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EDITORIAL TEAMS

Surakarta English and Literature Journal (SELJU) is a peer-reviewed journal published by the Faculty of Language and Literature, University of Surakarta twice a year in August and February. The aim of SELJU is to provide a venue for academics, researchers and practitioners to publish original research articles or review articles. The scope of articles published in this journal discusses various topics such as Linguistics, Translations, Literature, and other sections related to contemporary problems in English.

EDITORIAL INTRODUCTION

Assalamualaikum wr wb.

Alhamdulillahirabbil'alamin. Thanks to the grace of Allah Almighty, *SELJU:* Surakarta English and Literature Journal Volume 4 Number 2 is finally published both in online and printed. In the seventh edition, we present five articles which consist of two translation articles, a linguistic article, a literature article and a language article. The compositions of writers are four people from University of Surakarta, two people from Univerity of Pekalongan, a person from University of Nahdlatul Ulama Purwokerto and a person from Department of Transportation of Surakarta.

Two translation articles entitled *Borrowing Strategy for Words Related to COVID 19 Pandemic in Running Texts on Indonesian TV Channels* by Budi Purnomo; *Translation Quality of Tourism Transportation in Website of Solocity.Travel (Accuracy and Acceptability)* by Rachwanti and Ika Oktaria Cahyaningrum. A linguistic article entitled *Code Switching and Code Mixing K-Poppers EXOL in Social Media Twitter* by Dian Wulandari and Eka Susylowati. A literature article entitled *Patriarchal Cultural Perspective in Woman Characters of Hidden Figure Movie* by Ida Ayu Panuntun and Imroatul Chusna. A language article entitled *The Use of Ice Breakers in Online English Grammar Classes* by Asfi Aniuranti.

The writers from University of Surakarta are Budi Purnomo, Dian Wulandari, Eka Susylowati and Ika Oktaria Cahyaningrum. Next, the two writers are Ida Ayu Panuntun and Imroatul Chusna from University of Pekalongan. Then, Asfi Aniuranti is from University of Nadhlatul Ulama Purwokerto. Last, a writer from Department of Transporation of Surakarta is Rachwanti. Thus, hopefully, the publication of the sevent edition of this journal enriches the realm of research and studies in the field of Linguistics, Translation, Literature, and Language related to contemporary problems in English.
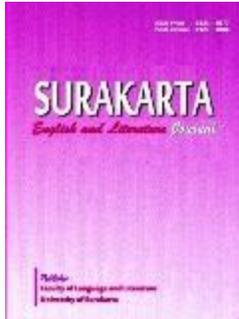
Wassalamualaikum wr wb.

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Chief Editor

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BORROWING STRATEGY FOR WORDS RELATED TO COVID-19 PANDEMIC IN RUNNING TEXTS ON INDONESIAN TV CHANNELS

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ABSTRACT

This study attempts to investigate the borrowing strategies used by Indonesian TV channels to translate words related to covid-19 pandemic displayed in the running texts along with their readability and acceptability. The research is a descriptive and qualitative in nature. The data were collected by note-taking, analysis, questionnaire of running texts and test techniques in the form of sentences containing borrowed words from source language (English) into target language (Indonesian). To know the types of borrowing strategies, the borrowed words and the language was analysed based on the writer's borrowing classification. The parameter of readability was used to assess the readability of the borrowed words and the criteria of acceptability were applied to explain their acceptability. The research findings show that the most widely used strategy for borrowed words in the running texts of Indonesian TV channels is transliteration. In addition, most of the borrowed words they used are less readable and less acceptable.

Keywords: borrowing strategy, words related to covid-19 pandemic, running texts

INTRODUCTION

Borrowing is a common translation strategy which means that a translator makes a conscious choice to use the same word in the target text as it is found in the source text (Grassilli, 2015). It is a process of transferring the source language message into the target language in which the words which are borrowed of the text become "loan words" because there is no change in the terms of form. The borrowing translation means a word(s) taken directly from another language with an intention to create a stylistic effect. By applying this strategy the translator is allowed to put a text within a particular cultural context clearly through the register of the word it uses. Borrowed words are often printed in italics when they are considered to be "foreign". In translating borrowing words from source language into target language, many translators often

experience difficulties so that the results are less readable and less acceptable to readers, listeners or viewers (Purnomo, 2017, 2020).

According to Molina & Albir (2002), borrowing is divided into two types, i.e. pure borrowing and naturalized borrowing. Similar to Molina & Albir, A'yun (2013) also classified borrowing into pure borrowing (without any change) and naturalized borrowing with adjustment to spelling rules in the target language). Furthermore, she stated that in Indonesian, pure borrowing can be found in common nouns such as *bank, editor, film, golf, villa,* etc.; in proper nouns such as *papa, Cinderella, November,* etc. and in adjectives such as *junior, mental, modern,* etc. meanwhile naturalized borrowing can be found in nouns such as *aktor, aktris, sekretaris, Juni, komisaris, sel,* etc. and in adjectives such as *misterius, politis, romantis, teknis, tropis,* etc. Slightly different from Molina & Albir and A'yun, the writer proposes new terms in the classification of borrowing, namely (1) transliteration and (2) adaptation. Transliteration is a translation strategy that maintains the source language words in their entirely, both in sound and in spelling. Adaptation is a further step of transliteration. By adapting the source language words, the sound and the spelling are adjusted to the rules of the target language in order to be more natural.

Until now many interesting studies have been carried out on borrowing strategy. Suryasa (2015) in his study intended to describe borrowing technique in the translation of Bali Live Magazine into Indonesian revealing that the borrowing techniques used to translate the source language items into the target language are full absorption of words without any modification of pronunciation (pure borrowing) and the implementation of naturalized borrowing technique indicating a modification of pronunciation (referred to Indonesian *Ejaan yang Disempurnakan*). Permatasari et. al (2020) investigated borrowing strategy as reflected in the Rainbow Rowell's novel *Fungirl*. Their study shows that the translator more often uses naturalized borrowing to avoid misunderstanding from the readers whom understand the message better than ones uses pure borrowing. Noftariani (2019), in her research aimed at describing translation techniques used in translating cultural terms in the novel entitled *Origin* by Dan Brown and its Indonesian version reveals that the translators often borrow words from the source text to be used in the target text since it makes the translation acceptable and easy to be understood by the readers. In addition, borrowing is the easiest translation technique where the translator does not need to find equivalent linguistic item in the target text.

Numerous English words are borrowed into Indonesian and they are usually technical terms. During the covid-19 pandemic which has been happening for almost two years (March 2019 until August 2021), dozens of English words has been translated into Indonesian by using borrowing strategies in printed, electronic and social media. This is interesting to study, especially in areas related to the type of strategy, readability and acceptability. The analysis of this study is focused on the borrowing strategy used to render English language elements into Indonesian language in electronic media, especially in the running texts on Indonesian TV channels.

Running texts are news texts in a fast-paced writing format located at the bottom of television, which contain the latest news in various fields and packaged briefly (Triadi, 2017, p. 110). As a type of written language, running texts have distinctive characteristics, i.e. short,

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dense, simple, fluent, clear and interesting. Running texts on TV channels in Indonesia are all written in the form of sentences in which all letters are capitalized.

Since Indonesian TV viewers are enthusiastic to update news by reading the running texts related to covid-19 pandemic, especially during the period of Enforcement of Restrictions on Community Activities, it is important to conduct a research with the objective to reveal the types of borrowing strategy in sentences of the running texts, their readability along with their acceptability used by Indonesian TV channels.

METHODOLOGY

The research method used is descriptive qualitative. The data were taken during *Pemberlakuan Pembatasan Kegiatan Masyarakat* 'Enforcement of Restrictions on Community Activities' starting from early July to the end of August 2021. They were collected using techniques of note-taking, analysis, questionnaire and test. They take 100 data in the form of sentences containing borrowed words related to covid-19 pandemic from running texts of five Indonesian TV channels. The five Indonesian TV channels are TVRI, tvone, KOMPASTV, iNews, and METRO TV.

The note-taking technique was carried out by observing and recording running texts containing borrowed words related to covid-19 pandemic that are broadcasted on the television channels. Then identification of the types of borrowed words was done by analyzing patterns and types of the words taken from English by the writer. After that, levels of readability were done by distributing questionnaire to be filled out by selected respondents, i.e. 25 university students and 25 lecturers. Finally, test technique was carried out to find answers whether television viewers could understanding deals with acceptability which was packed in a running text format containing borrowed words related to the covid-19 pandemic.

RESULTS AND DISCUSSION

Based on the data analysis, research findings can be described and discussed as follows:
Analysis of Borrowing Strategy Types
By analysing the data based on the types of borrowing strategy, it was found that Indonesian TV channels use both transliteration strategy and adaptation strategy written in borrowing words related to pandemic covid-19 displayed in the running texts.

1. Transliteration
The following is an example of transliteration in the running texts of Indonesian TV channels:
Datum 1/PB: PEMERINTAH BELUM MEMUTUSKAN UNTUK LOCKDOWN JAKARTA
            MESKIPUN KASUS COVID-19 MENINGKAT.
In datum 1/PB, the translator simply collects the words LOCKDOWN and COVID-19 from the available source language (English), and therefore this strategy is called

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transliteration. The reason for the translator may be that the equivalents of these words do not exist in the target language. By including these two borrowed words, the entire sentence in the running text means that the government had not decided to impose lockdown on Jakarta even though the covid-19 cased increased.

Another example of transliteration in the running texts of Indonesian TV channels is as follows:

Datum 2/PB: MENLU RI: 300 OXYGEN CONCENTRATOR DAN 1 TON OKSIGEN CAIR DUKUNGAN INDIA TIBA HARI INI.

In datum 2/PB, the phrase OXYGEN CONCENTRATOR is taken from the source language (English) for granted and inserted into the target language (Indonesian) sentence by the running text writer. The possibility that occurs is that the running text writer has difficulty to find the equivalent of the word *concentrator* in the target language so that the word is still borrowed by using transliteration strategy and juxtaposed with the word *oxygen* to form the noun phrase *oxygen concentrator*. This is different from the noun phrase in the next part of the sentence, i.e. *OKSIGEN CAIR* where the running text writer has found the equivalent of English adjective phrase *liquid oxygen* translated into Indonesian adjective phrase *oksigen cair* so that the adaptation strategy is used. By inserting the noun phrase oxygen concentrator into the sentence, the entire running text means that the Indonesian Foreign Minister stated that 300 oxygen concentrators and one ton of liquid oxygen sent by the Government of India arrived on the day the news was broadcasted.

2. Adaptation

The following is an example of adaptation in the running texts of Indonesian TV channels:

Datum 1/NB: MENKO MARVES LUHUT BINSAR PANJAITAN MEMINTA MEMPERCEPAT VAKSINASI DAN DISTRIBUSI OBAT.

In datum 1/NB, the words VAKSINASI and DISTRIBUSI are taken from the source language VACCINATION and DISTRIBUTION and then adapted into target language by adjusting the pronunciation and their writing to fit the rules of the target language. Thus, the whole sentence in the running text means Coordinator Minister for Maritime Affairs and Investment Luhut Binsar Panjaitan asked to accelerate vaccination and drug distribution.

Another example of adaptation in the running texts of Indonesian TV channels is as follows:

Datum 2/NB: WALIKOTA DEPOK MUHAMMAD IDRIS AKAN LAKUKAN TES SWAB KELILING.

In datum 2/NB, the noun phrase TES SWAB is borrowed from the source language SWAB TEST and then the pronunciation and its spelling is adjusted to fit with the rules of the target language, i.e. modified-modifier pattern *(swab test)* in English is changed into modifier-modified pattern *(tes swab)* in Indonesian. Thus, the meaning of the whole sentence in the running text is that Mayor of Depok Muhammad Idris will organize swab test from area to area.

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Following the analysis of 100 sentences taken as the data, the frequency of borrowing strategy types in the running texts is presented in the following table.

Table 1. Percentage of Borrowing Strategy Types (N=100)

Borrowing Types	TV 1	TV 2	TV 3	TV 4	TV 5	Total
Transliteration	17(85%)	16(80%)	15(75%)	13(65%)	12(60%)	73%
Adaptation	3(15%)	4(20%)	5(15%)	7(35%)	8(40%)	27%
Total	**20 (100%)**	**20 (100%)**	**20 (100%)**	**20 (100%)**	**20 (100%)**	**100%**

Table 1 shows that from 100 samples of data analysis of the borrowed words used in the running texts, they have gotten 73% are transliteration and 27% are adaptation. So, it can be inferred that the most widely used strategy for borrowed words in the running texts of Indonesian TV channels is transliteration.

The research findings support Suryasa's findings (2015) that borrowing technique used to translate the message of source language into the target language are full absorption of words without any modification of pronunciation and the implementation of naturalized borrowing technique indicating a modification of pronunciation. On the other hand, the research findings do not support the findings of Permatasai et. al (2020) who found that translator more often to use naturalized borrowing to avoid misunderstanding from the readers whom more understand if message of the words in source language are translated or just taken natural.

Analysis of Readability

Nababan in Sari (2019, pp. 43–44) stated that readability is related to how easily a translation can be understood by the target readers. Furthermore, Nababan classified readability into three types, i.e. readable, less readable and unreadable. Readable translation is a translation which is very easy to understand without reading the word(s) more than once. The translation is considered less readable when it is quite easy to understand by the target readers. They probably need to read the word(s) more than once to get the meaning. Meanwhile, translation is considered unreadable if it is difficult for readers to understand.

