Volume 2 Number 2, August 2019

SURAKARTA
English and Literature Journal

EDITORIAL TEAMS

EDITORIAL INTRODUCTION

Assalamualaikum wr wb.

Alhamdulillahirabbil'alamin. Thanks to the grace of Allah Almighty, *SELJU:* Surakarta English and Literature Journal Volume 2 Number 2 is finally published both in online and printed. In the third edition, we present five articles which consist of a linguistic article, a translation article, and three English language articles. The compositions of writers are two people from Surakarta University, and three people from other universities.

A linguistic article entitled *A Deixis Analysis of Song Lyrics in <u>Back To You</u> By Selena Gomes* by Arini Hidayah. A translation article entitled *Quality Assessment of Online Services in the Health Article Sdl Free Translate Versus Tradukka* by Ika Oktaria Cahyaningrum and Yunita Widiyantari. Three English language articles are *Independent Learning for Improving English Skills of Students in English Language Education, Pekalongan University* by Dwi Ario Fajar and Dwi Agustina; *Error Analysis on Descriptive Text of Non-English Teachers at Al Islam Junior High School Kartasura* by Umi Sholihah and Ike Anisa; *The Use of Creating Stories in Teaching Writing for The Fifth Grade Students at SDN Jombor 01 Bendosari Sukoharjo* by Nurnaningsih, Veronika Unun Pratiwi, Arin Arianti.

The two writers are Arini Hidayah and Ika Oktaria Cahyaningrum, Yunita Widiyantari from University of Surakarta. Meanwhile, the three writers are Dwi Ario Fajar and Dwi Agustina from University of Pekalongan, Umi Sholihah and Ike Anisa from Widya Dharma University, and Nurnaningsih, Veronika Unun Pratiwi, Arin Arianti from University of Veteran Bantara Sukoharjo.

Thus, hopefully, the publication of the third edition of this journal enriches the realm of research and studies in the field of Linguistics, Translation, Literature, and other sections related to contemporary problems in English.
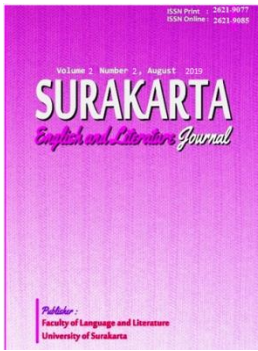
Wassalamualaikum wr wb.

Surakarta, August 2019

Chief Editor

TABLE OF CONTENTS

A DEIXIS ANALYSIS OF SONG LYRICS IN *BACK TO YOU*

BY SELENA GOMES

Arini Hidayah

Faculty of Language and Literature, University of Surakarta. arinihidayah@gmail.com

ABSTRACT

The objectives of this study are to identify the kinds of deixis that are used in the song lyrics *Back To You*, to find out the dominant types of deixis that are used in the song lyrics *Back To You*. This research belongs to qualitative research. The researcher uses observation method, while the data collection techniques is listening and analyzing the songs of "Back to you" by Selena Gomez. The result of this research is the song lyrics of *Back To You* use all types of deixis. Person deixis almost occurs in every lyric of *Back To You*. There are 45 data of person deixis consisting of first, second and third person deixis. In addition, the other types such as time deixis (2 data) and place deixis (1 datum) also occur in a song of *Back To You*. Most of personal deixis in *Back To You* song lyric refer to the speaker itself which are encoded by first singular person deixis like *I* and *My*. While for first plural person deixis which are *We* mostly refer to the speaker.
Keywords: Deixis, Song, and Lyric.

ABSTRAK

Tujuan dari penelitian ini adalah mengidentifikasi tipe deiksis dan menemukan tipe dominan deiksis dalam lirik lagu *Back To You* dari Selana Gomez. Penelitian ini termasuk jenis penelitian kualitatif. Penelitian ini menggunakan metode observasi. Teknik pengumpulan data dengan cara mendengarkan lagu dan menganalisis lagu *Back To You* dari Selana Gomez. Hasil dari penelitian ini yaitu semua tipe deiksis ditemukan dalam orang (45 data), tempat (1 data), waktu (2 data) deiksis ditemukan dalam lirik lagu *Back To You* dari Selana Gomez. Deiksis orang sering ditemukan di lirik *Back To You*. Kebanyakan tipe deiksis yag ditemukan dari penelitian ini yaitu deiksis orang seperti *I* dan *My*. Sedangkan deiksis jamak orang yang banyak ditemukan yaitu *We* yang ditujukan kepada pendengar.
Kata Kunci: Deiksis, Lagu, danLirik.

INTRODUCTION

Language is a tool or system of symbols designed for purpose of communication and interaction with each other (Lyons, 2002). In addition, people use language to transmit and express their ideas, emotions or desire either in oral or written forms. Therefore, the language that we used ought to be meaningful to prevent misunderstanding or misinterpretation between sender and receiver. Furthermore, language is not only used as communication media but also usually involved in other fields such as language and arts. It can be found in advertisement and entertainment which appear in society such as music, novel, film or movie.

One example of entertainment media is music which is familiar in society. Music is a basic of human instinct, and also a daily basis human activity which is universally inspired with love and experience (Piragasam et.al, 2013). It is universal among human cultures. Music is expected to give pleasure for people listening to it that is an arrangement of sounds made by musical instruments, singing or computers, or a combination of these (Walter, 2008).

Music is a basic instinct of human being, a daily basis human activity which is universally engaged with, loved and experienced. Music plays an important role in the formation of a person's identity. Previous researches have revealed substantial findings on how music is vital in human's biological and history; not only that music equipped the process and ability to experience music (Levitin in Piragasam, dkk: 2013), but music was also used to prolong human being's life (Dissanayakein Piragasam, dkk: 2013). In addition a number of lyrics in song also give an inspiration for life. Therefore, when the people listen to song lyric, sometimes they do not only try to apprehend the meaning of lyric itself, but also the meaning of the reader or speaker means. The study of what speakers mean or speaker meaning is called pragmatics.

Yule (1996:3) claimed, pragmatics is concerned with the study of meaning as communicated by the speaker (or writer) and interpreted by listener (or reader). Communication recognizes the meaning of words and speakers mean in utterance or sentence. Sometimes misunderstanding of meaning could happen in the language users. That understanding related to reference of the utterance or sentence. In order to understand about a reference of utterance, reader or listeners should be able to identify the contexts of utterance.

Deixis is one of the most basic things in technical term of utterances (Yule, 1996). The word 'deixis' is borrowed from the Greek word for pointing or indicating. Additionally Levinson (1983: 55) advanced, deixis directly concerns with the relationship language and context which is reflected in structures of language theirselves.

This research focuses on the study in song lyrics especially in Selena Gomez album because it will be more interesting if we study about something which becomes too close to part of human life such as music. Basically, song lyrics could be said as a part of discourse. Moreover, the researcher assumes that many deixis words

and also their meaning could be found in the song lyrics of *Back to you* by Selena Gomes. In fact the listeners sometimes still get difficulty to determine the exact meanings of deixis that are used in this English song. Thus, study about exact meaning of deixis in song lyrics becomes crucial and interesting.

In this study, the researcher wants to analyze deixis in song lyrics of *Back to you* by Selena Gomes, not only because it has deictic words but also many people especially teenagers are interested in this album. From those reasons the researcher decided to create a research entitled 'A Deixis Analysis of Song Lyric In *Back To You* By Selena Gomes'. The researcher hopes that it can help the listeners easily to understand the use and the meaning of deixis, especially in song lyric.

The aims of the research are to identify the kinds of deixis that are used in the song lyrics in *Back to you* and to find out the dominant types of deixis that are used in the song lyrics in *Back to you*. The focus of this study is to investigate deixis in the song lyrics of *Back to you* using pragmatic approach. The song which was released in Mei, 10th2018 is chosen as the subject of this study and used as data.

There are many definitions of pragmatics. It comes from some linguists. Every linguist has his own concept and principal about pragmatics itself. Pragmatics is a part of linguistics which is about communicating meaning in context. It concerns with meaning (Kreidler, 1998). According to Cruse (2006), Pragmatics is study about aspects of meaning which are dependent on context. Griffith (2006: 1) also argued that pragmatics is concerned with the use of tools in meaningful communication.

There are some proposed definitions for pragmatics (Potts: 2004). Pragmatics has as its topic those aspects of the meaning of utterances with cannot be accounted for by straightforward reference to the truth conditions of the sentences uttered (Gazdar, 1979:2). It has to do with language use, and with going beyond the literal meaning (Kadmon, 2001:3). In addition, Pragmatics studies the use of language in context, and the context dependence of several of linguistic interpretation (Lycan, 1995:588).

Pragmatics is the study of those context-dependent aspects of meaningwhich are systematically abstracted away from in the construction of contentor logical form (Horn and Ward. 2006: 7). While according to Parker in Wijaya and Rohmadi (2011: 4) said that pragmatics is distinct from grammar, which is the study of the internal structure of language.In short, they said that pragmatics is the study of what speakers mean or speaker meaning. In communication, people have to recognize the meaning of words in utterance and also what speakers or writers mean by their utterance to be able to communicate clearly. Pragmatics is the study of contextual meaning. It is about how the speakers manage what they want to say in obedience with who they are talking to, where and when the utterance is uttered. Involving the interpretation of what people mean in a particular context and how the context influences what is said is an essential component in this study. Third, pragmatics is the study of how more gets communicated than is said. The study explores how a great deal of what is unsaid is known as part of what is communicated. It shows that how listeners can make

inferences about what is said in order to arrive at an interpretation of the speaker's intended meaning.

There are many linguists giving different definitions of deixis, such as Yule (1996: 9) stated that deixis is derived from Greek words that means "pointing language". Similarly with Saeed (2003: 182), he stated that deixis as a technical term from Greek *"deiknymi"* to show or to point out things. Yule (1995:9) stated that deixis is a technical term for one of the most basic thing we do with utterances, some linguists also called deixis as indexical. As well as, Lyons (1997: 637) stated that deixis is the location, identification of people, objects, events, process, and activities which is being talked about or referred to, in relation to the time, when the speakers says the utterance, or when the hearer hears it. In addition Levinson (1983:54) stated that, deixis refers to the phenomenom where in understanding the meaning of certain words and phrase in an utterance requires contextual information. Words or phrases that require contextual information to convey meaning are deixtic.It means, deixis is used to refer ourselves to other and object in speaker and listener environment, to locate actions in a time frame relative to the present, used to locate parts of text in relation to other parts, and it also to show social relationship the social location individuals in relation to others (Hatch, 1992:210).

1. Person Deixis

   Person deixis is pronoun to point people. Saeed (1997 : 192) stated that person deixis is deixis with the role of participants in the conversation, such as speaker, spoken, and addressed. According Cruse (2006:127), person deixis is divided into 3 parts. They are first person, second person, and third person deixis.

2. Place Deixis

   Place deixis is also described as spatial deixis, where the relative location of people and things is being indicated. Place deixis or spatial deixis usually expressed in this, these, there, here, that, and those. Place deixis concerns the encoding of spatial locations relative to the location of the participants in the speech. (Levinson, 1983:62). Levinson stated that place or space deixis concerns for the specification of locations to anchorage points in the speech event and typically the speaker, and there are two basic ways of referring objects by describing or naming them on the one hand and by locating them on the other.

3. Time Deixis

   Time deixis is also called as temporal deixis. Levinson said that the basis for systems of reckoning and measuring time in most languages seem to be the natural and prominent cycles of day and night, lunar months, season and years. Time deixis makes ultimate reference to participant-role, so it is important to distinguish the moment of utterance from the moment of reception (Levinson, 1983:73). Every sentence makes reference to an event time. Time can only be determined in relation to the time of the utterance.

   The researcher wants to present the previous researches that deal especially with Deixis Analysis. The previous research was done by Hasanah, (UMS, 2006)

Surakarta English and Literature Journal

entitled *The Use of Deixis in Gladiator Movie's Manuscript.* The results of this research are to find deixis devices and clarify the meaning of deixis devices that be used in movie's manuscript. The researcher uses movie's manuscript as the data and clarifies deixis devices based on pragmatics meaning.

The second previous study on this research is a study about the use of deictic expression and had been conducted by Sari Wulandari (UNDIP, 2008) entitled *"The Use of Deictic Expression at Early Pre-Operational Stage Children.* In her thesis, she analyzed the use of deictic expression by two sisters (siblings) at early pre-operational stage and not only analyzed the use of person deixis but also time and spatial deixis. In addition, she connected her research with the context, reference, and cognitive development in children. The side that differentiates this research to her is that this research concerns about the use of politeness and also social factors as the communication strategy behind certain use of person deixis by the university students, not the children.

After all, the researcher makes conclusions that the differences among this research with the previous researchs above are this research used lyric song *Back to you* by Selena Gomez as object of the research and his research also tries to analyze the meaning and the function of person deixis in lyric song *Back to you* by Selena Gomez using Pragmatics approach.

METHODOLOGY

This is a research uses a descriptive qualitative methodology, because the data in this research are lyrics in the song. Descriptive qualitative is the method of research used to describe nature phenomenon happened and relevancies between one phenomenon and the others. The research does not use any statistical procedure so that the researcher will describe the data obtained to answer the research questions. This research uses descriptive qualitative research because the data of the research is words or utterance and it will be analyzed by explaining the data descriptively.

