

ANALISA KESALAHAN TATA BAHASA INDONESIA DALAM DEBAT CALON PRESIDEN RI 2014-2019

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Abstrak

Penggunaan tata bahasa Indonesia yang baik dan benar dalam kehidupan sehari-hari sangat penting. Hal ini dikarenakan tata bahasa menentukan persepsi pendengar atau lawan bicara. Dengan kata lain, penerimaan lawan akan ujaran pembicara bergantung pada tata bahasa. Sayangnya, dewasa ini sering kali kita jumpai kesalahan tata bahasa sehingga pesan yang disampaikan menjadi bias dan tidak tersampaikan dengan baik. Kesalahan tersebut meliputi, tidak menggunakan kata yang sesuai dengan EYD (ejaan yang disempurnakan), pemborosan kata, pengulangan kata secara berlebihan, serta pemilihan kata yang salah. Kesalahan-kesalahan tersebut penulis temukan di dalam “Debat Calon Presiden Republik Indonesia 2014” pada Selasa, 10 Juni 2014 pukul 20.00 WIB. Didalam acara tersebut terdapat penggunaan tata bahasa Indonesia yang salah oleh kedua pasangan presiden dan moderator. Kesalahan itu meliputi penggunaan kata yang tidak sesuai dengan EYD, pemborosan kata, pengulangan kata secara berlebihan, serta struktur kalimat yang tidak tepat. Selain itu faktor-faktor penyebab kesalahan tata bahasa juga akan dibahas dalam tulisan ini.

Kata kunci: *tata bahasa Indonesia yang salah, debat calon presiden, faktor penyebab kesalahan tata bahasa.*

I. PENDAHULUAN

Maksud dari sebuah ujaran akan tersampaikan dengan baik apabila memenuhi beberapa persyaratan diantaranya, menggunakan struktur kalimat yang jelas, lugas, dan tidak menimbulkan divergensi persepsi makna oleh pendengar. Hal ini akan berakibat pada *miss-perception* pada penerima ujaran. Sehingga esensi dari ujaran tersebut tidak tersampaikan dengan baik. Bahkan dalam beberapa bidang, kesalahan penggunaan tata bahasa akan berdampak fatal. Seperti kesalahan tata bahasa pada penyusunan undang-undang akan menimbulkan berbagai interpretasi yang berbeda. Oleh karena itu, peran serta penggunaan tata bahasa yang baik sangat penting.

Bahasa Indonesia adalah bahasa nasional sehingga penguasaan akan tata bahasanya menjadi hal yang penting. Semua dokumen kenegaraan, Undang-Undang, pengantar dalam pendidikan, serta pidato kenegaraan semua menggunakan bahasa Indonesia resmi. Oleh karena itu, penguasaan kosa-kata dan struktur kalimat adalah penting bagi seluruh

warga Negara Indonesia. Namun sayangnya, terjadi kemunduran kesadaran pentingnya berbahasa Indonesia dengan baik dan benar. Hal ini dapat kita lihat dalam acara Debat Calon Presiden RI 2014-2019 yang diselenggarakan pada hari Selasa, 10 Juni 2014 pukul 20.00-22.00. Salah satu putra-putri bangsa Indonesia yang maju dalam pemilihan presiden Indonesia 2014-2019 beberapa kali tertangkap tidak menggunakan tata bahasa yang baik dan benar. Hal ini harus dilihat secara serius karena kedua tokoh yang terlibat dalam debat adalah calon presiden RI yang sedang menjadi pusat perhatian seluruh penduduk Indonesia. Ketika hal ini dianggap sebagai sesuatu yang wajar, maka masyarakat akan menganggap kesalahan-kesalahan tersebut adalah sesuatu yang wajar dan dapat dimaklumi.

Dikarenakan esensi dari berbahasa Indonesia dengan baik dan benar begitu penting, maka penulis tertarik untuk menganalisa kesalahan-kesalahan tersebut serta menggali penyebabnya dalam tulisan ini.

II. LANDASAN TEORI

2.1. Pengertian Bahasa

Bahasa dapat diuraikan dalam berbagai pengertian sesuai dengan tujuan dan fungsinya. Umumnya, bahasa diartikan sebagai alat komunikasi dan identitas sebuah komunitas. Selain itu, layaknya sebuah sistem, bahasa juga dapat berkembang, stagnan, maupun punah. Hal ini dipengaruhi banyak faktor di antaranya adalah, ekspansi dan mobilitas penduduknya, letak geografis wilayahnya, serta karakter individu-individu dalam komunitas tersebut. Karakter tersebut meliputi, tingkat kemajuan cara berfikir, kecepatan adaptasi dengan teknologi, dan pola komunikasi.

Ekspansi dan tingkat mobilitas sebuah penduduk turut berperan mempengaruhi perkembangan sebuah bahasa. Sebagai contoh Suku Jawa dengan tingkat mobilitas dan ekspansi yang tinggi. Hal ini dibuktikan dengan persebaran mereka ke hampir seluruh wilayah Indonesia. Implikasinya adalah terjadi proses akulturasi antara bahasa lokal dan bahasa Jawa. Akulturasi tersebut dapat berupa penggunaan istilah dalam bahasa Jawa maupun menggabungkannya dengan bahasa lokal. Sebagai contoh, *wareg* (artinya kenyang dalam bahasa Jawa) digunakan juga dalam bahasa Sunda dengan arti yang sama.

Faktor letak geografis juga berpengaruh terhadap persebaran sebuah bahasa. Sebuah bahasa yang berkembang di wilayah lembah perbukitan dan sulit dijangkau pendatang akan membuat bahasa tersebut tidak berkembang. Begitupun sebaliknya, bahasa lokal dari daerah yang mudah diakses dan menjadi pusat perdagangan dari berbagai tempat akan lebih dinamis. Bahasa lokal di daerah dapat berkembang jika mampu mempertahankan identitasnya. Namun, apabila bahasa lokal tersebut kalah populer dengan bahasa lain maka kepunahannya sangat mungkin terjadi.

Melihat fakta di atas jelas bahasa adalah sesuatu yang hidup. Ia dapat berkembang jika dipelihara dengan baik, namun juga dapat mati jika tidak ada upaya pelestarian terhadapnya. Seperti yang dikatakan Crystal (2003:1) bahwa kematian sebuah bahasa itu

terjadi ketika tidak seorangpun menggunakannya. Beberapa bahasa daerah di Indonesia juga sudah punah karena tidak adanya penutur aslinya. Adapula yang terancam punah karena sedikitnya penutur asli yang masih hidup dan tetap bersedia menggunakan bahasa lokal tersebut.

Globalisasi dengan segala dampaknya secara tidak langsung “memaksa” adanya kesatuan penggunaan bahasa sebagai komunikasi global. Bahasa Inggris saat ini menjadi bahasa internasional. Oleh karena itu, setiap negara berupaya menjadikan anak bangsa mahir menggunakan bahasa Inggris. Seperti halnya di Indonesia, bahasa Inggris sebagai bahasa pengajar kedua setelah bahasa Indonesia. Peningkatan kemampuan berbahasa Inggris serta pembiasaan dalam menggunakannya adalah tujuan dari konsep ini. Namun, dampak negatifnya adalah menurunnya kualitas berbahasa Indonesia. Hal ini dapat dilihat dari hasil Ujian Nasional yang menempatkan nilai bahasa Indonesia dibawah nilai bahasa Inggris.

Oleh karena itu, pembelajaran berbahasa Indonesia yang baik dan benar menjadi sangat penting. Tidak hanya untuk mempertahankan identitas kebangsaan, namun didalam bahasa Indonesia terkandung nilai-nilai luhur adat ketimuran. Hal ini dikarenakan perkembangan sebuah bahasa erat kaitannya dengan budaya lokal tempat bahasa tersebut berasal. Bagitupula bahasa Indonesia yang eksistensinya tidak lepas dari pengaruh adat dan nilai-nilai bangsa Indonesia.

Menurut Owen dalam Setiawan (2006: 1), “bahasa adalah kode yang diterima secara sosial atau sistem konvensional untuk menyampaikan konsep melalui kegunaan simbol-simbol yang dikehendaki dan kombinasi simbol-simbol yang diatur oleh ketentuan”. Pendapat di atas mempunyai arti bahwa bahasa dibentuk melalui kesepakatan guna memudahkan komunikasi antar individu maupun individu dengan kelompok. Kemudian, kesepakatan ini berubah menjadi sistem yang interaksi antar individu dalam sebuah komunitas.

Ahli lain, Tarigan (1989:4), memberikan dua definisi bahasa. Pertama, bahasa adalah suatu sistem yang sistematis, barang kali juga untuk sistem generatif. Kedua, bahasa adalah

seperangkat lambang-lambang mana suka atau simbol-simbol arbitrer. Pendapat ini menambahkan bahwa bahasa dibentuk dengan sistem yang bertujuan memudahkan penggunaannya memahami pola komunikasi dan dapat diajarkan kepada generasi penerus.

Lalu, apa yang disebut dengan “bahasa Indonesia?” Dalam Undang-Undang Dasar 1945 pasal 36 yang berbunyi “Bahasa Negara ialah Bahasa Indonesia”. Hal ini berarti bahasa Indonesia adalah alat, simbol, dan sistem yang disepakati rakyat Indonesia untuk komunikasi.

2.1.1. Fungsi Bahasa

Bahasa secara umum bahasa mempunyai fungsi sebagai alat komunikasi. Namun pada perkembangannya, bahasa mempunyai berbagai fungsi turunan, seperti alat untuk bekerjasama, dan alat pemersatu suatu negara yang mempunyai berbagai Bahasa daerah.

Fungsi bahasa menurut Abidin, dkk (2010: 3) menjelaskan bahwa fungsi utama bahasa adalah sebagai media komunikasi, tetapi selain sebagai media komunikasi bahasa juga memiliki fungsi lain yaitu:

1. Fungsi ekspresif

Bahasa dapat digunakan untuk mengekspresikan ide, gagasan, dan pengalaman. Contohnya dalam puisi. Pengarang mengekspresikan ide, gagasan dan pengalamannya dengan bahasa yang ditulis per bait yang disebut puisi.

2. Fungsi estetis

Bahasa sebagai media yang indah untuk menyampaikan pesan. Fungsi estetis ini biasa diwujudkan dalam bentuk karya sastra.

3. Fungsi informatif

Artinya bahasa dapat digunakan untuk menginformasikan sesuatu kepada orang lain.

4. Alat fungsional

Artinya bahasa dapat dijadikan sebagai alat untuk mencapai tujuan tertentu.

Gruyter, De (1989: 139) menjabarkan fungsi bahasa menjadi 3 fungsi, yaitu:

a. Instrumental

Fungsi instrumental dari sebuah bahasa pada satu sisi tergantung pada tingkat pendidikan, tingkat pendidikan, mobilitas sosial dan kesejahteraan

ekonomi, disisi lain ditentukan nilai pragmatik dari kesatuan wilayah politik. Itu meningkatkan status sosial dan fungsional dari sebuah bahasa.

b. Integratif

Fungsi integratif melibatkan kegunaan simbol kebahasaan terhadap solidaritas kelompok, identitas dan kesatuan sosial budaya, pada tingkat lokal, tingkat regional atau nasional melintasi bahasa dan kelompok sosial yang berbeda. Hal ini memiliki implikasi tidak hanya sebagai pilihan, pengembangan dan promosi dari sebuah bangsa dan bahasa-bahasa lain tetapi juga status dan pengakuan dari seseorang.

c. Komunikatif

Fungsi komunikatif dari sebuah bahasa dianggap sebagai penegasan terhadap peran dari sebuah bahasa untuk komunikasi baik didalam maupun antar kelompok. Dalam beberapa situasi sebuah bahasa mungkin memenuhi fungsi dari bahasa pergaulan hanya dan mungkin tidak digunakan diluar kelompok. Sebagai contoh beberapa variasi pidgin seperti Nagamese, Bazar Hindi, Sadari memenuhi peranan tersebut.

Adapun fungsi Bahasa Indonesia yang tertuang dalam Undang-Undang Dasar selain sebagai Bahasa resmi Negara, bahasa Indonesia mempunyai fungsi sebagai: lambang kebanggaan nasional, identitas bangsa, alat pemersatu antar daerah yang masing-masing mempunyai kearifan budaya lokal yang berbeda-beda, bahasa resmi didalam perhubungan pada tingkat nasional untuk kepentingan perencanaan dan pelaksanaan pembangunan serta pemerintahan.

Dari penjelasan di atas, Bahasa Indonesia mempunyai fungsi vital dalam masyarakat Indonesia maupun bagi Indonesia sebagai Negara yang berdaulat.

2.2. Bahasa Baku

Setiap negara mempunyai bahasa resmi masing-masing. Dalam Bahasa Indonesia bahasa resmi disebut bahasa baku yang terdiri

dari kata-kata yang baku. Kata-kata baku adalah kata-kata yang standar sesuai dengan aturan kebahasaan yang berlaku, didasarkan atas kajian berbagai ilmu, termasuk ilmu bahasa dan sesuai dengan perkembangan zaman, dengan kata lain bahasa baku adalah bahasa standar dan merupakan acuan yang digunakan sehari-hari, baik sebagai bahasa percakapan maupun bahasa tulisan.

Bahasa baku lazim digunakan dalam:

1. Komunikasi resmi (Tertulis)
Contoh: surat-menyurat resmi, pengumuman resmi, undang-undang dan lain-lain
2. Wacana Teknis
Contoh: laporan resmi, karangan ilmiah, buku pelajaran dan lain-lain
3. Pembicaraan di depan umum
Contoh: ceramah, kuliah, pidato dan lain-lain
4. Pembicaraan dengan orang yang dihormati dan sebagainya (Formal)
Contoh: guru terhadap murid, saat sedang rapat di instansi tertentu, pembicaraan kenegaraan.

2.3. Pengertian Kalimat

Menurut Widjono (2007: 146) "Kalimat adalah bahasa terkecil yang merupakan satuan pikiran. Dalam bahasa lisan bahasa diawali dan diakhiri dengan kesenyapan, dan dalam bahasa tulis diawali dengan huruf kapital dan diakhiri dengan titik, tanda seru, atau tanda tanya."

Kalimat ialah satuan yang terkecil, dalam wujud lisan atau tulis yang memiliki sekurang-kurangnya subjek (s) dan predikat (p), jika tidak mempunyai S dan P, pernyataan itu bukanlah kalimat melainkan frase.

Berdasarkan pengertian di atas, dapat disimpulkan bahwa kalimat merupakan satu kesatuan pikiran atau gagasan yang diungkapkan secara jelas dan mencantumkan subjek dan predikat pembicaraan. Dengan kata lain, kalimat harus mempunyai unsur kejelasan baik maksud maupun subjek yang terlibat.

Kalimat efektif ialah kalimat yang bukan hanya memiliki syarat-syarat komunikatif, gramatikal, dan sintaksis saja, tetapi juga harus hidup, segar, dan mudah dipahami, serta sanggup menimbulkan daya khayal pada diri pembacanya.

2.4. Komunikasi Publik

Menurut Arni (2008: 01) "komunikasi publik adalah pertukaran pesan dengan sejumlah orang yang berada dalam sebuah organisasi, secara tatap muka atau melalui media." Inti dari pendapat ini adalah komunikasi publik merupakan proses penyampaian pesan dari seorang komunikator kepada khalayak umum.

Menurut Saylor (2010: 03) "Public speaking is the process of designing and delivering a message to an audience." Saylor menambahkan rangkaian proses dalam komunikasi publik yaitu "designing" atau "rancangan". Hal ini memberikan penekanan bahwa seorang pembicara publik harus melakukan perancangan berkaitan dengan apa yang akan komunikator sampaikan di depan publik.

Komunikasi publik yang efektif melibatkan kesamaan pemahaman antara komunikan dan komunikator. Oleh karena itu, penentuan dan pemilihan elemen-elemen yang akan digunakan. Elemen tersebut meliputi pemilihan topik dan teknik penyampaian pesan yang baik. Komunikan yang baik mengerti dia harus berencana, mengatur, dan memperbaiki materi guna membangun proses komunikasi yang baik.

Elemen yang pertama adalah pemilihan topik yang sesuai dengan *audience*. Dalam penyampaian pesan di sebuah forum yang melibatkan khalayak banyak, seorang presenter harus mampu menyesuaikan isi dengan tingkat pendidikan, *lifestyle*, dan tingkat ekonominya. Hal ini diharapkan akan menciptakan komunikasi yang baik.

2.5. Diksi

Dalam proses komunikasi pemilihan kosakata sangat penting. Kekurangan kosakata dapat membuat lawan bicara

bingung dan tidak dapat menangkap pesan yang kita sampaikan. Sebaliknya, terlalu banyak penggunaan kosakata membuat pesan yang hendak disampaikan menjadi bias dan tidak fokus. Oleh karena itu, diperlukan kecermatan dalam penggunaan kosakata.

Setelah mampu memformulasikan jumlah kosakata dengan baik, maka langkah selanjutnya agar komunikasi berjalan dengan lancar diperlukan kemampuan dalam pemilihan kosakata atau sering disebut dengan diksi. Tujuan utama penggunaan diksi yang tepat adalah agar maksud dari pembicara dapat tersampaikan dengan baik kepada pendengar tanpa menimbulkan penafsiran makna ganda. Selain itu, tujuan lainnya adalah untuk menjaga perasaan dan lawan bicara jika topik pembicaraan dirasa cukup sensitif.

Setiap individu mempunyai kemampuan yang berbeda-beda dalam menentukan diksi. Hal ini dipengaruhi oleh kekayaan kosakata yang seorang miliki serta bidang studi yang diketahuinya. Sebagai contoh seorang sarjana hukum akan lebih pandai mengolah diksi ketika berbicara tentang hukum, seorang lulusan kedokteran akan lebih mahir dengan istilah-istilah kedokteran. Namun secara umum, kemampuan memilih diksi bergantung pada kepekaan seseorang dalam membaca situasi dan kondisi saat berbicara. Kepekaan tersebut dapat dilatih dengan sering berkomunikasi dengan orang lain dalam berbagai situasi dan kondisi.

Menurut Widyamartaya (1990: 45) diksi adalah kemampuan seseorang membedakan secara tepat nuansa-nuansa makna sesuai dengan gagasan yang ingin disampaikan, dan kemampuan tersebut hendaknya disesuaikan dengan situasi dan nilai rasa yang dimiliki sekelompok masyarakat dan pendengar atau pembaca. Gagasan ini mengandung makna bahwa dalam menentukan diksi, diperlukan kepekaan terhadap situasi dan kondisi pada saat komunikasi berlangsung.

Sedangkan menurut Keraf (1996: 24) berpendapat bahwa diksi memiliki 3 (tiga) makna, yaitu:

- a. Pilihan kata atau diksi mencakup pengertian kata-kata mana yang dipakai untuk menyampaikan gagasan, bagaimana membentuk

pengelompokan kata-kata yang tepat.

- b. Pilihan kata atau diksi adalah kemampuan membedakan secara tepat nuansa-nuansa makna dari gagasan yang ingin disampaikan dan kemampuan menemukan bentuk yang sesuai atau cocok dengan situasi dan nilai rasa yang dimiliki sekelompok masyarakat pendengar.
- c. Pilihan kata yang tepat dan sesuai hanya dimungkinkan penguasaan sejumlah besar kosakata atau perbendaharaan kata bahasa.

Dari pernyataan di atas jelas bahwa pemilihan diksi yang baik diperlukan beberapa unsur, di antaranya, perbendaharaan kosakata dan kemampuan membaca situasi dan kondisi saat proses komunikasi.

Diksi sendiri dibagi menjadi beberapa jenis, diantaranya:

1. Denotasi adalah konsep dasar yang didukung oleh suatu kata (makna itu merujuk pada konsep, referensi, atau ide). Denotasi juga merupakan batasan kamus atau definisi utama suatu kata, sebagai lawan dari pada konotasi atau makna yang ada kaitannya dengan itu. Denotasi mengacu pada makna sebenarnya. Contoh makna denotasi:
 - Rumah itu luasnya 250 meter persegi.
 - Ada seribu orang yang menghadiri pertemuan itu.
2. Konotasi adalah suatu jenis makna kata yang mengandung arti tambahan, imajinasi, atau nilai rasa tertentu. Konotasi merupakan kesan-kesan atau asosiasi-asosiasi, dan biasanya bersifat emosional yang ditimbulkan oleh sebuah kata di samping batasan kamus atau definisi utamanya. Konotasi mengacu pada makna kias atau makna bukan sebenarnya. Contoh makna konotasi:
 - Rumah itu luas sekali.
 - Banyak sekali orang yang menghadiri pertemuan itu.
3. Kata abstrak adalah kata yang mempunyai referensi berupa konsep, kata abstrak sukar digambarkan karena referensinya tidak dapat diserap dengan pancaindera manusia. Kata-kata

abstrak merujuk kepada kualitas (panas, dingin, baik, buruk), pertalian (kuantitas, jumlah, tingkatan), dan pemikiran (kecurigaan, penetapan, kepercayaan). Kata-kata abstrak sering dipakai untuk menjelaskan pikiran yang bersifat teknis dan khusus.

4. Kata konkrit adalah kata yang menunjuk pada sesuatu yang dapat dilihat atau diindera secara langsung oleh satu atau lebih dari pancaindera. Kata-kata konkrit menunjuk kepada barang yang actual dan spesifik dalam pengalaman. Kata konkrit digunakan untuk menyajikan gambaran yang hidup dalam pikiran pembaca melebihi kata-kata yang lain. Contoh kata konkrit: meja, kursi, rumah, mobil dan sebagainya.
5. Kata umum adalah kata yang mempunyai cakupan ruang lingkup yang luas, kata-kata umum menunjuk kepada banyak hal, kepada himpunan, dan kepada keseluruhan. Contoh kata umum: binatang, tumbuh-tumbuhan, penjahat, kendaraan.
6. Kata khusus adalah kata-kata yang mengacu kepada pengarah-pengarah yang khusus dan konkrit. Kata khusus memperlihatkan kepada objek yang khusus. Contoh kata khusus: Yamaha, nokia, kerapu, kakak tua, sedan.
7. Kata ilmiah adalah kata yang dipakai oleh kaum terpelajar, terutama dalam tulisan-tulisan ilmiah. Contoh kata ilmiah: analogi, formasi, konservatif, fragmen, kontemporer.
8. Kata populer adalah kata-kata yang umum dipakai oleh semua lapisan masyarakat, baik oleh kaum terpelajar atau oleh orang kebanyakan. Contoh kata populer: bukti, rasa kecewa, maju, gelandangan.
9. Jargon adalah kata-kata teknis atau rahasia dalam suatu bidang ilmu tertentu, dalam bidang seni, perdagangan, kumpulan rahasia,

atau kelompok-kelompok khusus lainnya. Contoh jargon: sikon (situasi dan kondusi), pro dan kon (pro dan kontra), kep (kapten), dok (dokter), prof (professor).

III. PEMBAHASAN

Debat capres yang berlangsung pada 22 Juni 2014 menyita perhatian masyarakat. Bukan hanya esensi dari debat tersebut, melainkan istilah-istilah yang digunakan, pengulangan kata-kata tertentu secara terus-menerus, dan tanggapan-tanggapan pertanyaan yang dinilai kurang tepat.

Dalam bab ini, penulis akan menjabarkan kesalahan-kesalahan tata bahasa selama berlangsungnya debat. Pembahasannya meliputi, ketidakcermatan penggunaan kosakata dan ketidakgramatikan penggunaan tata bahasa,

3.1. Ketidakcermatan Penggunaan Kosakata

Ketidakcermatan penggunaan kosakata dapat berupa ketidaktepatan penggunaan diksi, pemborosan kata, ketidaklaziman, dan ketidakbakuan.

a. Ketidaktepatan Penggunaan Diksi

1. “Modernisasi alat-alat pertahanan termasuk pertahanan cyber dan hybrid, dan modernisasi industri pertahanan yang kita punyai.” (Joko Widodo)

Dalam pernyataan di atas, terjadi kesalahan penggunaan diksi dan penggunaan istilah asing yang kurang dikenal dalam masyarakat. Seharusnya menjadi:

“Modernisasi alat-alat pertahanan termasuk pertahanan cyber dan hybrid, serta industri pertahanan yang kita miliki.”

Ada pengecualian dalam proses koreksi terhadap kalimat di atas. Istilah asing yang seharusnya diganti dengan istilah dalam bahasa Indonesia tidak dapat dilakukan. Hal ini dikarenakan tidak ada istilah dalam bahasa Indonesia yang sesuai dengan kata tersebut. Oleh karena itu kata “cyber” dan “hybrid” tidak diganti. Hal seperti ini sangat mungkin terjadi dalam debat terbuka dengan konteks pembahasan yang sangat variatif.

2. “Banyak negara bergantung pada kondisi aman di nusantara” (Prabowo)

Konteks ujaran diatas atas pembahasan tentang peran Indonesia sebagai negara yang berada di jalur perdagangan internasional.