1. Readable Borrowed Words

Readable borrowing words are words that are very easy for TV viewers to understand when reading them in the running texts by reading them once.

The following is an example of readable borrowed words in the running texts of Indonesian TV channels:

Datum 1/RBW: MENKOPOLHUKAM MAHFUD MD: ADA KELOMPOK YANG MEMANFAATKAN SITUASI PANDEMI UNTUK MENYERANG KEBIJAKAN PEMERINTAH.

In datum 1/RBW, the phrase SITUASI PANDEMI is borrowed from the source language PANDEMIC SITUATION and then adjusted for the pronunciation, its spelling and

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grammatical structure fitted with the rules of the target language, i.e. modified-modifier pattern and adjective phrase in English into modifier-modified pattern and noun phrase in Indonesian. So, the meaning of the whole sentence in the running text is Coordinating Minister for Political, Legal and Security Affairs Mahfud MD: There are community groups that use the pandemic situation to confront government policies.

Based on the questionnaire filled out by the respondents, all university students (25 people) and all lecturers (25 people) stated that they were able to understand the sentence containing the phrase *pandemic situation* well. Thus, it can be inferred that the words in the sentence of the running text is readable.

Another example of readable borrowed words in the running texts of Indonesian TV channels is as follows:

Datum 2/RBW: SATGAS: SAAT INI JUMLAH MASYARAKAT YANG SUDAH DISUNTIK VAKSINASI DOSIS KEDUA MENCAPAI 17.475.996 ORANG ATAU 8,39 PERSEN.

In datum 2/RBW, the words VAKSINASI and DOSIS are borrowed from the source language words VACCINATION and DOSAGE, and then adjusted for the pronunciation and their spelling matched with the rules of the target language. Therefore, the meaning of the whole sentence in the running text is Task Unit: Currently the number of people that already have the second dose vaccination reaches 17,475,996 or 8.39 percent.

Twenty-three of 25 university students and 19 of 25 lecturers claimed to be able to read message in the sentence containing words *vaccination* and *dose* easily. Therefore, it can be inferred that the message in the sentence of the running text is readable.

2. Less Readable Borrowed Words

Less readable borrowing words are words that are quite easy for TV viewers to understand when reading them in the running texts although they need to read the words more than once to get the meaning.

The following is an example of less readable borrowed words in the running texts of Indonesian TV channels:

Datum 1/LRBW: KEMENKES DORONG PENGGUNAAN TERAPI PLASMA KONVALESEN PADA PASIEN COVID-19.

In datum 1/LRBW, the phrase TERAPI PLASMA KONVALESEN is borrowed from the source language phrase CONVALESCENT PLASMA THERAPY which is adjusted for the pronunciation, its spelling and grammatical structure fitted with the rules of the target language. As a result, the meaning of the whole sentence in the running text is that Ministry of Health urges the implementation of convalescent plasma therapy in treating covid-19 patients.

Fifteen of 25 university students and 17 of 25 lecturers needed to read the phrase *terapi plasma konvalesen* more than once to understand the meaning. In other words, the message is quite easy to be understood by the target viewers. Therefore, it can be inferred that the message in borrowed phrase of the sentence in the running text is less readable.

Another example of less readable borrowed words in the running texts of Indonesian TV channels is as follows:

Datum 2/LRBW: RUPIAH DITUTUP MELEMAH, TERDAMPAK MEREBAKNYA VARIAN DELTA.

In the above datum, the phrase VARIAN DELTA is borrowed from the source language phrase DELTA VARIANT which is adjusted for the pronunciation, its spelling and grammatical structure matched with the rules of the target language so that the meaning of the whole sentence in the running text is that rupiah is closed decrease, the impact of the spread of delta variant.

Nineteen of 25 university students and 21 of 25 lecturers claimed that it is quite easy for them to understand the message includes phrase VARIAN DELTA in the sentence. They need to read it more than once to get the meaning. Therefore, it can be inferred that the borrowed phrase of the sentence in the running text is less readable.

3. Unreadable Borrowed Words

Unreadable borrowing words are words that are difficult for TV viewers to understand when reading them in the running texts although they have read them many times to get the meaning.

The following is an example of unreadable borrowed words in the running texts of Indonesian TV channels:

Datum 1/URBW: MENKO PMK: VAKSINASI GOTONG-ROYONG BUKAN KOMERSIALISASI, TETAPI PERCEPAT HERD IMMUNITY.

In datum 1/URBW, the phrase HERD IMMUNITY is simply borrowed by the running text writer from the source language (English). It may be the running text writer does not find equivalence of the phrase in the target language. By including this borrowing phrase, the entire sentence in the running texts means that Coordinating Minister for Human Development and Culture: *Gotong royong* vaccination is not a commercialization, but an attempt to accelerate herd community.

All of 25 university students and 25 lecturers stated that they feel difficult to understand the message in the sentence containing the *herd immunity*. Thus, it can be inferred that the message in the sentence containing the phrase in the running text is unreadable.

Another example of unreadable borrowed words in the running texts of Indonesian TV channels is as follows:

Datum 2/LRBW: MENKO PMK MUHADJIR EFFENDI: DI MASA REHABILITASI DAN REKONSTRUKSI SAAT INI AKAN MUNCUL ERA NEW NORMAL.

In datum 2/LRBW, the phrase ERA NEW NORMAL is simply borrowed by the running text writer from the source language (English) with adaptation of the grammatical structure of the target language. It may be the running text writer does not find equivalent term of the phrase in the target language. By including this borrowing phrase, the entire sentence in the running texts means that Coordinating Minister for Human Development and Culture Muhadjir Effendi: In the time of rehabilitation and reconstruction, there will develop a new normal era.

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Eleven of 25 university students and 15 of 25 lecturers stated that they feel difficult to understand the message in the sentence containing the phrase ERA NEW NORMAL. Therefore, it can be inferred that the message in the sentence containing the phrase in the running text is unreadable.

Following the analysis of 100 sentences taken as the data, the frequency of borrowing strategy types in the running texts is presented in the following table.

Table 2. Percentage of Readability (N=100)

Readability	TV 1	TV 2	TV 3	TV 4	TV 5	Total
Readable	6(30%)	3(15%)	5(25%)	4(20%)	7(35%)	25%
Less Readable	10(50%)	14(70%)	12(60%)	12(60%)	9(45%)	57%
Unreadable	4(20%)	3(15%)	3(15%)	4(20%)	4(20%)	18%
Total	**20 (100%)**	**20 (100%)**	**20 (100%)**	**20 (100%)**	**20 (100%)**	**100%**

Table 2 shows that from 100 samples of data analysis of the readability for borrowed words used in the running texts, they have gotten 25% are readable, 57% are less readable and 18% are unreadable. So, it can be inferred that the most borrowed words used in the running texts displayed on Indonesian TV channels are less readable.

The research findings support the findings of (Noftariani (2019) who revealed that the translators often borrowed the words from the source text to be used in the target text since it will be acceptable and easy to be understood by the readers and it is the easiest translation technique where the translators do not need to find deep equivalence meaning using other words into the target text.

Analysis of Acceptability

Acceptability is related to cultural norm, concept and language (Nababan in Sari, 2019, p. 41). Furthermore, Nababan explained that there are three categories of acceptability, i.e. acceptable, less acceptable and unacceptable. Translation is categorized into acceptable if it sounds natural and appropriate with target culture and target language's principles. Less acceptable translation is when it sounds less natural and/or contains grammatical error. Meanwhile, translation is considered unacceptable if it sounds unnatural and the languages uses are inappropriate with target language's principles.

1. Acceptable Borrowed Words

The borrowing words are called acceptable if they sound natural and appropriate with culture and principles of target language that make them acceptable to the TV viewers.

The following is an example of acceptable borrowed words in the running texts of Indonesian TV channels:

Datum 1/ABW: MENKOPOLHUKAM MAHFUD MD PASTIKAN TINDAK TEGAS UNJUK RASA YANG LANGGAR PROTOKOL KESEHATAN.

In datum 1/ABW, the word PROTOKOL is borrowed from the source language word PROTOCOL and then adjusted for the pronunciation and its spelling matched with the rules of the target language. Therefore, the meaning of the whole sentence in the running text is that

Coordinating Minister of Politics, Law and Security Mahfud MD ensures firm actions to demonstrators who violate the health protocol.

Based on the results of acceptability test done by respondents, all of 25 university students and 25 lecturers stated that the translation sounds natural and appropriate with the target culture and target language's principles. Therefore, it can be inferred that the message in the sentence containing borrowed word in the running text is acceptable.

Another example of acceptable borrowed words in the running texts of Indonesian TV channels is as follows:

Datum 2/ABW: TEMPAT TIDUR PASIEN ISOLASI COVID-19 DI SURABAYA TERBUAT DARI KARDUS.

In datum 2/ABW, the phrase PASIEN ISOLASI COVID-19 is borrowed from the source language phrase COVID-19 ISOLATION PATIENT and then adjusted for the pronunciation and its spelling matched with the rules of the target language. Therefore, the meaning of the whole sentence in the running text is that covid-19 isolation patient beds in Surabaya are made of cardboard.

Sixteen of 25 university students and 18 of 25 lectuers claimed that the translation sounds natural and appropriate with the target culture and target language's principles. So, it can be inferred that the sentence containing borrowing phrase in the running text is acceptable.

2. Less Acceptable Borrowed Words

The borrowing words are called less acceptable if they sound less natural and/or contain grammatical errors that make them less acceptable to the TV viewers.

The following is an example of less acceptable borrowed words in the running texts of Indonesian TV channels:

Datum 1/LABW: PRESIDEN MINTA HARGA TES PCR TURUN HINGGA RP 450.000.

In datum 1/LABW, the phrase TES PCR is borrowed from the source language (English) phrase PCR TEST and then adjusted for the pronunciation, its spelling and grammatical structure matched with the rules of the target language but it still does not have an equivalent phrase in the target language (Indonesian). Thus, the meaning of the whole sentence in the running text is that the President requests the price of Polymerase Chain Reaction Test to be lowered to Rp 450,000.

Ten of 25 university students and 17 of 25 lecturers stated that the translation sounds less natural and is not appropriate with the target culture and target language's principles, especially in Indonesian pronunciation and spelling. So, it can be inferred that the message in the sentence containing borrowing phrase in the running text is less acceptable.

Another example of less acceptable borrowed words in the running texts of Indonesian TV channels is as follows:

Datum 2/LABW: ANGKA KEMATIAN TINGGI, MENKES INGATKAN PENTINGNYA UKUR SATURASI OKSIGEN PASIEN COVID-19.

In datum 2/LABW, SATURASI OKSIGEN is borrowed from the source language phrase OXYGEN SATURATION and then adjusted for the pronunciation, its spelling and

grammatical structure fitted with the rules of the target language but still does not have an equivalent phrase in the target language. Therefore, the meaning of the whole sentence in the running text is that because of high death rate, the Minister of Health reminds people about the importance of measuring oxygen saturation of covid-19 patients.

Thirteen of 25 university students and 15 of 25 lecturers stated that the translation sounds less natural and less appropriate with the target culture and target language's principles. So, it can be inferred that the message of the sentence containing borrowing phrase in the running text is less acceptable.

3. Unacceptable Borrowed Words

The borrowing words are called unacceptable if they sound unnatural and the languages uses are inappropriate with target language principles that make them unacceptable to the TV viewers.

The following is an example of unacceptable borrowed words in the running texts of Indonesian TV channels:

Datum 1/UABW: WHO SARANKAN PHYSICAL DISTANCING KETIMBANG SOCIAL DISTANCING DEMI KESEHATAN MENTAL DI TENGAH PANDEMI CORONA.

In datum 1/UABW, the words PHYSICAL DISTANCING and SOCIAL DISTANCING are just borrowed from the source language phrases without adjustment with the pronunciation, their spelling and grammatical structure of the rules of the target language. So, the meaning of the whole sentence in the running text is that World Health Organization recommends physical distancing over social distancing for the sake of mental health in the middle of corona pandemic.

All of 25 university students and 25 lecturers stated that the translation sounds unnatural and the language uses are inappropriate with the target language's principles, especially in their pronunciation, spelling and grammatical structure. So, it can be inferred that the message in the sentence containing borrowing phrases in the running text is unacceptable.

Another example of unacceptable borrowed words in the running texts of Indonesian TV channels is as follows:

Datum 2/UABW: PEMERINTAH MINTA PASIEN BERGEJALA CORONA RINGAN LAKUKAN SELF-ISOLATION.

In datum 2/UABW, the phrase SELF-ISOLATION is only borrowed from the source language (English) phrase without adjustment with the pronunciation, its spelling and grammatical structure of the rules of the target language (Indonesian). Therefore, the meaning of the whole sentence containing borrowing phrase in the running text is that the Government requests patients with light corona symptoms to do self-isolation.

Eighteen of 25 university students and 19 of 25 lecturers claimed that the translation sounds unnatural and the language uses are inappropriate with the target language's principles, especially in its pronunciation, spelling and grammatical structure So, it can be inferred that the message in the sentence containing borrowing phrase in the running text is unacceptable.

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Following the analysis of 100 sentences taken as the data, the frequency of borrowing strategy types in the running texts is presented in the following table.