Santosa (2012:42) states that data is object of research or the reality that is made the focus of research. Furthermore, it is stated that there are two types of data. They are primary data and secondary data. Primary data is data that is collected by a researcher directly from the field of research and secondary data is data which is collected by other researcher and is used by a researcher to support his research. (Blaxter et al., 2006: 153).

The data source of this research is song lyrics *Back to you*by Selena Gomez. Which contains person deixis that is categorized into 3 types.Data collection is gathering process of information from relevant source purposing to answer the research question. This research uses documented and library method to collect data. Library method is knowledge about resources that is used in research, or document which used to find data variable in form of note, transcriptbook, magazine, picture and data. Whereas, documentation method is collecting data through books,

Surakarta English and Literature Journal

newspaper, artistic words, memorabilia, biography, etc. Researcher collects data by doing steps, as follow:first, the researcher listened to the songs of *Back to you* by Selena Gomez in order to understand the lyrics in detail. Second, the researcher searched the script of the lyrics of *Back to you* by Selena Gomez on internet. Third, the researcher chose the lyrics to be analyzed from the song of *Back to you* by Selena Gomez. Fourth, the researcher marked all of the chosen lyrics to be analyzed.

After collecting the data from the script of lyrics, the researcher analyzed the data as follows: First, the researcher determined some words expressions that include in deictic expressions. Second, the researcher classified the deictic expressions that have been determined based on their criteria. Third, the researcher analyzed the types of deixis, namely: person deixis, time deixis, and place deixis.

FINDING AND DISCUSSION

The researcher found that the lyrics tend to use such types of deixis include person deixis, time deixis, and place deixis in *Back to you* song lyrics. The types of deixis used are various and have different references and meanings.

This research finds that person deixis, time deixis, and place deixis occur in songs of in *Back to you* song lyrics.

1. Person Deixis

Person deixis designates the basic roles in a speech event, the speaker (*first person*), addressee or the person(s) spoken to (*second person*), and the person or persons who are neither speaker nor addressee (*third person*) (Cruse, 2000: 319). In this song of *Back to you* there are person deixis. It can be seen in this table:

Table 1. Number of Person Deixis

No.	Song	Personal deictic words		
		First Person	Second Person	Third Person
1	Back To You	I (17 data), We (3 data), My (3 data), Me (3 data)	You (13 data)	It (6 data)

From the table above, it can be seen the total of person deixis is 45 data from song of *Back to you*. The lyric which contain person deixis is "*you* could break *my* heart in two". There are 2 data person that lyric. First data is second person deixis *you*. *You* refers to the boy. The function of second person deixis *you* is as subject of singular pronoun. Second data is first person deixis *my*. *My* is included as first person deixis. *My* refers to the singer Selena Gomez. *My* is first person deixis because it includes the speaker as singular possesive pronoun object. The lyric which contain third person deixis is "but when *it* heals, *it* beats for you".*It* referes to Selena's heart. The function of third person deixis *i*s as object of singular pronoun. Based on the explanation above, the researcher notes that from *Back to you* song, the use of personal deixis that is followed by the three types of personal deixis occurs.

The function of person deixis is to indicate the use of personal pronoun in the song lyrics.

2. Place Deixis

Spatial or place deictic word indicates location in space relative to the speaker

(Cruse, 2006:166). From the song of *Back to you*, the researcher found and classified the twelve songs which show the use of spatial or place deixis.

Table 2. Number of Place Deixis

No.	Song	Spatial or Place Deixis
		Distal Term
1.	Back To You	There (1 datum)

From the table above, it can be seen that in song *Back To You* there are 2 data of spatial or place deixis. The lyric which contain place deixis of distal term is *there* in lyrics "what was *there* was not sure". *There* refers to somewhere. The function of spatial deixis is to indicate the use of the distance or location in the song lyrics.

3. Time Deixis

Temporal or time deixis word indicates the timing of an event relative to the time of speaking (Cruse, 2006: 179; 2006: 321). From the song *back to you*, the researcher found and classified the song which shows that the temporal deixis or time deixis occurs. The researcher uses the table to make it easier and clearer.

Table 3. Number of Time Deixis

No.	Song	Temporal or Time Deixis
		Pure deictic word and specific time
1	Back To You	Every time (1 datum), Cold evening (1 datum)

From the table above, the researcher found 2 data of time deixis. First data is *every time* in the lyric "*every time* we talk". Second data is *cold evening* in the lyric"thougt that I could you with a*cold evening*". *Every time* and *cold evening* refers to time.Based on the explanation above, the researcher includes that from the song *Back to you*, the use of temporal deixis occurs. The function of temporal deixis is to indicate the use of the timing in the song lyrics.

After analyzing and determining the types of deixis and also interpreting the references meaning that are used in *Back to you* song lyric, the findings of frequency of deixis types which are used in the songs of Selena Gomez are presented as follows:

Table 4. Number of Types of Deixis

No.	Types Of Deixis	Frequency
1.	PersonDeixis	45
2.	Place Deixis	1
3.	Time Deixis	2

From the table above, it shows that the number or frequency of deixis which is taken from the song *Back to you*are person deixis, placedeixis and timedeixis appear in *Back to you*song lyric. The most dominant type of deixis used in songs of *Back to you* is person deixis (45 data). Thus the dominant words of person deixis in *Back to you* song Lyric use first person deixis which are *I, Me, My, We*.

CONCLUSION

Following the discussion above, finally the researcher concludes that the song lyrics of *Back to you*use all types of deixis which are person, place, and time deixis occurs in a song of *Back to you*. Personal deixis that is used includes three types of person deixis which are first person deixis, second person deixis and third person deixis. In addition, the other types which are timedeixis and placedeixis occur in a song of *Back to you*. Most of personal deixis in *Back to you*song lyric refer to the speaker her self which are encoded by first singular person deixis like *I, My*. While for first plural person deixis which are *We* mostly refer to the speaker

In this research, person deixis is the most dominant types in the songs. It is because the singer tells about the love feeling to the boy in her song that make the use of person deixis type are more often than others.

The researcher notes that by using deixis, it will make easily to describe the function of personal, pronoun, time, and demonstrative which are connecting the utterance with the relation of person, space, and time. It is also useful to catch the reference meaning that include who, where, and when the utterance is uttered.

REFERENCES

Blaxter*, L.,* Hughes*, C.* and Tight, *M.* (2006). *How to Research* (3rd edition). Milton Keynes: Open University Press.

Cruse, A. (2006). *A Glossary of Semantics and Pragmatics*. Edinburgh: Edinburgh University Press.

Gazdar*,* G. (1979).*Pragmatics: Implicature, Presupposition, and Logical Form*. New York: Academic Press.

Griffiths, P. (2006). *An Introduction to English Semantics and Pragmatics.* Eidenburgh: Eidenburgh University Press.

Hasanah. (2006). *The Use of Deixisin Gladiator Movie's Manuscript.*Surakarta:Muhammadiyah Surakarta University

Hatch, E. (1992). *Discourse and Language Education.* Cambridge: Cambridge University Press.

Horn, L and Ward, G. (2006). *The Handbook of Pragmatic.* Swaiialun Strcct, Carlton. Victoria: Blackwell Publishing

Kadman, N. (2001). *Formal Pragmatics*. Journal of Pragmatics. (pp.749-755).Interfacultary Research Institutes. Institute for Logic, Language and Computation.

Kreidler, C. W. (1998). *Introducing English Semantics*.New York: Routledge.

Levinson, C. S. (1983).*Pragmatics*. Cambridge: Cambridge University Press.

Lycan: (1995). *Mental Content in Linguistics Form*. Philosophical Stutied 58: 147-54.

Lyons, J. (2002). *Natural Language and Universal Grammar*. London: Cambridge University Press.

Piragasam, G. A. (2013). *Music Aprreciation and Self-actualization of Gifted Students*: Procedia Social and Behavioral Sciences. (pp. 124-132). Malaysia: Kebangsaan Malaysia University.

Saeed, J.I. (2003). *Semantics* 2nd Edition. London: Blackwell Publishing.

_____. (1997). *Semantics 3rd Edition.* London: Blackwell Publishing.

Santosa, R. (2012). *Metode Penelitian Kualitatif Kebahasaan. Draf Buku*. Surakarta: Fakultas Sastra dan Seni Rupa Universitas Sebelas Maret.

Walter, E. (2008). Cambridge Advanced Learner's Dictionary 3rd Edition. London: Cambridge University Press.

Wijaya, D. P and Rohmadi, M. (2011). *Analisis Wacana Pragmatik Kajian Teori dan Analisis.* Kadipiro Surakarta: Yuma Pustaka

Wulandari, S. (2008). *The Use of Deictic Expression at Early Pre-Operational Stage Children.* Semarang:Diponegoro University

Yule, G. *(*1996). *Discourse Analysis*. Cambridge: Cambridge University Press.
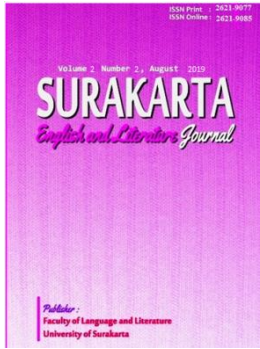
QUALITY ASSESSMENT OF ONLINE SERVICES IN THE HEALTH ARTICLE SDL FREE TRANSLATE VERSUS TRADUKKA

[1]Ika Oktaria Cahyaningrum, [2]Yunita Widiyantari

Faculty of Language and Literature, University of Surakarta. ikaoktaria1@gmail.com
Faculty of Language and Literature, University of Surakarta. widiyantariyunita@gmail.com

ABSTRACT

This study discusses the translation quality comparison produced by SDL Free Translate and Tradukka online translation services. This study includes qualitative descriptive research which is using discussion methods, questionnaires and interviews. The result of this study is the quality of the translation produced by Tradukka is more accurate, acceptable and readable than SDL Free Translate. It can be showed by percentage of 9.8% for the quality of SDL Free translations and 11.3% for translations produced by Tradukka. From the results of the analysis found that not all of online translation services have good translating capacity. It is based on the quality of the translation produced between the two online translation services above.

Keywords: Quality Assessment, Online Services, Accuracy, Acceptability and readability.

ABSTRAK

Penelitian ini membahas perbandingan kualitas terjemahan yang dihasilkan oleh layanan terjemahan online SDL Free Translate dan Tradukka. Penelitian ini termasuk penelitian deskriptif kualitatif yang menggunakan metode diskusi, kuesioner dan wawancara. Hasil dari penelitian ini adalah kualitas terjemahan yang dihasilkan oleh Tradukka lebih akurat, dapat diterima dan dapat dibaca daripada SDL Free Translate. Dari hasil penelitian diperoleh persentase sebesar 9,8% untuk kualitas terjemahan Gratis SDL dan 11,3% untuk terjemahan yang dihasilkan oleh Tradukka. Dari hasil analisis ditemukan bahwa tidak semua layanan terjemahan online memiliki kapasitas terjemahan yang baik. Ini didasarkan pada penilaian kualitas terjemahan yang dihasilkan oleh dua layanan terjemahan online di atas.

Katakunci: Penilaian Kualitas, Layanan Online, Akurasi, Penerimaan dan keterbacaan.Abstrak Bahasa Indonesia

INTRODUCTION

Along with the increasing demand for translation services, it also influences the quality of translators. In fact, the limitations of a professional translator are a major problem in the world of translation, in addition to money and time factors as well.With the rapid development of technology, making IT companies also compete in making an innovation in the world of translation. Therefore, there are many online translation services that are very easy to access, equipped with financing that can even be accessed free of charge for all users of translation services.The use of translation engines is growing rapidly through a software used in online translation services. Herry Sujaini in Jurnal ELKHA Vol.6, No 2, said that "Machine translator (MP) is a machine that can do the translation process from one language to another language automatically. MP has practical uses because it can help humans communicate with each other in different languages. This issue is even more important in the current era of globalization, when manual translation by humans has limited and expensive resources". There are many online translation services such as Google Translate, SDL Free Translation, Traddukka, Nice Translator, BabelXL, Frengly and others.However, not all online translation services have a good level of translation quality. In terms of accuracy, acceptance and legibility, a research should be held with the aim of knowing the quality results obtained.

Based on the above problems, the field of this research is in translation quality assessment. The researcher took two online translation services and analyzed more deeply about the quality of the translation and the impact obtained from the quality of the translation itself. In this research, focus of the object of the research is the online translation products. Researcher took two research objects from online translation services namely SDL Free Translate and Tradukka as objects, while the data source was obtained from a health article entitled "Vaginal Birth After Caesarean" by Hannah Dahlen ". This article was taken from a health page named "Pregnancy Birth and Beyond",www.pregnancy.com.au/birth-choice/vbac/vbac-articles/vaginal-birth-after-caesarean.shtml. Limitation of the research is only focused on the assessment of the translation quality in accuracy, acceptability and readability.