Koreksi terhadap kalimat di atas terletak pada penggunaan kata “aman” yang merupakan kata keterangan menjadi “keamanan (kata benda)”. Maka susunan kalimat yang benar adalah:

“Banyak negara bergantung pada kondisi keamanan di nusantara”

3. “Kekayaan nasional kita yang perlu diamankan dan terlalu banyak bocor.” (Prabowo)

Topik pembicaraan pada ujaran diatas adalah kekayaan nasional yang melimpah namun masyarakat Indonesia belum dapat merasakan manfaatnya.

Secara gramatikal tidak ada kesalahan dalam ujaran diatas. Namun, penggunaan kata “bocor” untuk mengungkapkan penyalahgunaan kekayaan nasional sehingga keberadaannya tidak dapat dirasakan manfaatnya oleh masyarakat Indonesia. Oleh karena itu, kata “bocor” diganti dengan “disalahgunakan” atau “terlalu banyak mengalir keluar”.

Penentuan kata pengganti juga harus memperhatikan konteks pembicaraan. Dikarenakan topik pembicaraan untuk ujaran diatas adalah tentang kekayaan nasional yang melimpah namun tidak dapat mensejahterakan masyarakat Indonesia, maka kata penggantinya harus merujuk ke topik tersebut.

Maka, susunan kalimat yang tepat adalah:

“Kekayaan nasional kita yang perlu diamankan dan terlalu banyak disalahgunakan.”

4. “Jika kesana adalah pendudukan jelas, bahwa itu pulau milik kita, ini beda, sudah menjadi kedaulatan, batas maritim dan patok yang belum

jelas, diplomasi pemerintah dengan pemerintah didahulukan.” (Joko Wibowo)

Konteks ujaran di atas adalah pembicaraan pelanggaran terhadap wilayah kedaulatan Indonesia. Namun, penuturan dari penutur kurang jelas sehingga membuat pendengar kesulitan menangkap maksud dari sang penutur. Faktor yang membuat kebingungan adalah tidak adanya subjek yang jelas serta pola penyusunan logika dalam kalimat yang tidak jelas.

Berikut adalah susunan kalimat yang tepat:

“Jika disana terdapat pendudukan terhadap pulau kita, maka harus ditindak. Namun, ketika batas wilayah maritim seperti patok perbatasan belum jelas maka diplomasi pemerintah dengan pemerintah didahulukan.”

5. “Kita gampang dengan slogan dan jawaban-jawaban teoritis. Masalahnya, Bapak sendiri bilang setahun, tapi setahun membangun industri-industri yang bisa menahan.” (Prabowo)

Ujaran diatas diungkapkan dalam konteks menanggapi pernyataan Joko Widodo tentang pembangunan industri pertahanan nasional. Namun, ujaran tersebut terdapat ketidaktepatan penggunaan kosakata. Lebih lanjut, ujaran diatas masih menggantung dan tidak memberikan kejelasan maksud di akhir kalimat.

Kalimat “Kita gampang dengan slogan dan jawaban-jawaban teoritis.” Seharusnya diganti dengan “Kita dapat dengan mudah menggunakan slogan-slogan dan jawaban-jawaban teoritis.” Kalimat koreksi tersebut dirasa lebih jelas secara struktural kalimat dan maksud serta tujuannya.

Sedangkan pada kalimat “Masalahnya, Bapak sendiri bilang setahun, tapi setahun membangun industri-industri yang bisa menahan.” Terdapat kontradiksi antar unsur dalam kalimat. Antara klausa “Masalahnya, Bapak sendiri bilang setahun”

dihubungkan menggunakan konjungsi kontradiktif “tapi” dengan klausa “Setahun membangun industri-industri yang bisa menahan.” tidak membentuk unsur kontradiktif. Sehingga, kalimat tersebut tidak jelas dan terkesan menggantung.

Hasil koreksi dari ujaran tersebut adalah:

“Kita dapat dengan mudah menggunakan slogan-slogan dan jawaban-jawaban teoritis. Masalahnya, Bapak sendiri mengatakan pembangunan industri pertahanan memerlukan waktu setahun, tapi setahun dirasa terlalu cepat untuk membangun industri-industri pertahanan yang kuat.”

Penggantian beberapa kosakata pada ujaran di atas dimaksudkan untuk memperjelas maksud dari kalimat.

b. Ketidakhematan Penggunaan Kosakata (Pemborosan)

1. “Kita tentunya berada dalam letak geografis yang sangat unik dan strategis” (Prabowo)

Pemborosan dalam kalimat di atas adalah penggunaan kata “tentunya”. Tanpa menggunakan kata tersebut, kalimat sudah menunjukkan maksud dan tujuan yang jelas. Sehingga, bentuk kalimat yang tepat adalah:

“Kita berada dalam letak geografis yang sangat unik dan strategis”

2. “Drone, selain memperbaiki alutsista kita, bukan hanya untuk pertahanan, tapi juga untuk ketahanan ekonomi kita.” (Joko Widodo)

Ujaran tersebut mengandung beberapa kesalahan. Pertama, penggunaan istilah asing “drone” yang notabene bukan istilah asing yang familiar bagi masyarakat Indonesia. Namun, istilah tersebut tidak ada padanan kata yang tepat dalam Kamus Besar Bahasa Indonesia. Hal ini dikarenakan “drone” adalah pesawat tanpa awak yang dilengkapi dengan

kamera, dengan fungsi utama sebagai alat patroli wilayah melalui udara. Kesalahan kedua adalah pemborosan penggunaan konjungsi.

Berikut hasil koreksi terhadap kalimat tersebut:

“Drone, selain memperbaiki alutsista kita, namun juga untuk pertahanan, serta ketahanan ekonomi kita.”

3. “Kekayaan nasional kita yang perlu diamankan dan terlalu banyak bocor. Bagaimana bocor? Bocor, mengalir dari dalam negeri ke luar negeri.” (Prabowo)

Pemborosan pada kalimat di atas adalah kata “yang” pada kalimat pertama dan penggunaan kata “bocor” pada kalimat kedua.

Kalimat yang tepat adalah:

“Kekayaan nasional kita perlu diamankan dan terlalu banyak bocor. Kekayaan mengalir dari dalam negeri ke luar negeri.”

4. “Peran-peran seperti inilah yang jadi kunci agar negara kita berwibawa, dihormati, dilihat oleh negara lain, disegani negara lain.”

Proses perbaikan terhadap kalimat tersebut, menghasilkan:

“Peran-peran seperti ini yang menjadi kunci agar negara kita berwibawa, dihormati, dilihat, dan disegani negara lain.”

5. “Kita boleh teriak-teriak, tapi bisa nggak di ujungnya, bisa tidak kita mempertahankan kepentingan nasional.” (Prabowo)

Ujaran di atas disampaikan ketika moderator menanyakan strategi diplomasi Indonesia ketika ada konflik dengan negara-negara di kawasan regional Asean dan Australia.

Dalam ujaran tersebut terdapat beberapa kesalahan diantaranya pemborosan dan ketidakbakuan serta ketidakefektifan kalimat. Pemborosan

kata terdapat pada penggunaan kata “bisa tidak” yang diulang 2 kali.

Sedangkan ketidakbakuan terdapat pada penggunaan kata “nggak” yang bukan merupakan kata baku dalam KBBI.

Kesalahan yang terakhir adalah maksud kalimat yang tidak mudah ditangkap oleh pendengar. Klausa pertama merupakan kalimat menggantung (maksud dan tujuan kalimat bias). Namun, kalimat kedua merupakan penjelasan dari kalimat pertama.

Berikut hasil koreksi dari ujaran di atas:

“Kita boleh berteriak-teriak, tetapi bisa tidak kita mempertahankan kepentingan nasional.”

c. Ketidaklaziman (Penggunaan istilah asing)

1. “Modernisasi alat-alat pertahanan termasuk pertahanan cyber dan hibrid, dan modernisasi industri pertahanan yang kita punyai.” (Joko Widodo)
2. “Drone, selain memperbaiki alutsista kita, bukan hanya untuk pertahanan, tapi juga untuk ketahanan ekonomi kita.” (Joko Widodo)
3. “Ada yang berpendapat Leopard tak cocok buat wilayah Indonesia. Ternyata itu pandangan keliru. Leopard bisa dipakai di beberapa wilayah di Indonesia.” (Joko Widodo)

Kedua ujaran diatas memang menggunakan istilah asing yang tidak familiar, namun istilah “cyber”, “hybrid”, dan “drone” tidak ada padanan kata dalam KBBI. Sehingga kata tersebut tidak diganti.

4. “Diplomasi persahabatan, mempertahankan *good neighbor policy*, kita akan selalu santun sesuai dengan kepribadian bangsa Indonesia.” (Prabowo)

Hasil koreksi dari ujaran di atas:

“Diplomasi persahabatan, mempertahankan hubungan baik

dengan negara tetangga, kita akan selalu santun sesuai dengan kepribadian bangsa Indonesia.”

5. “Bagaimana melindungi kekayaan laut kita dan bagaimana memodernkan alutsista tanpa mengundang kekhawatiran negara tetangga kita?” (Moderator)

Istilah asing yang digunakan dalam kalimat diatas adalah “alutsista”. Dalam KBBI tidak ditemukan arti dari “alutsista”. Istilah ini lebih banyak dikenal dikalangan aparat pertahanan negara. “Alutsista” sendiri merupakan singkatan dari “Alat utama sistem senjata”. Karena acara tersebut ditujukan untuk khalayak umum, maka istilah “alutsista” tidak tepat untuk diungkapkan.

Berikut adalah hasil koreksi dari kalimat tersebut:

“Bagaimana melindungi kekayaan laut kita dan bagaimana memodernkan sistem persenjataan tanpa mengundang kekhawatiran negara tetangga kita?”

d. Ketidakbakuan

1. “Drone tidak mahal-mahal amat.” (Joko Widodo)

Dalam ungkapan di atas ketidakbakuan terdapat pada penggunaan kata “amat”. Berikut hasil koreksi dari kalimat di atas:

“Drone tidak begitu mahal”

2. “Diplomasi dialog dengan pemerintah dan pemerintah akan diutamakan. Kalau mentoknya, dibawa ke Mahkamah Internasional, tapi seintensifnya harus dengan diplomasi dialog.” (Joko Widodo)

Ketidakbakuan dalam kalimat diatas terletak pada penggunaan kata “mentoknya” dan “seintensifnya”.

Berikut hasil koreksi dari kalimat tersebut:

“Diplomasi dialog antar pemerintah akan diutamakan. Kalau tidak menemui titik temu, maka dibawa ke Mahkamah Internasional.

Namun, diplomasi dialog harus diintensifkan.” (Joko Widodo)

3. “Kalau kita hitung-hitungan, main catur, kan kita hitung, pion kita berapa, kuda kita berapa. Kalau negara, kapal selam kita berapa, pesawat kita berapa, yang bisa terbang berapa, jangan-jangan dua skuadron tapi nggak bisa terbang.” (Prabowo)

Penyempurnaan dari kalimat diatas adalah:

“Kalau kita ibaratkan bermain catur, kita hitung, pion kita berapa, kuda kita berapa. Kalau negara, kapal selam kita berapa, pesawat kita berapa, yang bisa terbang berapa, khawatirnya kita punya dua skuadron tapi tidak bisa terbang.”

e. Ketidaktepatan susunan kalimat

Susunan kalimat yang tidak tepat dapat membuat makna dari ujaran bias. Runtutan penyampaian peristiwa atau ide dalam sebuah ujaran sangat penting. Hal ini akan memudahkan penerima pesan memproses ujaran yang kita sampaikan.

Dalam Debat Calon Presiden RI tanggal 22 Juni 2014 kedua kandidat beberapa kali melakukan kesalahan dalam penyusunan ide dalam ujaran, sehingga membuat penonton kesulitan menangkap maksud dan tujuan dari kalimat yang terucap.

Berikut data ketidaktepatan susunan kalimat dalam Debat Capres 22 Juni 2014.

1. “Yang pertama adalah diplomasi pemerintah dan pemerintah, dengan cara-cara seperti itulah, baik yang di darat maupun di laut bisa diselesaikan.” (Joko Widodo)

Terdapat unsur yang hilang dari kalimat diatas, sehingga maksud dan tujuannya menjadi bias.

Dikarenakan konteks kalimat diatas adalah mengenai strategi bangsa Indonesia jika terjadi perselisihan dengan negara-negara tetangga, maka

harus terdapat unsur “perselisihan” atau “masalah” dalam kalimat diatas untuk memperjelas maksud dan tujuan ujaran.

Maka, pola kalimat yang benar adalah:

“Yang pertama adalah diplomasi pemerintah dan pemerintah, dengan cara-cara seperti itulah perselisihan baik yang di darat maupun di laut bisa diselesaikan”

2. “Indonesia tidak akan disegani bukan karena konferensi-konferensi, tapi jika rakyatnya makmur, bisa sekolah, bisa mencari makan” (Prabowo)

Terdapat kontradiksi dalam kalimat diatas. Hal ini ditunjukkan hubungan antara klausa pertama dan kedua yang tidak saling mendukung. Pada klausa pertama disebutkan bahwa “Indonesia tidak akan disegani bukan karena konferensi-konferensi”. Disinilah akar permasalahan kalimat tersebut menjadi bias. Dikarenakan maksud dari kalimat diatas adalah menyatakan hubungan kausal yang mengandung unsur pengandaian maka seharusnya pola kalimatnya adalah “Indonesia tidak akan disegani karena konferensi-konferensi”. Sedangkan pada klausa kedua tidak terdapat kesalahan.

Maka, susunan kalimat yang benar adalah:

“Indonesia tidak akan disegani karena konferensi-konferensi, tetapi jika rakyatnya makmur, bisa sekolah dan mencari makan”

3. “Kalau ada barang dari luar masuk ke negara kita sangat mengganggu.” (Joko Widodo)

Dalam kalimat diatas juga terdapat unsur kalimat yang hilang. Padahal untuk membentuk kesatuan ide dalam satu kalimat membutuhkan kelengkapan semua unsur-unsurnya.

Kalimat tersebut seharusnya terbagi menjadi 2 (dua) klausa, “Kalau ada barang dari luar masuk ke negara kita” adalah anak kalimat. Sedangkan frase “sangat mengganggu” harus dirubah menjadi kalimat dengan menambahkan

subjek dan objek. Maka induk kalimat seharusnya “hal itu sangat mengganggu perekonomian Indonesia”

Berikut adalah hasil koreksi dari kalimat diatas:

“Kalau ada barang dari luar masuk ke negara kita, maka hal itu sangat mengganggu perekonomian Indonesia”

4. “Kemiskinan yang selalu saya dengang-dengungkan, kekuasaan bangsa Indonesia sendiri atas kekayaan alamnya.” (Prabowo)

Dalam kalimat diatas terdapat dua klausa yang tidak ada hubungannya satu sama lain. Hal ini menyebabkan kalimat tersebut menjadi tidak jelas arah tujuannya.

Untuk menjadikannya sebuah kalimat utuh dan mempunyai makna maka diperlukan kata bantu sehingga membentuk pola kausal kontradiktif dalam kalimat tersebut. Kata bantu pembentuk pola kausal kontradiktif yang sesuai adalah “disebabkan oleh tidak adanya”. Maka bentuk kalimat diatas seharusnya adalah:

“Kemiskinan yang selalu saya dengang-dengungkan disebabkan oleh tidak adanya kekuasaan bangsa Indonesia sendiri atas kekayaan alamnya.”

IV. KESIMPULAN

Penggunaan bahasa Indonesia yang baik dan benar masih rendah. Hal ini tercermin dalam banyaknya kesalahan-kesalahan dalam acara “Debat Capres RI 2014-2019” pada Minggu 22 Juni 2014. Kesalahan mendasar seperti pemborosan kata, penggunaan kata asing yang tidak familiar, ketidakbakuan kata, serta susunan kalimat yang salah sehingga menimbulkan makna bias.

Fenomena ini harus dipandang sebagai sebagai gejala memudarnya bahasa Indonesia

sebagai bahasa nasional. Implikasinya adalah memudarnya rasa nasionalisme warga Indonesia. Globalisasi yang turut membawa bahasa-bahasa asing masuk ke Indonesia menjadi salah satu penyebab menurunnya penggunaan bahasa Indonesia.

Didalam bab pembahasan ditemukan pula penggunaan bahasa asing yang tidak ada padanan dalam Kamus Besar Bahasa Indonesia. Dalam teknik penerjemahan hal ini dikenal dengan amplifikasi atau mengeksplisitkan atau memfrasekan suatu informasi yang implisit dalam bahasa sumber.

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**TRANSLATION METHODS OF COMPLAINT UTTERANCE IN *DESCENDANTS* FILM
DIRECTED ALEXANDER PAYNE**

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Abstract

The title of this research is about the translation problem on translating complaint expressions in the film Descendants. The purpose of this research is to find the problems which shown when the translator uses one of the method in translation. The theory which is used in the analysis is the translation theory by Newmark. The data of this analysis is taken from film Descendants in two versions that are English and Indonesian Version. There are 12 data which consist of complaint utterances from male characters. The conclusion of this research is complaint utterances which mostly used statement, there are 4 complaint utterances which is translated uses semantic translation method. Because the translator wants to hold the meaning based on the context of story and originality.

Keywords: complaint utterances, method of translation, film.

I. BACKGROUND

The purpose of communication is to convey the message. When it sent, there is a message that delivered directly and indirectly. It requests someone to do something using complaint, giving suggestion, etc. To express of message, someone does not delivery using complaint but it can use body movement. It is appropriate with Yule's suggestion. In communication, speech act concludes three elements. There are locution, illocution, and prelocution. They are always used in conversation. People usually use many utterances when they do communication. one of all them is complaint.

Complaint is someone's expression that is to show unhappy feeling. It will be happened when someone does not fell happy to the act that influenced her/him. Trosborg (1955:311) proposes complaint, "An illocutionary act in which the speaker (the complainer) expresses his/her disapproval, negative feelings etc. towards the state of affairs described in the proposition (the complainable) and for which he/she holds the hearer (the complaine) responsible, either directly or indirectly".

Based on that suggestion, someone can use complaint expression directly or indirectly. Therefore, to understanding that, someone must understand the meaning that

delivered by speaker, because one will have different interpretation of meaning that given by speaker. Thus, translator has important rules to give understanding speaker's meaning. Like as in English and Indonesian Version. Each word in English has different meaning depend on the context.

According to Hoed (2006), there are three important factors that must be attention in translation. The first, differences between source language and target language. Language has system and structure until there are not the same in two languages. The second, context factor which is it is useful to solve the problem of difference between system and structure. The third, it is about the translation procedure. Procedure and technique of translation are appropriate to case of translation. In translation process, translator will have difficulty to translate texts or discourse. Like as synonym, diction, words, language style, etc. So, the writer will find some difficulties to know synonym or the appropriate words in complaint expression that is in the Descendants film.

Based on the writer's observation from this movies, the writer found some complaint expression that is not appropriate in translation. There are some differences between complaint expression in English and Indonesian Version. So, it needs specific\

II. THEORETICAL REVIEW

2.1 Translation

Before the writer analyzes the method of translation in the film, it is important to understand of the concept translation. Concept of translation according to Vermeer in (Susan Bassnett dan Andre Lefevere (Eds), 1995: 82):

Translation is not the Transcoding of words or sentences from one language to another, but a complex form an action, whereby someone provides information on a text (source language material) in a new situation and under functional, cultural and linguistic conditions, preserving formal aspects as closely as possible.

In Hatim and Munday (2004: 7), Jakobson's discussion on translation centers around certain key questions of linguistics, including **equivalence** between items in SL and TL and the notion of **translatability**. Munday (2001:4-5), the term translation itself has several meanings: it can refer to the general subject field, the product (the text that has been translated) or the process (the act of producing the translation, otherwise known as translating). The process of translation between two different written languages involves the translator changing an original written text (the source text or ST) in the original verbal language (the source language or SL) into a written text (the target text or TT) in a different verbal language (the target language or TL).

Meetham and Hudson in Bell (1991: 13) translation that is

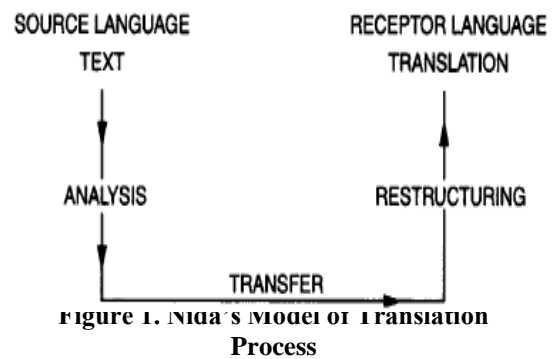
the process or result of converting information from one language or language variety into another. The aim is to reproduce as accurately as possible all dramatically and lexical features of the 'source language' original by finding equivalents in the target language. At the same time all factual information contained in the original text...must be retained in the translation.

It can be concluded that translation is process of transferring meaning and language but it can be transferring culture from source language to the target language. In each the result of translation will be influenced by translator's thinking. To get a good

translation, the translator must be understood many area of knowledge.

1. Translation Method

Of course, there are some steps in translation process. Bassnett (2005: 24-25), the translator, therefore, operates criteria that transcend the purely linguistic, and a process of decoding and recoding takes place. Eugene nida's model of the translation process illustrates the stages involved:



Newmark (1988: 19-30), there are four levels in translation process:

1. The SL text level, the level of language, where we begin and which we continually (but not continuously) go back to.
2. The referential level, the level of objects and events, real or imaginary, which we progressively have to visualize and build up, and which is an essential part, first of the comprehension, then of the reproduction process.
3. The cohesive level, which is more general, and grammatical, which traces the train of thought, the feeling tone (positive or negative) and the various presuppositions of the SL text. This level encompasses both comprehension and reproduction: it presents an overall picture, to which we may have to adjust the language level.
4. The level of naturalness, of common language appropriate to the writer or the speaker in a certain situation.

When the translator translates the complaint expression, certainly he/s has to understand translation methods. So, he/s can get appropriate meaning. Translation method is the effort that did by translator to get congruence of meaning. Newmark

(1988b) mentions the difference between translation methods and translation procedures. He writes that, "While translation methods relate to whole texts, translation procedures are used for sentences and the smaller units of language" (p.81). Newmark (1988a: 45) goes on to refer to the following methods of translation:

Source Language Emphasis.....Target Language Emphasis
Word-for-word translation.....
Adaptation
Literal translation..... Free translation
Faithful Translation.....Idiomatic translation
Semantic translation.....Communicative translation

Figure 2. V-Diagram

Newmark (1991:10-12) writes of a continuum existing between "semantic" and "communicative" translation. Any translation can be "more, or less semantic—more, or less, communicative—even a particular section or sentence can be treated more communicatively or less semantically." Both seek an "equivalent effect." Zhongying (1994: 97), who prefers literal translation to free translation, writes that, "In China, it is agreed by many that one should translate literally, if possible, or appeal to free translation."

2. Complaint

Boxer (1993: 280) that there are two kinds of complaint utterance, they are direct complaints and indirect complaint. Leech in Trosborg, 1995:312 said "a representative of the conflictive function, which includes acts of threatening, accusing, cursing, and reprimanding". The purposes of that utterance are to create guilt and it has potential of solve the relationship between complainer and one who complained.

Complaint Strategy

Complaint strategy according to Trosborg (1995: 316-319) "Complaint strategy divided into some categories, the following categories are set up: *no explicit reproach, expressions of annoyance or disapproval accusation and finally blame*". These are four main categories, comprising a number of sub-categories, are outlined below.

The categories are based on the data obtained in the present study, for previous categorization of complaint strategies.

1. No Explicit Reproach-Cat.1

In order to avoid a conflict, a complainer may have recourse to hinting strategies, in which case the complainable is not mentioned in the proposition. Assertions whose content is different from the propositional content of the complainable are typical. In making the assertion in the presence of the complainee, the complainers imply that he/she knows about the offence and holds the complainee indirectly responsible. However, as the complainer does not directly state that something is bad, the complainee does not know whether an offence is referred to or not. This strategy is a weak complaint strategy but it might be used successfully to prepare for more forceful strategies, example:

Strategy 1. Hints

1. Do not see much of you these days, do I?
2. The kitchen was clean and orderly when I left it last

2. Expression of Annoyance or Disapproval-Cat. II

A complainer can express his/her annoyance, dislike, disapproval, etc. concerning a certain state of affairs he/she considers bad for him /her. By explicitly asserting a deplorable state of affairs in the presence of the complainee, the complainer implies that he/she holds the complainee responsible but avoids mentioning him/her as the guilty person. The utterance may also express the ill consequence resulting from an offence for which the complainee is held implicitly responsible, example:

Strategy 2. Annoyance

3. You know I don't like dust, I'm allergic to dust, didn't you know it?
4. Look at these things, all over the place.

Strategy 3. Consequences

5. But look, I mean, try to look at it from my point of view, I mean, I'm here and the whole things falls back on me, I have got to live in this dump, you know, and It's

not very nice sitting here night after night bat home, you know, and just looking round at all the mess.

6. I have already spar, spa, I've already spent ten minutes oh, quarter of an hour I think it was, cleaning up the bathroom itself.

3. Accusation-Cat.III

Accusations seek to establish the agent of a complainable. I distinguish two levels of directness. The complainer can ask the hearer questions about the situation or assert that he/she was in some way connected with the offence and thereby try to establish the hearer as a potential agent of the complainable (indirect accusation). Alternatively, the complainer can directly accuse the complainee of having committed the offence (direct accusation). Compare the following accusation:

Strategy 4. Indirect accusation

7. Look at the mess; haven't you done any cleaning up for the last week?
8. Look what I just found in my cupboard, you dirty clothes.