Table 3. Percentage of Acceptability (N=100)

Acceptability	TV 1	TV 2	TV 3	TV 4	TV 5	Total
Acceptable	7(35%)	6(30%)	5(25%)	5(25%)	8(40%)	31%
Less Acceptable	8(40%)	10(50%)	11(55%)	9(45%)	9(45%)	47%
Unacceptable	5(25%)	4(20%)	4(20%)	6(30%)	3(15%)	22%
Total	**20 (100%)**	**20 (100%)**	**20 (100%)**	**20 (100%)**	**20 (100%)**	**100%**

Table 3 shows that from 100 samples of data analysis of the acceptability for borrowed words used in the running texts, they have gotten 31% are acceptable, 47% are less acceptable and 22% are unacceptable. So, it can be inferred that the most borrowed words used in the running texts displayed on Indonesian TV channels are less acceptable.

The above research findings support the findings of the research conducted by Sari (2019) who found few borrowed words related to Indonesian culture were treated more special in order to get the clearer translation.

CONCLUSION

This research has been able to meet the research objectives stated in the Introduction. The first objective relates to the types of borrowing strategy. The analysis has indicated that the most widely used strategy for borrowed words related to covid-19 pandemic displayed in the running texts Indonesian TV channels is transliteration. The second objective of the study concerns the readability. As proved in the analysis, the most borrowed words used in the running texts are less readable. The last objective focuses on acceptability. As proved in the analysis, the most borrowed words used in the running texts are less acceptable.

The findings of this study strongly indicate that the borrowing strategy is very important to obtain borrowing words that have high readability and acceptability. Therefore, it is necessary for the running text writers of the Indonesian TV channels to improve the quality of their translations in order to meet the wishes of TV viewers who are enthusiastic for news updates by reading the running texts related to covid-19 pandemic, especially during the period of Enforcement of Restrictions on Community Activities.

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CODE SWITCHING AND CODE MIXING K-POPPERS EXOL IN SOCIAL MEDIA TWITTER

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ABSTRACT

The research is conducted in order to describe the types of code switching and code mixing K-Popers in the social media twitter. The purpose of this study is to get some information on the types of code mixing and code switching frequently used by K-Popers EXOL. The technique of collecting data is observation, documentation method, and questionnaire. The researcher used triangulation as technique of analyzing data. Source of the data are taken from Twitter written by K-Popers EXOL. The data of this data research are comments, videos and photo statements posted by EXOL in social media Twitter from February – June 2021. The research finding shows three types of switching codes, they are Inter-sentential switching, Intra-sentential switching and emblematic switching. The most dominated code switching is inter-sentential switching (24 data). And, two types of code mixing are intern code mixing and extern code mixing. The most dominated of code mixing is extern code mixing with 27 data from 41 total data. In this research, none of intern code mixing are found.

Keywords: Code mixing, Code switching, K-Popers, EXOL

INTRODUCTION

Language and humans are two elements which cannot be separated because language is the means of communication that human uses in social life both verbally and non-verbally. (Rihany, A, 2018) Language is the most important thing as a communication media for human life in which language is used to convey the message or intent of the speaker to listener, thus forming social interaction. It means that the main function of language is a media of communication, socialization, and interaction between one another so that it becomes a social and community. Sociolinguistics is a branch of learning about language related to society. The exploration of code selection in Sociolinguistics is inseparable from the concept of bilingualism or

multilingualism. Fishman (1975: 73) conceived bilingualism as the use of two languages by a speaker in the interaction with other speakers in turn. To use two languages, a speaker must master both languages, including his mother tongue and another language as his second language.

Nababan (1984: 27) revealed that a bilingual person could to use two or more languages in conversation with others. The ability to use two or more languages covers receptive abilities (reading and listening) and productive abilities (speaking and writing). Bilingualism occurs due to the cultural contact between two groups of speakers that speak different languages. The cultural contact can occur in science and technology, health, politics, religion, trade, and social and economic aspects. The condition will result in language contact among bilingual speakers and speech communities. Suwito (1985: 39) stated that the use of two or more interchangeable languages by the same speaker would lead to language change. Switching code is transitioning from one language to another language. For example, the shift in conversation that initially spoke Indonesian turned into English. As researchers formerly, Kridalaksana (2008) stated that decoding is the use of variation of another language in one event aimed at adjusting to the roles and situation because of the other participants. Suwandi (2008) also noted that it is one of the aspects of language dependency of bilingual or multilingual as today. According to Bullock (2009) cited in (Ahmad & Jean, 2018) stated that code-switching refers to the capacity of using, replacing, or switching to languages in use. In the case, speaker at least has the proficiency of the second language in addition to the first language so that he or she might switch from the first language to the second language and vice versa.

 (Hoffman, C, 1991) divided three types of switching codes namely.
1. Intra-Sentensial Switching
   The kind of code switching that happens in a phrase in one sentence.
2. Inter-Sentensial Switching
   The kind of code switching that happens between a clause or a sentence in a language.
3. Emblematic Switching
   Instead of a tag and exclamation word in a language that is meant to be spoken or made else where.

Suwito (2001) differentiated code-switching according to the clause and the sentences surrounding in the second types that is extern mixing codes and internal mixing codes. Bilingual societies are intertwined with the mixing and switching codes of communicating especially in the global generation era which is as advanced as today. The switching codes are transition to use one code to another   (Chaer dan Agustina, 2004). According to Wardaugh (2006) cited in (Agus Rahmat, 2020) stated that code-mixing happens when a statement or utterance uses both language in same time to the extent that they change from one language to another course in the single utterance. As did the previous researcher Noviarita (2019) stated that transfer of linguistics elements from one language into another language is code mixing.

Code mixing is a situation where the speaker mixing two or more languages with a mere rules of relaxation that must be obeyed (Nababan, 1993). Meanwhile, (Harimurti Kridalaksana, 2008) explained that mixing code is the use of a language unit from one language to another language to expand language style or variant including the use of words, clause, and greetings.

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As for Suwito (2001), divided the mixing codes in the root and word into two types 1) Extern mixing code 2) Intern mixing code. The aim of the research was to find out the interaction of the Indonesian K-Poppers especially EXOL in the social media Twitter using code-mixing and code-switching. The research also provides information needed by everyone to study code-mixing and code-switching so they will get more understanding about types of switching code and mixing code.

METHODOLOGY

The study refers to qualitative approach because the data of this research are words, phrases, clauses, and sentences. This study is referred to qualitative technique because the data presented gives a real understanding compared to those in number or frequency. The researcher used three technique methods to collect the data for this research namely.

    a. Observation

        This method is done to obtain the data by observing the use of language carefully.

    b. Documentation method

        This method is done by devising a data gathering technique using a previous recorded event in the form of writing or drawing by a person.

    c. Questionnaire

        It is a list for questions for data collection or research. This data collection technique is done in writing using a tee-base based method to be distributed to account owners aimed at getting preliminary data of information leading to EXOL contributing factors mixing codes into social media twitter.

The researcher used the method of analysing documents to analyse research of the data, since they contain written data of words, phrases, clauses, and sentences. Source of the data are taken from Twitter. All of written by K-Popers EXOL contains elements of switching code and mixing code. The data of this research are all comments, Twitter statuses, videos and photo statements posted in twitter by EXOL from February to June 2021. The researcher used a triangulation method to validate the data.

FINDING AND DISCUSSION

In this chapter, the findings and discussion of this study will be described such as the following sentences. There are types of switching codes and mixing codes by Hoffman, C, (1991) and Suwito, (2001) theories.

FINDING

In this chapter, the analysis of the data is in line with the research questions. The researcher used method of analysing document for analysing switching code and mixing code. Based on the previous chapter, the data of this study are a written list of speech sent by EXOL on Twitter.

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The researcher will run a data analysis on every EXOL speech containing unsure switching code and mixing code.

Code Switching

Code switching is a transition from one language to another language. Or in other words, if the speakers inquire the one code (Indonesian) and switch using another code (English) or another language. In this research, the researcher would classify switching code of K-Poppers using Hoffman theory.

Hoffman, C, (1991) classified code switching into three namely 1) Intra-sentensial switching 2) Inter-sentential switching 3) Emblematic switching. The results of the analysis can be seen in Table 1.1 and 1.2, as follows:

Table 1.1 Frequency of Code Switching

No.	Switching Code Types	Data	Total
1.	*Intra-Sentensial Switching* (INS)	01,02,06,08,11,12,13, 14,16,18,19,23,24,25, 28,32,42,44,47,48,50, 52,53,55	24
2.	*Inter-Sentential Switching* (IS)	03,04,05,07,17,20,22, 26,27,33,35,37,39,41, 43,49,51,54	18
3.	*Emblematic Switching* (ES)	09,10,15,21,29,30,31, 34,36,38,40,45,46,56, 57	15
	Total Data		57

Table 1.2 Frequency of Code Mixing

No.	Factors of Mixing codes	Data	Frequency
1.	Discussing particular topic	02,09,10,12,20,21,23, 24,25,26,29,30,31,33, 35,38,39,40,41	19 Data
2.	Reinfroce something	01,03,04,06,07,08,11, 14,15,18,22,27,28,32	14 Data
3.	Quotes a particular character	34,36,37	3 Data
4.	Intention of clarify	13,16,17,19	4 Data
5.	Lexical needs	05	1 Data
Total Data			41 Data

Of the tables, it can be known that extern codes is the most dominant code that EXOL used in their statements in social media Twitter and the factors that encourage EXOL mixing codes in

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their statements is discussing particular topic. On the next discussion, the researcher will describe the results of the advanced analysis with the limited data. This is in the data that collected in this research mostly has many characteristics, allowing the researcher to generalize the data that are considered to have similarities with other data.

DISCUSSION

In this chapter, the form of using the slang words are often used by EXOL for transferring and mixing the code in their statements on Twitter.
1. Code Switching
Hoffman, C, (1991) divided switching codes such as:
  a. Intra-sentential Switching

Data AK01
@HI_chena
Akal akalan SM *bisa aje ye*, **let's see** *apakah nanti akan ada* Baekhyun<34U *atau Baekhyun di acara surem*☺.
(Statemens from account @HI_chena on April, 03 2021)
From the comments, it can be identified that it belongs to "Intra-sentential switching" . This is because switching code is in the form of phrase "**let's see**" in the sentence. In this text, the researcher also found the slang words used by the speaker in her statement such as the word "Baekhyun <34U" who has meaning "baekhyun heart for you", which is taught by the EXO members to the fans before they entered in military, and the next slang in the word "Surem" which means "SpuperM".

Data AK08
@Mrsehunohh
Apa sehun suka itu?? *Omo omo sehun uri maknae haha* **remember it**.. *kamu sama ikan aja takut*, *lihat merkat lari udahlah yg gak lu takutin cuman vivi doang jujur aja hunn kita ngerti kok wkwk*☺
(comentar account @Mrsehunohh on March, 21 2021)
Of the text, it can be identified that there is "Intra-Sentensial Switching", because it occurs in the form of phrase "**remember it**" after the clause limit in a sentence. In this text, the reseacher found two codes used by the speaker to transfer the code in his statements. They are Korean language "*omo omo sehun uri maknae*" which means "OMG sehun the youngest member", and English language in phrase "**remember it**".

  b. Inter-Sentential Switching

Data AK07
@novasilaban6
EXO 9th Anniversary Day

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(Terimakasih sudah mengisi kehaluanku selama ini)

Mari bersama untuk kedepannya dengan waktu yang lama. **See u on top my peterpan. I'm your TinkerBell will always stay with you.** *Sayang EXO banyak² <3*

#엑소 #EXO @weareoneEXO

(Caption from account @novasilaban6 on April, 08 2021)

Of the text, it can be indentified that there is "Inter-Sentensial Switching" because the code occurs in the form of sentence which is **See u on top my peterpan. I'm your TinkerBell will always stay with you.**

c. Emblematic Switching

Data AK 10
@ParkChanyeolINA
 # CHANYEOL Miilitary Update!
OP dikirimkan foto oleh teman kuliahnya.
Cr0522cy
(Caption from account @ParkChanyeolINA on April, 25 2021)

Of the text, it can be identified that caption is one type of switching code namely emblematic switching. Instead of a code that comes up with a sign # which means "hastags" in the word #CHANYEOL, and an exciting word with a sign "!" in the phrase "MILITARY UPDATE!" at the end of the sentence. In the text, the researcher also found two slang words used by the author in his caption, that is in the word "OP" which means "original person". It is a word often used by K-Poppers that refers to the first person to provide such information. The next slang word is "Cr" which means "credit". It is an abbreviation often used by social media users to refer to whose accounts informations, news, photos or videos are cited.

2. Code Mixing and the Factors of Code Mixing.

Data CK05
@HI_chena
Btw *kalau gua ngedrama m*ti idp kayak yg lain lain rame gak ya? Misal nih pas waktu gua di serang* **fandom** *ijo, gua ngedrama aja *m*ti karena b00ly ijo*, lalu pas di serang EX0L cbg bu peri *m*ti karena di b00ly pndom sendiri* pas diserang aramy *m*ti lagi krn aramy*
(Caption from account @HI-chena April, 03 2021)

Of the text, it can be identified that there are types of code-mixing namely intern code and extern code which has detailed explanation as follows.
a. Intern code mixing
In the text, the author used Javanase in the word "*ijo*" that means "green" in English. "*Ijo*" refers to the green colour on the light stick of the boy gorup NCT fans. It can be called the intern mixing code because the javanase language is a lunar language with Indonesian language according to the geographic location.