Related research as a reference material is from research conducted by Prakosa (2016) with the title An Analysis on Translation Technique and Translation Quality Of Medical Terms In An Article Entitled "Critical Illness Due To 2009 A / H1n1 Influenza In Pregnant And Postpartum Women: Population Based Cohort Study "Produced By Google Translate. The object of this study focuses on the quality of the translation produced by Google Translate as the largest producer owned by Google companies. This research only focuses on health terms. The second researcher is Novia Arifatun, et al (2012) in Journal of Arabic Learning and Teac Vol.2, Number 1. Her research discusses about "Mistake Translation of Indonesian Text to Arabic through Google Translate (Study of Syntactical Analysis)". The focus of this research is an online translation service from Google Translate, this study aims to determine the accuracy of Google translate in the process of translating texts into Arabic Indonesian and describe the errors that dominate the object of study investigators. This study is expected to provide benefits to the students of the Arabic language in order to minimize the use of Google translate and considering the translation results, especially in terms of the structure of the grammar.

Larson (1984: 17) views translation as a process of transferring mandate from source language text to target language text by using grammatically and lexically form the appropriate target language. Almost the same as the definition of translation according to Nababan (2003: 19-20) that translation not only diverts messages but also forms of language, both literary translators or translators of scientific works need to consider not only the content of the news but also the form of language in translation because in essence each the field of science has a style of language in expressing it.

From the various definitions of translation above, it can be concluded that translation is the process of transferring messages from source languages to natural equivalents as close as possible to the target language by paying attention to the language style.

Ellis Horword(in Prakosa, 2016: 12) in his book series in computers and their application said machine translation is a computer application that can translate a text from one natural language to another. In his opinion the translation machine must be seen as a tool that can ease the translator in terms of time and cost.

Whereas in the opinion of Hutchin (in ELLiCProceding 2018: vol:2) said that the translation of machine is "computerized systems responsible for the production of translations with or without human assistance". This means that a translation machine can produce translations and process all translation data without human intervention.

It can be concluded that the Machine Translator (MT) is the process of translating language from one language to another by using a computer system automatically. This is an advanced and modern breakthrough, so that translation service users are more facilitated and efficient, especially in time and cost.

There are several obstacles to the success of MT including like words with many meanings, sentences with many grammatical structures, uncertainty about pronouns that refer to who, and other grammatical problems. Hence that in the delivery of the message is not right, there is an addition or subtraction of information which results in poor translation quality.

RESEARCH METHOD

Focus of this study is to investigate the translation technique and translation quality in the article produced by online services (Google Translate, SDL Free Translation and Tradukka). Based on the definition of Oxford Learners Dictionary (in Mudjia Rahardjo, 2017:2), the research used descriptive-qualitative approach with case study design for single case. Single case study is a series of scientific activities carried out intensively, in detail and in-depth about a program, event, and activity, both at the level of individuals, groups of people, institutions, or organizations to gain in-depth knowledge about the event. The data used in this research was an online article entitled "*Vaginal Birth After Caesarean*". Objective data was collected using a selective note taking technique (criterion-based selection). While affective data collected through the provision of questionnaires to informants with interviews. There is a scale of assessment on the questionnaire distributed to the rater, in which a rater must provide an assessment scale supplemented by the reasons underlying the assessment. While in the assessment of the quality of translation used scale assessment that refers to the theory of Nababan (2010).There are three types of questionnaires used, namely: (1) Accuracy Rating Instrument to measure the accuracy of messages, (2) Acceptability Rating Instrument to measure the acceptability level of translation, and (3) Readability Rating Instrument, to

measure the level of translation legibility.

The design of this study refers to the problem formulation of translation quality generated on Google Translate, SDL Free Translation and Tradukka In A Health Article entitled "*Vaginal Birth After Caesarean* 'by Hannah Dahlen
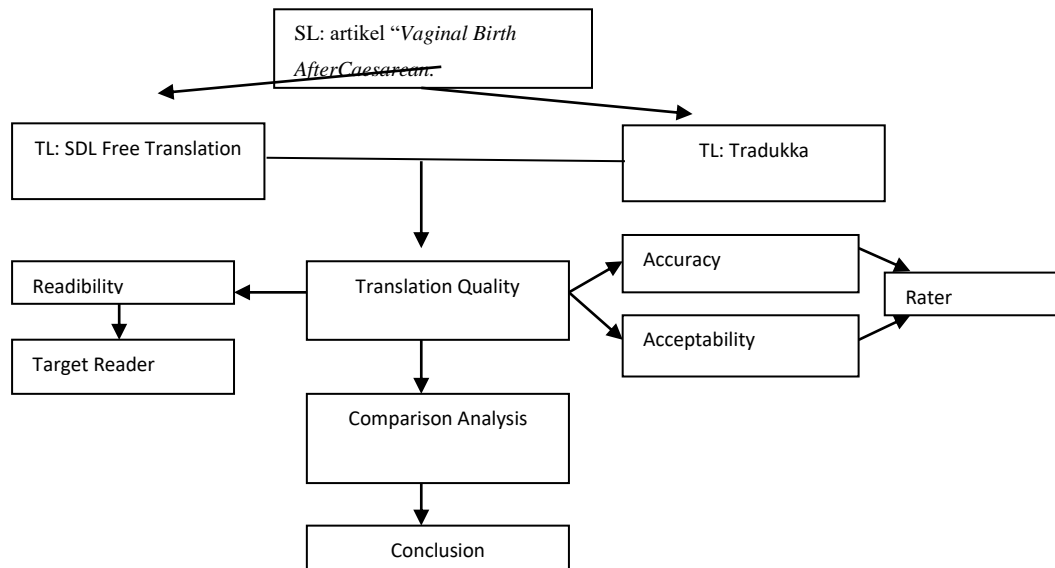
Figure 1. Research Design

FINDING AND DISCUSSION

FINDING

From the assessment results obtained from Rater regarding the quality of accuracy, acceptability and quality of readability obtained from the target reader or target audience, it can be explained through the table below:

Table 1. Percentage of Quality of Online Translation Services

Online services Quality	SDL Free Translate	Tradukka
Accuracy	65,6	75,5
Acceptability	64,9	75,5
Readability	66	75,5
Total (%)	9,8%	11,3%

In this study, the focus of the research object is to use two translation services namely SDL Free Transalation and Tradukka, where each online translation service has nearly the same translation quality. SDL Free Translation has the speed of producing translations that are almost the same as Tradukka. The following is one of the front page presentations on SDL Free Translation and Tradukka's online translation:

Surakarta English and Literature Journal
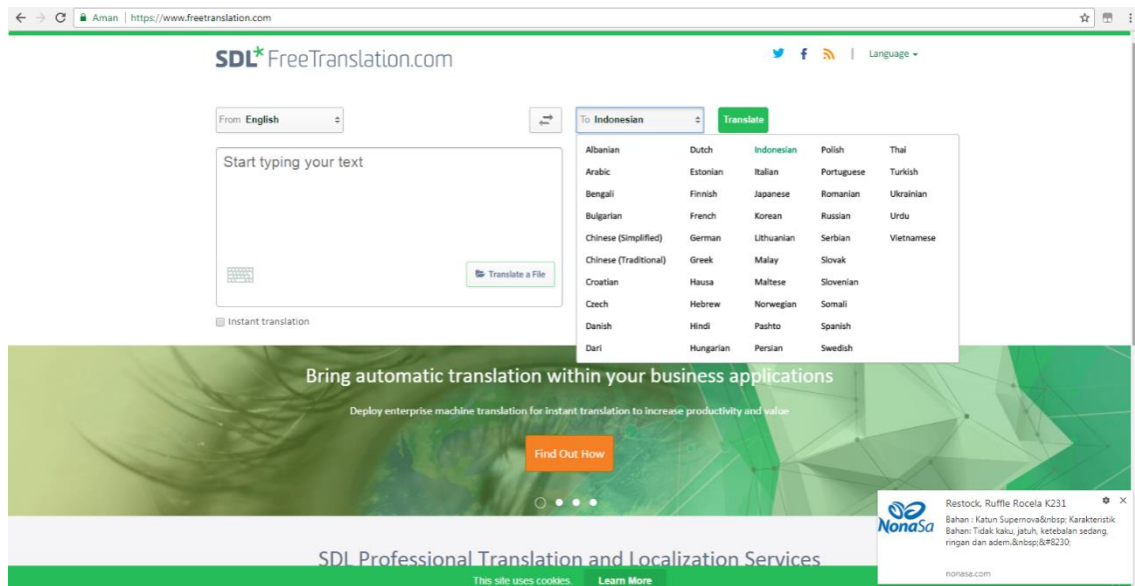
Figure 2. SDL Free Translation services

SDL Free translation is equipped with various language sources with various target language sources. It is an unpaid application that can be accessed and used wherever and whenever.
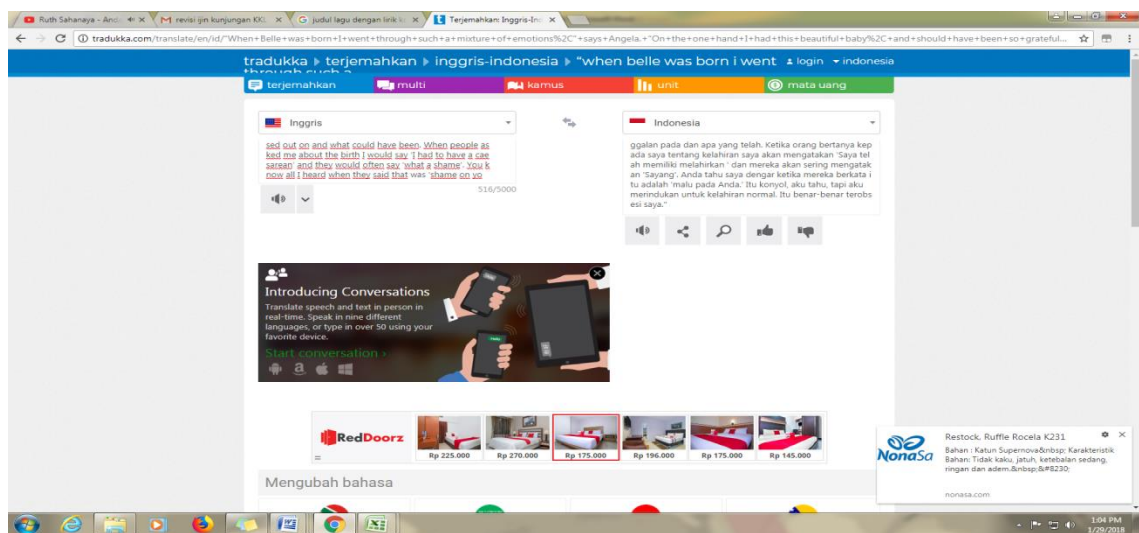
Figure 3. Tradukka services

DISCUSSION

In Tradukka, it will translate your text and voice in real time. Among the main features will have access to voice recognition, dictionary definitions, text-to-speech for pronunciations, and more than 44 supported languages. Tradukka Translator is a free software application from the Teaching & Training Tools subcategory, part of the Education category. The app is currently available in English and it was last updated on 2016-05-06. The program can be installed on Android.

Divided into 42 sentence data which is then analyzed into 30 research data, each research data can be in the form of sentence, phrase and word level. From the table

above it can be concluded that the quality of the translation produced by online translation services from Tradukka is far better than SDL Free Translate. This is because the translation produced by Tradukka at the level of accuracy, the message delivered is more accurate and rarely obtained distortion of meaning, while for the quality of acceptance at SDL free gets a second percentage after Tradukka, the resulting translation feels more natural and there is even a translation translated according to target language culture rules. Readability quality generated by SDL Free Translate, from questionnaires distributed to the target reader, the translation produced by SDL has sufficient quality, this is because most of the text cannot be understood by the reader, there are some words that are not interpreted or not translated so that not all readers are able to read medical terms in the translation. The sub-discussion below is a more detailed discussion of the quality of the translation produced, among others, as follows:

Accuracy

What is at the core of the assessment of accuracy is the suitability or accuracy of the message conveyed between Bsu and Bsa, whether viewed from the linguistic aspect (grammatical structure), semantics and pragmatic. From the table above, the translation produced by Tradukka has a higher percentage of accuracy compared to SDL Free with an average score of 75.5.

1. Accurate Translation

Accurate translation refers to the level of meaning of words, phrases, clauses, and sentences that are transferred accurately into Bsa. There is no distortion of meaning or ambiguity of meaning in the delivery of messages. There are 15 data from Tradukka, 2 data from SDL Free Translate into accurate translation.

The data below is an example of the quality of translation produced by SDL Free Translate and Tradukka, the level of assessment given by Rater makes the resulting translation quality have an average value of accuracy of 2.6 and 2.8. This can be seen in the table below:

Table 3. SDL Accurate Translation Data Free Translate and Tradukka

Bsu	Bsa SDL free translate	BsaTradukka
Data 19/Bsu/Art/28	Data 19/Bsa/FT/28	Data 19/Bsa/Trd/29
Just 2 per cent of women perform pelvic floor exercises three times a day, the recommended level. (28)	*Hanya 2 persen perempuan melakukan latihan lantai panggul tiga kali sehari, tingkat yang disarankan. (28)*	*Hanya 2 persen perempuan melakukan latihan dasar panggul tiga kali sehari, tingkat yang direkomendasikan. (28)*

From the table above it can be seen that the resulting translation quality has almost the same in the target language. Especially on the word "pelvic floor exercises" which translate into *latihan lantai panggul* and *latihan dasar panggul*. The transfer of the source language to the target language is largely diverted accurately so that the whole sentence in the target language is understood.

