

ISSN Print : 2621 - 9077
ISSN Online : 2621 - 9085

Volume 2 Number 1, February 2019

SURAKARTA

English and Literature Journal

Publisher :

**Faculty of Language and Literature
University of Surakarta**

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Jurnal Bahasa Inggris dan Sastra Surakarta (SELJU) adalah jurnal peer-review yang diterbitkan oleh Fakultas Bahasa dan Sastra, Universitas Surakarta dua kali setahun pada bulan Agustus dan Februari. Tujuan SELJU adalah untuk menyediakan tempat bagi akademisi, peneliti, dan praktisi untuk menerbitkan artikel penelitian asli atau artikel ulasan. Ruang lingkup artikel yang diterbitkan dalam jurnal ini membahas berbagai topik seperti Linguistik, Terjemahan, Sastra, dan bagian lain yang terkait dengan masalah kontemporer dalam Bahasa Inggris

PENGANTAR REDAKSI

Assalamualaikum wr wb.

Alhamdulillahirabbil'alamin. Atas berkat rahmat Allah Yang Maha kuasa, *SELJU: Jurnal Bahasa Inggris dan Sastra Surakarta* edisi Volume 2 Nomor 1 ini akhirnya bisa terbit untuk versi daring (online) maupun versi cetak. Pada edisi kedua ini, kami sajikan lima artikel dengan komposisi satu artikel dari bidang linguistik, dua artikel mengenai ilmu bahasa Inggris dan dua artikel dari ilmu terjemahan, dengan perbandingan penulis sebanyak dua orang dari internal Universitas Surakarta dan tiga orang dari luar institusi.

Artikel di bidang linguistik yaitu *An Analysis Of Directives Speech Acts In Film Script Of Iron Man 2 (2010)* tulisan Arini Hidayah. Sementara, artikel dengan topik ilmu bahasa Inggris adalah *Case Study of The Teaching And Learning English For Junior High School Students* yang merupakan hasil penelitian dari Ike Anisa dan *Analysing Communication Strategies Of Youtube Video By Students Of English Department In Unimus* yang ditulis oleh Riana Eka Budiastuti dan Testiana Deni Wijayatiningsih. Kemudian artikel dari ilmu terjemahan berjudul *Checking Out Equivalence Within Indonesian – English Bilingual Texts* yang ditulis oleh Bayu Budiharjo dan *Translation Quality Of Indonesian-English Tourism Brochure In Solo* karya Nurul Intan Sari.

Penulis dari internal Universitas Surakarta yaitu Arini Hidayah dan Nurul Intan Sari. Sedangkan tiga penulis dari luar institusi yaitu Ike Anisa dari Universitas Widya Dharma, Bayu Budiharjo dari Universitas Sebelas Maret, serta Riana Eka Budiastuti dan Testiana Deni Wijayatiningsih dari Universitas Muhammadiyah Semarang.

Demikianlah, mudah-mudahan penerbitan jurnal edisi kedua ini memperkaya khasanah penelitian dan kajian dibidang ilmu Linguistik, Terjemahan, Sastra, dan bagian lain yang terkait dengan masalah kontemporer dalam Bahasa Inggris.

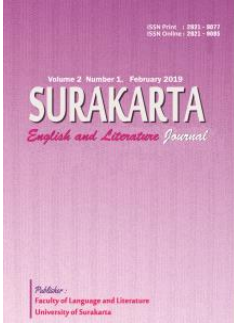
Wassalamualaikum wr wb.

Surakarta, Juni 2019

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SURAKARTA ENGLISH AND LITERATURE JOURNAL

Vol 2 No.1 FEBRUARY 2019

Publisher Language and Literature Faculty, University of Surakarta

ISSN Print: 2621-9077 ISSN Online: 2621-9085

An Analysis Of Directives Speech Acts In Film Script Of Iron Man 2 (2010)

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ABSTRACT

The objectives of this study are to find directives speech acts and to explain how directives speech acts which performed in the film *Iron Man 2*. This research belongs to qualitative research. This research uses purposive sampling techniques in order to analyze directives speech acts. This research instruments which used are Laptop, internet, and film *Iron Man 2*. In analysing data, the researcher conducted the analysis by describing the context of data, identifying each utterance's directive, and classifying directives category. There are 152 directives speech acts found in the film *Iron Man 2*. In details, 152 directive speech acts comprises 6 advising, 20 commanding, 26 ordering, 76 questioning and 24 requesting. It means that directives speech acts can unfold the characterization of characters in film.

Keywords: directives, speech acts, and film.

ABSTRAK

Tujuan penelitian ini adalah menemukan jenis tindak tutur direktif dan menjelaskan bagaimana tindak tutur direktif dilaksanakan dalam film *Iron Man 2*. Penelitian ini termasuk dalam penelitian kualitatif. Penelitian ini menggunakan tehnik *purposive sampling* agar dapat menganalisis tindak tutur direktif. Instrumen penelitian ini menggunakan laptop, internet, dan film *Iron Man 2*. Dalam menganalisis data, peneliti menganalisis dengan cara mendiskripsikan konteks data, mengidentifikasi setiap ujaran tindak tutur direktif, dan mengklasifikasi tindak tutur direktif. Ada 152 tindak tutur direktif yang ditemukan dalam film *Iron Man 2*. Secara detail 152 tindak tutur direktif terdiri dari 6 tindak tutur nasehat, 20 tindak tutur perintah, 26 tindak tutur pesan, 76 tindak tutur pertanyaan, dan 24 tindak tutur permintaan. Hal ini mengidentifikasi bahwa tindak tutur direktif dapat mengembangkan karakter pemain film.

Kata Kunci: direktif, tindak tutur, dan film *Iron Man 2*.

INTRODUCTION

The characterization in the film, other than revealed by the moving image of the non-verbal aspects, is also shaped by film dialogue, as explained earlier. The language used by a character in a dialogue can portray his or her attitude and therefore also unfolds his or her character (Desilla, 2012:30-53). In other words, the way a character speaks reflects his or her personality. In addition to this, more specifically, it is the speech acts in the dialogue that can depict the characterization of characters in films. All in all, through speech acts, the characterization of characters in a film can be unfolded (Kozloff; Phillip; Culpeper & McIntyre; Downes in Desilla, 2012:30-33).

The characters in a film that reveals his emotion and his personality through not only action but also, and more importantly, through dialogue is Tony Stark. More successful than the predecessor, *Iron Man 2* (2010) is one of phenomenal superhero movies that are produced by Marvel Studio. It is the sequel of *Iron Man* (2008) and also the predecessor of *Iron Man 3* that is out in 2013. It is originated from comic that is also produced by Marvel. It tells about the life of one of Marvel superheroes named Tony Stark and how he protects the world from the villains. He is a genius playboy who created robot armors which is later known as Iron Man. As any other superhero movies, *Iron Man 2*, other than telling about the fights between Iron Man (Tony Stark) and the villains, it also depicts a romance story of the main characters, Tony Stark and his ex-assistant Pepper Potts.

Based on www.imdb.com, one of reliable online source of movie reviews, *Iron Man 2* is said to be a good movie for various reasons. First, it presents a clear and untwisted story to the audience. This is important for superhero movies with PG13 age rating because some viewers are kids who might not enjoy too complicated story. Second, it contains good actions scene with minimum overshoot violence. All the violence scenes are made digital and mostly do not depict cruel hit with a lot of blood. Third, the portion of romance story of the main characters fits the expectation from a superhero movie. It is not too much. Finally, the film other than showing a good storyline also contains many humorous as well as entertaining conversations.

The theory of speech acts is partly taxonomic and partly explanatory. It must systematically classify types of speech acts and the ways in which they can succeed or fail. It must add together with the fact that the relationship between the words being used and the force of their utterance is often oblique. For example, the sentence 'This is a pig sty' might be used non literally to state that a certain room is messy and filthy and, further, to demand indirectly that it be straightened out and cleaned up. Even when this sentence is used literally and directly, say to describe a certain area of a barnyard, the content of its utterance is not fully determined by its linguistic meaning--in particular, the meaning of the word 'this' does not determine which area is being referred to. A major task for the theory of speech acts is to account for how speakers can succeed in what they do despite the various ways in which linguistics meaning underdetermines use (Bach: 2019).

Some linguists (Boori: 2019) have attempted to classify illocutionary acts into a number of categories or types. David Crystal, quoting J.R. Searle, gives five such categories: representatives, directives, commissives, expressives, and declarations.

There are various kinds of speech acts, yet the following, classified by [John Searle](#), have received particular attention: (1) representatives commit a speaker to the truth of an expressed proposition. Paradigm cases: asserting, stating, concluding, boasting, describing, suggesting, (2) commissives commit a speaker to some future action. Paradigm cases: promising, pledging, threatening, vowing, offering, (3) directives are used by a speaker who attempts to get the addressee to carry out an action. Paradigm cases: requesting, advising, commanding, challenging, inviting, daring, entreating, (4) declarations affect an immediate change of affairs. Paradigm cases: declaring, baptising, resigning, and firing from employment, hiring, arresting, and (5) expressive express some sort of psychological state. Paradigm cases: greeting, thanking, apologising, complaining, and congratulating (ELLO: 2019).

As stated earlier, each of them benefits only from speech act or pragmatics phenomenon in figuring out the construal of the characterization of the characters. For that matter, it is necessary to look at all speech acts exploited in the dialogue to get a better picture of the characterization. The limitation of this paper is directives analysis in the film *Iron Man 2* to be made in order to avoid broader and unfocused discussion. The objectives of this study are to find directives speech acts and to explain how directives speech acts which performed in the film *Iron Man 2*. The findings of the research are expected to enrich the comprehension and understanding of pragmatics, particularly about directive speech act and its classification. It is also expected to give an additional reference to other researchers in pragmatics who are interested in analyzing directive speech acts and its classification. This study is expected to be an insight and reference for those who are interested in doing research on the same topic. Practically, the research findings will be useful for: (1) English Department: this research is expected to give contribution to the study of linguistics, particularly pragmatics; (2) English Department students: this research can be used as a reference for English students who want to conduct research on literary works especially movies based on speech acts, particularly directive speech acts and the classification; and (3) the readers: the research hopefully gives more understanding to the readers about directive speech acts and the classification.

METHODOLOGY

Qualitative research is defined as a [market research method](#) that focuses on obtaining data through open-ended and conversational communication (Bhat: 2019). This research is qualitative research because focuses on obtaining data through open-ended and conversational communication from the script of the film *Iron Man 2*. Santosa (2012:42) states that data is object of research or the reality that is made the focus of research. Data of this research were taken from dialogue in the film *Iron Man 2*.

Qualitative data collection allows collecting data that is non-numeric and helps us to explore how decisions are made and provide us with detailed insight. For reaching such conclusions the data that is collected should be holistic, rich and nuanced and findings to emerge through careful analysis (Bhat: 2019). In this research, the researcher are taking notes, which are also known as field notes, they are helpful in maintaining comments, environmental

contexts, nonverbal cues etc. These filed notes are helpful and can be compared while transcribing audio recorded data. Qualitative data analysis is such as notes, videos, audio recordings images, and text documents. One of the most used methods for qualitative data analysis is text analysis. There are images also that are used in this research study and the researchers analyze the context in which the images are used and draw inferences from them.

Purposive sampling technique (also known as judgment, selective or subjective sampling) is a sampling technique in which researcher relies on his or her own judgment when choosing members of population to participate in the study. Purposive sampling is a [non-probability](#) sampling method and it occurs when “elements selected for the sample are chosen by the judgment of the researcher. Researchers often believe that they can obtain a representative sample by using a sound judgment, which will result in saving time and money” (Black: 2010). This research uses purposive technique because researcher only focus on directives speech acts in the film Iron Man 2. In the last decade, text analysis through what is shared on social media platform has gained supreme popularity (Bhat: 2019). In this research, the researcher employs a purposive sampling technique. Selection of the sample is directed to the data that have important relation with the problem being observed in the purposive sampling. Therefore, the researcher uses the data by selecting them so that this kind of sampling will ease in analysing the data related to the field study. The data used in this research are the selected-data containing directives speech acts employed the characters in the Iron Man 2.