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b. Extern code mixing

The words "btw" and "fandom" are English words that are reffered to extern mixing code because @HI_chena used two English words in her caption. In this text, the researcher also found English acronim on the word "fandom" which has an intitial words for "fans" and "kingdoom". Factor that affect the author to mix the code in the caption is for "lexical needs" because the word "fandom" is always used by K-Poppers to call their comunnity for example "fandom EXOL".

Data CK06
@HI_chena
Kalau Chanyeol gak di **up** *berarti* **next member** *yg wamil juga gk usah di* **up**
(caption from account @HI_chena on March, 29 2021)

Of the text, it is one type of code mixing namely " extern mixing code", because the author used English word "up" and phrase "next member" in one sentence to mix the codes. In the caption, the researcher found one of slang word in the word "up" which is an abbrevation from the word "update". Factor that affect the author to mix the code in her caption is "Reinfroce something". It can be identified that the author wants to affirm to staff, while they did not share photos the next members EXO who join military if Chanyeol photo does not share.

Data CK41
@CuapMiring
Punya **bubble** *xiumin berasa punya pacar, dia pap terus*
Kalau Kyungsoo sama Baekhyun berasa di **spam** *sms sama nasked covid*
(Comentar from account @CuapMiring on June, 29 2021)

There is one type of code-mixing found which is "exstern mixing code". It is because the author used English words "bubble" and "spam" to mix the code in her caption. The reseacher found Indonesian acronim in the word "nakes" which has an intitial wods "tenaga kesehatan" in Indonesian and "healthcare workers" in English language. Factor that affected the author to do mixing code in her caption is "Discussing particular topic". It is because the author wants to inform the fans that is different from ximin and kyungsoo when they sent a bubble message for their fans. The findings related to the code switching code mixing signify comparisons with other studies. Song (2019) reveals the practice of code switching of Korean and British children from the perspective of language socialisation by using ethnographic and discourse analysis. From the research, the result finds the similarity of the use of code switching between those two languages in communication in different environment. The research includes the family environment and outer family environment (children playing neighbourhood). Meanwhile, Koban (2013) on Intra-sentensial code switching by revealing higher average than Inter-sentential code switching, and the speakers dominantly, Turkish and English, use Intra-sentential code switching than Inter-sentential one. Meanwhile, this research takes out as K-Popers EXOL from twitter the observation. Therefore, this research is unlike the previous study.

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CONCLUSION

Based o the data that has been described above, it can be concluded that the results of code switching and code mixing of K-Popers EXOL on social media Twitter are as follows:

1. Code Switching

The researcher found 57 data for code-switching. She conducted an analysis by categorizing the data into types of switching code by the theory of Hoffman, C, (1991). The research results are as follows:

 a. "Intra-Sentential switching" by EXOL is as many as 24 data from total data of 57.
 b. "Emblematic Switching" by EXOL is 15 data from 57 total data.
 c. "Intra-Sentensial Switching" is the most dominant from all switching code did by K-Poppers especially EXOL.

2. Factors of Code Mixing

Based on the results, the researcher found five factors that encourage EXOL did code mixing are as follows:

 a. Discussing pariculary topic : 19 frequency data
 b. Reinfroce someone : 3 frequency data
 c. Quotes a particular character : 14 frequency data
 d. Itention of clarify : 4 frequency data
 e. Lexical needs : 1 frequency data

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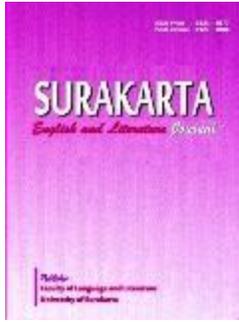
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PATRIARCHAL CULTURAL PERSPECTIVE IN WOMAN CHARACTERS OF HIDDEN FIGURES MOVIE

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ABSTRACT

This research used a research object in the form of movie entitled Hidden Figures. The research had more attention in the study of patriarchal culture in woman characters in that film. Patriarchal culture is a culture which focuses in the theory with a feminist approach. That theory emphasizes in the power of stratification and privilege based on gender. This research aimed to describe how patriarchal culture reflected in Hidden Figures movie. The researcher used descriptive qualitative research design in this research. The data of this research was in the form of utterances. Those utterances were utterances delivered among the characters in that movie. In collecting the data, the researcher conducted a library study. In analyzing the data, the researcher used a feminist approach. The researcher found that patriarchal culture which reflected in Hidden Figures Movie was identified into four kinds of patriarchy types. Those were characters, setting, ploting and conflict.
Keywords: patriarchal culture, woman characters, Hidden Figures Movie

INTRODUCTION

Living together among individuals is a right for every people. The right here refers to anything which all people can obtain, such as in the family or in the work place. Those right should be the same which is given to everyone. However, there are still many different giving of rights. Some people found different right in their live, for example in education, status of power and social. In fact, most of them are woman.

In real life, there is still often found that woman's right will be limited. It relates to the feminism theory. According to (Y, 2018), culture is used to control the social role of women andmen. Another statement comes from (Crawford, M & Unger, 2004), discussing about feminism also relates to the contemporary feminism. Psychology is provided in the contemporary feminism.

According to (Madsen, 2000), pre-feminist or 'traditional' criticism is attacked for its blindness to gender. Based on that statement, the woman cannot do anything they want. It will be different with man's right. It relates to the name of "patriarchal culture." What is patriarchal culture?

Patriarchal culture is a culture which focuses in the feminist theory. According to (Pilcher, Jane and Whelehan, 2004), patriarchy is a rule by a man in the family. It is an ideology which emphasizes in the superiority from the higher to the lowest. The higher here refers to the man who having high position. Meanwhile, the lowest refers to the woman. All needs which man needs become the main priority over than woman's need. For that reason, woman will have different treatment although in the same place. That different treatment is like social system which enforces rule that man's act as the primary authority figure. It also happened that in the real life younger having more authority than old people. According to (Matthews, B&Beaman, 2007), in the real life, young people often holds paying job. This authority figure will be the central in making decision, as the example that man holds full authority over the woman. According to (Widiyantari, Y.,Atmaja, A.K.S.,&Saptaningsih, 2017), the cultures of the source language can be seen in several forms. For example, the name of the characters and events that happened in that story.

According to (Abrams, 2009), the human's condition can be shown through drama and prose. Moreover, (Barry, 2009) explains that moral is used as an approach to the literature. Based on that statement, movie is also used to know the people's character. Patriarchal culture is still often appeared in this movie. In Hidden Figures movie, there are some discrimination happened among the characters. The main characters in that film are Dorothy, Katherine and Mary. As the summary, each of the main character there, having different background of their family. That different background becomes the reason why they cannot do the same thing or the same achievement in the same place. Their achievement is measured by the name of family's status. The woman cannot get the same rights. According to (Fakih, 1996), there are many problems of women, each of them has different analysis. Therefore, actually the women's problem is appeared because of their family's background.

METHODOLOGY

The researcher used descriptive qualitative research design. According to (Sugiyono, 2008), qualitative research is a research to investigate, discover, describe and explain the quality of social influence that can be explained, measured or illustrated through a quantitative research. Furthermore, according to Moleong (2000) in (Cahyaningrum, I.O.&Agustin, 2020), in the descriptive research, the data are collected in the form of words and pictures, not in numbers. Based on that statements, it can be concluded that descriptive qualitative research design is a research design which will be described in the form of words and pictures, not in number. The object of the research was movie entitled Hidden Figures. The data in this research was in the form of utterances which were delivered among the characters in that movie. In collecting the data, the researcher did through a library study. The steps used in analysing the data were transcribing, identifying, classifying and interpreting. For the first step, the researcher transcribed the data. In this step, the researcher transcribed all utterances delivered by the characters in that movie.

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The second step was identifying. In this step, the researcher identified all utterances including to patriarchal culture. Moreover, in this step the researcher identified whether that utterances was in what criteria. The last was analyzing. In this step, the researcher analyzed all findings with the theory of feminism.

RESULTS AND DISCUSSION

As in the aim of the research, the focus of the research was to describe how patriarchal culture reflected in the movie entitled "Hidden Figures." The patriarchal culture reflected in this movie could be found in the following data.

A. Characterization

Based on the analyses of the data, the researcher found that patriarchal culture reflected in the character of Harrison and Mitchell. Those characters referred to as Mr. Harrison and Vivian Mitchell were explained in the following conversation.

a) Mr. Harrison

One of character that described in this film was Mr. Harrison. He was identified as a person who couldn't appreciate people. Just like when Katherine finished her calculations. Mr Harrison knew that the calculations were no longer needed, he immediately threw away Katherine's work. The part that told him about his character would be displayed in the following utterances which were delivered by Katherine and Mr. Harrison:

KATHERINE (CONT'D) Here you are, sir.

Without looking.

AL HARRISON
And Stafford's heat shield calcs?

KATHERINE
It's hard to be sure, sir.

That's not what he needed to hear. He swivels to her.

AL HARRISON
Do you know what we're doing here?

KATHERINE
We're trying to put a man in space, sir.

AL HARRISON
That's right. So you can throw that in the trash.

KATHERINE
Excuse me?

Harrison gets up, moves around his desk.

AL HARRISON
I said you can throw it away.

He gently takes it out of Katherine's confused hands.

AL HARRISON (CONT'D) Here.

Harrison drops her report on top of a trash can overflowing with dozens of similar reports and worksheets. It's a graveyard of obsolete work.

Figure 1. Patriarchal Culture in Mr. Harrison's Character

b) Vivian Mitchell

Vivian Mitchell is supervisor in the coloured computers in West Computing Group division. Her character in Hidden Figures Movie described as self centered and cynic person. Those characters would be explained in the following utterances:

1) Self Centered

One of Ms. Mitchell's character was self centered. In taking control, she was considered as having bad leadership because she did not seem to work with them. The data was proven was that she always gave sassy comments relating to the black computers and their circumstances. In that utterance, she implied to herself that she was bothered to go to West Computing Group by saying in the following figure.

Figure 2. Patriarchal Culture in Vivian Mitchell's Character of Self Centered

2) Cynic

Cynic was also being Ms. Mitchell character that reflected a patriarchal culture based on this film. The data could be seen when Dorothy met herself in the white room, she looked at Dorothy cynically and said that someone would take the job without Dorothy coming into the room. It could be seen through the following part of conversation:

Figure 3. Patriarchal Culture in Vivian Mitchell's Character of Cynic

B. Setting

The patriarchal culture reflected in *Hidden Figures Movie* could be seen from the setting of the story line. The researcher found that there were several parts with various settings in the film that reflected patriarchal culture.

The first setting could be seen when Katherine talked to Mr. Johnson while walking together. Mr. Johnson asked what Katherine worked at NASA. Then, Katherine replied that she worked in launch and landing for the Space Program. Mr. Johnson laughed. He asked why they let women do the work. Katherine felt silent for a moment. The analyses of the data presented below:

Figure 4. Patriarchal Culture Presented in Setting 1

The other situation reflected as patriarchal culture in Hidden Figures Movie was when Katherine volunteered to attend a briefing meeting that had never been participated in before. Yet, in the end Mr. decided that Katherine's presence was not against the rules even though everyone in the meeting looked strangely at Katherine's presence. The following part was situation which told about that event:

Figure 5. Patriarchal Culture in Setting 2

Thus, patriarchal culture reflected in the Hidden Figures movie could be seen through various settings of the story line.

C. Plot

The sequence of event formed a story line that happened in structure and time sequence. The plot used in *Hidden Figures Movie* is a chronological plot. The story was arranged based on time that went forward, not turning back to the past.

a) Introduction

In introduction, the researcher formed a beginning of story line by the stages of event. The story presented as introduction could be seen from the following conversation :

Figure 6. Patriarchal Culture in the Form of Plot (Introduction)

The introduction stage began when Katherine, Dorothy and Mary encountered an obstacle where the car broke down in the middle of the road. While Dorothy was trying to fix it, a white cop suddenly came and said that the place was not for blacks. However, after learning that they were working with NASA and helping NASA to get astronauts into space, the police offered to help them. Dorothy refused and said that she could repair the machine. And of course, the car finally started up again. That utterance was an example that men didn't believe that women were capable of doing jobs that were usually done by men, but actually they were.

b) Rising Action

In the rising stage, the story formed by sequence of event that presented through film's characters. In this stage, the beginning of conflict would be appeared one by one. The part of rising action would be explained below:

KATHERINE
Excuse me...

Ruth holds her hand over the phone.

KATHERINE (CONT'D)
May I ask you where the ladies' room is?

RUTH
Sorry, I have no idea where your bathroom is.

Ruth returns to her conversation. Katherine walks away.

Katherine rushes down the hall, worksheets in her arms. Searching for a bathroom. Her papers drop.

At the far end of the hall...she sees the bathrooms. Thank God. She scoops the papers up.

A TRIO OF WHITE WOMEN come out of the ladies' restroom. They stand outside the door, chatting away.

Damn. Katherine gathers herself, ducks down another hallway.

Katherine's practically running. No "colored bathrooms" anywhere.

Katherine pushes through steel doors into the blinding sun. Sees the West Campus Building way off in the distance. 1/2 mile away to be exact. She runs.

Katherine sprints down the familiarly dingy West Campus hall.
She crashes through a door labeled: "Colored Restroom."
Katherine plops down on the toilet. She reaches down to her feet, puts the paperwork on her lap...and keeps working. Calculating numbers.

Katherine runs back toward the East Campus. As fast as her legs will take her.