2. Less accurate translation

Inaccurate translations refer to translations in which some of the words, terms, technical, phrases, clauses or sentences of Bsu have been accurately transferred into

Bsa, but there is still a distortion of meaning or multiple translations (taxa) or there are also omissions of meaning that interfere with the integrity of the message. There are 28 less accurate translation data on SDL Free Translate translation quality and 15 translation data are less accurate on Tradukka translation quality. Assessments for less accurate translation quality have an average value of 2 to 2.5.

Table 4. Less Accurate Data on SDL Free and Tradukka

Bsu	Bsa SDL Free Translate	BsaTradukka
Data 31/Bsu/Art/39	Data 31/Bsa/FT/39	Data 31/Bsa/Trd/39
The majority of people affected by incontinence can be cured or better managed. (39)	Sebagian besar dari orang-orang yang terkena dampak oleh mengompol dapat disembuhkan atau dikelola lebih baik. (39)	Mayoritas orang-orang yang terkena inkontinensia dapat disembuhkan atau lebih berhasil. (39)

The translation feels stiff and the message conveyed is a distortion of meaning can be found in the quality of SDL Free Translate translation. The word "incontinence" is translated into Bsa to "wet the bed". In terms of legibility, it is easier for readers to understand medical terms, but judging from the equivalent level of words, the word bedwetting becomes stiff in Bsa. The medical term does not need to be interpreted in detail, just add the information in parentheses as an explanation of the word incontinence.

While the translation produced by Tradukka still maintains the medical term "incontinence" in Bsa. What makes translation from Tradukka less accurate is from its grammatical arrangement, where the word "managed" is not interpreted into Bsa, but only translates more successfully on Bsa.

Acceptance

The second assessment of translation quality can be seen in terms of its acceptance. It is said that the translation is acceptable if the translation in Bsa is more directed to the prevalence and naturalness which has been adjusted to the norms and rules in Bsa.

1. Acceptable

A translation is said to be acceptable if the translation feels natural and sounds familiar to readers both in terms of words, phrases, and sentences that have been adapted to the norms and rules contained in the Code with an average value of 2.6 to 3. Here is an example Acceptable data from Tradukka:

Table 5. Acceptable data table from Tradukka

Bsu	BsaTradukka
Data 11/Bsu/Art/20	Data 11/Bsa/Trd/20
The Foundation has also joined forces with the Australian College of Midwives (20) to develop an online course for midwives.	*Yayasan telah juga bergabung dengan Akademi Australia bidan (20)* untuk mengembangkan kursus online untuk bidan.

Tradukka translates into the target language more acceptable and have a good readability. The word "foundation" is translated into the target language "*yayasan*", which means more acceptable and all readers better understand its meaning.

2. Unacceptable

Inaccurate translations lead to translations that feel less natural and less familiar to the reader both in terms of words, phrases, and sentences that have been adapted to the norms and rules contained in the Code.

Table 6. Less acceptable on SDL Free Translate

Bsa	Bsu SDL Free Translate
Data 7/Bsu/Art/15	Data 7/Bsa/FT/15
She said incontinence should not be regarded as a normal part of childbirth **(15) and women needed to prioritise their pelvic floor health.**	*Ia berkata dengan mengompol seharusnya tidak dianggap sebagai bagian dari kelahiran (15)* dan perempuan yang diperlukan untuk mengutamakan kesehatan lantai panggul mereka.

The translation of "incontinence" presented to Bsa is interpreted as *mengompol* making the translation feel natural and feels stiff in the delivery of the message. The word *mengompol* seems to be translated literally and the reader will better understand the meaning than maintaining a foreign medical term. But in Bsa the resulting translation becomes less natural and does not see cultural norms or rules in Bsa. It will be more natural if the translation still maintains foreign terms. Whereas in the Tradukka translation there are 19 data that are not as acceptable as the example below:

Table 7. Less acceptable to Tradukka

Bsa	Bsu SDL Free Translate
Data 3/Bsu/Art/5	Data 3/Bsa/Trd/4
Data 3/Bsu/Art/6	Data 3/Bsa/Trd/6
Data 3/Bsu/Art/7	Data 3/Bsa/Trd/7
A study of 1000 Australia mums (5) and mums-to-be found **(6) that despite being in a high risk category for developing incontinence,** *98 per cent failed to do the daily recommended level of pelvic floor exercises* **(7).**	*Sebuah studi 1000 Australia ibu(5) dan ibu-to-be menemukan(6)* bahwa meskipun berada dalam kategori risiko tinggi untuk mengembangkan inkontinensia, *98 persen gagal untuk melakukan tingkat direkomendasikan harian latihan dasar panggul(7).*

From the table above Bsu can be seen "mums-to-be found" interpreted as *ibu*-to-be *menemukan*, the translation feels less natural because it is not translated grammatically into Bsa. The word to be is not translated so as to make the message delivered less acceptable.

Readability

The last level of assessment to find out the quality of the translation is legibility, where to measure and find out the level of readability distributed questionnaires to respondents where the quality concerns aspects of readability and legibility. The aspect of readability involves qualitative and quantitative changes in the transfer of information in the source language so that the viewer can understand it, while legibility refers to the appearance (appearance) of the text.

Surakarta English and Literature Journal

1. High Readability

Based on the assessment of a number of questionnaires obtained translation which on average has a high level of legibility because in words, terms, technical, phrases, clause and sentences the translation can be easily understood by the reader. For example, high readability can be described in the table below:

Table 8. Translation with a high level of Readability by, SDL free and Tradukka

Bsu	Bsa SDL Free Translate	BsaTradukka
Data 26/Bsu/Art/34	Data 26/Bsa/FT/34	Data 26/Bsa/Trd/34
By 2030, the prevalence is estimated to increase to 6.5 million Australians. (34)	*Pada tahun 2030, angka diperkirakan akan meningkat menjadi 6,5 juta Australia.(34)*	*2030, prevalensi diperkirakanakan meningkat menjadi 6,5juta Australia. (34)*

From the table data above, SDL is free even though there is no additional information on the object, the target audience is not too affected by the quality of the object, they still understand the message delivered to Bsa. More succinctly the translation produced by Tradukka, there are omissions of prepositions such as *Pada tahun* and the word *orang*, even so, the target readers are still able to understand the message conveyed.

From the data table above, SDL free although there is no additional information on the object, the target reader is not too affected by the quality of the BSA, they still understand the message conveyed to the BSA. For a more concise translation produced by Tradukka, there are omissions of prepositions such as "One Year" and the word "people", however, the target readers are still able to understand the message conveyed.

2. Medium Readability

The next quality discussion is moderate readability with an average rating of 2 to 2.5. Just like the discussion of accuracy and acceptability, it is not much different from legibility readability, where the translation produced by SDL free has 28 data, 16 data in Tradukka translation with moderate readability assessment. The following is a discussion of medium legibility:

Table 9. Translation with medium readability on SDL Free and Tradukka

Bsu	Bsa SDL Free Translate	BsaTradukka
Data 18/Bsu/Art/27	Data 18/Bsa/FT/27	Data 18/Bsa/Trd/27
The prevalence of incontinence was greater for women *who had had multiple births, with 80 per cent of women with three or more children experiencing	Prevalensi mengompol adalah lebih besar bagi perempuan yang mempunyai beberapa kelahiran, *dengan 80 persen wanita dengan tiga atau lebih anak-anak mengalami kebocoran yang tidak diinginkan.(27)*	Prevalensiin kontinensia adalah lebih besar bagi perempuan yang telah memiliki kelahiran kembar, *dengan 80 persen wanita dengan tiga atau lebih anak-anak yang mengalami kebocoran yang tidak diinginkan.(27)*

unwanted leakage (27).		

Of the three data above, the entire text has a medium level of readability. This can be seen from the translation produced by Tradukka, "80 percent of women with three or more children experience unwanted leakage". The translation of the phrase "unwanted leakage" is indeed easy to understand but the target reader must repeat it up to two or even more in understanding the contents of the message delivered to Bsa. In the arrangement of the target language order, SDL Free translates literally plural sentences into Bsa, children are interpreted as children, said Incontinence also means to wet the bed. SDL Free and Tradukka also mean the same thing. In essence, the two online translations above have almost the same results in the translation. The target audience is able to understand the message delivered but they must repeat the reading to understand the message delivered to Bsa.

Impact of Translation Quality

Tradukka translation quality still has a better level than SDL Free Translate translation. In terms of the quality of acceptability, Tradukka almost has better quality even though the data accepting less than the data is less acceptable. This is different from the translation quality of SDL Free Translation, in terms of accuracy, acceptability and very low readability which ultimately results in less quality translation.

However, it is undeniable that even though advanced technology offers online translation and is cost effective, in terms of the translation, it still has drawbacks, compared to translations translated manually by human services.

The impact of this study is the level of quality comparison produced, in terms of accuracy, acceptability, and legibility. Although in the era of technology that is growing rapidly, which makes it easy for users of translation to surf in cyberspace, it needs to be ascertained and aware of the quality of the translation produced. Funds that are almost unused, the speed of the results obtained, up to a very short time make translator users prefer to use online services in translating. Therefore, a policy is needed regarding improving the quality of the resulting translation. A license from a survey institution can also complement and make an online translation service have its own assessment. The absence of suggestions and criticisms on the translation site makes the lack of quality values included in the translation produced.

CONCLUSION

From the results of Tradukka's research, it was in a better position in the quality of translation compared to SDL Free Translate. This is based on research findings with an average value of accuracy of 11.3%, with an average percentage value of 7.5%, 15 accurate data, 15 data is less accurate, for the acceptance of 20 acceptable data and 19 data is less acceptable, 13 data has high readability and 16 data have medium readability. The last position is occupied by SDL Free Translate, with an average percentage of 6.5% and only 2 data in each assessment of the quality of accuracy, acceptability and high readability. While 28 data are included into inaccurate, less acceptable and had a medium level of readability.

Even though in the era of technology that is growing rapidly, which makes it easy for translation users to surf in cyberspace, but it needs to be ascertained and watch out for the quality of the translations produced. Funds that are almost unused, the speed

of results obtained, up to a very short time make translator users prefer to use online services in translating. Therefore, a policy is needed regarding improving the quality of the translation produced. A license from a survey institution can also complement and make online translation services have its own assessment. The lack of opening of suggestions and criticisms on the translation site makes the lack of inclusion of quality values in the translations produced.

REFERENCES

Arifatun, Novia (2012). Kesalahan Penerjemahan Teks Bahasa Indonesia ke Bahasa Arab Melalui Google Translate (StudiAnalisisSintaksis). Journal of Arabic Learning and Teaching vol.1, no.1. Retrieved 20th August 2019 in the URL: file:///C:/Users/toshiba/Downloads/1506-Article%20Text-2888-1-10-20130627.pdf

Hannah Dahlen. (2012).Vaginal Birth After Caesarean. Retrieved 4th July 2017. In the URL:http://www.birthpool.net.au/birth-choices/vbac/vbac-articles/vaginal-birth-after-caesarean.shtml

Horwood, Ellis. (1986). Series in Computers and Theirs Applications. Chichester UK: Ellis Horwood Press.

Hutchin. John. (1995). Mechine Translation: A Brief History. Oxford: Pergamon Press

Oktaria Cn, Ika. (2018). Comparison Of Translation Quality Between Google Translate, Sdl Free Translation And Tradukka In The Health Article Entitled *Vaginal Birth After Caesarean*. ELLiC Proceedings Vol. 2, 2018

Larson, Mildred L. 1984. *Meaning-Based Translation: A Guide to Cross-Language Equivalent.* America: University Press of America.

Nababan, M.R. (2003). *Teori menerjemahkan bahasa Inggris*. Yogyakarta: PustakaPelajar.

Nababan, M., Nuraeni, A., &Sumardiono. (2010). Pengembangan Model Penilaian Kualitas Terjemahan. *Kajian Linguistik dan Sastra, Vol. 24, No. 1, Juni2012* , 39-57.

Prakosa, Bima. (2016). An Analysis on Translation Technique and Translation Quality Of Medical Terms In An Article Entitled "Critical Illness Due To 2009 A / H1n1 Influenza In Pregnant And Postpartum Women: Population Based Cohort Study "Produced By Google Translate. Surakarta University

Sujaini, Herry. (2014). Mesin Penerjemah Situs Berita Online Bahasa Indonesia ke Bahasa Melayu Pontianak. ELKHA Journal Vol. 06. No. 02. Retrived 20th August 2019. In the URL: file:///C:/Users/toshiba/Downloads/Documents/9098-29470-1-PB.pdf

Rahardjo, Mudjia. (2017). Studi Kasus Dalam Penelitian Kualitatif. Malang: UIN Mulana Malik Ibrahim.