Sutopo explains that in a qualitative research the main instrument is the researcher himself (2010: 35). The researcher collects the data, analyzes the data and presents the result of the analysis. The researcher is supported by some instruments that are helpful in collecting data. The instruments of the research include the devices used to support the research. This research instruments which used are Laptop, internet, and film Iron Man 2. The analysing data the researcher conducted the analysis by describing the context of data, identifying each utterance’s directive, and classifying directives category.

FINDING AND DISCUSSION

The tables of the categorization of the type of directives speech acts found in the movie script of film Iron Man 2 (2010) are shown below:

Table 1: Types of Directives Speech Acts

| Type of Speech Acts | Speech Act Paradigm | Number |
|---------------------|---------------------|--------|
| Directives (152) | Questioning | 76 |
| | Ordering | 26 |
| | Requesting | 24 |
| | Commanding | 20 |
| | Advising | 6 |

Researcher finds there are 5 directives speech acts types. There are 152 directives speech acts found in the film *iron man 2*. in details, 152 directive speech acts comprising of 6 advising paradigm speech acts, 20 commanding paradigm speech acts, 26 ordering paradigm speech acts, 76 questioning paradigm speech acts and 24 requesting paradigm speech acts. It means that directives speech acts can unfold the characterization of characters in film. Analyzing of directives speech acts types are as follows:

1. Advising

There are five speech acts under this paradigm. They are classified as advising because Stark intends to offer suggestions about a course of action to be taken by his partner of speaking in them. Two speech acts are chosen to be discussed in this section to represent the explanation of the idea of their categorization based on the context of the conversation in the film.

First, in datum number 4, when Ivan Vanko do a mistakes than Stark say “I suggest you apologize”, Stark’s intention is very clear. He offers a course of action as a solution to do by his partner of speaking in the scene, who is Ivan Vanko, his enemy. His utterance is sincere and there is no further implication behind it so the speech act is a direct speech act in this case. Stark’s intention in offering suggestion about a course of action someone should take in the speech act makes this speech act categorized as advising paradigm.

Next, like in datum number 4, datum number 5 (“You should get lost”), is also a form of Stark’s expression in offering a solution for a course of action to be taken by his partner of conversation. The partner of speaking in this context is the same with that of data number 4. He is Ivan Vanko. Stark suggest Ivan to get lost rather than force his ways to avenge his father. As in datum number 4, datum number 5 is also an advising paradigm because it contains Stark’s intention of offering a solution.

The two data discussed above and also the rest of the data in this paradigm are also Directive in nature because the speaker tends to get the addressee do something. In this case, it is advising. They are also direct speech acts because the illocution meaning is exactly the locution meaning of the speech act.

2. Commanding

There are twenty speech acts under this paradigm. They fall into this category because they are the manifestation of Stark’s authoritative order. What makes this different from the ordering paradigm is that in this paradigm, the authoritative order comes from someone whose position is officially above the addressee. Two instances of all data are discussed to represent all data in the categorization based on the context around the scene in the film.

First, datum number 1, “Check palladium levels!”, is Stark’s command to Jarvis, his machine system powering all Iron Man suits and devices technology. Stark intends to give an authoritative order to Jarvis to check the palladium level in his body that is killing him. This chain of transmit of authoritative order is from a boss to his assistant. Therefore, it is classified as commanding paradigm.

Next, in datum number 7, “Highlight the unisphere!”, Stark’s intention is also similar with that in datum number 1. He means to give an authoritative order to Jarvis to simplify the landscape of map area of the Stark Industry that turns out to be a riddle to be solved in order to invent a new element for his source of power left by his father. Therefore, it is also classified as a commanding paradigm.

The two discussed speech acts and the rest of the data under commanding paradigm have the same way of deciphering the intention and the way of categorization. Besides, they all are Directives in nature because the speaker tends to get the addressee do something. In this case, it is advising. They are also direct speech acts because the illocution meaning is exactly the locution meaning of the speech act.

3. Ordering

There are 26 speech acts categorized as ordering. They are grouped into this paradigm because, like in commanding, they are the manifestation of Stark’s authoritative instruction. In ordering, the authoritative instruction is not necessarily an official order giving by someone of a higher position. Two instances of the data are discussed in this section to give a picture of the categorization based on the context of the conversation in the film.

First, datum number 7, “Do not inflate your nostrils”, is Stark’s instruction of prohibition towards her girlfriend who was having a cold. Stark feels irritated and annoyed by the sound of her girlfriend inflating her nostrils and therefore he instructed her not to do that. The instruction is not an official order here. Thus, this speech act is identified as ordering.

In datum number 12, “Give me the case!”, Stark’s intention is similar to the datum number 7. He is at the time in a critical moment for being suddenly ambushed by Ivan Vanko during his F1 race. Her girlfriend and her assistant are rushing to help him but then they are gotten into the fight as well. While being pushed, Stark yells to her girl friend ordering her to give him the case containing his Iron Man suit. It is ordering because it is an authoritative instruction that is not officially given by someone of a higher position in an official matter.

4. Questioning

There are 76 speech acts in this paradigm category. They are grouped into this category because Stark’s intention in saying them is to ask question to the partner of speaking. Two instances of the data are taken to be discussed in this section to represent the idea of the categorization based on the context of the conversation in the film.

First, in datum number 4, “Where are you from?”, Stark means to ask where the girl delivering the court order to him is from. He is interested in pretty girls and the girl is quite beautiful. That is why he wants to know where she is from. Next, in data number 39, “What do you want from me?”, Stark’s intention is to ask Ivan Vanko of what he wants from him until he attacks him in such a brutal and vengeful way. Both datum number 4 and number 39 and also the rest of the data in this category adopt the same intention that is to ask question the partner of speaking. Therefore they are identified as questioning. They are also Directive in nature because

they get the addressee to do something for the speaker. Their illocution meaning is the same with their locution meaning, which makes them direct speech acts.

5. Requesting

There are 23 speech acts of requesting. They are identified into this paradigm because Stark's intention in them is to ask his partner of speaking politely or formally to do something for him. Two instances are discussed in this section as samples of categorization based on the context of the conversation in the film.

First, datum number 3, "Can I see a badge?", is Stark's request to the lady delivering the court order to him. He is doubtful of who she is and therefore he utters the speech act with the intention of asking her politely of her identity. In datum number 7, "Pepper, I need you to run the company", Stark sincerely asks her girlfriend politely and formally at the time to replace his position as CEO in his company. Both datum number 3 and number 7 and also the rest of the data in this category are the realization of Stark's intention of asking his partner of speaking to do something for him politely and formally. Therefore they are all categorized as requesting. Requesting is Directive in nature too because it gets the addressee to do something for the speaker. All of the speech acts in this category are also direct speech acts because their illocution is exactly the same with the locution.

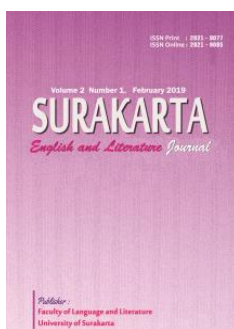
CONCLUSION

There are 152 directives speech acts found in the film *iron man 2*. in details, 152 directive speech acts comprising of 6 advising paradigm speech acts, 20 commanding paradigm speech acts, 26 ordering paradigm speech acts, 76 questioning paradigm speech acts and 24 requesting paradigm speech acts. It means that directives speech acts can unfold the characterization of characters in film. They are used to give leads to the viewers of what is happening and what is going to happen in the next scene or the next plot of the story line of the film.

Based on the analysis of directive speech acts, the researcher proposed some suggestions for the reader as follows: (1) For the students, particularly the English Department students who interested in conducting research related to pragmatics, such as speech acts study. They are expected to explore directive speech acts classification in accordance with various ideas of other experts. Besides, it expected to them to analyzed directive speech acts in other media such as movie, novel, short story or folk. Moreover, they are also expected to employ other subjects such as lecturer, university students, senior high school teacher and so on. (2) For other researchers, it is expected to conduct future research related to the topic with various analyses. It is also expected that the other researchers can take this research as a reference for conducting similar research and broaden the theory applied in this research.

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CASE STUDY OF THE TEACHING AND LEARNING ENGLISH FOR JUNIOR HIGH SCHOOL STUDENTS

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ABSTRACT

This study has an aim to describe the teaching learning process by the teacher and the students in junior high school. The researcher wants to describe about the teaching learning process and the factors dealing with the problems on how the process of teaching and learning English for the junior high school students. The researcher chooses the class eight of junior high school students in SMP AL-Islam Kartasura as the source. The other source is taken from the teachers of SMP Al-Islam Kartasura. The data are collected then analyzed by descriptive qualitative method. From the result, it can be concluded that the teaching learning process on the class eight students of the junior high school of SMP Al-Islam Kartasura is as follows; preparation, teaching learning process, material, media, teacher role, students role, obstacles and the solutions.

Keywords: case study, teaching learning process

ABSTRAK

Penelitian ini bertujuan untuk mendeskripsikan proses belajar mengajar oleh guru dan siswa di Sekolah Menengah Pertama. Peneliti bermaksud untuk mendeskripsikan tentang proses belajarmengajar dan faktor-faktor apa saja yang mempengaruhi di dalam proses belajar mengajar bahasa Inggris bagi siswa Sekolah Menengah Pertama. Peneliti memilih kelas delapan SMP Al-Islam Kartasura sebagai sumber penelitian. Sumber yang lainnya diambil dari guru-guru SMP Al-Islam Kartasura. Data dikumpulkan dan kemudian dianalisis menggunakan metode deskriptif kualitatif. Dari hasil penelitian, dapat disimpulkan bahwa proses belajar mengajar di kelas delapan SMP Al-Islam Kartasura adalah sebagai berikut; persiapan, proses belajar mengajar, materi, media, peran guru, peransiswa, hambatan-hambatan dan solusinya.

Kata Kunci: Studi kasus, proses belajar mengajar

INTRODUCTION

Language has an important role in the social and emotional development to the students, and also as a basis for success in learning everything. Learning language has aims to help people know themselves, their culture, and also understand the other culture. Furthermore, language helps people to express their ideas and their feelings.

Language is a tool to communicate in spoken and written, also to understand and to convey the information in many things and many ways. In Indonesia, we use the Indonesian language, but English as a foreign language also has an important role in global communication. Therefore, English introduced to the students when they are in the early school such as kindergarten until university.

Otherwise, the government has stated that English is one of the lessons that must be learned by students, especially in junior high school. Here, the students are hoping to happy and interested in learning English deeply. Learning English will help the students in developing their mind, ideas, and creativity of their own.

In learning English, it cannot deny that there is a lot of problem faced by the students. It is really difficult for the students to understand the meaning, and to express their ideas in English. It needs strong basis in learning English, so that is why English is given to the students since they are in junior high school.

There are some problems faced by the students in learning English; lack of motivation, less facilities, lack of vocabulary, afraid and shy to speak English. Those factors made the students difficult to learn and master English well. Besides that, the factors affect the students' on their score.

Based on the reasons, the researcher interested in analyzing the problem which contributes to teaching and learning English in junior high school students. Here, the researcher also analyzed the process of teaching and learning English in junior high school students and also find the solutions for the best result in teaching and learning English.

The Meaning of Teaching and Learning

According to Brown (2012: 7), teaching is guiding or facilitating learning, enabling the learner to learn, setting the condition for learning. While, learning is acquiring or getting of knowledge a subject or a skill by study, experience or instruction. So, the students can increase their skill in teaching and learning process.

