages.

The summary of what a narrative text is about:
1. To entertain the readers
2. To communicate a moral lesson
3. The general pattern of a narrative text:
   Orientation>complication>resolution>reorientation
4. The lexicogram
5. Lexico Grammatical Feature 8 intransitive verbs 12 transitive verbs 20 Clauses

**Stage 5: Communicating**
The activities in this stage are submitting narrative texts written by the students. They are uploaded into a social media provided for the classroom group. All the members of the group can read a message uploaded into the group. The followings are copies taken from the classroom group.

**Student 1:**

**Putri Salju**


Novita siagian

**Student 2**

**The Crying Stone**

Once upon a time there lived a mom with her daughter. Her daughter was so pretty but she was a lazy girl. Every day, she forced her mother to do all alone while she was only dressing...
in her bedroom. One day, she persuaded her mom to go to a town market. They had a long trip till finally they arrived. All men were so surprised by her beauty but they got confused about the girl behind her. When a person asked the woman, she said "she's my servant". Her mother tried to refrain for a moment. The girl declared the same answer for everyone. Finally, her mother couldn't strive and prayed to God. God heard her prayer. Suddenly the rebellious girl changed to be a stone which was begun from her feet till all her body. She cried and imploring an amnesty but all had been so late. Finally, people knew that as the Crying Stone. Because there was still a Crying sign in the Stone.

Mesri Silaban

**Student 3**

**Legend of Surabaya**


Gustina Saragi

**Student 4:**

**The Legend of Surabaya**

A long time ago, there were two animals, Sura and Baya. Sura was the name of a shark and Baya was a crocodile. They lived in a sea. Once Sura and Baya were looking for some food. Suddenly, Baya saw a goat “Yummy, this is my lunch,” said Baya. “No way! This is my lunch. You are greedy” said Sura. Then they fought for the goat. After several hours, they were very tired. Feeling tired of fighting, they lived in the different places. Sura lived in the water and Baya lived in the land. The border was the beach, so they would never fight again. One day, Sura went to the land and looked for some food in the river. He was very hungry and there was not much food in the sea. Baya was very angry when he knew that Sura broke the promise. They fought again. They both hit each other. Sura bit Baya’s tail. Baya did the same thing to Sura. He bit very hard until Sura finally gave up and went back to the sea. Baya was happy.

Febryn. I. T. Nainggolan

**Student 5:**

**Putri Hijau**


Olivia sitompul

IV. Conclusion
Teaching language in the classroom is teaching a text. It is a must to teach the metafunctions of the text, they are ideational, interpersonal and textual in its context with components, i.e., linguistic context and non linguistic context such as culture, ideology and purpose. The significance of SFL and STA-Based Teaching Method can motivate learners to have positive thinking and active, creative, cooperative, dynamic and independent learning behavior.

References
PHONOLOGICAL INFLUENCES OF NATIVE LANGUAGES ON THE PRONUNCIATION OF THE ENGLISH LABIODENTALS (TEFL PERSPECTIVE)

Bloner Sinurat
(English Study Program, Nommensen HKBP University, Indonesia)

Abstract

This research is specifically designed to find out the typological pronunciations of the Toba Batak Students on the English voiced and voiceless labiodental consonants. The data used in this research are referred to qualitative data consisting of the Toba Batak students’ pronunciations on the English voiced and voiceless labiodental consonants. The data were analyzed by observing the students’ pronunciation patterns. Based on the data analysis, it was found out that students who use Toba Batak language mostly in their daily communication mispronounce the English labiodental consonants more than those who use Indonesian in their daily communication. Students who use Toba Batak mostly in their daily communication pronounced the English labiodental consonants into voiceless bilabial, while those who use Indonesian mostly in their daily communication pronounced the English voiced labiodental consonant into voiceless labiodental consonant.

1. Introduction

Pronunciation is one of the components of speaking skill that distinctively identifies the quality of a speech in a communicative event. According to Rivers (1971: 115), mispronunciation may affect the intelligibility of an utterance to a native speaker on one hand, but some nonstandard pronunciations are possibly acceptable to some audiences as long as they are intelligible on the other hand. Mispronunciation, to some extent, is caused by laziness, i.e., a failure in manipulating certain speech organs so as to produce certain speech sounds clearly and precisely, or the influence of the speaker’s native languages (Lucas, 1992: 245). It is also claimed that faulty pronunciation or sloppy articulation is also regarded as something that may cause listeners to make negative judgments about the speaker’s personality, intelligence, competence, and integrity. English is evidently studied formally from the primary school up to the university level, but some English speech sounds are apparently mispronounced by most of the English foreign learners.

Epistemologically, this research is regarded as an empirical psycholinguistic inquiry in which the data are all derived from the students’ factual speech production of the English fricative labiodentals. The students’ utterances are all recorded by using a tape recorder, and then they are transcribed by using the IPA phonetic symbols. This research is regarded as a descriptive-qualitative study which provides a qualitative description on the pronunciation of the English fricative labiodentals. In other words, this research is mainly focused to find out the characteristics of the students’ speaking skill that pertains to the production or pronunciation of the English fricative labiodentals. Based on the theory proposed by Bogdan and Taylor (1975: 5) and Setiyadi (2006:219-221), this is regarded as a descriptive-qualitative research as the data used and analyzed are all referred to the typology of the pronunciation of the English fricative labiodentals by the TB English learners at the first year of the English Department of FKIP-UHN Pematangsiantar. The data are all gathered in a naturalistic way with a descriptive analysis, which is based on the regular patterns of how the
subjects pronounced both consonants either in initial, medial, or final positions within some selected isolated words. The finding in this research results in both theoretical and practical significances. Theoretically, this finding certainly provides adequate information about the typical sort of speech production of the English labiodentals by the students who use either TB language or Indonesian mostly in their daily communication. Practically, it is also available for the arrangement of certain aural or oral exercises in developing the students’ pronunciation skill especially for students who are studying English as a foreign language.

2. Research Methodology

In qualitative research, the source of data can be a human being, event or activity, place or location, objects, pictures, recordings, records or documents (Sutopo, 2002:50-54). The subjects in this research were all purposely selected and constituted of ten students who were studying English at the Faculty of Teachers Training and Pedagogy-University of HKBP Nommensen Pematangsiantar. Based on the preliminary observation conducted during the learning and teaching process in the classroom, it was found out that some students evidently mispronounced the English labiodentals. The voiced and voiceless labiodentals /f/ and /v/ are sometimes mispronounced, e.g. the word like ‘fine’ and ‘vine’ are pronounced in the same way as [fain], and the former word is even pronounced [pain]. Although English has already been studied since the early stage, the pronunciation of English speech sounds is still considered as a real problem. It is believed that the first language dominantly affects the speaker’s pronunciation in learning a foreign language (Lucas, 1992:245). Based on this theory, a scientific inquiry is required in order to find out the influences of both the first and the second languages specifically on the pronunciation of the English labiodentals. In order to find out how the native languages of the English foreign learners contribute to the mispronunciations of these speech sounds, the subjects were divided into two groups, and each of them was constituted of five subjects. All subjects evidently acquired Toba Batak language and Indonesian, but those in the first group mostly used Toba Batak language in their daily communication; while those in the second group used Indonesian mostly in their daily communication. Then each subject was asked to pronounce some words which were intentionally provided as a means of data collection in which the English labiodentals occurred either at the initial, medial, or final position. The subjects’ pronunciations were all recorded, transcribed, and analyzed in accordance with the writer’s own perceptive skill or judgment. The number of correct and faulty pronunciations of both voiced and voiceless labiodentals were all identified and calculated. Finally a conclusion was drawn based on the regular patterns of the pronunciations of the subjects in both groups.

The abbreviations of the names of the subjects in both groups are respectively put in Table 1, and a number of isolated words containing the English voiceless and voiced fricative labiodentals are used as the instrument of data collection as listed in Table 2 and Table 3 below.

<table>
<thead>
<tr>
<th>Group</th>
<th>Subjects</th>
<th>Ethnicity</th>
<th>Gender</th>
<th>Language used in Daily Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>BTB</td>
<td>Toba</td>
<td>Female</td>
<td>Batak Toba</td>
</tr>
<tr>
<td></td>
<td>RSn</td>
<td>Toba</td>
<td>Female</td>
<td>Batak Toba</td>
</tr>
<tr>
<td></td>
<td>RsM</td>
<td>Toba</td>
<td>Female</td>
<td>Batak Toba</td>
</tr>
<tr>
<td></td>
<td>VS</td>
<td>Toba</td>
<td>Male</td>
<td>Batak Toba</td>
</tr>
<tr>
<td></td>
<td>EP</td>
<td>Toba</td>
<td>Male</td>
<td>Batak Toba</td>
</tr>
<tr>
<td>B</td>
<td>RM</td>
<td>Toba</td>
<td>Female</td>
<td>Indonesian</td>
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<tr>
<td></td>
<td>DSit</td>
<td>Toba</td>
<td>Female</td>
<td>Indonesian</td>
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<td></td>
<td>EN</td>
<td>Toba</td>
<td>Female</td>
<td>Indonesian</td>
</tr>
<tr>
<td></td>
<td>RSr</td>
<td>Toba</td>
<td>Male</td>
<td>Indonesian</td>
</tr>
<tr>
<td></td>
<td>HS</td>
<td>Toba</td>
<td>Male</td>
<td>Indonesian</td>
</tr>
</tbody>
</table>

Table 2: The Instruments of Data Collection Containing [f] Sound

<table>
<thead>
<tr>
<th>No.</th>
<th>Initial Position</th>
<th>Medial Position</th>
<th>Final position</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>fashion</td>
<td>inflow</td>
<td>surf</td>
</tr>
<tr>
<td>2</td>
<td>feature</td>
<td>influence</td>
<td>staff</td>
</tr>
<tr>
<td>3</td>
<td>fiber</td>
<td>effort</td>
<td>leaf</td>
</tr>
<tr>
<td>4</td>
<td>finally</td>
<td>comfort</td>
<td>belief</td>
</tr>
<tr>
<td>5</td>
<td>finance</td>
<td>confidence</td>
<td>safe</td>
</tr>
</tbody>
</table>

Table 3: The Instruments of Data Collection Containing [v] Sound

<table>
<thead>
<tr>
<th>No.</th>
<th>Initial Position</th>
<th>Medial Position</th>
<th>Final position</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>vocation</td>
<td>advantage</td>
<td>drive</td>
</tr>
<tr>
<td>2</td>
<td>vegetable</td>
<td>develop</td>
<td>improve</td>
</tr>
<tr>
<td>3</td>
<td>variation</td>
<td>evening</td>
<td>leave</td>
</tr>
<tr>
<td>4</td>
<td>vision</td>
<td>advertise</td>
<td>adjective</td>
</tr>
<tr>
<td>5</td>
<td>visa</td>
<td>elevator</td>
<td>arrive</td>
</tr>
</tbody>
</table>

3. Research Findings and Discussion

The English labiodentals are referred either to voiced fricative labiodental /v/ or voiceless fricative labiodental /f/. These consonants, based on their points of articulation, are articulated by the lower lip against the upper teeth. Based on the manner of the articulation, both consonants are regarded as fricative. Based on the vibration of the vocal cords during their production, consonant /f/ is regarded as voiceless, but consonant /v/ is regarded as voiced. Both types of labiodentals, according to Jones (1979) and Roach (2002) are regarded as distinctive consonants in English, e.g. fine [fain] and vine [vain], fear [fiər] and veer [vēər], feel [fiːl] and veal [vɪːl]. Consonant /v/ is regarded as the representation of graphemes v and ph in English, and it occurs either in initial, medial or final position, e.g. vote [ˈvəut], nephew [ˈnevjuː], and love [ˈlʌv]; while consonant /f/ is regarded as the representation of graphemes f, ff, gh, and ph, and it also occurs either in initial, medial, and final position, e.g. fine [ˈfain], phone [ˈfəun], affair [əˈfɛər], laugh [ˈlɑːf].

Voiceless fricative labiodental /f/ is also found in Indonesian, e.g. filim [filim], cafe [kafe], and staff [staf]; while voiced labiodental consonant /v/ is merely considered as the variant or allophone of consonant /f/. These consonants, according to Sinaga (2008:1-4), are not found in TB language, and words such as filim, cafe, and staff are respectively pronounced as [pilim] [kape], and [stap] by most of the Toba Batak speakers.

The phonological system is viewed somewhat differently from the grammatical and lexical systems, and the first language seems to be more apparent in the case of pronunciation than for grammar and vocabulary, and adult students factually rarely achieve native-like levels of fluency (Nunan, 1999:105). But pronunciation, according to Gilakjani (2012), is regarded as an integral part of foreign language learning since it directly affects learners'
communicative competence as well as performance, and limited pronunciation skills can decrease learners’ self-confidence, restrict social interactions, and gives a negative estimation about the speaker’s credibility and abilities. It is found out that careful and integrated preparation on pronunciation can play a significant role in supporting the learners’ overall communicative skill. In the context of English language teaching (ELT), pronunciation is an integral aspect of communicative competence that can affect the desire to use the language as well as the quality of the English pronunciation even though it still tends to be neglected. Articles and oral exercises on English pronunciation are rarely applicable, and many teachers do not pay much attention to pronunciation instruction, and some teachers aren’t well prepared to teach pronunciation in their regular language classrooms. According to Zhang and Yin (2009), the age, attitude, and the insufficient knowledge of students on the English phonology and phonetics systems are regarded as the main factors that cause some difficulties in pronouncing English. A research on the English pronunciation teaching in Europe, according to Tergujeff (2012), has already been conducted collaboratively by researchers from ten countries. The investigation on this field is mainly focused to find out the topics related to teacher training, teaching materials and methods, assessment of pronunciation, status of pronunciation teaching, and the pronunciation model. The English pronunciation teaching in Finland so far is somewhat teacher-centred. Pronunciation practice is mainly focused on the pronunciation of the segmental phonemes rather than the suprasegmental aspects. It is also found out that phonetic symbols are not used in teaching English pronunciation, but the pronunciation model in the textbooks is mainly referred to the British Received Pronunciation. According to Strange and Dittmann (1984), the adult Japanese English learners find it difficult in perceptually differentiating the liquid consonants /r/ and /l/ even after having extensive conversational instruction; but their performance improved gradually after having 14 up to 18 training sessions. It is also found out that perception of some phonetic contrasts in adulthood is slow and effortful, but laboratory training tasks may be useful in establishing categorical perception of these contrasts.

After recording the data, the typology of the subjects’ speech productions on the English voiceless and voiced fricative labiodentals are all listed as in the following table. The correct pronunciation (CP) and the faulty pronunciation (FP) are all identified and calculated. The speech production typology of those who mostly use TB language (group A) and Indonesian (group B) in their daily communication are all drawn respectively in Table 4 and Table 5 below.

Table 4: Typological Pronunciations of the Subjects in Group A

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Voiceless Labiodental Fricative [f]</th>
<th>Voiced Labiodental Fricative [v]</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Initial Position</td>
<td>Medial Position</td>
</tr>
<tr>
<td>BTB</td>
<td>f</td>
<td>f</td>
</tr>
<tr>
<td></td>
<td>f</td>
<td>f</td>
</tr>
<tr>
<td></td>
<td>f</td>
<td>f</td>
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<tr>
<td></td>
<td>f</td>
<td>f</td>
</tr>
<tr>
<td>RSn</td>
<td>f</td>
<td>f</td>
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<tr>
<td></td>
<td>f</td>
<td>f</td>
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<td>f</td>
<td>f</td>
</tr>
<tr>
<td></td>
<td>f</td>
<td>f</td>
</tr>
</tbody>
</table>

51
### Table 5: Typological Pronunciations of the Subjects in Group B

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Voiceless Labiodental Fricative [f]</th>
<th>Voiced Labiodental Fricative [v]</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Initial Position</td>
<td>Medial position</td>
</tr>
<tr>
<td>RsM</td>
<td>f</td>
<td>f</td>
</tr>
<tr>
<td></td>
<td>f</td>
<td>f</td>
</tr>
<tr>
<td></td>
<td>f</td>
<td>f</td>
</tr>
<tr>
<td>VS</td>
<td>f</td>
<td>p</td>
</tr>
<tr>
<td></td>
<td>f</td>
<td>f</td>
</tr>
<tr>
<td></td>
<td>f</td>
<td>f</td>
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<td>EP</td>
<td>f</td>
<td>p</td>
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<tr>
<td>Total</td>
<td>25</td>
<td>0</td>
</tr>
<tr>
<td>Percentage</td>
<td>100%</td>
<td>-</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Voiceless Labiodental Fricative [f]</th>
<th>Voiced Labiodental Fricative [v]</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Initial Position</td>
<td>Medial position</td>
</tr>
<tr>
<td>RM</td>
<td>f</td>
<td>f</td>
</tr>
<tr>
<td></td>
<td>f</td>
<td>f</td>
</tr>
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<td>f</td>
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<td>f</td>
<td>f</td>
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<td>DSit</td>
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<td></td>
<td>f</td>
<td>f</td>
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<td>f</td>
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<tr>
<td>EN</td>
<td>f</td>
<td>f</td>
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<td></td>
<td>f</td>
<td>f</td>
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</tbody>
</table>
Based on the data in Table 4, it is found out that the percentage of correct pronunciation of consonant /f/ in initial position is 100%, medial position is 92%, and in final position is 96%; while the percentage of correct pronunciation of consonant /v/ in initial position is 4%, medial position is 80%, and this consonant is totally mispronounced when it occurs in final position.

Based on the data in Table 5, it is found out that the percentage of correct pronunciation of consonant /f/ in initial position is 100%, medial position is 100%, and in final position is 100%; while the percentage of correct pronunciation of consonant /v/ in initial position is 64%, medial position is 72%, and in final position is 8%.

When the data in Table 4 and Table 5 are compared, it is obviously seen that the voiceless fricative labiodental [f] is pronounced easier than the voiced fricative labiodental [v]; and both are sometimes mispronounced into bilabial stop /p/. In other words, the subjects who mostly use Indonesian in their daily communication pronounce the fricative labiodentals better than those who use Toba Batak language in their daily communication. Based on this findings, it can be hypothesized that the language that is used more frequently in daily communication contribute phonological influences more on the pronunciation of English as foreign language.

4. Conclusion

The subjects in this research evidently use both Toba Batak language and Indonesian in their daily communications, but those in group A use Toba Batak language more frequently or intensively than Indonesian in their daily communications, while those in group B use Indonesian more frequently in their daily communication. After analyzing the above data, a descriptive explication on the way how the the subjects pronounce the English fricative labiodentals, and the way how the native languages affect the pronunciations of these sounds can be drawn clearly. Based on the data analysis it can be concluded that the subjects who mostly use Indonesian in their daily communication can pronounce the English fricative labiodentals better than those who mostly use Toba Batak language. The English voiceless fricative labiodental [f] is sometimes mispronounced into voiceless stop [p], and the English voiced fricative labiodental [v] is sometimes mispronounced into voiceless fricative labiodental [f] or voiceless stop [p]. It can be hypothesized that the faulty pronunciations of the English labiodental fricatives made by the subjects are due to the absence of these sounds in their native languages. Based on the findings in this research, a theoretical description about the effect of the native languages on the pronunciation of the English speech sounds as a foreign language can be verified. It seems that a native language that is dominantly used in daily communication apparently give more significant effect on the pronunciation of the English speech sounds as a foreign language.
As the subjects selected in this research are constituted of a restricted number and ethnic group, a research on this field of study is yet required so as to give more explanation on the pronunciation of these sounds in sentences, and the right strategy in overcoming the problems in pronouncing the English speech sounds.

References


CODE MIXING OF EFL LEARNERS AT ENGLISH DEPARTMENT IN FKIP UHN PEMATANGSIANTAR

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Abstract
This research was intended to find out the types of code mixing that used by the English learners and the reasons why they use code mixing on their conversation. The subject of this research was the learners at English Department of HKBP Nommensen University. The research findings indicated that the students used six types of code mixing on their conversations: (1) unit insertion, (2) reduplication, (3) idiom and collocation insertion, (4) intra-sentential, (5) intra-lexical, and (6) involving a change pronunciation. The types of code mixing on the students discourse is mostly unit insertion types, and then the analysis shows the reasons using code mixing in students discourse is mostly affected by prestige in order to keep their status, carrier, talent, profession, and the competence to the listener as the people who are including as the good student in their community.

Key Words: Code, Mixing, Sociolinguistics

I. Introduction
Bilingualism concerns with the people who use two or more languages in their life. But bilingual are rarely equally fluent in their languages better than another half of the world populations is bilingual, and it is difficult to find out the society that is really monolingual. Indonesia is a country that all citizens master at least two languages, one regional language and another Indonesia language. If we look in the condition of school, most of the students have ability in mastering three languages: their native tribe language, Indonesian and English. In the classroom while they are studying English, they are English almost all the time but sometimes they also mix with Indonesian. There are so many people who have more than one language. Most of them are having two or more languages, namely their native language and the second language. The language which is usually mastered well by people is their mother tongue or native language. Most of them firstly used their mother tongue to communicate to their family and society. However during their communication with other people and because of the need of understanding other people about what they mean, there is a demand for the people to master or know the other languages. This condition caused many people learn another language to make their communication effective.

Code mixing is a mixing of two code or languages, usually without the change of topic. This is a quite common in the bilingual or multilingual communities and is often a mark of solidarity, example, between bilingual friends or colleagues in an informal situation (Siregar, 2002: 125). In English classroom the teacher use English in giving the explanation. Sometimes they use Indonesian because English teacher will find that it is easier to transfer materials by mixing the languages since not all students are completely able to understand the explanation in English. Students will also find easier to understand the explanation if the language used by teacher is mixed with the languages they often used such as English or Indonesian. The process is called code mixing. And also usual we find code mixing in our round that the teenager used on their life like; mix in Indonesia to English language. The process is called code mixing.

Code switching has become a common term for alternate use of two or more language, or varieties of language, or even speech styles (Hymes, 1875). Code switching occurs when in a conversation there are two person in the same background, then they speak
in their language for instance, simalungun language, but when the third person comes to them, the third person is karo, then they automatically switch their language into Indonesian. They switch their language because of the participant, where as there is a newcomer wants to join that and he cannot speak simalungun language. To communicate with people among their regions, people use the national language. People need to master more than one language to communicate and to interact with others among their region. All of these show that Indonesia is multilingual or heterogeneous society. In communication, sometimes they take part of English into Indonesian or Indonesian into English. This phenomenon shows that there is a “chaos” of using language. In the line with the background presented above, during the communication, sometimes people mix one language into another language as it has been clearly described in the background. The writer formulates the research problem that would be analyzed or studied:

1. What are the types of Code Mixing used by EFL learners at English Department of HKBP Nommensen University?
2. What are the reasons why by EFL learners at English Department of HKBP Nommensen University?
3. Looking forward the problems above, this research is meant: (1) to identify the types of code mixing used by EFL learners at English Department of HKBP Nommensen University? (2) to identify the reasons why EFL learners at English Department of HKBP Nommensen University do code mixing?

II. Review of Related Literature

2.1 Bilingualism

Bilingualism is defined as the use of two languages either by an individual or by a group of speakers, such as the habitual of a particular region or nation (Siregar, 2002:9). Bloomfield (1933: 56) said that the ability of speaker to use the first language as well as second language. According to him, someone will call is bilingual if he can use first language (LI) and second language (L2) well. But this concept about this, many people ask, because how to measure the simile of someone`s capability who used two languages, is it possible that a speaker can use second language (L2) as well as first language (L1). Lado (1964: 214) said that bilingualism is the ability of using two languages, so the ability of two languages is not the same. Next, Haugen (1961) said, “Knowing two languages or more is called a bilingual.” He continued to say that a bilingual does not need to use two languages actively but just knowing it. Spolsky (1998:45) defines bilingual as, “A person who has some functional ability in second language”. One bilingual to another have variety in that ability. The variety of the ability influenced by many factors, such as education, environment and social state. If someone is in high society they will use two languages in same time to show their prestige. It doesn’t preclude for people in low society to use two languages in their conversations. They also can mix the two languages in same time. The difference is in the reason why they mix the language. For people in high society they mix the language to show their prestige, but people in low society mix the language because of their vernacular can’t be lost easily.

Concerned to speech society, Hamers and Blanc (1987:6) define bilingualism as, “the state of a linguistic community in which two languages are in contact with the result that codes can be used in the same interaction and that a number of individuals are bilinguals”. In essentials, the bilinguals can free to choose what the language they want to use. Every bilingual have their freedom to mix any code or language that they mastered. If the high societies choose English to mix with Bahasa Indonesia to show their prestige, then the low societies choose vernacular to mix with Bahasa Indonesia because vernacular is their mother tongue that can’t change easily.
2.2 Kinds of Bilingualism

According to Saragih (2001) bilingualism based on language acquisition is divided into three categories, namely: (1) equal bilingualism is one’s mastery of two language is equal or of the same quality. It should be admitted that to find someone having this ability is almost impossible because when she/he speaks it, it can be noticed that his mastery of one language is better than the other one, (2) receptive bilingualism is one’s ability to understand one of two languages he/she knows but he/she is unable to use it either in the written or spoken form. An example of this can be found in many families today. The children are able to understand the conversation among the adults using an ethnic language but they themselves cannot speak the language, and (3) dormant bilingualism is the deteriorating of mother tongue which has long been abounded so that the person’s ability to use it is weak. However, he/she will be able to regain the acquisition when the communication using the language begins again. Based on the process, bilingualism is categorized into two types such as natural or primary bilingualism and secondary bilingualism. Natural or primary bilingualism is natural mastery of two language are used in the society so that he/she begins to acquire the language bit by bit naturally secondary acquisition is the mastery or a language from the process of learning, in the case, bilingualism is a situation when the bilingual individual can feel that his ability to speak more than one language his/her position most advantages in the speech community. On the other hand, subtractive bilingualism refers to a situation when the individual feels that the use of the second language down grade the uses of the first language. And this can make things worse when there is conflict between the cultures of two languages.

2.3 Code-mixing

Code mixing is mixing one language to another and only the change some of elements such as words and phrase in a sentence. Fasold (1984:180) states that pieces of one language are used while a speaker is basically using another language. The pieces taken from another language are often words, but they can also be phrase or larger units. Code mixing is usually happens in informal situation and mixing two languages or more languages in one situation. Furthermore, Wardhaugh (1986:104) states that conversational code mixing involves the deliberate mixing to language without and associated with topic change. It means that the speaker that used code mixing in their conversation is bilingual person. Code mixing occurs when two people speak in one situation by using one language, but in the middle of the sentence they often use other language. For example, there are two people speak in one situation by using Javanese language, but in the middle of the sentence they often use Indonesia words in the sentence, not all of the sentence. According to Nababan (2008:15) code mixing happens when people mix two languages (or more) languages in such speech act or discourse without any force to do mixing codes.

Example (1)
A: Eh... ada apa pagi-pagi dah sibuk?; B: Saya sedang melakukan Run-up. Based on the example above, in the conversation there is mix Indonesia language with English. Speaker B use word ‘Run-up’ as the code mixing in that conversation.

Example (2)
This morning I hantar my baby tu dekat babysitter tu lah (Malay/ English bilingual). ‘This morning I took my baby to the babysitter.’ (Quoted: Language in society, Romaine. 1994). From the example above we can see that the speaker mix two language to say something to hearer. And the hearer can understand it if they really know the split word or they will be misunderstanding if they didn’t know the meaning of the strange words in speaker sentence.

In code-switching, the point at language changes, either on its own or precisely because the language changes. There are other cases, however where a fluent bilingual changes the language without any change at all in the situation. This kind of alternation is
called code-mixing (Hudson 1996: 53). The purpose of code-mixing seems to be symbolized a somewhat ambiguous situation for which neither language on its own would be quite right. To get the right effect, the speakers balance the two languages against each other as a kind of linguistic cocktail a few more words and so on. The changes generally take place more or less randomly as far as subject matter is concerned, but they seem to be limited by the sentence structure. In code-mixing, there is a main code or basic code which is used and has functioned autonomy, while the other code involves in a speech event constitute piece only without any function autonomy as a code. For example, a speaker who inserts a piece of his or her regional dialect into Indonesian can be called that he or she has done code-mixing.

2.4 The Factors of Code Mixing
Ohoiwutum (1997) mention that the factors of code-mixing they are: Ethnic identity. Code-mixing is used in order to signal the speakers of ethnic identity. In this respect, it may be claimed that it is a toll for creating intimate interpersonal relationship, especially between individuals who share the same ethnicity. (1) Signal solidarity. Code-mixing is used to signal solidarity, they perform reflect as a bridge that builds solidarity among them which is also shown the high intimacy level they have concerning their relationship; (2) Affective function. Code-mixing is not used to express reverential meaning instead to express affective meaning, the listener does not need to understand the meaning of the words uttered but he simply needed grasp the affective function, what is the purpose of the someone to code-mixing whether it uttered only for joke or for amusement, or to express disapproval, a person do code-mixing may because he is angry; (3) Social dimension, code-mixing also reflects a change in social dimension, such as the status relation between the people and the formality of their interaction.

2.5 Types of Code-mixing
According to Hoffman (1991), types of code mixing divided into: (1) Intra-sentential: This kind of code mixing occurs within a clause or sentence boundary, as when a Yoruba/English bilingual. Example (3) Won o arrest a single person (won o they did not). (2) Intra-lexical code mixing: This kind of code mixing which occurs within a word boundary. Examples (4) In shoppä (English shop with the Panjabi plural ending) (3) Involving a change pronunciation: This kind of code switching or code mixing occurs at phonological level, as when Indonesian people say an English word, but modify it to Indonesian phonological structure. For instance, the word “strawberry” is said to be “stroberi” by Indonesian people. (4) Unit insertion: This refers to the introduction of a grammatical unit above a word (a noun phrase or a verb phrase) from another language to the base language. (5) Unit hybridization: this refers to the use of linguistic elements from another language within a unit one. (6) Sentence insertion: this refers to an insertion of a sentence from another language into the language base of the discourse. (7) Idiom and collocation insertion: the use of idiom and collocation of one language in another language. (8) Reduplication: The inflectional and reduplication processes of one language that are introduced to another that does not have such a grammatical system.

2.6 The reasons of Code-mixing
According to Nababan (1993: 32) the reasons people do the code-mixing are; (1) Bilingual, Bilingual will cause the people to mix their language with another language. It means that in bilingual society, many people will do code-mixing in their communication. (2) Situation, Code-mixing occurs because of the relax situation. So the speakers just do their habit only. (3) Prestige, the speaker wants to show their proficiency in using many languages; they do code-mixing as a prestige language. (4) Vocabulary, Where there is a lack of
vocabulary in one language, sometimes the people change the word to another language. The reasons for bilinguals to mix their language (Hoffman, 1991: 116):

1) Talking about a particular: People sometimes prefer to talk about a particular topic in one language rather than in another. Sometimes, a speaker feels more comfortable to express their emotional feelings in a language that is not their everyday language.

2) Quoting somebody else: People sometimes like to quote a famous expression or saying of some well-known figures. In Indonesia, those well-known figures are mostly from English-speaking countries. Then, because many of the Indonesia people nowadays are good at English, those famous expressions or sayings can be quoted intact in their original language. People sometimes follow the language of artist to follow the trend nowadays and the era-globalization.

3) Being emphatic about something: Usually, when someone who is talking using a language that is not his native tongue suddenly wants to be emphatic about something, he/she, either intentionally or unintentionally, will mix from his second language to his first language. Or, on the other hand, there are some cases where people feel more convenient to be emphatic in their second language rather than in their first language.

4) Interjection (inserting sentence fillers or sentence connectors): Language mixing among bilingual or multilingual people can sometimes mark an interjection or sentence connector. It may happen unintentionally or intentionally.

5) Repetition used for clarification: When a bilingual wants to clarify his/her speech so that it will be understood more by listener, he/she can sometimes use both of the languages that he masters saying the same utterance (the utterance is said repeatedly).

6) Intention of clarifying the speech content for interlocutor: When bilingual talks to another bilingual, there will be lots of code mixing occurs. It means to make the content of his/her speech runs smoothly and can be understood by the hearer.

7) Expressing grouping identity: code mixing can also be used to express group identity. As it has been mentioned previously, the way of communication of academic people in their disciplinary groupings, are obviously different from other groups. In other words, the way of communication of one community is different from other the people who are out of the community (Barnett, 1994:7).

2.7 Code Switching

Code switching is a change from one language or one language variety to other language by a speaker (Siregar, 2002:12). Then according to Siregar (1996:65) when two or more languages exist in a community, speakers frequently switch from one language to another. This phenomenon is known as code switching, so code switching is the changing of one language to another once occur when in a community there are two or more language exist. In code switching, it is not only the changing of language but also can be a dialect (Umar and Napitupulu 1993:13). It is one of the aspects of language dependency in bilingual society. In society like this, it is impossible if person uses only one language event a title. According to Siregar (2002:13) there are some reasons or causes of code switching, they are: (1) A speaker (who wants to get benefit or advantage), (2) A listener’s ability in speaking (his/her weakness in speaking makes another speaker speak in this way), (3) Change the situation because of the presence of a third person whose language is totally different from the language being used, (4) Change of the situation from formal speech (formal situation) to informal speech (informal situation), (5) Change of the topic.

According to Nababan (1993:31) there are four main reasons why people do code-switching: (1) Certain topic, sometimes a topic more enjoyable if used in conversation by the people, (2) Someone who is bilingual will be motivated to do code-switching because he/she can change his/her language from one language to another language, (3) The speech situation,
such as changing the topic to other because a new comer who cannot speak in the language used, the speakers do code-switching, (4) Someone who uses code-switching attempts to impress someone else with his/her proficiency in several languages or in one prestige language, (5) The same background of the speakers will motivate the people to switch their language.

Types of Code Switching (Hoffman 1991: 112)
(1) Emblematic: In this kind of code switching, tags and certain set phrases in one language are inserted into an utterance otherwise in another, as when a Panjabi/English bilingual says: it’s a nice day? (hai nā isn't it). (2) Intersentential: this kind of code switching occurs at a clause or sentence boundary, where each clause or sentence is in one language or the other. (3) Involving a change of pronunciation: this kind of code switching or code mixing occurs at the phonological level, as when Indonesian people say an English word, but modify it to Indonesian phonological structure. For instance, the word ‘strawberry’ is said to be ‘stoberi’ by Indonesian people.

2.8 The differences of code-mixing and code-switching
One criterion that to distinguish mixing from switching is that grammar of the sentences determines the language. By this criterion, if a person uses a words or a phrase from another language, he has mix the language, it is not switch. But if one clause has the grammatical structure of one language and the next is constructed according to the grammar of another a switch has occurred (Fasold 1984: 1980). Studying about code-switching, it usually can’t be separated from studying code-mixing. These two phenomena commonly occur in bilingual society that very close similarity, so it’s hard to differentiate. Chaer and Agustina (1995) say that the similarity between code-switching and code-mixing is that both use two or more languages of variations of language in a certain speak. Both refer to complete switch from one language to another without integration into the first language.

III. Methodology of Research
The design of the research is qualitative descriptive. It is described because, it makes description of event or occurrences and this method has an intention to accumulate the basic data Moleong (1988: 26). The subject of the research are the EFL learners at English Department of HKBP Nommensen University. The object of this research was EFL learners at English Department of HKBP Nommensen University when they conducted the conversation among of them. In detail, the students’ conversations that contain code mixing are taken as the data of the research. Tape recorder is also as the research instrument. It is used to gain the existence of data. Through tape recorder, the conversation of EFL learners at English Department of HKBP Nommensen University are recorded. The reason for choosing tape recorder as one of her research instrument is because through the tape recorder the researcher weakness in thinking, remembering, or nothing can be reduced, so the maximum data can be gathered for this research. The researcher records the conversation between EFL learners at English Department of HKBP Nommensen University. The researcher interview the EFL learners at English Department of HKBP Nommensen University to find out their reasons use code mixing in their daily conversations.

Gay and Airasian (1992:229) state that technique of analyzing the data is used to identify the data. The data which will be used in this research are the young Javanese code mixing in certain period of time. The data that will be analyzed by the researcher as follows:
1. Transcribing: Longman (1987:1127) states that it means wrote down fully. It means that after the researcher does her recording to tape recorder, she transcribes the dialogue
activities which contain code mixing. The paper which contains copy of conversation is called as transcript.

2. Analyzing of Data: The data will be analyzed after the researcher makes the transcription based on the recording.

3. Making Conclusion: the conclusion of this research is drawn after the researcher analyzes the data.

**IV. Research Findings**

This research has tempted to provide an analysis of the code mixing phenomena that occurs in the students for code mixing. The data which has been analyzed in the code mixing as found in students discourse was collected and counted as the analyzed of frequency of code mixing.

1. The types of code mixing which are found by the writer after analyzing the data such as:
   1) There are some Intra-Sentential Codes mixing like: Flash Disk, How boring she is, Good idea, Hang out.
   2) There are some Intra-Lexical Codes mixing like: Nge-enjoy, Standard-nya, Nge-blow, Handphone-nya.
   3) There is involving a change of Pronunciation like: Friend.
   4) There are some Unit Insertion codes mixing likes: copy, please, natural, Genk, weekend, zoo, sorry, childish.
   5) There is a Reduplication code mixing on the conversation like: Shopping-shopping.
   6) There are some idiom and collocation insertion like: By the way, All out, don’t give up, you are welcome.

2. The Reasons of code mixing which are found by the writer after analyzing the data because of:
   1) Prestige, like: **By the way** kamu liat si Boy?
   2) Talking about particular, like: Emang **hand phone-nya** knapa gak aktif?
   3) Situation, like: Liat situasi dan kondisi lah, paling kalo lagi **weekend**. Disitulah aku punya waktu. (Looking the situation and condition, may be when the weekend. I have time there)
   4) Bilingual, like: Aku mau nya sih ke **Zoo**, Uda lama gak dari sana.
      (I want to go to zoo, long time don’t go there)
   5) Quoting somebody else, like: Kapan nya kita bisa jalan-jalan? Uda lama kita gak **hang-out** bareng.
      (When we could take a trip? Long time we don’t hang out together.)

**Discussion and Interpretation of the Research**

After finding the research further, in this case, the writer goes to interpretation of research. It is talked about how the data would be being interpreted after adopting code mixing form the EFL learners at English Department of HKBP Nommensen University. Their conversations in the classroom or school area were very well. During their talk about any topic on the classroom or school area, the writer saw that the teacher who want to show their ability by using other language such as English and other reason for prestige like to show they are a modern person or educated people.

Most of the students use Unit insertion on their conversation. Because there are quite many words in English that are familiar to them and they can use them in their daily conversation. They mix their language in several times because of some reasons, according to Nababan’s theory, there are four reasons, they are:
bilingual, situation, prestige, and vocabulary. According Hoffman’s theories, there are seven reasons, they are: talking about particular, quoting somebody else, being emphatic about something, interjection, repetition used clarification, intention of clarifying the speech content for interlocutor, expressing grouping identity. Most of them said that they mix language because prestige, as the students they always want to show or keep their status as educated people and as the modern people. That is the particular reason why the writer also suggest to the reader, we tent to study sociolinguistics to get the effective and meaningful communication.