Harrison, one ear glued to a phone, plunges out of his office, looks for Katherine. Not

Figure 7. Patriarchal Culture in the Form of Plot (Rising Action)

From that situation above, we could conclude that the conflict started when Katherine was asked by Paul Stanford to complete the calculations that had to be completed in the afternoon. When she tried to start doing the calculations, suddenly she wanted to go to the toilet. Unfortunately there was no black toilet in the space task group so she had to go to the western computing room which takes a long time. On the other hand, she also had to keep doing her job.

c) Climax

Climax stage is a turning point or can be called as the point greatest suspense or action. Climax started when the conflict was faced during the main, most dramatic event of the story. The story line about the war in *Hidden Figures's Movie* could be seen in the following event :

Hidden Figures - 5/9/2016 - Shooting Draft - 63   .
CONTINUED:
Katherine's soaked like a wet rat. She walks back to her desk. Stafford's staring at her.
Ruth's staring at her. The whole damn place seems to be staring at her.

AL HARRISON (O.S.)
Where the hell have you been? Everywhere I look you're not
where I need you to be.
 And it's not my imagination.
Katherine turns, Harrison's on the floor. Katherine freezes.

AL HARRISON (CONT'D)
Where the hell do you go everyday?

KATHERINE
(quietly) The
bathroom, sir.

AL HARRISON
The bathroom! The damn bathroom!

KATHERINE
Yes, sir. The bathroom.

Figure 8. Patriarchal Culture in the Form of Plot (Climax)

The climax of conflict stage showed when Mr. Harrison asked Ruth where Katherine was because she wasn't in the room. Then Ruth replied that Katherine was break.

When Katherine came in with her face drenched in the rain, Mr. Harrison asked where Katherine really was. Katherine said she was from the toilet with some disbelief, Mr. Harrison was angry with Katherine for always being away for such a long time every day, even though Mr. Harrison had been expecting Katherine.

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Then Katherine emphatically said that there was no toilet for her, no toilet reserved for blacks in the room, so she had to run and took a long time to the west computing group just to go to the toilet. She felt that she was being treated unfairly, she had to continue to carry out her jobs but no one respected her. After explaining this, Katherine left the people in the room. This situation was a proof that patriarchal culture does happened.

d) Falling Action

Falling action is the action and events that occured after the climax. The part of falling action would be explained below:

Figure 9. Patriarchal Culture in the Form of Plot (Falling Action)

Based on data above, the falling conflict stage showed when Mr. Harrison tossed the black group toilet sign, he said everyone in NASA is the same. Everyone could get the same facilities. That conflict was evidence of patriarchal that they finally got the rights that they had not got before.

e) Resolution

In resolution, the researcher ended the story line where the conflict and problem was solved. The end of story line was presented through the actor at the resolution stage could be seen from the following part:

Figure 10. Ptriarchal Culture in the Form of Plot (Resolution)

Based on resolution above, conflict resolution was shown in John Glenn's utterance which asked Mr. Harrison to check the number. John Glenn trusted Katherine to check on him. It is a data that they finally believed that women can do that.

D. Conflict

The patriarchal culture reflected in *Hidden Figures's Movie* could be seen through the conflict in the film. The researcher found that there was evidence with conflict within the film that reflected agaign patriarchal culture.

In *Hidden Figures's Movie* , America was experiencing a cold war or war the Second World with the Soviet Union. America was also incessant competed with the Soviet Union to send humans into space. Russia's pre-eminence makes the US administration more aggressive in ordering NASA to push for whatever it was they did, and the Chair of the Space Working Group, Al Harrison (Kevin Costner) needed additional labour assistance.

Harrison stops again. Stands in front of a window staring at something we can't see. He's quiet for the longest time.

> AL HARRISON (CONT'D) Where's the machine?

> RUTH
> Any day now, Mr. Harrison.

> AL HARRISON
> Any day now. What's it called? The initials...the letters

> RUTH
> IBM.

> PAUL STAFFORD
> International business machine.

Harrison jots a note in a mini notebook.

> AL HARRISON Space is business. I need a mathematician.

> RUTH
> I'll put in another request, sir.

> AL HARRISON
> Another request. Jesus Christ. We don't have a single person, in this entire building, that can handle Analytic Geometry?

> RUTH
> That's what I've been told.

> AL HARRISON
> Well, tell me something else, Ruth. Like we're going to find such a person, before the Russians plant a flag on the damn

Figure 11. Patriarchal Culture Presented in Conflict 1

Opportunity came to Katherine when the Space Working Group needed a skilled mathematician. The vacancy was also fueled by Russia (then rivals the US in the "Space Race", which succeeded with the first Earth-orbiting launch. The data from the film was down below :

> DOROTHY
> Mrs. Mitchell.

> VIVIAN MITCHELL
> We're on double time this mornin', girls. I need these calculations before lunch.

Vivian's Assistant dumps the workload on the table. Thud. Vivian hands Dorothy an assignment sheet.

> VIVIAN MITCHELL (CONT'D)
> The Space Task Group needs a computer ASAP. Someone with a handle on Analytic Geometry. Much to my chagrin, we can't fill the position outta the East Group.

> DOROTHY
> Permanent or temp?

> VIVIAN MITCHELL
> Everything's temporary, Dorothy. You have someone?

Dorothy doesn't hesitate:

> DOROTHY
> Yes, ma'am. Katherine's the gal for that.

Vivian looks the room over. Katherine raises her hand, squirms: the Space Task Group is the 'be all.'

> DOROTHY (CONT'D)
> She can handle any numbers you put in front of her.

Vivian sizes Katherine up.

> VIVIAN MITCHELL
> I'll check her credentials.

Figure 12. Patriarchal Culture Presented in Conflict 2

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However, being the first one did not make it easy for Katherine, even though she felt discriminatory treatment which was supported by the climate of segregation that was still being felt at that time. For example, in the Space Working Group's building, it turned out that there were no special bathrooms for minorities (at that time even white and coloured toilets still had to be separated). As a result, Katherine had to run every day to the West Area building nearly half a mile away from work, just to get some air out.

CONCLUSION

Based on the finding of the research, it can be concluded that the researcher found patriarchal culture reflected in Hidden Figures's Movie through character, setting, plot and conflict. The patriarchal culture could be seen in the characters were couldnot appreciate people, self centered and cynic. Patriarchal culture could be seen in setting. In plot, patriarchal culture could be seen in Introduction, Rising Action, Climax, Falling Action and Resolution. In conflict could be seen in the evident which against the patriarchal culture.

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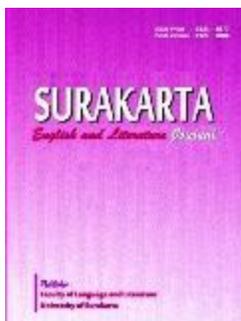
THE USE OF ICE BREAKERS IN ONLINE ENGLISH GRAMMAR CLASSES

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ABSTRACT
In the English language teaching process, every teaching phase is paramount for the achievement of its goals. At the beginning of the classes, the teachers might bring an ice breaker. Based on the previous studies, ice breaker is considered a crucial component in EFL classes. Considering the prominence of ice breakers, the researcher regards the importance of a literature study about ice breakers, especially in grammar class. English grammar is frequently considered a complicated element. Besides, nowadays, the learning process has to be conducted online. This study is mainly aimed to explain the concept of ice breakers, English grammar, and online learning, and the examples of ice breaking possibly used in online grammar classes. The method employed was the literary study conducted through several stages called collecting, reducing and presenting the data and concluding the results. This study suggests several relevant theories to the usage of ice breakers in online grammar classes. Moreover, this study proposes some ice breakers for teaching grammar. The ice breakers are jumbled sentences, correcting mistakes, English songs, storytelling activities, and English humour.
Keywords: *Ice breakers, English grammar, Online learning, EFL context*

INTRODUCTION

Every English teacher is always encouraged to prepare every learning activity carefully since a well-prepared activity helps the students to achieve the learning objectives. One of the proposed teaching activity to implement is ice breakers. Ice-breaking activities are generally used at the beginning of the class. According to Astuti et al., (2020), an ice breaker is an effort to break or melt the rigid atmosphere that is like ice to become more relaxing and comfortable. Panggua (2016) points out that *ice breaker* can be interpreted as breaking the ice, and *the ice* here might refer to many situations. Simply put, an ice breaker is a kind of activity done by the teachers to create comfortable teaching and learning process, and it can be carried out through many activities.

An ice breaker is also regarded as an essential aspect in EFL classes. Ice breakers is applied to prepare the student to join the class and introduce the material that is going to be taught. Ice-

breaking activities might bring great gains. According to Astuti et al., (2020), an ice breaker can be employed to overcome the students' nervousness and boredom during the teaching and learning process so that they feel happier and readier to join the next core activities. Hutasoit & Tambunan (2018) point out that ice breakers are an amazing way to start a meeting, and they can be used to lessen stress and give required breaks during intense meetings. Marneni et al., (2017) state that the first few minutes of English class is crucial for setting the tone for the whole period, so it is crucial, to begin with, a bang.

Based on the previous description, the right implementation of ice-breaking activity might help the teachers to conduct an effective learning process especially in a difficult subject like grammar. Grammar is still considered a difficult component of English (Effendi et al., 2017; Nawira et al., 2019). Yuliyanto & Fitriyati (2019) add that the learning structure is frequently considered difficult since the students feel bored so that they do not engage in the learning process. Furthermore, the way of teaching is commonly not varied. The structure, in short, is still regarded as a problematic element of English, and it might be caused by some factors.

Moreover, during the pandemic era of COVID 19, the teaching and learning process must be done online. Many obstacles have happened during online classes. According to Nartiningrum & Nugroho (2021), difficulty in delivering the materials, poor internet connection, students' slow responses, and problems in adjusting teaching plans are the problems commonly faced by teachers. Efriana (2021) adds that in online classes, problems are not only experienced by teachers, but also by the students and parents. The obstacles encountered by the teachers include the difficulty of using IT and the limited access to supervise the students. The problems faced by the students are the passiveness to join the class, limited supporting facilities, and internet connection. The concern of parents is the limited time to accompany their children during online classes. In brief, during online learning, the problems can be encountered by many parties like teachers, students, and parents, and it might be very varied.

The difficulties in learning grammar and the obstacles of online learning might hamper the students in mastering the objectives in learning English grammar. That is why the researcher considers the urgency to do a literature study about ice breakers in online grammar classes. There are some studies discussing ice breaking in the EFL context, but they have not explored the usage of ice breaking to teach structure especially for online classes.

Marneni et al., (2017) conducted a literature study about the implementation of ice breakers in language teaching. They provide some types of ice-breaking activities, but they are mainly concerned with offline classes. Astuti et al., (2020) also carried out a study about icebreaking, but they focus on the influence of ice-breaking activity on students' motivation of learning. Yeganehpour (2017) did a study focusing on the implementation of ice-breaking activity for productive skills. Meanwhile, some others studies are mainly concerned with the use of ice breakers to teach speaking skills such as the studies from Panggua, (2016) and Hutasoit & Tambunan, (2018). They conducted experimental researches about the use of ice breakers for speaking skills. Furthermore, there is also a study by Yeganehpour & Takkaç (2016). This study is concerned on the usage of ice breakers to enhance students' speaking abilities. As a matter of fact, the literature study about ice breakers in online grammar classes is quite different from the previous researches.

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This study itself aimed to explore the concept of an ice breaker, grammar, and online learning and the instances of ice breakers possibly used in online grammar classes. This research might help the teachers to prepare an effective ice breaker in their grammar class. Furthermore, this study might help the other researchers who want to conduct experimental or action research related to ice breakers and grammar.

METHODOLOGY

This study was a literature study conducted through several phases. Miles & Huberman (1994) state that qualitative data analysis is managed interactively and continuously to completion that is explained in four steps called collecting, reducing, and displaying the data and verifying the results. Here is the brief explanation of those four steps.

First stage was collecting the data. The researcher searched the literature related to ice breakers, teaching grammar, and online learning in EFL context. The sources employed were printed books, e-books, and articles of journals. The second phase was data reduction. The researcher selected the most relevant literature, then simplified, abstracted and transformed the data obtained. The third phase was developing and expressing the ideas through words and pictures. The last stage was concluding and verifying the data presented. The researcher had to make sure all the results were in line with the purposes of the study.

RESULTS AND DISCUSSION

The Concept of Ice Breaker

An ice breaker commonly only lasts a few minutes at the beginning of the class, but it might bring plenty of advantages to the students. Astuti et al., (2020) state that ice breaker derives from two foreign vocabularies called *ice* (a rigid, cold, and hard nature), and the *breaker* (overcoming). Indeed, an ice breaker is an effort to break or melt the rigid atmosphere that is like ice to become more relaxing and comfortable. Ice-breaking can be carried out in assorted activities like a short story, a game, and guessing, and an ice-breaking activity is normally managed in 5 until 15 minutes. Panggua, (2016) points out that *ice breaker* can be interpreted as breaking the ice, and *the ice* here might refer to many situations. Hutasoit & Tambunan (2018) mention that an ice-breaking activity might help the teachers to create the successful exchange of thoughts by creating more comfortable situation for the students, so they are going to participate more in conversation. An ice breaker, in short, is a learning activity used to create comfortable teaching and learning process. In this study, ice-breaking is a type of activity used at the beginning of the class, and it is used to make the students ready to join the class and lead to the topic that is going to be learned.