According to Hornby (2013: 886), teaching is causing someone to know or be able to do something, giving someone knowledge and skill, giving lesson at school, etc. While, learning is gaining knowledge or skill by studying, practicing or being taught. Hence, the students can improve their creativity in teaching and learning process.

Learning is acquiring or getting of knowledge of a subject or a skill by study, experience, or instruction. More specialized definition learning is a relatively permanent change in a behavioral tendency and is the result of reinforced practice (Kimble & Garmey in Brown (2012: 7). Moreover, teaching is showing or helping someone to learn how to do something, providing with knowledge, causing to know or understand.

The definition of learning, domains or research and inquire: (1) Learning is acquisition, In the study the learner must practice more to get the knowledge. In addition, by learning, the students can be more fluent in doing something; (2) Learning is retention of information or skill. In learning, the students keep and continue to have or hold the information. By learning students get more information and skill. Besides, the information or skill that having is not decreasing but increasing. In learning, the students must have positive thinking to keep their knowledge or skill; (3) Retention implies storage systems, memory, and cognitive organization. The learners who want to learn more must get positive things, including in the social life. To keep the information or skill, the learners must learn; (4) Learning involves

active, conscious focus on and acting upon events or outside the organism. In learning, the learner must be active not passive. To face the knowledge or information the learners implements their skills to focus on; (5) Learning is relatively permanent but subject to forgetting. Usually, if somebody ever gets some material knowledge than some day in future the learners will be remembering; (6) Learning involves some form of practice, perhaps reinforce practice. The learner gets knowledge not only in the school but also in the social live, although the learners get much knowledge from the outside of school the learners get from practice and experience their life; (7) Learning is a change in behavior. Knowledge can make the learners different in thinking and their act in daily life. The learners can change his behavior by learning, through the knowledge they learn.

Which concept can also give way to a number of subfields within the discipline of psychology: acquisition processes, perception, memory, system, recall, conscious and subconscious learning styles and strategies, theories of forgetting, reinforcement, the role of practice. Very quickly the concepts of learning become every bit as complex as the concept of language.

Based on explanation above, the writer concludes that teaching and learning is where the teachers guiding or facilitating learning, enabling the learner to learn, setting the condition for learning to gain knowledge or skill by studying, practicing or being taught.

The Structure of Language Lesson

Lessons are events which are take place in a particular setting (e.g., a school or classroom), they normally involve two kinds of participants (the teacher and students), and they normally consist of recognizable kinds of activities (e.g., the teacher lecturing in front of the class, the teacher posing questions and calling on students to answer them).

The research on teaching in mainstream classes has found that when teachers structure their lesson effectively, they: (1) begin a lesson with a short review of pervious, prerequisite learning; (2) begin a lesson with a short statement of goals; (3) present new material in small steps, with student practice after each step; (4) give clear and detailed instructions and explanations; (5) provide a high level of practice for all students; (6) ask a large number of questions, check for students' understanding, and obtain responses from all students; (7) guide students during initial practice; (8) provide systematic feedback and corrections; (9) provide explicit instruction and practice for seatwork exercises and, where necessary, monitor students during seatwork (Richards and Lockhart, 2011: 113-124).

While the four dimensions of structuring (how lessons are organized into sequences and how the momentum of a lesson is achieved) are:

Opening

The opening of a lesson consists of the procedures the teacher uses to focus the students' attention on the learning aims of lesson. Research on teaching suggests that the opening, or "entry", of a lesson generally occupies the first five minutes and can have an important influence on how much students learn from a lesson (Kindsvatter, Wilen in Richards and Lockhart (2011: 114).

Lesson beginning can serve a variety of purposes. For example, specific lessons opening can be used to (a) helps learners to relate the content of the new lesson to that of the last or previous lessons (cognitive contribution); (b) assess relevant knowledge (cognitive

contribution); (c) establish an appropriate “set” in learners: i.e., prepare them for what is to follow (cognitive and affective contribution); (d) allow ‘tuning-in’ time- which may be especially important in situations where learners have come directly from a radically different environment (pragmatic contribution); and (e) reduce the disruption caused by late-arriving students (pragmatic contribution).

According to Richards and Lockhart (2011: 115) there are the way of opening lesson, as follow: (1) describe the goal of a lesson; (2) state the information or skill the student will learn; (3) describe the relationship between the lesson and the real world need; (4) describe what the student are expected to do in the lesson; (5) describe the relationship between the lesson and the forth coming test; (6) begin an activity without any explanation; (7) point out link between the lesson and the previous lesson; (8) do something in order to capture the students’ interest and motivation; (9) review learning from a previous lesson; and (10) the previous lesson.

Sequencing

Richards and Lockhart (2011: 118) state that sequencing is analyzing the overall goal of lesson and the content to be taught ad then plan a sequence of activities to attain those goal. In second of foreign language teaching, a number of principles have emerged for determining the internal structure of lessons. These principles are based on different views of the skills and processes underlying of different aspects of second language learning and how learning can be accomplished most effectively.

Pacing

Pacing is the extent to which a lesson maintains its momentum and communicates a sense of development. Strategies recommended to help achieve suitable pacing in lessons include (a) avoiding needless or over lengthy explanations and instruction, and letting students get on with the job of learning; (b) using a variety of activities in a lesson, rather than spending the whole lesson on one activity; (c) avoiding predictable and repetitive activities, where possible; (d) selecting activities of an appropriate level of difficulty; (e) setting a goal and time limit fir activities; (f) monitoring students’ performance on activities to ensure that students have had sufficient but not too much time (Richards and Lockhart, 2011, : 122).

Closure

Closure refers to those concluding parts of lesson which serve to (a) reinforce what has been learned in a lesson; (b) integrate and review the content of a lesson (c) prepare the students for further learning.

Strategies which teachers use to achieve closure include (a) summarizing what has been covered in the lesson; (b) reviewing key points of the lesson; (c) relating the lesson to the course or lesson goals; (d) pointing out links between the lesson and previous lessons; (e) showing how the lesson relates to students’ real-world needs; (f) making links to a forthcoming lesson; (g) praising students for what they have accomplished during the lesson (Richards and Lockhart, 2011: 124).

RESEARH METHOD

In this study, the researcher held the case study. Case study means a research study for investigating a phenomenon. Here the phenomenon is the process of teaching and learning English in the eighth year students of SMP Al-Islam Kartasura. In this case, the researcher will analyze the teaching and learning English in the eighth year students of SMP Al-Islam Kartasura. So, the researcher can know the problems in teaching and learning English and gives some contributions on teaching and learning English in the eighth year students of SMP Al-Islam Kartasura. So, this chapter will discuss about the general meaning of research method, the strategy of the research, the data and the source of data, the technique of collecting the data, the technique of analyzing the data and procedure of analyzing the data. The further explanation is as follow.

The Meaning of Research Method

According to Sugiyono (2012: 2) research method is scientific method to get data with a certain purpose and certain use. Based on the statement above, the meaning of research method is a scientific method to get the data with a certain purpose done by the researcher. Hornby (2013: 734) states that method is a way of doing something, so research method is a way finding, developing and testing the truth of knowledge that is done by using scientific method. Based the definition above, the meaning of research method is a strategy that is used in a research or way of doing research and the science method is called *Methodology* that is a set of methods used for the study action in particular subject, such as in science or education.

This study includes in a case study. Case study is a recount qualitative research, since it does not test the hypothesis, but it observes the situation to find out the phenomenon. In this study the writer observes the process of teaching and learning reading of the eighth year students of SMP Al-Islam Kartasura.

The Strategy of the Research

The strategy of the research that is used in this research is qualitative analysis research. In qualitative research, where qualitative data have been collected by procedures such as unstructured, observation, open interviews, examining records, diaries and other documents, the data are usually in the forms of words in oral or written modes. The types of all qualitative analysis are that at different stages of the analysis the researchers identify, delimit and sort the relevant segments of the text according to an organizing scheme

Based on this opinion the writer collects, identifies and delimits the data about teaching and learning reading of the eighth year students of SMP Al-Islam Kartasura.

Data and Source of Data

According to Hornby (2013: 291) the data is information fact: things *certainly (and form which conclusion may be drawn)*. In this study, the data are the activities of the process of teaching and learning English, the atmosphere of teaching and learning English, and the teacher's technique to teach English of the eighth year students of SMP Al-Islam Kartasura.

Source of data is the subject where the data can be taken. In this research, the sources of data are:

Event

In this study the researcher will observe the process of teaching and learning English in Junior High School. The events are all activities related to the process of teaching and learning reading of the eighth year students of SMP Al-Islam Kartasura.

From this event, the researcher will get some information about the media in teaching and learning, the classroom activities in teaching and learning, assessment in teaching and learning, the material in teaching and learning reading, and the obstacles in teaching and learning reading.

Informants

The informants are an English teacher in SMP Al-Islam Kartasura. From the informant, the researcher can take some information as follows: The English teacher is the main component of the process of teaching and learning English especially teaching reading. From the English teacher, the obstacles in teaching and learning reading teacher, the researcher can take some data about the preparation of the teacher before he teaches in the class, the material, media, classroom activities and assessment of teaching and learning reading and the effort and the reasons to overcome the obstacles. The English teacher will be an informant in this study is Mrs. Sri Handayani, S.Pd.

The Document

The documents here are lesson plan, syllabus, curriculum, the list of the students' value and all document related to English material for the eighth year students of SMP Al-Islam Kartasura. Curriculum is needed to know about the material should be taught in Junior High School.

The Technique of Collecting the Data

The techniques used in this study are observation, interview and documentation about teaching and learning English of the eighth year students of SMP Al-Islam Kartasura .

Observation

Observation is used to get data from the source of the data like activity, place or location, thing and picture. Observation can be done directly or indirectly. In this research, the researcher will observe the process of teaching and learning English on the eighth year student of SMP Al-Islam Kartasura.

Interview

There are three kinds of interviews, those are unguided interview, guided interview, and guided free interview: (1) Unguided interview, in this interview, there is not an interference of the interviewer to direct the interview to the point of the object. They become the focus of the research activity; (2) Guided interview, the main characteristic of this

interview is the interviewer as collector through the interview and second is as data collector related to the aim of the research; (3) Guided free interview, This kind of interview is the combination between guided and unguided interview. In this interview, the interviewer brings framework of questions to be asked.

In this research the writer uses the guided free interview to find some data about the condition of the students and the teacher in accordance with the teaching and learning recount text in the classroom and the researcher collect the result of interview with the informants and analyze them and the last step is making conclusion about the result of interview.

Documentation

Document is a source of data which has important role in qualitative research. Document is used to get some information and to check the validity of the data. So, in this study the researcher uses documentation in technique of collecting the data. Documentation in this research is the curriculum, and the book source that used by the teacher in teaching English.

The Technique of Analyzing the Data

In analyzing the data, the writer uses qualitative recount method. According to Miles and Huberman in Sutopo (2006: 113) in using qualitative analysis, there are three main component; data reduction, arranging the data, and concluding the data. The researcher uses the steps as follows: The researcher was collecting the data by doing observation of the teaching and learning reading of the eighth year students of SMP Al-Islam Kartasura, then arranging the sequence of the result of observation which is gotten by using interview and observation. For the next step was doing reduction of the data which is gotten from observation into their types and encoding the data, organizing the data and describing the teaching and learning English of the eighth year students of SMP Al-Islam Kartasura, and finally giving conclusion about the process of teaching and learning English of the eighth year students of SMP Al-Islam Kartasura.

DISCUSSION

The researcher will analyze the data taken from the observation of the teaching and learning process. The explanations are as follows;

Data Analysis

In this research, the researcher got the data from many sources:

The process of teaching and learning English

It deals with the preparation, which is made the students as a professional in teaching. In this case the syllabus is the most important in teaching. This syllabus will help the teacher when teaching in the classroom.