Strategy 5. Direct accusation

9. You don't even clean up after you when you've been there, you used to do it, what's up with you now?
10. What about those clothes I found in the cupboard this morning, you just stuffed them in, all the dirty ones.

In using Strategy 4, the complainer implies that the complainee is guilty, while the use Strategy 5 is an explicit accusation. Formulating the accusation as a question or a piece of information is less face-threatening to the accused, in the case of a question (7), he /she still has the opportunity to disclaim responsibility without explicitly contradicting the complainer. In the case of an assertion (8), at the surface level the accused is offered information which might not be known to him/her. In the contrast, no such interpretation is possible when the complainee is directly accused as in (9) and (10).

4. Blaming – Cat. IV

An act of blame presupposes that the accused is guilty of the offence. Three levels

are identified with respect to the explicitness with which the complainer formulates his/her moral condemnation of the accused. In all cases, the complainer passes a value judgment on the complainee. It may appear as a modified expression of blame, or alternatively, it may be expressed as an explicit condemnation either of the complainee's action, or of the complainee as a person.

Strategy 6. Modified Blame

The complainer expressed modified disapproval of an action for which the accused is responsible, or he/she states a preference for an alternative approach not taken by accused:

11. You could have said so, I mean, if you had so much to do.
12. It's boring to stay here, and I hate living in a mess, anyway you ought to clean up after you.

Strategy 7. Explicit condemnation of the accuser's action

The complainer explicitly states that an action for which the accused is held responsible (indirect terms) is bad, example:

13. You never clean up after you; I'm sick and tired of it.
14. Ah, surely, I know but I think it's irritating, really irritating the way I have to clean up every time after you, especially now today I found dirty clothes of yours in my cupboard, I don't find that fair.

Strategy 8. Explicit condemnation of the accused as a person

The complainer explicitly states what is implicit at other levels, namely, that he/she finds that accused a non-responsible social member, example:

15. Mette (swear-word), really, one can never (swear-word) trust you a damn.

4. Film

Film is a product of the human culture that often has a message and value which is very important to analyze and studied in order to gain a greater knowledge. Many people

have analyzed film from various aspects in order to gain the knowledge that contained beneath it. Boggs et al, (2000:3) stated, "Film is unlimited not only in its choice of subject but also to its approach to that material." So he tends to say that movie or film has a special quality as a product of art. It can make a story that almost same to the real life. Film is also able to be used as a tool to convey something that really happened in the past because movie or film can be made as realistic as the real event occurred. According to Penz (1997:8) "certainly one of the majors reason why the pioneering film makers were so fascinated by the metropolitan motifs, motion, and development was the fact that cinematography could depict urban reality scientifically as visual evidence." It is clear from the statement above that the film can be used as a tool to describe social realities in the community and also acts as a visual proof.

Mario (2006: 56-60), at the beginning of the twenty-first century, it is impossible to neglect **film** as a semi-textual genre both influenced by and exerting influence on literature and literary criticism. Film is predetermined by literary techniques; conversely, literary practice developed particular features under the impact of film. Many of the dramatic forms in the twentieth century, for example, have evolved in interaction with film, whose means of photographic depiction far surpass the means of realistic portrayal in the theater. Film's idiosyncratic modes of presentation—such as camera angle, editing, montage, slow and fast motion—often parallel features of literary texts or can be explained within a textual framework. Although film has its own specific characteristics and terminology, it is possible to analyze film by drawing on methods of literary criticism, as film criticism is closely related to the traditional approaches of textual studies. In film, as in other genres, various levels contribute to the overall artistic impression. This medium, which strongly

relies on technical aspects, has several important, uniquely cinematic features with their own terminology. The most essential elements of film can be subsumed under the dimensions of space, time, and sound.

Spatial dimension	Temporal dimension
Film stock motion	Slow and fast motion
Lighting	Plot time
Camera angel	Length of film
Point of view	Flashback
Editing	Foreshadowing
Montage	
Acoustic dimension	
Dialogue	Sound effects
Music	

METHOD OF RESEARCH

This research uses qualitative method. Process of collecting data is taking from texts of complaints expression in the film "Descendants." The writer will try to find complaints utterance in two version, these are English and Indonesian Version. There are 12 complaint expressions that will be analyzed complaint strategy using translation method. It searches translation method in complaint utterance. Technique of analysis data uses qualitative description with analysis procedure using translation method from Newmark.

FINDINGS

A. Complaint Utterance by Male Character

Category I: No Explicit Reproach

Strategy 1: Hints

Data 1: (Place: Matt's house, Minutes: 27.05)

English Version		Indonesian Version	
Alexandra King:	"I don't want to talk about Mom with anyone".	Alexandra King:	<i>"Aku tak ingin membicarakan soal mama pada siapapun".</i>
Matt King :	"Look, whatever you fought about with her at Christmas, you need to drop it. Grow up. You love your mother, your mother loves you. Move on".	Matt King:	<i>"Dengar, apapun yang kalian berdua perselisihkan selama Natal, kau harus menghentikannya. Dewasalah. Kau mencintai ibumu. Ibumu mencintaimu".</i>

The utterance that is given by male character is statement form to give suggestion. While strategy is used in criticize that signals toward his daughter attitude to show her childish. Complainer tries to complain everything that will be complained by someone directly in order that to responsibility her attitude. It

makes discomfort in relationship. Translation method is used faithful translation, because the translator is still maintained utterance in source language. it is like as putting the celebration day. So, text of translation still has natural value.

Data 2: (Place: Matt's House, Minutes: 21.49)

Question, Hint smoothly strategy, Idiomatic strategy

English Version		Indonesian Version	
Matt King:	"How you feeling? Hung over? Why I am not surprised? I thought you were supposed to be getting your act together".	Matt King:	<i>"Bagaimana perasaanmu? Masih pusing? Kenapa aku tidak kaget? Menurutmu seharusnya kau menjaga tingkahmu".</i>
Alexandra King:	"I have gotten my act together. I was just drinking".	Alexandra King:	<i>"Aku sudah menjaga tingkahku. Aku baru saja minum".</i>

Complaint utterances use question form. It uses the strategy that is hint smoothly and warming implicitly in order that it does not do bad thing. Translation method is idiomatic translation because reproduction of message source language tends to result exception. In

idiomatic translation or that utterance is not in the source language. Translation of utterance is still appropriate with culture context that has been had by translator and situation of conversation context happened.

Category II: Expression of Annoyance or Disapproval

Strategy 2: Annoyance

Data 3: (Place: Beach Club, Minutes: 16.26)

Statement, Strategy of Annoyance, Idiomatic translation

English Version		Indonesian Version	
Troy :	"I really think she heard me".	Troy :	<i>"Aku benar-benar berpikir dia mendengarkanku".</i>

Matt King: “Look, Troy, go to your friends. No hard feelings. Let’s jut leave it alone”.	Matt King: <i>“Dengar, Troy, pergilah ke teman-temanmu. Jangan tersinggung. Ayo tinggalkan dia sendiri.”</i>
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Complaint utterance is statement form even though the strategy is annoying. It caused by the feelings are not happy toward someone that invited communication. The condition is not comported to bring about expulsion as smoothly in avoiding of conflict. The translation method is idiomatic translation. There is a not sentence as literal but it used

idiom translation. On the other hand, it is like as no hard feeling that is translated be ‘no offence’ has different meaning with source language. Translator tries to understanding conversation context between the people are doing communication. It happened discomfort conversation and attitude of not pleasant to someone.

Data 4: (Place: Hotel, Minutes: 1: 04.04)

Negative statement, Strategy of Annoyance, Semantic Translation

English Version	Indonesian Version
Matt King : “I don’t get it. I don’t know what to do. These things she does. What goes on her head? You weren’t like that”. Alexandra King: “It’ll go away”.	Matt King: <i>“Aku tak mengerti. Aku tak tahu harus bagaimana. Hal-hal yang dia lakukan ini. Apa yang harus dipikirkannya? Kau tidak seperti itu.”</i> Alexandra King: <i>“Nanti juga takkan seperti itu”.</i>

The complaint utterance is statement that is not like to his young daughter attitude. The strategy is annoyance, because Matt feels confusion in that case. Communicator implicitly sends his complaint but he tries to avoid someone whom makes mistake. Translator used semantic translation. It could be seen from the phrase “what goes on her head” that translated *“Apa yang harus dipikirkannya.”* The translator has less

constraint because there is no effort to find congruence of word that is in TSu (source language) to TSa (target language). So, it is odd in the result of translation because the word does not have the appropriate meaning. Translator is more emphasize appropriateness and adaptation of meaning in conversation context that happened. In this section, the translator tries to understand the phrase from whole of story context.

Category III: Accusations

Strategy 4: Indirect Accusations

Data 5 : Place: Hospital, Minutes: 50.48

Questions, Indirect Accusation strategy, free translation

English Version	Indonesian Version
Alexandra : “What the f*ck is in your skull? A bunch of stupid pills?”	Alexandra : <i>“Apa yang ada di kepalamu? Sekotak pil bodoh?”</i>
Scottie : “Shut up, your motherless wh*re!” (To Alexandra)	Scottie : <i>“Diam, Kau pelacur piatu!” (To Alexandra)</i>

Sid	: “Whoa, whoa, easy there, half pipe”.	Sid	: “ <i>Whoa, whoa, tenanglah, anak kecil</i> ”.
Matt King	: Where’d you learn how to talk like that?”(To Scottie)	Matt King	: “ <i>Dimana kau belajar berkata seperti itu?”(To Scottie)</i>

Complaint utterance sent by communicator in question. Whereas the strategy is indirect accusations for the child saying that has sent implicitly. The communicator tries to determine listener as potential agent to receive complaint. The translator uses free

translation method. It could be seen from the result of translation that is soft like as no translate process. The translator find equivalent of word that is appropriate with the meaning want to deliver.

Data 6: Place: Matt’s Car, Minutes: 40.22

Question, Indirect Accusation strategy, Faithful translation

English Version	Indonesian Version
Matt King: “You little f*ck. Do you get hit a lot?” Sid: “I don’t know. I’ve had my share”. Matt King: “ Your friend is completely retarded. You know that, right? (To Alex) ”.	Matt King: “ <i>Kau bajingan. Kau pernah dipukul?</i> ” Sid : “ <i>Aku tak tahu. Aku sudah mendapatkan bagianku</i> ”. Matt King: “ <i>Temanmu benar-benar terbelakang, kau tahun itu? (Ke Alex)</i> ”.

The form of complaint utterance is question that refers to his daughter whereas the strategy is indirect accusation. Because there is the sentence from the partner that does not like and it is not polite. The translator uses

faithful translation. He/she brings up content of meaning from source language and it does not change term to explain accusation. So, the meaning can be delivered to the listener directly.

Strategy 5: Direct Accusations

Data 7: Place: School, Minutes: 3.59

Question, Direct Accusation strategy, faithful translation

English Version	Indonesian Version
Matt King : “ What’s matter with you showing those pictures of Mom for your art project? ” Scootie King : “I’m a Photographer Dad, a real Photographer”.	Matt King : “ <i>Ada apa denganmu, menunjukkan foto-foto ibumu untuk proyek senimu ?</i> ” Scootie King : “ <i>Aku seorang fotografer, yah. Fotografer yang sesungguhnya</i> ”.

The form of complaint utterance is question whereas the strategy is direct accusation it because the communicator conveys the question directly to the main problem that wants to discuss. It is about curious attitude.

The translator uses faithful translation. This method is like as odd or rigid when used. Because translator still maintains the structure in source language. He/she is having goals in order that the meaning of source

language is still using to find in target language.

Data 8 : Place: Hospital, Minutes: 48.33

Statement, Direct Accusation strategy, Semantic translation

English Version	Indonesian Version
Alexandra King: "How can you be so forgiving?" Matt King : "I'll be angry later, for now let's just think about the good parts and don't say that stuff in front of your sister. Don't spoil her for Scottie. Say something different".	Alexandra King: " <i>Bagaimana bisa kau menjadi begitu pemaaf?</i> " Matt King : " <i>Aku akan marah nanti. Sekarang ayo pikirkan tentang hal-hal baik. Dan jangan bilang begitu dihadapan adikmu. Jangan lakukan itu dihadapan Scottie. Katakan sesuatu yang berbeda</i> ".

The form of utterance is statement. The strategy of complaint utterance is direct accusations. Because the complaint happens when there is other action that influences complaineer self. He thinks that the sentence is danger for her daughter. The method is semantic translation. It can be shown from the word "stuff" that does not translate. It just uses '*Begitu*'. The word 'spoil' is translated

be 'Lakukan.' The meaning of that word does not put in source language. So, the translator involves some differenced to find equivalent word that is in source language to target language. This translation is odd to find the result of translation because these words do not know in target language. The translator just does adaptation of meaning in order that is to listen clear in her/his message.

Category IV: Blaming

Strategy 6: Modified Blame

Data 9: Place: Scott's House, Minutes: 36.59

Statement, Modified Blame strategy, Semantic translation

English Version	Indonesian Version
Matt King : "Yeah, Scott, I don't think so". Scott Thorson: ".....Maybe she wouldn't have gone in for those thrill sports. Maybe if you'd provided more thrills at home. And you Alexandra, putting your mother through hell when all she was trying to do was instill sense and dive in you. Shame on you, shame on you. You should try to be	Matt King : " <i>Scott, Menurutku tidak</i> ". Scott Thorson: " <i>.....Mungkin dia takkan seperti ini gara-gara olahraga mengerikan itu. Mungkin kalau kau menyediakan sensasi yang lebih di rumah. Dan kau, Alexandra, membuat ibumu sendiri dalam neraka. Saat hal yang ingin dia lakukan adalah menanamkan naluri kedalam dirimu, kau memalukan!kau</i> "

more like her, she was a good girl, good girl”.	<i>memalukan! Kau harus mencoba untuk lebih menjadi dia. Dia wanita yang baik, dia seorang wanita yang baik”.</i>
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The form of complaint utterance is statement. The strategy is Modified Blame, because, the complinee does not like the partner’s action. He considers be irresponsible of the feeling. Moreover, there was disappointment by complaine toward the condition that happened. The translator uses semantic

translation method. He/she thinks that the term ‘girl’ to refers the word ‘woman.’ It should use the word ‘woman.’ On the other hand, the word ‘girl’ refers to someone which is young. So that, the translator uses term be equivalent that word. Then the meaning delivered appropriate with context story.

Data 10 : Place: Beach, Minutes: 1:00.56

Statement, Modified Blame strategy, Literal translation

English Version	Indonesian Version
Matt King : “Hey, Scottie, what’s in your suit?”	Matt King : <i>“Hey, Scottie, apa yang ada didalam pakaianmu?”</i>
Scottie : “They’re my beach boobs”.	Scottie : <i>“ini payudaku (kemben)”.</i>
Matt King : “Take them out of there right now. Jesus! Alex. Why would you let her do that? You too Sid”.	Matt King : <i>“Keluarkan sekarang juga. Jesus. Alex, kenapa kau biarkan dia melakukan itu. Kau juga Sid”.</i>
Alexandra : “I don’t know. Take them out, stupid!” (To Scottie)	Alexandra : <i>“Aku tak tahu.keluarkan. bodoh!” (Ke Scottie)</i>

The form of complaint utterance is the statement that follows question. The strategy is modified blame. Because speaker does not like some action that did by his daughter and he express his anger using the word ‘jesus’. It used by him therefore his daughter cannot care her young daughter. The method of translation is literal translation. It is the process to find out equivalent of word that

will translate from source language to target language. Translator fins equivalent of word that will translate in order that is appropriate with target language. In other word, the translator uses equivalent of word that has the same meaning with the target language without consideration context of the word used.

Strategy 7: Explicit condemnation of the accuser’s action

Data 11: Place: Mark’s House, Minutes: 32.47

Question, Explicit condemnation of the accuser’s action strategy, literal translation

English Version	Indonesian Version
Mark : “But I stayed out of it, Matt. Anytime Kai talked about it, I walked away”.	Mark : <i>“Tapi aku tidak mau ikut campur. Setiap kali Kai ingin bercerita, aku pergi”.</i>
Matt King : “And you what? You probably egged her on. Add some drama to your life without any actual risk. Whom do you think you’re	Matt King : <i>“Dan kau juga? Mungkin kau mengomporinya, menambahkan drama dalam kehidupanmu tanpa tahu resikonya. Kau pikir</i>

protecting anyway? She doesn't need your protection. It's over. She's going to die".	<i>siapa yang kau lindungi Kai? Dia tak memerlukan perlindunganmu. Sudah berakhir. Dia akan mati".</i>
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The form of complaint uses question and statement. Whereas strategy is explicit condemnation of the accused's action. Because the communicator feels the partner is responsible for event that happened and does not like the partner's attitude. Method of translation is literal translation. Therefore,

process of translation is to find equivalent of word that will translate from source language to target language. In order that it is appropriate with target language and still maintains grammatical structure for target language.

Data 12: Place: Beach Club, Minutes: 16.52

Statement, Explicit condemnation of the accuser's action strategy, Semantic translation

English Version	Indonesian Version
Troy : "I told you Matt, there were lots of chops and holes that day. I told you hundred times. Ask anybody; what happened to her could happen to me. The ocean was brutal that day".	Troy : <i>"Sudah kubilang, Matt. Air pada hari itu sangat berombak. Sudah kubilang ratusan kali. Apa yang terjadi padanya juga bisa terjadi padaku. Maksudku lautan sangat brutal pada hari itu".</i>
Matt King : "You weren't supposed to be driving, Troy. She was supposed to be driving" .	Matt King : <i>"Seharusnya bukan kau yang memegang kemudi, seharusnya dia yang memegang kemudi "</i> .

The form of complaint utterance is explicit condemnation of the accused's action. It refers to the partner in conversation. The speaker thinks that partner's mistake is clear. The method of translation is semantic translation. Because it sees from the word 'supposed' that translates be '*memegang*'. The translator has less constraint and there is

not effort to find equivalent of word in the source language to target language. So, it feels odd in the result of translation. Therefore the word is not appropriate with literal meaning. Translator emphasizes appropriateness and adaptation meaning in conversation context.

DISCUSSION OF THE FINDINGS

Based on the analyzing of research above, the writer finds some complaint utterance. Those are form statement, question, and negative statement. Whereas, there are seven strategies of complaint are seven of it. Those are no explicit reproach, annoyance, indirect accusation, direct accusation, modified blame, explicit condemnation of the accuser's action. Analyze of complaint utterance strategy uses Trosborg's theory. In the theory, there are four categories complaint utterance and eight complaint utterance strategies. But, the writer

just finds four categories and seven complaint utterance strategies. The writer uses Newmark's theory to analyze method of translation. There are four methods that is orientation to source language and four methods refers to target language. The result of analysis, the writer finds faithful translation, idiomatic translation, semantic translation, free translation, and literal translation.

In adequacy, the research sometimes got some constraints to determine the method of

translation from source language to target language. However, the research can develop to practice about method translation that is useful for bilingual learning. The teacher can use media film as learning media for

translation subject, because it will give apart the interest for the students. As we know that the people like film. From that, we can learn everything.

CONCLUSION AND SUGGESTION

There are 12 data that have complaint utterance. The writer finds four complaint utterance translations that used semantic translation. Because there is using term and some expression to adapt meaning in story context. There are some constraints to choose equivalent of word translation. Of course, for translator is useful to maintain esthetic value in source text. It is still in the appropriateness language. Then, there are three faithful translations, two idiomatic translation, one free translation, and two literal translation.

For the teacher, film is media of learning that can be interest to the students. All of the

students like learning from audio visual. So that, the teacher can uses it in translation learning. For the next writer, there are many things that they should do if they want to analyze translation method of the complaints strategy. The first, they have to know speech act theory, what complaint is, the complaint strategy, and also recognize the complaint statement in the movie. If they want to analyze it from the movie or novel, they have to find out the movie or novel which consist many data related to the discussion.

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**AN ANALYSIS ON THE FUNCTION AND ACCURACY OF COORDINATE
CONJUNCTION AND IN TRANSLATING A NOVEL
CONFESION OF SHOPAHOLIC**

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ABSTRACT

*This research is about the function and the accuracy of coordinate conjunction **and** in translating a novel Confesion of Shopaholic. The purpose of this research are to describe whether the coordinate conjunction **and** in TL has same function or not in SL and to describe the accuracy in translating coordinate conjunction and that is not translated into dan. The research methodology used is descriptive method focusing on describing the function and the accuracy of translation in translating coordinate conjunction **and** and the theories used: the theory of coordinate conjunction in English and Indonesian, the function of coordinate conjunction **and** and the theory of accuracy. The finding of this research show when the coordinate conjunction **and** not translated into dan, the meaning of coordinate conjunction **and** remains the same in TL*

Key word: coordinate conjunction, and, accuracy

I. INTRODUCTION

Every language has different aspect. The examples are different system and structures. Therefore, the translation needs to understand to one language to another language. According to Newmark, translation is rendering the meaning of text into another language in the way that the author intended the text (5). It means that translation is an activity of replacing textual of sources language to equivalent textual of target language.

Based on Barnwell, to make a good translation the translator should deal with the accuracy, clarity and naturalness (15). It means that in reproducing good translation, the translator should concern with accuracy, clarity and naturalness. According to Barnwell, accuracy means correct exegesis of the source message, and transfer of meaning of that message as exactly as possible into

receptor language (15). Accuracy in translating a target text should be close as possible to the meaning of sources text so that the reader will understand the author's aim. The example of an accurate translation:

SL: The fish they call Gede it is black and white

TL: Ikan yang di sebut gede adalah belang-belang. Belang-belang itu adalah hitam dan putih (Larson 486).

Based on Larson, translation above is not accurate because the addition of word *belang-belang* is not proper by the text. It is uncommon information because there is no background information stated about *belang-belang*. That translation is not as close as possible to the meaning of the sources text. Therefore, the accurate translation is state below:

TL: *Ada sejenis ikan yang di sebut Gede, ikan itu berwarna hitam dan putih.(accurate translation)*

In attempting to produce an accurate translation, translator may find some problem. One of the problems is in translating of coordinate conjunction into Indonesian language that will have a several meaning. Forexample, coordinate conjunction **and** when it is translate into Indonesian language will translate became *dan* but can also became *untuk, serta, kemudian* and *tetapi*. Therefore, in translating coordinate conjunction, the translator should pay attention with the meaning of coordinate conjunction in sources text.

Celce Murcia and Larsen Freeman state that coordinate conjunction is the process of combining two constituents of the same type to produce the large constituent of the same type (461). It means that conjunction use to combine constituent. One of the coordinate conjunctions used to combine constituent is **and**. According to Quirk et al., coordinate conjunction **and** is the most general meaning and use (930). Coordinate conjunction **and** is regarded as having a small number of semantic relationship between the clauses connected. Coordinate conjunction **and** is allowed to translate into Indonesian coordinate conjunction of *dan, serta, lalu* and *untuk*.

This research is done to find the function of coordinate conjunction **and** and whether the translation is accurate. According to Quirk et al., the use of coordinate conjunction **and** is to show result, sequences, contrast, concession, conditional, similarity, addition, and comment

or explanation (930). The example is as follows:

SL : He heard an explosion and he phoned the police.

TL: *Dia mendengar ledakan kemudian menelpon polisi.*

The coordination conjunction **and** has a function as result. It is to show the result of activity that the subject did after he heard an explosion. The word *kemudian* has same function as the coordinate conjunction **and** to show the result of activity that the subject did in the next activity.

The main source of data in this research is taken from a novel. The reason for choosing a novel as the main sources of data is because the coordinate conjunction **and** are common in this novel. The novel chosen as the main sources of data is *Confession of Shopaholic* by Sophie Kinsella published by Batam Dell 2001.

The statements of problems that the writer found are as a follow,

- 1 .Is coordinate conjunction **and** in target language has the same function as in the source language in a translated novel *Confession of Shopaholic* by Shopie Kinsella,
2. Is the translation of coordinate conjunction **and** in novel *Confession of Shopaholic* by Sophie Kinsella translated accurately if it is not translate into *dan*?

II. THEORETICAL FRAMEWORK

This chapter explains the theory of Coordinate Conjunction **and** both in English and in Indonesian, the function of Coordinate conjunction by Quirk, et al. and the quality of translation whether the translation is accurate by Barnwell theory.

A. The Theory of Coordinate Conjunction in English

According to Murcia and Freeman, conjunction or coordination is the process of combining two constituents of the same type to produce the larger constituent of the same type (461). Therefore, Conjunction is the inflection word used to link words. Coordinate conjunction consists of **for, and, nor, but, or, yet**. The Coordinate conjunction **and** is the most common signal used to conjoin.

They also stated that there are 10 constituents that coordinating conjunction **and** may conjoin (462).