Ice breakers are one of the paramount aspects in EFL classes. According to Astuti et al., (2020), an ice breaker can be utilised to overcome the students' nervousness and boredom during the teaching and learning process so that they feel happier and readier to join the core activities. Hutasoit & Tambunan (2018) argue that ice breakers are a great way to start a meeting and can be employed to lessen stress and give required breaks during intense meetings.

In implementing ice breakers, every teacher has to consider several aspects such as student level, student interest, learning objective, time, and others. According to Witkowski in Farwati et al., (2018), there are several principles in applying ice breakers. They are as follows:

1. Goals   : An ice breaker must be matched with teaching goals.
2. Participants   : Participants' age and skills must be considered as the significant aspects.
3. Time Allocation : 20 minutes is the normal time of an ice breaker.
4. Control   : The teachers must control the implementation of ice breakers since ice-breaking activities are fun and short activities employed to liven up and to relax the situation.

The Concept of Grammar

Structure is known as the rule of constructing words into larger components like phrases and sentences. Every language has its own grammatical rules includes English. Grammar is considered as the explanation of rules in which words are combined into a larger elements called sentences (Debata, 2013; Harmer, 2003; Wang, 2010).

As the way of constructing sentences, grammar is believed as a crucial part of English. Grammar is commonly considered as essential component of English (Ameliani, 2019; Aniuranti & Rizkina, 2019; Effendi et al., 2017; Handayani & Johan, 2018; Nawira et al., 2019; Yuliyanto & Fitriyati, 2019). Therefore, every student has to get a sufficient notion of grammar. Utomo & Ahsanah (2020) mention that mastering grammar assists the learners in arranging better language structure and create meaningful messages. Harmer (2003) argues that communication may suffer if the speakers use grammar rules too carelessly. Suwartono & Priyanti (2006) also state that inadequate usage of structure influences the flows of ideas. Wang (2010) adds that in foreign language learning and teaching process, grammar has always played a role.

Even though the importance of English grammar is undeniable, many pupils often face problems in mastering structure. According to Utomo & Ahsanah (2020), commonly the students have realized that learning grammar can be effortful. Effendi et al., (2017) add that many students who have studied grammar for several years at the university level still have problems arranging correct and good sentences. Al-Mekhlafi & Nagaratnam (2011) even argue that grammar leads to the student moments of discomfort and sometimes even terror. Yusnitasari & Suwartono (2020) even argue in terms of structure errors frequently appear. Grammar, in short, has a significant role in a language, yet having a good understanding of grammar needs a lot of effort.

The Concept of Online Learning

Since the spread of COVID 19 disease, many activities in various fields have to be conducted online includes educational programs. The teaching and learning process has to be managed online. Arumsari & Octaviani (2021) state that during pandemic era of COVID 19, the teaching and learning process has been carried out online since March 2020, and we have not known when it will be ended. Online learning itself is generally regarded as a type of teaching and learning process that is not carried out face to face or directly in the classroom. The teaching and learning process is done through numerous platforms requiring the use of technology, and it can be so varied started from the simple to the most sophisticated platforms. Some of the platforms normally utilized in online learning are Learning Management System (LMS), Google Classroom,

Zoom, Google Meet, *WhatsApp*, Telegram, *Instagram*, YouTube, etc. According to Efriana (2021) online learning mixes electronic technology and internet-based technology or ICT in learning and it is a part of distance learning. Bannan-Ritland in Efriana (2021) propose some of the characteristics of online learning. They are constructivism, social interaction, inclusive community of learners, computer-based learning, digital classroom, interactivity, independence, accessibility, and enrichment.

The implementation of online learning is not easy for many parties. Based on the previous studies about the challenges of online learning in the EFL context, there are many problems occurred during online classes. According to Nartiningrum & Nugroho (2021), difficulty in delivering the materials, poor internet connection, students' slow responses, and problems in adjusting teaching plans are the problems commonly faced by teachers. Efriana (2021) adds that in online classes, problems are not only experienced by teachers, but also by the students and parents. The problems encountered by the teachers include difficult usage of IT and limited access to invigilate the students. Meanwhile, the obstacles faced by the students are the passiveness to join the class, limited supporting facilities, and internet connection. The problem of parents is the limited time to accompany their children during online classes.

All of the problems occurring during the online classes absolutely have to be anticipated. According to Efriana (2021), to minimize the barriers or obstacles in online learning faced by teachers, there are several suggested solutions. They are as follows:
1. Interesting materials should be prepared by the teachers.
2. Simple learning platforms might be employed if the teachers have problem in IT mastery.
3. Keeping in touch with inactive students and their parents.
4. Having discussion with the counseling teachers to figure out the students' obstacles during the online classes and contacting the students' parents.

The Examples of Ice Breaking in Online Grammar Classes

Here are several instances of ice-breaking activities for online grammar classes. The teachers may use Zoom or Google Meet or even a simple platform like *Whatsapp*. All of the recommended ice breakers are simple yet useful to manage online grammar learning. Here is the complete explanation.

1. Jumbled Sentences

One of the suggested ways of doing ice-breaking activity is jumbled sentences. According to Ur & Wright (1993), the teachers may write jumbled sentences on the board or dictate them. In online learning, the teachers may use PowerPoint as the replacement of the board. After the teachers provide the jumbled sentences, the students need to arrange the words into good sentences. Here is the example of using jumbled sentences to teach the passive voice of past simple.

Picture 1. Showing the Jumbled Sentences
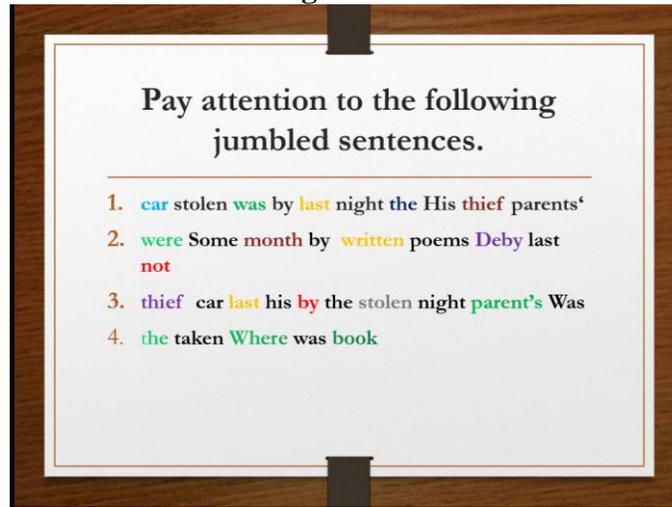
At the beginning of the meeting, the teachers ask the student to pay attention to some jumbled sentences, then ask the students to construct those jumbled sentences into the correct forms. To assist the student in arranging the words, the teachers may give the first word by using a capital letter in that word. After a short discussion, the teachers may display the correct sentences on the next slide.

Picture 2. Displaying the Correct Forms
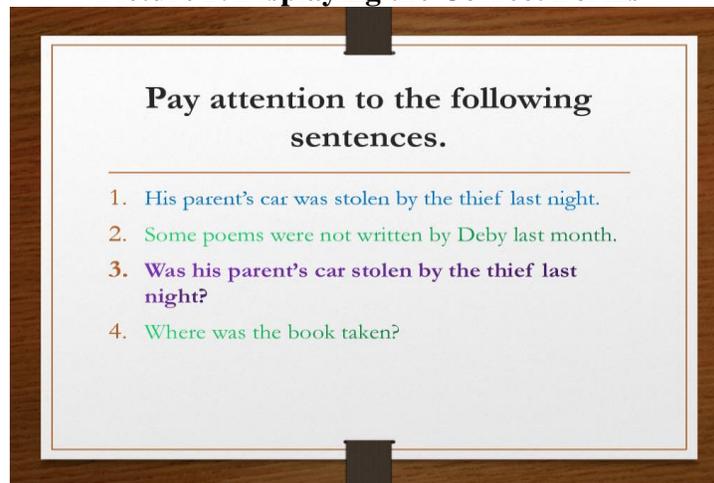
After displaying the correct forms of the sentences, the teachers may discuss the adequate formula, meaning, and function of sentences in the passive of past simple.

2. **Correcting Mistakes**

Another ice breaker suggested by Ur & Wright (1993) is correcting mistakes. In this way, the teachers provide some incorrect sentences and ask their students to correct the

sentences. For online learning, the teachers can display the sentences on a PowerPoint. Here is the example of correcting mistakes to teach question forms of past simple.

Picture 3. Showing Incorrect Forms

Find the mistakes in the following
sentences then revise them.

1. Who did write the book?
2. Where you go?
3. Why you angry at me?
4. How the condition of the room?
5. When you went there?
6. What you do last night?

Picture 4. Displaying the Correct Forms

Pay attention to the following
sentences.

1. Who **wrote** the book?
2. Where **did you go** two days ago?
3. Why **were you angry** at me?
4. How **was** the condition of the room?
5. When **did you go** there?
6. What **did you do** last night?

In Picture 3, the teachers show six incorrect questions in the past simple, then ask the students to find out the mistakes of the sentences and revise them. After a short discussion, the teachers may show the correct sentences, then guide the students to understand the function, meaning, and form of questions in past simple.

3. **English songs**

The next ice breaker likely used in teaching grammar is fun teaching media like English songs. Ur & Wright (1993) recommended some versions of employing English songs in EFL classes, and across those versions, there are two feasible ways of teaching grammar. The first is asking the students to listen to an English song while filling in the blanks. The second version is giving the students complete lyrics of an English song. Then, the teachers ask the students to listen to it while finding out the inadequate parts in the lyrics. Here is an example of an English song to teach present simple.

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Version 1
Don't Give Up by Bruno Mars

When you wanna do something that's new.
And it _____really, really hard to do.
You feel like quitting, you feel you're through.
Well I _____ some advice for you

Don't give up, keep on trying,
Y'all gonna make it (ah yeah) don't give up.
Don't ever quit, try and try and you can do it, don't give up (yeah)

If you want to catch a ball, but you're having no luck at all.
The ball _____ your head, it _____ your nose.
It _____your belly, your chin and toes.
Well try and try and try again, keep on trying and soon
You'll put your hands out in the air,
You'll catch that ball, yes this I swear

Don't give up, keep on going.
_____ on a boat, so keep on rowing
Don't give up, don't ever stop,
Try and try and you'll come out on top, don't give up.

You got yourself new roller-skates.
You _____ them on and you _____ great,
Stand up, but then you fall,
Don't think you can skate at all.
You _____ back up and then you _____
You skip and tip and slip and flip
Well try and try and try some more,
And soon you're skating across the floor.

Don't give up, keep on moving.
You're gonna get there just keep on grooving
Don't give up, don't pack it in,
Try and try and you will win, don't give up.
No no no, don't give up
No no no, don't give up
No no no, don't give up, no no
Don't give up

Version 2
Don't Give Up by Bruno Mars

When you wanna do something that's new.
And it seem really, really hard to do.
You feel like quitting, you feel you're through.
Well I has some advice for you

Don't give up, keep on trying,
Y'all gonna make it (ah yeah) don't give up.
Don't ever quit, try and try and you can do it, don't give up (yeah)

If you want to catch a ball, but you're having no luck at all.
The ball hit your head, it hit your nose.
It hit your belly, your chin and toes.
Well try and try and try again, keep on trying and soon
You'll put your hands out in the air,
You'll catch that ball, yes this I swear

Don't give up, keep on going.
You on a boat, so keep on rowing
Don't give up, don't ever stop,
Try and try and you'll come out on top, don't give up.

You got yourself new roller-skates.
You puts them on and you feels great,
Stand up, but then you fall,
Don't think you can skate at all.
You gets back up and then you trips
You skip and tip and slip and flip
Well try and try and try some more,
And soon you're skating across the floor.

Don't give up, keep on moving.
You're gonna get there just keep on grooving
Don't give up, don't pack it in,
Try and try and you will win, don't give up.
No no no, don't give up
No no no, don't give up
No no no, don't give up, no no
Don't give up

In version 1, the teachers create several blanks on the lyrics and ask the students to complete those parts. Meanwhile, in version 2, the teachers provide some inadequate components, and the students have to find those mistakes and revise them. In preparing these activities, the teachers have to consider several factors such as the teaching objectives, teaching topics, student-level until cultural values of the songs.

4. Storytelling Activity

Besides those three activities, the teachers may use storytelling as ice-breaking activity. The researcher has done this in an advanced grammar class. I chose a short story that contains the grammar element relevant to the teaching topic. Then, I try to retell the story, and before I do it, I ask my students to write the grammar element that we are going to learn. The feedback from my pupils was very positive, and they seemed happy to join the class. Because the students will only see the teachers' faces in Zoom or Google Meet, intonation and facial expression are crucial. In addition, the teachers might also record a video when they retell the story, then upload it in YouTube channel or Google Drive link. So, the students can access it easily.

5. English Humour

Another way of doing ice-breaking activities is using authentic material like jokes or humour. According to Al-Duleimi & Aziz (2017), humour stories have several advantages. They are physiological, psychological, social, and educational benefits. In using jokes, the teachers may show funny stories through PowerPoint or tell the jokes orally. Ask the students to enjoy the story while finding some grammar elements. Here are examples of humour stories to teach past simple taken from Woolard (1999).

Humour 1
Mum, Aunt Sarah kissed me.
>Did you kiss her back?
Of course not, I kissed her cheek.