V. Conclusion
During the interview, the students also expressed why they mixed their code while communicating with friends. They decided to mix their code while because bilingual, situation, prestige, vocabulary, talking about particular, quoting somebody else, being emphatic about something and expressing grouping identity. After the writer analyzed the most of students said that their reason used code mixing because of Prestige. The want to show their proficiency in using many languages; they do code mixing as prestige language. And also they want to show that they are in high class and educated people.

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PANCASILA VALUES IN ENGLISH SUBJECT SYLLABUS
FOR SENIOR HIGH SCHOOL: A CRITICAL DISCOURSE ANALYSIS

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Abstract

The national syllabus is the representation of government vision and mission hence its formation is based on the national values. As education system is based on Pancasila and the 1945 Constitution, Indonesian education is directed to meet the academic and non-academic competencies that are in line with the values of Pancasila. However, Indonesian education system is still at an alarming stage because the system is not capable in producing graduates with high competitiveness compared to the other countries. This article aims to reconstruct the values of Pancasila in English subjects syllabus (for senior high schools, Madrasahs and vocational high schools) published by Indonesian Ministry of Education and Culture. The analysis was conducted by relying on Fairclough’s three-dimensional model to reconstruct Pancasila ideology and its implementation. This research is expected to be beneficial for the making of syllabus which is suitable with Indonesian national identity.

Keywords – discourse, English subjects, Pancasila, senior high school, syllabus

I. Introduction

Education cannot be entirely separated from the efforts to instill certain values which are the ideological foundation of the nation. The values in education represent institutional expectation of the graduates. According to the Universal Declaration of Human Rights (1948), educational institutions are built on the values of tolerance between different ethnic and religion (Yiğit and Tarman, 2012). The values of tolerance in Indonesian education system are the reflections of Pancasila as the state ideology. Relying on the slogan of Bhineka Tunggal Ika 'unity in diversity', Indonesian education is directed towards social values that uphold tolerance and unity amid differences.

Recognizing the importance of developing Pancasila values (on the one hand) and academic competencies (on the other), Indonesia education system is directed to produce students who have excellent competencies but still have nationalism and spirit of Pancasila (Act No. 20, Years 2003). Pancasila in the Indonesian education system is one of the competencies that must be developed. However, Pancasila as one of the competencies (that must be developed) actually raises questions about how to measure the competence of an abstract value and how to apply Pancasila in learning unit.

The same is true in English subjects that focus on building foreign language competencies in the global context. Pancasila which is the basic value of Indonesia is presented in the context of international communication through English subject. The values of Pancasila seem to be imposed in the units of learning. Referring to the importance of instilling Pancasila values in each subject and realizing the complexity of competence in English learning; this research is directed to describe the values of Pancasila in English subject syllabus. The values and ideologies of Pancasila which are the objects of this research are analyzed by referring to three dimensions of Critical Discourse Analysis (CDA) developed by Norman Fairclough (1989 & 2003). In order to support the analysis in social and cultural level, the writer undertakes Focus Group Discussion (FGD) to find the problems
occurring within Indonesian education system at the higher educational level and solutions that can be used to address the problem.

The aim of the research is to analyze the values of *Pancasila* in English subject syllabus. The purpose of this study is manifested in three research questions as follows:

1. What are the values of *Pancasila* described through English subject syllabus in 2013 curriculum?
2. What are the discourse practices interpreted through English subject syllabus in 2013 curriculum?
3. What are the sociocultural practices explained through English subject syllabus in 2013 curriculum?

II. Literature review
A. Theoretical framework

Fairclough (1989 & 2003) states that CDA is conducted to discover the ideology communicated through the text. In CDA perspectives, the text is the representation of social events and conditions occurring within the social environment. CDA is done by relying on three dimensions of analysis, including text description, discourse interpretation, and sociocultural explanation.

a. Text description

Text description is done by applying Halliday’s systemic linguistics (Halliday and Matthiesen, 2014) to analyse the texts that are suspected to have certain ideological content. Through lexicogrammatical analysis, it is found that the ideologies are inculcated through the use of word and sentence constructions. The use of word or lexicalization reflects the ideology of the senders (text makers). The sender of the message uses certain lexical choices that essentially reflect the values that are intended to be dispersed or attenuated through the text (Fairclough, 2003 & Aidinlou et al, 2014). Persuasion in lexicalization is apparent through the lexical elements repeatedly occurred within the text. The higher the rate of repetition, the higher the persuasion force generated. For example, to persuade the values of *Pancasila* in the text, sender would repeat the word *Pancasila* or words related to the values of *Pancasila* (such as Bhineka Tunggal Ika, tolerance, unity, and others) in the text. Meanwhile, the omission of the word *Pancasila* and its values actually weakens the ideology of *Pancasila* in the text.

The grammatical aspects in the text also represents the ideology that sender wants to communicate. Halliday and Matthiesen (2014) emphasize that syntactic construction (in the context of transitivity) provides an overview of reality that exists in the world. The word position in the syntactic construction gives an idea of alignment or rejection. For example, the appearance of the word *Pancasila* in a syntactical construction gives an emphasis on national ideologies which are based on tolerance and unity. If the word appears in the declarative sentence as the subject or agent, it can be seen that *Pancasila* is seen as an agent or actor that does particular acts. However, if it is presented as the object of the sentence, it can be ascertained that Pancasila is seen as the goal of the action performed by the sentence.

b. Discourse interpretation

Discourse interpretation focuses on the text analysis from the communication point of view that emphasizes on the process of production and interpretation (Fairclough, 2010). The roles of communication provide a clear picture or portrayal of why the communication events have certain values or ideologies. The background of participants in the communication process influences textual interpretation. For example, in the context of public policy making, *Dewan Perwakilan Rakyat* ‘the House of Representatives’ has more power because it has authority to
legitimize the law. Therefore, institutions relating to this law are indirectly involved. Disregarding policy means rejection to ‘the House of Representatives’ as one of the national institution.

c. Sociocultural explanation
The sociocultural explanation provides the justification of how values and ideologies are built in social and cultural contexts. Fairclough (2010) argues that sociocultural explanations can be carried out by considering the context of institution, culture, social, and political conditions influencing the development of ideology. For example, the establishment of a National Qualification Framework is motivated by the competencies of Indonesian education institutions that are not in line with global level competencies (Kasir, 2014)

B. Pancasila and national education: An overview
The values of Pancasila are built based on five basic values. Here are the five values of Pancasila and their practices, in accordance with the statement of Soejadi (1999).

1. *Ketuhanan yang maha esa* ‘the belief in one supreme God’. It contains the religious value, trust and piety of God and His commandments.
2. *Kemanusiaan yang adil dan beradab* ‘Just and civilized humanity’. It reflects the values of humanity, recognition of dignity, fair treatment of humanity, and the recognition of human beings as civilized creature.
4. *Kerakyatan yang dipimpin oleh hikmat kebijaksanaan dalam permusyawaratan perwakilan* ‘Democracy led by the wisdom of deliberations among representatives’. It contains the values of civilization, sovereignty, equality, and deliberation to consensus.
5. *Keadilan sosial bagi seluruh rakyat Indonesia* ‘Social justice for the whole of Indonesian’. It contains the value of justice, as well as the balance of rights and obligations.

The 2013 curriculum is one of the foundations in the establishment of English syllabus for senior high school, Madrasah and vocational high schools in 2016 (Ministry of Education and Culture, 2016). This syllabus is an overview of lesson plans that emphasize the improvement learners’ ability to use English in various texts represented in the real life contexts. The values of Pancasila including the values of tolerance, mutual respect, and the appreciation of religious values are fostered through the materials used.

Competence as the main goal of the syllabus gets emphasis in the text. The English course syllabus is directed to build students' competencies in understanding the three types of texts, namely: (1) interpersonal, (2) transactional, and (3) functional (Ministry of Education and Culture, 2016: 2). Here are the competencies built and the material used to represent them.

1. demonstrate appropriate behavior in social, cultural, academic, and professional environment;
2. identify social functions, text structures, and linguistic elements of the texts that are commonly found in the daily life of the learners,
3. communicate interpersonally, transactionally and functionally about themselves, family, everyday life, and job,
4. Interpret and arrange the text precisely and trace it in accordance with the elements of language.

The text used to meet this competence is the texts found in social environment, such as tourist destination, folklore, and others. The texts illustrate the values of Pancasila through
practicing characters (such as honest, caring, and others). In addition, the texts also emphasize the development of four language skills, such as listening, speaking, writing, and reading (Ministry of Education and Culture, 2016).

English Learning at high school levels (in class X, XI, and XII) is directed to meet the four core competencies (Ministry of Education and Culture, 2016). The writer simplifies the competencies into the following four components:
1. practicing and living the religious teachings
2. behaving honestly, discipline, responsible, caring, polite, responsive, pro-active and provide solutions to various problems.
3. understanding and analyzing in order to increase knowledge about science, technology, art, culture, and humanities.
4. cultivating, reasoning, and showing to develop the knowledge by applying appropriate and acceptable methods.

III. Methodology
This paper is based on a qualitative research with CDA approach. The CDA implies the role of the text in building the existing reality behind the social environment. The primary data of this research is English Syllabus for the senior high school, Madrasah and vocational high schools. The syllabus is prepared by referring to the 2013 curriculum published by Indonesian Ministry of Education and Culture. Referring to the three dimensions of Fairclough’s (2003 & 2010) model, the analytical process is divided into three stages, namely:
1. The description of the text (syllabus). Syllabus in this paper is seen as a text containing certain ideology. In this case, Pancasila is one of the national ideologies represented by the text. Text descriptions are done by taking into account the lexical choices and repetition within the text. In addition, the author also considers the construction of sentences and the lexical devices reflecting the values of Pancasila.
2. Interpretation in the context of discourse. The values and ideologies found in text descriptions are further analyzed by considering the text as communication. Text senders and receivers have important roles in determining the background and the ideology persuaded by the participants of communications.
3. Sociocultural explanation. The ideology built from discourse interpretation is further examined by considering the social and cultural aspects influencing the formation of the syllabus. This is done by regarding the social events and government policies that are related to the text. In order to strengthen the analysis, Focus Group Discussion (FGD) was also conducted with 10 respondents consisting of education practitioners and teachers to find the values embedded in the syllabus and its implementation in the context of teaching.

IV. Findings and Discussion
Taking into account Fairclough’s (2003 & 2010) three dimensional analysis, the analysis is divided into three parts, namely:

A. Lexical and syntactical analysis: A text description
Lexical choices show that Pancasila values are reflected from the use of words. In accordance with Soejadi’s (1999) statements (see subchapter 2.2), there are four values of Pancasila which get emphasis in English subject syllabus, namely:
1. Religious values and spirituality. The values are reflected in several words such as agama ‘religion’ (4 occurrences), ajaran agama ‘religious teaching’ (4 occurrences), and iman ‘faith’ (2 occurrences);
2. The values of humanity. This values are reflected through the use of word *kemanusiaan* ‘humanity’ (4 occurrences) and *kerakyatan* ‘civilization’ (4 occurrences);

3. The values of unity and tolerance that are reflected through the use of word *toleransi* ‘tolerance’ (2 occurrences); and

4. The values of agreement as a solution of various problems. They are reflected through the word *solusi* ‘solution’ (9 occurrences).

In the sentence construction, the words that portray the values of *Pancasila* are appeared in various constructions. The portrayal of *Pancasila* values in syllabus 2016 is visibly seen from three graduate competencies below.

a. demonstrating English behavior that reflects the attitude of *faithful*, honest, disciplined, responsible, *caring (cooperative, responsible, peaceful)*, responsive and proactive and shows attitude as the part of solution to problems in order to interact effectively with social and natural environment and in placing ourselves as a reflection of the nation in the association of the world.

b. Having factual, conceptual, procedural, and metacognitive knowledge about social functions, the structure of meaning (sequences of meaning or familiar to the structure of texts), and linguistic elements of English texts that have potential to develop *humanitarian, national*, state, and civilization-related insights into the causes of phenomena and events, and apply procedural knowledge to specific areas of study according to his or her talents and interests to solve problems.

c. Having skills to cultivate, give reason, and serve them in a concrete and abstract field by using English language in schools and to act effectively and creatively, and capable to use methods in accordance with English language rules.

The bold words above illustrate the values of *Pancasila* that are presented in the learning objectives. The words that reflect the value of *Pancasila* occur as the object of the sentence. In other words, *Pancasila* value in the context of education can be seen as the purpose of communication. This exposure reinforces the role of education to build the values of *Pancasila*. Lexical and structural analysis shows that the values of *Pancasila* are represented through character development. However, among five values contained in *Pancasila*, there are only four values (the first four precepts in *Pancasila*) that get emphasis in the text. Meanwhile, the fifth precept (social justice for all Indonesians) still lacks emphasis. In CDA perspective, *Pancasila* is not presented explicitly in the text. The author does not find the word *Pancasila* or *Bhineka Tunggal Ika* ‘the unity in diversity’ in the text. Therefore, the values of *Pancasila* are built through learning that is focused on character building.

**B. Syllabus as a form of communication: Discourse interpretation**

In the perspective of discourse interpretation, it can be visibly seen that the syllabus for senior high schools, Madrasahs and vocational high schools is the integrated part of curriculum 2013. The development of 2013 curriculum can be seen in a number of syllabi at various levels of education and in various lessons (Indonesian, Mathematics, and others). Syllabus is the implementation of policies that are previously established by higher institutions. In microstructure, the syllabus as a form of communication involves two participants, namely: the Ministry of Education and Culture as the sender and educational institutions as receivers. Referring to the social structure of participants, it can be seen that the sender of the message as the state apparatus has more power in the context of communication. Therefore, the state apparatus can dominate the lower ranking social institution.
In the context of delivery, the syllabus provides an overview of how learning should be done at the school level even up to the classroom. The syllabus shows the targets to be achieved and the steps that can be taken to achieve those targets. This exposition clearly affirms that the ministry of education and culture through their power relations leads educational institutions to follow the government-developed learning targets. Indirectly, educational institutions and education personnel are bound by a number of rules. At this level, disobedience will have an impact on the emergence of social sanctions.

Pancasila as the values developed in various competencies must be implemented in educational institutions. The syllabus analyzed explicitly indicates that English lesson is conducted with the aim of instilling Pancasila value and improving language competence through learning units and subjects.

C. Indonesian education: A sociocultural explanation
2013 Curriculum is the development of the previous curricula based on the development of students’ competencies, namely: Kurikulum Berbasis Kompetensi (KBK) ‘the Competency Based Curriculum’ and Kurikulum Tingkat Satuan Pembelajaran (KTSP) ‘the Learning Unit Level Curriculum’. KBK focuses on developing students' skills in performing their tasks in accordance with specified competency standards (Wirianto, 2014). KTSP basically has the same purpose and technical implementation as KBK. The difference is in the teaching authority in developing the lessons. As a refinement of the previous curricula, the 2013 curriculum emphasizes the development of competencies in learning by emphasizing the values of Pancasila.

The 2013 curriculum emphasizes the importance of competencies. Pancasila itself is one of the competencies that must be achieved by the students. This competency-oriented education is the effect of Indonesian educational conditions that are experiencing downturn. Competencies which are the purpose of education are constructed to fulfill the need of producing qualified graduates and have competencies to compete in global context (Supriyoko 2001). Indonesian education is regarded unable to produce qualified graduates that meet the needs of the workforce at the global level.

FGD with ten teachers and education practitioners are directed to find fundamental things related to: (1) the quality of English learning prior to the enactment of the 2013 curriculum, (2) The description of English syllabus for senior high school levels; (3) The application of English syllabus; (4) The shortcomings and weaknesses; and (5) The application of Pancasila values in English syllabus.

In 2013 curriculum, English lesson still retains the basic concept of competency-based learning (since the application of KBK). Each learning unit is formed and directed in a number of specific competencies. The difference is the moral values and Pancasila that get different portions. Pancasila as one of the core competencies in the 2013 curriculum is really implemented in the syllabus and materials used. For example, the value of Pancasila through the attitude of tolerance in the basic competencies KI2 in chapter 1 (from Bahasa Inggris, teacher’s bookused in senior high schools) is clearly implemented through the instructional guidelines below.
Tolerance values are reflected in the attempts to reject the acts of bullying. Students are asked to give opinions responding to this action. It is directed to build students' awareness about the importance of other people as stated in the basic competencies of KI2. These values are used and applied in building four language skills. The development of Pancasila values through the development of language skills can be seen clearly in figure 1 above. In figure 1, the implementation of tolerance values is reflected through the development of students' speaking skill.

The syllabus made basically meets the learning objectives in the 2013 curriculum. The appointed competencies are implemented through methods and learning techniques. The core competencies are fundamentally implemented in the basic competencies even up to the learning materials used. However, the respondents felt that the syllabus used was still too difficult to be implemented. Basically it is related to two things. Firstly, the teacher is considered not ready to follow the change and secondly, the students' competencies are considered poor (need to be improved systematically). The whole syllabus cannot be applied thoroughly to all higher education institutions in Indonesia. Therefore, the more in-depth researches are essentially needed in this regard.

Pancasila itself in the syllabus is really implemented. However, the respondents felt that these values were still impressed. Pancasila as a value can only be understood as a value. Values cannot be measured mathematically; it can only be understood in the context of application. The use of English subjects to support the development of Pancasila values can basically be applied. However, the development of Pancasila values is more appropriate to be done through the subjects related to citizenship and civic education which emphasize the application of Pancasila in daily life.

V. Conclusion

Pancasila as the ideology of the nation is clearly reflected in the 2013 curriculum which is further integrated into English subject syllabus in 2016. From the perspective of implementation, the syllabus incorporates Pancasila values in English learning as one of the core competencies. Meanwhile, the basic competencies that are technically the objectives of the course, implemented to develop the values of Pancasila through four language skills (writing, listening, reading, and speaking).
In the perspective of discourse, the making of syllabus shows the communication relationship among participants, which in this case includes the Ministry of Education and Culture as the sender and educational institution as well as the teacher as the receiver. In communication perspective, the senders through their institutional power bond the other participants to follow the plans and policies on education which in this context to carry out educational activities in line with the vision and mission of the government.

In sociocultural perspective, it is visibly seen that the Ministry of Education and Culture build an education system based on Pancasila as one of its core competencies. However, it also raises questions related to the effectiveness of certain subjects such as English lesson in building Pancasila values and nationalism. At the level of implementation, English lessons can be used to develop Pancasila values. However, the implementation seems to be imposed. The paper has clearly shown that the main role in developing the values of Pancasila is citizenship or civic subjects that emphasize the application of Pancasila in the context of everyday life.

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ERROR ANALYSIS OF STUDENTS’ WRITING RECOUNT TEXTS

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Abstract
This study is a research on English Department students’ error analysis in writing recount text at FKIP UHN Pematangsiantar. The question of the research is “what are the students’ difficulties in writing recount text?” To overcome the problem, the writer used qualitative methodology. Twenty of the third semester students of English Department FKIP UHN Pematangsiantar were taken as the subject. To get the data, the writer asked the students to write a recount paragraph about the most interesting experience that contains grammatical sentences and generic structure which consists of: orientation, events, and reorientation. The data analysis and interpretation showed that the students were able to build simple sentences but they had difficulties in making correct grammatical sentences in recount text. The incorrect/ error sentences that students built are found in error grammatical sentences of appropriate verb tense, word choice, word order, punctuation and unnecessary words. The total of seventy texts, there are twelve texts in incorrect generic structure.

Key Words: generic structure, grammatical sentences, recount text, writing

I. Introduction

Nowadays, learning English is important because English is used internationally. There are four skills that should be mastered by the students in learning the language namely listening, speaking, reading and writing. In order to understand about the language skills, especially in writing skill, one should make content of writing more meaningful and relevant to the students’ lives. In reality, it seems that the students cannot make a good writing because it is not meaningful and relevant to what they want to tell in their writing. According to Muhyidin (1988), writing has always had problems that put the students’ trouble. It is shown by errors made in both the organization of the composition and the language used. As consequences, the students always face some difficulties to write English.

They should be shown how to form words, how to put words together into sentences, and how to punctuate those sentences (Lincoln, 1982:3). Some parts of speech are more difficult than others. Following most challenging ones as they pertain to their writing: pronouns, adjectives, adverbs, and prepositions, with usage and examples (Strakey, 2004: 39). In addition, Bazerman and Wiener (1988) state that to write with confidence, a student needs to know the rules of grammar and usage. One of the bigger problems in students writing is that student writers often fail to prove their point. They fail because they do not support their point’s detail (Oshima and Hoque, 1981: 47). In addition, another type of problem that students sometimes create is the stringy sentence in which too many are connected, usually with and, but, so, and because forming one very long sentence. The result is a sentence that seems endless. Therefore, when writing English it is very important to understand how to arrange the sentences to be good in writing English.

In good writing the sentences should be constructed that, taken individually and together, the sentences fully convey to readers what the writer has in mind (Mccrimmon, 1963: 102). Writing is one of the language skills that have problem in arranging the sentences into unity. According to Oshima (1981: 17) that every good paragraph has unity which means
that in each paragraph, only one main idea is discussed. If you start to discuss a new idea, start a new paragraph. In other word, the students are expected to be able to write their paragraphs coherently. According to Siahaan (2008), the text coherence is smooth flow of ideas of a text. A good writer usually makes their sentences complete. The students do so, because complete sentences convey or help to convey what most readers expect to find in writing. It is a complete thought. In other words, they should be able to express their thought in a systematic way in which their readers will easily understand their message.

According to Shaw (1986: 4) writing is a relatively new art form, or process, or a means of communication about what little is known. Consequently, it is all the more important that opinions we hold in writing should be accurate and helpful (Shaw, 1986: 4). In addition, one of the hardest things about writing an effective sentence is that unless the students can plan it out completely in their head beforehand, they may not know at once the best way to arrange all of its parts. Theretofore, when the students want to write the text, they have problem in how to arrange the sentences be unity or coherent.

Based on the writer’s experience in teaching writing at the University it is not easy for the students to write well in English. Most of them were not interested in writing and were not giving attention to process of teaching writing so that they had a lot of problems when writing. The situation happened because the approach used is not suitable, the teacher usually teaches writing skill by asking students always to open the dictionary anytime without teaching how to create the good writing in the text. Therefore, the students always open the dictionary when they want to write. Generally, opening the dictionary many times will waste time but also decrease the students’ ability in writing especially in writing recount text.

Writing is also a means of communication. In this case, the communication is occurred between the writer and the reader. One of the biggest problems in student writing is that student writers often fail to prove their points, with concrete details. And also some students have difficulty communicating ideas, events and experience because a limited repertoire of spoken and written English. The writer transfers his/her thought, opinion, or comment in written form, which is expected to be comprehended by the reader.

Writing is a complex process that involves a range of skill and tasks. Although writing is often used to clarify and express personal thoughts and feelings, it is used primarily to communicate with others. Students need to become disciplined thinkers in order to communicate their ideas clearly and effectively. They need to learn to select and organize their ideas, keeping in mind the purpose for which they are writing and the audience they are addressing. They also need to learn to use standard written forms and other conversations of language. Therefore, writing is a power full instrument part for students to use to express their thoughts, feelings, and judgments about what they have read, seen or experienced.

Writing skill is also taught in learning a foreign language, especially English. The students are expected to be able to express their thought in written form systematically. So that the readers will understand the messages. Moreover, writing in one of the language skills also being taught in Indonesia schools, the students expected to be able to write simple essay text. But, unfortunately many teachers complain that their problem; such as the students are lack of understanding English grammar, and the techniques in writing paragraph. Based on this problem, this study is focused to find out whether the students are able or not in writing paragraph.
II. Literature Review

Writing Paragraph

Writing is a relatively new art and forms, or process, or means of communication about which little is known (Shaw, 1986: 3). Writing is a complex process that involves a range of skill and tasks. Also, Lincoln (1985: 5) state that writing gives you time to think, to try out your ideas on paper to choose your words, to read what you have written, to rethink, revise and, most importantly, to consider its effect on readers. And also writing is as a process of expressing ideas or thoughts in words should be done at our leisure. Tarigan (1982: 5) concludes that writing is a description of language, which language, which is understandable by some using symbols. In other words, writing can be defined that writing is a tool of language that describe to someone about message by using visual written symbols. In writing process, a writer also needs to know the manners to achieve a good writing product. Therefore, the writer needs to understand the structure or writing or linguistics. In relating to this, paragraph is an element of linguistic knowledge in which a writer has to know how to develop it. This is all purposed to make readers understand on what the writer writes easily.

Based on explanation, writing is a process where is written needs ability in transforming what he thought into verbal symbols. When a writer in written symbols, he needs not only the knowledge on what he writes, but also understandings on the purpose of his writing that is the readers or audiences.

Writing paragraph is made up of the three main parts, a topic sentence, a numbers of supporting sentences, and usually a concluding sentence (Muhayidin, 1988:17). In addition, Hogue and Oshima (1981: 3) state that a paragraph is a basic unit of organization in writing in which a group of related sentences develops one main idea. Meanwhile other experts, Peha (2002: 19) states that a paragraph is collection of one or more sentences in which the ideas are closely related. Therefore, in writing paragraph it is made up three main parts,

a. Topic sentence is the introductory part of a paragraph. It is the most important part of the paragraph. It introduces the main topic of the paragraph. In addition to that, it introduces the controlling idea of paragraph. The topic sentence is usually at the beginning of a paragraph.
   Example:
   “The cockroaches that inhabit many city apartment and homes are parasites that are almost impossible to exterminate completely”

   Notice that this sentence clearly identifies that the topic of paragraph is cockroaches. It also indicates what the remainder of paragraph will discuss: the paragraph to explain how and why cockroaches are difficult to eliminate.

b. The supporting sentences of paragraph develop its topic sentence. They function as the body of the paragraph. Each of them is about the topic sentence. It means, the concept of writing a paragraph a supporting sentence is a data of the topic sentence. For instance: there are some of supporting sentences that explain the topic sentences about gold, they are;
   First of all, gold has a lustrous beauty that is resistant to corrosion. For example, a Macedonian coin remains as untarnished today as the day it was mined twenty-three centuries ago. Another important characteristic of gold is its usefulness to industry and science. The most recent use of gold is in astronauts’ suits.
c. The concluding sentence is the last part of a paragraph. It is a single sentence. It ends a paragraph. It closes the development of a paragraph. It is as important as the topic sentence. So the concluding sentence is a single sentence which closes the development of a paragraph. For example:

In conclusion, gold is treasured not only for its beauty, but also for its utility.

The English Sentences

Some experts give their definition of sentences. Sentence is a group of words which at least has a subject and predicate and which can communicate a complete thought. A sentence is a group of words that you use to communicate your ideas in writing or in speech (Oshima and Hoque 1981:121). According to Sipahutar (2008: 40) there may be other elements in the sentences but as long as one verb or verbs chain it is a simple sentence.

Meanwhile other expert, a sentence can be classified into simple, compound sentence and simple complex sentences determined by number of main or subordinate clause in the sentences. According to Lincoln (1982: 271) states that a subordinate clause, also called “dependent clause,” is a group of words that has its own subject and predicate but cannot stand alone as sentence. A clause may be defined in the same way as a sentence: it is a full predication that contains a subject and a predicate with a finite verb.

a. The simple sentence can in fact get highly complicated; it is called “simple” because it consists of a single clause, one combination of subject and predicate.

   The wind blew
   S     V

   The man stole the jewelry
   S     V     O

   Simple sentences may have a compound subject or compound predicated or both and may also be expanded in many other ways. Objective, adverb, prepositional phrase, and verbal phrase may make some simple sentences seem anything but simple. Yet, as long the sentences have only main clause, it is remains a simple sentence.

   The cat and the dog fought
   S     V

   The dog barks and growls
   S     V

b. Compound sentence has two or more main clauses. According to Siahaan (2008: 113) a compound sentence has at least two independent clauses. In other words, such a sentence has two or full predication in the form of independent clause. Each main clause of compound sentences has its own subject and predicate. The main clause of a compound sentence is usually joined by a comma and a coordinating, conjunction, such as, and, but, or, nor, yet, for, and so. We use the compound sentences to join independent statements and ideas; and the kinds of joining signal we use frequently tell us what the relationship of those statements.

I read the chapter first, and later I made its summary
Main clause 1 main clause 2

The man stole the jewelry and did it in his home
Main clause 1 main clause 2
c. Complex sentences have one main clause and one or more subordinate clauses, so such sentence also have two fuller predication. The main clause is qualified or restricted in the meaning by the subordinate clause, the subordinating conjunction signals the dependency of the clause. Albert & Dumaris (2009:79) says “the complex sentence is the type of a sentence which contains one independent clause and one or more dependent clauses. Meanwhile, other expert, Haitrson (1986: 171) states that the complex sentence provides the best design for packing complex thoughts. By using complex sentence, you can show all kinds of complicated relationship between ideas. For example, you can indicate the comparative importance of statement; show that one thing happened because of or in spite of another thing, express contradiction and ironies, reservation and qualifications.

Complex sentences typically employ one or more signal words. Among the most common are although, in spite of, however, unless, if, when, because, as, while, during, since, and instead. The relative pronouns who, whom, whose, that, which, when and where are also isled in subordinating. There are of course many other signal words; whatever serves as a conjunction or relative pronoun in making a clause dependent is a subordinating signal. Such clause lengthened; put on the beginning and or middle; and used as introductions, explainers, or just modifiers.

When the wind blew, the leaves fell
Subordinate clause     main clause

The dog, which was called Rover, was barking
Main clause
Subordinate clause

There are several ways to recognize sentences to paragraph. The arrangements of sentences a detail depends on the typical morning at school. Obviously, you would not begin with what you do at the end of the morning. In short, you would arrange your ideas according to your time in which they occurred. Likewise, if you were asked to expand a process by explaining what to do last. Ordering your sentences and ideas in order of time referred to chronological development. In other word, recount paragraph is a paragraph which explains a process to do something systematically according to time.

There are principally two types of writing that requires chronological development: recount and process description. Although narration usually refers to telling of the story, the term used here to describe the relating of the story, the term used here to describe the relating experience that experience in the past. Recount text presents the past experiences in order of time or place and also recount text describes series of events in detail. Recount tells a story. Sihaan dan Kisno (2007: 35) state the recount is written out to make a report about an experience of a series of related events. In addition, recount tells a story or describes a story of the sequence of events. It is important to recount writing to show the reader the time relationship between sentences and ideas: clarifying the time relationships help to achieve coherence. After all, if any of the sentences could be switched around without any significant change in meaning, the paragraph is not coherent. So before the writer writes a recount paragraph, he/she should make the outline to the paragraph. The outline is very important to avoid the misleading in meaning.

Errors in writing
Talking about the errors of writing, according to Swales and Feak, the most common errors that the students make are grammatical errors, such lack of maintaining subject – verb agreement, lack of mastering the use of verb tenses, using article errors, using relative clause
incorrectly, using direct and indirect question ineffectively, using incorrect or vague pronoun references and paying no attention to avoid punctuation errors.

To support Swales and Feak’s idea, the writer inserts the examples of students’ errors in writing that are cited by Oshima and Hogue (1999: 260-261) as follows.

<table>
<thead>
<tr>
<th>The use</th>
<th>Incorrect / Error</th>
<th>Correct</th>
</tr>
</thead>
<tbody>
<tr>
<td>Punctuation</td>
<td>I live, and go to school here, where do you work.</td>
<td>I live and go to school here, where do you work.</td>
</tr>
<tr>
<td>Word missing</td>
<td>I working in a restaurant.</td>
<td>I am working in a restaurant.</td>
</tr>
<tr>
<td>Capitalization</td>
<td>It is located at main and baker streets in the City</td>
<td>It is located at Main and Baker Streets in the City</td>
</tr>
<tr>
<td>Verb tense</td>
<td>I never work as a cashier until I get a job there.</td>
<td>I had never worked as a cashier until I got a job there</td>
</tr>
<tr>
<td>Subject-verb agreement</td>
<td>The manager work hard. There is five employees.</td>
<td>The manager works hard. There are five employees.</td>
</tr>
<tr>
<td>Make one word or sentence</td>
<td>Every one works hard. We work together. So we have become friends.</td>
<td>Everyone works hard. We work together, so we have become friends.</td>
</tr>
<tr>
<td>Spelling</td>
<td>The maneger is a woman</td>
<td>The manager is woman</td>
</tr>
<tr>
<td>Plural</td>
<td>She treats her employees like slave</td>
<td>She treats her employees like slaves</td>
</tr>
<tr>
<td>Unnecessary word</td>
<td>My boss she watches everyone all the time.</td>
<td>My boss watches everyone all the time.</td>
</tr>
<tr>
<td>Wrong word form</td>
<td>Her voice is irritated</td>
<td>Her voice is irritating</td>
</tr>
<tr>
<td>Wrong word (Word choice)</td>
<td>The food is delicious. Beside, the restaurant is always crowded.</td>
<td>The food is delicious. Therefore, the restaurant is always crowded</td>
</tr>
<tr>
<td>Pronoun reference error</td>
<td>The restaurant’s specialty is fish. They are always fresh. The food is delicious. Therefore, it is always crowded.</td>
<td>The restaurant’s specialty is fish. It is always fresh. The food is delicious. Therefore. It is always crowded.</td>
</tr>
<tr>
<td>Wrong word order</td>
<td>Friday always is our busiest night</td>
<td>Friday is always our busiest night</td>
</tr>
<tr>
<td>Run – on</td>
<td>Lily was fired she is upset</td>
<td>Lily was fired, so she is upset.</td>
</tr>
<tr>
<td>Comma splice (Incorrectly joined independent clause)</td>
<td>Lily was fired, she is upset.</td>
<td>Because lily was fired, she is upset.</td>
</tr>
<tr>
<td></td>
<td>She was also careless.</td>
<td>Lily is upset because she was fired.</td>
</tr>
<tr>
<td>Fragment (incomplete sentence)</td>
<td>She was fired. Because she was always late.</td>
<td>She was fired because she always late.</td>
</tr>
<tr>
<td>Add a transition</td>
<td>She was also careless.</td>
<td>She was also careless. For example, she frequently spilled coffee on the table.</td>
</tr>
<tr>
<td>Subject</td>
<td>Is open from 6.00 P.M. until the last customer leaves.</td>
<td>The restaurant is open from 6:00 P.m. until the last customer leaves.</td>
</tr>
<tr>
<td>Verb</td>
<td>The employees on time and work hard.</td>
<td>The employees are on time and work hard.</td>
</tr>
<tr>
<td>Preposition</td>
<td>We start serving diner 6:00</td>
<td>We start serving dinner at 6:00</td>
</tr>
<tr>
<td>P.M.</td>
<td>P.M.</td>
<td></td>
</tr>
<tr>
<td>--------------------------</td>
<td>--------------------------</td>
<td></td>
</tr>
<tr>
<td>Conjunction</td>
<td>The garlic shrimp, fried</td>
<td>The garlic shrimp, fried clams, and broiled lobster are the most popular dishes.</td>
</tr>
<tr>
<td>Article</td>
<td>Diners expect glass of water when they first sit down at the table.</td>
<td>Diners expect a glass of water when they first sit down at the table.</td>
</tr>
</tbody>
</table>

Recount Text

Genre for most people is associated with the world of fiction writing, and categories such a thriller, sciences fiction or gothic horror spring immediately to mind is stated Richard Sidaway (2006:24). According to Gerot and Wignell (1982: 192) state that recall that genres are staged, goal – directed and purposeful. Based on explanation above that genre is explaining about the social purpose, stage, and lexicogrammatical. Also, Nofri Anten says Text can be classified into several types. The term of 'type' is sometime stated as 'genre'.

There are some types of text, they are; analytical exposition, anecdote, descriptive, narrative, procedure, news item, explanation, Hortatory Exposition, Report, Report, Spoof, Argument (discussed), Review, Assessment (Commentary)

Based on the explanation above, the writer choose the recount text as research paper to observant the problem in writing recount text.

a. Recount is a text which retells events or experiences in the past. Its purpose is either to inform or to entertain the audience. There is no complication among the participants and that differentiates from narrative.

b. Generic structure of the recount
   1. Orientation: introducing the participants, place and time.
   2. Events: Describing series of events that happened in the past.
   3. Reorientation: it is optional. Stating personal comment of the writer to the story.

c. language feature of recount
   - Introducing personal participant: I, my group, etc
   - Using chronological connection: then, first, etc
   - Using linking verb: was, were, heard, etc
   - Using action verb: look, go, change, etc
   - Using simple past tense. Subject + Verb 2 = she went.

There is example of recount text below to explain about processing how to create the recount.

*Out trip to Blue Mountain*

**Orientation**

On Friday we went to the Blue Mountains. We stayed at David and Della’s house. It has a big garden with lots of colorful flowers and a tennis court.

**Events**

On Saturday we saw the Three Sister and went on the scenic railway. It was scary. Then, Mummy and I went shopping with Della. We went to some antique shops and I tried on some old hats. On Sunday we went on the scenic skyway and it rocked. We saw cockatoos having a shower.

**Reorientation**

in the afternoon we went home.

After we see the recount text above that we know how to arrange a good text with following the rule of the recount text. In writing recount text that most important to remain is the generic structure and also the language feature in recount text. In orientation based on the
text above tell about as participant is the writer went to the friend’s house and then in events the writer tells about his activities in the trip and the last paragraph about reorientation that telling the writer about the last activates.

III. Research Methodology

3.1 Research Design
The design of research is descriptive qualitative. As the descriptive qualitative it aims to observe the ability of the student on writing recount text.

3.2 Subject of Research
The subject in this research is students of third semester in English Department FKIP Nommensen University Pematangsiantar.

3.3 The Object of Research
The object of research is the classroom realities in writing recount text at ED FKIP UHN Pematangsiantar

3.4 Technique of Collecting Data
In this study, the student is asked to write the recount text. It consists of three topics, the first topic is my experience, and the second about vacation, and the last my activities. The time given to do the test was 60 minutes. Before writing test, the researcher teaches about the recount text, after that the researcher asks the student to write some sentences regarding the topic to give students chance to frame their ability. The students are expected to write right sentences about the topic being presented. The sentences are written as the data to be analyzed to know the errors made by the students.

IV. Results and Discussion
After analysing the data, the results are divided into two terms, namely:

A. In terms of Grammatical Error
1. The students are still lack of prior knowledge in grammatical forming a sentence. It is proved from the data that there are some sentences which are still ungrammatical orders.
2. The students are still difficult in choosing some words, putting punctuation, using verb tense, and using some unnecessary words.
3. From some data analyses above, there are some students can’t make the sentences in order or in unity. It is proved from some sentences are not in order.

B. In terms of Generic Structure
1. The students are still lack of knowledge in writing recount text because they do not know its Generic Structure (Orientation, Events, Re-Orientation). They can’t differ the above terms.
2. The numbers of students who are able to write in correct writing with correct generic structure are 12 students. The frequent difficulties of them exist in writing are mostly in Orientation and Events.
3. The students are difficult in writing meaningful sentences in Recount Text.
Sample of Student’s Writing

My Holiday

S1. On Saturday, I went to Medan. S2. I decide to go there because my friend, Naumi, asked me to spend three days there. S3. I stayed at Naumi house.