INDEPENDENT LEARNING FOR IMPROVING ENGLISH SKILLS OF STUDENTS IN ENGLISH LANGUAGE EDUCATION, PEKALONGAN UNIVERSITY

[1]Dwi Ario Fajar, [2]Dwi Agustina

[1]Faculty of Teacher and Education, University of Pekalongan. dwiariof@gmail.com
[2] Faculty of Teacher and Education, University of Pekalongan. tina50@yahoo.co.id

ABSTRACT

This research reports the findings of a narrative inquiry aiming at revealing the lecturers' perceptions about the meaning and importance of independent learning for improving students' mastery of English. This research involved nine lecturers of English Education program at the Faculty of Teachers' Training and Education, Pekalongan University. The lecturers were interviewed about their views of independent learning. The findings suggest that all of the respondents agreed on the importance of independent learning. However, in terms of the meaning of independent learning, the lecturers suggest a various definition of independent learning, signaling that their understanding on the concept of independent learning is not similar which may result in different practices of giving independent learning tasks to students.

Keywords: narrative inquiry, perception, independent learning.

ABSTRAK

Penelitian ini melaporkan temuan penyelidikan naratif yang bertujuan mengungkapkan persepsi dosen tentang makna dan pentingnya pembelajaran mandiri untuk meningkatkan penguasaan siswa terhadap Bahasa Inggris. Penelitian ini melibatkan sembilan dosen jurusan Pendidikan Bahasa Inggris di Fakultas Keguruan dan Ilmu Pendidikan di Universitas Pekalongan. Para dosen diwawancarai tentang pandangan mereka mengenai pembelajaran mandiri. Temuan menunjukkan bahwa semua responden sepakat tentang pentingnya belajar mandiri.Namun, dalam hal makna belajar mandiri, dosen menyarankan berbagai definisi belajar mandiri, menandakan bahwa pemahaman mereka tentang konsep pembelajaran mandiri tidak serupa yang dapat mengakibatkan praktik yang berbeda dalam memberikan tugas belajar mandiri kepada siswa.

Kata kunci: narrative inquiry, persepsi, pembelajaran mandiri.

INTRODUCTION

The concept of independent learning in English is called autonomous learning. It is a concept of learning that has been widely introduced not only in Western countries but also in Eastern countries. In this learning concept, students get greater responsibility in the learning process they do. Students are expected to be able to contribute to the learning process in their classrooms and outside the classroom after their classroom learning is over. The ideas and input from students regarding classroom learning are also highly expected, especially regarding the implementation of daily learning in the classroom. Because the students have a greater role in learning in their classrooms, learning activities are more student-centered rather than the teacher-centered. Teachers in this context only act as facilitators and motivators.

Egel (2009) states independent learning activities support the development of person into lifelong learners. If someone is given many opportunities to study independently, then he also has the opportunity to develop the skills needed by becoming lifelong learners. However, this opportunity certainly must be supported by the willingness of individuals to carry out these independent learning activities.

We realize it or not in this modern era, there has been a demand for individuals to become lifelong learners. Each learner is expected to be able to learn and develop themselves to follow the times and technological developments that continue rapidly. Jarvis (2007) and Weinstein et al. (2011) state that the ability to continue to learn and become lifelong learners will make individuals are not left behind by the times and will still be able to be part of the world community.

Along with the demands above, Indonesian education curriculum is also intended to be able to create students who are more independent and creative. The concept of learning is introduced in the classroom and also ultimately refers to the creation of independent learning activities. In general, the concept of independent learning has an appeal that is for several reasons.

The reasons which are most cited are the reasons presented by Crabbe (1993) that connect students' independence with their rights. According to Crabbe, every individual has learning needs, which of course must be fulfilled because the fulfillment of learning needs becomes an individual right. Thus they can learn things they like and want. In this context, individual rights can be fulfilled if the teacher is willing to involve students and give them freedom in choosing the material to be studied, strategies in learning, learning activities to be carried out in class, teaching materials, methods, evaluation of student learning outcomes, place and time right learning. However, giving this freedom must also consider aspects of the students' abilities and their learning needs.

Another reason that is often associated with the importance of independent learning activities is presented by Little (2009). Little underlines the superiority of independent learning activities in terms of effectiveness and efficiency. Little states that independent students can learn independently outside the classroom. Indeed, independent students will not be completely dependent on the teacher figure in their learning. So when they want to study they will not hesitate to do it even though they are not in school. Independent students will use the knowledge they get in class to help them learn new things they encounter outside the classroom. Thus independent children have the opportunity to improve their independence in

Surakarta English and Literature Journal

learning. They explore more knowledge and at the same time, they develop into independent personality.

From the many reasons for using the concept of independent learning in education at present, it seems that the concept of independent learning is also understood differently. This is quite interesting because the concept of independent learning has been widely adopted but they are understood in various concepts. For example, the concept of independent learning is understood as a learning activity without assistance from a teacher (Little, 1991). However, this understanding and definition are refuted by Gremmo and Riley (1995) state that teachers still have a role when independent learning is carried out by students. According to them, teachers still play the role of facilitators, assistants, advisors, and tutors. Thus, even though children are introduced to the concept of independent learning. They do not necessarily escape the teacher's direction. The teacher helps them to be able to learn independently for example by giving tasks that require students to practice doing independently, either individually or in groups. The teacher can also assist according to the students' needs.

The dynamic curriculum change in Indonesia supports the concept of independent learning, especially in the 2013 curriculum. In this curriculum, learning is not teacher-centered. Facilitating is the teacher's duty in student learning. So that the impact that can be felt is that students are more active and independent in learning. Learning that focuses on students have been done in the previous curriculum, like homework. This means that independent learning has been applied but with different portions. But in this 2013 curriculum student learning independence is strongly supported.

Martin Lamb's research (2004, 2007, and 2011) found that in one junior high school in one of a city in Sumatra there had done independent learning for students, especially learning English. The independent learning activities are carried out by watching English programs on television programs, listening to many English songs and practicing semi-self-taught English. The research shows that independent learning activities can be carried out since students are in junior high school. In other hands, independent learning can be done by junior high school students. It is possible if independent learning is applied at a higher level, for example at the senior high school level and higher education.

Learning is not only in the classroom, learning outside the classroom gives a lot of very significant contributions. This is because students spend a lot of time outside the classroom rather than in class. In theory, if students want to learn inside and outside the classroom, their abilities will be able to improve, what they learned in their class is learned or applied outside the classroom.

For example in the learning English, Dardjowidjojo (2000) analysis, the weakness of English language skills of high school graduates is caused by a lack of interaction in the classroom and low student independence. English is indeed a foreign language so the level of use of English is very weak in the application in their lives. Therefore, independent learning mustbe applied in their learning methods because it is very helpful in improving mastery of English, especially activities outside the classroom. Without independent practice, mastering children's English will be difficult to improve.

For students of English language education, mastery of English is a priority and skills must be mastered. English language skills are the most important thing for them such as reading skills, listening skills, writing skills, and speaking skills. Those in the English study

program have four years of study. Four years is supposed to be a long time to learn languages. But what happened was that there were still many students in English language education study programs who faced difficulties in mastering these four skills. Independent learning is very appropriate if applied to students of English language education who need a lot of learning practices outside the classroom.

In higher education, independent learning activities strongly support students' mastery of lecture material. Because most learning methods on campus focus on student-centered learning, students can form study groups to support on their assignments. Or they can also independently carry out group learning activities even though they do not get special assignments from the Lecturer. For example, they can correct each other's writing, pronunciation and English skills. Such interactions are needed because they can improve their English skills. Today's interactions are also not limited to places. They can interact online. This online communication technology helps them to communicate with foreigners who speak English. Through the free chat application, they can communicate directly with native speakers. o do that, all of them needed interest from themselves. Students who have independent learning initiatives are students who have a high sense of responsibility and integrity.

Independent learning is a part of learning that has been carried out at Pekalongan University. It is just that there is no description of what and how important these independent learning activities are implemented in learning in English Language Education Study Programs. Therefore this research studies how the concept of independent learning is seen by lecturers inPekalongan University which needs to be implemented.

From the background described above, the problems discussed in the next discussion are formulated as follows: How is the perception of English Language Education Study Programs of Pekalongan University lecturers on the meaning of independent learning? What is the perception of English Language Education Study Programs UniversityPekalongan lecturers on the importance of independent learning activities for improving their students' mastery of English?

From the background described above, the problems discussed in the next discussion are formulated as follows: *First*, How do the lecturers in Study Program of English Language Education at PekalonganUniversity perceive the meaning of independent learning? *Second*, how do the lecturers in Study Program of English Language Education at Pekalongan University perceive the importance of independent learning activities for improving their students' mastery of English?

METHODOLOGY

This study is a qualitative research method specifically narrative inquiry. Narrative inquiry emphasizes the importance of using respondents' experience as the basis for data retrieval. In this case, the respondents' experience in implementing independent learning activities will be the basis for exploring their perceptions regarding the meaning and importance of independent learning.

Perception is a way of looking at a thing or problem. Perception is also equated with trust (Pajares, 1992). Everyone has a personal perspective that is often different from the

Surakarta English and Literature Journal

perspective of others. Teacher's perception of trust is one of the research fields in theeducation that has been rarely studied (Borg & Al-Busaidi, 2012). The teacher's perception of trust in a teaching method or technique will determine their teaching practice (Borg, 2001). Teachers can have good or poor perceptions, agree or disagree with matters related to educational practices, teaching methods, use of teaching materials, forwarding concepts of independent learning and so on.

    In this study the writer did the interview by involving nine lecturers from English Language Education atPekalongan University. The interviews were in the form of unstructured interviews where the lecturers were asked about how they perceived the meaning and the importance of independent learning to facilitate the students' mastery of English. The interview lasted for around thirty minutes. The interview had been done in three months, September to December 2018.

    Once the interviews have been done, the writer then transcribed the interviews. The transcribed were then coded to categorize the data into categories. Similar data with similar codes were grouped together into categories. The categories were then grouped into some sub themes which then became the main themes. The main themes were presented to describe the research findings based on the respondents' answers.

FINDINGS AND DISCUSSION

This section discusses the findings of the study in terms of the meaning of independent learning as perceived by the lecturers in English Language EducationatPekalongan University along with their perceptions about the importance of the independent learning for enhancing the students' mastery of English. The findings suggest all of the respondents considered that independent learning is important. However when the lecturers were asked to define independent learning, their answers varied. There were various meanings of independent learning described by the lecturers such as learning habits to master English, learning based on the students' needs and wants, utilization of self capacity and surrounding resources, and the learning efforts done without the presence of a teacher. This suggests that the lecturers had various perspectives regarding independent learning.

The Meaning of Independent Learning in Lecturer Perception
    In the perceptions of lecturers, independent learning also has various meanings. First, independent learning was defined as learning habits to master English. More specifically the lecturers mentioned that independent learning is a kind of habituation in learning. This description of independent study was mainly for adult learners. In the lecturers' view, to master a foreign language, adult learners not only needed the learning but also the habituation. Habituation here referred to the learning of English in such a regular way and this was very important for mastering the language.Some of the meanings that appear in the findings of this study are:
a. Learning habits to master English
    Independent learning is assessed as habituation

Surakarta English and Literature Journal

"Independent learning for adult learners is very important. Moreover, language-related learning, which masters one language is needed not only learning and habituation but also be a part of independent learning"

b. Learning based on learners' wants and needs

Independent learning is assessed as a learning activity according to the wants and needs of the learners both in the classroom or outside the classroom. For activities that are in the classroom, independent learning is:

"Student active learning activities where students are involved in identifying what needs to be learned and control in the learning process."

Independent learning outside the classroom is:

"Independent learning is learning from the will of oneself because it is not from the encouragement of people so that the willingness to want and to know more and will be stronger to face the mental test and more patient, more mature in expressing their knowledge will also be more open to receiving input and more critical, and objective. "

c. Utilizing self-potential and resources around

Self-learning is also defined as the utilization of students' self-potential:

"Independent learning, in my opinion, is learning that utilizes all potential within oneself so that it can achieve learning goals"

Also, independent learning is defined as:

"Creative learning doesn't have to be companied with a certain topic. It is trying to dig up information from what's around him or her"

d. Individual learning activities can be carried out with lecturer or with no lecturer

For some lecturers, independent learning activities are carried out without dependence on the teacher or lecturer:

"Learning doesn't depend on the teacher so that they can understand better the best way they learn."

another answer also reinforces the opinion above:

"Independent learning is learning with enthusiasm, confidence, and perseverance with or without the help of others."

From the answers above, most lecturers consider that independent learning is done primarily by oneself without dependence on others.

One of the other respondents assessed that independent learning was done outside and in the classroom:

"Independent learning is a learning process carried out by individual learners in a well-structured and unstructured way inside and outside the classroom. The learning process (not learning) whose output is a change in the behavior of the learner in all things. "

Surakarta English and Literature Journal

In addition, independent learning was also defined as learning by utilizing the self-potential and surrounding resources. One of the lecturers mentioned that independent learning referred to the learning done by utilizing all of the potentials within the learners so that they can achieve the learning objectives. The learning objectives in this case could be those related to the learning done at classroom or those related to the personal learning objectives. Besides, independent learning is also viewed as learning from the surrounding, finding information around us.