The activity of teaching learning process

The first step in this activity is opening. In this section there are activities that always did by the teacher when they are teaching, such as; greeting, giving apperceptions, and

motivate the students with interactive games. Then in main activity in teaching and learning English process are: presentation (giving explanation about the material), practice, question answer activity concerning the material given to the students, and the last is giving exercise dealing with the material. And in the last section of the teaching learning English activity are closing part. Here, the teacher asked the students to make a summary dealing with the material. This activity is to find out how far the students understand the material given by the teacher. Then, the teacher asked students dealing with the problems which occur when they learning English. Finally, the teacher gives home works for students.

Media

Media is important thing when you are teaching. Here, the teacher in SMP Al-Islam Kartasura use the media such as; blackboard, whiteboard, picture, cassette, etc. Cassette and picture sometimes brought by the teacher when they are teaching in classroom. By bringing the media inside classroom hoped the teaching learning situation more fun, and easy to understand for the students.

Evaluation

Evaluation usually did by the teacher by giving home works to the students in the end of teaching and learning English process. This evaluation has an aim to measure the understanding of the students dealing with the material given by the teacher.

The Obstacles

Here, the researcher will discuss about the obstacles and the solutions during the teaching and learning English process.

The obstacles during teaching learning English process

There are obstacles found by the researcher in the classroom; (1) Teacher entering the classroom without preparing the material and the lesson plan. This is serious thing, remembering that the teacher should prepare everything well when they are entering the classroom; (2) There are still many students who are not active in the classroom. Some of them are not confident with their ability in learning English. It is because the less talking in English when they are in the classroom. Besides, they are still having lack of English vocabulary.

The Solutions

From the observation, it is found that the effort from the teacher in controlling the English classroom was really hard. They used the media which is attracted students to do active in the classroom, and also make the classroom more conducive and fun.

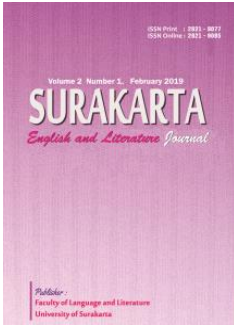
Furthermore, the teacher must be prepared more when they are teaching in the classroom. Start from the syllabus, and prepare the lesson plan well. The teacher also should motivate the students and give some advice to the students to be more active and confident in the classroom, asked students to bring dictionary to the classroom. Here the teacher applied fun games and activities during the teaching and learning English process.

CONCLUSION

Here comes the conclusion for the research; Using interesting methods and varieties media could be motivating students to learn English in classroom especially for students who are usually not active in the classroom. It also could raise the student's confident to be more active in classroom. Furthermore, the teacher should have more power and techniques to manage the classroom.

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SURAKARTA ENGLISH AND LITERATURE JOURNAL

Vol 2 No.1 FEBRUARY 2019

Publisher Language and Literature Faculty, University of Surakarta

ISSN Print: 2621-9077 ISSN Online: 2621-9085

CHECKING OUT EQUIVALENCE WITHIN INDONESIAN – ENGLISH BILINGUAL TEXTS

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ABSTRACT

Establishing equivalence within bilingual texts means saying the same message in different ways. Among numerous theories and views about equivalence is the theory which perceives equivalence as natural or directional. Within the theory, natural equivalence and directional equivalence seem to be quite the opposite but they are in fact interlinked. Bilingual texts composing of Indonesian text and English text are examined to reveal how equivalence, viewed under the framework, works. The examination reveals that the correspondence between constituents of both texts shows the features of: natural equivalence, directional equivalence and non-equivalence. The examination also uncovers the features of both natural equivalence and directional equivalence identified in a single construction. From this study, a brief sketch is obtained that natural equivalence and directional equivalence are not two extremes in the axis of equivalence but both form a tendency in terms of equivalence.

Keywords: natural equivalence, directional equivalence, non-equivalence, Indonesian, English

ABSTRAK

Mewujudkan kesepadanan dalam teks bilingual berarti mengungkapkan pesan yang sama dengan cara yang berbeda. Di antara banyak teori dan pandangan tentang kesepadanan, terdapat teori yang memilah karakter kesepadanan menjadi alamiah atau berarah. Dalam teori tersebut, kesepadanan alamiah (*natural equivalence*) dan kesepadanan berarah (*directional equivalence*) tampaknya sangat berlawanan tetapi keduanya sebenarnya saling terkait. Teks bilingual yang terdiri dari teks bahasa Indonesia dan teks bahasa Inggris dikaji untuk mengungkapkan bagaimana kesepadanan, dilihat dalam kerangka teori kesepadanan tersebut, beroperasi. Pengkajian yang dilakukan mengungkapkan bahwa hubungan kesepadanan antara konstituen kedua teks menunjukkan fitur: kesepadanan alamiah, kesepadanan berarah dan ketaksepadanan. Pengkajian juga mengungkap fitur-fitur kesepadanan alamiah dan kesepadanan berarah yang teridentifikasi dalam satu konstruksi. Dari penelitian ini, diperoleh gambaran umum bahwa kesepadanan alamiah dan kesepadanan berarah bukanlah dua

ekstrem dalam poros kesepadanan tetapi keduanya membentuk kecenderungan dalam hal kesepadanan.

Kata kunci: kesepadanan alamiah, kesepadanan berarah, ketaksepadaan, bahasa Indonesia, bahasa Inggris

INTRODUCTION

Almost everything goes global these days, starting from commerce, technology, information to culture. Communication and interface, with their miscellaneous types, take place across boundaries and territories. Society in a certain region can interact with other societies in any part in the world. One of the methods in doing worldwide interaction is interaction through bilingual texts, which target different groups of audience.

In relation to worldwide interaction, Indonesia is one of the nations taking part within (Prayetno and Mukmin, 2018). Surakarta, as one of the Indonesian cities retaining variety of tourist potentials, through its city government, campaigns its tourism attractions targeting potential customers all over the world through its tourism website. Directed at both local and foreign tourists, some contents of the official tourism website of Surakarta are made available in Indonesian (<http://pariwisatasolo.surakarta.go.id/>) and English (<http://www.solocity.travel/>). Ideally, the message in the website content that is conveyed in both languages is equivalent so that the readers of the texts in both languages get equal information.

Generating equivalence between texts in Indonesian and in English can be done by means of using common equivalent expressions in expressing the message within the constituents of particular linguistic constructions. [The following is an example.]

Ind : *Candi ini berlokasi di Magelang, sekitar dua setengah jam dari Solo.*
Eng : This temple is located in Magelang, around 2,5 hours from Solo City.

In the example, equivalence is achieved through the use of equivalent constituents of the sentences with a minor expansion of information “city” in the English sentence. The expansion adds information but does not add disparate message and hence, the two sentences share equivalent information.

Generating equivalence across the two languages, however, can be a challenging task. One of the causes may derive from the difference in the way message is conveyed in both languages. A prominent example is the case involving noun phrases, as found in the content displayed on the official tourism website of Surakarta.

Ind : *Menjadi pasar antik yang menakjubkan dengan **banyak barang antik, kuno, kerajinan tangan dan barang-barang lainnya.***
Eng : Its a very nice antique market with lots of **ethnic, craft, and vintage stuffs of any kind.**

The Indonesian phrase covers multiple items: the “barang antik”, “(barang) kuno”, “kerajinan tangan” and “barang-barang lainnya”. The way the message is expressed in

English causes shift to take place and the counterpart suggests different content. The linguistic unit “*kerajinan tangan*” undergoes change of function from a separate noun to a noun modifying another noun. In addition, the construction “of any kind”, which is most likely meant as the equivalent of the phrase “*barang-barang lainnya*” serves as modifier of “stuffs” and hence, the change results in unequal content between the content in Indonesian phrase and that in the English phrase. The message carried by of the phrase undergoing change of function cannot be found in the English text.

Researches focusing on equivalence have previously been done. A study of word-level equivalence focusing on abbreviation was conducted in 2014 by Utami and Sumani. The results reveal problems dealing with non-equivalence and the strategies applied to overcome the problems. Analysis of equivalence and shift with the center of attention to the forms of adjective phrases within articles in English and Indonesian edition National Geographic Magazine was done by Dewi, Indriyani and Citraesmana in 2014. The results reveal both similar and different forms of adjective phrases in English and in Indonesian. The similarity and difference end up in the same and different values. Another research was conducted by Ferlanda, (2016), investigating equivalence of two types of linguistic units, namely collocations and fixed expressions and idioms. Some constructions of these types are equivalent in terms of form and some others need to undergo changes of form. A more recent research is the analysis of formal correspondence and dynamic equivalence with the attention to slang expressions in a movie was done by Rayendi in 2017. The study reveals that dynamic equivalence can be a way to overcome problem with lack of one-to-one equivalent. A research with more closely related topic and result is the one conducted by Liem (2017). Liem’s study is directed to the investigation of equivalence between English proverbs and their Indonesian corresponding expressions based on Nida and Taber’s theory of formal equivalence and dynamic equivalence. The result reveals three categories of equivalence: formal, dynamic and non-equivalence. This research investigates equivalence within an Indonesian text and an English text in a different perspective by applying Pym’s theory of natural and directional equivalence.

The idea which lies behind the term “translation equivalence” has long been one of the main concerns of academics and scholars in the area of Translation Studies. Equivalence is remarkably central in translation as what Panou (2013: p. 2) asserts that equivalence “has been inextricably linked with both definitional and practical aspects of translating.” Among academics’ ideas concerning equivalence, Uliana (2018) puts forward his statement that in order to be equivalent in the source language and in the target language, linguistic units would have necessarily to be dissimilar because the linguistic units are part of two different sign systems. The statement is an elaboration of a statement asserted by Jakobson, who in Uliana’s view “is adamant that there is no complete equivalence of words in different languages, since cross-linguistic distinctions, which underscore the idea of equivalence, hinge around compulsory grammatical and lexical forms”.

In line with the earlier statements, Pym (2010a) pinpoints that it is assumed that texts which are equivalent are those which can share the same value at some level, from form to function (p.6). Within that paradigm, he sees that throughout history there have come into

existence different kinds of equivalence.

Scrutinizing the attempts to theorize equivalence, Pym views that they involve competing conceptualizations: natural equivalence and directional equivalence, which both are in fact intertwined (Books on Translation Studies, 2016). The former is characterized as “functionalist from the very start” since it is assumed to already exist in both languages (Pym, 2010b p.2). Natural equivalence is not influenced by directionality, meaning that if a term or expression is translated from one language to another, or in an opposite direction, the result is unchanged (Pym, 2010a p. 6). In the sub-paradigm of directional equivalence, active choices are available and there is no guarantee of an exact return (Pym, 2010b p.2). Al-Kanani and Saedi (2017, p. 105) assert Pym’s idea which characterizes directional equivalence as involving asymmetry in the way that an equivalent never implies the creation of the same equivalent in the opposite direction. Remarking Pym’s idea of directional equivalence, House (2015 p. 7) states that directional equivalence emerges from one’s personal textual decisions in the conveyance of message across languages.

In a more practical and operational detail, maintaining natural equivalence can be achieved through Vinay and Darbelnet’s seven general strategies: loans, calques, literal translation, transposition, modulation, correspondence and adaptation (McGrory, 2018 p. 59). In the points where natural equivalence breaks down, directional equivalence becomes more important and textual expansion or reduction is justified to apply. Strategies for maintaining directional equivalence are not limited to the two previously mentioned. Referring to Pym, Kazakova and Algina (2018, p. 733) views that directional equivalence involves a lot of choices, in which any strategy judged to be appropriate can be chosen.

The two concepts of equivalence are those involved in the analysis to examine the data. These concepts are utilized as the underlying framework to classify data into “equivalent” (natural or directional) and “non-equivalent”. The details of the application of the conceptualization are provided in the “Methodology” section.