S4. On Saturday we went to Hill Park. S5. It is located in sibolangit, it took 45 minutes from medan. S6. Hill park is a beautiful waterboom. S7. We had to walk down on the step road for about 1 kilometer. S8. Even though we were tired, we felt excited. S9. Then, on the small bridge we saw the waterboom from the top and we got a closer look at the waterboom. S10. Next, we had lunch under a big tree not too far from the waterboom. S11. We didn’t forget to take pictures of the beautiful sceneries there.


<table>
<thead>
<tr>
<th>RECOUNT TEXT</th>
<th>THE USE OF</th>
<th>INCORRECT / ERROR</th>
<th>CORRECT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation</td>
<td></td>
<td></td>
<td>On Saturday, I went to Medan.</td>
</tr>
<tr>
<td>Events</td>
<td>1. Verb Tense</td>
<td>S2. I decide to go there because my friend, Naumi, asked me to spend three days there.</td>
<td>S2. I decided to go there because my friend, Naumi, asked me to spend three days there.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>S6. Hill park is a beautiful waterboom.</td>
<td>S6. Hill park has a beautiful waterboom.</td>
</tr>
<tr>
<td></td>
<td>2. Apostrophe ‘s</td>
<td>S3 I stayed at Naumi’s house.</td>
<td>S3 I stayed at Naumi’s house.</td>
</tr>
<tr>
<td></td>
<td>3. Capitalization</td>
<td>S5 It is located in sibolangit, it took 45 minutes from medan.</td>
<td>S5 It is located in Sibolangit. It took 45 minutes from Medan.</td>
</tr>
<tr>
<td></td>
<td>4. Punctuation</td>
<td>On Monday we went to Medan Plaza.</td>
<td>On Monday, we went to Medan Plaza.</td>
</tr>
<tr>
<td></td>
<td>6. Article</td>
<td>S10. We didn’t forget to take pictures of the beautiful sceneries there. S13. Naumi took me to the railway station. I really enjoy my holiday because it was fun experience.</td>
<td>S13. Naumi took me to the railway station. I really enjoyed my holidays because it was a fun experience.</td>
</tr>
</tbody>
</table>

Wrong word (choice )

<table>
<thead>
<tr>
<th>Correct</th>
</tr>
</thead>
<tbody>
<tr>
<td>On Saturday _ I went to Medan. On Saturday, we went to Hill Park.</td>
</tr>
<tr>
<td>Last Saturday, I went to Medan. Last Saturday, we went to Hill Park.</td>
</tr>
</tbody>
</table>
### Discussion

As stated previously the third semester students of FKIP in Nommensen University’s writing acquisition improve when they are trained to write the writing into recount text (Siahaan dan Kisno (2007: 35)). The writer further indicates that the students’ abilities in writing a recount text based on the data and data analyses interpret that they have difficulties in using verb tense, word choice, word order and punctuation. Beyond the importance of grammatical use and generic structure for language especially in using Recount text, the students constructed in wrong sentence.

In addition to that, the complexity of grammatical error, the students constructed are found in error use of appropriate verb tense. The students still use the simple present tense instead of simple past tense, present continuous tense instead of past continuous tense, present perfect tense instead of past perfect tense. The students are lack of prior knowledge of how to build grammatical and meaningful sentences especially in Recount text.

The purpose of this research is to know whether the third semester students of FKIP Nommensen University Pematangsiantar are still difficult in writing grammatical sentences and generic structure in Recount text. The writer knew it because the writer had given them an explanation about how to write the recount text. The writer gives them a test to write a recount text about their most interesting experience that contains grammatical sentences and generic structure. After checking their test, the writers get the data and then analyses them, the writers conclude that they are still unable in building sentences especially in using verb tense, word choice, word order, and punctuation in Recount Text.

After studying all the data, the students have some difficulties in building appropriate grammatical sentences. There are some students used the incorrect verb tense, in choosing the correct words, making the sentences in order, and using the punctuation in the sentences. It is an obligation for the students to comprehend building grammatical sentences since many of English sentences that they found in Recount text.
V. Conclusion

There are five (5) conclusions as the followings:
1. The recount text that is built by the third semester students do not fulfill the requirement of a recount text.
2. The recount text covers the grammatical sentences and the generic structure but some students still make the grammatical error and meaningless sentences in recount text.
3. The students are still difficult to build grammatical sentences with correct verb tense, especially in using simple past tense.
4. The students still do not comprehend the correct use of word choice, word order and punctuations.
5. Grammatical errors dominate almost verb tense in recount text that is made by students.

The writer gives four suggestions as followings:
1. The lecturer should teach the students the correct verb tense, especially Simple Past Tense in recount text.
2. The lecturer should make a new development in teaching foreign language and digging more knowledge about sentences in English.
3. The lecturer should use Oshima and Hogue theory (1999: 260-261) to identify recount text
4. The lecturer should use a certain technique of explaining the correct use of verb tense for the third semester students in recount text.

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Oshima, A, and Hougue, A. (1981). Writing academic English as writing and sentence structure workbook for international students. USA.
CLASSROOM DISCOURSE STRUCTURE IN MTS NEGERI RANTAU PRAPAT

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FKIP Universitas Al Washliyah (UNIVA) Labuhanbatu

Abstract
This study is concerned with the classroom discourse structure in English lesson in MTS Negeri Rantauprapat. The data were collected by observing and recording the utterances uttered by the teacher and students. The findings of this study showed that the classroom discourse structures were dominantly realized by Initiation and Response (IR) structure. It was reflected in Teacher direct, Teacher elicit and teacher information exchanges. It was found that the classroom discourse structures were only three exchanges as most dominantly occurred are teacher direct, teacher elicit and teacher inform. The other exchanges occur are boundary, directive, informing, check, accept, react, reply, nomination, marker, bid and conclusion acts. There were some reasons why the realization as the ways they are. (1) The teacher as a centre of interaction in the learning teaching process which is dominantly than the students. (2) The teacher gives some question without any caring to the evaluation, appreciation and feedback that makes the students only answer the teacher’s question without any feedback to make dialogue not suitable with IRF structure. (3) Students have been disciplined not to speak in classes without a teacher’s direction, and most of them are unwilling to speak English.

Keyword: Classroom Discourse Structure, IRF Sinclair and Coulthard Theory

I. Introduction
Classroom is a particular room in a school where the lesson and learning teaching process takes place. Classroom discourse tends to be a main major interaction in the class. It is a central interaction between teacher and students because most of time spent in the class is communication or spoken discourse. In the other hand, discourse is spoken or written communication between people especially serious discussion of particular subject and discourse underpins everything that occur in the classroom setting (Rhymes, 2008).

The objective of learning English in the classroom based on curriculum 2013 is to increase students’ skill in English communication (Nuh, 2014), that means the teacher is demanded to have good discourse and enable students to communicate in English. It is not easy thing for teacher and students to do it because English is still foreign language for them to use in their daily interaction. Thus, learning of English at schools can not be said successful because both teacher and students are busy with one goal, namely passing on the exam, although now the schools themselves hold the conversation exam for the students, the national exam is still what the teacher and students are worried about because what is stated in the curriculum is sometimes different from what is carried out in the classroom (Rini, 2014).

Classroom discourse is normally considered as ‘formal’ if the teacher want to teach, they should wear formal uniform, should behave and use polite discourse when they have interaction one each other. The students also should do the same things if they want to come in and come out from the classroom, they should say ‘greeting, having excuse in advance and usually raising their hands if they want to ask questions or to give a comment and to suggest a suggestion. It is unlike ordinary conversation, teacher are rarely ask question to which they do not know the answer, however, teachers’ question in the classroom is normally want to know
the students’ capability, to repeat and test previous lesson but in real time, people generally ask questions to find out something they do not know. All those activities are done by discourse between teachers and students in the classroom. Classroom discourse analysis has a important role in development of students skill in communication. Rymes (2008:5) stated that there are four reasons why classroom discourse is important to be analyzed: 1. Insight gained from classroom discourse analysis have enhanced mutual understanding between teachers and students, 2. Teachers have been able to understand local differences in classroom talk going beyond stereotypes or cultural generalization, 3. When teachers analyze discourse in their own classroom, academic achievement improve and 4. The process of doing classroom discourse analysis can itself foster an intrinsic and lifelong love for the practice of teaching and its general life affirming potential. In line with that Sinar (2007:2) added and commented that teachers’ discourse will enable the students develop through activities in the classroom. Furthermore, Marshall (2012) also argued that classroom discourse can affect various aspects of student learning in science. In the same way, as teacher who teaches in the classroom, they are demanded to utilize classroom discourse to keep engage students on communication practice, to enhance and evaluate their communication skill.

The model of analysis will be used in this study is Sinclair and Coulthard (1975), he developed a model of classroom discourse involving a series of ranks and levels arranged in hierarchical order. A structure of three-part exchanges: Initiation (I), Response (R), and Feedback (F), known as IRF. The example of classroom analysis, as follow :

Teacher: Good Morning (Initiation :I) Student: Morning (Response :R) Teacher: Good, thanks (Feedback : F)

These three moves above, the teacher’s initiation, the student’s response and the teacher’s feedback, consist of an exchange. Sinclair and Coulthard proposes that in teacher-student interactions, the response part of the exchange was typically followed by a third move on the teacher’s part. This move consists of an evaluative commentary on the students’ response, which they termed as feedback. This feedback move is a function of the teacher’s power to control language and meaning since it signals what is to be viewed as relevant knowledge within the discourse. The IRF sequence has been widely accepted by the researchers as a beneficial category to analyze the classroom discourse.

In other case, one teacher does not use English discourse in teaching English, it is stated by Simbolon (2014:01) in her recently study that English teacher and student are using source language a long their learning teaching process, they forget that the objective of teaching English is to enable students to be able to speak or communicate in English. And also he claims many teachers, especially English teachers, who teach English in school, almost do not teach in English. They focus on their attention on the transformation of academic knowledge or skills in source language.

Therefore, one of the most important to view intensively in this study is The analysis of classroom discourse structure in the teaching process because when both teacher and student can use and utilize the opportunity in the classroom as well as possible, thus, they will be easily to master English as a tool of communication in their daily classroom interaction.

Based on consideration above, it may now realize how important it is to study classroom discourse analysis to help and make students able to communicate in English. Walsh (2011:35) argues that one of the most useful ways to help teachers develop and improve their professional practices is to place classroom discourse at the centre of the process. By helping teachers understand interactional processes more fully and by getting teachers to study their own use of language and its effects on learning, it is possible to greatly enhance deep understandings of classroom processes, thereby improving the quality of both
teaching and learning. In line with point of view above, Simbolon (2014:5) sums up in her current study that to get students able to communicate in English at school; there should be teachers who have good discourse in English.

In accordance with this background, language teachers need to conduct classroom discourse Analysis as a tool to improve their own teaching quality and most importantly the education of their own students in general, therefore, the researcher want to carry out the research about the analysis of classroom discourse structure in MTS Negeri Rantauprapat in Labuhanbatu. Through this research, it is hoped can provide contribution and new finding that classroom discourse will give impact to enhance and generate teachers’ quality and students’ outcome. The researcher chooses the school is because it is model for other school in Labuhanbatu.

Research Question
1. What are the structures of the classroom discourse?
2. How is the classroom discourse realized by the teacher and students?
3. Why is classroom discourse realized the way it is?

II. Review of Related Literature

The centre activity of teaching learning process is normally used and took place in the classroom. The term classroom discourse refers to the language that teacher and students use to communicate with each other in the classroom. Talking, or conversation, is the medium through which most teaching takes place, so the study of classroom discourse is the study of the process of face-to-face classroom teaching. The framework analysis of the authentic language in classroom discourse will be analyzed by using the Sinclair and Coulthard model of Initiation, Response, Feedback (IRF) structure. An initiation is realized by an opening move which causes others to participate in an exchange. A response is realized by an answering move, the function of which is to be an appropriate reply to the opening move. Follow-up moves then realize the feedback element; they let a pupil know how well he or she has performed.

The structures of classroom discourse consist of the IRF exchange, namely initiation by the teacher, followed by students’ response and then followed by teacher’s feedback to evaluate and appreciate the students’ response. The ideal discourse structure in the classroom is expected tend comprises IRF structure between teacher and students communication in the classroom.

Sinclair and Coulthard model has five class, 1. Lesson, 2. Transaction, 3. Exchange, 4. Move, 5. Acts. The lesson is the highest class and act is the smallest level in the classroom discourse. The ‘act’ is the smallest rank of discourse; there are twenty-two types of acts, but the three most important emerged are ‘elicitation’, ‘directive’ and ‘informative’. Elicitations function to request a linguistic response, directives request a nonlinguistic response such as writing or listening, and informative convey facts or ideas. Acts combine together to form five move, There are five classes of moves, Firstly, there are framing moves, which are used to structure the lesson and are often followed by focusing moves, which are there to draw students’ attention to the direction of the lesson.
III. Research Method

The researcher briefly applies qualitative descriptive or content analysis research design. Descriptive research design simply describes what data shows or what is going on by counting the percentage of what is set source of the data. Qualitative analysis is then applied to find out theoretically how teacher and students discourse structure realized in the classroom. In the other word, qualitative research is conducted through intense with participants in naturalistic setting to investigate the everyday or exceptional lives of individual. Groups, societies, and organizations (Miles and Huberman, 2014)

According to Bogdan and Biklen (1982) stated that a research is descriptive with the natural setting as the direct source of the data and the researcher is the key instrument. In this thesis, the data will be analyzed based on Miles and Huberman (2014:31), the analysis consist of three concurrent flows of activity; 1. Data condensation, 2. Data display and 3. Conclusion drawing/verification.

IV. Result and Discussion

Based on the problems of the study, theoretical review, and data analysis, the following findings elaborate the objective answer of the problems of this study.

1. The classroom discourse structures were dominantly realized by Initiation and Response (IR) structure. It was reflected in Teacher direct, Teacher elicit and teacher information exchanges.

2. It was found that the classroom discourse structures were only three exchanges as most dominantly occurred in MTS Negeri Rantauprapat. They are teacher direct, teacher elicit and teacher inform. The other exchanges occur are boundary (framing and focusing move), , Directive, Informing, check, accept, React, Reply, nomination, marker, Bid and conclusion.

3. These classroom discourse structure were occurred for some reasons. It is because (1) the teacher as a centre of interaction in the learning teaching process which is dominantly than the students. (2) The teacher gives some question without any caring to the evaluation, appreciation and feedback that makes the students only answer the teacher’s question without any feedback to make dialogue be suitable with IRF structure. (3) Students have been disciplined not to speak in classes without a teacher’s direction, and most of them are unwilling to speak English in front of their classmates because they fear making mistakes and causing laugh from others. The students simply can not speak freely because of their poor spoken English, so they only speak when they were asked to in most of particular cases in the class.

Discussion

The classroom discourse structure in MTS Negeri Rantauprapat was analyzed and only the exchanges occurred in it. It was found that not all exchanges occurred in the transaction of the discourse. Sinclair and Coulthard divided the classroom discourse structure into eleven subdivisions exchanges, they are teacher elicit, teacher direct, teacher inform, pupil elicit, pupil inform, check, Re-initiation (II), Listing, Reinforce, and Repeat.

In this research it was found that there were only teacher direct, teacher elicit and teacher information as the most dominantly occurred and check, repeat, reinforce , boundary and reinitiation also occurred but in least quantity.

These structures were also formed dominantly by IR structure. Feedback was seldom occurred in the structures. It can be seen in teacher elicit exchange. The exchange without
feedback makes the dialogue between teacher and students in one particular way of communication.

The structures occurred for some reasons. (1) The teacher as a centre of interaction in the learning teaching process which is dominantly than the students. As Nunan (1989:76) has pointed that “If we want to enrich our understanding of language learning and teaching, we need to spend time looking in classroom. (2) The teacher gives some question without any caring to the evaluation, appreciation and feedback that makes the students only answer the teacher’s question without any feedback to make dialogue not suitable with IRF structure. Meanwhile (Richards and Rodgers in Yu (2009); suggested that teachers’ responsibility is to organize the classroom as a setting for communication and communicative activities. (3) Students have been disciplined not to speak in classes without a teacher’s direction, and most of them are unwilling to speak English in front of their classmates because they fear making mistakes and causing laugh from others. The students simply can not speak freely because of their poor spoken English, so they only speak when they were asked to in most of cases in the class.

V. Conclusions

Based on result and discussion held previously, it could be drawn a conclusion. The study concerned on English classroom discourse in MTS Negeri Rantauprapat. The objectives of this study are to describe the classroom discourse Structures, to describe how classroom discourse structures are realized by teacher and students, and to reason for the realizations of the way they are.

It is suggested that English teacher should apply IRF structure and analyze their subject or lesson material by using Sinclair and Coulthard theory to find out their classroom discourse structures so they can achieve and chase the quality of their teaching learning process in the class. It is suggested that teacher should give any feedback such as evaluation and appreciation to students in every exchange they communicate in the class, especially for elicitation exchange. It is suggested that teacher gives chances for the students to practice based on their mind freely and appreciate them and then hopefully the classroom have a good discourse structures in the English communication and it will contribute to the effectiveness of teacher students’ outcome and result in English classroom discourse in the class. It is suggested to the next researcher to study classroom discourse structure between teacher and students in the learning teaching process which related with cultural implication and social perspective.

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A CONTRASTIVE ANALYSIS OF ENGLISH CONSONANT PRONUNCIATION BETWEEN BATAKNESE AND JAVANESE

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Abstract

This research is conducted to find out the students’ problems in pronouncing English words which is focused on consonants. This research occupies qualitative analysis. The subjects are Bataknese and Javanese students of SMA Swasta TRISAKTI Pematangsiantar. The data is analyzed by first transcribing the students’ voice into phonetic transcription, and then comparing them to the standard English Pronunciation, after that identifying the students’ problems. The researcher find out that the interference of students’ sound, namely: Bataknese and Javanese language, made the students difficult to pronounce some English. From the analysis, pronunciation by Bataknese student have difficulties in such consonant /f/ , /θ/ , /ð/ , /tʃ/ , /dʒ/ , /ʃ/ , /ʒ/ , /ŋ/ and /z/. Meanwhile, Javanese student have difficulties in consonant /f/ , /θ/ , /ð/ , /tʃ/ , /dʒ/ , /ʃ/ , /ʒ/ , /ŋ/ and /z/. Keywords: consonants, diphthongs, pronunciation, vowels

I. Introduction

Pronunciation is recognized as a fundamental ability which students should acquire, primarily because it can affect accuracy and comprehension. Many learners of English as a second language have major difficulties with pronunciation. Many learners of English as a second language have major difficulties with pronunciation. In general, it is found that English as Foreign Language (EFL) students encounter some common difficulties when learning foreign language pronunciation.

In general, it is found that English as Foreign Language (EFL) students encounter some common difficulties when learning foreign language pronunciation. According to Brown (1994:284) in Dhillon, the factors that cause these difficulties are phonological differences between their native language (L1) and their second language/foreign language (L2). He proposes six factors that affect learner’s pronunciation, i.e., native language, age, experience, innate phonetic ability, identity and language ego, and motivation and concern for good pronunciation ability. The teacher needs to realize how important pronunciation. Students who cannot pronounce well cannot express what they intend to and may lose their confidence too. Realizing the importance pronunciation, teachers should be able to convince students so that they have willingness to improve their English pronunciation. The pronunciation teaching is not expected to get students to have native-like pronunciation but the students can achieve at least the minimum requirement of good pronunciation.

The aspects of pronunciation that can be taught consist not only the segmental features like how pronounce vowels and consonants but also the supra segmental features such as rhythm and intonation, but consonants are the parts and pronunciation that are difficult to learn.

A consonant is a speech – sound produced in such a way that the air-stream on its way through the air-channel meets with a narrowing or complete close (Schreuder, 1952:33). In the first case the result is an open consonant (fricative and continuant), in the second a stop (plosive or explosive). Bataknese is a collective term used to identify a number of ethnic groups predominantly found in North Sumatera, Indonesia (From the Wikipedia) Batak
ethnic is one of the old ethnics in Indonesia which comes from North Sumatra. The people is called Bataknese. In Medan-the Capital City of North Sumatra Province, most people use Indonesian because they are new comer in there. But if we come to outskirt, such as Pematang Siantar, Kisaran, Balige, Brastagi, and so on, most of people still use batak language to communicate. Batak Language is the mother tongue of bataknese. It is spoken natively by them. Batak language is the mother tongue of bataknese. It is spoken natively by them. Batak language also has many dialects, such as Batak Toba language, Karo Language, Mandailing language, Simalungun language, and Pak-Pak language. They have different dialect and some different word. The oldest one is Batak Toba Language. Because the native of Bataknese come from Toba Island. Even there are Language Batak tribes in North Sumatra, they just an interpretation of Batak Toba. But Batak language also has different words to say something, for example Batak Toba says "unang" Batak Mandailing says "Inda". Both of them is meaning of “No” in English.

Batak Toba people very difficulty in pronoun English Consonant, especially in certain consonants, such as /ð/, /θ/, /ʃ/, /ʃ/, /ʃ/, /z/, /tʃ/, /ʒ/. Some pronounce them well. Batak is with different Javanese in culture, language, custom, and character in everyday.

According to Chandradewi (2013:4) in Susi, while speaking English, Javanese find difficulties, especially in certain consonant. It can be noticed when they say ‘together’, it should be pronounced /təˈɡeðər/ while Javanese pronounce /tu'geder/. Another word is ‘verb’ which has phonetic transcription /vɜːb/. Javanese cannot pronounce it well. Even, the pronunciation of the word ‘verb’ changes into /feːb/. The initial consonant changes from labiodental voiced fricatives [v] changes into labiodental voiceless fricatives [f]. With the Phenomena of the English Consonant Pronunciation or Sound an rhythm of the Bataknese and Javanese students, the researchers want to know how way they pronounced English consonant while they are speaking in English. The phenomena are mainly due to differences of aspects of language because there no two languages that are exactly same. A method that uses to find the differences both of language is contrastive analysis. Contrastive analysis is branch of linguistic enterprise learn to languages or more that aimed for languages can be compared. According to Flynn and O’neil, (1985), contrastive analysis is a linguistic enterprise aimed at producing inverted two value typologie and founded on the assumption that language can be compared.

Based on the background above, the researcher formulates the problem consonant features are pronunciation by Bataknese and Javanese students in reading English text.

II. Literature Review

2.1 Ethnicity

Batak Toba-Samosir is one of ethnics in Indonesia, in North Sumatra province. The data of the terms of address were gathered from two qualified informants. Furthermore, to know whether the terms of address fit into Indonesian language, some sentences produced by other ethnics when they interact to Batak people using Indonesian language, some sentences.

To put it differently, plural form in Batak language is the same as Indonesian but there are some terms of address that look plural but they have another meaning, consequently it might break communication when other ethnics make the formula as they do in Bahasa Indonesia (Nainggolan, 2014 ).

According to Chandradewi (2003) in Susi vowel interference when Javanese people pronounce /æ/ in the words; /blood/, /new/, /meal/, /prophet/, /work/, and /bad/. Consonant interference when Javanese pronounce sibilant sounds; /p/, /t/, and /k/ as
initial position of the words; /page/, /time/, and /knife/. There is also diphthong which is the biggest problem of Javanese people pronouncing English words. According to Chandradewi (2003) in Susi analyzed Javanese pronunciation interference in speech including vowels, diphthongs, and consonants. However, in the term of consonants, she just found consonants interfere when Javanese pronounce plosive sounds especially /p, t, k/ in initial position.

2.2 Contrastive Analysis

The word of contrastive is formed from “contrast” that means comparing two things to show the difference clearly (Hornby, 1974:186) in Kurniawati says contrastive analysis can be one of solutions in linguistic problems especially to distinguish two languages. Hamies (1987) in Pranowo (1996:40) says contrastive analysis can be called as contrastive analysis.

2.3 Pronunciation

Pronunciation is an integral aspect of communicative competence that can impact the desire to use the language as well as the quantity and quality of input received and output produced Abbas (2012). There are many experts that have views what pronunciation in language teaching English. His argues that pronunciation has two main features namely phonemes and suprasegmental features.

According to Kelly (2000) said broken down the main features of pronunciation and explains it by showing a diagram below:

![Diagram of Pronunciation Features](image.png)

**Figure 1. Features of Pronunciation (Kelly, 2000)**

Phonology deals with the speakers’ knowledge of the sound system of a language. It is therefore exclusively concerned with langue or competence (Paul, 2005). Phonology can be divided into two branches segmental phonology and suprasegmental phonology.

2.4 Consonant

A consonant is a speech-sound produced in such a way that the air-stream on its way through the air-stream on its way through the air-channel meets with a narrowing or complete closure (Schreuder, 1952:33). In the first case the result is an open consonant (fricative or continuant), in the second a stop (plosive or explosive).
Sounds may be voiced or unvoiced (sometimes referred to as ‘voiceless’). Voiced sounds occur when the vocal cords in larynx are vibrated. It is easy to tell whether a sound is voiced or not by placing one or two fingers on your Adam’s apple (Kelly, 2000). If you are producing a voiced sound, you will not. The difference between /θ/ and /v/, for example, can be heard by putting your top teeth on your bottom lip, breathing out in a continuous stream to produce /θ/, then adding your voice to make /v/. Hold your Adam’s apple while doing this, and you will feel the vibration.

The set of phonemes consist of two categories: vowel sounds and consonant sounds (Kelly, 2000). However, these do not necessarily correspond to the vowels and consonants we are familiar with in the alphabet. Vowel sounds are all voiced, and may be single (like /e/, as in let), or a combination, involving a movement from one vowel sound to another (like /el/), as in late; such combinations are known as diphthongs. An additional term used is triphthongs which describe the combination of three vowel sounds (like /aua/) in (our or power). Single vowel sounds may be short (like /i/, as in bit) or long (like /i:/, as in heat). The symbol /:/ denotes a long sound. Consonant sounds may be voiced or unvoiced. It is possible to identify many pairs of consonant which are essentially the same except for the element of voicing (for example /θ/, as in fan, and /v/, as in van).

<table>
<thead>
<tr>
<th>PLACE OF ARTICULATION</th>
<th>Bilabial</th>
<th>Labio</th>
<th>Dental</th>
<th>Alveolar</th>
<th>Post</th>
<th>Palato</th>
<th>Palatal</th>
<th>Velar</th>
<th>Glottal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plosive</td>
<td>vl</td>
<td>p</td>
<td>t</td>
<td>k</td>
<td>?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>vd</td>
<td>b</td>
<td>d</td>
<td>g</td>
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<tr>
<td>Affricate</td>
<td>vl</td>
<td>tf</td>
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<tr>
<td></td>
<td>vd</td>
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<tr>
<td>Nasal</td>
<td>vl</td>
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<tr>
<td>Fricative</td>
<td>vl</td>
<td>f</td>
<td>θ</td>
<td>s</td>
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<td>h</td>
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<td>ʒ</td>
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<td>r</td>
<td>ʒ</td>
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</tr>
<tr>
<td>Semi Vowel</td>
<td>vl</td>
<td>w</td>
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</tbody>
</table>

Skandera and Burleigh (2005)

2.5 Batakinese and Javanese

Batak Toba and Javanese English Language phonetics are fundamental to be used to answer the problems. The first problem can be answered by contrasting both consonant. The tables provided before show the absence of both consonants. The absences of Batak Toba and Javanese in English represent the consonants which are pronounced by the Batak Toba and Javanese students of Senior high school of English Letters’ Trisakti School. The second problem can be answered by using the Batak Toba and Javanese in English phonetics, consonant features and error analysis theory. Those theories are to identify what sounds the speakers use to replace the similar consonants that they pronounced.

III. Research Method

This research was qualitative research. According to Cohen in Putri qualitative research was a research that produced descriptive data such as written words and attitude of people who has observed. Qualitative data tend to be in the form of word than number. According to Kardaleska (2006) in Putri In general term, A Contrastive Analysis is an
inductive investigative approach based on the distinctive elements in a language. Qualitative research means to see and to find out the English Consonants Pronunciation Batak and Javanese students of SMA Trisakti Pematangsiantar. This research conducted by observation based on what the research heard in the school. So the data collected must be valid and natural. In consonants pronunciation analysis, the approach focuses on the eight types of consonants based on (Skandera and Burleigh, 2005). The subject of this research was to students in SMA Trisakti in Batak Toba and Javanese students which recorded from classroom activities in SMA Trisakti, Pematangsiantar.

Those students come from Batak Toba cultural background. The data is analyzed based on some techniques:
1. Recording the data (Reading Text).
2. Transcribing recorded data into phonetic transcription.
3. Classifying data into types of consonants based on place of articulation.
4. Describing Batak students consonant feature in reading English text.
5. Describing Java students consonant feature in reading English text.
6. Concluding the different.

IV. Finding and Discussion
4.1 Data Analysis Place of Articulation

1. Analysis Batak and Java Student Pronunciation on Bilabial /b/, /p/, /m/, and /w/

<table>
<thead>
<tr>
<th>No</th>
<th>Word</th>
<th>English Standard</th>
<th>Batak Student Pronunciation</th>
<th>Java Students Pronunciation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Because</td>
<td>/bɪˈkɑːz/</td>
<td>/bɪkɑːz/</td>
<td>/bɪkəʊs/</td>
</tr>
<tr>
<td>2</td>
<td>Branch</td>
<td>/braːnʃ/</td>
<td>/brætʃ/</td>
<td>/brɑːnses/</td>
</tr>
<tr>
<td>3</td>
<td>About</td>
<td>/əˈbaʊt/</td>
<td>/əbɔt/</td>
<td>/əbɔʊt/</td>
</tr>
<tr>
<td>4</td>
<td>Best</td>
<td>/best/</td>
<td>/best/</td>
<td>/best/</td>
</tr>
<tr>
<td>5</td>
<td>Bathing</td>
<td>/ˈbeɪ.θɪŋ/</td>
<td>/betɪŋ/</td>
<td>/betɪŋ/</td>
</tr>
</tbody>
</table>

2. Analysis Batak and Java Student Pronunciation on Labiodental /f/ and /v/

<table>
<thead>
<tr>
<th>No</th>
<th>Word</th>
<th>English Standard</th>
<th>Batak Student Pronunciation</th>
<th>Java Students Pronunciation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Waterfall</td>
<td>/ˈwɔː.tə.fɔːl/</td>
<td>/wɔːrpɔl/</td>
<td>/wɔːrpɔl/</td>
</tr>
<tr>
<td>2</td>
<td>For</td>
<td>/fɔːr/</td>
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</tr>
<tr>
<td>3</td>
<td>Foreign</td>
<td>/ˈfɔr.ən/</td>
<td>/fɒrik/</td>
<td>/fɔrt/</td>
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<tr>
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<td>Difficult</td>
<td>/ˈdɪf.ɪkəlt/</td>
<td>/dɪfɪkat/</td>
<td>/dɪvɪkɛl/</td>
</tr>
<tr>
<td>5</td>
<td>First</td>
<td>/fɔːst/</td>
<td>/fɛst/</td>
<td>/fɜːst/</td>
</tr>
</tbody>
</table>

3. Analysis Batak and Java Student Pronunciation on Dental /θ/ and /ð/

<table>
<thead>
<tr>
<th>No</th>
<th>Word</th>
<th>English Standard</th>
<th>Batak Student Pronunciation</th>
<th>Java Students Pronunciation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Both</td>
<td>/bəʊθ/</td>
<td>/bəθ/</td>
<td>/bəʊθ/</td>
</tr>
<tr>
<td>2</td>
<td>Either</td>
<td>/ˈeɪ.ðər/</td>
<td>/ædər/</td>
<td>/eɪtər/</td>
</tr>
<tr>
<td>3</td>
<td>The</td>
<td>/ðiː/</td>
<td>/ðiː/</td>
<td>/ðiː/</td>
</tr>
<tr>
<td>4</td>
<td>This</td>
<td>/ðɪs/</td>
<td>/ðɪs/</td>
<td>/ðɪs/</td>
</tr>
</tbody>
</table>
4. Analysis Batak and Java Student Pronunciation on Alveolar /t/, /d/, /n/, /l/, /s/ and /z/

<table>
<thead>
<tr>
<th>No</th>
<th>Word</th>
<th>English Standard</th>
<th>Batak Student Pronunciation</th>
<th>Java Students Pronunciation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Waterfall</td>
<td>/ˈwɔːtər/</td>
<td>/wɔtər/</td>
<td>/wɔtər/</td>
</tr>
<tr>
<td>2.</td>
<td>Difficult</td>
<td>/ˈdɪf.ɪ.kəlt/</td>
<td>/dif.ケット/</td>
<td>/dif.ケット/</td>
</tr>
<tr>
<td>3.</td>
<td>Located</td>
<td>/ˈloʊtəd/</td>
<td>/loʊtəd/</td>
<td>/loʊtəd/</td>
</tr>
<tr>
<td>4.</td>
<td>District</td>
<td>/ˈdɪstrɪkt/</td>
<td>/distrik/</td>
<td>/distrik/</td>
</tr>
<tr>
<td>5.</td>
<td>Quite</td>
<td>/kwɪt/</td>
<td>/kwiːt/</td>
<td>/kwiːt/</td>
</tr>
</tbody>
</table>

5. Analysis Batak and Java Student Pronunciation on Post Alveolar /r/

<table>
<thead>
<tr>
<th>No</th>
<th>Word</th>
<th>English Standard</th>
<th>Batak Student Pronunciation</th>
<th>Java Students Pronunciation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Unfamiliar</td>
<td>/ʌnˈfæməlɪər/</td>
<td>/ʌn.фаˈмəліəəр/</td>
<td>/ʌn.фаˈмəліəəр/</td>
</tr>
<tr>
<td>2.</td>
<td>For</td>
<td>/fɔːr/</td>
<td>/фɔːр/</td>
<td>/фɔːр/</td>
</tr>
<tr>
<td>3.</td>
<td>Or</td>
<td>/ɔːr/</td>
<td>/ɔːр/</td>
<td>/ɔːр/</td>
</tr>
<tr>
<td>4.</td>
<td>Foreign</td>
<td>/ˈfɔr.ɪ.n/</td>
<td>/фоrɪн/</td>
<td>/фоrɪн/</td>
</tr>
<tr>
<td>5.</td>
<td>There</td>
<td>/ðeər/</td>
<td>/ðеər/</td>
<td>/ðеəр/</td>
</tr>
</tbody>
</table>

6. Analysis Batak and Java Student Pronunciation on Palato Alveolar /ʃ/, /dʒ/, /ʃ/, and /ʒ/ 

<table>
<thead>
<tr>
<th>No</th>
<th>Word</th>
<th>English Standard</th>
<th>Batak Student Pronunciation</th>
<th>Java Students Pronunciation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Which</td>
<td>/wɪtʃ/</td>
<td>/wɪтʃ/</td>
<td>/wɪтʃ/</td>
</tr>
<tr>
<td>2.</td>
<td>Branch</td>
<td>/ˈbrɑːŋʃ/</td>
<td>/брɑŋʃ/</td>
<td>/брɑŋʃ/</td>
</tr>
<tr>
<td>3.</td>
<td>Enchantment</td>
<td>/ɪnˈtʃæmpənt/</td>
<td>/ɪнˌтʃæмənt/</td>
<td>/ɪнˌтʃæмənt/</td>
</tr>
<tr>
<td>4.</td>
<td>Chant</td>
<td>/ʃænt/</td>
<td>/шæнт/</td>
<td>/шæнт/</td>
</tr>
<tr>
<td>5.</td>
<td>Nature</td>
<td>/ˈneɪtʃər/</td>
<td>/нæтʃər/</td>
<td>/нæтʃəр/</td>
</tr>
</tbody>
</table>

7. Analysis Batak and Java Student Pronunciation on Palatal /j/

<table>
<thead>
<tr>
<th>No</th>
<th>Word</th>
<th>English Standard</th>
<th>Batak Student Pronunciation</th>
<th>Java Students Pronunciation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>You</td>
<td>/juː/</td>
<td>/juː/</td>
<td>/juː/</td>
</tr>
</tbody>
</table>

8. Analysis Batak and Java Student Pronunciation on Velar /k/, /g/, /ŋ/

<table>
<thead>
<tr>
<th>No</th>
<th>Word</th>
<th>English Standard</th>
<th>Batak Student Pronunciation</th>
<th>Java Students Pronunciation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Local</td>
<td>/ˈləʊkəl/</td>
<td>/лəʊкəл/</td>
<td>/лəʊкəл/</td>
</tr>
<tr>
<td>2.</td>
<td>District</td>
<td>/ˈdɪstrɪkt/</td>
<td>/дистрикт/</td>
<td>/дистрикт/</td>
</tr>
<tr>
<td>3.</td>
<td>Access</td>
<td>/ˈækəs/</td>
<td>/æкɛс/</td>
<td>/æкɛс/</td>
</tr>
<tr>
<td>4.</td>
<td>Quite</td>
<td>/kwɪt/</td>
<td>/квіт/</td>
<td>/квіт/</td>
</tr>
</tbody>
</table>
5. Difficult /ˈdɪf.ɪ.kəlt/ /ˈdɪf.ɪ.ɡəlt/ /ˈdɪf.ɪ.kʊlt/

9. Analysis Batak and Java Student Pronunciation on Glottal / h /

<table>
<thead>
<tr>
<th>No</th>
<th>Word</th>
<th>English Standard</th>
<th>Batak Student Pronunciation</th>
<th>Java Students Pronunciation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Hilly</td>
<td>/ˈhɪl.i/</td>
<td>/ˈhɪl.i/</td>
<td>/ˈhɪl.i/</td>
</tr>
</tbody>
</table>

After done analysis on consonant pronunciation by Bataknese and Javanese found difference of these two tribe that was at pressure which was said by Batak student harder than with lower Javanese student and the table below depict differences and similarity of pronunciation of Batak and Java. The students’ problems above can be simplified into table as follow:

Table 1. The Difference by Bataknese Consonant and Javanese Consonant

<table>
<thead>
<tr>
<th>Standard English consonant</th>
<th>Batak student consonant pronunciation</th>
<th>Java student consonant pronunciation</th>
</tr>
</thead>
<tbody>
<tr>
<td>/f/</td>
<td>/p/</td>
<td>/v/</td>
</tr>
<tr>
<td>/θ/</td>
<td>/t/</td>
<td>/t/</td>
</tr>
<tr>
<td>/z/</td>
<td>/s/</td>
<td>/s/</td>
</tr>
<tr>
<td>/tʃ/</td>
<td>/t/</td>
<td>/tʃ/</td>
</tr>
<tr>
<td>/dʒ/</td>
<td>/c/</td>
<td>/s/</td>
</tr>
<tr>
<td>/ŋ/</td>
<td>/n/</td>
<td>/ŋ/</td>
</tr>
</tbody>
</table>

Table 2. The Similarity by Bataknese Consonant and Javanese Consonant

<table>
<thead>
<tr>
<th>Standard English consonant</th>
<th>Batak student consonant pronunciation</th>
<th>Java student consonant pronunciation</th>
</tr>
</thead>
<tbody>
<tr>
<td>/b/</td>
<td>/b/</td>
<td>/b/</td>
</tr>
<tr>
<td>/p/</td>
<td>/p/</td>
<td>/p/</td>
</tr>
<tr>
<td>/m/</td>
<td>/m/</td>
<td>/m/</td>
</tr>
<tr>
<td>/w/</td>
<td>/w/</td>
<td>/w/</td>
</tr>
<tr>
<td>/t/</td>
<td>/t/</td>
<td>/t/</td>
</tr>
<tr>
<td>/d/</td>
<td>/d/</td>
<td>/d/</td>
</tr>
<tr>
<td>/n/</td>
<td>/n/</td>
<td>/n/</td>
</tr>
<tr>
<td>/l/</td>
<td>/l/</td>
<td>/l/</td>
</tr>
<tr>
<td>/s/</td>
<td>/s/</td>
<td>/s/</td>
</tr>
<tr>
<td>/r/</td>
<td>/r/</td>
<td>/r/</td>
</tr>
<tr>
<td>/ʃ/</td>
<td>/ʃ/</td>
<td>/ʃ/</td>
</tr>
<tr>
<td>/ʒ/</td>
<td>/ʒ/</td>
<td>/ʒ/</td>
</tr>
<tr>
<td>/g/</td>
<td>/g/</td>
<td>/g/</td>
</tr>
</tbody>
</table>
V. Conclusion

Based on the data analysis, the researcher draws conclusion that the English consonant pronunciation by Batak students have features place of articulation consonant bilabial voiced /p/, bilabial voiceless /b/, bilabial voiced /m/, bilabial voiceless /w/, alveolar voiceless /t/, alveolar voiced /d/, alveolar voiced /n/, /r/, velar voiceless /k/ is good pronunciation by Batak people when read the text English although in consonant have difficulties consonant labiodental voiceless /f/, dental voiceless /θ/, dental voiced /ð/, palatal voiceless /tʃ/, palato alveolar voiced /dʒ/, palato alveolar voiceless /ʃ/, palato alveolar voiced /ʒ/, velar voiced /ŋ/ and /z/ and From the analysis pronunciation by Javanese student have features in consonant bilabial voiceless /p/, bilabial voiced /b/, bilabial voiced /m/, bilabial voiced /w/, alveolar voiceless /t/, alveolar voiced /d/, alveolar voiced /n/, /r/, palatal voiced /j/ is good pronunciation although have difficulties consonant /f/, /θ/, /ð/, /tʃ/, /dʒ/, /ʃ/, /ʒ/, /ŋ/ and /z/. Since the research subjects are the students who are used to speak Batak Toba and Java language in their daily life, so it is obvious that they find it difficult to pronounce such phonemes by themselves.