Independent learning is also defined as the learning done with or without the presence of a teacher. Some lecturers emphasized that in the independent learning students did not rely on the teachers. One of the lecturers stated without the dependence on the teachers or other people, the learners could find the best way to learn. This idea was supported by the statements of other respondents who mentioned that independent learning was done by full of motivation, diligence, and confidence. Another respondent also shared a quite similar idea that independent learning was done by individual either in a structured or in an unstructured way inside or outside of the classroom. This answer suggested that the independent learning was done individually.

Based on the answers above, it could be said that the lecturers shared a wide range of ideas related to the definition of independent learning. This may suggest that the lecturers' perceptions about the concept of independent learning were also different. The differences in understanding the meaning of the concept also signals that there were no uniformity in understanding the same concept of independent learning.

In terms of the importance of independent learning, the lecturers agreed that it is important. However the reasons presented to support their positive perception also varied. Among some of the reasons are discussed below.

Independent learning was perceived as important as it could help the learners to determine their learning styles. The students were also able to control and decide what materials to learn, and the best way to learn, for example though auditory, kinaesthetic, visual styles. This suggests that independent learning could provide more freedom for students in their learning.

Apart from the reason above, independent learning was also believed to be important as in learning English the learners need a lot of practices. One of the respondents mentioned that independent learning was very important as classroom practices were not sufficient. By practicing English independently in the environment, the learners could improve the four language skills.

Several lecturers also perceived that independent learning was very important for improving their students' skills in English. Therefore they often gave independent assignment to students like memorizing five vocabulary items every day and thus after they graduated, they had sufficient amount of vocabularyies. The lecturers thought that assigning individual tasks would affect students' learning positively.

The lecturers also opted independent learning due to its positive effects on students' language learning. Independent learning was chosen as a learning strategy which could be implemented with or without the guidance from the lecturers or friends. When the act of the learning was repeated every day, the students' English ability would gradually improve.

Surakarta English and Literature Journal

Lastly, independent learning was also perceived as important as it could improve the learners' motivation and interests in learning. The lecturers believed that by doing independent learning, the students could be more motivated to learn English.

The Importance of Independent Learning in Lecturer Perception

In the lecturers' perception, independent learning was also considered important. Most of them thought that independent learning is very important for students.Second, independent learning was described as the learning based on the learners' need and wants. The lecturers perceived that independent learning was the learning proposed by the learners both inside and outside of the classrooms. In the classrooms, the learning could cover the students' learning activities where they were involved in identifying what they need to learn and they have the control over their learning. Outside the classroom, the independent learning could be in the form of independent study activities driven by the self curiosity about a particular topic. The topic might not be among those being learnt in the classroom. In learning the topic interested to the learners, the learners were also seen as being willing to accept the feedback and suggestion from others.

Following are the answers from the respondents:

a. It is very important that students can determine the material and individual learning style. One respondent answered:

> *"It is very important because students can determine the material to be studied and determine the right learning method for themselves (eg auditory, visual, kinesthetic, or mixed)"*

b. It is very important because English requires a lot of practice. This can be seen from the answer of one respondent:

> *"Very important. English requires a lot of practice while the class practice is not enough. Mandiri by utilizing the surrounding environment can increase 4 abilities that must be mastered in English. "*

c. It is very important to improve student language mastery. Some lecturers give the following opinion:

> *"Independent learning activities are very important for improving students' English skills. Therefore the teacher must provide assignments, for example, everyday students give five English words and their meanings so that students graduate their bachelor will have good vocabulary mastery. This will produce something positive.*

Other lecturers have a similar opinion:

> *"Very important. Independent activities are a very good alternative for improving students' English skills. Whether it's with the guidance of lecturers on campus or with tutors, and learning independently, as well as learning independently with friends.When habituation is repeated every day, the student's English language skills will increase. "*

d. It is very important to increase student motivation and interest in learning. One respondent also considered the importance of independent learning

> *"Very important because with independent learning students have a high interest and motivation to learn English."*

*Surakarta English and Literature Journal*

CONCLUSION

The conclusion is that students generally have a positive perception of independent learning activities. Although students interpret independent learning with various interpretations, students have already practiced independent activities and felt many benefits of these activities. Students support when the lecturer gives the task in the form of independent learning activities. They also said that they would later provide independent learning activities to their students in the future when they became English teachers. For lecturers, independent learning activities are also considered important. However, lecturers also have different definitions of independent learning. Independent learning gives students the freedom to determine their learning style. So those students with their ways and learning styles, they can learn well in their classrooms. Independent learning in harmony with learning English. This is because English is a skill. Skill is not just a matter of knowledge but must be practiced in daily activities. Automatically, their language skills will increase. Self-learning is quite necessary for students because it will motivate their learning motivation.

Based on the discussion above, the lecturers in English Language Education Department of Pekalongan University had positive perception about independent learning. All of the lecturers agreed that independent learning should be implemented to enhance the students' mastery of English. Although the lecturers had various perceptions about the meaning of independent learning, the lecturers had acknowledged the benefits of independent study. This finding presents a positive image of the independent learning concept as perceived by the lecturers. This further suggests that the concept of independent learning is accepted and may continue to be implemented to support and enhance the mastery of English for English Language Education students.

REFERENCES

Agustina, D. (2017). *A complex system of teachers' beliefs and practices in developing learner autonomy in Indonesian junior high school contexts: A mixed-methods study* (Doctoral thesis, Victoria University of Wellington, New Zealand). Retrieved from http://researcharchive.vuw.ac.nz/handle/10063/6351

Agustina, D. Ario, D.F. (2018). Learner autonomy in as a challenge in English language education 4.0 in Indonesia.*Proceedingsof the 2ⁿᵈ English language and literature conference (ELLIC), 2* (155-159)

Borg, S., &Alshumaimeri, Y. (2019). Language learner autonomy in a tertiary context:Teachers'beliefs and practices.*Language Teaching Research, 23(1),* 9-38.https://doi.org/10.1177/1362168817725759

Crabbe, D. (1993). Fostering autonomy from within the classroom: The teacher's responsibility.*System*, *21*(4), 443–452.https://doi.org/10.1016/0346-251X(93)90056-M

Egel, İ. P. (2009). Learner autonomy in the language classroom: From teacher dependency to learner independency. *Procedia - Social and Behavioral Sciences*, *1*(1), 2023–2026. https://doi.org/10.1016/j.sbspro.2009.01.355.

Little, D. (2009).Learner autonomy, the European language portfolio and teacher development. In R. Pemberton, S. Toogood, & A. Barfield (Eds.), *Maintaining control: Autonomy and language learning* (pp. 147–173). Hong Kong: Hong Kong University Press.

Jarvis, P. (2007). *Globalisation, lifelong learning & the learning society: Sociological perspectives*. Abingdon, Oxon ; NY: Routledge.

Smith, R., Kuchah, K., Lamb, M. (2018) Learner autonomy in developing country. In Chik et al. (eds.), *Autonomy in Language Learning and Teaching* (pp. 7-27), https://doi.org/10.1057/978-1-137-52998-5_2

Weinstein, C. E., Acee, T. W., Jung, J., &Dearman, J. K. (2011). Strategic and self-regulated learning for the 21st century: The merging of skill, will and self regulation. In B. Morrison (Ed.), *Independent language learning: Building on experience, seeking new perspectives* (pp. 41–54). Hong Kong: Hong Kong University Press.
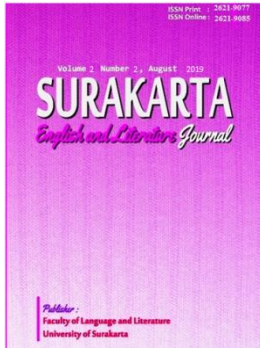
ERROR ANALYSIS ON DESCRIPTIVE TEXT OF NON-ENGLISH TEACHERS AT AL ISLAM JUNIOR HIGH SCHOOL KARTASURA

[1]Umi Sholihah, [2]Ike Anisa

[1]Faculty of Teacher and Education, Widya Dharma University. umisholihah84@gmail.com
[2]Faculty of Teacher and Education, Widya Dharma University. ikeanisa@unwidha.ac.id

ABSTRACT

This article is based on the research of language error in English descriptive text by non-English teachers at Al Islam Junior High School Kartasura. The subject of this research is non-English teachers at Al Islam Junior High School Kartasura which consists of eleven teachers. This research aims to analyze English writing ability of the Non-English teachers, especially in descriptive paragraph. The method of the study in this research is descriptive qualitative with intralingual method in analyzing it. Based on the data finding, the researcher tries to make groups the data based on the errors. There are phonological errors done by 9 teachers, morphological errors done by 2 teachers, and structural errors done by 9 teachers.

Keywords: writing, descriptive text

ABSTRAK

Artikel ini adalah hasil penelitian tentang analysis kesalahan berbahasa dalam menyusun karangan Bahasa Inggris deskriptif oleh guru non-Bahasa Inggris. Subjek dari penelitian ini adalah guru non-Bahasa Inggris di SMP Al Islam Kartasura yang berjumlah sebelas guru. Metode penelitian disini menggunakan deskriptif kualitatif dan di analisis dengan metode intralingual. Penelitian ini menganalisis tentang kemampuan menulis Bahasa Inggris terutama dalam menulis karangan deskriptif. Berdasarkan data yang didapat, peneliti mengelompokkan data berdasarkan kesalahan-kesalahan dalam menulis. Diantaranya adalah kesalahan fonologi yang dilakukan oleh sembilan orang guru, kesalahan morfologi dilakukan oleh dua guru, dan kesalahan sintaksis yang dilakukan oleh sembilan guru.

Kata Kunci: menulis, karangan deskriptif

INTRODUCTION

Technological development nowadays is so rapid accompanied by the development of information systems. Technological advancements can greatly help to facilitate our live if we know and understand how to use them. On the contrary, if we do not force ourselves to learn about the developments, we will be left behind.

In education, technological development is very helpful including in the implementation of learning for example the use of LCD, video, internet, and other media. The learners can also easily find information and knowledge from existing technology, for

example Smartphone. The information obtained not only from within the country but also from abroad. We can easily get information only by connecting the internet network even though we are at home. If we look for references from abroad, they are usually presented in English because English is an international language used by almost all countries to spread the knowledge and information. Here, mastery of English is very important.

As an educator, teachers are always improving their ability. Learners are now active in using technology. They can find sources of information from all sources, not just from the teacher. No wonder that many students are now more critical and creative because they see and imitate the knowledge and information they get from various media, such as the internet. Therefore, now the mastery of English is not only required by English teachers, but it is expected that for non-English teachers should have the ability in all English skills which are listening, speaking, reading, and writing.

The above reason is also felt by non-English teachers in SMP Al Islam Kartasura, Sukoharjo. They are aware that English skills are very important, especially in their profession as teachers who must always actively seek information and resources in teaching and learning activities in schools.

The writer is interested to conduct the research about English skill, especially writing skill of non-English teachers at SMP Al Islam Kartasura, Sukoharjo. The writer wants to find factual data about what kinds of English writing errors done by non English teachers.

Here, the aim of the research is to describe the errors of English writing done by the non English teacher at SMP Al Islam Kartasura. An error is a faulty performance both in speech and writing which shows an incorrect system or an incomplete learning (Brown, 2012). The term faulty indicates a deviant form which is not appropriate with the rules of the system. Committing errors does not mean everything goes wrong but it reveals incomplete learning since the learning process does not finish yet.

There is a researcher who has conducted different studies on the error analysis of English writing. One of them is Rizki Ananda entitled "A Study of error Analysis From Students' Sentences in Writing". She focused the research on the error analysis of students' sentences writing.

Different from previous study, the present study focuses on the English writing of non English teachers at SMP Al Islam Kartasura. The researcher hopes that this research is useful to give further knowledge about the English writing for the non English teachers at SMP Al Islam Kartasura. In addition, it also hopes that this research could be useful for other researchers to increase and maximize their experiences in teaching and learning English.

Error

An error is a faulty performance both in speech and writing which shows an incorrect system or an incomplete learning (Brown, 2012). The term 'faulty' indicates a deviant form which is not appropriate with the rules of the system. Committing errors does not mean everything goes wrong, but it reveals incomplete learning since the learning process does not finish yet. Here, there is no intention of committing errors or producing deviant forms since the learners do not realize them. Intention is a key feature in determining what errors are. Errors are also defined as unintentionally deviant languages and are not self-corrected by the author. Since they are unintentionally deviant or the learners do not know whether they are errors or not, the learners cannot correct those errors by themselves. The learners make errors because they try something which is beyond their level of language processing. As a conclusion, errors are unintentionally deviant languages indicating an incorrect system or an

incomplete learning in which the learners cannot correct these errors by themselves.

A mistake is another faulty performance which is produced by all people in the native and second language contexts (Brown, 2012). All people (including native speakers and second language learners) may make mistakes although they completely have knowledge related to what are being learnt. Mistakes are different from errors in which the former appears because of tiredness, fatigue, carelessness, lack of attention, and other performance aspects. It means that they actually know the right term. However, they produce the wrong one because those aspects influence their performance. They can correct mistakes by themselves if they are pointed out.

Both errors and mistakes are deviant forms in the language learning. Theoretically they are different. Conversely, they are difficult to be varied as in the study of error analysis. The one who does error analysis in the students' writing, for instance, encounters a problem in differentiating between errors and mistakes. Since the students' writing does not show whether the deviant forms are errors or mistakes, he/she cannot differentiate them. The study of error analysis examines all forms of deviant languages and calls those languages as errors.