METHODOLOGY

This research aims at studying the equivalence between the sentences and phrases composing the texts entitled “10 Tujuan Wisata Terbaik” and “Top Ten Attractions”. Both texts are parts of the Indonesian version and English version of the official tourism website of Solo, managed by the local government. These texts were chosen as the source of data because the sentences and phrases in the two texts contain phenomena which can demonstrate how natural equivalence and directional equivalence work. The data studied in this research are the sentences and phrases comprising the two texts. The analysis of equivalence, however, involves study at wider ranks: sentence, phrase and word. The analysis of different ranks of linguistic units is based on the consideration that each linguistic rank has the potential to have an effect on the equivalence. i.e. how much the units share value. The data were classified based on the characteristics of the equivalence between each sentence in the two languages into the following categories: “natural equivalence”, “directional equivalence” and “non-

equivalence”. The pattern identified from the analysis was linked to the features of both languages. Finally conclusions are drawn based on the purpose of this study.

FINDINGS

There are 54 data taking form of Indonesian sentences and phrases obtained from the Indonesian website page entitled “*10 Tujuan Wisata Terbaik*” and 53 were obtained from the English page “Top 10 Attraction”. The data take forms of sentences and phrases. Based on the analysis performed upon Pym’s theory of equivalence, the data fall into three categories of equivalence: natural equivalence, directional equivalence and non-equivalence. The categorization is based on the nature of the correspondence of the linguistic units in the two languages.

Natural Equivalence

TWT/Ind/13

Ind : *Sebuah keraton yang sangat indah dan terawat.*

TTA/Eng/13

Eng : A very beautiful and well maintained palace.

The pair of sentences signifies the features of natural equivalence in the way that both share the same value “an official residence of royal family which is very beautiful and well maintained”. The equivalence between the two languages is already established, including the equivalence between “keraton” and “palace”.

TWT/Ind/27

Ind : *Jumlah ini mewakili lebih dari setengah populasi fosil manusia Homo erectus di dunia.*

TTA/Eng/27

Eng : This amount represents more than half the population of Homo Erectus fossils in the world.

Both sentences are another pair of sentences in both languages belonging to this category. They share the same value “the quantity or count of the population of Homo Erectus fossils in Sangiran compared to that in the world”. Despite the erroneous use of the word “amount” in the linguistic environment where “number” should be used (100 common English usage problems), the English sentence still conveys equal message. Another evident contrast is the use of “manusia” in the Indonesian sentence (which is equivalent to “human” in literal sense). The presence of the term “manusia Homo erectus” does not cause negative impact on the equivalence.

Directional Equivalence

TWT/Ind/01

Ind : *10 Tujuan Wisata Terbaik*

Surakarta English and Literature Journal

TTA/Eng/01

Eng : Top 10 Attractions

The phrases in the two languages share the same value: serving as the title of the web page, which contains ten most excellent tourism attractions in Solo. The Indonesian phrase noticeably expresses a message that it introduces tourism destinations while its English counterpart does not cover information about “tourism” and let the readers know it from the context. This different way of conveying message signifies asymmetry, the feature of directional equivalence.

TWT/Ind/19

Ind : *Pasar tradisional ini menjual barang-barang antik.*

TTA/Eng/19

Eng : A traditional flea market that sell antique items

The sentence and phrase also exemplify directional equivalence in the two studied texts. In the description of Triwindu Antique Market, the Indonesian text features a sentence “Pasar tradisional ini menjual barang-barang antik”. In contrast, the English text features a phrase “a traditional flea market that sell antique items” instead of sentence. However, aside from how the message is expressed in different ways, a message can be understood from both linguistic units that Triwindu is a market in which antique goods are available for purchase. The correspondence between the two also signifies directional equivalence through the asymmetry of the linguistic forms.

Non-Equivalence

TWT/Ind/21

Ind : *Disini pengunjung dapat menemukan pin, radio, keris, lampu, wayang kulit, mainan anak-anak, patung kayu atau perunggu dan barang antik lain yang usang dan sudah diperbaiki.*

TTA/Eng21

Eng : Here, visitors can find cpins, radio, keris, lamps, leather puppet, kid toys, wooden or bronze statue, and also reproduction of antiques.

The Indonesian sentence and English sentence belong to sentences with non-equivalent content. In other words, they do not share the same value. The different value between the sentences results from the phrases “*barang antik lain yang usang dan sudah diperbaiki*” and “reproduction of antiques”. The Indonesian phrase informs the readers that in the market, visitors can find, among other items, other worn antiques and those which have been restored. Communicating different message, the corresponding English sentence contains information that visitors can find, among others, the action or process of returning antiques to former condition.

TWT/Ind/15

Ind : *Puro Mangkunegaran menjadi gudang seni dan budaya klasik Jawa.*

TTA/Eng/15

Eng : The Mangkunegaran Palace is a classic repository of classical Javanese art and culture.

Both sentences express different message and the difference is as a result of the recurrence of the words classic - classical in the English sentence, modifying “repository” and “art and culture”. As a consequence, the feature “classic” is also attributed to “repository”, which is not the case in the Indonesian sentence. The sentence in the Indonesian text suggests that only the “*seni dan budaya*” (art and culture) are described as having the feature of “classic”, a different content from the content of the English sentence.

DISCUSSION

Regarding the nature of equivalence, Pym points out his conception of natural equivalence and directional equivalence, which he sees as competing. The results of this research indicate how equivalence works. Both natural equivalence and directional equivalence are identified in the relations between the analyzed data. Equivalence is either two way (natural) or asymmetrical (directional) which is achieved through the use of different strategies (as exemplified in the previous section). Studied in a more detailed way, it can be revealed that the competing categories can be collectively established in constructing equivalence of the whole unit.

Let us take the equivalence between “*10 Tujuan Wisata Terbaik*” and “Top 10 Attractions” as an example. Both phrases take different forms yet share equal message. Within the Indonesian phrase, the message is more explicit as indicated by the presence of “*tujuan wisata*” (tourism destination), while in the English phrase, the information “tourism” as the equivalent of “*wisata*” is understood from the context. This is an indication of directional equivalence, in which a different way of establishing equivalence than using the corresponding term which is already established, namely “tourism destinations”. Here, form is not the aspect remaining the same. Within the phrases whose correspondence indicates directional equivalence, relation suggesting natural equivalence can be spotted. It lies on the link between “*10 terbaik*” and “top 10”, which are the phrases commonly used in each language and share equal message in their context of use.

Another case exemplifying how natural equivalence and directional equivalence are present in a single linguistic unit is the correspondence between the phrase “*Kampung Batik Laweyan dan Kauman*” and its counterpart “Batik Village: Kampung Batik Laweyan and Kauman”. The preservation of the Javanese names leans to natural equivalence but the presence of “Batik Village” marks directional equivalence within the correspondence the two linguistic units. The expansion of information is quite different from how rendering of message is done in maintaining natural equivalence. Here, the level at which equivalence is intended to work appears to be readers’ understanding. The term “village” in the extra

information is more familiar to the intended readers and has the potential to be easier to understand than “*kampung*”.

Based on the analysis also, despite natural equivalence and directional equivalence, a third category is identified, namely non-equivalent. The sentences and phrases in English and Indonesian belonging to the first two categories share the same value in the way that they convey equivalent message. The third kind of sentences and phrases on the other hand, share unequal message. The cause can be linked to the identified ways to express message in both languages.

TWT/Ind/23

Ind : *Situs Prasejarah Sangiran*

TTA/Eng/23

Eng : *Sangiran Prehistoric Sites*

The correspondence between the Indonesian and English phrases, viewed based on the perspective of equivalence, falls into the category of non-equivalence. It is due to the unequal information contained in the two phrases. The plural indicator used in the English phrase causes both phrases to suggest different message. The Indonesian phrase suggests single prehistoric site in Sangiran while the English phrase suggests the existence of more than one sites in Sangiran. As a matter of fact, in common mention and representation, the prehistoric site is referred to as single site.

TWT/Ind/28

Ind : *Homo erectus sendiri menjadi mata rantai dari evolusi manusia antara manusia seperti kera dan manusia modern.*

TTA/Eng/28

Eng : *Homo Erectus itself is the missing link of human evolution between ape-like human to modern human.*

The correspondence between the two sentences does not indicate any of the characteristics of equivalence. It is none of the two way equivalence or asymmetric equal value. The presence of the word "missing" in the English sentence not only makes them irrevocable but also makes them convey different messages. Equivalence can be established through the application of any strategy judged to be appropriate but the presence of “missing” in the English sentence appears to be inappropriate. In the Indonesian language, *Homo erectus* is one of the items linking ape-like human to modern human while in the English sentence, *Homo erectus* is the piece causing the absence of relation between ape-like human and modern human evolution.

TWT/Ind/14

Ind : *Pembangunan Puro Mangkunegaran dimulai pada awal tahun 1757.*

TTA/Eng/14

Eng : The construction of the Puro Mangkunegaran in Solo can be dated back to the year 1757.

Similar to the one presented in the previous pair of sentences, correspondence between the sentences about Puro Mangkunegaran does not indicate equivalence. It is none of the two way equivalence or asymmetric equal value. The use of "dimulai" and "can be dated back" as pair of corresponding expressions in both sentences does not produce either natural equivalence or directional equivalence. Both expressions are recognized expressions but they point to different reference. In addition, they are asymmetric without the same value. The finding concerning non-equivalence can be linked to the findings of Liem's 2017 research, in which non-equivalent pairs of proverbs results from the use of false corresponding expressions. This research generates similar result in the way that non-equivalent Indonesian - English sentences are the effect of false corresponding parts of the sentences. In addition, non-equivalence as studied in the research also exists out of inappropriate expansion.

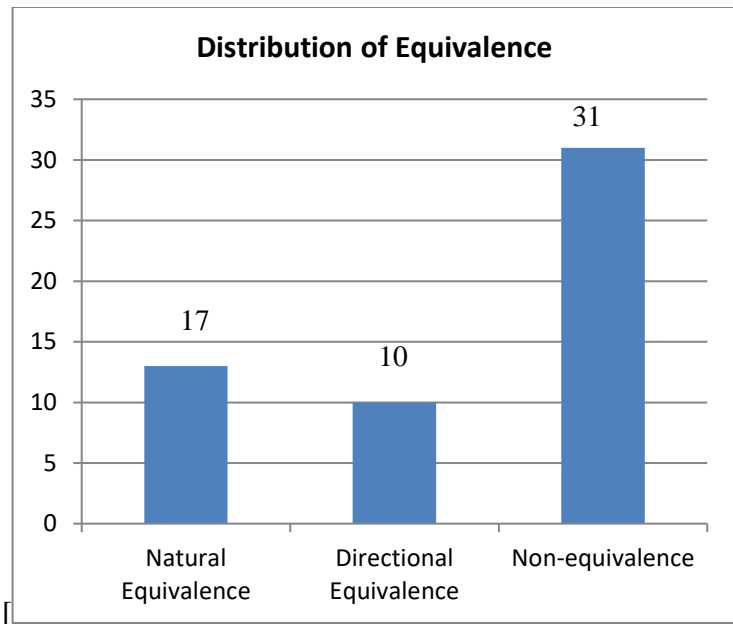


Figure 1. Distribution of Equivalence

As many as 17 data show the feature of natural equivalence, in which equivalent expressions already exist in both languages. Natural equivalence is also characterized by the use of strategies for maintaining natural equivalence. Ten other data show the feature of directional equivalence, equal value conveyed through different (asymmetric) expressions. The dominant type of equivalence identified in both texts is non-equivalence.