References


GRAMMATICAL ERRORS ON MALE AND FEMALE STUDENTS’ WRITING

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Abstract
This research is about analyzing the grammatical errors on the students’ writing, the causes, and finding out the differences of error quantity between male and female. The subject of this research is 30 students which consist of 15 males and 15 female students at eleventh grade at SMA Negeri 4 Pematangsiantar. The findings show that there are three syntactical errors namely phrase, clause and sentence. The cause of errors are interlingual and intralingual. Moreover, the researcher found that female students conducted more errors than male. Totally, female students conducted 169 errors (54.51%), while male conducted 141 errors (45.48%).

Key Words: clause, error, phrase, sentence, syntactical

I. Introduction

In learning language, error has been an issue that always arises unexpectedly. In learning English, the learners also conduct the errors whether English as a Second Language (ESL) or a Foreign Language (EFL). Analysis of learners’ errors has become an important need to answer some questions and gives solutions regarding different aspects of language pedagogy. Therefore the field of language teaching and learning benefits from the findings of error analysis as a diagnostic tool.

The English learning as a second or a foreign language (ESL or EFL) generally produce different types of difficulties that cause the errors. In Indonesia, English as a foreign language is realized that most Indonesian students generally get some difficulties in learning it. The difficulties occur when they lack of knowledge about vocabulary and grammar. In fact, they have to master the language skills, including listening, speaking, reading, and writing because the goal of learning English is to use it in spoken and written communication. Whether in writing or speaking, the students still have many grammatical errors in using the language. It is occured because English grammar is more complicated than Indonesian grammar and they are so different.

In the field of error analysis, many researchers have been conducted regarding to the gender differences in EFL learners’ writing. In this research, the researcher is interested to investigate the types of grammatical error, causes, and the comparison of error quantity between male and female students on the second year students at SMA Negeri 4 Pematangsiantar.

II. The Review of Literature

2.1. Definition of Error
An error is a term used to describe any issue that arises unexpectedly that cause something not function properly or done incorret. According to Harmer (2007:137), “error in language use is the mistakes in which the students cannot correct their mistakes by theirselves”. So the students need explanations in order to correct their mistakes.
In order to analyze the learners’ language, it is important to know the distinction between mistake and error. According to Brown (2000: 217) a mistake refers to the error that is caused of performance either a random guess or a “slip” as the failure to utilize a system that is known correctly. It is based on false allegations or failure to use certain familiar systems. This means that students actually recognize, know and understand certain patterns in using the language to be used. But because of the 'slip of the tongue' factor, the irregular grammar, the mistake in remembering, or even physical factors such as exhaustion and uncontrolled emotion.

Meanwhile error refers to students' errors in terms of understanding. So, the error that appears here is not because students experience technical factors such as ‘slip of the tongue' but the errors that appear here are errors that illustrate that students have not recognized, understood, and understood the language patterns used.

2.2 The Cause of Error

According to Richards (1974), there are two causes of errors. They are mother-tongue influences (Interlingual) and target language causes (Intralingual). Richards (1974: 35) stated that interlingual errors are the errors which are caused by mother tongue interference. The errors are influenced by the structure of L1. For instance, in Indonesian to say “twelve fishes” do not need to be added by “s” after noun; that is why someone may say “twelve fish”, instead of “twelve fishes.”

While, Intralingual or developmental errors are caused by interference of the target language. Richards (1974:174) explained that intralingual or developmental errors reflect the learner’s competence at particular stage and illustrate some of the general characteristics of language acquisition. He devided the intralingual or developmental errors into four types, such as overgeneralization, ignorance of the rule restriction, incomplete application of rules, and false hypothesized concepts.

2.3 Grammatical Error

2.3.1. Definition of Grammatical Error

Hsu (2013:513) stated that Grammatical errors means inaccurate forms, semantics meanings, and use. Then Burt and Kiparsky cited in Hsu (2013:513) said that grammatical errors belong to “local errors” which are linguistically morphological, lexical, syntactic, and orthographic errors. It is the error in combining words into larger unit, such as phrases, clauses, and sentences. It is defined as the errors at morphological and syntactical levels. Morphological error is the error which involves a failure to comply with the norm in supplying any part of word classes, and syntactical affect texts larger than word, namely phrase, clause, sentence.

Meanwhile, according to Burt and Kiparsky cited in Sampurna and Dewanti (2005:2), grammatical error is an error which is not suitable to the grammatical rules that may make writing become not good. Unsuitable ways of grammar use will influence how the meaning of the sentence which is pronounced or written.

Therefore, the grammatical errors is kind of important to be considered by the learners because it does not match with the grammatical system of a language. The English learners have to be able to understand what the grammatical rules of English and how to apply them well, especially in writing.

2.3.2. Taxonomy of Grammatical Errors

According to James cited in Manalu (2014) grammar errors are discussed in terms of morphology and syntax, the former handling word structure, the latter handling structures “larger” than the word.
a. Morphological Errors

Morphological errors are a failure to comply with the norm in supplying any part of any instance of the word classes (Noun, Verb, Adjective, Adverb, and Preposition) James (2008).

Some examples of morphological errors are as follows:

1. "putted", instead of "put."
2. "teached", instead of "taught."
3. "brinded", instead of "brought."

b. Syntactical Errors

Syntax is one of the aspects of linguistic analysis that is used for the study of some rules which aim to govern several ways words are combined thereby forming phrases, clauses or sentences. Furthermore, the study of syntax is fundamental to language study. Thus, syntax is the study of sentence structure, Radford (1988: 4). As it is mentioned above, syntactical affect texts larger than the word, namely phrase, clause, and sentence. Below are the examples of syntactical errors.

1. Phrase structure errors

A phrase is a group of words which contains neither a subject nor a verb. It is lower on the grammatical hierarchy than a clause. Morley (2000 :25) stated that grammatically, a phrase is the grouping of one or more words which together fulfill the role that in other circumstances might be expressed by a single word. For example, the fastest winner of the 100 metres heats could be replaced by he or she. Phrase is devided into some types such as prepositional phrase, noun phrase, verb phrase, infinitive phrase, participle phrase, and gerund phrase. Here are the examples of error in phrase made by the students:

1. "a tallest boy in the class", instead of "the tallest boy in the class."
2. "to Mr. Jack house", instead of "to Mr. Jack’s house."
3. "after read book" instead of "after reading the book"

2. Clause structure errors

A clause is a group of words which consists of at least a subject and a predicate, where the predicate is typically a verb phrase – a verb together with any objects and other modifiers. Generally, there are two types of clause namely independent clause and dependent clause. An independent clause is a clause that has a complete sense and it can stand alone. While dependent or subordinate clause is a clause that cannot stand alone without independent clause since it has no a complete sense. For example, If he can win the competition, all the nations will be proud of him. "If he can win the competition" is a dependent clause and it has no sense if it stands alone without the existence of independent clause “all the nations will be proud of him.”

Moreover dependent or subordinate clause consists of some types such as noun clause, adverb clause, and adjective clause. A noun clause is a dependent clause which functions as a noun, adverb clause functions as an adverb, and adjective clause functions as an adjective. The examples below are some errors in forming the clauses:

1. "when bring the bag the class”, instead of “when you bring the bag to the class”
2. "If you speak with polite”, instead of “If you speak politely”
3. "the magazine who I bought yesterday”, instead of “the magazine which I bought yesterday”

3. Sentence structure errors

A sentence is a grammatical unit consisting of one or more words that are grammatically linked. A sentence can include words grouped meaningfully to express a statement, question, exclamation, request, command or suggestion. The sentence is a textual unit which it has been
convenient to adopt as the largest grammatical unit for the purposes of syntactic analysis. The sentence has come to be regarded as an element of textual structure and as such may be seen as a constituent of the paragraph. In meaning terms, the typical role of the sentence is to express one or more ideas or “propositions” from the ideational component, each proposition being realized by a clause, Morley (2000:25).

[20] “She read a book, writing an article, and listened to the music every day”, instead of “She reads a book, writes an article, and listens to the music everyday.”
[21] “I am very love her and she love us too”, instead of “I love her and she loves me too”
[22] “Mike, is a diligent student, whose his father is a doctor”, instead of “Mike, is a diligent student, whose father is a doctor”

2.4. Gender

Gender is an influential variable in almost all social phenomena including language, so it can be a considerable source of variation among language learners, and teachers must consider its impact on language learning. In the last decades, many studies on the existence and nature of differences between men and women from different perspectives have been carried out, and language as a social phenomenon is also included in those studies. Men and women tend to function differently in their brain and language function may be more organized in women. Women used more words related to psychological and social processes and men referred more to object properties and impersonal topics (Newman et al 2008:211).

Haas (1979:616) claimed that Men may be more loquacious and directive; they use more nonstandard forms, talk more about sports, money, and business, and more frequently refer to time, space, quantity, destructive action, perceptual attributes, physical movements, and objects. While women are often more supportive, polite, and expressive, talk more about home and family, and use more words implying feeling, evaluation, interpretation, and psychological state. Cameron stated in Christie (2001:189) that pragmatics postulates that it is not that men and women differ in how they reason but they may differ in the assumptions they bring of giving. In Christie’s book, Fishman also found that when the men men initiated a topic of conversation, the women were prepared to engage with what they said. However, when the women attempted to initiate a topic, it had less chance of being successful. The women use a variety of utterance types to introduce topics, succeeded only 36 per cent of the time in getting their topics to become actual conversations. In contrast, all but one of the men’s topic attempts succeeded.

2.5. Relevant Research

The researcher takes three previous researches related to the grammatical error and the gender based analysis of learners’ error in writing, in order to support this research. They were taken from the journal articles dealing with language error analysis and gender based.

The first research was conducted by Fajariani Emmayana (2010) entitled An Analysis On The Grammatical Errors In The Students’ Writing. The research was aimed to detect, to identify and to analyze the grammatical errors was done by the students in their written text. Furthermore, she also wanted to find the reasons why the students make errors in their writing. The finding pointed out that the highest error was done is Tense (95% of the research subject), then followed by error in spelling and punctuation(90%), sentence pattern (85%), preposition (35%), and the least is pronoun (30%).

The second research was conducted by Vahede Nosrati and Mahdieh Nafisi entitled (2015) Contrastive Analysis Of Male And Female Candidates’ Errors In Writing And
Speaking Modules Of IELTS. The study was set out to investigate the errors of IELTS candidates in writing and speaking modules in order to know the source or the cause of the errors. The result of their study indicated that inappropriate choice of noun is the most frequent error which is occurred in participants’ performance regarding the grammatical analysis of the data. The students also have more problems in producing correct forms of nouns, verbs, prepositions and conjunctions. Moreover, the last part of the data analysis revealed that there is no great difference among male and female candidates regarding the total number of errors although male candidates made more errors than females on the whole. Besides, data analysis showed that females made more cohesion and coherence errors than male candidates.

The third study related to the analysis of students’ error based on the gender was conducted by Boroomand, Faezeh, Rostami Abusaeedi, and Ali Asghar (2013) entitled A gender-based analysis of Iranian EFL learners' types of written errors. The result of the researcher showed that omission and substitution had the most impact on advanced learners' error commitment respectively, and misuse of singular/plural was the most frequent error type among the syntactic types. Furthermore, related to gender finding, they concluded that there are significant differences between the two groups of males and females, considering processing errors and syntactic errors. The researchers revealed that female language learners commit less writing errors, and show more improvement in writing over time or gain higher writing scores than male learners.

III. Research Methodology

The research method that the researcher uses in this reasearch is a descriptive qualitative research. The researcher applied this type in his paper because it is the appropriate approach to describe the result of research. According to Glass & Hopkins cited in Knupfer (2001:1197), the descriptive research is a type of research that involves gathering data, describe, organize an event and describe the data collection. Based on this view, this type of the study is used to describe the grammatical errors made by male and female students in writing.

This research was conducted in SMA Negeri 4 Pematangsiantar on July, 24th 2017. The subject of the research is 30 students of the second year student, which consists of 15 males and 15 females students. While the object of the research is the 30 students’ writing. In collecting the data, the researcher asked the students to write down one of their past experiences. In analysing the data, the researcher analized by Identifying of the errors, classifying the errors based on the phrase, clause, and sentence, analyzing the errors by giving the reconstruction, interpreting the errors, and counting the percentages of errors to see the comparison of error quantity between male and female.

IV. Findings and Discussion

There are 30 students’ writing which are analysed. They consist of 15 males and 15 females’ writing. The total errors conducted by the students is 310 errors, consist of 141 conducted by male and 169 conducted by female. Each students’ error of writing is distributed and analyzed in three categories based on what is mentioned above namely phrase, clause and sentence, and they are analyzed differently. There are 65 errors on phrase that the students made, 38 error in clause, while in sentence is 207 errors.
4.1 Level of Error

a. Phrase

As it is mentioned above that the errors are analyzed differently based on the three types of syntactical errors. The first type that the writer analyze is phrase. The total error on phrase that the students conducted is 65 phrases. The researche also marks the errors based on the types of phrase. The type of phrase that the writer founds are: 1. Prepositional phrase (pp), 2. Infinitive phrase (ip), 3. Noun phrase (np), and 4. Verb phrase (vp).

1. Before this (pp)
2. to stayed in there (ip)
3. twenty fish (np)
4. shocked of me (vp)

From the datas above we can see some errors in forming the phrases conducted by the students. In example [1], the student is incorrect because article this should be “that”, since it points out about the past event. Error [2] is an infinitive phrase, so “to” should be followed by an infinitive. Error [3], is a noun phrase that should be added by “s” to describe plurality in English. While number [4] is a verb phrase which incorrect in choosing the preposition. The more appropriate preposition is “at” as in “shocked at me.”

b. Clause

In the error in clause, the researcher found there types of clause in the students error. The type of clause that the writer found are: 1. Adverb clause (adv), 2. Adjective clause (adj) and 3. Noun clause.

1. that he will invited me (Adv clause)
2. who I drag from near the elephant statue (Adj clause)
3. why our first perform in this school (Noun clause)

Clause [1] is an adverb clause. It is incorrect because auxiliary “will” should be followed by infinitive. It should be reconstructed as “that he will invite me.” Number [2] is an adjective clause. It should be “whom I draged from the elephant statue.” In clause [3], if we see the whole sentence, the existence of question word “why” as the conjunction on that sentence is incorrect. The more appropriate one to be used is how, as it can be reconstructed as “how was our first performance in the school.”

c. Sentence

In analyzing the students’ error of sentence, the researcher found four types of sentence error on students’ writing. The types of sentences are: 1. Simple sentence, 2. Compound sentence, 3. Complex sentence, and 4. Compound-complex sentence.

1. we were used big worm (simple sentence)
2. I and big family ___ around the sea and shopping in a store clothes. (compound sentence)
3. I feel wow thats a wonderful country (complex sentence)
4. We are leaving from house at 6 am because we heard if we went in 12 pm surely we get a traffic after we arrived in Kualanamu airport (compound-complex sentence)
Sentence [1] is over addition of tobe, so the sentence form seems like a passive form. It should be reconstructed as “we used big worm.” Sentence [2], verb is omitted in that sentence. The correct sentence is “My big family and I walked around the sea and had a shopping in a store cloth.” While sentence 3 and 4, is inappropriate of tense. The verb should be in past form. The corrections are [3] “I felt wow about that wonderful country.” [4] “we departed from house at 6 a.m because we heard if we departed at 12 a.m, we would get a trafic jam in Kualanamu.”

4.2 Causes of Grammatical Error

After analysing all the students’ error and causes, the researcher found two general causes of errors. The first is interlingual errors. It is caused by the differences between the English and Indonesian rules or the influences from the learner. The second is intralingual errors. It is known that many intralingual errors occur in students sentences. The errors are particularly in the area of grammar or structure. The students usually face difficulties when they apply the rule of English grammar in their sentences.

a) Interlingual errors

[1] We breakfast
Since the word “breakfast” is a noun, so the subject “we” cannot be directly followed by a noun. It needs a verb before noun. It is influenced by directly translating of Indonesian

[2] I forgot take my key
There is omission of word “to” before “take”. It should be formed in to infinitive form. The error is caused by Indonesian form.

[3] Twelve fish
In Indonesian nouns do not pluralize after a numeral. Otherwise in English the noun need to be pluralized after numeral beside one. Here, the students made an error because the influence of Indonesian.

[4] Because my body hurt all
This clause is ordered like Indonesian, because the student omitted tobe “was” which need to be placed before adjective “hurt.”

[5] With feeling very happy
The phrase is ordered like Indonesian. It should be formed as “with a very happy feeling”

b) Intralingual

[1] That he will invited me
The causes of errors in this sentence is overgeneralization. The auxiliary “will” should be followed by “invite” without addition of suffix “ed.”

[2] We were used big worm
The cause of error in this sentence is false concepts hypothesized. There is faulty comprehension of distinction in the target language. It gives different meaning to the sentence since its form is passive voice. It indicates that the students are lack of grammatical competence.

[3] After took a bath
The cause of error in this sentence is incomplete application of rules. The learner fails to apply the grammar rules completely that “after” should be followed by a gerund “taking.”

[4] We arrive in Penang at 01:00 a.m
As the students were asked to write an experience, so the verb form should be changed into past form. However the students are lack of grammatical competence that “arrive” should be “arrived.”

[5] The children who I drag for near the elephant statue
The student are lack of grammatical competence since ignorance of the rules. As in the sentence there is an adjective clause that describe human as object, so the conjunction should be “whom” because it represents the human as object.

4.3 The Differences of Error Quantity Between Male and Female Students

To see the differences of error quantity between male and female students more specific, the researcher put them in the table below:

<table>
<thead>
<tr>
<th>Table 1. The Differences of Error Quantity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Male</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Female</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

The table above shows that female students conducted the errors more than male students. Totally, male conducted 141 errors which consists of 18 errors in forming the phrases (5,80%), 18 errors in forming the clauses (5,80%), and 105 errors in forming the sentences (33,87%). While female students totally conducted 169 errors which consists of 47 errors in forming the phrases (15,16%), 20 errors in forming the clauses (6,45%), and 102 errors in forming the sentences (32,90%).

We can conclude that male students of eleventh grade at SMA N.4 Pematangsiantar are better in forming the phrases and clauses than female students. While in forming the sentence, female students are better than male students since male students conducted more errors than female students. However, overall male students are still better than female students since the total of errors that they conducted are less than female students, as we can see in the chart below:

<table>
<thead>
<tr>
<th>Chart 1. Percentage of Male and Female Differences in Error</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phrase</td>
</tr>
<tr>
<td>--------</td>
</tr>
<tr>
<td>5,8</td>
</tr>
<tr>
<td>15,16</td>
</tr>
</tbody>
</table>

V. Conclusion

Error is a simple term in language. However, it can be found in any aspects of language. It can be found whether in written or spoken language. In learning language, the learners will always make the hypotheses about language rules and they use them in actual language performance. In Indonesia, the learners conducted the errors since they are lack of
grammatical competence and also influenced by mother tongue interference. Hence, they will conduct the errors in different ways and forms. If the learners have the grammatical competence, they will know what are their errors when they are speaking or writing, and they will be able to correct their errors. Otherwise, if they are lack of grammatical competence and accustomed to follow the first language form, they will conduct the error more.

Moreover, the writer also conclude that every learner has the different ability and competence to comprehend the language. In term of gender, generally female will be better in learning language and acquisition. However, as the writer found it is not absolute that female always better than male in all aspect of language and situations. Beside the intelligent, motivation, habit, health, surroundings, style, characters and the other are also influenced how the learner conduct the errors. In short, language is habit. The more the learners practice and use the language, the more they will become better and acquire the language, and the less they will conduct the errors in using the language.

References


GRAMMATICAL ERRORS IN THE DESCRIPTIVE TEXT

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Abstract

The purpose of this research is to know both grammatical error types and how each of the grammatical error types are written by grade VIII students of SMP Negeri 4 Tebing Tinggi in writing a descriptive text. The researcher uses qualitative research. The subjects of this research are 30 students. They are 19 females and 11 males. The instrument for collecting the data is by giving a test. To find out the description of the grammatical errors in the students’ writing, the researcher identifies into 5 categories: error of article, preposition, pronoun, verb tense and singular/plural noun. Finally, the researcher analyzed the students’ writing descriptive text by classifying into types of error: omission, addition, misformation and misordering into5 categories of error.

Keywords – Descriptive text, errors, grammar, writing

I. Introduction

A. Background

Language is the instrument of communicating among people. It is one way to express something that is in our minds to be conveyed to someone. According to Sapir (1921:7) “Language is a purely human and non-instinctive method of communicating ideas, emotion, and desires by means of a system of voluntarily produced symbols.” They can communicate with other human in oral or written. In orally they can speak anything by using expressions directly with each other. Whereas in written, they can say something in a written text by using a paper or letter and etc. It has function used by people to share information and get relation with each other. In Indonesia English is a foreign language that is taught for elementary school to university. In the context of education, English is very important because English is one of subject in syllabus which is should teach in the class. Learning a foreign language is related to learn language skills namely, listening, reading, speaking and writing. Based on four language skills above, the researcher focuses on the use of grammatical errors in writing. Writing is the one of the basic skills of the English language that the students are able to write something in a paper or written text to produce their ideas or knowledge, felling or pains, etc. Langan (2010:33) stated that “Writing is frequently useful as preparation for some other activity in particular when students write sentences as a preamble to discussion activities.” It means writing is the activity that students do to arrange word by word become sentence.

However based on researcher’s experience the students were not interested in writing. They are more interested in Reading. They felt confused what they want to write. They did not know to make a sentence in a paragraph. In order to, there were three researchers focused on grammatical errors with different theory. Indah (2013) analyzed of grammatical errors in writing descriptive essay among the 8th grade students in MTS AmalSholehSumogawe, Getesan, Semarang regency in the academic year 2012/2013. The researcher focuses on errors in using simple present tense. The researcher used Dulay’s surface strategy taxonomy to find out the types of errors. The researcher found the classified this taxonomy such as omission, addition, misformation, and misordering. Imilda (2016) analyzed grammatical
errors in descriptive text made by eight graders of olympiad and bilingual students. The researcher used Dulay’s strategy taxonomy to identify, classify and describe the error in the descriptive text made by eight grade students of Olympiad and bilingual. In this research, the researcher focuses on descriptive text. According to Gerot and Wignell (1994:165) “Descriptive text is an English text which is describing a particular person, place or thing.” The students should think what topic or object that they want to describe. The process of writing descriptive text is not as simple as we thought because there is a set of rule that must be followed, which is called grammar. Grammar is the rules for forming word by word and making sentences. According to Greenbaum (2002:1) in his book tells that “Grammar is the central component of language. It is refers to the set allow us to combine words in our language into larger units”. In this case, the researcher interested in using grammatical errors in teaching descriptive text in SMP Negeri 4 Tebing Tinggi. For the example:

1. There is doll on the table (English)
   Ada sebuah boneka di atas meja (Indonesia)
2. That is an apples (English)
   Itu adalah sebuah apel (Indonesia)
3. Michael repair his bicycle last night (English)
   Michael memperbaiki sepeda pada malam (Indonesia)
4. Susan has hair long (English)
   Susan memiliki rambut panjang (Indonesia)

In the examples above [1], [2], [3], [4] tell that all the sentences are correct in Indonesia but in English, they are incorrect. It is caused that English has the rules to arrange word by word become a sentence, that is Grammar. Which is the researcher had explained above about Grammar. For the four examples, each sentence is included grammatical errors. The students are always making errors in their writing descriptive text. According to Dulay et al (1982:138) “Errors are the flawed side of learner’s speech or writing.” For the first example included types of error in omission, it should be needed “a” before word “doll”. The second example is error in addition, the word “apples” should there is no suffix “-s” because word “an” is an article and used before singular. For the third example is error in misformation, which is verb “repair (V.1)” should be changed into “repaired (V.2)” because there is adverb of time which is explained “last night” is past participle (V.2). The last example is error in misordering, the word “hair long” is putting utterance in the word order, It should be “long hair”. The example of types of errors will be explained further in Chapter II. Based on the explanation above, the researcher carries out this research by presenting a title “The Grammatical Errors in The Descriptive Text Written By Grade Eight Students of SMP Negeri 4 Tebing Tinggi”.

B. The Identification of the Problem
Based on the background above, there are some problems faced by the students in writing descriptive text. The cause of problem:

1. The students are not able to write descriptive text
2. The students do not able to master Grammatical
3. The students often do error in writing
4. The students still make grammatical errors in writing grammatical forms, especially in writing descriptive text

C. The Problems of the Research
Based on the background of the research above, the problems are formulated as:

1. What grammatical error types are written by grade VIII students of SMP Negeri 4 Tebing Tinggi in writing a descriptive text?
2. How is each of the grammatical error types are written by grade VIII students of SMP Negeri 4 Tebing Tinggi in writing a descriptive text?
D. The Objectives of the Research
The objectives of the researcher have many purposes, the researcher’s purposes are:
1. To find out the grammatical error types are written by grade VIII students of SMP Negeri 4 Tebing Tinggi in writing a descriptive text.
2. To find out each of the grammatical error types are written by grade VIII students of SMP Negeri 4 Tebing Tinggi in writing a descriptive text.

II. Literature Review
A. Writing
According to Patel & Jain (2008:125) “Writing is the most efficiently acquired when practice in writing parallels practice in the other skills.” It prepares the activity that is done gradually in practice. Greene (2012:36) stated that “The purpose for writing an essay may be to respond to a particular situation; it also can be what a writer is trying to accomplish.” Writing is very useful for the writer to give much information that the reader finds out.

B. Grammatical Errors
According to Greenbaum (2002:1) “Grammar is the central component of language.” In his book explained that the word grammar refers to the set of rules that allow us to combine in our language into larger units. The rules of grammar provide the framework that shows how words of a language are put together and used. Based on Dulay et al (1982:187) there are some types of error in grammatical category, they are, “verb tense, singular and plural noun, article, pronoun, preposition.”

a. Verb Tense: According to Gucker (1966:21) “Verb is a word that expresses an action or makes statement.” The verb is the heart of the predicate and usually the most important part of the sentence. Example:
   [5] The old lady died last night
   [6] Mother needs your help
b. Singular and Plural Noun
We use singular noun when we are talking about just one thing, person or animal, use a singular noun (a bag, a cat). We use a plural noun when we are talking about two or more people, places, animals or things. We just add “s” to make plural nouns (bags, cats). Many students often make errors when using a singular and plural noun. Example:
   [7] Angel buys two marker (Angel buys two markers)
   [8] She like playing a games (She like playing a game)
c. Article
According to McCaskill (1998:12) “articles consist of Indefinite articles and articles with coordinate adjectives.” The indefinite article a precedes a word beginning with a sounded consonant (a banana), and an precedes a word beginning with a vowel sound (an apple). The definite article is always the, which is used with all types of common nouns (singular and plural, count and noncount). There are some common errors in using article produced by the students when construct a sentence like:
   [9] “He has an motorcycle”, it must be “He has a motorcycle”,
   [10] “Let’s go to a swimming pool”, Let’s go to the swimming pool”.
d. Personal Pronoun
Personal Pronouns are useful because they can fit into almost any sentence. There are some errors that students made in using pronoun such as:
   [11] “She brings a doll to I”, it must be “She brings a doll to me”
   [12] “They make a juice just for he”, “They make a juice just for him”
e. Preposition
According to McCaskill (1998:16) “Prepositions are handy little words that connect a phrase to a sentence and at the same time impart meaning.” There are some errors that students made in using pronoun such as:

<table>
<thead>
<tr>
<th>Error Example</th>
<th>Correct Usage</th>
</tr>
</thead>
<tbody>
<tr>
<td>“The jelly beans are on the jar”</td>
<td>“The jelly beans are in the jar”</td>
</tr>
<tr>
<td>“The cat is in the roof”,</td>
<td>“The cat is on the roof”</td>
</tr>
<tr>
<td>“Jake is between Smith”,</td>
<td>“Jake is beside Smith”</td>
</tr>
</tbody>
</table>

Text
A text is the original words of something written, printed, or spoken, in contrast to a summary or paraphrase. We can read it to find out the information. Descriptive Text. According to Gerot and Wignel (1994:165) “Descriptive text is a kind of text with a purpose to describe a particular person, place or thing.” The social function is to describe a particular place, things or animal. The Generic Structures are identification and Description. The Lexicogrammatical Features are focus on specific participants, use of attributive and identifying processes, Frequent use of epithet and classifiers in nominal groups, Use of simple present tense. Error. According to Dulay (1982:138) stated that “Errors are the flawed side of learner speech or writing.” It is often experienced by students in the learning process, because students do not understand clearly what they are doing.

C. Error Analysis
According to Richards (1974:158) “Error analysis is the investigation of the language of second language learners.” The researcher tries to conclude the errors analysis is a way of looking at errors made by the learners of the target language, as a source of information to the teachers.

D. Error Classification

E. Linguistic Category
Language components include phonology (pronunciation), syntax and morphology (grammar), semantics and lexicon (meaning and vocabulary), and discourse (style). Constituents include the elements that comprise each language component.

F. Surface Strategy Taxonomy
A surface strategy taxonomy highlights the ways surface structures are altered. The types of errors, which belong to surface strategy taxonomy are omission, addition, misformation, and misordering.

Omission errors are the error in the condition of inability to achieve or do item in utterance that needed in well formed not at all. Ellis (1997:18) said that “It’s leaving out an item that is required for an utterance to be considered grammatical.” For example:

[16] There is a picture on the wall
[17] She is very beautiful

1) Addition
Addition errors are the error of adding some unnecessary or incorrect element in an utterance. For example: [18] They didn’t wash the dishes; [19] My sister doesn’t give me money.

2) Misformation
Misformation errors are the error of using one grammatical form in place of another grammatical form. Ellis (1997:18) stated that “It is using one grammatical form in place of another grammatical form.” For example:
[20] The *childs* are study hard (incorrect).  
The *children* are study hard (correct)  
[21] Our teacher *explain* the subject just now (incorrect)  
Our teacher *explained* the subject just now (correct)  
3) Misordering  
Misordering errors are the error of putting the words in utterance in the wrong order. Ellis (1997:18) defined that “It is putting the words in an utterance in the wrong order.” Example:  
[22] She will come *evening tomorrow* (incorrect)  
She will come *tomorrow evening* (correct)  
[23] Elephant has a *nose long* (incorrect)  
Elephant has a *long nose* (correct)  

a) Comparative Taxonomy  
The classification of errors in a comparative taxonomy is based on comparisons between the structure of L2 errors and certain other types of constructions. L2 errors have most frequently been compared to errors made by children learning the target language as their first language and to equivalent phrases or sentences in the learner’s mother tongue.  

b) Communicative Effect Taxonomy  
This taxonomy is different from other taxonomies. It focuses on distinguishing between errors that seem to cause miscommunication.  

G. Previous Research  
There are some researchers related with this research, namely:  
1. Indah Sri Purwanti 2013 which entitled *Descriptive Analysis Of Grammatical Errors In Writing Descriptive Essay Among The 8th Grade Students In Mts Amal Sholeh Sumogawe, Getesan, Semarang Regency In The Academic Year Of 2012/2013*. In this research, the researcher just adopted about the theory of grammatical error. In an errors analysis, there should be at least two stages of activities that should be carried out. The first is identifying and describing errors based on the type of errors. There are four types of errors; they are omission, addition, misformation and misordering. The second is classifying errors, there are four taxonomies namely: linguistic category taxonomy, surface strategy taxonomy, comparative taxonomy, and communicative effect taxonomy (Dulay, 1982:146).  
2. Imilda Fatmawati 2016 which entitled *Grammatical Errors In Descriptive Text Made By Eight Grades Of Olympiad And Bilingual Students*. In this research, the researcher also just adopted about the theory of grammatical error. According to Dulay et al. (1982) classified the types of error based in linguistic category, surface strategy taxonomy, comparative taxonomy and communicative effect taxonomy. Surface strategy taxonomy explains the alteration in the sentence which is divided into four types; they are omission, addition, misformation and misordering.  
3. Santi Noviyanti 2013 which entitled *An Analysis On Students’ Grammatical Errors In Writing Descriptive Paragraph*. In this research, the researcher used Corder’s theory in technique of analyzing data. The data collected will be analyzed by using procedures in doing error analysis. The procedures consist of identification, classification and explanation of the error.  

III. Research Methodology  
A. The Research Design  
In this research design, the researcher used the methodology in descriptive qualitative. It is descriptive because there is no control or treatment as in experimental one. According to Creswell (2009:102) Qualitative research is exploratory, and researchers use it to explore a topic when the variables and theory base are known.
B. The Subject of the Research

The subjects of this research are the students at grade VIII of SMP Negeri 4 Tebing Tinggi. There are nine classes of grade VIII. Every class is usually consists of 25-30 students. In order to get sample, the researcher takes VIII-5 class as the sample of the research. It consists of 19 females and 11 males.

C. The Object of the Research

The object of this research is the student’s error in writing descriptive text. The researcher wants to identify and analyze the types of grammatical errors and to find out each of the grammatical error types are written by grade eight students of SMP Negeri 4 Tebing Tinggi.

D. The Instrument of the Research

Instrument is tools or facilities that used by the researcher to collect the data to make the research become easier. The instrument of this research is the writing test. The test is writing descriptive text about the peoples around them, such as “Describe Your Mother, Father or Friend”. The students have a free time to choose who the students want to describe. The students describe the students’ Mother, Father or Friend based on the generic structure and language feature of descriptive text in 60 minutes. Based on the generic structure in descriptive text, the researcher asks the students to write the Identification of the people in 3 sentences and the Description in 10 sentences. The test is open dictionary, so that they would feel enjoy to write the text.

E. The Technique of Collecting Data

The technique used in this research, the researcher must follow the steps in the process of collecting the data.

a) The researcher gives the test to the students.

b) The researcher asks the students to write descriptive text in a piece of paper based on instruction of researcher.

c) The last is the researcher collects the students’ writing and uses them as data to be analyzed.

F. Technique of Analyzing Data

There are some steps in applying the error analysis in analyzing data. The data that gotten from the students’ test of writing descriptive text and will be analyze in order to find out the types of students’ error. To analyze the data from the test the researcher uses some steps:

1. Identifying the Errors

   The first step in the process of analysis is identifications of the errors. Identifications of any errors here refer to identification of any grammatical error and how each the grammatical error types which students made in writing descriptive texts based on their own words.. By this step, the researcher knows what types of error and each grammatical error types written by the students in writing descriptive text.

2. Classifying of the Errors

   The next step is classifying the error. The researcher classifies the types of error written by the students and made them in some types. According to Dulay, et.al (1982:154) there are some types of error, such as Omission, Addition, Misformation and Misordering.

3. Finding how each of the grammatical error types.

   The last step is finding how each of the grammatical error types written by the students. The researcher wants to analyze the student’s writing descriptive text and gave the reasons how each of the types were errors.
IV. Findings and Discussion

The researcher gave the data analysis. Dulay’s theory is applied in this research. The researcher gave the data analysis in types of errors written by the students at grade eight of SMP Negeri 4 Tebing Tinggi.

Here are three examples from thirty of student’s writing descriptive text:

Text 1

My Mother

1 I has a Mother. 2 Her name is Rima. 3 She is house wife.

4 My mother is diligent woman. 6 She always cook foods. 7 She sweeps floor. 8 She asks me for wash the dishes. 9 I help her. 10 I wash the dishes in kitchen. 11 Sometimes I sweep the floor. 12 She never angry. 13 My mother is very kind.

Written by: AF

The Analysis:
S1: I has a Mother (misformation of verb).
S2: Her name is Rima.
S3: She is house wife (omission of article).
S4: My mother is diligent woman (omission of article).
S5: She always cook foods (misformation of verb).
S6: she washs our clothes (misformation of verb).
S7: She sweeps floor (omission of article).
S8: She asks me for wash the dishes (misformation of preposition).
S9: I help her.
S10: I wash the dishes in kitchen (omission of article).
S11: Sometimes I sweep the floor.
S12: She never angry (omission of verb).
S13: My mother is very kind.

Text 2

My Friend

1 Alif is my classmates. 2 He is handsome. 3 He is 13 years old.

4 He is a kind student at school. 5 We go to school together. 6 Alif come from Tebing Tinggi. 7 He lives in T. Tinggi. 8 His father is a farmer. 9 His mother is a housewife. 10 His skin is white. 11 He is tall. 12 He is diligent. 13 He collects his homework every day.