Humour 2
Ronald got into trouble at the zoo yesterday.
>Really! What did he do?
He fed the monkeys.
>There's nothing wrong with that!
Oh yes, there is. He fed them to the lions.

In joke 1, the students may focus on regular verbs like *kissed* and the use of DID. In joke 2, the students may learn irregular verbs like *fed* and question form. It means that such jokes might be an acceptable introduction to past simple. For the other examples of jokes to teach many elements of grammar, the researcher recommends a book entitled *English with Laughter* by Woolard (1999).

CONCLUSIONS

An ice breaker is a significant element in EFL classes. Employing ice breakers may affect the process of teaching and learning positively especially the learning process of a problematic component like grammar. Nowadays, because of the spread of the COVID 19 disease, all classes have to be run online includes grammar classes. Plenty of obstacles arise during online meetings. That is why the teachers as learning facilitators might take ice-breaking activities as a possible attempt to overcome the problems. This study suggests several theories related to the usage of ice-breaking activities in online grammar classes and recommends some ice breakers that are feasible to implement. They are jumbled sentences, correcting mistakes, English songs, storytelling activities, and English humour.

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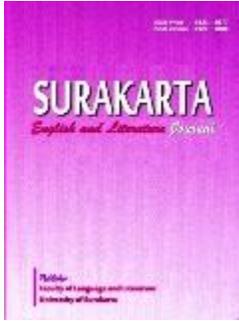
TRANSLATION QUALITY OF TOURISM TRANSPORTATION IN WEBSITE OF *SOLOCITY.TRAVEL* (ACCURACY AND ACCEPTABILITY)

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ABSTRACT
The research aims to find out the translation accuracy and acceptability of tourism transportation text in *solocity.travel* (Indonesia – English Version). This research focuses on the analysis of the translation quality especially its accuracy and acceptability. This research is a descriptive qualitative method. Sampling technique of this research is purposive sampling. The researchers used content analysis as a technique of collecting data to analyze the tourism transportation texts and also collects the data from the questionnaire that was given to the three raters to analyze the accuracy and acceptability of the data. The results of the translation quality show that the translation of tourism transportation text in website of *solocity.travel* is accurate and acceptable.
Keywords: Translation, Tourism, Tourism Transportation, Accuracy, and Acceptability.

INTRODUCTION

Travel is a component of the tourism product that gives a satisfaction, while travel distance has become a choice as cited by Shahrin, N., Som, A. P. M., & Jusoh, J (Shahrin et al., 2014, p. 1). One of the most popular tourism destination in Indonesia is Solo. Solo is famous for its culture and tourism transportation. Solo has some unique tourism transportations which are very interesting to be tried. Transportation is also one of the major tourism components. Transportation and travel can be discussed without taking tourism into consideration, but tourism cannot thrive without travel. The transportation industry is an integral part of tourism industry. Transportation is an essential part of and important part of the tourism industry. It would be impossible to travel without it. Tourism has increased due to the improvement of transportation (Sorupia, n.d., 2).

Social media play a significant role both on the demand and on the supply side of tourism allowing destinations to interact directly with visitors via various internet platforms and monitor

and react on visitors´ opinions and evaluations of services as cited by Kiráľová, A., & Pavlíčeka in Procedia-Social and Behavioral Sciences, 175, 358-366 (Kiráľová & Pavlíčeka, 2015, p. 358). In order to promote the tourism in Solo, the Tourism Department of Solo is using *solocity.travel* website. It contains destinations and tourism transportation in Solo and it has Indonesian-English version.

Translating is very important aspect in promoting tourism of a country because by translating a tourism object into international language that is English, it can attract many foreign tourists to visit that tourism object (Puspita Sari & Ardi, n.d.). The main purpose of translating is to facilitate the readers of the target language to understand the message of the source language with no difficulty. The difficulties arise in this case when translators must deal with two different languages and cultures. The cultural differences frequently cause problems in delivering the message and make translations not appropriate. That's why the role of translation in promotional media is definitely important as cited by Puspitawati, W., & Refnaldi, H. A.(Puspita Sari & Ardi, n.d., p. 276).

According to Robert T Bell (Bell & Candlin, 1995) as cited in Utami (Sekolah et al., n.d., p. 2), translation is the replacement of representation of a text in one language by a representation of an equivalence text in a second language. Similar definition is also mentioned Catford as cited in Akbari (Akbari, 2013, p. 2). He states that translation may be defined as the replacement of textual material in one language (SL) by equivalent textual material in another language (TL). Besides, Nida and Taber (Societies & Translation, n.d.) as cited in Dewi, Indrayani and Citraresmana, (Dewi et al., 2014, p. 1) say that translating consists in the reproducing in the receptor language the closest natural equivalent of the source language message, firstly in the terms of meaning and secondly in the terms of style. Both of translation definitions above imply that translation is a process that involves two languages: the source language (SL) and the target or receptor language (TL or RL), and that an act of translating is an act of reproducing the meaning of the SL text into the TL text.

Pariwisatasolo.surakarta.go.id is the official website of Department of Culture and Tourism of Solo city which is constructed to inform the publics and potential tourists all interesting things in Solo City as cited by Putro, U. S., Mayangsari, L., Siallagan, M., & Novani, S (Putro et al., 2017, p. 5). The website provides information on the potential tourism sites and closest events held in the city. Based on the feature found in the website, there are several menus that can be accessed from News, Tourism, Agenda, Gallery, and Video. The language menu and some closest events also appear on the front page of the website. There are two menus of languange, they are in Bahasa (*Pariwisatasolo.surakarta.go.id*) and in English (*solocity.travel*). The accuracy of the tourism transportation texts on the website *solocity.travel* is rated by three professional raters, whom have extensive experience and knowledge in translation. The researchers distributed the questionnaire to the raters, who then rated the tourism transportation texts data. The raters can give any comment for each data based on their assessment.

Quality evaluation of translation is an important aspect to protect the quality of translation and translator. The goal of criticism is to identify the strengths and weaknesses of a translation. Indirectly, a good translation shows that the translator has a good capability to translate and vice versa (Prakoso, 2010, p. 31). There are many objective criteria for evaluating the translation results. For example, Machali as cited by kariadi(Kariadi, 2017) said that four

requirements should be met for a good translation. They are: accuracy of meaning reproduction, Naturalness of expression, Terminology and spelling. In the other hand, Nababan (Nababan et al., n.d., p. 6) stated that the quality of a translation covers three aspects; accuracy, acceptability, and readability. This research uses accuracy and acceptability for testing the translation quality.

In the previous research, Sianturi (Sianturi, n.d.) has conducted a research entitled A Translation Analysis of Tourism Terms from Indonesian into English. There are three purposes of this research. The first purpose is to find tourism terms contained in textbooks. Next is to examine the translation procedures used in translating Indonesian tourism terms into English. Then the last is to identify the quality of the translation. In this research, the translator only applies 12 procedures in translating the tourism term. The quality translation result of the term tourism in bilingual textbooks is at grade four or an excellent level. In the other hand, Wenny Puspita Sari, Refnaldi and Havid Ardi have done a research entitled Translation Techniques and Translation accuracy of English Translated Text of Tourism Brochure in Tanah Datar Regency. From the level of accuracy, 60% of the data falls into the inaccurate category. It is also concluded that translators tend to maintain the characteristics of the source language in the target language. Both of the previous studies have similirity of theory study about translation quality. Yet, the material is different.

METHODOLOGY

As the research methodology, the research used a qualitative descriptive method. Bogdan & Taylor as cited in Cahyaningrum (Cahyaningrum, n.d., p. 2) describe qualitative methodology as a research technique that generates descriptive data in the form of written words or verbal expressions of people and their observed behaviors. This study is a descriptive qualitative study because it has purpose to explain the problem using words. Sutopo as cited by Agriani, T., Nababan, M. R., & Djatmika, D (Agriani et al., 2018, p. 5) states that in a qualitative study words, sentences, or pictures that have a stronger meaning than numbers and frequencies make up the collected data. This research is called qualitative because the data which are used to take in forms of words, phrases and sentences. The researcher analyzed the data and presented the results in the form of words supported by the tables of data. Concerning the above mentioned description, it is pointed out in Fraenkel and Wallen as cited by Saefuloh, N. A., Wahyudin, W., & Prabawanto (Arif Saefuloh & Prabawanto, 2020, p. 5) that qualitative research often refers to relations, activities, situations, and materials.

This study employed descriptive-qualitative research design since the basic of this study comes from problems. Cresswell as cited by Sagimin & Zaenuri (*The Use of Mind-Mapping Technique to Improve Students Speaking Skill*, n.d., p. 42) states that qualitative research is an inquiry process of understanding based on distinct methodological traditions of inquiry that explore a social or human problem. The study builds a complex, holistic picture, analyzes words, reports detailed views of informants, and conducts the study in a natural setting. In this research, the researcher used purposive sampling technique. The researcher has consideration in sampling the data source. The researcher chose the data source that could give information about the problems of the research. The other consideration in sampling, the researcher used purposive sampling technique to collect the data.

Purposive sampling is a widely used technique in qualitative research to identify and select case-rich information for the most efficient use of limited resources Patton (*Qualitative-Research-Evaluation-Methods-by-Michael-Patton*, n.d., p. 230). In addition, according to Nurul Intan Sari in an article entitled Translation Quality of Indonesian-English Tourism Brochure in Solo (Intan Sari, n.d., p. 1), in purposive sampling technique, the data were Indonesian-English tourism brochure in the form of words, phrases, clauses and sentences. The other data were information obtained from the questionnaire distributed to the raters. The data source consists of documents and raters chosen using a purposive sampling technique. The data for this study are all of the sentences in the tourism transportation text on the website of *solocity.travel* as well as the results of the questionnaires filled out by the raters.

FINDINGS AND DISCUSSION

Accuracy

One of the qualities that the translator must convey initially is accuracy. According to Nababan (Nababan et al., n.d.) here are three categories to analyze translation accuracy: accurate, less accurate, and inaccurate.

1.   Accurate Translation

This data has the 3(accurate) score in accuracy. The data are showed accurate if the data are accurately conveyed, and there is no distortion in meaning. The data are scored 3 by the researchers and the raters. The data which belong to this score are 48.

Example 1: Datum 11/KUJ/11
ST: *Kapasitas optimal untuk dua gerbong tersebut adalah 72 orang.*
TT: The optimal capacity for the two carriages is 72 people.

This data had been translated accurately by the translator. All of three raters give the score 3 in this data. The researchers also give score 3. The translations of source language into target language had been accurate because source language had equivalent words in target language and the grammatical structure of the target language is correct.

Example 2: 14/KUJ/14
ST: *Dua gerbong yang ada memiliki penataan tempat duduk yang berbeda.*
TT: Two existing carriages have different seating arrangements.

This data had been translated accurately by the translator. All of three raters give the score 3 in this data. The researchers also give score 3. The translations of source language into target language had been accurate because source language had equivalent words in target language.

Example 3: 29/BTW/11
ST: *Selain Bus Werkudara, Pemkot Solo juga punya bus tingkat baru dari Tahir Foundation melalui CSR Bank Mayapada.*
TT: Besides Werkudara Bus, Solo City Government also has a new double-decker bus from Tahir Foundation through Bank Mayapada CSR.

This data had been translated accurately by the translator. All of three raters give the score 3 in this data. The researchers also give score 3. The translations of source language into

target language had been accurate because source language had equivalent words in target language.

Example 4: Datum 47/WKP/07
ST: *Tidak jauh dari lokasi dermaga kapal, sobat wisata juga dimanjakan dengan aneka jajanan dan keindahan ribuan lampion yang menghiasi kawasan Pasar Gedhe.*
TT: Near the dock, travel buddy also can enjoy a variety of snacks and the beauty of a thousand lanterns adorning the Pasar Gede area.

This data had been translated accurately by the translator. All of three raters give the score 3 in this data. The researchers also give score 3. The translations of source language into target language had been accurate because source language had equivalent words in target language and the plural subjects in the source language translated plural too in target language.

Example 5: 65/WMG/18
ST: *Selain berwisata, mereka juga bisa belajar semangat dari mural para tokoh Sumpah Pemuda, seperti Mohammad Yamin dan Sugondo Joyopuspito.*
TT: In addition to traveling, they can also learn the spirit of the mural of the figure of Youth Pledge, such as Mohammad Yamin and Sugondo Joyopuspito.

This data had been translated accurately by the translator. All of three raters give the score 3 in this data. Although rater 3 gives note that it shouldn't need to translate the word "Sumpah Pemuda", the information or the message has been transferred accurately in the target text. The researchers also give score 3. The translations of source language into target language had been accurate because source language had equivalent words in target language and the plural subjects in the source language translated plural too in target language.

2.   Less Accurate Translation
This classification is the classification of less accurate. Less accurate data occurred if there are distortion of meanings or ambiguous or there are deleted meanings because affected on the whole meaning of the text. The data are scored 2 by the researchers and the raters. The data which belong to this score are 17.

Example 1: Datum 15/KUJ/15
ST: *Di gerbong pertama, tempat duduknya berhadapan membelakangi dinding kereta.*
TT: In the first car, his seat faced away from the train wall.

Actually, the whole meaning of the sentence is adequately transferred but it needs to change the tense, from past tense to present. It should be change into "In the first carriage, the seats face away from the train wall". Because of these the message of the source language is not fully conveyed in the target language.