Linking the result to those of the researches conducted by Dewi, Indriyani and Citraresmana (2014) and Ferlanda (2016), a point can be drawn that different grammar rules between Indonesian and English require similar forms of expression in certain situations and different forms in other situations to be able to establish equivalence. The different grammar

rules in both languages can be the factor behind the establishment of natural or directional nature of equivalence, in which directional equivalence can be alternate choice whenever natural equivalence is too problematic to achieve. Meanwhile, linked to the results of the researches done by Rayendi (2017) and Liem (2017), the two researches view equivalence as dichotomy, formal and dynamic. This research reveals different case that natural equivalence and directional equivalence can be established in a single unit. The difference may probably due to the characteristics of the studied data, in which data in this research can be analysed as more than elements rather than single element. Both the slang expressions and proverbs are viewed as single units, in which the equivalence of each unit is identified as formal or dynamic. In this research, each datum can be studied further to the elements constructing it, allowing identification of how natural equivalence and directional equivalence in a single linguistic unit build up equal value.

Inferred from what has been elaborated, whether it is natural or directional and whichever aspect of message is to be preserved, equivalence should be the focal point in conveyance of message across languages. Directing to the other point, non-equivalence can result from false choices of strategy and corresponding term. Non-equivalence of parts of larger linguistic constructions has the potential to be the source of non-equivalence of the whole constructions. Thorough comprehension of the communication situation is thus required to ensure faithful equivalence - in any aspect it is intended to work.

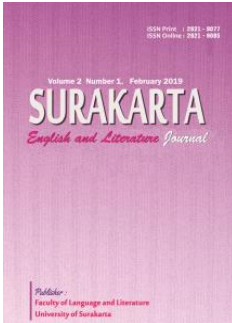
CONCLUSION

This study provides a small-scale picture about how equivalence works based on Pym's conception of natural equivalence and directional equivalence. This study confirms that equivalence at the ranks of sentence and phrase can be established either in two-way movement or in one-way directionality by means of the use of diverse appropriate strategies. The result of the study also reveals that natural equivalence and directional equivalence can be concurrently established within a single construction. On the other hand, non-equivalence, as shown in the previous section, occurs as a result of the application of inappropriate strategies. Further studies can be done with deeper explorations involving more variables and facets of equivalence, particularly concerning theories setting forth opposite notions (formal - dynamic semantic - communicative, overt - covert, etc.).

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SURAKARTA ENGLISH AND LITERATURE JOURNAL

Vol 2 No.1 FEBRUARY 2019

Publisher Language and Literature Faculty, University of Surakarta

ISSN Print: 2621-9077 ISSN Online: 2621-9085

ANALYSING COMMUNICATION STRATEGIES OF YOUTUBE VIDEO BY STUDENTS OF ENGLISH DEPARTMENT IN UNIMUS

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ABSTRACT

This research aims at explaining communication strategies (CS) used by the 4th semester students of English education in University of Muhammadiyah Semarang. Data gained from the transcription of YouTube video in each channel owned by students. This descriptive qualitative study observed the frequency of communication strategies employed by students by analyzing their utterance used Tarone's typologies of communication strategies. Based on the analysis, it can be seen that the use of communication strategies in speaking class were dominated by Topic Avoidance (28%), followed by Message Abandonment (24%), and Approximation (20%). After that, it is followed by Mime (16%), and Literal Translation (12%). It can also be said that the 4th semester students of English department of University of Muhammadiyah Semarang employed 25 communication strategies in their YouTube video.

Keywords: communication strategies, YouTube Video, speaking class students.

ABSTRAK

Penelitian ini bertujuan untuk mengetahui macam Strategi Komunikasi (SK) yang digunakan oleh mahasiswa semester 4, Program Studi Pendidikan Bahasa Inggris di Universitas Muhammadiyah Semarang. Data diperoleh dari transkripsi video dari kanal YouTube masing-masing mahasiswa. Penelitian deskriptif kualitatif ini mengamati seberapa sering mahasiswa menggunakan SK dengan cara melakukan analisis terhadap bahasa ujaran mereka menggunakan tipologi SK milik Tarone. Menurut hasil dan pembahasan yang dilakukan, SK pada mata kuliah speaking dikategorikan menjadi Pengalihan Topik Tuturan (28%), kemudian Pesan Tertinggal (24%), dan Perkiraan (20%). Selanjutnya Mimik (16%), dan Translasi Harafiah (12%). Dari analisis diperoleh hasil strategi komunikasi yang dilakukan oleh mahasiswa sebanyak 25 strategi komunikasi melalui video dari akun YouTube mereka.

Kata kunci: strategi komunikasi, video youTube, mahasiswa kelas speaking.

INTRODUCTION

As English is foreign language in Indonesia, it is rather difficult for non-native speaker to interact with native speaker of English. Not only in communication or interaction, it must be any stumbling block for English native speakers to understand someone's utterance, especially non-native speakers. This is due to the any communication breakdown that is caused by the insufficient competence of the speaker. Thus, that is why speaker needs to master communication strategies. Many learners in Indonesia experience difficulties in expressing something using oral language because their motivation of learning language are relatively low and this will also affect their language performance (Nailufar, 2018). That is why when someone tries to convey meaning in English, many anxieties, hesitation, and afraid of making mistake feeling happened. Some people overcome this by making some movement, or miming, abandoning the message and even translating the words into their native language or Indonesian. It can be clearly seen when students are asked to perform in front of the class or make a spontaneous speaking. Frequently, they just keep quiet and make long pause in the middle of the presentation if they do not have any idea what to say.

Sometimes the opportunity given to students to practice their speaking skill is limited only in the classroom. This is due to the big class factor or motivational factor. Say, in big class, surely the duration is not always sufficient to make students speak. That is why; role of technology is being played here. Along with the rapid technology and information development that has offered people any simplicity in every aspect of life. In education sector, the use of technology has become an important part of the learning process in and out of the class (Ahmadi, 2018). Effective learning process is gained through the optimization of technology, in this case as modern media. Such modern media can be accessed through Wikipedia, Skype, video conferencing, mobile application and so forth (Jena and Scholar, 2017). Why modern media is chosen? Because modern media, especially the innovative ones like YouTube becomes the main points of interest for many youngster nowadays (Luhsasi and Sadjarto, 2017).

Nowadays, lecturers can ask students to record their voice or make video to assess their speaking proficiency without so much worry about the time. In English department of University of Muhammadiyah Semarang (Unimus), students taking Speaking class were asked to create video about material given and then to upload it on their YouTube channel. Based on the interview, it is found that the video making is challenging because they have to be well-prepared to minimize mistakes. In addition, they feel it is fun, because they can compete each other to get attention by inviting more subscribers and likers. Indirectly, it teaches students to promote themselves to public and in order to get attention from viewers; they need to be creative and innovative. In other words, it will push them to provide and compete to be the best.

This study tries to investigate whether there are any communication strategies found in the YouTube video they make or not? Some previous studies about communication strategies can be found in Inge in Romadlon (2011) that investigate about the use of CS in the fourth

semester students in the class, Alkaf (2011) identified CS in Bali between vendors and English native speakers, Romadlon (2011) figured out CS in a conversation between students and English native speakers, and Budiastuti (2017) investigated CS between lecturers and students in English classroom.

Several references dealing with communication strategies were proposed by Celce Murcia, Canale and Swain, and Canale in Maleki (2011) and so forth. There are at least four aspects can be found in communicative competence, such as grammatical competence (how someone dealt with syntax and structure of language); sociolinguistic competence; strategic competence (Savignon, 2018), and discourse competence (cohesive and coherence in discourse). Finally this study uses Tarone’s theory to analyze the utterances Celce-Murcia, Dornyei and Thurell in (Maleki, 2011) This study aims at investigating communication strategies applied in Speaking class of English Department in Muhammadiyah University of Semarang. The writers are going to observe and identify the communication that appears in YouTube video of students. Besides that, the writers also would consider about the function of communication strategies used.

METHODOLOGY

This study used descriptive qualitative method. It describes about the existing phenomena as naturally as possible in natural communication of students in their YouTube video. Cohen et al (2007:171) state that descriptive research describes data and characteristic about the phenomenon being studied. It is also qualitative since it does not discuss about the formula or calculation. The subject of this study is the fourth semester students of English department Universitas Muhammadiyah Semarang. This study will analyze communication strategies used by students in their YouTube video. There will be at least nine strategies that will be the variables in this study. Variable used in this study are *approximation, word coinage, circumlocution, literal translation, appeal for assistance, mime, message abandonment, and topic avoidance.*

Three typologies of communication strategies Dörnyei dan Scottin Maleki (2011) that will be used in this study will be explained as follows:

Table. 1. Tarone’s Typology of communication strategies

| No | Taxonomies | Explanation |
|----|----------------------|---|
| 1 | Paraphrase | |
| | <i>Approximation</i> | Use of single target language vocabulary item or structure, which the learner know is not correct but which share enough semantic features in common with the desired item to satisfy the speaker |
| | <i>Word coinage</i> | The learner makes up a new word in order to communicate a desired concept |

| | | |
|---|----------------------------|---|
| | <i>Circumlocution</i> | The learner describes the characteristic of elements of the object or action instead of using the appropriate target language item or structure |
| 2 | Transfer | |
| | <i>Literal Translation</i> | The learner translates word for word from the native language |
| | <i>Language switch</i> | The learner uses the native language term without bothering to translate |
| | <i>Mime</i> | The learner uses non-verbal strategies in place of lexical item or action |
| 3 | Avoidance | |
| | <i>Topic avoidance</i> | The learner simply tries not to talk about concept for which the target language item or structure is not known |
| | <i>Message Abandonment</i> | The learner begins to talk about concept but it is unable to continue and stop in the middle of the utterance |

Data Collection and analysis

The speaking product or YouTube video were used as the data which were collected from students of 4th semester of English Department of Muhammadiyah University of Semarang. Students were given the task of uploading the video on their YouTube channel about book entitled Sherlock Holmes. Then, the researcher transcribes the spoken text into written one to be analyzed using Tarone's typologies of communication strategies. The data that has been collected is identified, classified, and analyzed descriptively using Tarone (2010) typologies of communication strategies.

FINDING(S) AND DISCUSSION

Findings

Firstly, communication strategies typologies of students are identified and analyzed. Then, the utterances are classified based on the type of communication strategies employed. Then the classification will be described before it is interpreted. The table below will show the analysis data of communication strategies found in YouTube video of 4th semester students of English department in Muhammadiyah University of Semarang. All the data were presented as follows;

Table 2. Data result of Communication Strategies

| No | Strategy | Percentage |
|----|----------------------------|------------|
| 1 | Approximation (A) | 20% |
| 2 | Word Coinage (WC) | - |
| 3 | Circumlocution (C) | - |
| 4 | Literal Translation (LT) | 12% |
| 5 | Language Switch (LS) | - |
| 6 | Appeal for Assistance (AA) | - |
| 7 | Mime (M) | 16% |
| 8 | Topic Avoidance (TA) | 28% |
| 9 | Message Abandonment (MA) | 24% |
| | Total Frequency | 100% |

From the table, it can be seen that the use of communication strategies dominated by Message Abandonment (MA), followed by Topic Avoidance (TA) and Mime (M), Approximation (A) and Literal Translation (LT).

Approximation

Approximation is the strategy that makes speaker uses single target language vocabulary even she or he knows it is not correct. However, it shares enough semantic features in common with the desired item to satisfy the learner. This strategy consists of super ordinate use, synonymic or subordinate term of the intended concept. This strategy is to replace the target word with another word which has close meaning to the target word. For example:

I have ever seen this book before, but I would like to tell you.....

This utterance of “see” is not commonly used to explain about activity related to Television. Usually English native speakers tend to say “watch” TV instead of “see” TV.

Assalamualaikum

Come back again with me Nadya Khansa R that wants to talking, that want to give some summary about the book. This is the summary and want talking about the contextual clue about language in this book and talking about however in this book.