Written by: AFZ

The analysis:
S1: Alif is my classmates (misformation of plural noun).
S2: He is handsome.
S3: He is 13 years old.
S4: He is a kind student at school.
S5: We go to school together.
S6: Alif come from Tebing Tinggi.
S7: He lives in T. Tinggi.
S8: His father is a farmer.
S9: His mother is a housewife.
S10: His skin is white.
S11: He is tall.
S12: He is diligent.
S13: He collects his homework every day.

Text 3

My Father

1 My father is strong man. 2 He is a security. 3 He name is Muhammad Khadir.

4 He is very young man. 5 He is 30 years old. 6 He is tall. 7 Her tall is about 170cm and her weight is about 68kg. 8 he have two children. 9 he work in a bank. 10 He has a sharp nose. 11 He has a white skin. 12 His two eye are black. 13 He has a short hair.

Written by: DL

The analysis:
S1: My father is strong man (omission of article).
S2: He is a security.
S3: He name is Muhammad Khadir (misformation of pronoun).
S4: He is very young man.
S5: He is 30 years old.
S6: He is tall.
S7: Her tall is about 170cm and her weight is about 68kg (misformation of pronoun).
S8: he have two children (misformation of verb).
S9: he work in a bank (misformation of verb).
S10: He has a sharp nose.
S11: He has a white skin.
S12: His two eye are black (misformation of singular noun).
S13: he has a short hair
After analyzing the data from the students’ writing descriptive text, the researcher finds some problems that will be discussed, they are; what grammatical error types are written by grade eight students of SMP Negeri 4 Tebing Tinggi in writing a descriptive text? And How is each of the grammatical error types are written by grade eight students of SMP Negeri 4 Tebing Tinggi in writing a descriptive text? So, the researcher wanted to answer the research problems are:

1. There are four grammatical error types are written by grade eight students of SMP Negeri 4 Tebing Tinggi in writing a descriptive text. They are: omission, addition, misformation, and misordering.

2. Based on the types of grammatical error written by 30 students in writing a descriptive text, the researcher found each of the grammatical errors in category of article, preposition, pronoun, verb tense and singular/plural noun. Errors of omission the students often omitted the article and verb from the sentence which must exist before noun, article, verb, or adjective in a sentence. Errors of addition the students often added article, and verb before noun, or verb which was not needed in a sentence. Errors of misformation the students should change into correct grammatical caused that there was unsuitable article, verb, preposition or personal pronoun before noun, adjective, or verb in a sentence. Errors of misordering the students are written preposition in the wrong place. The total of error types are displaced as follows:

<table>
<thead>
<tr>
<th>Total</th>
<th>Omission</th>
<th>Addition</th>
<th>Misformation</th>
<th>Misordering</th>
</tr>
</thead>
<tbody>
<tr>
<td>148</td>
<td>32</td>
<td>15</td>
<td>99</td>
<td>2</td>
</tr>
</tbody>
</table>

Discussion
The researcher discussed about the theories that related to this research. (1) Omission. According to Dulay, et. Al (1982, p. 154) stated that errors of omission are characterized by the absence of an item that must appear in a well-formed utterance. There were 32 errors of omission that the students written in descriptive text. For the grammatical error consist of article, the students written 20 errors that the students omitted the article from the sentence which must exist before noun or adjective, 10 errors of verb that the students omitted which must exist before noun, verb, adjective, and article, 1 error of preposition that the students which must use before noun, and 1 error of personal pronoun that the students omitted which must use before noun. (2) Addition. Dulay, et. Al. (1982, pp. 156-158) stated that this type of errors are characterized by the presence of an item which must not appear in a well-formed utterance. There were 15 errors of addition that the students added some unnecessary or incorrect element in a sentence. For the grammatical error consist of article, the students written 5 errors that the students added article before verb or noun which it did not need in a sentence, 9 errors of verb that the students added before noun which did not need in a sentence, 1 error of preposition that the students added before noun which did not need in a sentence. (3) Misformation. According to Dulay, et. al. (1982, pp. 158-162) stated that errors of misformation are characterized by the use of the wrong form of the morpheme or structure. There were 99 errors of misformation that the students used one grammatical form in place of another grammatical form. For the grammatical error consist of article, the students written 9 errors caused that there was unsuitable article written before noun, adjective or verb, 35 errors of verb that should add or change because there was unsuitable verb, 11 errors of preposition that the students should change into correct grammatical, 20 errors of personal pronoun that the students should change into the correct one and 24 errors of singular/plural that the students written in a wrong word. (4) Misordering. According to Dulay, et. al. (1982, pp. 162-163) stated that misordering errors are characterized by the incorrect placement of a
morpheme or group of morphemes in an utterance. There were 2 errors of misordering that the students put the words in utterance in the wrong order. For the grammatical error of preposition there were 2 students written in the wrong place of words. The explanation above means that the students were still make grammatical errors in writing grammatical forms, especially in writing descriptive text. The students were lack of knowledge and grammatical about the rules of tenses particularly in simple present tense, related to the many errors written by the students informing article, preposition, personal pronoun, verb tense, singular and plural noun.

V. Conclusion
Based on the students error. After analyzing the data, it is concluded that:
1. The second grade students of SMP Negeri 4 Tebing Tinggi are able to write descriptive text. The researcher found that the students are still made many errors in writing descriptive text. There are omission, addition, misformation and misordering.
2. Each of the grammatical error identified in omission, the students were living out an article from the sentence which must exist before noun, or adjective. Whereas in addition, the students often adding error of verbs in a sentence which one verb was not needed in that sentence. And in misformation, the students were also written errors in verb. Especially in errors of verb, cause these errors were more often written by the students than the other types of errors. The verb were not changed into the correct grammatical by the students. But the students more little write errors in misordering of preposition. The students put the words in utterance in the wrong order.

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POLITENESS STRATEGY AMONG TEACHERS AND STUDENTS IN ENGLISH CLASSROOM

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Abstract:  
The aims of this research are to find out the types of politeness strategies and to know the most dominant type of politeness strategy among of teachers and students in English classroom at grade VIII in SMP Negeri 7 Pematangsiantar. As the limitation, this research analyzes the kinds of politeness strategies in Brown and Levinson theory (1987). This research is designed as qualitative research which the data analyzed inductively. The data is taken off the record from the teachers and students in English classroom. There are four politeness strategies among teachers and students found by the writer in English classroom. The result of this study shows that there are four politeness, they are: bald on Record 5 (20,83%), positive politeness 13 (54,16%), negative politeness 5 (4,16%) and off record 1 (4,16%). The most dominant is positive politeness.  

Keywords: Politeness strategy, bald on record, positive politeness, negative politeness

I. Introduction

There were many ways of communication, sometimes the conversation could not be successful because of misunderstanding between speaker and hearer during the conversation. It was important to consider someone’s attitude when they were doing or saying something.  

Politeness is an important aspect in human behavior. It concerns the entire attitude that influences people in their life. They need politeness to interact with each other. People sometimes disregard it, while it is the key to make a good communication with others. They are disposed to act directly, but it makes an assessment that they do not know about moral value which is described in their behavior. Understanding politeness is very important. People often think that politeness is simply a matter of saying please, sorry, excuse, and thank you. Politeness does have its own role. Being linguistically polite means speaking to people appropriately in the right place and the right time. People must be aware of the context of speaking and then be able to determine which politeness form is the best to be applied in a context. From this study there are main problems that will be discussed here, such as:

1. What are the types politeness strategy among of teachers and students in English classroom at grade VIII in SMP Negeri 7 Pematangsiantar?
2. What is the most dominant politeness strategy among teachers and students in English classroom at grade VIII in SMP Negeri 7 Pematangsiantar?

II. Literature Review

A theory is necessary in conducting a research. The theory is used to make the research much clearer. Considering that the researcher use some theories as the basis of the research and also as the way to do the analysis.

Politeness Strategies

Being polite in a conversation should be considered by the speaker to the interlocutor since it is difficult. The reason why being polite is difficult for the speaker is that needs understanding of the language, the social and cultural of the community. According to Yule (1998: 60), politeness is defined as “a way to show awareness of another person’s public self-
image’. In line with Yule, Cruse (2006: 131) states that politeness is a matter of minimizing the negative effects of what one says on the feelings of others and maximizing the positive effects. Watts (2003: 9) explains politeness as a thing that is not born with people. There are four politeness strategies, they are:

a. **Bald On Record**

Bald-on-record is a strategy to say things directly or straight to the point. This strategy is mostly used if the speaker and the hearer have a close relationship. The speaker who is going to use this strategy usually has two motives; the speaker may do FTA with no minimization or minimize face threats by using implication. Brown and Levinson (1978:69) claim that a sentence form that represents bald-on-record clearly is imperative sentences. Imperative sentences are used to give direct order, e.g. Sit down!

Example:
Teacher: Bring your note! Come on…! The time is not enough. Second, Ratih!, come here!.. Vera! …come here!

The teacher’s authoritative role in the class was reflected when she gave commands and instructions, and made requests. Through the choice of direct strategies for giving instruction, the teacher imposed and created pressure on the students.

b. **Positive Politeness**

Positive politeness is oriented toward the positive face of Hearer, the positive selfimage that he claims for himself. Positive politeness is approach based; it ‘anoints’ the face of the addressee by indicating that in some respects, S wants H's wants (e.g. by treating him as a member of an in group, a friend, a person whose wants and personality traits are known and liked). The potential face threat of an act is minimized in this case by the assurance that in general S wants at least some of H's wants; for example, that S considers H to be in important respects 'the same' as he, with in-group rights and duties and expectations of reciprocity, or by the implication that S likes H so that the FTA doesn't mean a negative evaluation in general of H's face. Based on Senorwarsito finding on his journal (2013: 89)

Teacher: Yea … okay, so far any questions?
Students: (no answer)
Teacher: Hello…?
Students: Hello … Ma’am.
Teacher: Any question?
Students: No … Ma’am.

It shows that the social distance and the power inequality of the students and the teachers were small. It can be seen from the students’ response on the teacher’s directing student’s attention ‘Hello..?’, they responded by repeating the same expression ‘Hello..’ followed by personal marker ‘Ma’am’. It means that the students felt close to the teacher but still gave respect to her.

c. **Negative Politeness**

According to Yule (1996:62) negative politeness tends to show deference and even include an apology for the imposition or interruption. Here, the hearer wants to have his freedom unhindered and his attention unimpeded. There are some strategies that
are mentioned by Brown and Levinson (1987:131) to show negative politeness strategy.

Teacher : e...e... yea! Before we start our class today, I would like to review a little about err..err..err.. the materials we have discussed together. Hmm.. do you still remember the…err…err…readers’ letter ?

Students : Yes ..!!!

The teacher tried to modify direct expression with polite expression in order to attempt to avoid a great deal of imposition on the students. She used expression ‘a little’ to lessen the imposition by implying that the students were not asked to do very much.

d. Off-Record (Indirect)
The final politeness strategy outlined by Brown and Levinson is the indirect strategy; this strategy uses indirect language and removes the speaker from the potential to be imposing. Off-record strategy is usually used when the speaker avoids being responsible for FTA that s/he has done (Brown and Levinson (1987:211-212). This action makes the hearer interprets the speaker’s utterance more than what the speaker actually utters. There is an example of off record in Scholica (2012 : 61)

Students : (the students are noisy when teacher explained the subject)
Mrs. Lila : What are you talking about? I am still talking.

Teacher tries to stop students from their own discussion when teacher is explaining the subject in learning process. However, teacher does not use direct instruction to do it. Even though teacher give it in indirect speech, she wants students know what she wish for, that is keep quiet and give attention when she is teaching.

III. Research Methodology
In conducting this research, the researcher follows the methodology of qualitative perspective research. Ary (2010:424) states that the qualitative research tends to analyze the data inductively. The researcher would like to choose the utterance four strategies based on Brown and Levinson theory (1987:65-68). The instrument of this research is recording by mobile phone. The researcher observed utterances produced by teacher and students in the classroom by recording teaching and learning process as a record file. The technique of collecting data in the classroom and the type of politeness which the teachers and students utilize when teaching learning in English classroom in SMP N 7 Pematangsiantar. The researcher observed the utterances produced by teacher and students in the classroom by recording the teaching and learning process as a record file. The technique of analyzing data in this research is to discover or to find out the politeness strategies among of teachers and students in English classroom. The ways of the researcher for analyzing the data are:

1. Identifying the utterance produce by the teacher and students in English classroom.
2. The researcher categorizing the data into types of politeness strategies.
3. The researcher analyzes the data after the data were collected. The researcher to find out types of politeness strategy which are used among of teachers and students in English classroom.
4. The researcher identify each type of politeness strategies based on teacher and students utterance.
5. The researcher calculates each type of politeness strategies is most dominant made by the teachers and students in English classroom.
6. Drawing a conclusion.
IV. Findings and Discussion

From the data analysis, the researcher wants to know the most dominant of politeness strategies among teachers and students, the total of utterances will be interpreted by the researcher in percentage:

1. There are 5 bald on record from the data among teachers and students in English classroom. The percentage:
   \[
   \frac{5}{24} \times 100 = 20.83\% 
   \]

2. There are 13 positive politeness among teachers and students in English classroom. The percentage:
   \[
   \frac{13}{24} \times 100 = 54.16\% 
   \]

3. There are 5 negative politeness from the data among teachers and students in English classroom. The percentage:
   \[
   \frac{5}{24} \times 100 = 20.83\% 
   \]

4. There are 1 off record from the data among teachers and students in English classroom. The percentage:
   \[
   \frac{1}{24} \times 100 = 4.16\% 
   \]

From the percentage, now it has been known that the most dominant of the politeness strategies is positive politeness. The data showed that 13 (54.16%) expressions were classified as positive politeness, 5 (20.83%) expressions were classified as Bald-on Record, 5 (20.83%) expressions were classified as negative politeness and 1 (4.16%) expressions were classified as off record and there were some utterances in the conversation was not classified as all of them above, it could be called as saying nothing.

Data show that positive politeness dominates the use of politeness strategy in classroom interaction of eight grade students and teacher of SMP Negeri 7 Pematangsiantar. Positive politeness becomes the dominant choice by the teacher and the students there because of the reason. The teachers choose positive politeness because they want to save the positive face of the students by exaggerate interest, or approve the students answer or idea. The common expression used to exaggerate interest, approval, and sympathy was good and very good.

Tabel 1. The result of using Politeness Strategies among Teachers and Students

<table>
<thead>
<tr>
<th>Politeness Strategies</th>
<th>Bald on Record</th>
<th>Positive Politeness</th>
<th>Negative Politeness</th>
<th>Off Record</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher 1</td>
<td>5</td>
<td>10</td>
<td>4</td>
<td>1</td>
<td>20</td>
</tr>
<tr>
<td>Teacher 2</td>
<td>-</td>
<td>3</td>
<td>1</td>
<td>-</td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td>5</td>
<td>13</td>
<td>5</td>
<td>1</td>
<td>24</td>
</tr>
<tr>
<td>Percentage</td>
<td>20.83%</td>
<td>54.16%</td>
<td>20.83%</td>
<td>4.16%</td>
<td>100%</td>
</tr>
</tbody>
</table>

It can be show in the diagram to know the most dominant politeness strategy among teacher and students.
In discussion, the researcher classifies the difficulties and find out the total of whole difficulty made by the teachers and the students. As the finding in this research, this table has two functions. The first is to know the types of politeness strategies and the second is to guide the readers to know the most dominant of politeness strategies among teachers and students in English classroom at grade VIII in SMP Negeri 7 Pematangsiantar. Thus, the research problems have been answered based on this table, there are the utterances among teachers and students to find out the most dominant in politeness strategies. After analyzing the datas, the researcher find some findings, they are:

1. The interaction between teacher and students was conducted in English, but the interaction among the students mostly used Bahasa Indonesia. The interaction in the classroom was still largely dominated by the teacher. The teachers dominated in giving instruction, giving explanation, showing appreciation, and answering student’s questions. The students mainly responded to teacher’s instruction, questions and encouragement. Then, it can be seen in the table above that politeness strategy among teachers and students produced the highest is positive politeness in their utterances among teachers and students. Meanwhile, it is found that strategy 4: Use in group identity markers and strategy 12: Include both S and H in the strategy made by teachers and students in their utterances with 2 in total. Then it is followed by strategy 15: Give gifts to H (Goods, sympathy, understanding, cooperation) with 3 numbers. After that, strategy 8: joke with 4 in total and Strategy 3: Intensify interest to Hearer is in the third place with 2 in total. The least number of positive politeness strategies is Strategy 1: seek agreement only 1 found in the utterances produced by teachers and students.

V. Conclusion

The teachers used 4 politeness strategy in English classroom, they are Bald on Record, positive politeness, Negative politeness and off record. The interaction in the classroom is largely dominated by the teacher such as giving instruction, giving explanation, showing appreciation, encouraging, and answering student’s question. Based on these strategies the teacher used good utterances so the teacher successful in teaching English in classroom. The interaction among teachers and students have good relations in communication learning process. Teacher employs four strategies of politeness in their instruction, namely Bald on Record, Positive Politeness, Negative Politeness and Off Record. The most dominant is positive politeness. Applying politeness strategies in the classroom can
result to maintain closeness and respects between teacher and students which further result in enhancing effective classroom interaction.

References

STUDENTS’ GRAMMATICAL ERRORS IN WRITING RECOUNT TEXT

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Abstract

This research was designed analysis students’ grammatical errors in writing recount text at grade eight of SMP Negeri 2 Pematangsiantar. The problem of the research are: What are grammatical errors done by the students in writing Recount text at SMP Negeri 2 Pematangsiantar?. What the causes of the grammatical errors made by the grade eight students of SMP Negeri 2 Pematangsiantar in writing recount text?. The participants were the grade eight of SMP Negeri 2 Pematangsiantar. The researcher used one class, 28 students. The instrument for collecting the data was essay test. The researcher found that the students error in writing recount text. Such as error in Addition Errors, Omission errors, Misformation Errors and Misordering errors. The researcher also found the causes in grammatical error such as in interlingual errors and intralingual error.

Keywords: Analysis, grammatical errors, recount, text, writing

I. Introduction

Writing is an activity of putting down the graphic symbols which has a function to present a language in order to convey some meaning so that can grasp the information which the writer has tried to convey. In addition, “Writing is a process of thinking”. this also explains that “writing is the process of thinking to invent ideas, thinking about how to express ideas into good writing, and arranging the ideas into statement and paragraph clearly”. Kane (2000:13) Grammar means the rules which structure our language. grammar is too important to be ignored, and without a good knowledge of grammar, learners’ language development will be severely constrained. It means that the use of correct grammar will influence the sense of students’ writing in order to catch readers interesting with the story that the students tell. Knapp and Watkins (2005: 223) say that recount is the simplest text type in the genre of narrating. Formally, recount is a sequential text that does little more than sequence a series of events. According to KTSP curriculum, recount text is one of text types that must be mastered by junior high school students. In recount text the tenses used is simple past tense where in this tense students have to change the verb from to infinitive (V1) into past participle (V2) in the affirmative sentence. Most of students made errors in changing the verb, especially in irregular verb. They knew that past tense is verb + ed so when they do not know the past form they only added with ed. For example: “I eated fried rice last night.” It should be “I ate fried rice last night”. In this sentence student made error in changed the past tense of eat. Some students also made errors in singular and plural form. They knew that in plural form students only put s after noun. Referring to the statements above, the writer is interested in conducting this research in order to analyze the grammatical errors in recount text writing. The main reason for choosing this topic is to know the most common errors made by students in Junior High School in recount text writing, especially in grammatical errors and also to know why the students did the errors. Therefore, she would like to conduct the research under the title “Analysis Students Grammatical Errors in Writing Recount Text at the Eighth Grade of SMP Negeri 2 Pematangsiantar.”
II. Literature Review

A. The Nature of Writing

D. Gordon Rohman in book Christina Russell (1965:7) Writing is usefully described as a process, something which shows continuous change in time like growth in organic nature. Different things happen at different stages in the process of putting thoughts into words and words into paper. Writing skill is a recursive process, which means students revise throughout the process, frequently moving back and forth among the stages. Then, students should learn strategies for invention and discovery, and teachers should help students generate content and discover a purpose. Also, it is stated that readers, purpose, and occasion define all types of writing and effective writing fulfills the writer’s intention and meets the readers’ needs.

1. Process of Writing

According Harmer (2004:4-5) there are 4 steps about writing process as follow:

a) Planning

Experienced writers plan what they are going to write. Before starting to write or type, they try and decide what it is they are going to say. For some writers this may involve making detailed notes. For others a few jotted words may be enough. Still others may not actually write down any preliminary notes at all since they may do all their planning in their heads.

b) Drafting

We can refer to the first version of a piece of writing as a draft. This first ‘go’ at a text is often done on the assumption that it will be amended later. As the writing proceeds into editing, a number of drafts may be produced on the way to the final version.

c) Editing (reflecting and revising)

Once writers have produced a draft they then, usually, read through what they have written to see where it works and where it does not. Perhaps the order of the information is not clear. Perhaps the way something is written is ambiguous or confusing. They may then move paragraphs around or write a new introduction. They may use a different form of words for a particular sentence. More skilled writers tend to look at issues of general meaning and overall structure before concentrating on detailed features such as individual words and grammatical accuracy. The latter two are, of course, important and are often dealt with later in the process. Reflecting and revising are often helped by other readers (or editors) who comment and make suggestions. Another reader reaction to a piece of writing will help the author to make appropriate revisions.

d) Final version

Once writers have edited their draft, making the changes they consider to be necessary, they produce their final version. This may look considerably different from both the original plan and the first draft, because things have changed in the editing process. But the writer is now ready to send the written text to its intended audience. We might decide to represent these stages in the following way: “planning – drafting – editing – final draft”.

B. Error Analysis

Corder (1981:1) Error is a part of the systematic study of the learners’ language which is itself necessary to an understanding of the process of second language acquisition. According to James, error analysis is the process of determining the
incidence, nature, causes, and consequences of unsuccessful language. Moreover, Corder states error analysis is part of methodology of investigating the language learning process in order to find out the nature of these psychological processes.

Types of Error
1. Error based on linguistic category
2. Error based on surface strategy taxonomy
   This type of error: addition, omission, misformation, misordering.
3. Error based on comparative taxonomy
4. Error based on communicative effect taxonomy

The causes of learner errors sometimes are easy to identify. On the contrary, it was confusing because the teacher has already explained more but the learner still make the same errors. Brown (1980:173) argued that errors causes by interlingual transfer and intralingual transfer.

C. Procedure of Error Analysis
According to Corder (2005:57-67) in Ellis’ book the procedure for analyzing learner errors includes the following steps:
1. Collecting a sample of learner language. It provides the data for the EA (Error Analysis). The researcher needs to be aware that the nature of the sample that is collected may influence the nature and distribution of the errors observed.
2. Identification of errors. The basic procedure is as follows: a. Prepare a reconstruction of the sample as this would have been produced by the learner’s native speaker counterpart. b. Assume that every utterance/ sentence produced by the learner is erroneous and systematically eliminate those that an initial comparison with the native speaker sample shows to be well-formed. Those utterances/ sentences remaining contain errors c. Identify which parts of each learner utterance/ sentence differs from the reconstructed version.
3. Description of errors. It is essentially a comparative process, the data being the original erroneous utterances and the reconstructed utterance.
4. Explanation of errors. Accounting for why how an error was made is the important step in trying to understand the processes of SLA (Second Language Acquisition).
5. Error evaluation. It involves determining the gravity of different errors with a view to deciding which ones should receive instruction. The following steps for evaluation study are: a. Select the errors to be evaluated. b. Decide the criterion on which the errors are to be judged. c. Prepare the error evaluation instrument. d. Choose the judges.

D. Recount Text
Recounts are the simplest text type in this genre. Formally, recounts are sequential texts that do little more than sequence a series of events.
1. Social Function is to retell event for the purpose of informing or entertaining.
2. Generic Structure
   - Orientation: provides the setting and introduces participants.
   - Events: tell what happened, in what sequence.
   - Reorientation: optional – closure of events.
3. Significant Lexicogrammatical Features
   - Focus on specific that happened in past
   - Use of Adjectives and action verb
   - Use of simple past tense
III. Research Method

A. Research Design
Stake (2010:3) Quite a bit of qualitative research is directed at the problems of professional practice. It looks at poverty and discrimination and standardized testing, and those are good problems for critical study. All of them are complex problems capable of being interpreted differently in different situations. I fear that the problems will be treated superficially if the complexities are not understood.

According to Frederick Erickson (1986) on Stake (2010:55) claimed that the primary characteristic of qualitative research is the priority given to interpretation.

B. Subject of Research
The subject of this research is the eight grade students in SMP NEGERI 2 Pematangsiantar. The writer will chose one class consist of 28 students as the subject of the research.

C. The object of Research
Here, the researcher want to analysis students grammatical error in writing recount text. And the researcher wants to find out the causes of the students error in writing recount text at eight grade students of SMP NEGERI 2 Pematangsiantar.

D. The Instrument of Research
The writer used an essay test as the instrument of her research. In the test the students asked to write a recount text based on their experiences. Then their recount text will be analyzed based on surface strategy taxonomy, in omission, addition, misformation, misordering. And for the causes of errors the writer used Brown’s book, they are intralingual transfer, interlingual transfer, context of learning, and communication strategies.

E. Technique of Collecting Data
The research gave the test to the students, but before the students wrote the test, the writer gave the explanation and instruction first to the students how to do the test. After that, the data is collected, then the researcher identified students’ writing based on Dulay book based on surface strategy taxonomy, in omission, addition, misformation, misordering. And Brown’s book to find the causes of errors in intralingual transfer, interlingual transfer, context of learning, and communication strategies.

F. Technique of Analyzing Data
In this research, there are some steps in analyzing the data, they are:
1. The researcher analyzed these errors into type based on the surface strategy taxonomy Dulay (1982:150) they are:
   a) Omission Errors
   b) Addition Errors
   c) Misformation Errors
   d) Misordering Errors
IV. Data Analysis, Finding and Discussion

A. Data Analysis

The researcher ask to the students to write recount text by their own words and the researcher will analyze the data focus on error based on surface strategy taxonomy in types of error, and students causes in interlingual and intralingual. Test was given to the students at grade VIII-5 in SMP N 2 Pematangsiantar. For the example data 1 sentence 1 and 2.

Data 1
Sentence 1
Incorrect : Last weekend, my family and ___ went to Ancol.
- \textbf{(missing subject I)}
Correct : Last weekend, my family and I went to Ancol.

Sentence 2
Incorrect : Before we go, we fermome to pray together.
- \textbf{(go $\rightarrow$ went misformation)}
- \textbf{fermome $\rightarrow$ for the moment (misformation in spelling)}
- \textbf{pray $\rightarrow$ prayed misformation).}
Correct : Before we \textbf{went, for the moment we prayed} together.
According to the rule, the verb in this sentence should in past form (regular and irregular verb).

B. Findings

There are some findings in this research, they are:

1. From the data that has been analyzed, the researcher found the students error in error types in writing recount text such as, Omission Errors. The students made some omission error of Auxiliary Be, Omission of V$_2$, Omission of $-\text{ed/d in v}_2$. Addition Errors, in addition errors happens when the students adds an item should not be added into sentence. Such as, Unnecessary auxilliary Be and Unnecessary $-\text{ed/d}$. Misordering errors. In misordering errors, the learner misplace an item in a sentence. The sentence had against the rule of simple past tense. And the last in Misformation Errors the students Incorrect structure of V$_2$.

2. After the researcher analyzed the data, the researcher found students causes of the grammatical errors in writing recount text such as: in interlingual errors the students directly translate their native language into target language. Some of students thought that is based on the structure. And in intralingual errors, the researcher analyze the classified some causes in intralingual errors into: a. over generalization errors arise when the learner creates a deviant structure on the basis of other structures in the target language. b. ignorance of rule restrictions occurs when the students ignore restriction of certain structure. c. incomplete application of rules, this source of errors refers to the students failure to apply a structure. and the last, d. false concepts hypothesized derive from the students faulty comprehension of distinctions in the target language.
C. Discussion

After finish analyzing the data, the researcher found students error in writing recount text there are in omission, addition, misformation, and misordering. And the students do not use verb participle to tell their past experience. Some of students omitted to be and ed in using simple past, most of students made error of misformation and omission, and some of students made error in addition and misordering. The researcher can see that lack of students in writing recount text.

And the causes are in interlingual and intralingual, interlingual error it happened because the students directly translate their native language into target language. Some of students thought that is based on the structure, and in Intralingual errors are caused by In Over generalization the use of be in the sentence above is a result of over generalization. The students should use was/were instead of am, is, are in writing recount text, in Ignorance of rules restrictions occurs when the students ignore restrictions of certain structures, the researcher found students ignored the restrictions on the use of auxiliaries for singular and plural subjects. Most of the students used verb 1 in the sentence, it must be verb 2. And then in Incomplete application of rules the students failed to write the correct sentence based on the structure, the students actually omitted auxiliaries was/were in writing a sentence. And the last False concepts hypothesized derive from the students faulty comprehension of distinctions in the target language. The researcher found the students did not comprehend the structure in writing a sentence.

V. Conclusions and Suggestions

A. Conclusions

Based on the analysis data and findings research above, the the researcher From the data that has been analyzed, the researcher found the students error in error types in writing recount text such as, Omission Errors, Addition Errors, Misformation and Misordering errors. The causes of the grammatical errors in writing recount text such as: in interlingual errors And in intralingual errors, the researcher analyze the classified some causes in intralingual errors into: a. over generalization errors. b. ignorance of rule restrictions. c. incomplete application of rules, and the last d. false concepts hypothesized.

B. Suggestions

Based on the conclusion of research above, the researcher give some suggestions deal with analysis grammatical errors on students writing recount text of SMP N 2 Pematangsiantar are:

1. For the teacher
   a) Teacher encourage students to memorize the regular and irregular verbs.
   b) The teacher should give exercises continuously to their students. So, they would be able to know and to write a good composition. Then, they discuss the errors in front of the class. By doing so, the students are expected no to do the same errors.

2. For the students
   a) The students should master or comprehend tenses form that will be used in writing sentence.
   b) The students are suggested to pay more attention to their study of English in order to improve their mastery of tense, especially simple past tense. The students are expected to study or practice more about the use of simple past tense in certain context.
References


STUDENTS’ ABILITY IN CONSTRUCTING PASSIVE VOICE AT THE SECOND YEAR OF SMAN 3 PEMATANGSIANTAR

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Abstract
This research examined Students’ Ability in Constructing Passive Voice at the Second Year of SMAN 3 Pematangsiantar. The researcher formulates the problem as follow: “To what extant do the students ability in constructing passive voice?”. The methodology this research is Descriptive Qualitative design. As the subject of the research is the second grade students at SMAN 3 Pematangsiantar there are 55 students from two classes namely IX IPA 2 and IX IPA 6. From the data analysis, the researcher finds out the students’ ability in constructing passive voice that from the fifty five students they are dominantly in the simple present tense with the percentage 17.7% and from the score the students get average to good (60.82). After analyzing the data, the researcher concluded that the students’ ability in constructing passive voice still in the simple present tense.

Keywords: Ability, English, grammar, tenses, passive voice

I. Introduction
English is one of the important subjects that has to be learnt in Indonesian school. Passing the exam of English subject is one of criteria to graduate from junior high school and senior high school. When students continue their study to higher grade, they should pass the exam of English. So that, Indonesian students should have a better ability of English, because they have learnt it for many years.

Learning foreign Language is related to learning one or more language skills, namely: speaking, reading, listening, and writing. They are integrated and related to each other. Therefore, it must be learnt and taught by both students and teachers at school. There is one basic element that should be mastered in learning the four skills, that is grammar.

One of the topic in English grammar that must be learnt by the students is about passive voice. Passive voice is the verb form, where the subject receives the action. Thomson and Martinet (1986:176) stated that the passive of an active tense is formed by putting to be into the tense as the passive and adding the past participle of the passive verb.

Writing is considered as the most difficult skill for students. In english students can deliver their ideas by oral and written but, sometimes the students have difficult to deliver their ideas that is why writing is the most difficult skill. Writing will help students in mastering the english completely. It can ease them to deliver their purpose because, many of Indonesian students are sometimes afraid and shy to speak what they want to say in english but, they can tell what they think and what they want to say in draft or writing before speaking. Writing can not be seperated from sentences.

Based on the researcher’s experience in teaching practice, the researcher found the problems faced by the students of SMA Negeri 3 Pematangsiantar, they were: first, they found it difficult to construct the form of passive voice; second, they found it difficult to identify the form of verbs, past participle (regular and irregular verb), Be. For example, *he reads newspaper. The students were asked to transform this sentence into passive sentence and they wrote *newspaper reads by him. Passive voice in English has be + past participle (regular and irregular verbs), while their first language does not have such rules.
Thus, in constructing passive voice used to express daily activities, but many students still do not understand to constructing passive voice. To understand more about the students’ ability in constructing Passive Voice, the researcher is interested in conducting a research on title: “Students’ Ability in Constructing Passive Voice at the Second Year of SMAN 3

II. Review of Literature
A. English Grammar
Grammar is the central component of language. (Nelson 2002:1). It means that grammar become the basic in learning about language because, grammar discusses about form, structure, rule, ect. The study of language is a part of general language. We study the complex human of the human body to understand ourselves, the same means should attract us to studying the marvelous complexity of human language.

We know that English grammar is important as a based of us to make a sentences and paragraph, without grammar we can’t make a sentence well. English grammar is the body of the rule that describe the structure of expressions in the english language. This include the structure of words, phrases, clauses, and sentences.

Grammar is the structural foundation of our ability to express ourselves and also it’s generally thought to be a set of rule specifying the correct ordering of words at the sentence level. According to Beiber et al (2003), “Grammar contains rules which are related to forms and arrangements of words in phrase and sentences.” In the widest sense, grammar refers to entire system of the language, they are: its sounds syllables, patterns of stress (tone) and intonation, rule for pronunciation and word formation, word and sentence meaning, in the syntax; the way words arranged into phrase, phrase into clause, and clause into sentence. In other definition grammar is a branch of linguistics dealing with the form and the structure of the word (morphology), and their interrelation in sentences (syntax). As a result grammar helps the writer to produce good sentences which have relationship between words and have different function.

B. Tense
Tense is the effect of the time change on verb form to indicate the time of the action. Murphy and Altman (1989) define: “Tense as category of verbal implection found in some languages that specifies the time, the length of occurrence of the action or states expressed by a verb. “This definition the writer knows that tenses are able to specify the time and expressed by the verb. Based on the verb, tenses are divided into four classes according Sudarmono (2008), namely Present Tense, Past Tense and Future Tense. Present Tense; simple present tense, present continous tense, present perfect tense, present perfect continous tense. Past tense; simple past tense, past continous tense, past perfect tense, past perfect continous tense. Future tense: simple future tense, future continous tense, future perfect tense, future perfect continous tense. Perfect Future: past future tense, past future continous, past future perfect, past future perfect continous tense.

C. Kinds of Tenses
There are twenty kinds of tenses. But, here only eight tenses that will be written by the writer in this research as her theory. Simple present tense, Simple past tense, Future tense, Present Continuous, Present Perfect, Past Continuous, Past Perfect, and Perfect Future. which are mean here are pattern of tenses in accordance with what the grammarians like Azar (2002) made them.
D. **The Form of Passive Voice**

The passive voice occurs in both English spoken and written English. Passive verb forms are made with different tenses of to be followed by a past participle. Hall (1993) say that all passive sentences are formed in the same way. The tense of the verb to be changes to give different tenses in the passive. The rules in forming passive voice in their book ‘Grammar for use’. They are:

1. To form the passive voice, we change the object of an active voice sentence into the subject of a passive one. The subject of the active voice can be the agent in a passive sentence. The agent tells who or what did the action in a passive sentence. It is introduce by the preposition “by”.
   
   e.g. **Active**: The pilot flew the airplane.  
        **Subj** | **Obj**  
   
   **Passive**: The airplane was flown by the pilot.  
        **Subj** | **Obj**

2. We form the passive voice with a form of the verb *be* + a participle. Question use an auxiliary verb before the subject.
   
   e.g **Active**: The Chinese built the great wall.  
        **V2**  
   
   **Passive**: The great wall was built by the chinese.  
        **Be** | **Past Participle**

We use passive voice in following tenses that there are eight tenses commomly. We do not use the passive voice with some tenses because they sound awkward. Theses tense are the present perfect progressive, the future progressive, the past perfect progressive, and the future perfect progressive.

3. Object pronoun (me, him, her etc) in the active voice become subject pronoun (I, he, she, etc) in the passive voice. These are object and pronoun in passive.
   
   e.g **Active**: Thousand of people elected her.  
        **Obj pro**  
   
   **Passive**: She was elected by thousand of people.  
        **Subj pro**

   **Active**: They celebrate my birthday.  
        **Subj Pro**  
   
   **Passive**: My birthday is celebrated by them  
        **Obj Pro**

In brief, the passive voice is created by writing a form of the verb ‘to be’ with the past participle of the verb. Such form often include a ‘by’ phrase after the verb phrase to indicate who performed the action. So, According to Swan (1980) says generally the pattern or formula of the passive voice is as follows:

1. **Positive form**

   \[ O + \text{to be} + V3 + \text{by} + S(pro) + \ldots \ldots \]

2. **Negative form**

   \[ O + \text{to be} + \text{not} + V3 + \text{by} + S(pro) + \ldots \ldots \]
3. Interrogative form

\[
\begin{align*}
\text{To be} & + \text{O} + \text{V3} + \text{by} + \text{S(pro)} + \ldots. \\
\text{To be} & + \text{not} + \text{O} + \text{V3} + \text{by} + \text{S(pro)} + \ldots.
\end{align*}
\]

E. The Uses of Passive Voice

According to Thomson and Martinet (1986:266) the passive sentence is used:

1. When we do not know, or do not know exactly, or have forgotten who did the action, example: You will be met at the station.
2. When the subject of the active verb would be ‘people’, example: He is suspected of receiving stolen goods.
3. When the subject of the active sentence would be the indefinite pronoun one: One sees this sort of advertisement everywhere would usually be expressed. example: This sort of advertisement is seen everywhere Or You see this sort of advertisement everywhere.
4. When we are more interested in the action than the person who does it. example: The house next door has been bought (by a Mr. Brown).
5. The passive voice may be used to avoid an awkward or ungrammatical sentence. This is usually done by avoiding a change of subject. example: When he was arrived home a detective arrested him.
6. When it is not necessary to mention the does of the action as it is obvious who he is/was/will be. Example: The rubbish hasn’t been collected.

Passive sentence is also used in scientific writing. Swan (1980:6), says that passive sentence is very common in scientific writing, especially in report on research. It can be concluded that passive sentence is usually more in written form.