1. (Noun + Noun)
Example: [bread] **and** [butter]
2. (Noun phrase + Noun phrase)
Example: [the bread] **and** [the butter]
3. (Adjective + Adjective)
Example: [big] **and** [strong]
4. (Adjective phrase + Adjective phrase)
Example: [very big] **and** [extremely strong]
5. (Verb + Verb)
Example: quickly [run] **and** [hide]
6. (Verb phrase + Verb phrase)
Example: [run fast] **and** [hide quickly]
7. (Prepositional phrase + Prepositional phrase)
Example: [over the field] **and** [into the trees]
8. (Adverb + Adverb)
Example: [neatly] **and** [effectively]
9. (Adverbial phrase + Adverbial phrase)
Example: [very neatly] **and** [rather Effectively]
10. (Sentences + Sentences)
Example: [She got in the pool] **and** [she began to swim]

B. The Theory of Coordinate Conjunction In Indonesian

According to Chaer, coordinate conjunctions are words that join words equal status and function in a sentences. It is to conjoin words with words, clauses with clauses, sentences with sentences (176). There are some coordinate conjunction that formally used in Indonesian language such as: *dan* (*and*), *serta* (*togethers with*), *atau* (*or*), *tetapi* (*but*), *melainkan/kecuali* (*exept*), *sambil* (*while*), *lagi* (*more*), *lalu* (*then*), and *kemudian* (*afterwards*)

a. Word with Word

1. Joining two nouns or noun phrases

Example: - *Ibudan* Ayah pergi ke Bogor
- *Kakeksertanenekakandatang*

Minggu depan.

2. Joining two adjectives

Example: - *Anak itu pandai dan rajin*

- *Kaya atau miskin di hadapan*

- *Tuhan tak ada bedanya.*

3. Joining two verbs

Example: - *Mereka makan dan minum di kelas.*

- *Bunga itu di petik lalu*

diberikan kepada saya.

b. Clauses with Clauses.

Example:

- Kami bekerja keras memperbaiki tanggul yang jebol itu, **sedangkan** mereka berdua duduk-duduk saja berpangku tangan.
- Dinasehati baik-baik bukannya menurut, **malahan** dia melawan kita

c. Sentences with Sentences

Example:

- *Anak itu memang nakal. Bahkan ibunya sendiri pernah ditipunya*
- *Sejak kecil dia kami asuh, kami didik, dan kami sekolahkan. Namun, setelah dewasa dan jadi orang besar dia lupa kepada kami.*

According to Chaer, the function of the coordinate conjunction that join word, clause, and sentences that is on a equal. The Coordinate conjunctions can be subdivided into (176-177):

- a. **Ordinary Combine**, such as conjunction *dan*, *dengan*, *juga*, *serta* and *sambil*.

Example: *Dia menggeleng dan menyatakan "tidak" sertamemalingkan mukanya.*

- b. **Choices**, such as conjunction *atau*

Example: *Bagi saya makan nasi atau roti tidak menjadi masalah*

*sewaktu dia berusia empat tahun. **Jadi**, sejak kecil dia sudah menjadi yatim piatu*

- c. **Contrast**, such as conjunction *tetapi, namun, sedangkan* and *sebaliknya*.

Example: *Ayahnya menjadi dokter di Puskesmas, **sedangkan** ibunya menjadi bidan di klinik bersalin*

- d. **Merge Fix**, such as conjunction *melainkan* and *hanya*

Example: *Kami bukan mengejek, **melainkan** mengatakan apa adanya*

- e. **Combined to Strengthen**, such as conjunction *bahkan, malah (malahan), lagipula, apalagi, andjangan*.

Example: *Sekeluar dari penjara, dia tidak bertaubat. **Malahan** makin menjadi jahatnya*

- f. **Bounded**, such as conjunction *kecuali*, and *hanya*

Example: *Kami semua sudah makan, **kecuali** Siti dan Ida*

- g. **Express provisions or explanation combine**, such as *yang*

Example: *Rumah **yang** baru dibangun sudah hancur lagi.*

- h. **Chronological**, such as *lalu, kemudian* and *selanjutnya*.

Example: *Ditangkapnya bola itu, **lalu** dilemparkannya kembali kepada anak-anak itu*

- i. **Equate**, such as conjunction *yaitu, yakni, bahwa, adalah* and *ialah*

Example: *Paman menjabarkan kepada kami **bahwa** beliau akan dating minggu depan*

- j. **Result**, such as conjunction *jadi, karena itu, oleh sebab itu* and *sehingga*.

Example: *Ibunya meninggal ketika ia berumur dua tahun. **Ayahnya** meninggal*

C. The Function of Coordinate Conjunction And

According to Quirk et al., coordinate conjunction **and** have different function and meaning (930). The different function and meaning depends on the preceding sentences. There are eight functions of the coordinate conjunction **and**.

1. The function as a result or reason

The function of coordinate conjunction **and** is as result or reason if the event in the second clause is consequence or result of the event in the first clause (qtd. In quirk 930). The adverbial of result and reason are *so, consequently* and *because* Example is He heard an explosion **and** he (therefore) phoned the police.

2. The function as sequences

The function of coordinate conjunction **and** is as sequences if the event in the second clause is chronologically sequent to the event in the first clause (qtd. In quirk 930). The adverbials of sequence are *so, next, now, after...then*. Example is I washed the dishes **and** (then) I dried them

3. The function as Contrast

The function of coordinate conjunction **and** is as contrast if the second clause introduces a contrast (**but** could also be used). The adverbials of contrast are *although, even, and though* (qtd. In quirk 931). Example is Robert is secretive **and** (in contrast) David is candid

4. The function as Concession

The function of coordinate conjunction **and** is as concession if the second clause introduces an element of

surprised in view of the content of the first clause. The adverbial of concession is *yet* (qtd. In quirk 931). Example is She tried hard **and** (yet) she failed

5. The function as Conditional

The function of coordinate conjunction **and** is as conditional if the first clause is a condition of the second. The adverbials of conditional are *or* and *then* (qtd. In quirk 931). Example is One more word for you, **and** (or) I phone the police

6. The function as Similar

The function of coordinate conjunction **and** is as similar if the second clause makes points similar to the first clause. The adverbial of similar is *similarly* (qtd. In quirk 932). Example is A trade agreement should be no problem, **and** (similarly) a cultural exchange could be easily arranged.

7. The function as Addition

The function of coordinate conjunction **and** is as addition if the second clause is pure addition to the first clause. The adverbial of addition is *also* (qtd. In quirk 932). Example is He has long hair **and** (also) he often wears jeans.

8. The function as Comment or Explanation

The function of coordinate conjunction **and** is as comment or explanation if the sentences in which the second clause adds an appended comment or explanation of the first clause (qtd. In quirk 932). Example is They dislike John—**and** that's not surprising in view of his behavior.

D. The Quality of Good Translation

According to Barnwell, there are three most important qualities of a good translation (15). They are accuracy, clarity, and naturalness.

1. Accuracy

According to Barnwell, accuracy means correct exegesis of sources message and transfer of the meaning of that message as exactly as possible into the receptor language (15). This faithfulness to the original includes both form and meaning. Accuracy also means a translation that should not translate literally from their language. Therefore, the translator should observe how the target language speakers use the vocabulary in their own languages and study the words in context. Moreover, the translator do not have to be satisfied just to know the primary meanings of new words but should keep on adding to his or her control of the word by further observations of its use. "Accuracy does not only regard to the information contained in the sources text, but also the level of emotion. "It should not be less as well as more emotive than the original" (Loewen, 1980:31).

The example is as follows:

SL: He hold scrap wood for **living**.

TL: *Sehari hari dia menjual potongan kayu untuk mendapatkan uang.* (Reader's Digest Magazine)

2. Clarity

Barnwell stated that clarity means that the translation of text should be able to express the idea communicatively for the intended reader to understand (15). This condition occurs because there may be several different ways of expressing an idea. Then one has to choose the way that communication must clearly. That way makes ordinary people understand. Though translator would be so faithful to the original in doing translation, he should not leads the readers to a bias meaning.

The example is as follows:

SL: I was teaching people computer **programming** in New Delhi and just spent \$800 on my first home PC.

TL: *Saatitusayamengajarilmu computer di New Delhi danbarumembeli computer PC pertama saya dengan harga \$800 dollar.*

(Reader's Digest Magazine)

3. Naturalness

According to Barnwell, Naturalness is use of the natural form of the receptor language, if the translation is to be effective and acceptable, he should know that a translation should not sound foreign (15).

The example is as follows:

SL: Though the parents realize that two girls **growing up** in the White House are role models to millions of kids.

TL: *Kendatimenyadaribahwaanak-anak yang tengah beranjak remaja di Gedung putih merupakan figure contoh jutaan anak lain.*
(Reader's Digest Magazine)

III. RESEARCH METHODOLOGY

A. Method

This research uses the descriptive method because the objective is to describe the function and the accuracy of translation in translating coordinate conjunction **and**. According to Kumar, descriptive researches attempts to describe a situation, problem, phenomena, service or program, provides information about, say, the living conditions of a community and describe attitudes towards an issue (9).

B. Data

Data are taken from the Novel of "Confession of a Shopaholic" by Sophie Kinsella published in February 2001. The novel contains 23 chapters, presented in 348 pages. Besides that, the data are taken from translation of novel Confession of Shopaholic. That is *Pengakuan Si Gila Belanja* translated by Ade Dina Silarlaki published in August 2007. In this novel, there are 72 data the coordinate conjunction **and** not translated into *dan*. The writer analyses 16 coordinate conjunction **and** in chapter IV Discussion and 66 data put in appendix.

1. Data Collection

The procedures in collecting the data are as follows:

- Reading the data source
- Identifying the coordinate conjunction **and** in novel titled Confession of Shopaholic by Sophie Kinsella and its translation *Pengakuan Si gila Belanja* translated by Ade Dina Silarlaki
- Underlining the data used in this research.
- Listing the coordinate conjunction **and** that is not translated into *dan*.

2. Data Analysis

The function of the coordinate conjunction **and** is analyzed based on Quirk, et al and the Indonesian translation of **and** are still accurate or not after its translation based on Barnwell theory.

IV. DISCUSSION

This chapter contains analysis of the data collected from the data source Confession of Shopaholic and its translated version *Pengakuan Si Gila Belanja*. This chapter is based on the research problem stated in the previous chapter. The function and the accuracy that the translator used in translating the coordinate conjunction **and** is analyzed already. In this chapter, there are 16 data analyzed. The study discusses the coordinate conjunction **and** that is not translated into *dan*.

Data 1

Situation

Becky was in the office. She remembered that today was the time to receive the VISA bill. She was scared about the bill which might be over limit. Before she opened the VISA bill, she recalled what she bought by her VISA card. She bought some new solution, a cute case and some hypoallergenic eyeliner.

- SL: I had to buy some new solution and a cute case **and** some hypoallergenic eyeliner. (p. 6)
- TL: *Aku juga harus membeli cairan pembersih yang baru dan kotak mungil **serta** eyeliner anti alergi.* (p.14)

In SL, there are two coordinate conjunction **and** that conjoin three nouns; some new solution, a cute case and some hypoallergenic eyeliner. The function of both coordinate conjunctions is as addition. The first coordinate conjunction **and** is to conjoin two nouns; some new solution and a cute case. The second coordinate conjunction **and** is to conjoin a cute case and some hypoallergenic eyeliner. The second coordinate conjunction **and** is not translated into *dan* anymore like in the first coordinate conjunction, but it is translated into *serta*. According to *Cambridge Advance Learner's Dictionary*, coordinate conjunction **and** can mean **also**. It is used to join two words, phrases, parts of sentences or related statement together (48). Based on Quirk et al, the functions of coordinate conjunction **and** are as result, sequences, contrast, concession, conditional, similarity, addition and comment or explanation. In this data, the function of coordinate conjunction **and** is as addition. Becky adds another thing that she buys. That is *some hypoallergenic eyeliner*. In the TL, the coordinate conjunction **and** is translated into *serta*. The word *serta* is used to conjoin two nouns; *kotak mungil and eyeliner anti alergi*. According to *Kamus Besar Bahasa Indonesia*, the word *serta* is a particle that means *dan* (1052). According to Chaer, the word *serta* has function as an ordinary combination and it is used in the last addition of the activity. It is to combine the last thing that Becky bought. First, Becky bought some new solutions. Second, she bought a cute case. The last thing that Becky bought is some hypoallergenic eyeliner.

The function of coordinate conjunction **and** (SL) and *serta* (TL) is similar. That is as addition of the noun. The translator chooses the conjunction *serta*. The word *serta* is the accurate word in TL. It is to avoid repeating the word *dan*. In addition, the word *serta* is

used for naming the last thing, which is some hypoallergenic eyeliner. Therefore, the word *serta* is accurate conjunction in the TL for transferring the meaning into TL. It is to show the last thing that Becky bought.

Data 2

Situation

When Becky is on the way to attend press conference, she has to buy the Financial Times newspaper. Financial Times newspaper is the essential stuff to purchase.

- SL: There's just one essential purchase I have to make on the way to press conference—**and** that's the Financial Times. (p.13)
- TL: *Ada satu hal yang perlu sekali kubeli dalam perjalanan menuju konferensi pers—**yaitu** Koran Financial Times.* (p.24)

This sentence has an interpretation. Becky wants to add information and gives more explanation about the essential stuff which she bought on her way to attend the press conference. The essential stuff is Financial Times. In the SL, the coordinate conjunction **and** is used to join two sentences. They are *There's just one essential purchase I have to make on the way to press conference*, and *that's the Financial Times*. According to *Meriam Webster's Collegiate Dictionary*, the coordinate conjunction **and** is used as a function word to express logical supplementary explanation (43). Based on Quirk et al, the function of coordinate conjunction **and** is as Explanation. It explains the Financial Times newspaper is the essential stuff that Becky bought. In TL, coordinate conjunction **and** is translated into *yaitu*. The word *yaitu* is used to conjoin two sentences; *Ada satu hal yang perlu sekali kubeli dalam perjalanan menuju konferensi pers*, and *Koran Financial Times*. In *Kamus Besar Bahasa Indonesia*, *yaitu* is a conjunction used to explain the sentences spelling more detail. It

has similar meaning to the word *yakni*. Based on *Chaer*, the function of word *yaitu* is to combine equate. It is used to specify a sentence details. The word *yaitu* explains what the essential stuff that Becky should buy before attending the press conference is.

The function of coordinate conjunction **and** (SL) and *yaitu* (TL) is as explanation of the first sentences. Based on accuracy, the word *yaitu* in TL is accurate because the word *yaitu* has function as an explanation and a link between two sentences. The word *yaitu* is used to clarify the second sentences, *Financial Times*. The *Financial Times* is a magazine that Becky should purchase before attending to the conference.

Data 3

Situation

Becky goes to Denny and George shop. She is interested in entering the shop because the shop has a sale. Becky usually only looks around the shop, goes to the Accessorize shop, and buys something in Accessorize shop. Those are done to cheer her up. The price in Denny and George shop is very expensive. Therefore, Becky avoids shopping in Denny and George shop

SL: Usually what happen is, I spend half an hour lusting after scarves in Denny and George, then go off to Accessorize **and** buy something to cheer myself up. (p.15)

TL: *Biasanya yang kulakukan adalah melewati setengah jam menatap syal-syal Denny and George dengan penuh nafsu, lalu pergi ke Accessorize untuk membeli sesuatu guna menghibur diri.* (p. 27)

In the SL, the coordinate conjunction **and** unites two verbs. They are *go off* and *buy*. Becky does three activities. The activities are *spend a half an hour lusting after scarves in Denny and George*, *go off to Accessorizes* and *buy something*. According to *Meriam Webster's Collegiate Dictionary*, the coordinate conjunction **and** is used as function word to indicate addition especially of items

within the same class (43). Based on *Quirk et al*, the function of coordinate conjunction **and** is an addition of second activity, *go off to Accessorizes* and third activity, *and buy something to cheer myself up*. In the TL, the coordinate conjunction **and** is translated into *untuk*. Based on *Kamus Besar Bahasa Indonesia*, the word *untuk* is preposition to express purpose or intent (1249). According *Chaer*, the function of word *untuk* is a preposition that conjoin sub clause to main clause in complex sentence. Furthermore, it explains Becky's purpose in entering to Accessorize shop. Therefore, there is different function between SL and TL.

Although, there is difference function between coordinate conjunction **and** (SL) and *untuk* (TL), the translation is still accurate when it is translated into *untuk*. The word *untuk* emphasizes Becky's purpose of going to Accessorize shop. Buying something in Accessorize shop is done by Becky just to cheer her up because she can not buy anything in Denny and George shop. Therefore, translating the coordinate conjunction **and** into *untuk* makes the meaning of the sentences connected well.

Data 4

Situation:

Becky looks at the scarf and wants to buy it. Unfortunately, she does not have enough money to buy. In the evening, she comes back again to buy the scarf asked the sales girl before to keep it until 6 pm. Finally, the sales girl of the shop gives the scarf to Becky.

SL: She slides it into a thick glossy bag with dark green cord handles **and** hands to me. (p. 29)

TL: *Ia menyelipkannya ke dalam kantong tebal mengkilap dengan pegangan berwarna hijau tua, lalu menyerahkannya padaku.* (p. 47)

In SL, the coordinate conjunction **and** unites two verbs. They are *slides* and *hands*.

Based on *Cambridge Advance learner's dictionary*, **and means then**, used to join two parts of sentences, one part happening after the others parts (48). Based on *Quirk et al*, the function of coordinate conjunction **and** is as chronological sequences because the data shows the sequent activity done by Sales girl. There are two activities done by sales girl. The activities are *slides the thing into a thick glossy bag* and *hands it into Becky*. In TL, the coordinate conjunction **and** is translated into *lalu*. The word *lalu* is to combine two verbs *menyelinap* and *menyerahkan*. According to *Kamus Besar Bahasa Indonesia*, the word *lalu* means **then**, used to join two part of sentences, one part happening after the other parts (629). Based on *Chaer*, the function of the word *lalu* is as chronological sequences. Therefore, the function of coordinate conjunction **and** (SL) and *lalu* (TL) is same. That is as chronological sequences.

The translator does not translate coordinate conjunction **and** into *dan*, but it is translated into *lalu*. It is because the word *lalu* has same function with the word **and** in the context of data. The function is as the chronological sequences. It is to emphasize what is the next activity done by Sales Girl. The next activity done by Sales Girl after sliding the scarf into a thick glossy bag is handling the scarf to Becky. Hence, the word *lalu* is accurate word to transfer the meaning of the message in TL. In this case the word *lalu* is translated to show the activity chronologically done by sales girl

Data 5

Situation

Becky and Suze are in her apartment. They talk to each other after doing all activity in outside. Then, Suze asks Becky's relationship with James. She could not believe that their love relationship ended. Then, Becky explains to Suze what makes their love relationship ended. It happened in their third dating. They were in his room after having a dinner. When they were kissing, James reached down and brushed Becky aside. Becky thought James wanted to play games with her, therefore Becky carried on, even more enthusiastic.

SL: When he reached down and brushed me aside I thought he was playing games, and carried on, even more enthusiastically. (p.36)

TL: Waktu ia menggapai ke bawah dan menepis tanganku, kupikir dia ingin bermain-main, jadi kuteruskan aksiku dengan lebih bersemangat. (p.53)

There are two coordinate conjunctions **and** in this data. The first coordinate conjunction **and** is to unite two verbs. They are *reached down* and *brushed*. Then, the second coordinate conjunction **and** are to unite two verbs. They are *playing* and *carrying*. This analysis concerns with the second coordinate conjunction **and** because in TL the coordinate conjunction is not translated into *dan*. Based on *Cambridge Advance Learner's Dictionary*, the second coordinate conjunction **and** means **then** used as result (p.48). According to *Quirk et al*, the function of coordinate conjunction **and** is as result of an activity done by Becky after she thinks Philip wants to play games with her. Then she carries on. It is even more enthusiastic. In TL, the translator translates the coordinate conjunction **and** into *jadi*. The word *jadi* is used to unite two verbs. They are *bermain-main* and *meneruskan aksiku*. Based on *Kamus Besar Bahasa Indonesia* the word *jadi* means *menjadi* (.448). *Chaer* states that the function of word *jadi* is as a result of an activity. In this case, it is to show the result activity done after Becky thinks that Philip wants to play a game with her. Therefore, the coordinate conjunction **and** (SL) and *jadi* (TL) is similar. That is as a result.

Based on the accuracy principle, the word *jadi* is accurate to be a result of translating coordinate conjunction **and**. It is because the word *jadi* has function as a result for emphasizing the result of an activity that Becky does. Becky will do an activity after she thinks Philip wants to play with her. Therefore, the meaning of translation in TL is transferred well for clarifying the result activity done by Becky.

Data 6.

Situation

When Becky arrives at her parent's house, they have a discussion. Becky's father is halfway up a stepladder in the garden and poking at the gutter. Becky's mother is sitting at the wrought-iron garden table, leafing through a Past Times catalogue.

SL: Dad is halfway up a stepladder in the garden, poking at the gutter on the side of the house, **and** Mum is sitting at the wrought-iron garden table, leafing through a Past Times catalogue. (p.44)

TL: *Dad sedang bertengger di atas tangga di kebun dan mengorek-ngorek talang samping rumah, sedang Mum duduk di meja besi tempa sambil membalik-balik catalog Past Times.* (p.65)

In SL, the coordinate conjunction **and** in this data unites two simple sentences. There are *Dad is halfway up a stepladder in the garden, poking at the gutter on the side of the house* and *mom sitting at the wrought-iron garden table, leafing through a Past Times catalogue*. There are two subjects do the activity in the same time. They are *Dad* and *Mum*. According to *Merriam Webster Collegiate Dictionary*, the coordinate conjunction **and** used as function word to express logical modification, antithesis (43) Based on *Quirk et al*, the function of coordinate conjunction **and** is as contrast. There is a contradiction among two subjects doing the activity at the same time. It appears from these sentences; *Dad who is doing halfway up a stepladder in the garden, poking at the gutter on the side of the house* and *mom is sitting at the wrought-iron garden table, leafing through a Past Times catalogue*. For this reason, in TL, the translator translates the coordinate conjunction **and** into *sedang*. The word *sedang* is used to unite two sentences. They are *Dad sedang bertengger diatas tangga di kebun dan mengorek-orek talang pintu depan* and *Mum duduk di meja besi tempat sambil membalik-balik catalog Past*

Times. According to *Kamus Besar Bahasa Indonesia*, the word *sedang* is particle. The meaning is as the word *sedangkan* used to show against. Based on *Chaer*, the function of *sedang* is as contrast to show the contrast activity. The function of coordinate conjunction **and** (SL) and *sedang* (TL) is same. That is as contrast.

The word *sedang* is accurate word to show the contrast activity done by two subject. They are *Dad is halfway up a stepladder in the garden* and *Mom is sitting at the wrought-iron garden table, leafing through a Past Times catalogue*. Therefore, the meaning of that message is transferred as exactly as possible into the TL for showing the contrast activity done by two subjects in the same time.

Data 7

Situation

Becky and her mom go to Bazaar. On the way out, they pass one of the those really sad stalls which no one goes near. Becky looks the poor guy behind it. Becky looks really sorry for him. Becky pauses to have a look. No wonder no one enters this stalls. The man, shopkeeper, sells weird-shaped wooden bowls, and matches wooden cutlery. Becky picks one of the bowls up. When Becky goes to put it back down again, the man looks so doleful. She feels sorry to him and turns it over to look the price. If it is a fiver, she will buy it. Unfortunately, the price is so expensive for weird-shaped wooden bowls.

SL: But as I go to put it back down again, he looks so doleful I feel sorry for him **and** turn it over to look at price, thinking of it's a fiver I'll buy it. (p.50)

TL: *Tapi ketika aku meletakkannya kembali, pria itu tampak begitu murung sehingga aku membalikkannya untuk melihat harganya, kupikir kalau murah biar kubeli.* (p.73)

In SL, the coordinate conjunction **and** unites two verbs; *feel sorry* and *turn it*. This sentence has interpretation that is the face of the man, shopkeeper, is sad after Becky put bowl back to the bowl. The sadness face from the man makes Becky turn it over to bowl. According to *Cambridge Advance Learner's Dictionary*, the coordinate conjunction **and** means **then** used as result (48). Based on *Quirk et al*, the function of coordinate conjunction is as result to show the result activity of turning the bowl over. It is done by Becky in order not to make the man sad any longer. In TL, coordinate conjunction **and** is translated into *sehingga*. According to *Kamus Besar Bahasa Indonesia*, the word *sehingga* is particle, conjunction to indicate the result (1011). According to *Chaer*, the function of word *sehingga* is as a result to indicate the result activity done by Becky. The functions of coordinate conjunction **and** (SL) and *sehingga* (TL) is similar. That is to show the result activity.

In terms of from the accuracy, the word *sehingga* is an accurate word to be a result of translating coordinate conjunction **and** in TL. It is because the function of word *sehingga* is the same as in SL for showing the result activity done by Becky. The result is Becky turns the bowl over for making the man not being sad. Then she make the man thought that she would buy this bowl by turning it over. Therefore, translating the coordinate conjunction **and** into *sehingga* makes the meaning of the sentence in TL is connected well. That is to emphasize the result activity carried out by Becky.

Data 8

Situation

Becky wants to get the heated roller set as the prize of her point shopping card for her grandma. She can get it free if her shopping card has 1800 point. In fact, she has only 1653 point. Therefore, she does not get the roller heat set for free.