The word “come back again” is not properly used, because most of the English native speakers would tend to say “welcome back” to welcome the audience of their YouTube channel.

So, in this video you will give some comment like about vocabulary, context clues and moral value after I read the text story. So guys let’s to see the title of this text.

The word like “like about” is actually means such as, but the speaker fail to perform the correct one.

Literal Translation

Another strategy is Literal Translation. This used to translate a word or phrase of target language into their mother tongue. Some literal translation found in this video can be identified as follows:

And its for the first time I read this text, so I think that the text is so good because can make me as a reader more.... More...penasaran or...ah ya curious to finished this text.

In this utterance, the speaker seems forget about how to say curious in English, so she translate it into Indonesian language as “*penasaran*”. Another example will be:

But, for me sometimes I read , I need read twice or third times to understand the meaning of this story.

Instead of saying “*three times*”, the speaker says “*third times*” which means nothing.

Mime

This is the strategy that used by speakers by performing non linguistics resources such as mime, gesture, facial expression, and sound imitation to help expressing the meaning. The examples of the utterances can be described as follows:

A) *And next about context clues, I find oonof (one of) the main clues in this mystery is the victim’s last words, which his son ...err....(touching ears) err...what is that? Err..ah...hear.... as “a rat” Holserfff (Holmes), iver (ever) the purveyor of obscure pieces of knowledge, realizes that this must be part of a name and aa learning of missss(Mc Carthy’s)and Turner’s past in Australia, determines that “a part (rat)” was actually the ending of “Ballarat”, an Australian town.*

B) *For example when I find the word "intimacy" so I search the meaning and I caner(rolling his hands...) uhm...understand.*

C) *The shape is just like...a half circle (make movement of half circle)*

D) *I was just feel like.... (shocked facial expression) when I read the end of the story*

E) *When reading this book, it is crazy you know....it is...ehm...it is outout....(she wants to say blowing my mind, but forget and she made movement such as rolling out fingers around her head)*

Message Abandonment

This strategy is used to overcome speaker's difficulty in maintaining the communication by leaving the conversation unfinished. Usually the speaker will cut the conversation or abandon the content of the message by stopping in the middle of the utterance and keep silent. Here are some examples found in the YouTube video made by the students:

so, from this article...err..no...I mean the book, from...about...the adventure of sherlock holmes is that we can get conclude or give summary ...errr...give summary that...(long pause) that this is errr...they talking about the sherlock holmes...err meet with err...her assistant,,...err...Mrs. .eerrr...Mr. Jack Wilson that the owner of a local (unclear)

So...what the book i want to give the summary? This is the book that talking about Sherlock Holmes. There is the chapter two that entitled The red headed league. so this is the summary, i want to read it first.

In this utterance, student fail to explain the actual message and tend to keep long pause and silent. This is due to student do not have sufficient knowledge about the topic so she can not continue the presentation.

Topic Avoidance

This strategy is usually used to overcome students' difficulty in continue the discussion. They tend to talk about anything else rather than the previous topic being avoided. Here are some examples of topic avoidance found in the utterance:

This is the final of Chapter I-III. So, to end the story, ee I recommended you to read this book the tittle is Anne of Green Gables, because the story will tell you about.....emmm...ah...what is that...?

I think the book is very interesting and can change our perspective that ee have to save everyone and ee they should be get a good life and happy life.

I think the book is very interesting to read because eee the story told about the little girl that adopt with the couple from Green Gables. And it has complicated conflict....the conflict is...errrr.... You should read it... because it is interesting.

If the learner does not have sufficient knowledge about something, then they usually tend to avoid the topic or change into another discussion.

DISCUSSION

Referring to the data analysis, actually there is no significant problem in handling communication or speaking in YouTube video. Although some students have difficulty in managing the utterances, at least they try so hard to go back in track. By using so many strategies to maintain their performance, students try to avoid very long pausing in the middle of their talk. Some communication strategies used in their YouTube video can be classified into Approximation, Literal Translation, Mime, Message Abandonment, and Topic Avoidance. The mostly communication strategies used is Topic Avoidance (28%), followed by Message Abandonment (24%), and Approximation (20%). In the utterance of their YouTube video, they employed 25 communication strategies such as Word coinage, circumlocution, and Appeal of Assistant. Appeal of Assistant does not exist because the video is not interaction, so the use of AA is not really necessary because they cannot ask something to the audience.

CONCLUSION(S)

Based on the analysis, it can be seen that the use of communication strategies was dominated by Topic Avoidance (28%), followed by Message Abandonment (24%), and Approximation (20%). After that, it is followed by Mime (16%), and Literal Translation (12%). It can also be said that the 4th semester students of English department of Muhammadiyah University of Semarang employed 25 communication strategies in their YouTube video. Besides, the reason of choosing the strategies can be identified by observing the class characteristics and subject characteristics. The use of mother tongue not really affected because usually in preparing YouTube video, students surely will prepare everything well.

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TRANSLATION QUALITY OF INDONESIAN-ENGLISH TOURISM BROCHURE IN SOLO

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ABSTRACT

The aim of this paper is to find out the translation quality of tourism brochure in Solo in terms of its accuracy, acceptability and readability. The research method applied was descriptive-qualitative. The source of data consists of documents and informants selected with purposive sampling technique. The data were Indonesian-English tourism brochure in the form of words, phrases, clauses and sentences. The other data were taken from questionnaires assessed by three respondents. The results of the translation quality show that the translation of tourism brochure in Solo is accurate, acceptable and readable.

Keywords: Indonesian-English translation, tourism brochure, quality

ABSTRAK

Tujuan penulisan jurnal ini adalah untuk mengetahui sejauhmana kualitas terjemahan brosur wisata yang ada di Solo dalam kaitannya dengan keakuratan, keberterimaan dan keterbacaan. Penelitian ini berjenis deskriptif-kualitatif. Dalam jurnal ini, sumber data adalah dokumen dan informan yang dipilih dengan menggunakan *purposive sampling technique*. Data berupa Indonesia-Inggris pamflet tourism yang berupa kata, frasa, klausa dan kalimat. Data lainnya didapat dari kuesioner yang dinilai oleh tiga orang responden. Hasil kualitas terjemahan menunjukkan bahwa terjemahan brosur pariwisata di Solo akurat, dapat diterima, dan dapat dibaca.

Kata kunci: penerjemahan Indonesia-Inggris, pamflet tourism, kualitas

INTRODUCTION

Because of its international image, Solo is known as cultural city becomes one of the tourist destinations loved by many people. Year by year, the number of foreigners visiting Solo is increasing. As a host, Solo tries to provide good facilities for foreigners. One of the facilities is the facility in the form of tourism brochure. To facilitate foreigners who do not have access to Bahasa Indonesia, Solo also tries to package tourism brochure by producing bilingual signs. Producing bilingual brochure means translating brochure into another language and the translation deals with the language barriers and cultural barriers. In this case, the translators have the main role in translating public signs. They have to transfer the message of the signs from the source language into target language.

Tourism brochure is a small book containing picture and information related to tourist location or tourist interest. By providing bilingual tourism brochure in Solo, it is essential for foreigners whether they are native or not. It can also influence the international image of Solo. It shows how prepared Solo is in providing facilities not only for domestic citizen but also foreigners.

In this case, the problems occur when translators have to face two different languages and cultures. The cultural difference between the two often causes problems in delivering message and makes translations not appropriate. Delivering message from one language to another might not be an easy task. It triggers many challenges for translators, in particular toward translating culture-specific words (Lungu Badea, 2004 and Sahrain, 2017). The key point to success of the translation is on the accuracy of the message. Accuracy is related to the message that is transferred into the target language. Shuttelworth and Cowie define accuracy as a term used in translation evaluation to refer the extent to which a translation matches its original (in Sari, 2013). A product of translation also should sounds natural and appropriate to the cultural and linguistic norms of target language for target readers. The last, the target readers can understand easily the written material (Richard et al as cited in Nababan, 2012). Thus, this paper analyzes translation qualities of tourism brochure related to the accuracy, acceptability and readability.

In the previous research, Naraswari and Nugroho (2015) have done a research entitled 4 Translation Procedures of Culture Bound Words Used in Visitor Guide of Jawa Tengah. This study aimed at finding the cultural words and based on the findings, the result shows that there are 102 cultural bound words are found. Moreover, Muhammad Sahrain (2017) conducted a research entitled Translation Technique and Quality of Indonesian Culture Terms in Bilingual Tourism Booklet of Badung-Bali. Both of the previous studies have similiraty of theory study about translation quality. Yet, the material is different. This research takes Bilingual tourism brochure in Solo as data source.

METHODS

This research was done by applying descriptive-qualitative and embedded case study or *study kasus terpancang* as the research type and design (Sutopo as cited in Sari 2013). The source of data consists of documents and informants selected with purposive sampling technique. Data of this research are all of words, phrases, clauses and sentences in Solo tourism brochure and the result of the questionnaires answered by the informants. In collecting the data, the researcher applied four techniques. They are: (1) direct observation; (2) content analysis done on documents in the form of words, phrases, clauses and sentences of tourism brochure in Solo; (3) questionnaires assessed by three native speakers as respondents has function to find out the quality of tourism brochure translations; and (4) interview aimed to explore the information deeply related to the translation quality which is given by the respondents.

FINDINGS AND DISCUSSION

A qualified translation has to fulfill some important aspect which is related to translator's competences. The translator's competences might influence the translation quality; in terms of its accuracy, acceptability and readability. In fulfilling those qualities, a translator has to decide which techniques are suitable and appropriate for translating the public signs. Translation techniques used by translator bring impact to the translation quality. In this case, it can be seen in the translation of Indonesian public signs which is translated into English version.

In assessing the translation quality of Indonesian-English tourism brochure, the researcher involved three raters and three respondents to assess the quality of translation by fulfilling the questionnaires distributed by researcher.

Accuracy

Accuracy is one of the aspects which has to be the first aspect that has to be conveyed by the translator. In the analysis of translation accuracy, the data are classified into three categories; they are accurate, less accurate and inaccurate.

1. Accurate Translation

A translation can be accurate if the message of the source language is completely conveyed into the target language. From 30 data, there are 24 data categorized into accurate translation.

Example 1:

Datum no. 01/LBV

ST: *Laweyan sebagai sentra industri batik sudah ada sejak masa Kerajaan Pajang.*

TT: Laweyan is a batik central industry with the valuable historical values. In Pajang Palace era, the people already have a tradition to make and trade batik.

The translator translated the source text into two sentences. The technique used is addition. S/he added some information to show that the historical of Laweyan is influenced by Pajang Palace era where people already have made and traded batik. The additional technique is for making her/his translation more accurate and avoids ambiguity in target language.

Example 2:

Datum no. 01/KTM

ST: *Pusat perdagangan kain batik dan tekstil terbesar yang berada persis disebelah barat Kasunanan Surakarta Hadiningrat ini, menampung sekitar tiga ribu pedagang yang menawarkan jenis batik dari berbagai daerah di seluruh Indonesia.*

TT: The largest Batik and Textile Trading central is in located in the west of Kasunanan palace. With the 3000 capacity for the merchants, Klewer market offers various batik clothes and fabrics from all over Indonesia.

There are some grammatical errors but the message is still accurate. Example: "...is *in* located in the west of Kasunanan Palace". The use of preposition "*in*" is incorrect. Although the structure of the sentence or even the grammar is wrong, the

information or the message has been transferred accurately in the target text. The grammatical itself is related to the acceptability

2. Less accurate

The translation is considered as less accurate if the meaning of the source text is mostly conveyed accurately. However, there are still distortions in meaning which affect the whole meaning. There are 6 data categorized into less accurate translation.