III. Research Methodology

A. The Research Design

In this research, the researcher uses descriptive qualitative research (Cohen et al (2007) stated that descriptive qualitative research is that analysis often begins early on in the data collection process so that theory generation can be undertaken. Descriptive qualitative method is used if the researcher wants to describe condition and situation of something.

B. Subject of Research

The subject of this research is these students of the second grade students at SMA N 3 Pematangsiantar. There are 55 students. The researcher use two classes namely IX IPA 2 and IX IPA 6.

C. Object of Research

The object of this research is the students’ writing about passive voice of the second grade students at SMA N 3 Pematangsiantar.

D. Instrument of Data Collection

These research need the data to analyze. So, the researcher uses some instrument to get the data, instrument that used of the researcher to analyze the data is written test.

E. Technique of Data Analysis

To make the data more valid, the researcher gives design of measurement. Some technique in Processing the data analysis, as follows:

a. Checking the students’ paper assignment.
b. Tabulating the result of the students

c. Computing test scoring by take the result of mean, median, and range.

d. Interpreting the test scoring based on table proficiency.

e. Giving the percentage from the all result.

The mean is calculated by using following formula:

\[ M = \frac{\sum fx}{N} \]

Where:

- \( M \) = Mean score
- \( \sum fx \) = Total score of the students
- \( N \) = Number of the students

(Sudjono, 2004)

Then, these scores were classified according to the level proficiency (Harris, 1974:134).

<table>
<thead>
<tr>
<th>No</th>
<th>Score</th>
<th>Classification of Mastery</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>80-100</td>
<td>Good to Excellent</td>
</tr>
<tr>
<td>2</td>
<td>60-79</td>
<td>Average to Good</td>
</tr>
<tr>
<td>3</td>
<td>50-59</td>
<td>Poor to Average</td>
</tr>
<tr>
<td>4</td>
<td>0-49</td>
<td>Poor</td>
</tr>
</tbody>
</table>

IV. Finding and Interpretation

A. The Research Finding

The result of the analysis of the test the researcher finds that the students’ ability in constructing passive voice is dominant in the simple present tense with percentage (17.7%) and from the result score of students’ ability in passive voice is in average to good level with the mean score 60.82. The researcher designs the test in substitution items, the researcher designs forty items text of active sentences and then ask the students to change the active voice based on the eight tenses and five classification of the sentences namely affirmative with one object, affirmative with two objects, negative, interrogative, and question word question sentence that had been taught by the researcher after that the researcher gives the score to the students and make the percentage of the students score with mention the ability level of the students. Finally the researcher calculates the mean score of the students to see the ability of the students in constructing passive voice. Based on analyzing students’ answer, still most of students make mistakes in constructing passive voice by understanding form regular verb and irregular verb with adding “d/ed” in the end of verb as they form regular verbs, or do not change V1 to V2, and also the students difficult to memorize the pattern of each tenses. To avoid the students misunderstanding about verbs that has three forms: infinitive, past tense and participle tense, the teacher should explain that not all of the verbs can be form as regular verb or irregular verb and the teacher also make the good method to teach passive voice so that the students can able easily about pattern of passive voice and how to forming regular and irregular verb. Thus the students will not make mistake in constructing passive voice.

B. The Interpretation of the data

The interpretation of the data is taken from the analysis of the data. The researcher would like to conclude the analysis of the data from the result of the students’ ability in constructing passive voice. There are analysis of the data based on the tenses and the result of the score of the data. The students had done the test that had been given by the researcher and had been found that the students make many mistake in the rule to construct passive voice.
From the result of the data the researcher found out that the dominant tenses that can be done of the students is simple present tense and from the result of the score the student get the highest score is 92.5 and lowest score is 30. The analysis of the data also is taken from the highest into lowest level of the students’ ability from the frequency and percentages. They are 6 students or 10.91% it’s in the Good to Excellent, 19 students or 34.55% it’s in the Average to Good level, 25 students or 45.45% it’s in the Poor to average level, and 5 students or 9.09% it’s in the Poor level. Also, the mean of the analysis of the data is 60.82%. from the percentage of the students’ ability the researcher can be conclude still in the average level. Although, the English’s concept in changing active into passive voice is the same as indonesian Language that is the position of the object sentence becomes the passive sentence. English has more grammatical rule that students must be pay attention of aspect when they change active sentence into passive sentence. The teacher needs to teach be, verb, object, pronoun, determine subject, and object attentively and the teacher must have a good method to teach the students so that the students can understand what the teacher was taught.

V. Conclusion
Based on the result of the study presented in chapter IV, the researcher concludes that the ability of second year students of SMA N 3 Pematangsiantar in constructing passive voice in the eight tense with five clasification of the sentences is dominantly in the simple present tense with the percentage 17.7%. Researcher also concludes from the score that students got is Avarage to Good level (60.82) It means that the students of SMA N3 Pematangsiantar are still a few of students able to construct passive voice in eight tenses. There are some problems in constructing passive voice that students have, some of the students only memorize a few regular and irregular verbs that make them unable to constuct passive voice. Some other students find difficulty to memorize the pattern of each tenses and to be that use in each tenses so that they difficult in constructing passive voice. To solve students’ problem in constructing passive voice and improve their English, the teacher asks them to memorize the pattern of each tenses and memorize the regular and irregular passive voice. The teacher also must have an interesting learning method. Thus the students will be interested in learning and they will have motivation to learn English.

References
THE GRAMMATICAL ERROR MADE BY GRADE TEN STUDENTS IN WRITING DESCRIPTIVE TEXT

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**Abstract**  
This research is focused on error of descriptive text based on kinds of error analysis namely omission, addition, misformation and misordering. The researcher uses the students’ descriptive writing test to obtain data. The researcher finds out the problem of the students in writing descriptive text using the tenses of the sentence that is error in misformation it is very dominant, because that looks from percentage of error which is error of omission is 27.58%, error of addition is 6.03% and then error of misformation is 59.48% and the last error of misordering is 6.89%. Finally, the writer makes conclusion that: there are four kinds of error made by the students in writing descriptive text. They are misformation, omission, addition, and misordering. Based on the data analysis it can be concluded that students’ error in writing descriptive text was at average level.

**Keywords:** Descriptive, error, grammatical, text, writing

I. Introduction  
Writing is one of the four basic skills in English besides listening, speaking and reading. Heaton (1988:135) who states that “writing skills are complex and sometimes difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgmental elements”. It means the purpose of writing coincide the purpose of the text, that is, its communicative function. It can be concluded that writing is a skill that is combined with a craft and a gift, and writing skill is much more difficult to develop. It means that the teachers should be able to improve students’ competence in writing all genre of writing, especially in writing descriptive text.

We can now begin to see why writing is commonly a difficult activity for most people, both in the mother tongue and in a foreign language. Writing is learnt through a process of instructions. We have to master the written form of the language and to learn certain structures which are less used in speech, or perhaps not used at all, but which are important for affective communication in writing. We also have to learn how to organize our ideas in order to conduct the written form related to the text is being told so it’s due to they do not know the genre of the text.

A text is an actual use of language which is produced for a communicative purpose. It means that the text is having meaning in language. Hyland (2009:10) stated that “a text says everything that needs to be said – so there are no conflicts of interpretations, no reader positions, no different understandings, because we all see things in the same way”. Text refers to “any passage, spoken or written, of whatever length, that does form a unified whole” and is “best regarded as a semantic unit. According to Zemach and Rumisek in their book on Academic Writing from Paragraph to Essay (2003: 11-12) “Paragraph is a group of sentences about a single topic”. The paragraph is the basic unit of academic writing in English. So a paragraph is a piece of writing possessing several sentences about a certain main topic and a certain controlling idea. It has three basic parts. They are the topic sentences, the supporting sentences, the concluding sentences. Usually, a paragraph that stands alone has concluding sentence. The topic sentence states the main idea. Most often it is in first sentence. All detail sentence support, or relate to, the idea expressed in the topic sentence. From the definition
above we can say that paragraph often is in text that consist of several numbers of sentences which have one main idea. There are some kinds of paragraph such as: narrative, descriptive, report, spoof, recount, procedure, explanation, etc.

According to Gerot and Wignell (1994:165) “Descriptive text is an English text which is describing a particular person, place or thing”. If the students want to write, he/she would plan what topic or what object that they want to describe. A text must consist of some elements such as words, phrases, clauses, sentences, and also paragraph that have to relate one another. The connection of these elements has to be maintained in making the cohesion of the text. They also must plan the tenses which are aimed to develop and explain the topic, so that they can produce a good descriptive text.

Indonesian students’ skill lack it is the impact of some reason for instance English is foreign and also there is span of the mother tongue with English. That’s why it is influencing the students make mistake. We cannot blame them since it is nature because they must adapt to the target language. Acquiring the target language is not easy because it is seldom to be used. Mistakes, misjudgments, miscalculation, and erroneous assumptions form an important aspect of learning virtually any skill or acquiring information.

Furthermore according to Dulay, and et all (1982:150) “there are many types of errors that is made by the students such as omission (ungrammatical), addition (regularization or irregularization and double marking), misformation (miselection), and misordering (misplacement). The making of errors them is a strategy employed both by children acquiring their mother tongue and by their learning a second language. From the types of errors above, the writer can analyze the students’ error to form the language features in writing descriptive text. According to Dulay (1982:138) “errors are the flawed side of learner speech or writing”. Based on the explanation above, the writer carries out this research by presenting a title “The Grammatical Error Made by Grade Ten Students of SMK Negeri 2 Pematangsiantar in Writing Descriptive Text”.

II. Literature Review

According to Thombury (1988:4) grammar may be defined as the way a language manipulates and combines (or bits of words) in order to form longer units of meaning. The science of grammar teaches us how a language is spoken and written correctly and effectively. Therefore, it can be said that grammar is primarily concerned with the formation and classification of words and sentences and their practical significance in daily life. In addition, Knapp and Watkins (2005:32) said “Grammar is one of our key literacy technologies”. Without a knowledge of grammar the process of becoming literate becomes hazardous.

Therefore, grammar is very important for us and it must be concerned with arranging English sentence. In arranging words become sentence, we must understand how put word of word in order to get the good and exact sentence. By the exact grammar, the reader or listener can understand the structured sentence and we will obey rules of Grammar. So, before we arrange an English sentence, we study English Grammar first. There are kinds of errors based on linguistic category (Dulay, 1982: 146) are: Semantic Error; Semantic errors occur during the execution of the code, after it has been parsed as grammatically correct. Lexical errors is if no prefix of the input string forms a valid token, a lexical error has occurred. Grammatical Error is grammar has traditionally been discussed in terms of morphology and syntax.

There are four kinds of error. They are: Omission are characterized by the absence of an item that must appear in a well-formed utterance. Addition are characterized by the presence of an item which must not appear in a well-formed utterance. Misformation are
characterized by the use of the wrong form of the morpheme or structure. And the last misordering are characterized by the incorrect placement of a morpheme in an utterance.

We often find errors in English as a foreign language teaching especially in writing skill. Errors the cases, which are difficult to avoid. It is usually faced by many language students. According to Richards (1973:158) “error analysis has to do with the investigation of the language of second language learners”. The fact that learners do make errors and these errors can be observed, analyzed, and classified to reveal something. According to Dulay (1982:138) “errors are the flawed side of learner speech or writing”. They are those parts of conversation or composition that deviate from some selected norm of mature language performance. Brians (2008:2) said it’s really aimed a the most common errors of native speaker. The other error make in English differ according to the characteristics of their first languages. Speaker of other language tend to make some specific errors that are uncommon among native speakers. There are two sources of errors, they are mother-tongue influences (Interlingual) and target language causes (Intralingual).

There are some kinds of paragraph such as: narrative, descriptive, report, spoof, recount, procedure, explanation, etc. Descriptive text is one of text type that tell and explain how someone or something looks or feels, a text which lists the characteristics of something and the writer only focus on descriptive text. It has purpose to describe something generally. To explain more deeply about descriptive text, the researcher used book from Gerot and Wignell because it explained completely about all of the text genres and one of them is descriptive text. Gerot and wignell (1994:169) stated that, “Descriptive text is to describe a particular person, place or thing”. It is clearly explaining that descriptive text is the text which describes something, someone, situation, and etc. or write about the way persons, places, or things appear.

Descriptive text has two elements, they are: generic structure and significant lexicogrammatical features. Generic structure of Descriptive text according to Gerot and Wignell (1994:169) “There are two of generic structure of descriptive text: Identification that is about identify phenomenon to be described and description where the writer describes parts, qualities, and characteristic; Significant Lexicogrammatical Features of Descriptive Text. Every text has significant lexicogrammatical features to develop the story. According to Gerot and Wignell (1994: 169) They are: Focus on specific Participants, use of attributive and Identifying processes, frequent use of Epithets and classifier in nominal groups, use of simple present tense.

According to Seaton (2007:80) said “the simple present tense expresses or general truth or customary action”. Murphy added “simple present tense use it to say that something happens all the time or repeatedly”.

Patterns of Simple Present Tense:

Murphy (1985:4) made patterns of Simple Present Tense as follows:

a. Verbal Sentence

1. Positive Verbal Sentence
   
   Subject (I, You, We, They) + infinitive (V1)
   Subject (He, She, It) + Infinitive (V1) + s/es

2. Negative Verbal Sentence
   
   Subject (I, You, We, They) + do + not + infinitive (V1)
   Subject (He, She, It) + does + not + infinitive (V1)

3. Interrogative Verbal Sentence
   
   Do + Subject (I, You, We, They) infinitive (V1)?
b. Nominal Sentence

1. Positive Nominal Sentence
   Subject + To be + Non Verb

2. Negative Nominal Sentence
   Subject + To be + Not + Non Verb

3. Interrogative Nominal Sentence
   To be + Subject + Non Verb?

Note:
   a. Subject “He, She, It” use to be (is)
   b. Subject “You, We, They” use to be (are)
   c. Subject “I” use to be (am)

Example:

1) Verbal Sentence
   a) They visit their uncle every Saturday. (+)
   b) They do not visit their uncle every Saturday. (-)
   c) Do they visit their uncle every Saturday? (?)

2) Nominal Sentence
   a) She is a doctor. (+)
   b) She is not a doctor. (-)
   c) Is she a doctor? (?)

   It needs to be noted, in the affirmative the simple present tense has the same form as
   the infinitive but adds an “s’ for the third person singular.

   The form of Simple Present Tense

<table>
<thead>
<tr>
<th></th>
<th>Affirmative</th>
<th>Negative</th>
<th>Interrogative</th>
<th>Negative Interrogative</th>
</tr>
</thead>
<tbody>
<tr>
<td>I work</td>
<td>I work</td>
<td>I do not work</td>
<td>Do I work?</td>
<td>Do I not work?</td>
</tr>
<tr>
<td>You work</td>
<td>You work</td>
<td>You do not work</td>
<td>Do you work?</td>
<td>Do you not work?</td>
</tr>
<tr>
<td>He/She/It</td>
<td>He/She/It does not work</td>
<td>He/She/It does not work</td>
<td>He/She/It does He/She/It does not work</td>
<td></td>
</tr>
<tr>
<td>work</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>We work</td>
<td>We do not work</td>
<td>Do we work?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>They work</td>
<td>They do not work</td>
<td>Do they work?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: Contractions: the verb “do” is normally contracted in the negative and negative interrogative: I don’t work, he doesn’t work, don’t I work?, etc.
III. Research Methodology

This research is qualitative research. According to Ritchie and Lewis (2003:2) “Qualitative research is a situated activity that locates the observer in the world. It consists of a set of imperative, material practices that makes the world visible”. These practices turn into a series of representations including field notes, interviews, conversation, photographs, record and memos to underpin by particular philosophical assumptions and that researcher. Error analysis is considered as qualitative research. A qualitative research can be conducted by using a case study. The design of research is descriptive qualitative. As the descriptive qualitative it aims to observe the ability of students on writing descriptive text. In this study, the researcher used a case study to do the research and employed descriptive analysis to deliver the result of research.

The subject in this research are the students of Grade tenth of SMK Negeri 2 Pematangsiantar of 2017/2018 academic year which consist of 466 students in 18 parallel classes. From all of the population 20 students are taken as the sample. The object of research are the students’ error in writing descriptive text at SMK Negeri 2 Pematangsiantar.

In order to collect data, the researcher makes instrument. Instrument is tool that used by the researcher to collect the data. The researcher’s instrument is giving test to the students. The researcher distributes the test papers to all students. The test is used to know the students’ writing skill after being given explanation, whether they have better achievement which the purpose is to know and to analyze the students’ errors. The test instrument is writing descriptive text.

The researcher collected the data of the Eighth Grade students of SMK Negeri 2 Pematangsiantar by giving test to the students after giving explanation. Below are the steps in collecting data: After giving explanation, the researcher asked the students to write descriptive text about description of people, animals and places. Then the researcher distributed the test papers to all students. The time given to do the test was 40 minutes. When the students finished their writing, the researcher collected the papers.

After collecting data, the researcher starts to analyze the data which have some techniques, namely: Reading the result of students’ descriptive text carefully. Trying to concern with the writing and checking them according to the theory from Dulay et, all. Analyzing the errors in the student’s writing based on the kinds of error based on theory of Dulay et, all. (1982:154-162), namely omission error, addition error, misformation error and misordering error. Interpreting the students’ errors sentence. Conclude the result of students’ descriptive text.

IV. Findings and Discussion

The data of this research are the students’ grammatical error according based on Dulay et, all. (1982:154-162). There are four types of error namely omission, addition, misformation and misordering.

1. Misformation

Misformation are characterized by the use of the wrong form of the morpheme or structure.

Types of Misformation error are:

a. Regularization Errors is it is refers to the use regular marker for an irregular one.

b. Archi – forms is the students use one form of a certain class to represent all of the use in the class.

c. Alternating form is The students exchanges the form freely (that for those, he or she, saw for seen, etc).
2. **Omission**

Omission are characterized by the absence of an item that must appear in a well-formed utterance.

3. **Addition**

Addition are characterized by the presence of an item which must not appear in a well-formed utterance. There are three kinds of addition of errors:

a. Double markings is an error in which a concept is expressed twice when the language requires its expression only one.

b. Regularization is the students tend to apply the regular rules to the regular ones. For example in forming the verb of past tense:

c. Simple addition is the errors of addition that do not belong to two above, are included in this category.

4. **Misordering**

Misordering are characterized by the incorrect placement of a morpheme or a group of morpheme in an utterance.

**Table 4.1 Identification Grammatical Error**

<table>
<thead>
<tr>
<th>Data 1-20</th>
<th>Types of Grammatical Error</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Omission</td>
<td>Addition</td>
</tr>
<tr>
<td>Data 1</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Data 2</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Data 3</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Data 4</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Data 5</td>
<td>2</td>
<td>-</td>
</tr>
<tr>
<td>Data 6</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>Data 7</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Data 8</td>
<td>2</td>
<td>-</td>
</tr>
<tr>
<td>Data 9</td>
<td>7</td>
<td>-</td>
</tr>
<tr>
<td>Data 10</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>Data 11</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>Data 12</td>
<td>-</td>
<td>-</td>
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<tr>
<td>Data 13</td>
<td>-</td>
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<tr>
<td>Data 14</td>
<td>-</td>
<td>-</td>
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<tr>
<td>Data 15</td>
<td>3</td>
<td>-</td>
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<tr>
<td>Data 16</td>
<td>-</td>
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<tr>
<td>Data 17</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Data 18</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>Data 19</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Data 20</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>32</strong></td>
<td><strong>7</strong></td>
</tr>
</tbody>
</table>
**Percentage of the Errors**

\[ P = \frac{F}{N} \times 100\% \]

Where:
- \( P \) = Percentage
- \( F \) = Frequency of error occurred
- \( N \) = Number of cases (total frequent)

**a. Omission**

\[ P = \frac{32}{116} \times 100\% = 27.58\% \]

**b. Addition**

\[ P = \frac{7}{116} \times 100\% = 6.03\% \]

**c. Misformation**

\[ P = \frac{69}{116} \times 100\% = 59.48\% \]

**d. Misordering**

\[ P = \frac{8}{116} \times 100\% = 6.89\% \]

From the data has been analyzed, the researcher makes the research finding as follows:

1. The Grammatical Error type are made by grade ten students of SMK Negeri 2 Pematangsiantar in writing descriptive text. They are: Omission Error are characterized by the absence of an item that must appear in a well-formed utterance. Addition error are characterized by the presence of an item which must not appear in a well-formed utterance. Misformation error are characterized by the use of the wrong form of the morpheme or structure. And the last Misordering error are characterized by the incorrect placement of a morpheme in an utterance.

2. The dominant error of the grammatical error type made by grade ten students SMK Negeri 2 Pematangsiantar in writing descriptive text. From the analysis the data, the writer found the percentage of the fourth errors above. Error of omission is 27.58%, error of addition is 6.03%, and then error of misformation is 59.48%, and the last error of misordering is 6.89%. So, the dominant error of the grammatical error type made by ten students SMK Negeri 2 Pematangsiantar in writing descriptive text is Misformation error. Because the students didn’t understand about grammar, especially pattern, tenses such as simple present tense a basic tense to be mastered and also spelling.

The result of this research that was explained in research finding that there is the new information related to the problem of the students in writing descriptive text. The problem of the students is error in using the tenses of the sentence that is error in misformation. It is very dominant errors made by students in writing descriptive text. That looks from percentage of errors which is error of omission is 27.58%, error of addition is 6.03% and then error of misformation is 59.48%, and the last error of misordering is 6.89%. The error of misformation that happened in the students writing is the students who are not able to write it a good suitable word by using the correct tenses and pattern. Then, they could not write the sentences by using simple present tense. The teacher must give more attention for the students in improving the students ability in using tenses and other kinds of grammar.

After finished analyzing the data, the writer found there are four kinds of language Feature that students made in writing descriptive text, and that is suitable for what the writer has written in chapter 2 about the theory of Dulay, et.all (1982 :150-163), there are four kinds of error, they are: omission, addition, misformation, and misordering.
V. Conclusion

Based on the result of this researcher, we know that there are four kinds of error that found in the students’ descriptive text at grade X in SMK Negeri 2 Pematangsiantar especially in class X-MULTIMEDIA. They are error of omission (27.58%), error of addition (6.03%), error of misformation (59.48%), and the last error of misordering (6.89%). Based on the data analysis it can be concluded that the students could use the correct tenses. However, there are some students who are not able to write it a good suitable word by using the correct tenses. Then, they could not write the sentences by using simple present tense.

References

THE GRAMMATICAL ERRORS MADE BY GRADE 8 STUDENTS IN WRITING RECOUNT TEXT

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Abstract
This research is aimed to find out the types of grammatical error and to know how each types of the grammatical error in writing recount text. The instrument for collecting the data is essay test. The research is conducted on 31 students at grade 8 students of SMP Negeri 12 Pematangsiantar. The writer found there are four types of grammatical error found, they are: omission, addition (double marking, regularization, and simple addition), misformation (regularization, archi-forms, alternating form) and misordering while the most dominant error in writing recount text is misformation on alternating form with the percentage 63.83%. It can be concluded that the students still do not know how to write recount text grammatically. It is suggest to the teacher should take the main role in guiding the students in explaining the recount text that make the students get easier to understand.

Keywords: error, grammar, writing, recount

I. Introduction

English is as a foreign language that should be mastered by the students. In Indonesia, English teaching aims at mastering four basic skills of language, which include listening, speaking, reading, and writing skills. As one of basic language skills, writing must be developed by continual practice and must be taught optimally by the teacher to the students. It has taught from primary school to senior high school.

In fact, writing is not as easy as drawing meaning from the printed page, writing ability is the most difficult and complicated language skill to be learned almost by the students in every level of education. Many of students often make grammar mistakes in their learning especially in writing. But sometimes the teacher did not aware about students’ mistakes and then they will make the same mistakes repeatedly because they do not have the correction and it was what we have called as error.

Analyzing errors is important for the students and also for the teacher. For the teachers, analyzing students’ errors is very important to know how far they have gotten the goal and reminding what they should learn. Analyzing errors show the evidence on how their strategy and procedure of the students to learn language. It also needed because we can suppose that making errors as a device for the learners to use in order to learn.

There are so many types of text that can be used to the writing activity. The researcher chooses recount text as a teaching material in teaching English because it mostly tells about past events. Recount text also represent variable, which can be used to attract, motivate, inform and entertain the students. As a result, the students will be interested in studying English by using recount text in order to increase their mastery in using simple past tense.

Considering the problem above, the researcher conducted research on second grade students of SMP Negeri 12 Pematangsiantar. The researcher wanted to know the students ability in writing recount text by asking the students to write their past experiences. It was important by the teacher to give error analysis in students writing to identify, classify and describe the errors and it is carry out to obtain information on common difficulties faced by the students. Although errors are bad things in learning English, error analysis can give good
effect for both. Based on the explanation above, the researcher is interested to analyze students’ writing especially in their grammatical errors. Hence, the problems raised in this research are: 1) What types of grammatical error are made by grade 8 students of SMP Negeri 12 in writing a recount text? 2) What is the most dominant error on the students writing made by grade 8 students of SMP Negeri 12 in writing a recount text?

II. Literature Review

Errors in foreign language teaching especially in English are the cases which are difficult enough to avoid. Richards (1973:96) et.al stated, “Error analysis is an activity to reveal errors found in writing and speaking.” Crystal (1987:112) said, “Error analysis is a technique for identifying, classifying and systematically interpreting the unacceptable forms produced by someone learning a foreign language, using any of the principles and procedures provided by linguistics”. Errors are deviances caused by a lack of competence and “a noticeable deviation from the adult grammar of a native speaker” (Brown 1994: 205). They will not be able to correct the errors by themselves quickly. They need guidance to correct the errors. Mistakes are different from errors. People make mistakes both in native and second language. Mistakes can be corrected by the user himself and it does not need help from other people, while errors are found in second language learning.

According to James (1998) related to David Manalu journal there are three levels of errors: the levels of substance, text and discourse. If he or she was operating the lexico-grammatical systems of the TL to produce or process text, we refer to any errors on this level as composing or understanding errors. In conclusion, substance relates to medium, text can be equated with usage, and discourse equates with use.

Table 1. Levels of Error (James, 1998:130)

<table>
<thead>
<tr>
<th>Substance Error</th>
<th>Encoding in speaking (Mispronunciation)</th>
<th>Spelling</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Encoding in writing (Misspellings)</td>
<td>Pronunciation</td>
</tr>
<tr>
<td></td>
<td>Decoding in hearing (Misperceptions)</td>
<td>Lexicon</td>
</tr>
<tr>
<td></td>
<td>Decoding in reading (Miscues)</td>
<td>Grammar (Morphology and Syntax)</td>
</tr>
<tr>
<td>Text Error</td>
<td>Composing spoken text (Misspeaking)</td>
<td>Coherence</td>
</tr>
<tr>
<td></td>
<td>Composing written text (Miswaing)</td>
<td>Pragmatics</td>
</tr>
<tr>
<td></td>
<td>Understanding spoken text (Mishearing)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Understanding written text (Misreading)</td>
<td></td>
</tr>
<tr>
<td>Discourse Error</td>
<td>Formulating spoken discourse (Misrepresenting)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Formulating written discourse (Miscomposing)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Processing spoken discourse (Misconstrual)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Processing written discourse (Misinterpretation)</td>
<td></td>
</tr>
</tbody>
</table>

Refers to this research, grammatical error analysis is based on text error which is divided as following:

a. Grammatical Errors

Grammar has traditionally been discussed in terms of morphology and syntax, the former handling word structure, the latter handling structures “larger” than the word (James, 1998:154).

1) Morphological Errors

Morphology error is a failure to comply with the norm in supplying any part of any instance of the word classes (Noun, Verb, Adjective, Adverb, and Preposition).
Some examples of morphology errors are below:
- *six book \(\checkmark\) six books
- *bringed \(\checkmark\) brought

2) Syntactical Errors
Syntax errors are errors that affect texts larger than the word, namely phrase, clause, sentence and ultimately paragraph. Below are the examples of syntax errors.

- **Phrase structure errors**
  - (He is) *a cleverest boy in the class
    \(\checkmark\) the cleverest boy in the class
  - (He) *no can swim
    \(\checkmark\) can not swim

- **Clause errors**
  - Give *(ø) to the dog!
    \(\checkmark\) Give it to the dog!
  - He seems *crying.
    \(\checkmark\) He seems to cry.

According to Dulay, Burt and Krashen, (1982:154) there are four types of error, they are:

**a) Omission**
Error of omission is the absence of an item that should appear. “Errors of omission where some element is omitted which should be present.”
- Example (1) : *Aulia is *(Ø) diligent student.
- Example (2) : *I *watch movie last night.

**b) Addition**
Addition is the presence of an item that must not appear in well-formed utterances.
1) Double markings
This error is caused by the failure to delete certain items which are required in some linguistic construction.
- Example (1) : *We didn’t *ate/eated the Pizza.
- Example (2) : *Very is *more better than Winner.

2) Regularization
Regularization errors is a type of errors “in which a marker that is typically added to a linguistic item is erroneously added to exceptional items of the given class that do not take a marker”.
- Example (1) : *I have many *sheeps. Instead of sheep.
- Example (2) : *There are many *mouses here. Instead of mice.

3) Simple addition
Simple addition is the use of an item which should not be appeared in a well-formed utterances.
- Example (1) : *The *dogs doesn’t live in the water.
- Example (2) : *I am is a teacher.

**c) Misformation**
Misformation errors are characterized by the use of the wrong form of the morphemes or structure.
1) Regularization errors
Regularization errors in which a regular marker is used in place of an irregular one and it may make a wrong understanding.
Example (1) : Jack *cutted the fish last night.
Example (2) : My mother *calleled me this morning.

2) Archi-forms
Archi-forms errors are the selection of one number of a class of forms to represent others in the class is common characteristic of all stages of second language acquisition.
Example (1): let's move that books.
Example (2) : Follow *that steps!

3) Alternating forms
Alternating forms error caused by the learners’ vocabulary and grammar development.
Example (1) : They *sung together in the party last night.
Example (2) : We *swims in the swimming pool yesterday.

d) Misordering
Misordering errors are characterized by the incorrect placement of a morpheme or group of morphemes in an utterance.
Example (1) : I don’t know who *are you.
Example (2) : “It is the *temple legend”. Instead of “It is the legend temple”.

Knapp and Watkins (2005:223) said, “Recount is the simplest text type in the genre of narrating”. Recount has language features, such as: proper nouns to identify those involved in the text, descriptive words to give detail who, what, when, where, and how. The schematic structure of Recount is:
a) Orientation: provides the setting and introduces participants.
b) Events: tell what happened, in what sequence.
c) Re-orientation: Concluding the recount by summarizing outcomes or results, evaluating the topic’s importance or offering personal comment or opinion.

Hornby (1987:996) stated, “Writing is to make letters or other symbols (ideograph) on a surface.” Writing is a way to express feelings, ideas arguments, willingness and thoughts in the form of words in sentences. It is important to note that English is a process, not product. According to Langan (2003:139), there are four bases in writing an effective paper: unity, support, coherence, and sentence skills. Grenville (2001:10) stated that there are some purposes of writing: writing to entertain, writing to inform, and writing to persuade.

Purpura (2004:6) said, “Grammar is defined as a systematic way accounting for a predicting an ideal speaker’s or hearer’s knowledge of the language”. Harmer (2002: 12) states that ‘grammar of a language is the description of the ways in which words can change their forms and can be combined into sentences in that language’. In addition, Ur (1996:75) stated, “Grammar is sometimes defined as the way words are put together to make correct sentences”.

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III. Research Methodology

This research belongs to a qualitative method. The writer used the qualitative method according to Creswell (2009:211) “In qualitative research, we often need to seek and obtain permissions from individuals and sites at many levels, because of the in-depth nature of extensive and multiple interviews with participants.” The students write recount text that tell about their past experience. Then, the researcher analyze it into 4 error types based on Dulay, Burt and Krashen theory such as addition, omission, misformation and misordering.

Subject of the research is the people who will be studied or have been studied by researcher. In order to get a specific data, the researcher needs limit the subject by sampling. This research will conducted in SMP Negeri 12 Pematangsiantar. The writer chooses the one class that is VIII-1 class. There are 32 students will be the subject of this research.

The writer will give the task for the students’ class VIII-1. The students do the task in the classroom. The students are given 40 minutes for writing a recount text about the students’ unforgettable experience in their life. The text should be composed at least in 1 paragraph. Then from the class, there are 32 students’ writing to be analyzed.

In collecting data, the researcher will apply by observation. There are some techniques to get the result of students’ paper, namely:
1. The researcher asks the students to write a recount text by their experience. The text should be contain orientation, events and reorientation.
2. The researcher collects the students’ handwriting recount text.

After the test have been finished to be done, the researcher will analyze the data. Data in this research contains about writing recount text composed by the students based on their experience. In this research, the technique of analyzing data as following:
1. Identifying the students’ grammatical errors in writing recount text by using Dulay, Burt and Krashen theory.
2. Classifying the grammatical errors that have been found and stating the types of the errors in form of table.
3. Explaining the grammatical error by establishing the errors and calculating how often the errors appear
4. Concluding the errors’ step involves tabelizing the errors and drawing conclusion.

IV. Findings and Discussion

After analyzing the data from the students’ writing narrative text, the writer found some research problems that will be discussed, they are: what types of grammatical error are made by grade 8 students of SMP Negeri 12 Pematangsiantar? What is the most dominant error on the students writing made by grade 8 students of SMP NERGERI 12 in writing a recount text? And the answer of those problems are:
1. There are four types of errors are made by the students in writing recount text. They are omission, addition (double marking, regularization, and simple addition), misformation (regularization, archi-forms, alternating form) and misordering.
2. The writer classified the types of grammatical error made by students in writing recount text. The researcher found that the most dominant error made by grade 8 students of SMP Negeri 12 Pematangsiantar in writing recount text is misformation on alternating form with the percentage 63.83%.

The main subjects that being discussed on this research is the grammatical errors on the students’ in writing recount text at grade eight in SMP Negeri 12 Pematangsiantar. There was no pre-test and post-test, it means that the test was given directly after explaining the recount text material. In this research the researcher want to know the types of grammatical errors and
how each types of grammatical error in writing recount text of the student at grade eight in SMP Negeri 12 Pematangsiantar. After the data had been collected, the researcher finds out that the students in the VIII-1 class of SMP Negeri 12 Pematangsiantar still find the problems in writing recount text and making some types of grammatical error such as: omission, addition (double marking, regularization, and simple addition), misformation (regularization, archi-forms, alternating form) and misordering. It can be concluded that the students in VIII-1 class of SMP Negeri 12 Pematangsiantar do not know how to write recount text grammatically. It is suggest to the teacher should take the main role in guiding the students in explaining the recount text by using the grammatical error that make the students get easier to understand. The teacher must give more attention for the students in improving the students ability in using tenses and other kinds of grammar.

V. Conclusion

Writing is commonly a difficult activity to write paragraph structurally and grammatically because some of them are poor in vocabulary and using incorrect vocabulary to write paragraph especially in writing recount text. Some of the students have the difficulties in using auxiliary and changing the irregular verb to the form of past verb, students made errors by forming the past verb of irregular verb with –ed like regular verb and adding –s to the singular noun.

References


THE PROSPECTIVE STUDENTS’ STRATEGY IN TRANSLATING ENGLISH TEXT INTO INDONESIAN

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Abstract
This study discusses the translation strategy and the impact on the results of the translations applied by the prospective magister students, when translating academic English texts to Indonesian in the context of post graduate entrance test. Ten translation results selected randomly of the fifteen respondents who successfully passed. The texts in Indonesian are equivalent because of using the same source. Respondents are allowed to use offline dictionary during the test. The results show that respondents tend to apply local strategies and literal methods that can make the translation understood, but the target text becomes less natural. Another finding is that there is an error in choosing the right match for some words from the source text so as to produce an inaccurate translation. So, the target text is unable to convey messages perfectly, and there is a blur of messages.

Keywords: Methods, procedures, strategies, text, translation

I. Introduction
1.1 Background
Language has a very crucial role for human understanding of all aspects of life in the current global era. In education and academic life, language occupies an important position as a mediator between one discipline with others. A language that plays a big role in bridging academic in Indonesia to understand the sciences from outside is via English. As a foreign language, English is a key factor affecting many academician in understanding scientific disciplines and technologies. This is certainly can not be separated from the many sources of texts, books, journals and learning materials printed in English.

As one of the academic institutions in Indonesia, the post-graduate campus of Islamic State University (UIN) Ar-Raniry, Banda Aceh, sees that the ability of prospective students to understand English texts is very important. It is intended that the students will be able to prepare themselves for foreign sources of scientific information through English.

In an effort to achieve these targets, postgraduate UIN Ar-Raniry hold entrance examination in which one of skills are tested is the ability to translate English text into Bahasa Indonesian in the field of expertise of each candidate.

Translating, citing the definition of Newmark (1988), is the activity of interpreting a text from the source language into the target language according to the intent of the author of the text of the source language, so that from this translating activity can be known how far the prospective students understand the information contained in the source text. The results of this admission test, namely the prospective student's translation product, are then assessed and ultimately the subject of consideration for their passing grade.

However, in spite of an evaluation of the results of the translation, there is one important factor excluded from the evaluation, that is the strategy of prospective students in translating English text. Researcher feels that this factor deserves to be known because the quality of translation products generated by these prospective students is closely related to how they understand the message of source text and the use of target language correctly (in
this case Bahasa Indonesia). The strategy in understanding and translating texts will become one of future references for research materials in the field of Indonesian translation studies in general and for academic references in postgraduate UIN Ar-Raniry in particular.

1.2 Research Problems

Some questions are drawn in this paper, they are:
1. How is translation strategy done by UIN AR-Raniry post-graduate students when translating English text into Indonesian language?
2. How is the effect of the strategy applied in translating English texts to the result of translation in Bahasa Indonesia?

1.3 Research Objectives

The objectives to be achieved in this research are to:
1. Know what translation strategy is done by UIN AR-Raniry graduate students
2. Know the effect of the strategy applied in translating the English text to the result of translation in Bahasa Indonesia.

II. Literature Review

2.1 Definition

For more focused discussion of this research, there are some words worth mentioning:

1. Strategy

   Translation strategy can be defined as "a procedure that is consciously done in solving problems encountered when translating a text, as well as a part of the text."

2. Text

   According to Indonesian Big Dictionary (KBBI), the text has some insights. Text is a noun which means a text which is in the form of: a) original words of the author, b) quotations from scripture for the base of doctrine or reason, and c) written material for the basis of giving lessons, giving speeches, etc. According to Halliday and Ruqaiyya H. (1962), as quoted by Roswita Silalahi (2009), the text is "a functioning language where the understanding of the language can be known from the study of this text."