SL: What happened in fact was, I'd already built up 1,653 points—**and** I

needed 1,800 to buy her a heated roller set. (p. 67)

TL: *Sebetulnya yang terjadi adalah, aku sudah punya 1653 poin—**padahal** dibutuhkan 1800 poin untuk membeli alat pengeriting.* (p. 94)

In SL, the coordinate conjunction **and** in this data unites two sentences. They are *What happened in fact was, I'd already built up 1,653 points* and *I needed 1,800 to buy her a heated roller set*. These two sentences have interpretation. That is Becky has already accumulated 1,653 points but actually she needs 1,800 points to buy a heated roller set. According to *Meriam Webster's Collegiate Dictionary*, the word **and** used as function word to indicate addition especially of items within the same class (43). In SL, the use of coordinate conjunction **and** aims is to give more information about the first sentence. Based on *Quirk et al*, the function of coordinate conjunction **and** in this sentence is as addition. The sentence *I needed 1,800 to buy her a heated roller set* describes the first sentence. In TL, the coordinate conjunction **and** is translated into *padahal*. The word *padahal* is used to unite two sentences; *aku sudah punya 1653 poin* and *dibutuhkan 1800 poin untuk membeli alat pengeriting rambut*". According to *Kamus Besar Bahasa Indonesia*, the word *padahal* is the conjunction to indicate a contradiction between the parts bundled. Based on *Chaer*, the word *padahal* has a function as contrast. The coordinate conjunction *padahal* shows the contrast activity between the first sentence and the second sentence.

There are different functions between SL and TL. In SL, coordinate conjunction **and** has function as an addition but in TL, it has function as contrast. The translator translates the coordinate conjunction **and** into *padahal*. The word *padahal* is the accurate word because the word *padahal* has function as contrast to elaborate contrast activity that Becky should have for getting the free heated roller set. Therefore, the word *padahal* is accurate word as a result of translating coordinate conjunction **and**.

Data 9

Situation

Becky prepares her own sandwich. She looks very happy because she can save her money by making own sandwich. She wondered why the people should enjoy a sandwich with the purchase. Why do not they create by themselves? Making sandwich is as easy as making curry.

SL: Look how cheap and easy it is to make your own. **And** it's the same with curries. (p.78)

TL: *Lihatlah betapa murah dan mudahnya membuat sandwich sendiri. **Begitu juga** dengan masakan kari.* (p.108)

In SL, the coordinate conjunction **and** unites two sentences; *Look how cheap and easy it to make your own* and *It is the same with curries*. These sentences have interpretation. Becky thinks that home made sandwich and curries is easy to do and need low cost. According to *Cambridge Advance Learner's Dictionary*, coordinate conjunction **and** can mean **also**, that is used to join two words, phrases, parts of sentences or related statement together (48). Based on *Quirk et al*, the function of coordinate conjunction **and** is as addition. It is to add Becky's opinion about the two kinds of food, sandwich and curries. Those are easy to make. In TL, the coordinate conjunction is translated into *begitujuga*. The word *begitujuga* is to unite two sentences. They are *Lihatlah betapa murah dan mudahnya membuat sandwich sendiri* and *dengan masakan kari*. According to *Kamus Besar Bahasa Indonesia*, the word *begitu* means *demikian itu, seperti 2 itu* (121). Then, According to *Kamus Besar Bahasa Indonesia*, *juga* means equal or a similar case with the other (479). According to Chaer, the function of word *juga* is as addition. The function between coordinate conjunction **and** (SL) and *begitu juga* (TL) is similar. It is as an addition.

The translator chooses the word *begitujuga* because the word *begitujuga* is accurate word to be a result of coordinate conjunction **and**. The word *begitujuga* is put to make an emphasis in the sentences. The emphasis is making curry is as easy as making sandwich. Therefore, translating the coordinate conjunction **and** into *begitujuga* makes the meaning of the sentence in TL is connected well. That is to add information about another food which is easily made beside curry.

Data 10

Situation

Becky is in the museum. After she buys the season ticket by her VISA card, she enters the museum. She looks a little map, peers at each exhibit, and carefully reads all the little card

SL: I look at my little map, and peer at each exhibit, **and** carefully read all the little cards. (p.102)

TL: *Aku melihat peta kecilku, lalu menengok setiap benda yang dipamerkan, **dengan** cermat membaca semua kartu kecil itu.* (p.139)

The second coordinate conjunction **and** in SL unites two verbs; *peer* and *read*. These sentences have interpretation. That is after Becky enters the museum, she looks a little map then peers at each exhibit and reads a little card carefully. According to *Meriam Webster's Collegiate Dictionary*, the word **and** is used as function word to indicate addition especially of items within the same class (43). Based on *Quirk et al*, the function of the coordinate conjunction **and** is as an addition. It is to add the second activity to the first activity done by Becky. First is *Becky peer at each exhibit* and the seconds is *Becky read the little card*. In TL, the second coordinate conjunction **and** is translated into *dengan*. The word *dengan* is to unite two

verbs; *dipamerkan* and *cermat*. According to *Kamus Besar Bahasa Indonesia*, the word *dengan* used to explain how the enactment or the occurrence. It can mean *beserta*, *sambil*, *seraya* (251). According to Chaer, the word *dengan* has function as an ordinary combination two activities done by Becky. The activities are *Becky peer at each exhibit* and *Becky read the little card*. The function of coordinate conjunction **and** (SL) and *dengan* is similar. The function is as addition.

The coordinate conjunction **and** in TL is translated into *dengan*. Based on accuracy, the word *dengan* is accurate word that has function as an addition of information. The word *dengan* emphasizes the reader when Becky peers at each exhibit; she looks the little card in each exhibit and read it carefully. Therefore, translating the coordinate conjunction **and** into *dengan* makes the meaning of the sentences in TL is connected well. In addition, it is accurate because the word *dengan* is used to show addition information that Becky does after Becky peer at each exhibition then reads all the little card.

Data 11

Situation

Becky is in the museum. She looks around in the museum. Actually, Becky is not interested in going to museum. This activity is done only to cut down her shopping habit. Becky's Visa card is over limit. Then, suddenly when she glimpses something through a metal grille and stops dead with shock, in front of the museum, she notices there is shop selling the groceries. Her desire of shopping suddenly appears.

SL: When I glimpse something through a metal grille **and** stop dead with shock. (p.103)

TL: *Ketika sekilas aku melihat sesuatu di balik jeruji besi yang membuatku tersentak kaget.* (p.141-142)

In SL, the coordinate conjunction unites two verbs; *glimpse* and *stop*. This data has interpretation. That is when Becky glimpses something through a metal grille, Becky stops dead with shock. What make Becky stop dead with shock it is because of something through a metal grille. According to *Meriam Webster's Collegiate Dictionary*, the coordinate conjunction **and** used as a function word to express logical supplementary explanation (43). According to Quirk, et al, the function of coordinate conjunction **and** in this data is Explanation. It explains the situation described in the previous sentence. The second sentences explains what Becky does in the first sentences, *Becky stops dead with shock after she glimpses something through a metal grille*. Therefore, the translation translates the coordinate conjunction **and** into *yang*. According to *Kamus Besar Bahasa Indonesia* third edition, *yang* means word stating that the next word or phrase describes the front of the word (1277). According to Chaer, the function of *yang* is to combine explanation stated in the previous sentence. The function of coordinate conjunction **and** (SL) and *yang* TL is similar. That is as explanation

Based on the accuracy principle, the word *yang* is an accurate word to be result of translating coordinate conjunction **and** in TL. It is because the function between coordinate conjunction **and** and the word *yang* is similar. It is to explain the previous action in the previous sentence. Therefore, translating the coordinate conjunction **and** into *yang* makes the meaning of the sentences in TL is transferred well. The function is to give explanation the reason of making Becky stop dead with shock. It explains that Becky stops dead with shock after she glimpses something through a metal grills.

Data 12

Situation

Becky cries because she fails to make a delicious and easy to cook curry dish. However, Suze gratifies Becky by telling that her curry is delicious. Suze hugs Becky. Suze's action makes Becky move. Becky

opens her mouth to replay by giving another huge sob

SL: I open my mouth to replay, **and** instead hear myself giving another huge sob. (p.111)

TL: *Aku membuka mulut untuk berbicara, tapi ternyata malah terisak keras.*(p. 152)

In SL, the coordinate conjunction **and** unites two verbs; *open* and *hear*. The text in SL has interpretation. That is instead of open Becky's mouth to speak, Becky gives a huge sob. According to *Merriam Webster's Collegiate Dictionary*, coordinate conjunction **and** used as function word to express logical modification, antithesis (43). Based on *Quirk et al*, the function of coordinate conjunction **and** in this data is as contrast. It means a contradiction activity that Becky does, *Instead Becky open her mouth to speak but she was giving a huge sob* The coordinate conjunction **and** is translated into *tapi*. According to *Kamus Besar Bahasa Indonesia third edition*, the word *tapi* means *tetapi* that is a particle or conjunction two joined between sentences or between paragraphs to say things that contradict or not aligned (1187). According to *Chaer*, the function of word *tapi* is as contrast activity that has done by Becky, *Instead Becky opens his mouth to speak but she was giving a huge sob*. The function of coordinate conjunction **and** (SL) and *tapi* (TL) is similar. That is as contrast activity.

Getting gratify from Suze's telling that her curry is delicious, actually Becky wants to say something to Suze. However, say something is cancelled by Becky, otherwise she gives a huge sob. On contrary, there is a contrast activity that Becky done. Therefore, the word *tetap* is accurate word to be a result of translating coordinate conjunction **and**. It makes the meaning of the sentences connected well. The function of word *tetapi* is to show the contrast activity done by Becky.

Data 13

Situation

Becky is in the office. She plans to attend the conference with Philip. In Fact, Philip does not come. During waiting for Philip, she sit and gossip for a while.

SL: Philip isn't in yet, which means we can sit **and** gossip for a while. (p.117)

TL: *Philip belum datang, yang berarti kami bisa duduk-duduk sebentar sambil bergossip* (p.159)

In TL, the coordinate conjunction **and** in this data unites two verbs; *sit* and *gossip*. The two data have interpretation. That is when Becky waits Philip, Becky sits and gossips. According to *Merriam Webster's Collegiate Dictionary*, the word *sambil* used as function word to indicate addition especially of items within the same class (43). According to *Quirk, et al*, the function of coordinate conjunction **and** is as addition. Becky adds the activity that she will do. Hereby, the translator translates the coordinate conjunction **and** into *sambil*. According to *Kamus Besar Bahasa Indonesia*, the word *sambil* is particle; conjunctions to mark the event or act together then can be means *seraya* or *sempati*, *sementara* (988). According to *Chaer*, the function of word *sambil* is as ordinary combination. The addition activity done while Becky waits for Philip. The addition activity is gossiping. Therefore, there are two activities done by Becky in the same time. Those two activities are sitting and gossiping.

The function of coordinate conjunction **and** (SL) and *sambil* (TL) is similar. The function is as addition. It is to combine of two activities. First is *sitting for wait Philip coming to attend the conference*. Seconds is *do gossip*. Based on the situation described the word *sambil* in data emphasizes the addition activity done by Becky during waiting for Philip in attending the conference. In the same time, Becky sits and do gossiping. So that, the word *sambil* is the accurate word as a result of translating coordinate conjunction between **and** in TL. It is to make the meaning of the sentences transferred well.

Data 14

Situation

Becky imagines the act she can do with his 20 pounds sterling. She imagines going to Accessorizes shop for buying boots that she needs. She plans to go to Accessorizes shop after drinking a coffee. After buying boots, she plans to look at the dresses.

SL: I'll go there after my coffee, **and** look at the dresses, too. (p.152)

TL: *Aku akan ke sana sesudah minum kopi, **sekalian** melihat baju-baju.* (p.207)

In TL, the coordinate conjunction **and** in this data unites two verbs: *go* and *look*. The text in SL above has interpretation. That is there is an additional activity done by Becky when she is in Accessorize shop. According to *Meriam Webster's Collegiate Dictionary*, the word **and** used as function word to indicate addition especially of items within the same class (43). According to *Quirk, et al*, the function of coordinates conjunction **and** is as addition. There are additional activities that Becky does. The activity is *she will go to Assessorize shop after she drinking a coffee and she look the dresses in Accessorize shop*. The translator translates the coordinate conjunction **and** into *sekalian*. According to *Kamus Besar Bahasa Indonesia*, the word *sekalian* means not as conjunction, but it is a quantifier word that shows activities done in the same time. It can mean *semua, bersama-sama, and serentak* (1012). Therefore, Becky does two activities in the same time when Becky drinks a coffee, she also looks the dresses.

The translator does not translate the coordinate conjunction **and** into a conjunction in the TL. The word *sekalian* is not a conjunction in the TL. However, the translation of the coordinate conjunction **and** into a quantifier in TL does not change the message in the SL. The message in SL can be

transferred well. It is because the meaning of word *sekalian* is translated as exactly as possible into TL. Therefore, the word *sekalian* is accurate word to be result of translation coordinate conjunction **and** in TL. It is to make the meaning of the sentences connected well. The word *sekalian* denotes activity do in the same time

Data 15

Situation

Becky and Luke have lunch in Harvey Nichols after buying a suitcase in Harrods. While waiting for the food, they are having a conversation. Luke tells Becky that he buys the bag for Luke's girlfriend. She does not think that Luke has a girlfriend. She hopes her meeting with Luke will continue to be a love relationship. However, her guess is wrong. Luke already has a girlfriend. Therefore, Becky lost her appetite to eat fishcake and rocket that already ordered for her lunch.

SL: I don't want fish cakes **and** rocket salad. (p.180-181)

TL: *Aku taking in fishcake **ataupun** rocket salad.* (p.245)

Those data have interpretation. Becky does not have appetite to eat fishcake or rocket salad. The author combines the two things that Becky cancelled to eat by using the coordinate conjunction **and**. In TL, the coordinate conjunction **and** unites two nouns; *fish cake* and *salad*. According to *Meriam Webster's Collegiate Dictionary tenth*, the word **and** used as function word to indicate addition especially of items within the same class (43). According to *Quirk*, the function of coordinate conjunction **and** in this data is as addition. Becky wants to add the food that she does not want to eat. In the TL, the translator translates the coordinate conjunction **and** into *ataupun*. According to *Kamus Besar Bahasa Indonesia*, the word *ataupun* is conjunction that means to mark a choice among the few things (74).

According to *Chaer*, the function of word *ataupun* is as choices used after the negative verbs. The word *ataupun* is a mean to show not one thing and also not another chosen. Becky does not eats fish cake and rocket salad. The function of coordinate conjunction **and** (SL) and *ataupun* (TL) is different.

Although there is a difference function between SL and TL, the translation is still is accurate. It is because the sentences tell another food that Becky does not want to eat. The situation explains about Becky's feeling after knowing that Luke already has a girlfriend. For this reason, he has lost appetite to eat, although she already orders fish cake and rocket salad. Therefore, the word *ataupun* is accurate to be a result of translating coordinate conjunction **and** in TL. It is to make the meaning of sentences connected well. The word *ataupun* shows the choices between rocket salad and fish cake that Becky cancels to eat.

Data 16

Situation

Becky is at home. She prepares herself for dating with Tarquin. While waiting for her nails dry, she memorizes a few little passages Wagner magazine to throw into conversation while dating with Tarquin.

SL: While I waited for my nails to dry, **and** have even memorized a few little passages to throw into conversation. (p. 211)

TL: *Selagi menunggu kuku kering, bahkan sempat menghafal beberapa halaman pendek sebagai bahan pembicaraan.* (p.285)

In SL, the coordinate conjunctions **and** joins two verbs; *waited* and *have memorized*. Those sentences have interpretation, that is Becky gives information while waiting for her nails dry, she memorizes a few little passage to throw into conversation. These two verbs are joined by coordinate

conjunction **and**. According to *Meriam Webster's Collegiate Dictionary*, the word uses as function word to indicate addition especially of items within the same class (43). According to *Quirk, et al*, the function of coordinate conjunction **and** is as addition. It is because there is addition information from the act that Becky does, while waiting for her nails dry, she memorizes a few little passages to throw into conversation. The translator translates the coordinate conjunction **and** into *bahkan*. According to *Kamus Besar Bahasa Indonesia*, the word *bahkan* means conjunction with other parts of the sentence or sentence by sentence to state strengthening can be means *malahan* or *`lebih –lebih*(90). According to *Chaer*, the function of word *bahkan* is used to express strengthening. It is to strengthen the next activity carried out by Becky. It is proper by the sentences *while she wait her nails to dry, she even memorize a short page to throw into conversation*. The function of coordinate conjunction **and** (SL) and *bahkan* (TL) is different.

Eventhough the function of both SL and TL is different, the sentences is accurate. Because the word *bahkan* emphasizes the strengthen activity more done by Becky in the next activity. On the contrary, when Becky waits for her nails dry, she memorizes a few little passage Wagner magazine. Therefore, translating the coordinate conjunction **and** into *bahkan* makes the meaning of the sentences in TL is connected well. The function is to show the strengthen or another activity done by Becky can do in the same time. Then, if it is translate it into *dan*, the function is as the addition of information.

V. CONCLUSION

In this research, the function and the accuracy of coordinate conjunction **and** in SL translated into another *dan* in TL are analyzed. Before analyzing the function and the accuracy of the coordinate conjunction **and**, the researcher finds out the constituents conjoined by coordinate conjunction **and**. There are 10 constituent conjoined by coordinate conjunction **and**. Furthermore, the researcher finds three constituent in 16 data analyzed.

Coordinate conjunction **and** is translated into several meanings in Indonesian. Coordinate conjunction **and** is not only defined as *dan*. However, it can be defined as *serta, yaitu, untuk, lalu, jadi, sedang, sehingga, padahal, begitu juga, dengan, yang, tapi, sambil, sekalian, atau, and bahkan*. The coordinate conjunction **and** in SL is translated into *serta* in TL because the word *serta* has same function as coordinate conjunction **and**. That function is as addition. Translating the coordinate conjunction **and** into *serta* makes the translation accurate. The word *serta* is used to avoid the repeating word *dan* in previous sentence. Furthermore, the coordinate conjunction **and** is translated into *jadi*. It is because the word *jadi* has same function in coordinate conjunction **and** in SL. That is as a result. The word *jadi* is accurate because the function between SL and TL is same. In addition, the word *jadi* is used to show a deeper meaning of the result activity done by the subject.

Finally, the coordinate conjunction **and** is translated into *yaitu*. The word *yaitu* is used to show the explanation of the second activity. The translation is accurate. There is data found

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has different function between coordinate conjunction **and** in SL and in TL. The coordinate conjunction **and** is translated into *padahal*. The function of the coordinate conjunction **and** is as addition but the function of word *padahal* is as contrast. Although it has different function between SL and TL, the result of translation is still accurate. It is because the word *padahal* transfers the meaning of a message that shows contrast activity.

Concerning the function of the coordinate conjunction **and** makes the translation connected well. Whether the function of coordinate conjunction **and** in SL and TL is different or same, the translation is still accurate. The accuracy of the translation can be seen from how the message is transferred as exactly as possible into TL, but still keeps on the original form and meaning.

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THE PSYCHOLOGICAL ANALYSIS OF MAJOR CHARACTER OF *THE BOY IN THE STRIPPED PYJAMAS* MOVIE

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ABSTRACT

Movie or film is considered as a powerful method or tool to influence people and delivering interest. As a powerful method for delivering interest. Meanwhile the characters play very important roles in the story, especially the major character. As the central figure of the story, the major character is the most significant character which controls the plot of the story. movie or film has messages that are implied through narratives presentation and its form to make people accept and embrace the messages. "THE BOY IN THE STRIPPED PYJAMAS" is a movie that wants to deliver a message about two innocent children in family life. Bruno and Shmuel consider each other that their fathers are good father. Analysis on the major characters in the movie shows that children who desire to make their faculty is given. The children (Bruno, Shmuel) feel that their parents had not fulfilled their faculty. It often depicted in this movie, friendship, cruelty and risk making a wrong choice. Therefore, the aims of the analysis are (1). To find the five major characters in the movie, (2). To analyze the characterization of the major characters, (3). To analyze the children characters' condition through psychological perspective.

Key words: The Psychological Analysis, Major Characters, "The Boy in the Stripped Pyjamas" movie.

I. INTRODUCTION

Literature is the making of literary work which is expressed through the writing style or expression such as drama, short story, novel, and many others. Nowadays, literature is not only expressed through drama, short story and novel but also can be expressed by the production of movie or film. Although most of the movies are produced based on drama, short story or novel, they are interested people today. Most of people prefer to watch movie than read short story or novel. People like watching movie because it is interesting and very fun. Beside that the viewer can make themselves more relax, decrease their bad feelings and spend their time with their family by watching movie at home.

There are some movies that can be watched by children or adult, so, each people can watch movie according to their age, but the writer chooses "THE BOY IN THE STRIPPED PYJAMAS" as his movie because

it is interesting to be analyzed especially in its character and characterization.

Indonesian people, especially students in English Major did not realize that watching movie is one of the ways to improve their ability in English. They can improve their vocabularies and how to say the word even sentences in English because there are so many new words or sentences that can be listened and read. In the movie of "THE BOY IN THE STRIPPED PYJAMAS", there are so many words or sentences which can be learned by the students in English Major.

It is not only students in English Major, but also all of people can enjoy movie and improve their knowledge. By watching movie, the viewers will increase their knowledge, for example the actors or actress. They can also know about many things in English by watching movie in English language.

The movie "THE BOY IN THE STRIPPED PYJAMAS" is based on a novel of by a novelist John Boyne, this movie tells about human spirit that will capture the viewers'

heart and engage their mind. Bruno (Asa Butterfield) is an eight-years-old child who has to separate with his friends and follows his parents to move to a new house at the countryside not far from the NAZY prisoner's camp. It is caused his father named SS officer Ralf (David Thewlis) is promoted to be a new commandant in World War II. Bruno has a twelve-years-old sister called Gretel (Amber Beattie) and a good mother named Elsa (Vera Farmiga). They always keep Bruno all the time. Be growth in family's army, Bruno dislikes in being a child who must do his daily life at the new house without friends all the time. Bruno tries to against his father's regulation, he goes secretly to the camp that is guessed as a farm and then he meets a Jewish boy who also an eight-years-old child named Shmuel (Jack Scanlon). Bruno starts his relationship with the Jewish. They talk each other and Bruno asks to the Jewish what is he doing behind the electrified fence? Shmuel tells to Bruno that he is a Jewish and he and the other Jewish are imprisoned by soldiers who also took their clothes and gave them the striped camp clothing. Bruno often comes to the electrified camp either to give Shmuel some foods or play draughts (checkers) through the fence.

One day, Shmuel appears in Bruno's house as a new servant. In his happiness, Bruno gives Shmuel a piece of cakes to eat. However, Kotler (Rupert Friend) starts to yell Shmuel for speaking with Bruno. Shmuel tells the officer that Bruno is his friend who gave him the cake. Frightened, Bruno denies, adding that he does not know Shmuel. The soldier tells Shmuel that they will later have "a little chat what happens with rats who steal". Shmuel is not only seen in the house anymore but also not at the fence. Finally, Shmuel is at the fence again, with an injured right eye. Bruno apologizes. Shmuel forgives Bruno immediately. Then Bruno comes to the electrified fence again and brings a shovel and starts to dig below the fence in order to make him passed the electrified fence. After entered the camp by digging the electrified fence, Bruno joins to the other prisoners in the camp and tries to know what they do in the camp. After watching the whole parts of "THE BOY IN THE STRIPED PYJAMAS" movie, the writer finds two main characters and their characterizations that can be analyzed through the psychological analysis.

There are some elements in the movie such as plot, character, characterization and setting. In this thesis, the writer wants to

focus and give the limitation to the problem; he will just discuss about two major characters – Bruno and Shmuel - in "THE BOY IN THE STRIPED PYJAMAS" movie based on the psychological analysis. The writer wants to explain about characters and their characterization in every scene in the movie and the writer also would like to know the change of each character through psychological analysis.

Based on the title "*The Psychological analysis of Main Character of the Boy in the Stripped Pyjamas Movie*", there are some research questions to be analyzed, they are:

1. How are the five major characters in "THE BOY IN THE STRIPED PYJAMAS" Movie?
2. What are their characterizations?
3. How are the children characters' conditions based on children psychological analysis?

II. THEORETICAL REVIEW

A. Character

Characters or people are one of the important elements in making movie or film. It is as important as plot, characterization and setting. In this thesis, the writer wants to analyze main or major characters, as the writer knew that the main or major characters are those we see more of over a longer period of time; we learn more about them, and we think of them as more complex and, therefore, frequently more "realistic" than the minor characters.

There are kinds of characters such as static, dynamic, round, flat, protagonist and antagonist. Those kinds of characters are the important things in the production of movie or film in literary work. They are as important as plot and setting in short novel and novel. It is impossible to make a literary work such movie or film without plot, character and setting because they are the important elements of a literary such movie or film.

The term character refers to the people which is created by the playwright and actors and imagined by the reader or viewer. Usually, the main character in a play or movie is the protagonist, its character is usually respected by the viewer; his or her opponent or opposing character is antagonist and usually the viewer is dislike to this character it is caused by its characterization that often raise bad behavior like angry, revenge, lying and many others. As in major characters,

Minor characters can also play a role in establishing meaning in any given situation. In dramatic characters may be classified as dynamic and static. If a character changes or grows during the course of play or movie, he or she is dynamic and if the character is stereotyped and simplified and fails to change or grow, he or she is static.