Example 2: Datum 23/BTW/05
ST: *Di belakangnya tampak foto ikonik tempat wisata di Solo, seperti Keraton Kasunanan, Pura Mangkunegaran dan Pasar Gede.*
TT: While, in the back, there's some iconic photo of tourist attractions in Solo, such as the Kasunanan Palace, Mangkunegaran Temple, and Pasar Gede.

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Target language in data showed that the translation of the text was less accurate because of the addition of "while" and the sentence needs to be pluralized as there are multiple photos. The correct translation is "There are some iconic photos of tourist attractions in Solo in the back of the bus, such as the Kasunanan and Mangkunegaran Palace and Pasar Gede.". Pura Mangkunegaran should be translated into "Mangkunegaran Palace" instead of "Mangkunegaran Temple" is inappropriate as the meaning is different. A temple is a place for the Hindus to pray. Because of this the message of the source language is not fully conveyed in the target language.

Example 3: Datum 25/BTW/07
ST: *Tinggi Bus Werkudara 4,5 meter, lebar 2,5 meter, sedangkan beratnya 12 ton.*
TT: Bus Werkudara height is 4.5 meters, 2.5 meters wide, while the weight is 12 tons.

This data had been translated less accurately by the translator. All of three raters give the score 2 in this data. It must be "Werkudara Bus" instead of "Bus Werkudara".

Example 4: Datum 55/WMG/08
ST: *Namun, mural itu tidak asal buat.*
TT: However, the mural is not originally made.

Target language in data showed that the translation of the text was less accurate because the phrase *"originally made"* make the translation is not appropriate for the translation of *"tidak asal buat"*. The correct translation is "However, the mural is perfunctory.".

Example 5: Datum 62/WMG/15
ST: *Tak luput, perempuan anggun yang sedang membatik terpampang di antara ikon kenamaan tersebut.*
TT: Not spared, the graceful woman who was batik emblazoned among the famous icon.

This data had been translated less accurately by the translator. All of three raters give the score 2 in this data. In order to fulfill the aspect of accuracy, it should be translated into "Not forgetting the batik emblazoned, graceful woman who is also amongst the famous icons."

3.   Inaccurate Translation

This classification is the classification of not accurate. Not accurate data occurred the meaning of words, technical terms, phrases, clauses and sentences or source text translated inaccurately into target language or deleted. The data are scored 1 by the researchers and the raters. The data which belong to this score is 1.

Datum 01/KUJ/01
ST: Kereta Uap Jaladara Dan Sensasinya.
TT: Jaladara steam train and it's sensation.

This data has been scored differently by the three raters. R1 scored 2, R2 scored 1 and R3 scored 1. The raters have their own opinion about this data accuracy. R1 gave a comment about incorrect use of the word 'it's' in the text. The translator completely deletes the message of the text. R2 and R3 gave comments that this data is totally incorrect because the word 'it's' means S+V and change the meaning or message from the ST into the TT. After the researchers analyze and consider all of the rater opinions, the researchers decided to give score

1 in accuracy in this data. Because the word 'it's' should be changed with 'its', so that the source language is accurately translated in the target language.

Acceptability

Acceptance is dealing with cultural concepts, norms, and language. There are three categories for assessing acceptability, namely acceptable, less acceptable, and unacceptable.
1.   Acceptable Translation
      This data has the 3(acceptable) score in acceptability. The data are showed acceptable if the data is sounds natural and appropriate with target culture and target language's principles. The data are scored 3 by the researchers and the raters. The data which belong to this score are 42.

Example 1: Datum 07/KUJ/07
ST: *Loko ini menarik dua gerbong berbahan kayu jati asli buatan tahun 1920 dengan kode CR16 dan CR144*.
TT: The loco pulled two original teak wood carriages made in 1920 with CR16 and CR144 code.

All of three raters give the score 3 in this data. The researchers also give score 3. The translation uses appropriate dictions, such as original teak wood and carriages. The translation is acceptable in target culture.

Example 2: Datum 21/BTW/03
ST: *Bus ini merupakan bus tingkat wisata pertama di Indonesia*.
TT: This bus is the first tourist double-decker bus in Indonesia.

All of three raters give the score 3 in this data. The researchers also give score 3. The translation uses appropriate dictions, such as tourist double-decker bus. The translation is acceptable in target culture.

Example 3: Datum 27/BTW/09
ST: *Bus wisata ini beroperasi sejak 20 Februari 2011, dan keberadaannya dipesan khusus oleh Pemerintah Kota Solo ke Karoseri PT Tri Sakti Magelang*.
TT: This tour bus has been operating since February 20, 2011, and its existence is specially ordered by the Solo City Government to the PT Tri Sakti Magelang Body of Work.

All of three raters give the score 3 in this data. The researchers also give score 3. Although rater 2 argue that it should not use the word "city" but translation is acceptable in target culture.

Example 4: Datum 37/BTW/19
ST: *Tiket dibanderol Rp20.000 per orang*.
TT: Tickets are priced at IDR 20,000 per person.

All of three raters give the score 3 in this data. The researchers also give score 3. The translation uses appropriate dictions. The translation is acceptable in target culture.

Example 5: Datum 60/WMG/13
ST: *Ada pula gambar Kurt Cobain, vokalis grup band Nirvana dan Jimmy Hendrix*.

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TT: There are also pictures of Kurt Cobain, vocalist of the bands Nirvana and Jimmy Hendrix.

All of three raters give the score 3 in this data. The researchers also give score 3. The translation uses appropriate dictions such as pictures and vocalist. The translation is acceptable in target culture.

2.   Less Acceptable Translation

This classification is the classification of less acceptable. Less acceptable data occurred if sounds natural and contains grammatical error. The data are scored 2 by the researchers and the raters. The data which belong to this score are 22.

Example 1: Datum 09/KUJ/09

ST: *Nama kereta ini diambil dari nama kereta pusaka yang dihadiahkan para dewa kepada Prabu Kresna guna membasmi kejahatan.*

TT: The name of this train is taken from the name of the inheritance train that the gods gave to King Kresna to eradicate the crime.

This data is categorized as less acceptable translation. The raters argue that there is no grammatical error but he cannot understand the sentence as he does not know the context of the crime. The correct translation is "The name of this train is taken from the inheritance train that the gods gave to King Kresna to eradicate the crime".

Example 2: Datum 18/KUJ/18

ST: *Selama berada di dalam kereta, pengunjung bakal mendapatkan hiburan live music tembang Jawa dari para seniman dan sajian jajan pasar tenongan serta jamu.*

TT: While in the train, visitors will get live music entertainment from Javanese Artists and serving traditional snack, tenongan and jamu.

This data is categorized as less acceptable translation. For the raters, this data consists of uncommon word, but a part of the text could understand. In the cultural term "tenongan" and "jamu" are not familiar for them. It's better to give additional explanation for "tenongan" & "jamu". Tenongan is a food container in the form of a 'shallow basket' which is quite large but made of bamboo and contains various kinds of traditional food. Jamu is an herbal drink made of plants and spices such as ginger, turmeric, cloves, fennel, celery, and tamarind. Indonesians drink it to maintain health and fit, and to prevent and in some cases cure disease.

Example 3: 41/WKP/01

ST: *Wisata Air Kali Pepe, Nikmati Malam dengan Indahnya Lampion dan Mural.*

TT: Pepe river water tourism, enjoying the night with beautiful laterns and mural.

Datum number 41/WKP/01 above is considered into less acceptable. All the raters have same opinion to this data. Words are muddled and need rearranging to make the sentence flow. It should be changed into "Enjoy a Night of Beautiful Laterns and Murals on the Pepe River Water Tour."

Example 4: 58/WMG/11

ST: *Salah satunya adalah mural di sebuah toko jam berupa wajah Peter Henlein, seorang penemu arloji asal Jerman yang berbusana lurik.*

TT: One of them is a mural in a clock shop in the form of the face of Peter Henlein, a German wristwatch inventor who dressed *lurik*.

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This data is classified as less acceptable. There should be an additional information about "lurik". The correct translation si "One of them is a mural in a clock shop in the form of the face of Peter Henlein, a German wristwatch inventor dressed in lurik. Lurik is the traditional clothing of Javanese with striped motifs.

Example 5: 66/WMG/19

ST: *Atau bisa berjalan sedikit ke arah Jl. Slamet Riyadi, untuk menengok mural Menteri Perikanan dan Kelautan, Susi Pujiastuti yang melawan perompak.*

TT: Or can walk a little toward Jl. Slamet Riyadi, to see the murals Minister of Fisheries and Marine, Susi Pujiastuti who fight pirates.

Datum number 66/WMG/19 is classified as less acceptable. All the raters have same opinion to this data. The translation contains meaning distortion. The sentence does not have any subject. It should be changed into "The tourists can walk a little toward Jl. Slamet Riyadi, to see the murals Minister of Fisheries and Marine, Susi Pujiastuti who fight pirates."

3. Unacceptable Translation

This classification is the classification of unacceptable. The translation is considered as unacceptable translation if the translation sound unnatural and the languages use are inappropriate with target language's principles. The data are scored 1 by the researchers and the raters. The data which belong to this score are 2.

Example 1: TL/01/KUJ/01

ST: *Kereta Uap Jaladara Dan Sensasinya.*

TT: Jaladara steam train and it's sensation.

This datum has been scored differently by the three this data acceptability. R1 gave a comment that the acceptable translation should be "Sensational Jaladara Steam Train." The translator completely deletes the message of the text. R2 gave a comment that the data is confusing for there is no subject in TL. R3 gave a comment that this data is totally incorrect because the word 'it's' means S+V and change the meaning or message from the ST into the TT. After the researchers analyze and consider all of the rater opinions, the researchers decided to give score 1 in acceptability in this data. Because of this the translation sound unnatural and the structure is inappropriate with target language.

Example 2: Datum 55/WMG/08

ST: *Namun, mural itu tidak asal buat.*

TT: However, the mural is not originally made.

This translation is considered as unacceptable translation because it sounds unnatural and the languages use are inappropriate with target language's principles. It contains different point-of-view. It will lead misunderstanding. It's better to translate into "carelessly made".

DISCUSSION

1. Translation Accuracy

Accuracy is related to the correspondence of content or messages between Source language and Target language (Agriani et al., 2018, p. 2). Translated messages must be accurately conveyed, equally meaningful. The translation product's equivalence was related to meaning and messages. The translation is accurate when the message of SL is correctly

conveyed to TL and is the same as SL. If the translation does not convey the whole message of the SL to TL or there are some messages of SL that is lost after translated into TL, then the translation is less accurate. When the message of SL is totally different from the message in TL, or the message of SL is not translated into TL, the translation is inaccurate. The researchers are acquired another point of view or opinion about the accuracy of the text from the three raters. The raters evaluate the scale of level accuracy based translation score. The scores are accurate (score 3), less accurate (score 2), and inaccurate (score 1). The table below shows the accuracy data of the tourism transportation texts taken from website solocity.travel analyzed by the researchers:

Table 3.1 the Classification of Translation Accuracy

Category	Total Number	Percentage
Accurate	46	69,70%
Less Accurate	19	28,79%
Not Accurate	1	1,51%
Total	66	100%

From the table above the accurate data 46 (69,70%) are the dominant scale of accuracy in the texts as they are the highest scale of accuracy in the texts. From the data score of, the researchers conclude that the tourism transportation texts Kereta Uap Jaladara, Bis Tingkat Werkudara, Wisata Air Kali Pepe and Mural Tourism from the website *solocity.travel* are accurate and well translated texts. However, the translation result still can be improved because there are about19 (28,79 %) data of less accurate and 1(1,51%) data of not accurate translation.

2. Translation Acceptability

A translation must be acceptable for the readers. If accuracy deals with meaning, acceptability deals with grammatical and cultural aspects. A translator should be able to produce translation which is natural according to the target language system. The translation should be appropriate with the linguistic and literary norms of TL, including the sentence structure, diction, and also expression. Nida and Taber as cited in Putranti (Putranti, n.d., p. 1) stated "the best translation does not sound like a translation". In order to make readers not realize that they read a translation, a natural expression is important to translate a text. The researchers are acquired another point of view or opinion about the acceptability of the text from the three raters. The raters evaluate the scale of level acceptability based translation score. The scores are acceptable (score 3), less acceptable (score 2), and unacceptable (score 1). The table below shows the acceptability data of the tourism transportation texts taken from website of *solocity.travel* analyzed by the researcher:

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Table 3.2 the Classification of Translation Acceptability

Category	Total Number	Percentage
Acceptable	42	63,64%
Less Acceptable	22	33,33%
Unacceptable	2	3,03%
Total	66	100%

The acceptable data 42 (63,64%) are are the dominant scale of acceptability in the texts as they are the highest scale of acceptability in the text. From the data above, the researchers conclude that the tourism transportation texts Kereta Uap Jaladara, Bis Tingkat Werkudara, Wisata Air Kali Pepe and Mural Tourism from the website solocity.travel are acceptable texts. However, the translation result still can be improved because there are about 22 (33,33 %) data of less acceptable and 2(3,03%) data of not unacceptable translation.

CONCLUSION

There are 46 data classified as accurate translation, 19 data are less accurate translation, and 1 data is an inaccurate translation according to the results of the translation quality analysis. The researchers also identified that 42 data are acceptable. While 22 data are less acceptable and 2 data are unacceptable translations. As a result, it is possible to conclude that tourism transportation texts are well translated. So, the researchers considered the quality of the Indonesian-English tourism transportation texts as accurate and acceptable translations.

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