2.2 Understanding Translation

   The concept of translation has long been in existence since the 1970s. Translation, according to Albrecht Neubert (1994), must have a relationship or equivalent to the original source of the translation. Meanwhile, according to a more profound definition, translation according to Nida and Taber (1974) is a process of retrieving messages that have the closest meaning and style of language from one source language to the target language. In this case, Nida and Taber define the notion of translation as a message delivery effort that the recipient can understand in the target language because translation is desirable as much as possible has a similar meaning in the target language. Brislin (1976) provides definition with broader meaning, namely:

   "Translation is a common form referring to the transfer of ideas and ideas from one language (source) to another language (the goal), either in written form or in spoken form, whether or not the language has been orthographically or whether one or two languages are based on signs, such as sign language for the deaf."
Although it reaches the widespread scope of the language in writing to sign language, remains in the same corridor of understanding as the preceding definitions. Brislin only replaces 'messaging' to 'transfer ideas' from the source language into the target language.

Of the several definitions of translation mentioned above, it is important to emphasize that the process of translation involves many aspects in order to achieve satisfactory results. This means that an equivalent or commensurate message delivery effort of two different languages is not only in terms of lexical or word only, but also includes the cultural or social aspects of the language in question. This consideration is made to establish "a bridge of meaning" of the two languages involved so that the messages contained in the source language can be well communicated into the target language, as well as information derived from the source language without distorting meaning when translated into the target language.

To achieve this goal, according to Neubert (2000), there are several requirements that must be possessed for translating, namely language competence, textual competence, science competence, cultural competence, and transfer competence. These competencies synergize each other to produce a quality translation product, so that the reader can truly understand the intent that the author wishes to convey in the source language text.

2.3 The Concept of Translation Strategy

The process of translation is an activity that requires a complex understanding of language and analysis. In this connection, a translator must have encountered problems in conveying messages from the source text to the target one. This is because the language in the source text can have various meanings, depending on the context of the text. In dealing with this problem, the so-called translation strategy, according to Loescher (1991), is a procedure that the translator consciously performs in solving problems when translating a text, or parts of the text. Therefore, a translator needs his or her strategy to understand and translate a source language text into the target language.

According to Seguinot (1989), globally, there are at least three strategies applied by translators: 1) translating without stopping for as long as possible, 2) correcting immediately visible errors, and 3) undertaking the process of qualitative error monitoring and language style in in translated text at revision stage.

According to Jaaskelainen (2005), he considers the relationship between the translation process and the translation product itself so that it divides the translation strategy into two parts: 1) the strategy relating to what happens in the text, and 2) the strategy relating to what happens in the process of translation.

However, the most commonly used and applied translation strategies are literal translation and free translation. This literal translation strategy focuses on word by word, whereas free translation refers to more creative translation and seeks correspondence that goes beyond the real meaning of the word.

These two general strategies, according to the Jääskeläinen (1993) perspective, fall into the category of global strategies introduced. In Jääskeläinen's view, strategy can also be linked to problems. The problems are divided into two things, namely global and local. Thus, Jääskeläinen develops two types of strategies based on the problem, namely a) a global strategy, related to the general principles of the translator and how it is employed, and b) local strategies related to the problem solving and decision-making process by the translator. The literal and free translation strategy, according to Jääskeläinen, is a global strategy because both influence the translator to consider the purpose of the translation and how it impacts the reader. This results in how the translation process takes place. On the other hand, local strategies are devoted to the handling of specific issues that must be aligned with the chosen global strategy. As a result, local strategies relate to certain translation techniques.
which then affect translation results and micro units in the text. In other words, local strategy is a translation technique. This global and local understanding is more or less the same as that of Chesterman (1997) where global strategies are applied in an effort to address "how to translate the text as a whole", while local strategies are applied in overcoming "how translating specific structures / ideas / content”.

The concept that is often known in the world of classical translation that has a framework more or less the same with Jääskeläinen (1993) is a concept related to translation techniques by Vinay and Dalbernet (1958 & 2000) that is translation methods (global strategy) and translation procedures (local strategies). The translation methods fall into two general strategies: direct / literal translation and oblique translation. Direct translation includes: 1) borrowing, ie word borrowing or phrasing from source language, such as Kung Fu from Chinese; 2) calque, a kind of word borrowing from the source language but still with the structure in the target language, such as "skyscraper" in English being "skyscraper" in Indonesian; 3) literal translation, ie direct translation where the matching of words is done off context (word for word). Meanwhile, oblique matching includes: 1) transposition, the transfer of the grammatical form of the source language into the target language; 2) modulation, ie diversion that occurs due to a shift in meaning due to changes in perspective, and mindset; 3) equivalence, ie finding the equivalent of a word contained in the target language for a similar word or phrase from the source language; and 4) adaptation, which seeks the cultural equivalent of two things because of unequal concepts, such as "Dear Sir" in English being "Yang Terhormat" in Bahasa Indonesia.

2.4 Quality of Translation Results

The quality of the translations is closely related to the competence of a translator. A good translation has accuracy, readability and acceptability in the target language, although the relative influence depends on the reader. Thus, a competent translator in terms of language, culture, and scholarship will be able to produce translations that embrace these three aspects. This aspect of accuracy can be understood from the sense of translation proposed by Nida and Taber (1974) that is the revelation of a message that has the closest meaning and style of language from one source language to the target language. Thus, it can not be denied that this aspect of accuracy becomes very important, although not the only decisive factor in judging the quality of a translation.

Furthermore, the aspect of legibility is also considered in the assessment of the quality of translation. According to Richards et al (1985), as quoted in Nababan (2007), the element of readability of a text translation can be known from how easily the text can be read and understood by the reader, so that when we want to find out the extent to which the readability aspect of a text, we can know of the two factors: 1) the elements of language used to convey the message in the text, and 2) the reader's ability to read. Furthermore, according to Nababan (2008) there are other factors that may affect the readability of the translated text, namely "the use of foreign and regional words, the use of word and sentence of the texts, the use of incomplete sentences, and the coherent flow of thought." acceptance is attributed to the fairness and naturalness of texts that have a common and non-rigid grammar in the target language but messages from the source language remain conveyed.

III. Research Method

This is an empirical research with qualitative approach. This is done so that the phenomenon about the subject of research can be known and described with language and words. The method used in this research is analytical descriptive, so this can solve problems by analyzing existing data. The choice of method is based on the purpose of this research is to
obtain a visual image of the strategies applied by UIN Ar-Raniry postgraduate students when translating English text into the target language, that is Bahasa Indonesia.

The procedures taken by the researcher in this study are as follows:

1. Planning Stage
   At this stage the activities undertaken are: preparing the instrument of research in the form of documents translation results of prospective students of postgraduate programs.

2. Implementation Phase
   In this stage of implementation, researchers classify data in the form of words or phrases or sentences that exist in the translation of Indonesian language. This is to facilitate the analysis of translation strategies undertaken by these prospective students.

3. Data Processing Stage
   At this stage, all the data obtained is tabulated and described according to the strategy categories discussed in chapter II in order to get a clear picture of the proposed research problem.

The population in this study is the document or translation result of all UIN Ar-Raniry 2013 postgraduate students. The samples taken purposively according to the needs of this research. So, the researcher decided to take the sample only from the translation of the prospective student who successfully passed the selection of post-graduate entry of UIN Ar-Raniry. It is intended that the researcher want to get an overview of translation strategies undertaken by prospective graduates only because the evaluation of their translation results has been considered as a good product. However, due to the nature of this study to compare parallel documents/texts, the researcher only takes one English text tested, namely the field of Modern Fiqh science entitled "Human rights in Islam: some areas of conflicts". A total of 10 translation results from 15 prospective students who have passed the entrance exam in 2013 were taken randomly as samples.

The text is 390 words length. This text is translated into the target text (Tsa) in Bahasa Indonesian by the prospective master's student. Total translation time is 3 hours, and they are allowed to use offline dictionary. These ten translations come from the same source of text, which can be called comparable texts to the research of this translation strategy, as this study focuses on the comparison between source language text and target language text, in which, according to William and Chesterman (2002) is one of the areas of translation activity that can be investigated.

The instruments in this study are related to the types of translation strategies as mentioned earlier, namely the theories put forward by Jääskeläinen (1993) and Vinay & Dalbernet (1958 & 2000). This guide is used as a guide to facilitate the work of this research.

The data collected is then analyzed by following steps: data reduction, data display, and data verification. Data reduction yields 18 units of sentences, consisting of simple, compound or complex sentences. The data is analyzed by observation method. To observe the data, the presentations are displayed in the form of a comparison between the source text and the target text for each sentence unit, and then categorized according to the translation strategy used by the translators. To test the validity of the data, the researcher will check the validity of the data from one source with other data sources.

At the verification stage, the researcher re-examines each data and categorical suitability for the validity of the research results. Furthermore, all the data collected is analyzed using descriptive percentage analysis techniques. The data collected is then described and subsequently drawn conclusions according to the formulation of the predetermined problem. Discussion of the results of the analysis is in the form of descriptive-qualitative, because the data and the results of research in the form of verbal data, and to
show the quality of strategies pursued by prospective master students in translating English text.

IV. Findings And Discussion

Based on the concept of strategy introduced by Jääskeläinen (1993), results are obtained as in the table below:

Table 4.1 Type of strategy applied respondents based on Jääskeläinen (1993)

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Source Teks</th>
<th>The number of Respondent</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Global</strong></td>
<td>-</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Local</strong></td>
<td>Tsu 1 - Tsu 18 10 (x18 Tsu) – 7* = 173</td>
<td>96%</td>
<td></td>
</tr>
</tbody>
</table>

* A total of 7 (seven) respondents did not translate Tsu, so it was excluded from the analysis

The table above shows that all respondents choose local strategies in completing the translation of English source text into Indonesian target text. Detailed explanations for each unit of the source text (Tsu) will be discussed later in the discussion section in this chapter. For this strategy alone, the researcher did not examine the accuracy of the translation done by the respondents, the researchers only observed the kind of strategies that tend to be used by the respondents.

Furthermore, the results of the analysis based on the concept of translation strategy by Vinay & Darbelnet (1958 & 2000) are presented in the following table:

Table 4.2 Type of strategy applied by respondents based on Vinay & Darbelnet (1958 & 2000)

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Source Texts (Tsu)</th>
<th>The number of Respondent</th>
<th>Total</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Literal translation:</strong></td>
<td></td>
<td></td>
<td></td>
<td>93.5%</td>
</tr>
<tr>
<td>Borrowing</td>
<td>1, 2, 3, 5, 6, 7, 8, 9, 10, 11</td>
<td>10, 10, 8, 10, 10, 10, 10, 10, 98</td>
<td>30%</td>
<td></td>
</tr>
<tr>
<td>Calculation</td>
<td>1, 2, 3, 4, 7</td>
<td>8, 9, 7, 9, 42</td>
<td>13%</td>
<td></td>
</tr>
<tr>
<td>Literal translation</td>
<td>1, 2, 3, 4, 5, 6</td>
<td>10, 10, 10, 10, 10, 10, 162</td>
<td>50.5%</td>
<td></td>
</tr>
<tr>
<td>7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18</td>
<td>10, 7, 10, 10, 10, 10, 8, 8, 7, 7, 9, 8, 8</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Pemadanan Oblik:</strong></td>
<td></td>
<td></td>
<td></td>
<td>5.9%</td>
</tr>
<tr>
<td>Transposition</td>
<td>8, 13, 18, 1, 1, 1, 1, 1, 1, 1, 1, 1, 1, 1</td>
<td>3</td>
<td>0.9%</td>
<td></td>
</tr>
<tr>
<td>Modulation</td>
<td>3, 8, 13, 14, 17, 2, 1, 1, 1, 1, 1, 1, 16</td>
<td>1, 9%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Equivalence</td>
<td>1, 2, 4, 6, 12, 15, 16, 1, 1, 2, 2, 1, 1, 1, 7</td>
<td>2, 2%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adaptation</td>
<td>6, 17, 2</td>
<td>13</td>
<td>0.9%</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td>1321</td>
<td>100%</td>
</tr>
</tbody>
</table>

For the analysis of the type of strategy in the table above, the researcher found that in one unit of the source text, the respondent did some way to translate it, so in the result of the respondent translation (target text) there are several translation strategies. For example, in Tsu 1, the strategies applied by respondents include literal and oblique translations, and in
literal translation for Tsu 1 itself, there are borrowing procedures, calque and literal translations. As the results in Table 4.1, the researcher does not review the accuracy of the respondents' translation, and only focuses on what strategies / procedures they apply in translating the source text.

In general, it can be seen in Table 4.2 above that respondents tend to apply literal translation methods when translating English text on the entrance exam. This result is quite significant because the percentage of respondents choosing literal translation is as much as 93.5%, compared to the equivalent of only 5.9%. This percentage does not reach 100% in total because some respondents did not translate the source text.

Concerning the concept of Jääskeläinen (1993) strategy, according to the data in Table 4.1, all translations indicate that prospective master students take local strategies in overcoming the translation of source text. This finding is in line with Jääskeläinen’s study (1996), where he concludes that amateur or non-professional translators tend to apply local strategies because their focus is on the level of language and to exclude aspects beyond the language or the comprehension of the text as a whole. Another similar finding of Tirkkonen-Condit research (2005) which shows that amateur translators focus only on word / lexical units only, whereas professional translators focus on the semantic, pragmatic and inter-textual elements of the text as a whole.

In the concept of translation strategy proposed by Vinay & Dalbenet (1958 & 2000), the terms used are methods and procedures. However, within the scope of this study, researcher did not create dichotomies between strategies, methods, and procedures. For ease of understanding of the results of this study the term method and translation procedures proposed Vinay & Dalbenet (1958 & 2000) is referring to the same concept, that is translation strategy.

The findings show that the respondents tended to choose literal translation method compared to oblique matching method. This can be seen from the analysis results in Table 4.2. The tendency towards this method is more precisely in the literal translation procedure. Here is an example of this literal translation:

Table 4.5 Source Text Data (Tsu) 4 and Target Text (Tsa)

<table>
<thead>
<tr>
<th>Tsu 4</th>
<th>In this regard, human rights in Islam are based in the Islamic scripture.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tsa 1</td>
<td>Dalam masalah ini, HAM dalam Islam berpedoman pada kitab suci (al Qur'an).</td>
</tr>
<tr>
<td>Tsa 2</td>
<td>Ini adalah lebih terhormat, hak asasi manusia dalam kitab Islam.</td>
</tr>
<tr>
<td>Tsa 3</td>
<td>dengan kemuliaan ini, kemanusiaan dalam Islam adalah berbasis pada kitab suci Islam.</td>
</tr>
<tr>
<td>Tsa 4</td>
<td>Dalam hal ini, konsep HAM dalam Islam didasari oleh kitab suci,</td>
</tr>
<tr>
<td>Tsa 5</td>
<td>Hormat disini maksudnya menghormati Hak Azasi Manusia dalam Islam sebagaimana termaktub dalam kitab Injil.</td>
</tr>
<tr>
<td>Tsa 6</td>
<td>Hak Asasi dalam Islam merupakan dasar kitab-kitab dalam Islam.</td>
</tr>
<tr>
<td>Tsa 7</td>
<td>Yang terhormat, Hak asasi manusia dalam islam Berdasarkan kitab islam.</td>
</tr>
<tr>
<td>Tsa 8</td>
<td>dalam hal ini, hak asasi manusia di Islam berbasis pada kitab Islam.</td>
</tr>
<tr>
<td>Tsa 9</td>
<td>Dalam hal ini, HAM dalam Islam didasarkan pada aturan Islam.</td>
</tr>
<tr>
<td>Tsa 10</td>
<td>Dalam hal ini, hak asasi manusia dalam Islam berdasar pada kitab suci umat Islam.</td>
</tr>
</tbody>
</table>

*Bold sentences printed in the target text have incorrect meaning contextually.

The effect of local strategy implementation and literal translation methods to translation results. To know how the effect of the translation strategy applied by the respondents in the
text of the translation, the researcher only judges in terms of accuracy and readability of the text. The aspect of acceptance is not examined because the researcher has no scientific background in the field of *Fiqh Modern*, because of the nature of a text that is contextual *Fiqh Modern* is more can be studied if the reader concerned has competence in this researched field.

In terms of accuracy, It is found that most words/phrases /sentences from the source language could not be properly delivered by the respondents. This is seen in the target text that researchers have presented in the previous section of this chapter. The researcher concludes that because respondents tend to understand the text only on word / language elements, they are overwhelmed in the submission of good, true and flowing targets of the target text, so that the idea of the text becomes thorough and does not seem to be separated. Moreover, this local strategy is supported by a method of literal translation that does translate words so as not to deviate from the order / structure of the source language itself. Although in terms of word order in sentences, English and Bahasa Indonesia are not different, but at the phrase level it is different. Bahasa Indonesian has a grammar rule where the explanatory part (M: *menerangkan* in Bahasa) is always located behind the described part (D: *diterangkan* in Bahasa), whereas English is the opposite.

In terms of readability of the target text itself, researcher found the quality of text readability tend to be medium and low. This is mainly due to the adoption of this local strategy which also makes the respondents pay no attention to the extra linguistic elements and language styles that are suitable for Indonesian readers. The majority of the respondents' translations (as the researchers have shown in the previous tables in this chapter) show these findings, but the researcher will give another example, that is from Tsu 5, showing the effect of the implementation of this strategy by the respondents:

Table 4.7 Source Text Data (Tsu) 5 and Target Text (Tsa)

<table>
<thead>
<tr>
<th>Tsu 5</th>
<th>Since its very inception in seventh century Arabia, Islam demonstrated a preoccupation with the social, moral and spiritual condition of human beings.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tsa 1</td>
<td>Sejak permulaan abad ke-7 H Islam mendemonstrasikan kecemasan terhadap kondisi sosial moral dan kemanusiaan.</td>
</tr>
<tr>
<td>Tsa 2</td>
<td>Sejak bermula pada abad ke 7 Hijriyah, Islam telah menunjukkan kecemasan sosial, moral dan kemanusiaan bagi Manusia.</td>
</tr>
<tr>
<td>Tsa 3</td>
<td>yang sudah ada sejak abad 7 di Arab. Islam sangat menunjukkan tinggi nilai-nilai moral, dan kemanusiaan.</td>
</tr>
<tr>
<td>Tsa 4</td>
<td>Sejak abad ketujuh, Islam sangat menunjukkan kebutuhan yang meningkat terhadap kehidupan sosial, moral dan spiritual.</td>
</tr>
<tr>
<td>Tsa 5</td>
<td>Sejak abad ketujuh, Islam mendemonstrasi kebutuhan yang meningkat terhadap kehidupan sosial, moral dan spiritual.</td>
</tr>
<tr>
<td>Tsa 6</td>
<td>Sejak tahun ke tujuh M, negara Arab merupakan awal perkenalan negara dengan kebudayaan terjauh dalam hal sosial, moral dan spiritual, yang berbeda dari asal mula manusia.</td>
</tr>
<tr>
<td>Tsa 7</td>
<td>Sejak tahun ke tujuh dari Arab, Islam membuktikan populasi negaranya lewat dengan rasa sosial, moral dan kondisi spiritual yang berbeda (sic) warna.</td>
</tr>
<tr>
<td>Tsa 8</td>
<td>Sejak abad ketujuh Arab, Islam menunjukkan kebutuhan dengan kondisi sosial, moral dan spiritual manusia.</td>
</tr>
<tr>
<td>Tsa 9</td>
<td>Sejak pengaruh Islam ini, Islam menunjukkan pengaruhnya dengan cara sosial, moral dan spiritual untuk kehidupan manusia.</td>
</tr>
<tr>
<td>Tsa 10</td>
<td>Sejak lahir pada abad ketujuh di negeri Arab, Islam mendemonstrasi pendudukannya dengan sosial, akhlak, kondisi keagamaan yang sangat manusiawi.</td>
</tr>
</tbody>
</table>

* Bold sentences printed in the target text have incorrect meaning contextually.

A good translation should be as follow:

[Sejak lahirnya Islam di Arab pada abad ke 7, Islam telah menunjukkan perhatiannya terhadap keadaan sosial, moral dan spiritual umat manusia]

Most respondents misunderstand the contextual meaning of the word 'inception' 'seventh century Arabia' 'demonstrated' and 'preoccupation' so the message actually becomes
improperly conveyed. The word 'inception' in this context can be interpreted as the beginning, birth or appearance, the phrase 'seventh century Arabia' is meant for the 7th century in Arabia, the word 'demonstrated' itself means more 'show / show to a wide audience' while 'preoccupation 'is full of concern and not' occupation of a nation '.

V. Conclusion

Based on the findings, it can be concluded that prospective master students of majoring Modern Fiqh generally take local strategy in overcoming problems when translating English source text (Tsu) into Indonesian target text (Tsa) where they focus the translation on linguistic level only. In addition, literal translation methods with literal translation procedures that they apply to the main choice for most of the students. This literal translation has a negative effect on the quality of the translations produced. Although literal translation is not necessarily the main cause of the poor quality of the translation, it affects the inadequacy of the target text. Moreover, there are many errors and blurring of messages in Tsa that are translated because of the understanding of the prospective student in interpreting the message from the source text. This may mean that the competence of these prospective students is also considered low in terms of language mastery, so the result of this translation considered low readability of this target text.

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DOMESTICATION AND FOREIGNIZATION STRATEGIES USED IN MITCH
ALBOM’S NOVELS TRANSLATION

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Abstract
This study investigates domestication and foreignization strategies used in mitch albom’s novels translation based on Nida and Taber and Hoed. A qualitative study was applied. The data were taken from the content of the text in that novels of the titles are the first phone call from heaven as source text, telepon pertama dari surga as target text (2013) and the time keeper as source text and sang penjaga waktu as target text (2012). The data were collected by reading the whole text and investigated that include the kinds of domestication and foreignization strategies. The findings of the study show there were fourteen kinds of domestication namely adaptation, equivalence, naturalization, explication, simplification, exoticism, omission, addition, deletion, paraphrase, retaining foreignness, descriptive or self-explanatory, modulation and communicative translation and six kinds of foreignization namely: repetition, calque, borrowing, direct transfer, transliteration, and transcription.

Keywords: Domestication, foreignization, novel, translation

I. Introduction
Therefore the abundance of the different nations of the world, then to be connected or sync that makes every reader requires the right translator for each existing translations. Because of the different nations in which they have differences of language and culture, due to variations of it, that led to many problems for the reader, sometimes the reader found the missing words, not translated at all, the idioms, and even sometimes found unequal meaning in translation, because of frequent of that errors in translation both in English as ST (Sorce Text) and Bahasa as a TT (Target Text), so in that situation make the generate of the ambiguity and make a lot of readers misunderstanding or confuse in understanding the text.

According to Nida and Taber (1982) domestication is closet natural equivalent to the target reader (from ST to TT) and foreignization (Hoed, 2006: 87) the use of language or words ’can be changed but still to maintain the source language culture (stated from TT to ST).

There are only two strategies coined by Venuty (1995) domestication and foreignization, Domestication is the former refers to the translation strategy in which a transparent and fluent style is adopted in order to minimize the strangeness of the foreign text for target language TT (Target Text) readers. It means making the text recognizable and familiar and thus bringing the foreign culture closer to that of the readers’. Venuti points out that “all translation is fundamentally domestication and is really initiated in the domestic culture”.

II. Review Related Literature
The latter strategy, foreignization translation, designates the type of translation in which a TT “deliberately breaks target conversations by retaining something of the foreignness of the original”. It means to take the reader to the foreign culture differences. It encourages a translation practice in which traces of the foreign are left as much as possible within the translated text. The root of the two terms can be traced back to the German
philosopher Schleiermacher’s speech in 1813; he believes that there are only two different methods of translation.

As an example of a Preliminary data here the researcher used one of Mitch Albom’s novel, there are some sentences or words in The First Phone Call from heaven novel as English version (ST) (Source Text), and this one is from adaptation type below.

(1) ST (Source Text):
Tess Rafferty was unwrapping a box of tea bags. **Drrrrrrrrrrrrrrrrrrr!!!.**

(1a) TT (Target Text):
Tess Rafferty sedang membuka bungkusan sepotong teh. **Krriiiiiiiiiing!!!.**

The word drrrrrrrrrrr from the SL (Source Language) is adapted become **krriiiiiiiing** because that words familiar for Indonesian people, as a gesture for the sound of the phone rang, and it was an adaptation of each State, hence the word **krriiiiiiiing** here as an adaptation of the word drrrrrrrrr.

For more details it can be seen in the description of this type of foreignization strategy of borrowing that has been taken from The Time Kepeer “Sang Penjaga Waktu” novel Bahasa version (TT) (Target Text) into English version (ST) (Source Text).

(2) ST (Target Text):
There is a clock on your wall or the **Dashboard** of your car.

(2a) ST (Source Text): Ada jam di dinding mu, atau di **Dashbor** mobilmu.

**Dashboard** of your car was source text, the borrowing kind in the target text when it was translated into Bahasa or target text, it was an accordance with the understanding of the borrowing of the SL (Source Language) word was transferred directly to the TL (Target Language), and the word **dashbor** was similar from SL word but not completely the same, it can be said that it was on target to customize the text.

This research based on Nida and Hoed, domestication is the close natural equivalent and foreignization is the use of language can be changed but still to maintain the source culture. The main aspects which will be observed types of domestication and foreignization, which used in Mitch Albom’s novels, so the reader should understand the purpose of the texts and the reader should know the meaning of the words in that novels.

Based on that strategies where found in domestication fourteen (14) types are adaptation, equivalent, neutralization, descriptive, neutralization, explication, simplification, exoticism, omission, addition, deletion, paraphrase, retaining foreignness, self-explanatory, modulation and communicative translation. And in foreignization found (six) 6 types, transcription, repetition, calque, and borrowing, direct transfer, transliteration and transcription.

1. **Domestication types**

   **Adaptation**
   According to Vinay and Darbelnet (2004: 134) it refers to a method used cases where the type of situation being referred to by the SL message is unknown in the TL.
   (ST) as white as snow
   (TT) seputih kapas

   **Equivalence**
   (Vinay and Darbelnet, 2004: 134), it refers to a strategy to describe the same situation by using completely different stylistic or structural method for producing ‘equivalent texts’.
   (ST) Bonds are negotiable as cash
   (TL) Surat berharga bisa di negosiasikan untuk di uangkan (from The Da Vinci Code novel)
Naturalization
It adapts the SL word first to the normal pronunciation, then to the normal morphology of the TL, (Newmark, 1998b: 83). “This procedure succeeds transference and adapts the SL word first to the normal pronunciation, then to the normal morphology of the TL” Schaffner and Wiesemann’s (2001: 82).
(ST) kuda lumping (from Laskar pelangi novel)
(TT) kuda lumping

Explication
The method ‘explication’ was first introduced by Vinay and Darbelnet in 1958. It was first described as “the process of introducing information into the target language which is present only implicitly in the SL, but which can be derived from the context or the situation” (1958 / 1995: 8).
(ST) nature is fine in love (Hamlet, 160)
(TT) cinta memperhaluskan sifat kita

Simplification
It can be described as the tendency of translated texts to contain simplified language compared to the SL text. Blum-Kulka and Levenston (1983: 119) define lexical simplification as the process and/or result of making do with less word, some of the manifestations of simplification are: use of paraphrase to reduce the cultural gap between SL and TL.
(ST) they met me in the day of success, and I have learned by the perfect’s report they have more in them than mortal knowledge. (Macbeth, 1)
(TT) aku telah memahami betul bahwa mereka mempunyai lebih dari sekedar pengetahuan yang luas.

Exoticism
“The degree of adaptation is very low here. The translation carries the cultural features and grammar of SL to TL. It is very close to transference” according to Sertkan (2007) the substitution of some culture specific words like slangs, dialects etc. in the source text by equivalents in the target text.
(ST) Tears have appeared in Marlene’s eyes, and she blinks fast. She leans toward olive and whispers, “Kerry says nobody like a crybaby”. “Hells Bells”, answer Olive. (Form the novel of Olive Kitteridge, 169).
Hell’s Bells is something that you say when you are very surprised or annoyed, based on that example the expression of wonder or surprising something that make happened to annoyed.

Omission
In translation is normally considered unfavorable because during the process of omission, some information or effect in the ST will be omitted and therefore lost. While omission is carried out when the content is intentionally or unconsciously deleted by the translator (because of censorship, standardization, or / and the translator’s wish to eliminate redundant and irrelevant elements to ‘improve’ the ST), sometimes, omission also occurs when certain qualities in the SL cannot be kept in the TL (See section 1.7.3.4. for details). For
example it will be noticed such the use of “kinda”, “yer”, “ain’t”, and “ma’am” reveals that the informal tone is totally omitted.

(ST) (Mr Scoresby): I’ll break yer bones, But ma’am...(from The Golden Compass 1995: 309)

(TT) Aku akan mematahkan tulangmu, tetapi nyonya...

It is obvious that Mr Scoresby speak in a casual and information language. The use of yer, and ma’am reveals that Mr Scoresby speaks a dialectic from of English instead of RP English, which forms a big contras with the commonly speech in that conversation. However, in the TT, the informal tone is totally omitted.

Addition
An extra part of language that does not exist in ST is added to TT (Venuty 1995).

   (ST) I’m sorry but I’m tired
   (TL) Maaf, tetapi saya sangat letih.

Deletion
A part of language that exists in ST is missing in TT (Venuty 1995).

   (ST) Jesus had but one true message
   (TL) Yesus punya satu pesan yang sejati (from The Da Vinci Code novel)

Paraphrase
Is useful translation strategy as it is often fluent and idiomatic in the TT language (Schjoldager, 2008: 100).

   (ST) ...The boy reached out for his father. “Dad!” Their eyes locked for one second (Dan Brown, The Last Symbol, 26)
   (TT) Bocah itu menjangkau ayahnya. “Dad!” Mereka bertatapan selama satu detik yang mengerikan.

   The translator attempt to keep cultural atmosphere of source language that is American-English culture and translate into Bahasa become idiomatic because that is consist of the cultural from SL.

Retaining foreignness
A literally text produced in an alien culture and it is often lost in translation (Sharma 2004: 150).

   (ST) Ophelia: what is, my Lord?
   Hamlet: no thing (from the Hamlet novel page.115)
   (TT) Ophelia: apa itu, tuanku?
   Hamlet: bukan apa apa

   For example above in the following extract from Hamlet the word no thing can be easily replaced by an appropriate functional-linguistic bukan apa apa, tidak apa apa in the TL Bahasa, but the problem arise from the ambiguity created by the not so explicitly stated context of the word. No equivalence can bring out the connotations of the English word no thing (thing was commonly used to refer to the sexual organ of either a man or woman) in this context, so some kind of explanatory note needs to be added, foregrounding, not obliterating, the foreignness and cultural distance.

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

(ST) gonggo (from the Laskar Pelangi novel)
(TT) animal like a spider

**Modulation**

It occurs when the translator reproduces the message of the origin in the TL text in conformity with the current norms of the perspective. (Newmark, 1998b:86).

(ST) this is a charter flight, not a taxi
(TL) ini pesawat sewaan bukan taxi

**Communicative translation**

It attempts to reader the exact contextual meaning of the original in such a way that both content and language are readily acceptable and comprehensible to the readership (Newmark, 1988: 45-47).

(ST) tukang panjat pohon (from the Laskar pelangi novel)
(TT) the men who climbed the trees to get money

2 Foreignization types

**Repetition**

(Roman Alvares & M. Carmen p. 66) the translation keeps as much as they can of the original reference. The obvious foe example here is the treatment of most toponyms [seattle sealtle]. Paradoxically, this respectful’ strategy involve in many cases an increase in the exotic or archaic character of the CSI, which is felt to be more alien by the target language reader because of its linguist from and cultural distance. This reminds us of one of the paradoxes of translation and one of the great pit falls of the traditional notion of equivalence, the fact that the something absolutely identical, even in its graph component, might be absolutely different in its collective reception.

(TT) The Larkins were the only people in the town with money they spent. The kids have gone to private school in Portland. They’d had tennis lessons, and music lessons, and skating lessons, and each summer had gone away to summer camp. (from the novel of Olive Kitteridge, 151).


Word of skating n ST is towards as ‘ice skating’, that is moving on ice by using ice skates. It can be done a variety of reasons including health benefits, leisure, travelling, and various sports. And the translator use ice skating as commonly use in a daily live people in TT. And summer camp translate it in literal as kamp musim panas, according to the Wikipedia meaning in March 9 2012, ‘summer camp is the supervised program for children or teenagers conducted (usually) during the summer month in some counties, in traditional view of a summer camp a woody place with hiking, canoeing, campfires is evolving, with greater acceptance of newer summer camps that offer a wide variety of specialized activities. For example there are camps for the performing arts, music, magic, computers, language learning, mathematics, children with special needs, and Wight loss.

But when use that word kamp in TT it is more less fit used, because that words more familiar in Bahasa version call as kamp for military user, so that’s why this is more fit said that in TT kamp musim panas.
Calque

It can also be called trough translation or loan translation, it is the literal translation of common collocation, names of organizations and components of compound, (Newmark, 1998b:84). It is a strategy to ‘borrow’ the SL expression or structure and then transfer it in a literal translation, e.g. Science-fiction – *kehuan*, white-collar – *bailing*. The word *qijiandian* ‘Flag warship shop’ it was an advertisement in China, that was very wondered and it so strange for a shop to sell ship flags in city center. Until recently it found the phrase flagship Harrods (the main department store of Harrods chains in London), it had not realized that *qijiandian* was an odd translation from English, which means the most important shop among the chains. Before using the calque strategy, translator should make sure that the coherenced of translation has pragmatically effects in target culture, or translation would failed to deliver the message of ST. One of the advantages of calque strategy is the application to implicative.

(Borrowing)

(Vinay and Darbelnet, 2004: 129) the SL word is transferred directly to the TL (Munday, 2001: 56) i.e. Sandwiches – Sanmingzhi, i.e. Clinton – Kelindun. Another example was found from novel of The Da Vinci Code.

(Direct transfer)

Direct transfer is when the translator does not translate an ST item but just copies it to the TT (Schjoldager, 2008: 93).

Transliteration

(Loan of word), Venuty (1995), includes proper noun, brand, food, places, unit of measurement, months, etc.

Transcription

The reproducing or where necessary, (transliterating the original term) it stands at the far end of SL-oriented strategies. If the terms is formally transparent or is explained in the context, it may be used alone.

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(TT) Sekretarisjendral

(ST) Secretary General (from The Davinci Code novel)
III. Research Method

In analyzing the data, Miles and Huberman’s (2014) technique would be used. Miles and Huberman elaborate some steps of analyzing data, they are: (1) data condensation, (2) data display, (3) data verification/conclusion. After doing investigation, all text of the both of novels were analyzed in the following steps:

(1) Data condensation refers to the process of selecting, focusing, simplifying, abstracting and transforming where the data appearing in written up field note or transcription. In this research the process are the first is the selecting, to select the all of the text which apply as including as types of them that fit the criteria have been found which from the types of domestication and foreignization strategies used in Mitch Albom’s novels, the second, to focusing on the text based on the both of the novel which types of domestication have fourteen and foreignization have six types, the third, simplifying the text by making the texts simpler or easier to do or understand. In taking of some texts and then giving them some codes, for the italic and bold words or text is the criteria call as when it has found the text or words changes or lost or another meaning, and just bold the texts or words when found it the addition or removal of the word both words in TT (Target Text) and in ST (Source Text), and then just giving underline and bold it words or texts when it is found words or text that does not change at all or only to copy across both ST and in TT. It was done to make the texts easier to understand, the fourth is abstracting the data by having an idea about answering research problems, and the fifth or the last step is to transforming the utterances. Transforming means making a thorough or dramatic change in the form, appearance, or character of. So, it was done by changing the texts in the novel become written as a appendix form of them (text). The text or words that produced by that the novels was transcribed into written form. The transcription or the written of duplicate of the texts after sorting based on the criteria; form was formed as a report. The report consisted of the data used. After the data was found and has been selected by the types and place of each of simplifying, then later in this section here is done sorting between words and sentences that can be seen in the appendices, after the data was transformed. Each of them use based on the cluster of gorups between words and sentence in that categories based on the level. It was done in order to be easier in doing data display.

(2) Data display (the step to show or make visual of the data in the form of chart, diagram, matrix, or graphic), as the second major activity which the researcher should go through, and it means taking the condanced data and displaying them in an organized and compressed ways so that the conclusions can be more easily drawn. In this step, the data was organized. The organization guided in answering research problems. The organization was explored and described into detail description. So, the reader can know why something in the way it is. Where the researcher was made here was using the data in the form of a graphics that it can be know of every types of strategies that are classified into waves of form that is in the grapiic.

(3) Conclusion drawing and verification is the final step of analytical activity for the qualitative research. In this step the data were interpreted and draw a meaning from the data display. Data display and drawing conclusion step will be discussed deeply in the following each of the text which is has been chosen before.
IV. Findings
1. There were only two strategies in Translation domestication and foreignization, here are their types domestication have 14 types (1) adaptation, (2) equivalent, (3) naturalization, (4) explication, (5) simplification, (6) exoticism, (7) omission, (8) addition, (9) deletion, (10) paraphrase, (11) retaining foreignness, (12) descriptive or self explanatory, (13) modulation, and (14) communicative translation. And foreignization including 6 types: (1) repetition, (2) calque, (3) borrowing), (4) direct transfer, (5) transliteration, and (6) transcription.

2. There were two novels have found in both strategies, domestication : 496 kinds and foreignization :329 kinds, wherein, in the first novel The First Phone Call from Heaven as ST to be found from domestication, addition: 36, equivalent:166, naturalization: 2, explication: 14 simplification: 11 exoticism: 16 omission: 7 addition: 45 deletion: 31, paraphrase: 23, retaining foreignness: 5, descriptive or self explanatory: 3, modulation: 54, and communicative translation: 56. And in foreignization kinds found from Telepon Pertama dari Surga as TT, repetition: 4, calque: 3, borrowing: 213, direct transfer: 17, transliteration: 32, and transcription: 60. And for the second novel of The Time Keeper from domestication: 145 kinds, and 116 kinds foreignization, where each kinds of strategies has been found from domestication strategy, addition: 7, equivalent: 59, naturalization:0, explication: 1, simplification: 4, exoticism: 3, omission: 6, addition: 2, deletion: 11, paraphrase: 19, descriptive or self explanatory: 3, retaining foreignness: 2, modulation: 18 and communicative translation: 10. And the last for the foreignization strategy has been found repetition: 5, calque: 2, borrowing: 69, direct transfer: 12, transliteration: 9 and transcription: 19.

3. There were found the most widely and dominant types that were used: equivalent and borrowing both in the first and second novels as English Version (Source Text) or as domestication strategy, The First Phone Call from Heaven and The Time Keeper found equivalent type. And for the Bahasa Version as foreignization strategy or (Target Text) there are found most widely for borrowing type. That it can be influenced by the various factors whichis, from adaptation that was unfamiliar words used in the source text but also used the same word that has been used in the target text, particularly in Indonesia, adaptation here, the words were the same in the ST also it used in TT, it was according to the culture or habits when use of this words.