A.1 Definitions of character

Gill (1985:127) states that "A character is a person in a literary work. A character is someone in a literary work that has some sort of identity. An identity which is made up by appearance, conversation, action, name and maybe thought going on the head." It means that a character is a person or people in literary work that have some sort of identity that is made up by appearance, action, name, dialogue and mind.

Kennedy and Gioia (2005:91) express that "A character, then, is presumably an imagined person who inhabits a story—although that simple definition may admit to a few exceptions. But usually we recognize, in the main characters of a story, human personalities that become familiar to us."

According to the theories above, the writer concludes that characters in literature are not real people but figures who have been specially created by the author. We may imagine an author looking at those aspects of people that make up their personalities and selecting some which are then put together. In this putting together, the author might play up some features and subdue others. The character so produced might be interesting, and we might be reacted to him or her in ways similar to how we do to real people.

A.2 Types of character

There are kinds of character such as major, minor, static, dynamic, round, flat, protagonist and antagonist. Those kinds of characters are the important things in the production of movie or film in literary work. They are as important as plot and setting in short novel and novel. It is impossible to make a literary work such movie or film without plot, character and setting because they are the important elements of a literary such movie or film.

A.2.1 Major Character

Beaty, et al (2002:102) express that "The **major** or **main characters** are those we see more over a longer period of time; we learn more about them, and we think of them

as more complex and, therefore, frequently more "realistic" than the **minor characters**, the figures who fill out the story."

Refers to the theory of Beaty, et al, the writer comments that there are some characters in a fiction like major and minor characters, protagonist and antagonist characters et cetera. The main characters in a fiction like novel, movie or film, and short story, the existence of main characters are more complex than other characters and usually main characters are almost fills out in all scenes or stories.

A.2.2 Minor character

Henderson, et al (2003:23) state that "Minor characters can also play a role in establishing meaning in any given situation."

Beaty, et al (2002:102) state that "minor character is a character that has less "realistic" characterization than a major character, the figures who fill out the story." Based on the theories above, the writer assumes that minor character is a character that not only less "realistic" than major character but also can improve the meaning in any situation that is given in a fiction.

A.2.3 Protagonist character

Henderson, et al (2003:23) state that "The term character refers, of course, to the people created by the readers or spectators. The main character in a play is protagonist; his or her opponent or opposing force is antagonist." It means that a protagonist character is also a main or major character in a play, novel, movie and any other fictions.

Beaty, et al (2002:102) assume that "An older and more neutral term than hero for the leading character, a term that does not imply either the presence or the absence of outstanding virtue (and that has the added advantage of referring equally to male and female characters), is protagonist." It means that the protagonist character is not only a hero in a fiction but also older and more neutral in leading a character.

From the theories above, the writer concludes that the protagonist character is a character that has more character than others because its character is not only as the character itself but also the protagonist character can be a main or major character even her or his character as a hero in a play.

A.2.4 Antagonist characters

Beaty, et al (2002:102) state that "Antagonist character is the opponent of Protagonist character." It means that antagonist character is not leading character that is acted by the protagonist character; the antagonist character is not both a hero in a fiction or older and less neutral in leading a character.

Henderson, et al (2003:23) express that "Antagonist character is a character that his or her opponent or opposing force is protagonist." It means that an antagonist character is not a main or major character in a play, novel, movie and any other fictions.

From the theories above, the writer concludes that antagonist character is not leading character that is acted by the protagonist character; the character is not both a hero in a fiction or older and less neutral in leading a character.

B. Characterization

Blair & Gerber (1948:52) "A characterization, therefore, may prepare for a particular action. Sometimes a preparation will be pretty simple: if the character is only chore to say, "Tea is served, madam," It will be enough for the author simply to indicate that he is a butler. If, by contrast, the character is to be shown vacillating between kind acts and cruel ones, the author will need to equip him with traits which prepare for such vacillating." It means that characterization is an acting or practicing of a character in a play or movie even a character may prepare a particular action.

Quirk (1978:172) states that "Characterization is the act or practice of characterizing in a story." It means that characterization is the way of characters in acting or practicing of characterization that is played by each character in any story.

DiYanni (2006:56) express that "Characterization is the mean by which writers present and reveal character." Based on theory of DiYanni, the writer assumes that characterization is a presentation and revelation of characters that is meant by the writers or authors.

Based on the statements above, the writer concludes that characterization is the process of creating characters' acting or practicing in fictions, often those characters are different each other and have difference beliefs and behavior than the writers or the authors, characterization is also how the characters characterizing or

acting their characterization, although these are all not real but these are just in a story and it is also the representation of the characters. Characterization is also means what the writers or authors show their mind in a movie, film, novel and so on.

Characterization can involves the developing a variety of aspects of a character, such as appearance, age, gender, educational level, vocation or occupation, financial status, marital status, social status, hobbies, sexual orientation, religious, beliefs, ambitions, motivations. Characterization is a representation of clear images of person or people. An effective characterization can encourage viewers or readers to identify so completely with certain characters that they seem to be part of the history that lies behind the story or beyond the story as part of our own world, to exist in a reality that is detachable from the words and events of the story in which they appear, a characterization is also gradually by adding physical traits, habitual actions, ways of speaking and many others.

C. Methods of characterization

Beaty, et al (2002:103) state that "A good deal of characterization—the art, craft, method of presentation, or creation of fictional personages—involves a similar process. Characterization of each character is almost inevitably identified by category—by sex, age, nationality, occupation and so on."

It means that the viewers or readers can analyze the method of characterization through the creation of performance or personality, and it can be categorized—by sex, age, nationality, living, the way of speaking and many others.

D. Psychological Perspective

"Psychology" is derived from Greek "Psyche" (means mental) and "logos" (means science). Thus in general term psychology is considered to branch of science which study mental. Psychology is also known in medicine science that explains what is being thought and felt by biological organs of human body.

Webster (1995:464) states that "Psychology is the science that studies facts about the mind and its activities especially in human beings." It means that all studies about the reality or facts of the human mind and the activities especially in human beings.

According to the statements above, the writer concludes that Psychology is one of the sciences that is focused in one mind or thinking which is specialized for people or human being in doing all of their activities.

E. Personality Psychology

The first child psychoanalysis, Erik Erikson (1950:120) states that he believed that personality emerges a series \ of inner and outer conflict that, if resolved, result in a greater sense of self. In his famous book entitled *Childhood and Society* (1950:120), Erikson states that a healthy personality requires a sense of trust toward one's self and the world, the trust that develops during the first year of life. Infants or young child derive security and comfort from warm relationship with their parents. Cold parental care and rejection cause mistrust and affect all later development.

Based on the theories from Erikson, the writer comments that a person's personality behavior is not only depended on the environment or society where someone lived but also a parent's care that has a great effect toward the children's personality or behavior. This is the facts that a child who are growing,

they need a warm from their mother and her full attention. Mother is one of parents who is more needed than father by a baby or a child because most of children will feel comfort if they are near in their mother and it is wonderful that a child will take her/his mother's words or sentences from her/his mother, it is usually called mother tongue. Then a child will need a feeling of trust from someone or society and even from the world. The world also holds the important things for a child in facing the development of his or her personality. It means that a child will not only take his/her mother parental but also the environment/society even the world.

F. Social Psychology

In his famous book (1950:120) entitled *Childhood and Society*, Erikson states that develops according to one's ability to interact with the environment. Society invites this interaction with the environment and encourages and safeguards the successive appearance of eight stages, the first occurs in the first year of life. (The crises, strengths, and major environmental influence that characterized each stage are outlined below:

Erikson's Eight Stages: Crises, Strengths, Influences.
(Figure II.2)

Age (years)	Stage	Psychosocial crisis	Psychosocial strength	Environmental influence
1	Infancy	Trust Vs Mistrust	Hope	Maternal
2-3	Early Childhood	Autonomy Vs. shame, doubt	Willpower	Both parents or adult substitutes
4-6	Preschool, nursery school	Initiative Vs. Guilt	Purpose	Parents, family, friends
6-11	Middle childhood	Industry Vs. Inferiority	Competence	School
12-18	Adolescence	Identity Vs. Identity confusion	Fidelity	Peers
18-35	Young adulthood	Intimacy Vs. isolation	Love	Partner: Spouse/lover friends
35-65	Middle age	Generativity Vs. Stagnation	Care	Family, society
Over 65	Old age	Integrity Vs. despair.	Wisdom	All humans

Every people in their growth have different stages, needs, strengths, and there are some of things that influence their lives. People who are growing in good environment or society will grow in good condition and

otherwise, but it is not guarantee whether it will be happened necessary or not depend on the situation or their development. It means that human in natural desires is to get a relationship with other people and the environment or society, usually people were

born and growth as a social human that needs helps or cannot live without other people or individually. They always need help from other people in doing their daily activities. Example: A leader can not do his/her work without his/her servants

III. RESEARCH METHOD

In making this thesis, the writer used the library research to find the theories about characters, characterization and psychology from experts such as Sigmund Freud, Anna Freud, John C. Gerber, Gloria Mason Henderson, Richard Gill, Bronze, Randolph Quirk and many others.

The writer takes the theories' books and collected the data from some libraries such as Library@Senayan, Library of Indonesia University in Culture Knowledge Science Faculty, National Library on Salemba Raya and Library of STBA Nusa Mandiri at Ciputat.

The writer not only did the library research but also watched whole parts of the movie "THE BOY IN THE STRIPPED PYJAMAS" in order to make the writer easily in analyzing the movie in the five major characters based on psychological analysis.

IV. DISCUSSION

A. Character and Characterization

There are almost no differences between character and characterization that appear into them in a play or a movie. It is such plot and setting, either character or characterization cannot be separated each other in production of a play or a movie. Both of them are like a thing that has sameness. If a character is a person or persons, furthermore, characterization is the way how the character or characters act, practice and characterize their characterization in a play or a movie.

In this chapter, the writer wants to explain to the viewers or the readers about character and characterization of the five major characters in "THE BOY IN THE STRIPPED PYJAMAS" movie in order to make the viewers or the readers are able to understand and interest moreover about the movie. The writer wants to show picture of the five characters as introducing for the viewer or the reader below:

A.1 Major characters in "THE BOY IN THE STRIPPED PYJAMAS" movie.

A.1.1 Bruno

The first main or major character in the movie "THE BOY IN THE STRIPPED PYJAMAS" is **Bruno** (Asa Butterfield) is an eight-years-old child who was born in army's family. Bruno is an innocence child who always needs school and friends every-time and everywhere. Bruno is a little explorer and he always wants to know whatever he does not know yet. He has father who has a job as a soldier and Bruno is so proud to his father.



(Figure III.1)

Dialogue 1

Bruno: "Halo. I am exploring. What are you doing?"

Bruno: "I am Bruno."

Shmuel: "Shmuel."

Bruno: "Sorry?"

Shmuel: "I am Shmuel."

Bruno: "That's your name?"

I never heard anyone called with that

faithful."

Shmuel: "I never heard anyone called Bruno."

Bruno: "But Shmuel, no one's called Shmuel

I am living in the house, back there."

Shmuel: "Have you got any foods on you?"

Bruno: "No other. Are you hungry?"

Shmuel: (Nods his head)

Bruno: "How old are you?"

Shmuel: "Eight."

Bruno: "Me too. It is not fair, living and talks

here in my own. And you are over there playing with your friend all day."

(Duration: 00:31:47 – 00:33:21)

The dialogues above explain about Bruno is an explorer (first line), in this line explains that Bruno is an explorer who always wants to know and he finally finds a friend in the camp named Shmuel. The dialogues above also tell about Bruno, he is an eight-years-old-child (Line 17).



Figure (III.2)
Dialogue 2

Shmuel: "I don't like soldiers. Do you?"
Bruno: "I do high. My dad is a soldier.
But not soldiers who take off cloths
away without having any reasons."
Shmuel: "What so then?"
Bruno: "He is an important so. His job is
making everything better for
anyone."

The dialogues above explain about Bruno's father, Bruno's father is a soldier and Bruno is proud so much to him (line 3) because his father is an important soldier that make everything better (line 7 and 8).

(Duration: 00:38:08 - 00:38:26)

A.1.2 Shmuel

The second character is Shmuel (Jack Scanlon), He is also an eight-years-old like Bruno, and he is a Jewish boy who is imprisoned by the soldiers. An innocence boy who has to wear dress like pyjamas because his dresses are taken off by soldiers and his father was a watch maker he must does his daily life in the prisoners' camp and work hardly without paying; he does his job to build new huts together with other prisoners.



Figure (III.3)

Dialogue 3

Shmuel: "I am Shmuel."
Bruno: "That's your name?
I never heard anyone called with
that
faithful."
Shmuel: "I never heard anyone called
Bruno."
Bruno: "But Shmuel, no ones called Shmuel
I am living in the house, back there."
Shmuel: "Have you got any foods on you?"
Bruno: "No other. Are you hungry?"
Shmuel: (Nods his head)
Bruno: "How old are you?"
Shmuel: "Eight."
Bruno: "Me too. It is not fair, living and
talks
here in my own. And you are over
there playing with your friend all
day."

(Duration: 00:32:24 – 00:33:21)

The dialogues above (line 14) explain that Shmuel is an eight-year-old boy.

Bruno: "Can I ask you something?
Why do the people wear the
pyjamas
all day?"
Shmuel: "There are not pyjamas.
Bruno: "Well, those?"
Shmuel: "We have to take. They took off
our
cloths away."
Bruno: "Who do that?"
Shmuel: "Soldiers."
Bruno: "The soldiers? Why?"
Shmuel: (Shook his head). "I don't like,
soldiers. Do you?"



Figure (III.4)

Dialogue 4

Bruno: "I do high. My dad is a soldier. But
not
soldiers who take off cloths away
without having any reasons."
Shmuel: "What so then?"
Bruno: "He is an important so. His job is
making everything better for anyone.
So, your dad is a farmer?"

Shmuel: "No, he was a watch maker, who was,

his time spent to repair a man shoes."

Bruno : "It is funny who was growing up cannot decide their mind what they want to do. It is like Pavel. Do you know him? He lives there. He is

being a doctor. He stopped and being a peeling potatoes. Can I ask you another question?, What is it burned

in the chimney? I was going to see yesterday. Is there some stubbles or others there?"

Shmuel: "I do not know. We are not allowed over there. My mom said stroke cloths."

Bruno: "Whatever is this the smell is horrid."

Shmuel:" I wish you remember to bring the chocolate."

Bruno: "Yes, I am sorry. I know, perhaps you

can come and eat with us sometime."

Shmuel:" I cannot, can I? because of this." (electrical pence)

Bruno: "This is to prevent the animals, is this?"

Shmuel: "Animals? No, it is to stop people getting out."

Bruno: "Are not you allowed to get out? Why? What did you done?"

Shmuel:" I am a Jew."

(Duration 00:37:50 – 00:39:45)

The second dialogues above explain about Shmuel, a boy who must wear dress like pyjamas because the soldiers took off his dresses (Line 5) but actually it is not pyjamas, it is the prisoners dresses. The dialogues also explain about his father who was a watch maker (line 20) and Shmuel is a Jewish boy (Line 35)

B. Characterization of five major characters in "THE BOY IN THE STRIPPED PYJAMAS" movie.

In this session, the writer would like to analyze the characterization of two children as major characters in "THE BOY IN THE STRIPPED PYJAMAS" movie. The children characters are: Bruno rolled by Asa Butterfield, Shmuel rolled by Jack Scanlon, There are some character in this movie but the writer just want take two children characters because the characters are

dominated in the movie or usually called *major* or *main* character in the movie.

B.1. Bruno

B.1.1. A curious child

Bruno is like other child who needs friends in playing or doing his daily life or daily activities, after moving to a new house, there is no friend that can be a good friend like he owned in his old house before. He really wants to have friends who can accompany him in playing either at home or school, studying at school and many others. After looking around his new house, Bruno can go outside his house to go to the farm. Finally, Bruno meet a Jewish boy named Shmuel who is also an eight years old like him. Bruno looks so happy after meeting Shmuel in the camp.

Figure (III.5)

Dialogue 5

Mother: "Playing with whom?"



Bruno: "With children, there is on the farm."

Mother: "Farm? I don't see a farm. And that want too."

Bruno : "You can only see from my room."

Mother: "Is there children in there?"

Bruno: "Yes, there are some."

Mother: "Ehm...that's good."

Bruno: "So, I would be able to play with them."

Mother: "I don't see my noise."

Bruno: "I will wait a minute, just to see what they like, because they looks little strange."

Mother: "The children though?"

Bruno: "Well, and the farmers."

Mother: "What so is it strange?"

(A farmer comes recently to the house in the kitchen to send vegetables and Bruno looks into the farmer's dresses)

Farmer: "I am sorry, vegetables. Thank you mom."

Mother: "Bruno, have you been taking everything? Because, I think you should go back upstairs and finished all."

Bruno: "I told you that they are strange."
 Mother: "Who?"
 Bruno: "The farmers, they wear pyjamas."
(Duration: 00:14:22 – 00:15:25)

In the dialogues above (line 16 and line 18), there is also a dialogue that explain about Bruno is a curious child who really wants to know about the farmer that wear pyjamas. It is strange for Bruno why the farmer wear pyjamas.

When Bruno and his family move to a new house near from a country side and Jewish camp, he does not have any friends anymore but he wish that someday he will meet friends. After moving to the new house, Bruno tries to explore all sides of the new house in order to find the way so that he can go to the camp in getting friends. His mother did not allow him to go outside the house but Bruno still tries to find some friends hardly.



Figure (III.6)
Dialogue 6

Mother: (*Knocking the window*) "Bruno, what
 are you doing?"
 Bruno: "Exploring?"
 Mother: "No, Not in the back
 I told you don't go out to the back,
 exploring the front."
 Bruno: "But I have explored all."
 Mother: "Try to find something else to do."
 Bruno: "Like what?"
 Mother: "Come back here now and we think
 something."

(Duration: 00:19:36 – 00:19:54)

In the dialogues above (line 2 and line 8) explain about Bruno who really wants to play with friend or children because he is also a child. It is caused by his curiosity to find the friend; he can find a friend called Shmuel.

B.1.2 A friendly child

Bruno is a friendly child because he always helps his friends who need his help. Bruno feel happy when he finds a new friend named Shmuel in a Jewish camp. Bruno considered that Shmuel is a good friend for him because he does not have friend anymore since he and his family move to the

camp near from country side. At the Jewish camp. Bruno considered that Shmuel is a good friend for him because he doesn't have friend anymore since he and his family move to the camp near from country. Although Bruno said that they must be enemies but Bruno gives a piece of cakes to Shmuel because he knew that Shmuel is hungry.



Figure (III.7)
Dialogue 7

Bruno: "What are you doing here?"
 Shmuel: "They want someone who has little
 fingers to clean all these."
 (Even though Bruno said that they
 must be enemies but Bruno gives a
 piece of cakes to Shmuel because
 he knew that Shmuel is hungry).
 Bruno: "We are not supposed to be friend.
 You and me. We must be enemies.
 Did you know that? You want some
 (cake)?"
 Shmuel: (Nods his head)

(Duration: 00:09:36 – 00:10:08)

In the dialogues above (line 3) is a fact that Bruno is a friendly child. Bruno gives a piece of cakes to Shmuel because he knew that Shmuel is hungry.

B.2. Shmuel

B.2.1. An innocence child

Being a Jewish boy and a little prisoner make Shmuel bored but he always tries to make himself happy. Shmuel was happy after he met Bruno in the camp. It is like Bruno, Shmuel is also a boy who needs friend or peer. Shmuel and Bruno were friend after that day. Shmuel is an innocence child who always tries to believe in his parents saying. He also did not get ashamed to ask some foods from Bruno.



Figure (III.8)
Dialogue 8

Bruno: I live in the house. Back there.
Shmuel: Have you got any food on you?
Bruno: No other. Are you hungry?
Shmuel: (Nods his head)

The dialogues above (line 2) explain that Shmuel is an innocence child, he did not get ashamed in taking something (food or others) from someone even from a stranger one.

B.2.2. A patient child

When Shmuel is eating a piece of cake that given by Bruno, Unfortunately, there is a soldier who catches out that Shmuel is eating a cake. The soldier is angry to Shmuel and asks to Shmuel who is the person give the cake. Shmuel answered he is Bruno who gave the cake but Bruno did not confess. It is unlucky for Shmuel because the soldier beat him. Bruno apologizes to Shmuel immediately after the day and Shmuel is not angry to Bruno and forgives him directly when they met in the camp.



Figure (III.9)
Dialogue 9

Soldier: (*Feeling angry*) How dare you to talk
With people in this house. How dare you!!!
Are you eating? Have you been stealing foods? Answer me!!!
Shmuel: (frightened) No, sir! He gave it to me.
He is my friend.
Soldier: What? (ask to Bruno) Little man. Do

you know this Jew? Do you know this
Jew!!!!???
Bruno: (frightened) No, I just walk in and he is
stealing by himself. I never seen him before in my life.
Soldier: (talk to Bruno and go with together)
Go away!!!

The dialogues above (line 8 and 9) explain about Shmuel, He is a patient child. Shmuel is not angry when Bruno did not acknowledge that he is a person who gave a piece a cake to Shmuel.



Figure (III.10)
Dialogue 10

Bruno: I don't know what I did. To deny it.
Grettle and everyone talk about all this
things, and that soldier is so scary. I've coming here everyday, but you are
never here.
I thought may be, we aren't going to be
friend anymore.
Shmuel, I am already remorse what I did. We are still friends, are we?
Shmuel: (Shook his head and give his hands to Bruno)

(Duration: 00:16:46 – 00:17:35)

The dialogues above (line 8) explain about Shmuel, he is a patient child who always forgives someone who wants to be forgiven. Shmuel forgives Bruno directly after Bruno apologized to him.

C. The children characters' condition based on children psychological analysis.

Childhood period (6 – 12 years old) is a period when the children are considered can begin to take a responsibility for their behavior itself, in relationship with their parents, fellow, and other people. (Nuryanti, 2008 : 36)

In age 6 – 12 years old is also often mentioned school age, it means that school is an essence point of experience in this childhood, which is being central point of physic development, cognitive, and psychosocial. (Nuryanti, 2008 : 36)

C.1 Bruno

He is an eight-years-old child; Bruno is a normal child like other children who is in eight years old, he needs school and he feels that he can take responsibility about his problem and behavior. Bruno needs friends and school because he is still eight years old.

Actually, Bruno is a good child for his parents because he always tries to pay attention to his parents' instructions. But sometimes he is being a bad child because of his desire to have friends, so he ignores his parents' instructions.

C.2 Shmuel

It is like Bruno, Shmuel is also an eight years old child. Shmuel needs friends in doing his daily activities. He is also a normal child like other children who is in eight years old, he needs school and he feels that he can take responsibility about his problem and behavior. But he feels that his life is not normal like other child who can go to school and have many friends, it is caused Shmuel has been in the prisoners camp, so he gets bored when he must do his daily life in the camp.

V. CONCLUSION

As one of the intrinsic elements of literature, character is as important as with other elements. If the plot is the frame of the story, then character is the central of it. Character makes the story live. It is presented for constructing the story. Without character the story will never goes properly. In a movie, the way the characters act, speak, think let the spectators know and understand the whole plot of the movie. The character can be major or main and minor.

"THE BOY IN THE STRIPPED PYJAMAS" movie is one of interesting movies that analyzed through its characters by using psychological analysis. The writer found five major characters, their

characterization and the children characters' condition based on children psychological analysis.

The first major character is Bruno, he is an eight years old child who growth in army's family that must follow his parents' regulation which prohibit him in exploring outside the house and to make relationship with any child in a prisoner camp. Bruno is a curious and a friendly child, and he always take care of his parents instruction but after moving to the new house, he feels bored with the situation in the house. So, Bruno tries to find new friends and he does not care about his parents' regulation. Bruno is being a bad child because of his desire to have friend.

The second major character is Shmuel, he is also an eight years old child like Bruno. Shmuel is a Jewish who is being violent of NAZY soldiers. Shmuel has good characterization because he always be patient and friendly to all people although they are enemies. His condition in this movie is almost never change, he is like other child who is in eight years old, he needs friend, school and many other things.

Based on children psychology, children who is in 6 – 12 years old still need friends and school but the three children: Bruno (eight years old) and Shmuel (eight years old) have a bad experience that makes them changing in behavior. Bruno is being a bad child because his parents forbid him to find and play with friends around the camp and he does not go to school because his parents will invite a teacher to his house to teach him. So, he will not have any friends. Shmuel gets bored because he has been doing his daily life in prisoner camp, it means that he will never go to school and having any friends.

VI. SUGGESTION

The writer would like to suggest to all people, especially people who like watching movie, he/she does not only watch the movie but also try to analyze the movie in order to increase their knowledge about literary work. For example, by watching English movie, the viewers can improve their vocabularies in English and they will know that movie is one of literary works.