Example 1:

Datum no. 07/LBV

ST: *Rumah juragan batik berarsitektur campuran Jawa, Eropa, Cina dan Islam dijadikan gerai penjualan batik dengan konsep “rumahku adalah galeriku” yang bermakna selain sebagai showroom, tempat tinggal mereka juga rumah produksi batik.*

TT: For the Batik Master’s house has a mixed architecture between Java, Europe, China style, become a gallery for batik exhibitions, with the concept, means as showroom. The houses already become a national heritage has also function as batik production.

The sentence above is categorized as less accurate. Actually, the whole meaning of the sentence is adequately transferred but the distortion in meaning seen in the phrase “*national heritage*” make the translation is not appropriate for the translation of “*tempat tinggal*”. In the source text, the author wants to emphasize that the house is being their abode. Thus, the translation which uses “*national heritage*” to translate “*tempat tinggal*” is inappropriate as the meaning is different. It is better for the translator to translate “*tempat tinggal mereka*” into “*their home*”. Although literal technique is used by translator but it can be more accurate.

Example 2:

Datum no. 03/LBV

ST: *Kampung batik Laweyan memiliki tata ruang yang khas perpaduan bangunan menjulang dengan gang kampung yang sempit, membentuk lorong sehingga menyusuri kampung ini seakan menyusuri sejarah.*

TT: Laweyan Batik Kampong has a unique spatial. With the tight alley and gangs with the high old building offers interesting journey.

The translation of “*gang*” into “*alley and gangs*” is actually less accurate. The definition of “*gang*” in this context is “*jalan sempit*” but the translator translated it into “*gangs*” meaning as an organized group of criminals or disorderly young people. The translator should delete the word “*gangs*”. The use of word “*alley*” is enough for the translation. In the last part of this data, the information is lost. The translator does not explain what kind of interesting journey is. In order to fulfill the aspect of accuracy, it should be translated into “*Laweyan Batik Village has a unique spatial. The combination of high building and alley make us as if we travel the pass*”.

Acceptability

Acceptability is related to cultural concept, norm and language. The use of translation techniques also affects the acceptability of the translation. In assessing the acceptability, there are three classification; they are acceptable, less acceptable and unacceptable. Each classification will be shown in following part:

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1. Acceptable Translation

Translation is categorized into acceptable if the translation sounds natural and appropriate with target culture and target language's principles. There are 9 data considered as acceptable translation.

Example 1:

Datum no. 02/LBV

ST: *Di kampung ini pula, Syarekat Dagang Islam yang dicatat sebagai pioneer organisasi kaum pribumi berdiri.*

TT: In this kampong, Syarekat Dagang Islam had noted as a pioneer for local people organization.

In data above, The respondent found grammatical errors. The translation of passive voice in this sentence is unacceptable in target language's principle. Although there are found some grammatical error, the respondent still categorized the translation as acceptable translation

Example 2:

Datum no. 06/KTM

ST: *Buka setiap hari mulai pukul 10.00 WIB – 16.00 WIB*

TT: Open every day from 10am – 4pm

This data is categorized as acceptable translation because there are no grammatical errors. The respondent said that the translation uses appropriate dictions and acceptable in target culture.

2. Less Acceptable Translation

Less acceptable translation consists of data which sounds natural and contains grammatical error. There are 15 data categorized into less acceptable.

Example 1:

Datum no. 04/KTM

ST: *Pasar Klewer tradisional menjanjikan keunikan bertransaksi yang menantang pengunjung untuk menunjukkan kemampuan melakukan tawar menawar.*

TT: It is classified as a traditional market with unique transaction which challenges the buyer to bargaining with the seller.

This data is categorized as less acceptable translation. The less acceptability is seen in the grammatical structure. The translation of "to bargaining" should be changed into "to bargain". The respondents also revised the translation into "It is classified as a traditional market with unique transactions which challenge the buyer to bargain with the seller" to fulfill the acceptability. The reason why add "s" for "transaction" is in traditional market, there are a lot of people who become buyer and seller so there is more than one transaction.

Example 2:

Datum no. 01/BA

ST: *Balai Agung adalah galeri pembuatan gamelan atau alat musik tradisional jawa yang terbuat dari besi, kuningan dan perunggu.*

TT: Balai Agung or the Great Hall is a gallery for making gamelan or Java traditional music instruments that is made from iron, brass and bronze.

The respondents felt that the translation does not fulfill the acceptability of target

language's principle. "Gallery" should be translated into "Venue". However, I assume that the use of "Gallery" for this translation is appropriate. The definition of "galeri" in KBBI is "ruangan atau gedung tempat memamerkan benda atau karya seni dsb". Meanwhile, the definition of "gallery" in Merriam Webster Dictionary is "a room or building devoted to the exhibition of works of art". One of respondents said that the use of "gallery" is appropriate for this translation. Then, "Java traditional music" should be revised into "Javanese traditional music". To be "is" should be changed into "are" because it is plural. The grammatical problems make less acceptable translation.

3. Unacceptable Translation

The translation is considered as unacceptable translation if the translation sound unnatural and the languages use are inappropriate with target language's principles. There are 6 data considered as unacceptable.

Example 1:

Datum no. 03/LBV

ST: *Kampung batik Laweyan memiliki tata ruang yang khas perpaduan bangunan menjulang dengan gang kampung yang sempit, membentuk lorong sehingga menyusuri kampung ini seakan menyusuri sejarah.*

TT: Laweyan Batik Kampong has a unique spatial. With the tight alley and gangs with the high old building offers interesting journey.

The respondent said to me that the sentence is disorganized. The structure is inappropriate in target language. In second sentence of target text, there is no subject. The use of word "gangs" is not correct. The use of "tight" is useless because it is enough for using "alley".

Example 2:

Datum no 07/LBV

ST: *Rumah juragan batik berarsitektur campuran Jawa, Eropa, Cina dan Islam dijadikan gerai penjualan batik dengan konsep "rumahku adalah galeriku" yang bermakna selain sebagai showroom, tempat tinggal mereka juga rumah produksi batik.*

TT: For the Batik Master's house has a mixed architecture between Java, Europe, China style, become a gallery for batik exhibitions, with the concept "rumahku adalah galeriku" (my house is my gallery), means as showroom. The houses already become a national heritage has also function as batik production.

The use of preposition "for" is not correct so it should be deleted. It is inappropriate to take the preposition there.

The respondent assumed that the translation is more acceptable in the target readers if the translator translate this sentence into "The Batik Master's house has a mixed architectural styles of Java, Europe and China (**full stop**) It has become a gallery for batik exhibitions with concept "rumahku adalah galeriku" (my house is my gallery) which is meant as showroom. The gallery has also become their house and batik factory."

Readability

Readability is related to how easy a translation can be understood by the target

readers. To assess the readability, the researcher distributed questionnaires to the respondents. The respondents are foreigners who can speak English fluently whether s/he is native or not. In this analysis, the data are classified into three categories; they are readable, less readable and unreadable.

1. Readable Translation

The translation can be classified as readable translation if the translation is very easy to understand without reading the sign more than once. There are 12 data categorized into readable translation.

Example 1:

Datum no. 01/LBV

TT: Laweyan is a batik central industry with the valuable historical values. In Pajang Palace era, the people already have a tradition to make and trade batik.

The respondent categorized this sentence as readable translation. Although there are grammatical errors, it does not affect the respondent's understanding. She suggested that the grammatical structure must be noted.

Example 2:

Datum no. 01/KTM

TT: The largest Batik and Textile Trading central is in located in the west of Kasunanan palace. With the 3000 capacity for the merchants, Klewer market offers various batik clothes and fabrics from all over Indonesia.

The respondent found some grammatical errors and less suitable diction used in "*The largest Batik and Textile trading central is in located in the west of Kasunanan palace*" but it does not influence her understanding. Thus, the data is categorized as readable translation.

2. Less Readable Translation

The translation is considered as less readable when the translation is quite easy to understand by the target readers. The readers probably need to read the public sign translation more than once to get the meaning. There are 18 data considered as less readable translation.

Example 1:

Datum no. 07/LBV

TT: For the Batik Master's house has a mixed architecture between Java, Europe, China style, become a gallery for batik exhibitions, with the concept "rumahku adalah galeriku" (my house is my gallery), means as showroom. The houses already become a national heritage has also function as batik production.

The respondent could not catch the meaning of the sentence. The grammatical structure made her confused. It influenced her understanding. She had to read the text more than one and asked me what the meaning containing in the sentence. It is still categorized as less readable translation.

Example 2:

Datum no. 03/LBV

TT: Laweyan Batik Kampong has a unique spatial. With the tight alley and gangs with the high old building offers interesting journey.

The respondent found difficulty in understanding the translation. She has no idea

about the translation. She said that “*spatial*” is not acceptable to draw the place. In her culture, she uses the word “*layout*” to draw the place or something.

Discussion

According to the analysis of questionnaires distributed to the respondents, the researcher found out the answer of three aspect of translation quality. First aspect is accuracy. in accuracy aspect, it has been found two levels, they are accurate translation and less accurate translation. The result of the accuracy analysis of the Indonesian-English tourism brochure in Solo can be seen as below:

Table 3.1 The Result of the Accuracy Level

| No | Level of Accuracy | Data | Percentage |
|--------------|-------------------|-----------|-------------|
| 1 | Accurate | 24 | 80% |
| 2 | Less Accurate | 6 | 20% |
| Total | | 30 | 100% |

From the table above, it can be conclude that the researcher found the higher scale is accurate translation. It means that the meaning of the tourism brochure in the ST are totally conveyed in the TT.

Second is acceptability, this aspect describes the appropriateness of the diction used, the certain terms, and the grammatical construction of translation with Indonesian language culture (Nababan, 2012). The result of the acceptability analysis can be seen as below:

Table 3.2 The Result of the Acceptability Level

| No | Level of Acceptability | Data | Percentage |
|--------------|------------------------|-----------|-------------|
| 1 | Acceptable | 9 | 30% |
| 2 | Less Acceptable | 15 | 50% |
| 3 | Unacceptable | 6 | 20% |
| Total | | 30 | 100% |

Based on the table above, the reseacher found that 9 data as acceptable, 15 data as less acceptable and 6 data as unacceptable translation. The respondents argued that most of tourism brochure translation are familiar for them. The use of language is acceptable with the target languages’ principles. However, there are some grammatical error which make the translation is less acceptable and unacceptable for the readers.

The last one is readability. The result of the readability analysis of the Indonesian culture terms in Bilingual tourism booklet can be seen as below:

Table 3.2 The Result of the Readability Level

| No | Level of Readability | Data | Percentage |
|--------------|----------------------|-----------|-------------|
| 1 | Readable | 12 | 40% |
| 2 | Less Readable | 18 | 60% |
| Total | | 30 | 100% |

It shown that there are 12 data as readable translation and 18 data as less readable translation. The data are categorized as readable translation because the translation of tourism brochure is easy to be understood by the target readers. The readers can catch the meaning in the first reading. The decision of strategies applied by the translator gives impact to the translation quality; in term of accuracy, acceptability and readability.

CONCLUSION

The result of the analysis of translation quality shows that there are 24 data as accurate translation, and 6 data as less accurate translation. The researcher found that 9 data as acceptable, 15 data as less acceptable and 6 data as unacceptable translation. Additionally, there are also found 12 data as readable translation and 18 data as less readable translation. From that, it is possible to draw some conclusion that tourism brochure, especially culture-bound words, is possible to be translated. Additionally, few words related to Indonesian culture were even treated more special in order to get the clearer translation. Translator can use more than one strategy so the result can be clearly delivered to readers. Thus, the quality of Indonesian-English tourism brochure can be categorized as an accurate translation, an acceptable translation and also readable translation.

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**Surakarta
English and Literature
Journal**

**Vol.
2**

**Issue
1**

**Page
01-46**

**Surakarta
February 2019**



12134567890