Error Analysis

An error analysis is a study of errors made by second language learners (Brown, 2012). This study includes observing errors, classifying them into some features, and counting those errors. The area of error analysis can be defined through comparing the learners' interlanguage and the target language. The term interlanguage here means the learners' knowledge or their version of the target language. It means that they have a language system which may be correct or incorrect according to the rules of the target language. Producing the incorrect ones indicates making errors. The study of error analysis is in this term; analyzing the learners' language system which causes errors. It only focuses on the troublesome aspects of the language system that will be analyzed. In other words, it investigates what the learners do not know and how they cope with those troublesome aspects.

Writing

Effendy (2012) states that writing is communication activity that language as its media. Akhadiah, et al (in Effendy, 2012) defines writing activity as language activity that writing as its media, so that it can be inferred that writing activity is writing communication. The message delivered can be information, ideas, thought, and so on.

Writing can also be said as a skill because writing ability cannot be achieved automatically. Knowledge, planning, and continuing process have done to get a good writing. According to Brown (2012: 348), writing process consists of pre-writing, drafting, and revising.

Brown (2012: 221) states that there are two categories in writing skill, which are microskill and macroskill. Those categories are very helpful in defining criteria of scoring procedure. The explanation of those categories is as follows:

Micro skills

1. Producing graphemes and orthographic pattern of English.
2. Producing writing at an efficient rate of speed to suit the purpose.
3. Producing an acceptable core of words and use appropriate word order patterns.

4. Using acceptable grammatical systems (e.g., tense, agreement, plural), patterns, and rule.
5. Expressing a particular meaning in different grammatical forms.
6. Using cohesive devices in written discourse.

Macro skills
1. The rhetorical forms and convention of written discourse.
2. Appropriately accomplishing the communicative functions of written texts according to form and purpose.
3. Conveying links and connections between events, and communicating such relation as main idea, supported idea, new information, given information, generalization, and examplication
4. Distinguishing between culturally specific references in the context of the written text
5. Developing and using a battery of writing strategies, such as accurately assessing the audience's interpretation, using paragraphs and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing (Brown, 2012: 221).

Writing Assessment
        There are five components that can be used to evaluate writing namely content, grammar, word choice, organization, and mechanics. Otherwise, Brown (2012: 357) states that there are six categories in evaluating writing. Those are content, organization, discourse, syntax, vocabulary, and mechanics.
        Six categories of writing evaluation are:
1. Content: topic is defined and explained clearly, information which is made related to the topic; it gives enough information, supports main ideas and opinions.
2. Organization: effectiveness of introduction, development, and conclusion; logical sequence of ideas, appropriate length.
3. Discourse: topic sentences, paragraph unity, cohesion, rhetorical convention, reference, fluency, variation.
4. Syntax: arranged words.
5. Vocabulary: word choice, precise language, strong verbs, specific, concrete nouns.
6. Mechanics: spelling, punctuation, citation of references of applicable, neatness and appearance (Brown, 2012: 357).

Indicators of Writing Skills
        Indicators of writing skill according to Brown (2012: 357) are as follows:
a) The pupils are able to produce writing with the high degree of organization in the development of ideas and information.
b) The pupils are able to produce writing with the control of content.
c) The pupils are able to use the complex grammatical devices for focus and emphasis (syntax).
d) The pupils are able to use correct spelling, punctuation, and capitalization (mechanics).
e) The pupils are able to use choice of words (vocabulary) carefully .

Components of Language

Component of language is a part or whole of the language. Every language has a lot of words, and every word has the specific meaning which points about objects, people, creativity, event, or ideas (Brown, 2012). Here are the components of language:

1. Phonology

   It is the sound system of language which has the rules of distribution and phoneme sequence in a language. Every language has the sound or specific combination of sound which becomes the characteristic of the language itself. Here, phonology has two parts;

   a. Phonetic

      Phonetic studies about the sounds which are from the mouth.

   b. Phonemic

      Phonetic studies about the sounds of words or language which has the function to differentiate the meaning.

2. Morphology

   It is the way word structures change. Here, morphology studies about the words structure and the changes of the word structure.

3. Semantics

   It is the meaning of language which tries to organize the relationship between the language and the event or language and the combination of the words itself.

4. Pragmatics

   It is how language is used. Here, Pragmatics studies about the context and the meaning. Pragmatics studies on how delivering a message not only based on the linguistics but also from the context of the sentence.

5. Grammar

   It is rules about combining words in sentences/set of structural rules that govern the composition of clauses, phrases, and words in any given natural language.

RESEARCH METHOD

This research describes the errors made by the Non English teachers of SMP Al Islam Kartasura in writing English text. Here the researcher uses descriptive qualitative research. In qualitative research, the researcher is trying to understand the phenomenon about what happens to the subject of the research and it describes in the words and language by using scientific methods (Moleong, 2010). This research has an aim to get the information and describes the English writing ability of the non English teachers.

Subject

The subject of this research is the non English teachers at SMP Al Islam Kartasura, Sukoharjo. Then, the subjects are 11 teachers.

Collecting the Data

The researcher collected the data by using instrument from documents and interview. The instrument used in this research is writing a self description in English in thirty minutes.

Analyzing Data

This research analyzed the data that has been taken. Then the researchers did data reduction, analyzed, and make conclusion. The data reduction has an aim to choose the data which is contributing the research. After that, the researcher analyzed the data and made

writing and the last is took the conclusion from the research finding.

DISCUSSION

This research tries to analyze English writing ability of Non English teachers, by making a descriptive paragraph. In writing using English, there are a lot of non-English teachers get difficulties. For example when one of the non English teachers write named M as follows:

I name M
I live : peni Kuwiran Banyudono
My Hobby : Playing pingpong
*   Playying footbaall.*
I like to batik printing, Bakso
Soto and gado gado

In the first paragraph there is an error in not using the full stop mark. Then the use of "*I*" should change into "*my*". And there is no predicate in the sentence, so the full sentence should be written in "*My name is M.*"

In the second sentence, it written "I live: peni Kuwiran Banyudono". The word "*peni*" should be written by using the capital letter as "*Peni*". Then, the sentence has no preposition "*in*" to explain the address. So the right sentence should be "*I live in Peni, Kuwiran Banyudono.*"

In the third sentence, it is written "*My hobby, playing pingpong, footbaall.*". Here, the use of punctuation comma (,) and full stop (.) are not appropriate. The writing of the words "playing" and "footbaal" are not right. Then, there is no predicate on the sentence. So the right sentence should be "*My hobby are playing pingpong and football.*"

In the fourth sentence is written "I like to batik painting, Bakso soto and gado gado". There is an error in using "to". Then the writing of "batik painting" has an ambiguity in the meaning. Here the meaning of "*batik painting*" has the meaning prefer to like batik painting. Then, in the word "gado gado" should be using capital letter. The sentence has no relationship between batik painting and soto, bakso, gado gado, so it should be added a predicate. Then, the right sentence should be "*I like painting Batik and eating Bakso, Soto, and Gado-gado.*"

The same problem faced by another non English teacher in writing English text. There is a Non English teacher named HS wrote the text, because he has little English vocabulary. He wrote;

My name is HS in school SMP Al-Islam Kartasura by IPS Thea-
cher also Head man seven B claas.

In the sentence, there is no punctuation at all. HS does not use the punctuation to manage the sentence. Later, on the words "*theacher*" and "*head*", it should be written in capital letter for "*t*" and "*h*", then the word "*theacher*" should be "*teacher*". The inappropriate conjunction "by" makes the sentence not coherent.
From the sentence made by HS, it shows that he has a lot of ideas in his mind to write. Unfortunately, the lack of English vocabulary and low of English mastery makes HS struggle to arrange the sentence.

From those non English teachers's writing, it could be seen that English is really difficult for them. They are motivated to learn English for their teaching. It is because in modern era, the teachers are hoped to be professional.

Here, being a professional, the teachers hope that they are able in English because the materials are accessed in the internet which is most of the language is English. It is shown

from the questionnaire filled by the teachers especially the non English teachers. They feel that English is important and they hope that they are able to use English to support their teaching in the classroom.

The use of English also has different among the non English teachers. Some of them feel easy when they speak in English and some of them are easy in writing. However, the non English teachers are still motivated to learn English and try to apply it in their teaching and learning classroom.

Based on the data finding, the researchers try to make groups of the data based on the errors. There are phonological errors, morphological errors, and syntactical errors. The phonological error is the error of using capital letters, punctuation, and orthography. Then, morphological error is the error of using the conjunction. The syntactical error is the error of sentence structure.

1. Punctuation problems

The errors found here are various such as the errors of writing the capital letter, punctuation, function words, number, and errors in orthography. From 11 teachers of Non English teachers at SMP Al Islam Kartasura, it is found that the punctuation problems done by 9 teachers.

2. Morphological errors

The errors found in this part are using conjunction. It seems that using conjunction is still ignored by Non English teachers when they write English sentences. From 11 Non English teachers at SMP Al Islam Kartasura, there are 4 teachers made the errors.

3. Structural errors

The errors found in this part is the errors of sentence structure. Form 11 teachers of Non English teachers at SMP Al Islam Kartasura, there are 2 teachers made the errors for not using English and there are 9 errors on syntaxes.

From the data finding above, it was found that there are difficulties in making English descriptive paragraph by Non English teachers at SMP Al Islam Kartasura. Then, based on the previous research, it was found that the difficulties in writing descriptive paragraph occurred because of less practice. In addition, they felt that their English vocabulary is less.

CONCLUSION

The errors made by the respondents show that they have difficulties in writing English particularly in descriptive paragraph. They are phonological errors such as using the capital letter, punctuation and orthography; morphological errors such as using the conjunction and the structure sentences.

REFERENCES

Brown, Douglas H. (2012). *Teaching by Principles: An interactive approach to language pedagogy,* second edition. San Francisco.

Gollin-Kies, Sandra, et all. (2015) . *Language for Specific Purposes*. Palgrave Macmillan.

Lodico, M. G. 2010. *Methods in Educational Research: from Theory to Practice*. San Fransisco: John Wiley & Sons Inc.

Moleong, L.J,. (2010). Metodologi penelitian kualitatif. Bandung: Remaja Rosda Karya.

Pawlak, Miroslaw and Bielak, Jakub. (2011) . *New Perspective in Language, Discourse and Tranlation Studies*. Springer. Poland.

Arikunto, Suharsimi. (2010). *Prosedur Penelitian Suatu Pendekatan Praktek*. Jakarta: PT. Rineka Cipta.

Hornby, AS. (2013). Oxford Advanced Learner's Dictionary of Current English. Oxford: Oxford University Press.

Tim, (2013). *Kurikulum 2013*. Kementrian Pendidikan dan Kebudayaan. Jakarta.

Moleong, L.J,. (2010). *Metodologi penelitian kualitatif*. Bandung: Remaja Rosda Karya

Sugiyono, (2012). *Metode Penelitian Kuantitatif, Kualitatif dan R&D*. Bandung: Alfabeta.

Wells, Michelle.R. (2011). *Act Word Games*. Learning Express. New York.

THE USE OF CREATING STORIES IN TEACHING WRITING FOR THE FIFTH GRADE STUDENTS AT SDN JOMBOR 01 BENDOSARI SUKOHARJO

[1]Nurnaningsih, [2]Veronika Unun Pratiwi, [3]Arin Arianti

[1]Faculty of English Department, University of Veteran Bantara Sukoharjo, nurnananinx@gmail.com
[2]Faculty of English Department, University of Veteran Bantara Sukoharjo, pratiwiunun@yahoo.co.id
[3]Faculty of English Department, University of Veteran Bantara Sukoharjo, arianarin7@gmail.com

ABSTRACT

The purpose of this research is to determine the application of creating stories in the teaching of writing a good English text and to know the most favorite media used by the fifth grade students at SDN Jombor 01 in writing an English text. The interesting teaching technique makes students easier to write a simple English text. The method used in this research is a qualitative. In this research, results and discussions are illustrated with the description. The results of English writing work are data taken at SDN Jombor 01 Bendosari Sukoharjo. Data collection is done by observation and documentation. Basically the implementation of creating stories can be done by picture series and bubble. Creating stories help students to write English stories then they present it in front of the class. The most favorite media used by the fifth grade students at SDN Jombor 01 Bendosari Sukoharjo is the picture series.

Keywords: creating stories, writing, English text

ABSTRAK

Tujuan penelitian ini adalah untuk mengetahui penerapan creating stories dalam pengajaran menulis suatu teks berbahasa Inggris yang baik dan untuk mengetahui media yang paling disukai siswa kelas 5 SDN Jombor dalam menulis teks berbahasa Inggris. Teknik mengajar yang menarik membuat siswa lebih mudah menulis sebuah teks berbahasa Inggris secara sederhana. Metode yang digunakan dalam penelitian ini adalah penetian kualitatif. Pada penelitian ini, hasil dan pembahasan digambarkan dengan penjabaran. Hasil pekerjaan tulis siswa berbahasa Inggris merupakan data yang diambil di SD N Jombor 01. Pengumpulan data dilakukan dengan observasi dan dokumentasi. Pada dasarnya penerapan creating stories dapat dilakukan dengan menggunakan gambar berseri dan bubble. Creating Stories ini membantu siswa dalam menulis cerita berbahasa Inggris kemudian mereka mempresentasikannya di depan kelas. Media yang paling banyak disukai oleh siswa kelas 5 SDN Jombor I adalah gambar berseri.