The writer also would to suggest the students in English major to watch some of English movies because by watching English movies, they can improve their English in vocabularies, listening, et cetera, and the students will know how to speak

English in good pronunciation. The writer also would like to suggest to people who work in education field try to do the better thing and never give up to increase their knowledge about teaching-learning process especially in teaching-learning literature.

For the last time, the writer would like to suggest to all students to achieve their dreams, and especially for students who have been studying English subject, the writer wishes the students to study English continuously, and never consider that English is difficult to be studied.

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ANALYSIS OF TEENAGER'S SHORT MESSAGE SERVICE STYLE

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ABSTRACT

Nowadays, the invention of technology especially mobile phone leads society beyond transformation of technology and its devices. The transformation can be seen clearly in whole communication aspects. By using mobile phone, people are able to communicate and utilize their language limitless. The features which is found in mobile phone such as voice call, video call, Media Message Service (MMS), and Short Message Service (SMS). These features can make people are able to communicate anytime and anywhere. A SMS service, one of mobile phone's features, is limited by the number of characters. By this reason, this paper is going to bring a clear description about several styles of SMS. This limits forces many people to be creative in arranging their ideas in the form of sentences in SMS. They, then clip the sentences, mix letters with numbers, put symbols and so forth in order to overcome character's limit problem. This kind of creativity leads them to invent a new language style known as SMS language. Unfortunately, since there is no convention about how to write SMS, every people tends to invent their own style in writing SMS. As a result, various styles of writing SMS are found. This phenomenon becomes interesting to be learnt based on linguistic approached.

Keywords: *Short messages service, mobile phone*

I. INTRODUCTION

In modern period nowadays, language is very important for human life. Language means the way of people to communicate. Without language, people cannot communicate with each other. Besides that, people can convey their ideas and opinion through language. People have a right of language and elements to be designed such as vocabulary, structure, and many others on it. The most part of language is not focus only on communication but also the primary method that can be done the things together.

Particularly, English is a language which is used in many nation of the world. Many people called English as an International language. English can make relation with another people around the world. They want to learn English in order to increase their ability in language skills and to develop their country. They are able to communicate with each other by using technology communication especially telephone cellular.

Communication is conveying into one people to others. One of technology communication is a mobile phone.

Technology communication is luxury devices in human life style. People use a mobile phone because it is easier to communicate and get information. Mobile phone can use for communication, there are part of a unique accessories in mobile phone such as call log, phone book, music, internet, messages, my files, organizer, camera, FM Radio, application, alarms, and settings. But, in this case, the teenagers usually used a message to send a short messages service known as SMS.

Short message service (SMS) is a technology that enables to send and receive of message between mobile phone. Thus, short message service is more practical, cheaper, and easier rather than calling. Sending a short message service, off course limited for amount of characters, so teenagers have to shorten the text message, it make teenagers easier to write a message. Teenagers can send a text message more than 50 short message service per day. Most of teenagers can create their own style in written a text message and it became habitually and characteristic to send a text message. The styles of written message by teenagers are very uniquely of this various styles found on

it. Besides that, the writer wants to analyze about the style of written message.

Due to the title "Analysis of Teenager's short message service style" there are some problems to be discussed. Those problems are, what are short message service (SMS) styles usually used by teenagers, and what are the reason probably they use short message service style?

II. THEORETICAL REVIEW

2.1. The Definition of Morphology

Linguistic descriptions of language are often divided into number of categories. Each of these categories has its own principles, concepts, and objects of study. For this paper, there is language description into the study structures one of them is morphology.

According to Carstairs-McCarthy (2002:24) "The area of grammar concerned with the structure of words and with relationship between involving the morphemes that compose them is technically called morphology, from Greek word *morphe* "form, shape" and morphemes can be thought of as the minimal units of morphology." It means that a grammar which related with structure of words and morphemes is called morphology, word *morphe* from Greek that is "form, shape" and morphemes and it include morphology. Morphology supported by many writers on morphology try to draw a hard-and-fast distinction between "productive" and "unproductive" process, and then announce that they are concerned only with "productive" ones.

Booij (2005:19) stated that "the sub discipline of linguistic that deals with such patterns is called morphology. The existence of such patterns also implies that word may have an internal constituent structure". It means that a linguistic which is deal with pattern and sub discipline called morphology, and pattern of a word may have an internal constituent structure.

While Briton (2000:33) said that "the second component of language is morphology. Morphology is the study of the structure or form of words in a particular language and their classification". It means that language is morphology which is from Greek, *morph* become "form". Study of structure and form word in language is called morphology.

From all theories above that it can be concluded that structure of word or pattern to technical of language called morphology. Morphology has word creation (or word manufacturing). The following types can be distinguished like acronym, blending, clipping, coinage, compounding, back formation, truncation, and contraction.

2.1.1 Acronym

Several definitions of abbreviation deal with acronym a new word or create word could be presented here.

Booij (2005:35) stated that "combination of initial letters of a word sequence is called acronym. For example, NATO stands for North Atlantic Treaty Organization, UP for Young Urban Organization. It means that a word which is combined become initial letters called acronym.

Lieber (2009:66) said that "in acronym, the new word is pronounced as a word, rather than as a series of letter. For example, Acquired Immune Deficiency Syndrome gives us AIDS, pronounced (*eidz*). It means a word which is pronounced become series of letter. For example

According to Aarts and McMahon (2006:510), "An acronym is an initial which is pronounced according to ordinary grapheme-phoneme conversion rules. For example, AIDS → *Acquired Immune Deficiency Syndrome*, BASIC → *Basic All-purposes Symbolic Instruction*, EFTPOS → *Electronic Funds Transfer at Point Sale*, LASER → *Light Amplification by Stimulated Emission of Radiation*, SALT → *Strategic Arms Limitation Talks*, SCUBA → *Self-Contained Underwater Breathing Apparatus*, TESOL → *Teaching of English to Speaker of Other Languages*, UNESCO → *United Nations Educational, Scientific and Cultural Organization*.

From those theories above can be taken as conclusion that acronym initially capitalized of a word and pronounced as a word.

2.1.2 Blending

According to Arabi (2008:14), "another category of abbreviations in which the first syllables of two or three words are combined and pronounced as an ordinary word, such as *codec* → *coder-decoder*, *modem* → *modulator-demodulator*, *inmarsat* → *international maritime satellite organization*. Other forms of blending are made of the first syllable of

the first word and the last syllable of the second word, such as *netiquette* → *network-etiquette*, *webinar* → *web-based seminar*. It means that a word of abbreviation become an ordinary word by combined the first syllables of two or three words.

Booij (2005:41) stated “blending is quite popular as a mean of creating new English words. Try to come up with some meaning for the following recent blends, such as: followed, graffiti, metro sexual, nicotine, and padlock”. It means that blending is very popular with creating new English words. This comes out some meaning like fallowed, graffiti, metro sexual, nicotine, and padlock. Blending is combination of the first part of one word with the second part of another.

Briton quotes (2000:120), “a blend involves two processes of word formation, compounding and clipping. Two free words are combined and blended, usually by clipping of the end of the first word and the beginning of the second word although sometimes one or other morphemes is left intact. Blends are sometimes called “portmanteau” words. It means that blending as process a word formation overwhelms compounding and clipping. Two words combined and blended, it usually the end of the first word and the beginning of the second word and sometimes interact. Other blends called “portmanteau”.

From all the theories above, blending deals with word formation through combining part of words to create a new word.

2.1.3 Clipping

Brinton (2000:121-122), “a clipping is the result of deliberately dropping part of a word, usually either the end or the beginning, or less often both, while retaining the same meaning and same word class. For instance, *mimeo* → *mimeograph*, *fax* → *facsimile*, *burger* → *hamburger*, *flu* → *influenza*, *firdge* → *refrigerat*. It means that, clipping is usually dropping part of word either the end or the beginning, or the less. It has same meaning and some word class.

Arabi (2008:14) said that “a category of abbreviation in which some of the letters or sounds of a word are omitted on the key letters are combined, for instance *bldg* → *building*, *mux* → *multiplexer*. It means that abbreviation words which letters or sounds of a word which is omitted a word and combined.

Lieber (2009:66) stated that “clipping is a mean of creating new words already existing words, For example, we have *infocreated* from *information*, *blog* created from *web blog*, or *fridge* created for *refrigerator*”. It means that clipping is creating a new word which is existing word.

From those theories above, that abbreviation of some words or sounds which is omitted the real meaning called by clipping.

2.1.4 Coinage

Smith (2009:19), “closed-class words cannot be joined by readily by new coinages; they form a restricted set of forms which is play an important cohesive rolls in discourse. They are sometimes known as “grammar words”, a rather confusing description which will be generally avoided here”. It means that a closed-class word is not easy joined by new coinages, and forms a restricted with play important in discourse and known as grammar word which is description avoided here.

Lieber says (2009:211), “a word that is made up from whole cloth rather than by affixation, compounding, conversion, blending, reduplication, or other processes”. It means that coinage as a process a word formation rather than affiliation, compounding, conversion, blending, reduplication, and other process.

From all theories above it can be concluded that made up a new word with closed-class words, a process called by coinage.

2.1.5 Compounding

Smith (2009:184), “a process of lexical morphology, where by derived forms are produced by placing two free morphemes together.” It means that a process word-formation which is derived form and produced by two free morphemes.

Booij (2005: 90), “compounding is the most frequently used way of making new lexemes”. It means that compounding have other name that is composition which consists of combination of two words, and has a binary structure.

From two theories of compounding above it can be taken the gist that compounding deals with word formation with consists of the combination of two words.

2.1.6 Back Formation

According to Booij (2005:55), “a prototypical case of paradigmatic word-formation is back formation in which the direction of derivation is inverted: less complex word is derived from the more complex word by omitting something. For instance, *sculpt*→*sculptor*, *babysit*→*baby sister*. It means that derived word formation the less complex word is derived from the more complex in which omitting a word.

According to Lieber (2009:198) “a morphological process in which a word is formed by subtracting a piece, usually an affix, from a word which is or appears to be complex. In English, for example, the verb *peddle* was created by back formation from *peddler* (originally spelled *speddler*)”. It means that process a word is formed by subtracting a piece usually an affix in which to be complex.

While Brinton (2000:120) “In back formation speakers derive a morphologically simple word from a form which they analyze, on the basis of derivational and inflectional patterns existing in English, as a morphologically complex word”. It means that morphologically is a simple word which a form they analyze, based on derivational and inflectional pattern and it as complex word.

Those definitions can be concluded that word formed in derived from complex words by omitted something.

2.1.7 Truncation

Booij (2005:36), “truncation relates to the formation of personal name which have an affective load and function as hypocoristic. In many cases, the stressed syllable of the full form is the core of the truncated name, which consists of one or two syllable”. It means that formation of personal names, and has an effective load and function as hypocoristic. The stressed syllable which consists of one or two syllable.

Arabi (2008:14) added ‘a category of abbreviation in which a word is simply shortened by cutting off the first or last syllable, such as *phone*→*telephone*, *amp*→*amplifier*, *fig*→*figure*. It means that those abbreviations of word are shortened by omitting the first or the last syllable.

From all theories above Booij and Arabi expressed that truncation is a simple word in which omitted several words and consists of one or two syllable.

2.1.8 Contractions

Arabi stated (2008:15), “a category of abbreviation in which the first and last letters of a word is selected, such as *Mr*→*Mister*, *Dr*→*Doctor*”. It means that category is selected of abbreviation from the first and the last letter of a word.

Aarts and McMahon (2006:533) said that “...contractions such as *I’m*, *we’ll* and *she’s* as reductions of the corresponding strong forms *I am*, *we will*, and *she is* or *she has*”. It means that contractions have parallel inventories of strong and weak auxiliaries.

So, Arabi, Aarts and McMahon expressed that a word formation which becomes abbreviation one or two words.

2.3 Definition of Short Message Service (SMS)

According to Hillebrand (2010:28), “the short message service as a very special type of messaging implemented as an integral part of the signaling systems, was proposed in GSM as the only new service that did not already exist in public networks”. It means that SMS is very special messaging communicates through mobile phone with an integral part of signaling system which comes up in GSM as a new service and exist in public network.

Labordere and Jonack (2004:14), said that “short message service is a very clever and economical resource that was designed back in the 1980s when GSM specifications were taken from CNET (the research center of France Telecom) and redeveloped as worldwide standard. It means that economical resource which designed back.

From all the theories above that Hillebrand and Jonack expressed that short message service is the new mobile communication system whereas easier, cheaper, and practical using SMS text messaging to write point to point or mobile terminated. Short message service is designed to be sent between mobile phone.

III. METHOD OF RESEARCH

The method which used in preparing this paper is a library research. In order to get the materials, the writer read several books related to the analysis, and taken the data of it, and other printed book sources that give relevant information. All books which are

used to complete the sections of this article are listed in the bibliography.

IV. DISCUSSION

1. Short Message Service (SMS) Styles

There are some short message service (SMS) styles usually used by teenagers. Those styles become habits for teenager's life. Most of teenagers used short message service (SMS) for communication with their friends via mobile phone. When teenagers communicate via short message service (SMS), teenagers apply some styles. There are some its styles usually understood by teenagers. For example, acronyms, blending, clipping, coinage, compounding, back formation, truncation, and contraction.

There are some examples of short message service here agreement with those styles. The data of short message service styles supported by data short message service of teenager's sms and also by styles obtained from friends short message service. Those styles to be presented here are teenagers short message service style the writers found and also its styles in my friends inbox messages of course with previous permission. In analysis later the words of abbreviation here will bold and italic so that more clear and easier to understand the short message service styles. The styles will be cover acronyms, blending, clipping, coinage, compounding, back formation, truncation, and contraction.

A. Acronyms

There are eight examples of abbreviation deal with acronyms to be analysed here.

1. **Sms:** BTW wht r u doing now?

Description: *BTW* here included to acronyms because the theory said that

combination or initial letters of a word sequence called acronyms. So, the initial letters by the way is BTW.

2. **Sms:** I got d' stuck OTW, but I believethat he wait me.

Description: *OTW* here included to acronyms because the theory said that combination of initial letters of a word sequence called acronyms. So, the initial letters on the way is OTW.

3. **Sms:** Morning, have a gud day GBU frens.

Description: *GBU* here included to acronyms because the theory said that combination of initial letters of a word sequence called acronyms. So, the initial letters God Bless You is GBU.

4. **Sms:** U mine me, me mine u, can't life without u, ILU so mac.

Description: *ILU* here included to acronyms because the theory said that combination of initial letters of a word sequence called acronyms. So, the initial letters I love you is ILU.

5. **Sms:** OMG, it's a bad day.

Description: *OMG* here included to acronyms because the theory said that combination of initial letters of a word sequence called acronyms, So, the initial letters oh my god is OMG.

6. **Sms:** What a hell, that stupid act makes me did more and more stupid acts

to cover it. Haahahaha LOL. What a stupid day, and what a stupid me! Hahahhaha (again) *LOL*.

Description: *LOL* here included to acronyms because the theory said that combination of initial letters of a word sequence called acronyms. So, the initial letters laughing out loud is LOL.

7. **Sms:** Happy b'day...happyb'day to u WYATB girl.

Description: *WYATB* here included to acronyms because the theory said

that combination of initial letters of a word sequence called acronyms. So, the initial letters wish u all the best is WYATB. Exactly, this short message service (SMS) included to acronyms.

8. **Sms:** IMU. Long time no c u.
Description: *IMU* here included to acronyms because the theory said that combination of initial letters of a word sequence called acronyms. So, the initial letters I miss you is IMU.

B. Blending

There are five examples of abbreviation deal with blending to be presented here.

1. **Sms:** I have modem, I use speedy modem, I think it's faster than other modem, it's from Telkom, and sometimes it needs time to connect to the internet but I think it's enough for me. There are 3 wires on that modem black, yellow, n grey. It has different function, by the way I like using this kinda, modems.
Description: *Modem* here included to blending because the theory expressed that another category of abbreviations in which the first syllables of two or three words are combine and pronounced as an ordinary word called blending. So, modem is combining and pronounced as an ordinary word that is modulator-demodulator.
2. **Sms:** Guys, at BSI any hotspot area, so you can browse. At Detos too any wi-fi zone, so we can browse, just bring your netbook or blackberry.

Description: *Wi-fi* here included to blending because the theory said that another category of abbreviations in which the first syllables of two or three words are combine and pronounced as an ordinary word called blending. So, Wi-fi is combine

and pronounced as an ordinary word that is wireless-fidelity,

3. **Sms:** I already finish read the Oxbridge dictionary.

Description: *Oxbridge* here included to blending because the theory stated that another category of abbreviations in which the first syllables of two or three words are combine and pronounced as an ordinary word called blending. So, Oxbridge is combine and pronounced as an ordinary word that is Oxford-Cambridge,

4. **Sms:** That *infotainment* tells us about facts of celebrities.

Description: *Infotainment* here included to blending because the theory explained that another category of abbreviations in which the first syllables or two or three words are combine and pronounced as an ordinary word called blending. So, infotainment is combining and pronounced as an ordinary word that is information-entertainment..

5. **Sms:** She often talks by American slanguage with her friend.

Description: *Slanguage* here included to blending because the theory said that another category of abbreviations in which the first syllables of two or three words are combine and pronounced as an ordinary word called blending. So, slanguage is combine and pronounced as an ordinary word that is slang-language.

C. Clipping

There are eleven example of abbreviation deal with clipping to be presented here.

1. **Sms:** I luv u so much.

Description: *Luv* and *u* here included to clipping because the theory explained that a category of abbreviations in which some of the letters or sounds of a word are omitted on the key letters are combine called clipping. So, Luv and u the shortening or reducing long words that is love and you.

2. **Sms** : Honey, have u washed ur face b4 sleeping?

Description: *U*, *ur* and *b4* here included to

clipping because the theory said that a

category of abbreviations in which some of

the letters or sounds of a word are

omitted on the key letters are combine called clipping. So, U, ur and b4 the shortening or reducing long words that is you, your and before.

3. **Sms:** Dad pick me at 7 o'clock. Thnx b4.

Description: *Thnx* *b4* here included to clipping because the theory expressed that a category of abbreviations in which some of the letters or sounds of a word are omitted on the key letters are combine called clipping. So, thnx b4 the shortening or reducing long words that is thanks before.

4. **Sms** : thnk, he's not a pick pockt like u say bfore.

Description: *Thnk*, *pock*, *u* and *bfore* here included to clipping because the theory stated that a category of abbreviations in which some of the letters or sounds of a word are omitted on the key letters are combine called clipping. So, Thnk, pock, u and bfore the shortening or

reducing long words that is Think, pocket, you and before

5. **Sms** : Ur my best frenz.

Description: *U r* and *frenz* here included to clipping because the theory explained that a category of abbreviations in which some of the letters or sounds of a word are omitted on the key letters are combine called clipping. So, U r and frenz the shortening or reducing long words that is you are and friends.

6. **Sms** : How do I feel? How do I say? I dunno.

Description: *Dunno* here included to clipping because the theory stated that a category of abbreviations in which some of the letters or sounds of a word are omitted on the key letters are combine called clipping. So, dunno the shortening or reducing long words that is don't know,.

7. **Sms** : Morning, have a gud day GBU frens.

Description: *Gud* and *frens* here included to clipping because the theory expressed that a category of abbreviations in which some of the letters or sounds of a word are omitted on the key letters are combine called clipping. So, gud and frens the shortening or reducing long words that is Good and friends.

8. **Sms:** I'll be arrive at station at usual place. Cu 2morrow.

Description: *C u 2morrow* here included to clipping because the theory said that a category of abbreviations in which some of the letters or sounds of a word are omitted on the key letters are combine called clipping. So, c u 2morrow the shortening or reducing long words that is see you tomorrow

9. **Sms:** Thx for today my friend. Hve a nice

dreams and gud nite.

Description: *Thx*, *hve* and *gud nite* here included to clipping because the theory explained that a category of abbreviations in which some of the letters or sounds of a word are omitted on the key letters are combine called clipping. So, *Thx*, *hve* and *gud nite* the shortening or reducing long words that is thanks, have and good night.

10. **Sms:** U mine me, me mine u, can't life
without u, ILU so mac,

Description: *U* and *mac* here included to clipping because the theory stated that a category of abbreviations in which some of the letters or sounds of a word are omitted on the key letters are combine called clipping. So, *U* and *mac* the shortening or reducing long words that is you and much.

11. **Sms:** OMG, my keyboard is broken. I don't finish type my assignment. Wat I do?

Description: *Wat* here included to clipping because the theory said that a category of abbreviations in which some of the letters or sounds of a word are omitted on the key letters are combine called clipping. So, *Wat* the shortening or reducing long words that is what.

D. Coinage

There are two example of abbreviation

deal with coinage to be presented here.

1. **Sms:** I ate sandwich this morning.
Description: *Sandwich* here included to coinage because the theory said that closed-class words cannot be joined readily by new coinages they

form a restricted set of forms which play important cohesive roles in discourse. They are sometimes known as 'grammar words', a rather confusing description which will be generally avoided here called coinage. So, sandwich creation of a totally new word. included to coinage.

2. **Sms:** The weather in Jakarta about 38 degrees Celsius.

Description: Celsius here included to coinage because the theory said that closed-class words cannot be joined readily by new coinages; they form a restricted set of forms which play important cohesive roles in discourse. They are sometimes known as 'grammar words', a rather confusing description which will be generally avoided here called coinage. So, Celsius creation of a totally new word.

E. Compounding

There are five examples of abbreviation deal with compounding to be presented here.

1. **Sms:** I'll not do my hom wrk tmrow.

Description: *Hom wrk* here included to compounding because the theory said that a process of lexical morphology (word-formation), where by derived forms are produced by placing two free morphemes together called compounding. So, *hom wrk* is placing two free morphemes that is home-work.

2. **Sms:** I thnk, he's not a pick pocklike u say bfore.

Description: *Pick pock* here included to compounding because the theory explained that a process of lexical morphology (word-formation), where by derived forms are produced

by placing two free morphemes together called compounding. So, pick pock is placing two free morphemes that is pick-pocket.

3. **Sms:**Guys, at BSI any hotspot area, so you can browse. At Detos too any wi-fi zone, so we can browse, just bring your netbook or blackberry.

Description:*Netbook* here included to compounding because the theory stated that a process of lexical morphology (word-formation), where by derived forms are produced by placing two free morphemes together called compounding. So, net book is placing two free morphemes that is net-book.

4. **Sms:**OMG, my keyboard is broken. I don't finish type my assignment. WatI do?

Description:*Keyboard* here included to compounding because the theory expressed that a process of lexical morphology (word-formation), where by derived tones are produced by placing two free morphemes together called compounding. So, Keyboard is placing two free morphemes that is key-board.

5. **Sms:**They usually sell the Drugs in black market.

Description:*Black market* here included to compounding because the theory stated that a prototypical case of paradigmatic word-formation is back formation in which the direction of derivation is inverted: the less complex word in derived from the more complex word by omitting something called compounding. So, black market is word formed in derived from complex words by omitted something that is black-market.

F. Back Formation

There are four examples of abbreviation deal with back formation to be presented here.

1. **Sms:**Guys, can you edit my profile?

Description:*Edit* here included to back formation because the theory expressed that a prototypical case of paradigmatic word-formation is back formation in which the direction of derivation is inverted: the less complex word in derived from the more complex word by omitting something called back formation. So, edit is word formed in derived from complex words by omitted something that is editor.

2. **Sms:**I cannot typewrite now, bcausel
so
hazy.

Description:*Typewrite* here included to back formation because the theory said that a prototypical case of paradigmatic word-formation is back formation in which the direction of derivation is inverted: the less complex word in derived from the more complex word by omitting something called back formation. So, typewrite is word formed in derived from complex words by omitted something that is typewriter.

3. **Sms:**Scientists make something to automate robot.

Description:*Automate* here included to back formation because the theory explained that a prototypical case of paradigmatic word-formation is back formation in which the direction of derivation is inverted: the less complex word in derived from the more complex word by omitting something called back formation. So, automate is word formed in derived from complex words by omitted something that is automation.

4. **Sms** :She televise her new products.
Description:*Televise* here included to back formation because the theory stated that a prototypical case of paradigmatic word-formation is back formation in which the direction of derivation is inverted: the less complex word is derived from the more complex word by omitting something called back formation. So, televise is word formed in derived from complex words by omitted something that is television..

G. Truncation

There are seven examples of abbreviation deal with truncation to be presented here.

1. **Sms**:R. A Kartini is my favourite Indonesia fig.

Description: **Fig** here include to truncation because the theory expressed that a category of abbreviations in which a word is simply shortened by cutting off the first or last syllable called truncation. So, fig is simply shortened by cutting off the first or last syllable that is figure.

2. **Sms** : I'm sorry. When you called ea by phone, I was sleeping.

Description:*Phone* here include to truncation because the theory said that a category of abbreviations in which a word is simply shortened by cutting off the first or last syllable called truncation. So, phone is simply shortened by cutting off the first or last syllable that is telephone.

3. **Sms** :Her child is 12 years old.
Description:*Child* here include to truncation because the theory stated that a category of abbreviations in which a word is simply shortened by

cutting off the first or last syllable called truncation, So, child is simply shortened by cutting off the first or last syllable that is children.

4. **Sms** :Are u kidd?