V. Conclusions
1. Based on the data analysis, research findings, and discussion, there were some important conclusions are put forward to those who responsible in the use of the types of domestication and foreignization strategies in translation of novels The First Phone Call from Heaven (ST) Telepon Pertama dari Surga (TT), and The Time Keeper (ST) and also Sang Penjaga Waktu as (TT). The important conclusions werebased on the theory of domestication and foreignization strategies in translation, namely: (1) adaptation, (2) equivalent, (3) naturalization, (4) explication, (5) simplification, (6) exoticism, (7) omission, (8) addition, (9) deletion, (10) paraphrase, (11) retaining foreignness, (12) descriptive or self explanatory, (13) modulation, and (14) communicative translation. Then Telepon Pertama dari Surga and Sang Penjaga waktu as TT or foreignization including: (1) repetition, (2) calque, (3) borrowing), (4) direct transfer, (5) transliteration, and (6) transcription.

2. There were found each types of strategies were found among them, namely, from first novel of domestication: 496 kinds and foreignization: 329 kinds, wherein, and in second novel domestication, addition: 36, equivalent:166, naturalization: 2, explication: 14
simplification: 11 exoticism: 16 omission: 7 addition: 45 deletion: 31, paraphrase: 23, retaining foreignness: 5, descriptive or self explanatory: 3, modulation: 54, and communicative translation: 56. And in foreignization types found from Telepon Pertama dari Surga as TT, repetition: 4, calque: 3, borrowing: 213, direct transfer: 17, transliteration: 32, and transcription: 60. And for the second novel of The Time Keeper from domestication found 145 kinds, and 116 kinds of foreignization, where each types of strategies has been found from domestication strategy, addition: 7, equivalent: 59, naturalization: 0, explication: 1, simplification: 4, exoticism: 3, omission: 6, addition: 2, deletion: 11, paraphrase: 19, descriptive or self explanatory: 3, retaining foreignness: 2, modulation: 18 and communicative translation: 10. And the last for the foreignization strategy has been found repetition: 5, calque: 2, borrowing: 69, direct transfer: 12, transliteration: 9 and transcription: 19.

3. (a) The most widely and dominant types that were used: equivalent and borrowing wherein the equivalent was a way to maintain a translator to translated into the target text in which this method used, so that the reader can appreciate the content of the text in the novels, whereas the kind of borrowing more dominant and most widely found than other types, one of the way of the translator to retain the words were so much easier delivery or intent or the purpose of the traslator, means that the use of equivalent and borrowing were a great influenced for the translator in translating the text of this novels.

(b) The process of translation from that the way of the translator done, it can be influenced by the various factors whichis, from adaptation that was unfamiliar words used in the source text but also used the same word that has been used in the target text, particularly in Indonesia, adaptation here, the words were the same in the ST also it used in TT, it was according to the culture or habits when use of this words, then equivalent, which seeks to take the words of another order worth, and the types of addition and deletion here were also quite influential wherein, the translator adds words and also eliminates the words in the TT showed that the translator feel the affected culture or perspective of the source text,so the translator feel that it has to be removed or eliminated the ambiguity text, or turn it into idiom in TT, and also communicative translation here affected where the readers were already familiar with the continuation fromthe previous text, and also the modulation was a similar way functions in TT but different form of the words, then exoticism was a familiar words used in the source text, the same words must also translated in TT, and the omission was an acronym that was often encountered in source text. And type of borrowing was very large in both novels, indicates that the translator showed that the words of borrowing was already entrenched in Indonesia, The same with transliteration and transcription in this novels werefound also that just copied the words without translating it, for example in the direct transfer, calque and repetition were not commonly found in this novels as in the source text not so many found there, and it was the regulation that the text from TT should be followed by the text in ST.

References


THE IMPACT OF TRANSLATION SHIFT AND METHOD ON TRANSLATION QUALITY AT PHYSICS BILINGUAL TEXTBOOK

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Abstract

The aims of this study are 1) to figure out which translation shift and method are dominant at physics bilingual textbook which is published by Yrama widia and 2) to find the impact the dominant shift and method on translation quality (accuracy, acceptability and readability). There are two types of data in this study, namely objective and affective data. The data of this research were collected by using content analysis for objective data and questionnaire then interview for affective.

The finding of this research shows that (1). The dominant shift is unit shift 78 or 67%, structure shift 17 or 14%, Intrasytem shift 13 or 11% and class shift 9 or 8%.
(2) The dominant translation method is comunicative translation 28 or 48.27%, free translation is 15 or 25.86%, faithfull translation is 11 or 18.96% and adaptation is 4 or 6.89%.
(3) Moreover, the impact of dominant translation shift and method on translation quality is categorized good: 2.63 in the range of 1-3.

Keywords: Bilingual, Impact, Method, Shift

I. Introduction

In Indonesia, Bilingual text books are international school standard to use. International school which is existed in the big cities in Indonesia Include Medan is exploited bilingual text books as a compulsory textbook to the students. Several years ago, such programs have been stopped by Indonesian Constitution Assambly but school management is considered the usage of bilingual text book because by reading a bilingual texts book can affect to increase a readers vocabulary as a subskill of language which is support to improve language skill. Medikawati (2012: 38) states that books-foreign language books equipped with translation that older children can draw their interest in a wider reading community. including the future, virtual worlds, humor and fantasy, and able to build more positive character. This consideration is realized in parts of Indonesian curriculum. Teaching source and process are allowed to use bilingual books.

Problems related on bilingual book which is used by grade VII is about the translation quality particularly for the English version. Qualified translation can help the students to improve his/her ability on language skill and knowledge on a certain subject. Students can improve their ability on language through reading. Nurhayuna (2013: 153) states that, effective English language learning in a foreign language learning can be improve by reading. Through reading, the students will record vocabularies on their memories. In addition to that, Hanaco (2012: 16) describes that, by reading can affect the increasing of vocabulary, the intellect, creativity and mental character of the children so they can build a positive character. On the other hand, bad translation will make the students confuse on certain subject and difficult to aquire language skill. Baker (2000: 12) describes that, errors in translation textbook especially on bilingual book which have benefit not only two languages but also have consequences in education, social, economic and culture. Translator will mislead foreign language learners through errors in translating.

Translator plays a crucial role to produce a target language in bilingual book. Physics book is one of the bilingual textbook. This book is published by Yrama widia and used by several grade VII at Medan. Physics is a compulsory subject in the level of elementary up to
senior highschool and involve in the national examination. In order to translate the physics terms, a translator need to have a linguistics competence, textual competence, physics competence, research competence and meaning transfer competence in the field of physics. Helen (2012: 17) argues that translators have sufficient knowledge in order to do the translation. Such competences above are the realization of sufficient knowledge. The quality of translation depends on translator’s competence.

The concept of shifting can not be avoided in translation activities. The concept of shift is when the form in source language has a new form or different form from the target language. This concept is applied as a translator strategy to keep the meaning constant. Translator used this strategy in order to produce a well-translated target text or high translation quality. There are two major types of shift: level shift and category shift, category itself consist of structure shift, class shift, unit shift and intra-system shift, according to Catford (1965: 73). This study is focused on category shift which is found on physics bilingual textbook. The dominant shift will affect on translation quality. Translation shift is occured because of the non-equivalence between source language and target language. Catford (1965) states that, shift is a departure from formal correspondence in the process of going from the SL to the TL. It means that, when the textual equivalence cannot be achieved by linguistic form, translation shift can be applied as a strategy to achive the concept of equivalence.

The theory of translation method in this study is related to Newmark. This theory is familiar with $V$ diagram. Newmark (1988) mentions the difference between translation methods and translation procedures. He states that, translation methods are related to whole texts, translation procedures are used for sentences and the smaller units of language. The reseacher choose translation method as the next variable in this study since it is related to the whole texts as a product. Well-translated will be produced by translator who have better sufficient knowledge.

Based on the issue which is describes on background above, the researchers have a big desire to conduct a research about translation. Translation shift and methods can not be avoided in translation activities. Both of them are strategies to achieve the sameness of meaning and purpose of translation. These strategies are used by the translator depends on translators’ competence. Their competetences are measured by translation quality aspects. These aspects is related to Nababan’s propose. According to Nababan (2012) states that, There are three parts of translation quality, namely accuracy aspect, acceptability aspect and readability aspect. The researchers’ focus on 1) the dominant translation shift and method, and 2) the impact of dominant translation shift and method on translation quality.

II. Literature Review

Translation

According Moentaha (2006: 9) there are two meanings of "translation "that is, the process and the results/analysis synthesis. First, translation as a process of human activities in the field of language (analysis) that the outcome is a text translation (synthesis). Second, the translation simply as a result only of the process of human activity. Ninda in Nurhayuna (2013) figured the translation process as follows:
Translation is a re-expression of massage from source to the target language with a close and normal equivalence. The most important thing in translation is to transfer the meaning or restatement of meaning. To translate a text, a translator have to choose a well collocation with apropriate grammatical. There are three stages of translation, namely analysis, transfer and restructuring. In the first process is analysis, translator have to analyze the content of the text (massage). The second is transfer, in this stage the translator transfers materials which have been analyzed from source to target language. Finally is restructuring, translators construct materials which have been transferred in order to create a wholly massage which is acceptable in target language.

Translation is to transfer the meaning from source text to target text. There is a changes of form from source to target text. In order to translate a text, a changes of form is acceptable but meaning must be hold in target text. Larson in Nurhayuna (2013) states that translation is studying lexicon, grammatical structure, communication situation and cultural context of the source language text; analyzing it in order to determine it’s meaning; and then reconsturcturing this same meaning using the lexicon and language and its cultural context. In translating words from ST to TT, translators are often to face untranslatable words. To find a well translated, Larson in Nurhayuna (2013) argues the importance to know the relation between form and function. Form refers to physical of thing, while function refers to aim and reason of the thing. Larson in Nurhayuna (2013) figures the translation process as follows:

**Translator Competence**

Helen (2012:17) recomends that translators have sufficient knowledge in order to do the translation. Sufficient knowledge or well knowledge according to Nababan (2008) can realized from translator’s competence such as language competence, textual competence, subject competence, cultural competence and transfer competence. Eva Hung in Nunning (2010) states that Language competence, in the sense of being bilingual, is not enough, unless it is also matched by a person’s being bicultural. Munday (2004: 351) states that textual competence is the ability not only to apply the LEXICOGRAM- MATICAL rules of a language in order to produce well-formed sentences, and not only to know when, where and to whom to use these sentences, but to know how to make the sentence play a role within a sequence that is eventually part of a well-formed TEXT, DISCOURSE and GENRE. Subject
competence is a science or knowledge and expertise on the certain text. Related to this competence, in order to have the naturalness (acceptable) of translation, target text can be consulted to the expert who has a certain knowledge to the text. Cultural competence is needed in translation when translating, by having a well knowledge on bicultural (source text and target text) a qualified translation can be achieved. Transfer competence is a competence which is refers to tactic and strategy to transfer source text to the target text (Nababan 2008: 13).

Based on the explanation from the experts above, the writers conclude that bad competencies on translators will affect to the quality of translation. All competencies are available to all languages in the worlds. A translator who produced a lack quality on translation have given a bad perception or understanding to the reader or listener. The fifth translations’ competencies above can be made as a model to conduct translation.

Translation Method

Translation method should be comprehended by the translator in conducting his/her work in order to get a good translation. There are so many translation’ method. Newmark in Helen (2012: 18) states that there are some translation methods such as: word-for-word-translation, literal translation, faithfull translation, semantic translation, adaptation, free translation, idiomatic translation and communicative translation. In addition to that, Munday (2004: 30) names two ‘methods’ covering seven procedures, first, direct translation, which covers borrowing, calque and literal translation, second, oblique translation, which is transposition, modulation, equivalence and adaptation. In line to these procedures are applied on three level of language like lexicon, grammatical structure and massage.

In this research, the writer’s focus on Newmark theory on translation method (word-for-word-translation, literal translation, faithfull translation, semantic translation, adaptation, free translation, idiomatic translation, communicative translation). Newmark in Gorea (2013) stated that Word-for-word translation is often demonstrated as interlinear translation, with the TL immediately below the SL words. The SL word-order is preserved and the words translated. Literal translation is converted to their nearest TL equivalents but the lexical words are again translated singly, out of context. As a pre-translation process, this indicates the problems to be solved. Literal translation or form-based translation attempts to follow the form of the source language. A faithful translation attempts to reproduce the precise contextual meaning of the original text within the constraints of the TL grammatical structures. It transfers cultural words and preserves the degree of grammatical and lexical ‘abnormality’ (deviation from SL norms) in the translation. It attempts to be completely faithful to the intentions and the text-realization of the SL writer. Semantic translation differs from faithful translation only in as far as it must take more account of the aesthetic value, that is, the beautiful and natural sounds of the SL text, compromising on meaning where appropriate so that no assonance, word-play or repetition jars in the finished version. Adaptation is the freest form of translation. It is used mainly for plays, comedies and poetry; the themes, characters, plots are usually preserved; the SL culture is converted to the TL culture and the text rewritten. The deplorable practice of having a play or poem literally translated and then rewritten by an established dramatist or poet has produced many poor adaptations. Free translation reproduces the matter without the manner, or the content without the form of the original. Usually it is a paraphrase much longer than the original, a so-called 'intra-lingual’ translation, often prolix and pretentious. Idiomatic translation reproduces the message of the original text but tends to distort nuances of meaning by preferring colloquialisms and idioms where these do not exist in the original. Communicative translation attempts to render the exact contextual meaning of the original in such a way that both content and language are readily acceptable and comprehensible to the readership.
Translation Shift

Popovic in Juliantry (2013) stated that individual method of translation is determined by the presence or absence of shift in various layers of translation. It means that there is a significant correlation between shift and method of translation which affect on quality of translation. In addition Catford in Juliantry (2013) defined that shift as departures from formal correspondence in the process of going from SL (source language) to the TL (target language).

Catford in Munday (2008: 60) states that, there are two kinds of shift: (1) shift of level and (2) shift of category. Level shift would be something which is expressed by grammar in one language and lexis in another. For example:

- **ST**: Jhon has stopped smoking
- **TT**: Jhon sudah berhenti merokok

“Has stopped” in English’s grammar as a perfect tense, in translating process become a lexis “sudah” in Indonesian language.

Category shift which is given more. These are subdivided into four kinds:

a. **Structural shift**: these are said by Catford to be the most common form of the shift and to involve mostly a shift in grammatical structure.

b. **Class shift**: these comprise shift from one part of speech to another.

c. **Unit shift or rank shift**: these are shift where the translation equivalent in the TL is at a different rank to the SL. ‘rank’ here refers to the hierarchical linguistic units of sentence, clause group, word and morheme.

d. **Intra-sytem** shift: these are shift that take place when the source language and the target language process approximately corresponding systems but where ‘the translationinvolves selection of a non-corresponding term in the target language systems

Translation shift as a translation technique. According to Molina and Albir in Nurhayuna (2013: 155) stated that translation techniques has five characteristics: (1). Translation techniques affect the translation outcome, (2). Techniques are classified by comparison to a text ST, (3). Techniques are micro level, (4). Technique are not inter-related but based on the specific context, (5). Techniques have functional characteristic.

Translation Quality

Johan in Akil (2011: 3) determined the quality of a translation by: (1) how accurate is it or is it grammatically corecr?; (2) how clear is it or is it semantically?; and (3) how natural is it or is it pragmatically accepted?. Barnewell in Rasyidie (2013: 75) names three most important qualities of a good translation: Accuracy, Clarity and Naturalness. The translation quality assessment that the researchers used in this research is promoted by Nababan (2012: 50-52). He recommends three paramenters of translation quality. They are accuracy aspect, acceptability aspect and readability aspect.

III. Research Methodology

The researchers used qualitative research design. There are two types of research data in this study: objective and affective data. in line to that, There are two techniques that the reserachers used to collect the data. The objective data is collected through content analysis with note taking, while affective data is collected through questionnaire. In addition to that, there are two ways to analyze data. The objective data is analyzed with interactive data analysis process based on Miles, Huberman and Saldana (2014:3). The description can be seen in the following figure:
While the affective data is analyzed with non-interactive data analysis.

The source of objective data are taken from each chapters which is choosen randomly from physics bilingual book. While, the affective data are from inter-raters of realibility, they consist of three raters of accuracy aspect, three raters of acceptability and three raters of readability. The accuracy raters are linguist and the expert of translation, raters of acceptability are physics teachers, and the raters of readability are the students who used the physics bilingual book. Each of these aspects have a different integrity on translation. The difference of integrity on translation because of the fundamental concept on translation. The integrity of translation quality is adobted from Nababan (2012: 52) as follow:

<table>
<thead>
<tr>
<th>Quality Aspect of Translation</th>
<th>Integrity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accuracy</td>
<td>3</td>
</tr>
<tr>
<td>Acceptability</td>
<td>2</td>
</tr>
<tr>
<td>Readability</td>
<td>1</td>
</tr>
</tbody>
</table>

Accuracy aspect of translation has a highest integrity of translation quality. The accuracy aspect of translation is appropriate with the basic concept of meaning transfer. Acceptability is categorized as the second position because of the related on target language relationship, target language norm, target language culture, target language setting and tradition. Readability is the lowest integrity because of generally readers do not have access to the source text.

IV. Finding and Discussion
Translation Shift

After doing the interactive analysis process on the all data about translation shift from bilingual physics book. The dominant shift is unit shift 67%, structure shift 14%, Intrasystem shift 11% and class shift 8%.
From the figure above indicate that the translator’s strategies to solve the non-equivalent by using unit shift. This shift played a dominant role on translation quality, whether, the quality of translation categorized high, medium and low.

**Unit Shift**
Unit shift can be occured from the low to the high level or vice versa. Such as, a morphem is translated into a word, a word is translated into phrase, phrase is translated into clause, a clause is translated into sentence and vice versa. Here is the example of unit shift from the physics bilingual book.

ST : ....yang berpindah.....
TT : ...transfer.....

There are 67% unit shift that the translator use in translating bilingual book. Unit shift is dominant shift that the translator use.

**Structural Shift**
Here is the example of structural shift found on physics bilingual book.

ST : ketika dipanaskan akan melengkung ke arah tembaga, karena tembaga memiliki koefisien muai lebih kecil dari pada aluminium.

TT : when they are heated, they will bend to the direction of copper, because the copper has expansion coeffisiend smaller than aluminium.

From the example above, the structure of ST is Adv + V + Adv + Con + S + V + O while in translating the structure of TT is changed become Adv + S + V + S + V + Adv + Con + S + V + O. This changes is depend on translator’s competence or certain linguistic style. Structure shift can be optional and obligation. The total percentage of this shift is 14%.

**Intra System-Shift**
Intra-system shifts, which occur when „SL and TL possess systems which approximately correspond formally as to their constitution, but when translation involves selection of a non-corresponding term in the TL system”. For instance, when the SL singular becomes a TL plural, Catford (1965:80). Here is the example of intra system-shift.

ST : Anak laki-laki....
TT : The son ....

**Class Shift**
Class shift occur when the translation equivalent of a source language (SL) item is member of a different class form the original item, Catford (1965:80). Here is the example of class shift from physics bilingual book. There are 8% class shift in the objective data.

ST : ... tidak berlaku secara internasional
TT : ....not valid internationally

**Translation method**
After doing content analysis about translation method, the researchers found that the dominant translation method is communicative translation : 48%, free translation: 26%, faithfull translation: 19% and adaptation: 7%. The description about the dominant translation method at physics bilingual book can be seen in the following figure.
Translator tend to use communicative translation method in translating physics bilingual book. Communicative translation method has a big role in translation quality. Indirectly, this method has an impact on translation quality.

**Translation quality**

Accuracy is the first score that the inter-raters have to rate. Researchers calculate the rate’s mean from three raters of accuracy. The mean of accuracy rate is 2.62. The second is acceptability rate. Three raters (physics teacher) gave 2.6 as a mean of acceptability. The last is readability which is rated by students. They gave 2.74 as the average of readability aspect. The description of translation quality can be seen in the following figure:

![Translation Quality](image)

From the table above we can see the average of translation quality is 2.63. The average describes that whole translated text is less of accurate, acceptable enough and moderate level of readability. These aspects of translation quality are affected by the dominant translation method (communicative translation) and shift (unit shift).
Discussion

The data which has been analyzed above only 35 percent of 100 percent from the physics bilingual book. The data are chosen randomly from each chapters. The discussion from the researchers is about the raters of acceptability and readability. They have a timid knowledge about target language (English). It means that, raters’ competence need to invesigate especially on non-native target language from the aspect of acceptability and readability. In this study, the researchers used three raters of acceptability and readability to get realable data.

V. Conclusion

The conclusion of this study can be seen in the following table:

Table 3

<table>
<thead>
<tr>
<th>Translation shift</th>
<th>Translation Method</th>
<th>Translation Quality</th>
</tr>
</thead>
<tbody>
<tr>
<td>SS</td>
<td>CS</td>
<td>US</td>
</tr>
<tr>
<td>14%</td>
<td>8%</td>
<td>67%</td>
</tr>
</tbody>
</table>

Total : 117 Total : 58 Total : 50

Note:

- SS : Structure shift
- CS : Class shift
- US : Unit Shift
- Is.S : Intra system-shift.
- FT : Free translation
- A : Adaptation
- CT : Communicative translation
- Fh.T : Faithfull Translation
- Acr: Accuracy
- Ac: Acceptability
- Rd : Readability

From the table above, it can be seen that the unit shift and communicative translation method are dominant in physics bilingual book. It means that both of them played a crucial role on translation quality. Based on translation quality, it is clear there are 62 percent of physics bilingual book is categorized accurate while the rest is less accurate. Translation acceptability is 60 percent categorized acceptable on taget norm and culture while the rest is less aceptable. 74 percent the bilingual book is easy to read or readability by the non-target language, while the rest is difficult to understand. The researchers conclude that dominant translation shift and method have a positive impact on translation quality at physics bilingual book.

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STUDENTS’ PROBLEMS IN TRANSLATING ENGLISH TEXT INTO
INDONESIAN TEXT

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Abstract
This research is focused on the students’ problems in translating English Text into Indonesian Text. This research is designed as a qualitative research. The data for this research was collected from 25 students of grade Ten at SMA Kampus FKIP UHN Pematang Siantar. The researcher found some problem on students translation, they are the students have problems in finding the equivalent words or sentence from English into indonesian language, they don’t understand the new vocabulary as well as the structure of sentences, because they don’t large vocabularies, the students do not have prior knowledge about vocabulary in there answer for the item reflected their basic knowledge about vocabulary is low, the students’ translation using a loan word or borrowing and translating using more general word in solving the translations of the word that they are not familiar with the student translate word for word directly without caring the function of word and the structure of a sentence, they don’t know the methods, techniques and strategies in translation because they do not see the context of the words that need to be translated.

Keywords: English, narrative, problem, translating, Indonesian

I. Introduction
Language is the ability to acquire and use complex systems of communication that uses arbitrary signals, such as voice sounds, gestures and/or written symbol. Siahaan (2008:1) stated that “Language is a tool of communication owned by human or unique human inheritance that plays the very important role in human’s life, such as in thinking, communicating ideas, and negotiating with the others.” The language also can show his identity, social status as well as characteristic of his own ethnic group.

Translation is one of the branches of the study of language which is very important to the communication process. The process happens when two or more individuals interact without knowing the same language they are using. Translation generally means converting a text of a source language into an accurate and understandable version of a target language without evading the suggestion of the original. Translation is also an activity of mediating meaning from a source language into a target language. Catford (1965: 20) stated that “Translation is the replacement of textual material in one language (SL) by equivalent textual material in other language (TL).” Nida and Taber (1982: 12) also explained “Translating consists in producing in the receptor language close natural equivalent of the source language message, first in terms of meaning and secondly in terms of style.” It is the process of transferring the equivalency of meaning, messages, style from one language into another language, from the source language into the target language, the closed equivalent of the source language message first in terms of meaning and secondly in terms of style and the equivalence must be natural.

Munday and Hatim (2004:3) stated that “Translation is a phenomenon that has a huge effect on everyday life or the act or instance of translating.” Translation as writing activity is not only a matter of converting words from the source language to the target language and it is not as simple job as people would probably think. There are many language aspects that we have to master when doing translation, not only English knowledge as the Source Language
(SL) as the Target Language (TL) but also cultures of both languages, they play important roles in translation. English and Indonesian are different root of culture so that many of cultural expressions differ from English and Indonesian. Besides, English grammar is more complex than Indonesian.

Narrative text is a story with complication or problematic events and it tries to find the resolution to solve the problem. According to Gerot and Wignell (1994:162), “Narrative text is a text which amuse, entertain and to deal with actual or vicarious experience in different ways; narrative deal with problematic events which lead to a crisis or turning point of some kind, which in turns find a resolution”. The difficulties in translating English into Indonesian is caused by lack of understanding the meaning of each sentence that they want to translate or they do not understand the way to translate. Beside the difficulties in English structure, vocabularies, pronunciation, etc, translation is a piece of writing, so it must be thought as a part of writing, translation is the ability of human being to express their selves through by a system of writing and arrangement of a set of words to form sentences.

In teaching practice experience the writer got the difficulties in teaching process, especially in teaching writing narrative text. That was happened because of some factors. The first factor was students had to be able to create their ideas to make a narrative text. It was not interesting enough for the students. Second, the students were lack vocabularies. They made the students were difficult in writing. The last problem was students could not make a good chronological order in writing narrative text because the teacher did not explain how to make a good translation in writing. The students had to express their idea on their mind into a good paragraph or passage. This task was not as easy as it seemed. Students were not only have to produce various sentences, but they also had to concern on three basic elements of paragraph structure: unity, clarity, and cohesive while constructing those sentences into a paragraph. They were some evidences why writing become the most complicated skill for the students. On the other hand, the specific problem faced by the students in writing narrative text is to create cohesive and systematic sentences when they wrote story. When we wrote a narrative text, we wrote about events in the order that they happened. In other words, we used time order to organize our sentences. Hence, we need a media to help students in creating their ideas, making their writing cohesive or systematic and making strip of events which is constructed in a chronological order.

Based on the explanation and problems above, the writer decides to use in teaching writing narrative text, and the writer interested to conduct a study entitled, “Students’ problems in Translating English Text into Indonesian Text at Grade Ten in SMA Kampus FKIP Nommensen Pematangsiantar”.

II. Literature Review

A. Nature of Translation

According to Munday and Hatim (2004:3) “Translation is a phenomenon that has a huge effect on everyday life. This can range from the translation of a key international treaty to the following multilingual poster that welcomes customers to a small restaurant near to the home of one of the authors”.

According to Catford (1965:20) stated that “Translation is the replacement of textual material in one language (SL) by equivalent textual material in another Language (TL).” Newmark (1988:5) stated that “Translation is rendering the meaning of a text into another language in the way author intended the text.” Nida and Taber (1982:12) stated that “The theory and practice of translation-translation consist of reproducing in the receptor language the closet natural equivalent of the source language message, first in term of meaning, secondly in term of style”. Nugroho (2007:66) defined that “Translation is an effort of
finding equivalent meaning of a text into the second language”. There are some considerations which follow this process, which mainly related to the accuracy, clarity and naturalness of the meaning, ideas, or messages of the translation. It means that it is an important thing to consider whether the readers of the target text accept equivalent information as the readers of the source text do. These considerations are clarified in some definition of translation stated by some experts

B. The Process of Translation

“In old concept the process of translation is a linear and now we often say equivalent with literal translation”.

Text
Source Language  Target Language
(SL)  (TL)

It means that the text in source language is translated into target language without seeing the context and the culture of SL and TL

Example:

[6] I have got certain amount of money that I have been advised to invest. I have told about bonds and shares but I really do not know anything about banking and I would like to ask you all about it. (SL).

Saya memiliki jumlah uang banyak, saya disarankan untuk penanaman modal saya telah diberitahu mengenai tanggungan dan saham tapi saya sungguh tidak tahu mengenai perbankan (TL).

For this example:

[7] I have got certain amount of many that suggested investing independent and stocks but I really do not know about banking.

According to Newmark (1988:25) this process can be said as contextual translation and cross-culture translation there are four process of translation. They are:

1. The Textual level
   The basic translation is of the text and the text (source language) and secondary the text (target language), how the text refers to the story, particular meaning in the text so to translate in comparison. We transpose the source language equivalent into target language this level of the literal translation of the source language into target language.

C. Translation Problems

Based on the Patrizia and Tabossi (1994) there are three problems in translating, they are: lexical ambiguity, structural ambiguity and lack of vocabulary.

a) Lexical Ambiguity
   The lexical ambiguity of a word or phrases consists in its having more than one meaning in the language to which the word belongs. “Meaning” hereby refers to whatever should be captured by a good dictionary.

b) Structural Ambiguity
   The structural ambiguity arises when a complex phrases or sentences can be parsed in more than one way. Structural ambiguity occurs when a sequence of words can be structured in
alternative ways that consistent with the syntax of the language for instance: he ate the potatoes on the coach (as opposed to those that were on the table) could mean that he was sitting on the couch when he ate potatoes.

c ) The Lack of Vocabulary
Translation as a foreign language is not only using grammar well but also having a sufficient number of vocabularies. Grammatically ordered words, ideas and thought can be uttered purposively to others and what others convey can be correctly understood. Wilkin (1972:111) said that “the fact is that while without grammar very little can convey. With out vocabulary nothing can be conveyed in learning a foreign language the active vocabulary is about three thousands to five thousands or more words.” while the passive is between 1000 and 5000 or more words.

D. Different Techniques and Tools of Translation
There are many techniques and tools in translation, some techniques and tools of translation are elaborated as the following:
1. Literal translation-Translation is meant word translation. This type of translation can be done by machine translation; it is mostly incorrect while it can give a clue on the overall meaning.

2. For information Translation
This type of translation this is completely accurate translation, it is a cheap solution, which fits perfectly the standard of internal communications for many translators, and this is the default translation level if nothing else is specified.

3. For Publication Translation.
High quality translation is expected with accurate and written requested language level, excellent spelling and grammar

4. Technical Translation
The style is function of the end reader, as a rule always figures out who is going to read the text and adapt according the vocabulary. A technical translation should always start with an evaluation of the user and his average understanding on the subject so translation is the key because the people who read it need to be able to use the materials.

5. Software Localization
This one of the most specialized technical translation. Beyond technical accuracy, one must take ownership and responsibility for the success of the software in the Target Language.

6. Literary Translation
This type of translation not only the concept but also excitement, vision, style and emotion, people work for pleasure mostly. This type of translations style and fluidity are more important than accuracy.

7. Marketing Translation
This type of translation is closed relatively to the literal translation and a distant cousin to technical translations. Getting across to the impact of the original text is a key quality.
E. Culture in Translation

Hermans (1985:112) stated that “The realization that translations are never produced in a vacuum, regardless of time and culture, and the desire to explain the time- and culture-bound criteria which are at play, resulted in a shift during the early eighties towards a descriptive approach to translation criticism”. The descriptive translation theorist starts with a practical examination of a corpus of texts and then seeks to determine those norms and constraints operating on these texts in a specific culture and at a specific moment in history. In other words, the theorists attempt to account not only for textual strategies in the translated text, but also for the way in which the translation functions in the target cultural and literary system.

Culture is often used as defense against what appears in fact to be in adequate translation, source of non-native error include lack of knowledge, poor structure understanding and competence, and lack of knowledge of idiom, this takes up idea of specific culturally oriented terms in Indonesia, which notoriously difficult to translate and approach to this namely; specifically with semantic and pragmatic analysis.

In the case of Indonesia the influx of English terms and expression is obvious and unstoppable but the influence of Indonesian on English is marginal, seen from this point of view, the problem of linguistically handling culture largely relates to Indonesia English translation, Indonesian culture will not likely to alter English and the problem of effective translation will remain. Translation of English into Indonesia has typically resulted in significant alteration of Indonesian terminology usually the transmission of the concepts is outside the aim of translation, with translation into English of Indonesian the reason for choice of particular text and concept is often precisely. Translation can thus become hopeful projection of Indonesian cultural terms onto international style. The glorification of culture is important such as, color is important in language and its roles include language, the classification of color does not entirely accord with the approach because the Indonesian approach to color very fundamentally is often refer to the color of something such as, coklat “chocolate” or “Merah Jambu” the read of Jambu fruit pink, “grey” is express“Kelabu” or “abu-abu” that is the terms of ash. This tied the reference to objects that passes color may need to return the link to the object rather than as an equivalent color such as “pink” or “grey”.

Newmark (1988:11:9) defined “Culture as the way of life and its manifestations that are peculiar to a community that uses a particular language as its means of expression.” Thus acknowledging that each language group has its own culturally specific features. He also introduced“cultural Word” which the readership is unlikely to understand and the translation strategies for this kind of concept depend on the particular text-type, requirements of readership and client importance of the cultural word in text. He also categorized the cultural words as follows:

3. Social culture: work and leisure.
4. Organization: custom, activities, procedures, concept: Political and administrative, religious, artistic.

III. Research Methodology
A. Design of Research

In this research, the writer uses a narrative qualitative. According to Bogdan and Biklen (1982:127), “Qualitative research is a research procedure that makes narrative data in written and spoken text from other people”. The purpose of this research is to analyze any kind of errors made by the students in writing narrative text. In order to clarify this research
design, there are four terms that will be explained in this section. They are population, sample, instrument of the research and technique of collecting and analyzing the data.

B. Research Subject

The subject of the research is the students in SMA Kampus FKIP Nommensen Pematangsiantar at grade X. The writer will choose one class consist of 25 students as the subject of research.

C. Research Object

The Object of the research is the students’ translating text that are obtained from grade X consisting of 25 students.

D. The Technique of Collecting Data

In collecting the data the writer uses some steps:

1. Giving instruction about what they have to do.
2. Giving narrative text for the students.
3. Asking the students to translate narrative text from English into Indonesian.

E. Technique of Analysing Data

Bogdan and Biklen (1982:127) stated that technique of data analysis is the effort that is done by working with data, organizing of data, choosing the data that can be identified the important data and what is studied and determine what will be described. The purpose of the research is describing the problem of students in writing narrative text.

The data is taken from the students’ task that will be used to answer the research problem. The data will be analyzed by these following procedures:

1. Identification the problems

The first step in the process of analysis is identification of the problems. The writer identifies the students’ in writing text by their own words. Then, the writer identifies any kind of problems made by Grade X of students of SMA Kampus FKIP Nommensen Pematangsiantar in writing text.

In this step, the writer studies the acquired data and tries to find out the translating problems by underlying the problem. The writer analyses the data as objective as possible. By this assignment, the writer knows what kind of problems are made by the students in writing narrative text.

2. Classifying of the Problems

The next step is classifying the problem. The researcher classifies the problem that the students made in writing narrative text based on these categories, namely structure of lexical ambiguity, lack vocabularies, and structural ambiguity.

3. Quantifying the Problems

After the students’ problems is classifying and dividing into two kinds of problems, this research presents the general problems which is made by ten grade students of SMA Kampus FKIP Nommensen Pematangsiantar in writing narrative text. To know the answer, the writer uses the percentage formula as follows:

\[ P = \frac{n}{N} \times 100 \]

When: \( n = \) number of problems \( N = \) total number of problems
\( P = \) conduct of problem

Sudjana (2005:205)
IV. Finding and Discussion

A. Research Finding

To know how many problems that student made, the researcher made graphic as a simple way to know the most dominant 3 problems in translation, as following figures:

![Figure 1. Percentages of Translation Problems](image)

From the graphic above, it showed that students grade X SMA Kampus FKIP Nommensen Pematangsiantar still had difficulties in translation English into Indonesia. The students problems are three types, they are; the lexical Ambiguity are 167, structural ambiguity are 87, and the lack of vocabulary are 117. From the table and diagram above, the researcher found that the highest problem was the lexical ambiguity.

Based on the types of problems in translation English into Indonesia made by 25 students in narrative text, the lexical ambiguity were 167 (45%), structural ambiguity were 87 (23%) and the lack of vocabulary were 117 (32%). From the calculation of the data, problem of The lexical Ambiguity is the most dominant problem made by students SMA Kampus FKIP Nommensen Pematangsiantar.

After analyzed the data from the student in translation English into Indonesia, especially in narrative text, the researcher found some research problems that will be discussed, they are problem of the lexical ambiguity, structural ambiguity and the lack of vocabulary. So, the researcher give conclusion, they are:

1) The students have problems in finding the equivalent words or sentence from english into indonesian language.
2) They don’t understand the new vocabulary as well as the structure of sentences, because they don’t larg vocabularies.
3) The students do not have prior knowledge about vocabulary in there answer for the item reflected their basic knowlegde about vocabulary is low.
4) The students’ translation using a loan word or borrowing and Translation using more general word in solving the translations of the word that they are not familiar with.
5) The student translate word for word directly without caring the function of word and the structure of a sentence.
6) They don’t know the methods, techniques and strategies in translation because they
do not see the context of the words that need to be translated.

B. Discussion
The learners may use any strategies or methods in the process of Translation text to get
the appropriate result of the target language. strategy or method that the students used in
Translation text may influence the students’ ability in Translating english text into
indonesian. When the students use word for word method in Translation english text into
indonesian, the translation will be inappropriately. It is because word for word translation
method is the method that used by Translation the sentence word by word. Therefore, the
translation will be inappropriate grammatically. However, it doesn’t mean that word for word
translation is wrong method. Usually, the beginner uses this method.
After checking the students translations’, the writer found some students used free translation
while some other students still use word for word translation. However, when using free
translation, the students sometimes missing the accurate meaning. They choose inappropriate
word meaning, so the meaning of the sentence a little bit deviate from the real meaning. So, in
this case, the students’ ability in Translation English text into Indonesia was most influenced
by vocabulary mastery factors.

V. Conclusions and Suggestions

A. Conclusions
Based on the explanation in the previous chapter, the researcher concludes that there
are three types of problems in translation English into Indonesia made by 25 students in
narrative text. They are lexical ambiguity, structural ambiguity and the lack of
vocabulary.
The most dominant problem made by the first year student of SMA Kampus FKIP
Nommensen Pematangsiantar in a narrative text is the lexical ambiguity were 167 (45%),
structural ambiguity were 87 (23%) and the lack of vocabulary were 117 (32%) that The
lexical Ambiguity is the most dominant problem made by students SMA Kampus FKIP
Nommensen Pematangsiantar.
Based on the research findings above, the writer would like to make the conclusions of this
research as following:
1. The students have problems in Translation English text into Indonesian language.
2. The students have problem in finding the equivalent word or sentences from
   English into Indonesia language.
3. Their problems showed that they had a little number of vocabulary in English.
4. By means of word per word translation method, the students have problems in
   forming the sentence in rank-bound at word-form, in using indefinite article, and
   using vocabulary.
5. In translation English into Indonesia, the word that become the students’ problems
   are basically the word that are infrequent used in Indonesian.

B. Suggestions
Based on the conclusions above, the writer would like to give some suggestions related
to teaching translation, as following:
1. Teacher should teach the students word per word translation method and literal
   translation to prevent the students’ problems in Translation English into Indonesian
   text.
2. Teacher should teach students to master the terms of grammatical cohesion and lexical cohesion.
3. Teacher should also accustom students to translate any text by using literal translation to help the students improving their ability in Translation.
4. Students should always practice translation text of improving their ability in obtaining.

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