Kata kunci: *creating stories, writing,* teks berbahasa Inggris

INTRODUCTION

Learning English requires students to write skillfully in the learning process. The students are at least able to express their ideas and their opinions, to answer the questions, and to follow the flow of thought in written language. Besides being influenced by the mastery of students' vocabulary, another thing that is influential is the way students write or express an opinion through writing. However, based on observations that have been conducted, it shows that students who have learned English are still relatively low. Out of 23 students, only 8 students can speak English quite well. There are 11 students who are less interested in writing English so they get bad score in English writing under minimal passing grade which is 70. The learning achievements of students at Jombor 01 Elementary School are generally good but for English lessons only few students get good score. The courage of students to go advance in front of the class seems low because most of them are afraid of making mistakes when speaking primarily after writing English words. In writing, students often use incoherent sentences between paragraphs and the next paragraph. In addition, students also have difficulty in telling stories or composing sentences. According to Olson in Linse (2005: 69) said that concepts of writing are very important to young writers. When teaching writing to young learners, we must recognize the complexity of the process in writing itself. Young learners need to know that a final piece of writing is a product that has grown out of many steps to make the process.

So writing according to the quote above is also needed for young learners. Students who are early learners in this case are elementary students will know the process of writing an essay. So it is always interesting to pay attention and study the teaching that has been done by English teacher in the learning process.

Based on the explanation above, the researcher is interested to conduct conducting a research on English writing skills. Previous studies have been conducted on writing skills by M. Yamin with the title of *English Learning Method at the Basic Level.* This research is different from what is done by other researchers in which mostly researchers use different teaching techniques namely using creating stories. Meanwhile M Yamin uses Total Physical Response combined by games and songs. There are other researchers who conduct a research using creating stories by Mr. sc. Mauro Dujmovic by the title of Storytelling as a method of EFL Teaching article, but there are differences in the current study. The difference is in how to deliver creating stories. Previous studies conveyed that creating stories is delivered verbally or using speaking skills while the current study, creating stories is delivered by writing.

Based on those previous researches, the researcher is interested to conduct a research on students' writing skills by creating an English story using simple and easy media so that students are expected to be interested to learn English. Based on the existing problems, the researcher formulated the problems:

A. How is the implementation of Creating stories in teaching writing a good English text?

B. What is the most dominant media favored by 5th grade students of Jombor 01 Elementary School?

RESEARCH METHODS

The problems examined in this study are focused on natural occurrences without any imagery that is social and dynamic because what is studied here is human who can coordinate and cooperate with other human beings. It is in accordance with what was revealed by Sugiyono (2011: 15) about qualitative research. The conclusion that can be drawn from Sugiyono's explanation is that this study is a qualitative study because the real conditions studied in the learning class of English subjects is focused on the ability to write English.

Subject of the Research

This research was conducted at Jombor 01 Sukoharjo Elementary School in grade 5 students which amounts to 23 students as the research subject.

Research Instrument

The research instrument is writing 6 questions. Three questions use picture series and three more questions consist of bubbles. Writing test questions consist of six questions to determine students' ability to make a simple text using two types of Media. The media are picture series and buble in which one of the two images is the most favorite media to help students write English text.

Data Collection Techniques

The procedures for collecting data in this study include observation, and documentation.
1. Observation

Observation is the first step in conducting research. It is carried out to find out in detail about students' ability to write using English. The result of the observation is the students competence in learning writing.
2. Documentation

Documents are interpreted as a written record / picture stored about something that has happened. Documentation is physical evidence in the form of photographs when English language teaching takes place and the results of students' worksheets when writing in English.

Data Analysis Techniques

While the data analysis in this study, Milles and Hubberman (2012: 141) explains that data analysis is steps to process research findings that have been transcribed through the process of data reduction, i.e. data is filtered and compiled, presented, verified or concluded.
F. Procedure of the Research

Research has been carried out by passing various steps to get results that can answer the problem statement. The procedure that was carried out was field observation. Based on the observation, the researcher decided on the fifth grade of elementary students as the subject of this research. Then, the teacher prepared the test and conducting it.

RESULTS AND DISCUSSION

Results of the Study

Writing skills in English for elementary school-age students are very necessary considering these skills can help students to communicate with others through writing well, especially in the school environment. In fact these skills are also needed by elementary school students to be accepted into secondary school. Good and continuous learning of writing skills is needed in light of the importance of other language skills. Creating stories using picture series and bubbles here really help students to create a sentence in this case creating simple English stories, so that in the future they will not be awkward in writing English.

This writing skill uses two techniques namely picture series and bubble. Picture series is a sequence of images or pictures that will become a story that is coherent. Whereas bubbles are bubbles or circles in which there are no images or picture but one word in each bubble that is then used to make sequential stories based on the words in the bubble.

The implementation of Creating Stories

1. Provide the ability to write with creating stories in English among others: By picture, students are asked to compile stories or sentences from picture series. The students were also asked to listen to enjoy the stories from the videos played in the classroom before students were asked to write.

2. This video is played once, the student sees and listens once while matching the story with the picture played by the video. The learning procedures are as follows:
   a. Explanation of material with LCD media. Students looked more enthusiastic because they were presented by pictures in their world. LCD was also used to play video, namely the *Peter Rabbit* film, which tells the story of the struggle between rabbits and humans who then rabbits and humans reconcile
   b. Distribution of writing practice questions that have a mixture of pictures and writing, then students compile the sentence so that it becomes a complete story.
   c. Giving examples of writing and creating English stories in a simple level. The teacher writes the words in the bubble then the students copy and sort the stories from the bubble.
   d. Then the teacher writes another word in the bubble and students are asked to compose a story based on the instructions in the Bubble written by the teacher.

The results of the test showed that writing by creating stories make students understood the material. Before creating stories used, it still lacked understanding about the material. Most of the scores were less than 70 and after creating story by using the media, students can achieve above the KKM (70 score). This means that creating story techniques is succeeded in helping students' understanding on knowledge and skills in writing. This also shows that students are very enthusiastic to add knowledge about writing by creating stories.

Discussion of the Study

1. The implementation of Creating Stories in the teaching of writing a good English Text

These writing skills need to be mastered by students in addition to other English skills such as speaking, listening, and reading. Therefore the technique of creating stories really helps students. In general this teaching technique is very useful to facilitate English writing. Writing is a scourge for students not only for young learners but also upper level students. They feel that writing English is a difficult thing to do. To anticipate the things mentioned above, creating stories here need to be implemented because this technique uses simple media. There are picture series and bubble. However,-media of using picture series is more supportive especially the color picture that attract the attention of students. The students seemed enthusiastic in joining the activity until it was finished. They seemed motivated to do all the instructions so that their writing ability to create a story by using picture series and bubble greatly helped the students.

The students were pleased because with advanced technology, namely LCD and with media such as picture series especially the film that they had never met before in teaching and learning activities. It can be seen the students response while they are in class.

In addition, students' willing to be able to write in English is quite large. It can be seen from their enthusiastic in participating creating stories. They followed all the activities eagerly. All of the students' eyes and attention are to the teaching learning process in class.

The inhibiting factor of this writing activity is relatively minimum, because less of interest in vocabulary, so that in the future students, especially English teachers, will add vocabulary material, so that students do not only know objects nearby but they also know things outside their daily lives. There are also students who are busy by themselves and are less interested in the material presented so that the class becomes noisy, but things like this can be resolved immediately. Other problems arose when the media used by the service team turned out to be a new thing for participants. This resulted in a serious commotion so that the class soon became very crowded. But it immediately took action such as saying hello and inviting the children to clap loudly and rhythmically to stop the commotion.

2. The most favorite media used by the fifth grade 5 students at SDN Jombor 01 in creating a story

Visual media makes elementary school students pay attention to the materil. This can be proven when students watch television, especially children's film programs. The students are are in interested so much for enjoying the children's film program.. Besides television, which has various types of programs that attract students' attention, films or videos are also interesting for children of elementary school age.

Videos played before creating stories have benefits for students. The benefit is that the video makes students interested in the cartoon film because the film is suitable for them.

The use of this video is a tool to create picture series. The pictures contained in this series are taken from the videos they have seen. This trains students' memory and at the same time

helps them to make sequential lessons. So this video has helped students to make stories.

When students are asked to make a story with the help of the bubble, the students spend a little longer than by using series picture. This is because the students in making the story feel limited by the words contained in each bubble. Then, the students also had difficulty in compiling the story because of the words in the bubble are outside the film that had been seen, even though the words refer to stories that exist in their daily lives.

This can happen because the students' attention has been amazed by the films screened in class. When students are asked to turn their attention to their daily lives to be used as stories, students' attention is still not out of the contents of the film that has been played or in other words the students are still fascinated by the film.

It can be concluded that students are happier to use picture series than bubble. By picture series, students are free to compose stories based on images without being bound by the words contained in the bubble.

CONCLUSION

From this study it can be concluded that
1. The implementation of Creating Stories in the teaching of writing a good English text
    The application of creating stories uses two media namely picture series and bubble. The use of picture series begins by playing the film. After that they make stories in the form of text or written based on the film that has been screened. Furthermore, creating stories are done using a bubble. There is writing in a Bubble and students are asked to make a sequential story based on the words contained in each available bubble.
2. The most dominant media favored by 5th grade students
    Media from Creating Stories that is most preferred by 5th grade students of SDN Jombor 1 is a picture series because there are pictures and colors that dance. In addition, picture series also provides flexibility for students to tell stories using the words they have not bound by the words their teacher has provided as they are in the bubble.

BIBLIOGRAPHY

Brown, Douglas H. (1987). *Principle of Language Learning and Teaching*.Englewood Cliffs, New Jersey: Prentice Hall Regents.

Hymes, Dell. (1988). *Foundation in Sociolingusitics: an Etnographic Approach*. Philadelphia: University of Pennsylvania Press.

Sugiyono. (2011). *Metode Penelitian Kualitatif dan Kuantitatif*. Bandung: Alfabeta

Rivers, W. (1993). Communicating Naturally in a Second Language'Cambridge: Cambridge UniversityPress.

Wardhaugh, Ronald. (1998). *An Introduction to Sociolinguitics*. Oxford: Blackwell Publishers Ltd.

Widdowson, Henry G. (1978). *Teaching Language as Commnuication*. Oxford: OxfordUniversity Press.

CRITERIA FOR THE MANUSCRIPT OF JOURNAL SELJU

1. Must be written in English.
2. The writing contains scientific studies on Linguistic, Literature, Translation and Language.
3. Manuscripts have never been published both in print and in electronic media.
4. Articles that exceed 25% plagiarism will be turned down.
5. Authors, who do not respond the revision from the editorial team, within 1,5 month will get rejected notification.
6. The writing is arranged systematically (a) title, (b) abstract and keyword, (c) introduction (d) method, (e) discussion, (f) conclusion and (g) references. The abstract consists of 100-200 words. Times New Roman font size 11, single spaced, indented 1 cm from the left and right margins. The abstract must be written in English only. It should contain the objective of the study, methodology and main findings.
7. The introduction presents the problem, the reasons of analyzing the problem, state of the arts (What people have done to solve existing problems, from time to time), the potential that is not yet explored by other researchers, gaps between the ideal and actual conditions, support from current theories and studies relevant to the problem. Please state why this paper is important. This section is written in a maximum of 20% (including the title and abstract) of the body of the article. In the end of the paragraph, please briefly mention the aim of the work and the principal conclusion.
8. Methodology. This section explains the rationale for the application of specific approaches, methods, procedures or techniques used to identify, select, and analyze information applied to understand the research problem/project, thereby, allowing the readers to critically evaluate your project's/study's overall validity and reliability. This part should cover as much as 10% of the length of the paper.
9. The name of the author (without title) is written under the research title.
10. The length of the script is 15-20 pages with single space.
11. The research title must be short, clear, and reflect the subject matter and written in capital letters for all first letters except Prepositions, Font size 14, single space, not more than 15 words.
12. Subsections should be numbered 1.1 (then 1.1.1, 1.1.2, ...), 1.2, etc. (the abstract is not included in section numbering). Use this numbering also for internal cross-referencing: do not just refer to 'the text';. Any subsection may be given a brief heading. Each heading should appear on its own separate line.
13. The writing is guided by standard language, including spelling.
14. Use APA (American Psychological Association) Citation style to write references. You may use more than 10 years if it is a book. If your references is a journal article, it should be not more than 10 years. Your references must be around 15-20 sources. It is suggested to apply reference software like Mendeley, Zotero or Endnote. Typed in as single space, Times New Roman with font size 12. The author must cite articles from the SELJU Journal that have been published in the previous edition.
15. The manuscript is sent in the form of Ms.Word not PDF.
16. JOURNAL is open to public.
Full and detailed Guidelines can be downloaded in this link: SELJU Template.docx - Microsoft Word Online (live.com)

12134567890