Description: *Kidd* here include to truncation because the theory explained that a category of abbreviations in which a word is simply shortened by cutting off the first or last syllable called truncation. So, kidd is simply shortened by cutting off the first or last syllable that is kidding.

5. **Sms** :Hi my bro...what r u doing right now?

Description:*Bro* here include to truncation because the theory said that a category of abbreviations in which a word is simply shortened by cutting off the first or last syllable called truncation. So, bro is simply shortened by cutting off the first or last syllable that is brother. Exactly, this short message service (SMS) included to truncation. This message is obtained from the distributed questionnaire.

6. **Sms**: Sist, r u free tomorrow morning? I want 2 ask u 2 join with me 2 havebrunch at 10.30 a.m. at our favorite café. Would u sist?

Description:*Sist* here include to truncation because the theory expressed that a category of abbreviations in which a word is simply shortened by cutting off the first or last syllable called truncation, So, sist is simply shortened by cutting off the first or last syllable that is sister.

7. **Sms** :I had left to office before my grandma come.

Description: *Grandma* here include to truncation because the theory expressed that a category of abbreviations in which a word is

simply shortened by cutting off the first or last syllable called truncation. So, grandma is simply shortened by cutting off the first or last syllable that is grandmother.

H. Contraction

There are eight examples of abbreviation deal with contraction to be presented here.

1. **Sms:** I'll be arrive at station at usual place, c u 2morrow.

Description: *I'll* include to contraction because the theory expressed that a category of abbreviations in which the first and last letters of a word is selected called contraction. So, I'll is weak auxiliaries that is I will..

2. **Sms:** U mine me, me mine u, can't life without u, ILU so mac.

Description: *Can't* here include to contraction because the theory said that a category of abbreviations in which the first and last letters of a word is selected called contraction. So, can't is weak auxiliaries that is cannot.

3. **Sms :** I thnk, he's not a pick pockt like u say bfore.

Description: *He's* here including to contraction because the theory stated that a category of abbreviations in which the first and last letters of a word is selected called contraction. So, he's is weak auxiliaries that is he is.

4. **Sms :** Mr. Ali has bought a Hoover yesterday noon.

Description: *Mr* here including to contraction because the theory explained that a category of abbreviations in which the first and

last letters of a word is selected called contraction. So, Mr. is a weak auxiliary that is Mister.

5. **Sms:** OMG, my keyboard is broken. I don't finish tpe my assignment. WatI do?

Description: *Don't* here including to contraction because the theory expressed that a category of abbreviations in which the first and last letters of a word is selected called contraction. So, don't is a weak auxiliary that is do not.

6. **Sms :** Hi.... What's ur name?

Description: *What's* here including to contraction because the theory said that a category of abbreviations in which the first and last letters of a word is selected called contraction. So, what's a weak auxiliary that is what is. Exactly, this

7. **Sms :** I'm sorry; I didn't catch your number. Who is this? (Unknown number)

Description: *I'm* and *didn't* there including to contraction because the theory stated that a category of abbreviations in which the first and last letters of a word is selected called contraction. So, I'm and didn't a weak auxiliary that is I am and did not.

8. **Sms :** It's ok Novi. No problem.

Description: *It's* here including to contraction because the theory said that a category of abbreviations in which the first and last letters of a word is selected called contraction. So, it's a weak auxiliary that is it is.

I. Finding

After analyzing short message service (SMS) styles as presented before, the writer found some different styles on every message. This difference is overwhelms in words included

acronyms, blending, clipping, coinage, compounding, back formation, truncation, and contraction. Here, several examples with different styles to every message.

1. **Sms:**U mine me, me mine u, can't life without u, ILU so mac.

Description:There are some short message service (SMS) styles in this message. For example, can't include contraction, u and mac include clipping, ILU include acronyms.

2. **Sms:**OMG, my keyboard is broken. I don't finish type my assignment. What I do?

Description: There are some short message service (SMS) styles in this message. For example, OMG include acronyms, keyboard include compounding, don't include contraction and wat include clipping.

3. **Sms:** BTW, wht r u doing now?

Description:There are some short message service (SMS) styles in this message. For example, BTW include acronyms, wht r u include clipping.

4. **Sms:** I'll not do my hom wrk tmrrow.

Description:There are some short message service (SMS) styles in this message. For example, include contraction, hom wrk include compounding and tmrrow include clipping.

5. **Sms:**Sist, do u free tomorrow morning? I want 2 ask u 2 join with me 2 havebrunch

at 10.30 a.m. at our favorite café. Would u sist?

Description:There are some short message service (SMS) styles in this message. For example, sist include truncation, u and 2 include clipping,

brunch include blending and a.m. include acronyms.

6. **Sms:**Morning, have a gud day GBU frens.

Description:There are some short message service (SMS) styles in this message. For example, gud and frens include clipping, GBU include acronyms.

7. **Sms:**Happy b'day...happy b'day to u WYATB girl.

Description:There are some short message service (SMS) styles in this message. For example, b'day and u include clipping, WYATB include acronyms.

8. **Sms:**IMU. Long time no c u.

Description:There are some short message service (SMS) styles in this message. For example, IMU include acronyms, u and c include clipping.

9. **Sms:**I have modem, I use speedy modem,

I think it's faster than other modem, it's from Telkom, and sometimes it needs time to connect to the Internet but I think it's enough for me. There are 3 wires on that modem black, yellow, n grey. It has different function, by the way I like using this kind a modem.

Description:There are some short message service (SMS) styles in this message. For example, modem include blending, it's include contraction, BTW include acronyms.

10. **Sms:**Guys, in BSI there is hotspot area, so you can browse. And also in Detos there iswi-fi zone, so we can browse, just bring your net book or blackberry.

Description:There are some short message service (SMS) styles in this message. For example, BSI includes acronyms, wi-fi include blending and netbook include compounding.

11. **Sms:**I'll be arriving at station at usual place. Cu 2morrow.

Description:There are some short message service (SMS) styles in this message. Forexample, I'll include contraction and c u 2morrow include clipping.

12. **Sms:**I thnk, he's not a pick pockt like u say bfore.

Description:There are some short message service (SMS) styles in this message. For example, he's include contraction, pick pockt include compounding, thnk, u and bfore include clipping.

13. **Sms:**I cannot typewrite now, bcause I so buzy.

Description:There are some short message service (SMS) styles in this message. For example, cannot include contraction, typewrite include back formation, bcause and buzy include clipping.

14. **Sms:** Are u kidd?

Description:There are some short message service (SMS) styles in this message. For example, a include clipping and kidd include truncation.

15. **Sms:**R.A Kartini is my favrite Indonesian fig.

Description:There are some short message service (SMS) styles in this message. For example, favrite include clipping, and fig include truncation.

3.3. Miscellaneous

Several miscellaneous short message service (SMS) styles usually find by short

message service (SMS) via mobile phone presented here.

1. Beiby, beb from baby
2. C from see
3. Luv, luph, lope, lov3 from love
4. Hpy b'day, ppy b'day, happy b'day from happy birthday
5. Dunno from don't know
6. Wht, wat from what
7. R, re, ar from are
8. Tmorrow, 2morrow from tomorrow
9. Frens, frenz from friends
10. Thx, thnx, thankz, thxs from thanks
11. Bcoz, bcause, cz from because
12. Gud from good
13. Bfore, b4 from before
14. To from 2
15. N from and
16. U from you
17. Ur, yr, from your
18. For from 4
19. D' from the
20. Thanquw from thank you

V. CONCLUSION

Referring to what have been discussed in the previous chapter, it is reasonable to present such as conclusion. Short message service styles are usually used by teenagers to communicate or share any information they got to their friends. They share it via cell-phone. They unfold and apply new styles so that they may have the same understanding each other. The more they send messages, the more they apply different styles. As there are eight styles of SMS, clipping poses as the most style often used by teenagers, followed by acronyms, and the least is coinage.

It could be presented in details here, that there are 11 short message services with clipping, 9 for acronyms, 8 for contraction, 7 for truncation, 5 for blending, 5 for compounding, 4 for back formation, and 2 for coinage.

There is also another finding about SMS style called as variants. It refers to a lexical word, but it could be presented in many forms. As referred to data obtained, it is classified into clipping, but not for other SMS styles.

Teenagers have their own reason for applying SMS while they communicate with their friends and someone else. Teenagers

more prefer to choose short message to communicate because it is cheaper, easier, and more effective, and not spending much money. Teenagers commonly communicate more than 50 short message per day. It may also be influenced by the provision of free SMS from provider. There are several provider which is give free SMS with special requirements such as sending 2 short messages will get 50 free short messages. It will make teenagers possible to choose short message to communicate with someone else. They apply all kinds of short messages services styles uniquely like clipping, acronyms, contraction, blending, coinage, compounding, back formation, and truncation.

Suggestion

There are several several can be taken related to this discussion as following:

1. Before choosing the topic to be conducted in your research, you must be acquainted enough with information about the topic so that you will not confuse what you have chosen.
2. If you want to analyze on the obtained data, it would be better if you prepare for needed materials to complete it such as relevant references, literary reviews, and others supporting materials. It will help you to conduct the analysis.
3. Finding some examples on short message service styles may also be helpful to make you be more familiar to the topic plan to be discussed.
4. Enriching your data may also be gained by asking your friend's SMS. By doing this, you may know more about the SMS styles applied recently among teenagers.
5. Technology is vastly developed, and the use of SMS to communicate will be more flourish especially among teenagers, so the styles of SMS may be richer. So, further discussion on this topic is widely opened.

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**THE INFLUENCE OF ROLE PLAY ON STUDENTS' ABILITY IN SPEAKING
ENGLISH AT THE FIRST GRADE OF SMK
USWATUN HASANAH JAKARTA**

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ABSTRACT

The objective of this research is to find out whether there is an influence of Role Play on students' ability in speaking English. The population in this research was the entire first grade students of SMK USWATUN HASANAH JAKARTA, consist of 60 students divided into 2 classes and the sampling method is Random Sampling, the sample consist of one class with 30 students. The result of Role Play and instrument of the test of speaking consist of 30 items that have been analyzed through validity test using construct validity, reliability test using KR-21, discrimination index and difficulty index analysis. The normality of X variable r-count is = 0.111 which less than r-table is = 0.161, the normality of Y variable r-count is = 0.066 which less than r-table is = 0.161. So that the hypothesis H_0 is accepted, it means that the population of the result is normal. The result of data analysis through ANOVA table got r-count is = 5.96 which is more than r-table is = 4.01. The reliability of X variable r-count is = 0.848 which is more than r-table is = 0.361, the reliability Y variable r-count is = 0.885 which is more than r-table is = 0.361. The normality of X variable r-count is = 0.111 which less than r-table is = 0.161, the normality of Y variable r-count is = 0.066 which less than r-table is = 0.161. So, that the hypothesis H_a is accepted and H_0 is rejected. Therefore, it can be concluded that there is an influence of Role Play on students' ability in speaking English.

Keywords: Speaking, Role Play

I. INTRODUCTION

Education is one of the important things to increase human resources, especially in this country, Indonesia. Experience established that the rising of human's intellectual has a positive impact on the progress country especially in this globalization era. In globalization era, many people are demand to be able to communicate with different people from different countries. Language is the key to make this communication better.

According to Harmer (1991:1),

"There are some reasons for learning a language and the useful of learning language. The greatest of language students in the world do it because it is on the school curriculum whether they like it or not! For many of these

students, in particular, is something that both they and their parents want to have taught".

As we know that most people in the world study English language to fulfill their need to communicate with other people. "English is sometimes described as the global lingua franca. English is the dominant international language in communications, science, business, aviation, entertainment, radio and diplomacy". The influence of the British Empire is the primary reason for the initial spread of the language far beyond the British Isles. Following World War II, the growing economic and cultural influence of the United States has significantly accelerated the spread of the language. Today English is being learnt

by one billion people. Because a working knowledge of English is required in certain fields, professions, and occupations, English is studied and spoken by over a billion people around the world, to at least a basic level. English is one of six official languages of the United Nations.

According to Baugh; Cable (2002: 2-27), English is the language most often studied as a foreign language in the European Union (by 89% of schoolchildren), followed by French (32%), German (18%), and Spanish (8%). In the EU, a large fraction of the population reports being able to converse well in English. Among non-English speaking countries, a majority reported such English skills in the Netherlands (87%), Sweden (85%), Denmark (83%), Luxembourg (66%), Finland (60%), Slovenia (56%), Austria (53%), Belgium (52%), and Germany (51%).

Based on these conditions, English in Indonesia should be taught better at school. English as a foreign language should be taught at every Education Institutes such as courses and formal and informal schools. In most of schools in language class, especially English class, students are demanded to speak English during the class. That's why most of students become so quite. Even if they find some difficulties, they will not ask their teacher of their questions. A completely different reason for student silence may simply be that the class activities are boring or are pitched at the wrong level. Very often our interesting communicative speaking activities are not quite as interesting or as communicative as we think they are and all the students are really required to do is answer 'yes' or 'no' which they do quickly and then just sit in silence or worse talking noisily in their L1. So maybe teachers need to take a closer look at the type of speaking activities teachers are using and see if they really capture student interest and create a real need for communication. The teaching way of English subject especially English speaking skill, must have a good attention. The teachers must be creative in teaching. So, it can influence the students to be more active in class. The creative teacher means that they are able to use a good technique in teaching.

Based on this problem, the writer tries to finding out the way to students' speaking English. The writer is interested in finding out "The influence of Role Play on Student's Ability in Speaking English".

II. THEORETICAL BACKGROUND

A. The Nature of Speaking

According to Lawtie (2002: 2) the English teacher of British council, Caracas, *speaking is fundamental to human communication*. Just think of all the different conversations you have in one day and compare that with how much written communication you do in one day. The goal of your language course is truly to enable your students to communicate in English, and then the speaking skill should be taught and practice in the language classroom.

If students feel really shy about talking in front of other students then one way to go about breaking this cultural barrier is to create and establish your own classroom culture where speaking out loud in English is the norm. One way to do this is to distinguish your classroom from other classrooms in your school by arranging the classroom desk differently, in groups instead of lines etc. or by decorating the walls in English language and culture posters. From day one teach your students classroom language and keep on teaching it and encourage your students to ask for things and to ask questions in English. Giving positive feedback also helps to encourage and relax shy students to speak more.

Chaney (1998: 13) Speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts". Speaking is a crucial part of second language learning and teaching. Despite its importance, for many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues. However, today's world requires that the goal of teaching speaking should improve students' communicative skills, because, only in that

way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance.

Many ESL or EFL text books include role play among their communicative activities, there are many more ways in which role play techniques can be incorporated into a speaking or four –skills ESL or EFL class. It is widely agreed that learning takes place when activities are engaging and memorable. Jeremy Harmer, from Wikipedia the Free Encyclopedia [16th February, 2004] advocates that the use of role play for the following reasons;

1. It is fun and motivating
2. Quieter students get the chance to express themselves in a more forthright way
3. The world of the classroom is broadened to include the outside world-thus offering a much wider range of language opportunities.

In addition to these reasons, students who will at some points travel to an English speaking country are given a chance to rehearse their English in a safe environment. Real situations can be created and students can get the benefits from the practice. Mistakes can be made with no drastic consequences.

From definitions above, we can see that speaking is the way of human's communication by using verbal and non-verbal symbols. Speaking should be taught to students directly, because communicative language teaching is based on real-life situations that require communication.

B. The Nature of Role Play

According to Ladousse (2004: 2) "Role play is a group of students carrying out the play of a part in a specific situation as a doctor, nurses, star wars, etc". In role playing, participants adopt and act out the role of characters, or parts, which may have personalities, motivations, and backgrounds different from their own. Role play is like being in an improvisational drama or free-form theatre, in which the participants are the actors who are playing parts, and the audience.

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There are Tips on successful classroom role play, for the teacher and even for the students itself.

Some of the possible teacher roles are:

1. *Facilitator – students may need new language to be 'fed' in by the teacher. If rehearsal time is appropriate the feeding in of new language should take place at this stage.*
2. *Spectator – the teacher watches the role play and offers comments and advice at the end.*
3. *Participants – it is sometimes appropriate to get involved and take part in the role-play yourself.*
4. *Error Correction - Some students do like to be corrected straight after a role-play activity, while the language is still fresh in their minds.*
5. *Feed in language-In the practice stage the teacher has a chance to 'feed-in' the appropriate language.*

According to Harmer (2004: 72),

“Role-play is a form of improvisation. When you role-play, you pretend to be someone else in a particular situation and find words that are appropriate for that person and situation. It is an activity that can be particularly effective undertaken by an individual or in pairs”.

Based on the definitions above, we can see that role-play is a speaking activity, the students act-out as other characters. Students pretend to be someone else in particular situation. It can be as a doctor, nurse, pilot, or etc.

Role play is one of good technique for the teachers to do the speaking activity because of some reasons;

1. A very wide variety of experiences can be brought into the classroom through role play. The range of functions and structures, and the areas of vocabulary that can be introduce.
2. Role play puts students in situation in which they are required to use and develop those forms of language which are so necessary in oiling the works of social relationship.
3. Some people are learning English to prepare for specific roles in their lives: people who are going to work or travel in an international context. It is helpful for these students to have tried out and experimented with language they will require in the friendly and safe environment of a classroom.
4. Role play helps many shy students. Some more reticent members of a group may have a great deal of difficulty participating in conversation about themselves, in other activities based on their direct experience.
5. Perhaps the most important reason for using role play is that it is fun. Once students understand what is expected of them, they thoroughly enjoy letting their imagination rip.

Finally, role play is one of a whole of communicative techniques which develop

fluency in language students, which promotes interaction in the classroom and which increases motivation. Role plays belongs to language work category of language learning techniques, sometimes referred to as low input-high output. This means that the teacher – centered presentation phase of the lesson is very short and not at all the same as it would be for a controlled practice drill.

III. RESEARCH METHODOLOGY

A. Purpose of Research

The fundamental purpose of this research is to determine “*The influence of role play on students’ ability in speaking English at the first grade of SMK USWATUN HASANAH Jakarta Majority in Secretary Class*”. This research needs empirical data in order to examine the purposed hypothesis.

B. Time and Allocation

This research conducted at second semester of first grade school year 2013/2014 at SMK USWATUN HASANAH Jakarta.

C. Population Research

a. Population

The population of this research is all the tenth grade students’ at SMK USWATUN HASANAH Jakarta

b. Sample

In this research the writer uses Random Sampling Technique. Random sampling Technique is “*Cara pengambilan sample berdasarkan sekelompok individu atau perorangan*” Sudjana (1996: 93).

The steps to take the sample are:

- a. The writer divides the 60 students who have different ability in speaking English (Excellent, Good, and Poor score) into 2 groups.
- b. Then, the writer uses a coin to choose experiment class and control class. The writer asks each group to choose one side of the coin.
- c. Then, one side of the coin which comes first will be the experimental class.

D. Research Variable

In this research, the researcher uses two variables, they are independent variable (X)

and dependent variable (Y). Independent variable is Role Play and Dependent variable is student's ability in speaking English.

a. Definition of concept

Role play is a technique in teaching and learning process. Role play technique can help the students to understand and comprehend words and vocabularies. The teaching and learning activities will be enjoyable. English speaking is the important thing for the students, because it is one of the four language skills. And of course with English speaking, students are able to communicate to other people.

b. Definition of operational

There are two main variables in this research;

1. Independent variable is teaching technique Role play acquired from primer and seconded data. The primer data required and collected directly by doing role play in order to practice the students in speaking English. And the seconded data acquired through the library, there are some literary which correlated to the object of the research.
2. Dependent variable is English Speaking ability. English speaking is the ability to communicate orally

The contents mastery tested are:

- a. Students are able to understand and recognize new words and some new vocabularies
- b. Students are able to distinguished and choosing words in using of verbs, subject, nouns, and also adjectives.

In this research, the writer used Experimental Design, according to the fact, and the data detailed and collected to solve the problem that will be an object research. In this

research the writer use two groups, they are A which consist of 30 students as an experiment class, in this class writer gives them a speaking test after using Role play technique, and another class is B as a control class. In this class, the writer gives a speaking test without using Role play before. The data from this research is collected by giving the final test for each group. Each group has a same allocated time and the same test, the different thing is just the Role play itself, where the experiment test uses Role play technique to help them in speaking English before doing the test, and the control class does not use Role play before doing the test.

E. Research Instrument

The instrument which is used in this research is a test to the sample class. The testing of second language speaking is a relatively new field, even within the young discipline of applied linguistics. Among the reasons for this, we can list the ephemeral nature of speech, the relative lack of interest in the spoken language shown by pre-1970s linguists, and the difficulty of devising objective assessment criteria. Glenn Fulcher's book *Testing Second Language Speaking*, a new addition to the Pearson Longman series *Applied Linguistics and Language Study*, documents the short history of testing spoken English and provides abundant information about the current methodology of testing speaking.

Fulcher does not go into much detail about the recent research concerning trade-offs of this kind, but he does succeed in conveying the main points about the difficulty of defining speech, and the problems this poses for the tester. Ultimately, he concludes that "the purpose of testing second language speaking is similar to that of a driving test. According to Fulcher (2003) Harlow: Pearson Longman" The purpose of a speaking test is to collect evidence in a systematic way (through elicitation techniques or tasks) that will support an inference about the construct as we define it from the summary of the evidence (the 'score')". We will also be interested in the learner's ability to perform in a range of situations much wider than those that can be sampled during the test" (p. 47). To provide a

valid speaking test, it is necessary to capture the relevant aspects of speaking on the one hand, and prevent interference in the score from irrelevant factors, on the other.

In this study the researcher uses a multiple choice test as the instrument of the research. Because by using a multiple choice test which consists of some dialogue on it and multiple choice answers, the researcher is able to do the scoring correctly.

F. Validity Test

The test based on the validity (content validity) that is material that includes the aspect of cognitive *Taxonomy bloom*, C1 (Knowledge), C2 (Understanding), C3 (Application). These are the latticework or blue print of research instrument:

No	The Purpose of Specific Studies	Domains	The Number of Questions
1.	Students are able to comprehend dialog involving reservation and prices	C2	2,3,4,6,11,13,16,23,24,31,36,37,43,44,45
2.	Students are able to use the correct structure. Future perfect and present tense	C3	1,5,8,9,15,10,18,21,22,26,32,33,34,39,40,41,42,
3.	Students are able to use the relevant vocabulary in order to answer the question correctly	C1	7,12,14,17,19,27,28,29,30,35,38

G. Reliability Test

Reliability is instrument to show is reliable to collect the data, because that instrument is valid (Suharsimi, 1997, p. 183) with symbol "r" and counted with KR-21 for the objective test.

$$r = \frac{K}{K-1} \sqrt{1 - \frac{M(K-M)}{K \cdot S^2 T}}$$

K = Total valid score
M = Mean
S² T = Total variant

H. Discrimination Index

This test is to find out an instrument to distinguishing the students who have high ability and poor ability.

$$D = \frac{BA - BB}{\frac{1}{2} n}$$

D = Discrimination Index

BA = Upper Group

BB = Lower Group

n = Number of students

Classification table of discrimination power as follow:

D =	0.05 – 0.20	Poor
D =	0.21 – 0.40	Satisfactory
D =	0.41 – 0.70	Good
D =	0.71 – 1.00	Excellent

After analyzing the instrument by using the difficulty index and discrimination index there are some valid instruments.

I. Difficulty Index

To identify the difficulty questions, medium, and easy are using this pattern by Suharsimi (1993:210).

$$P = \frac{BA + BB}{n}$$

BA = Upper Group

BB = Lower Group

n = Number of Students

An instrument is good if that instrument is not too difficult and not too easy, with degree of difficulty:

P: 0.00 – 0.30	Difficult
P: 0.30 – 0.70	Medium
P: 0.70 – 1.00	Easy

J. Data Analysis

After the data collected was considered valid and reliable, the next steps are conducting a data analysis. To examine two variables, the writer used ANOVA- test. Some steps are done to analysis as follow:

a. sums of squares total (SST)

$$\sum X^2 \text{ tot} = \sum X^2 - \frac{(\sum X)^2}{N}$$

b. Sums of squares between (SSB)

$$\sum X^2 \text{ SSB} = \frac{(\sum X_1)^2}{n_1} + \frac{(\sum X_2)^2}{n_2} - \frac{(\sum X)^2}{N}$$

$$\sum X^2SSB = \frac{\sum X^2_{tot} - \frac{(\sum X)^2}{N}}{n1 - 1}$$

d. Table of ANOVA

e. The value of F-ratio and the critical value of F- table in table significant level 0.05

K. Technique of Data Interpretation

Technique of data interpretation such as follow:

Ha : There is significant the effect Role Play to the English speaking for students

Ho : There is no significant the effect of Role Play to English speaking for students

The writer used table t with significant 0.05 and the degree of freedom formula as follow:

$$df = n - 2$$

Notes:

df = degree of freedom

N = number of students

Ho: Lo < L table

Ha: Lo > L table

If Lo < L table so, hypothesis Null is accepted and if Lo > L table so, Hypothesis alternative is accepted.

L.Statistical Hypothesis

The hypothesis, if Ho is refused and Ha is accepted, there is an influence on those variables. In other hand, if Ho is accepted and ha is refused, there is no any influence on those variables.

IV. DISCUSSION

A. Result of the Research

The result from data collection and data analyses are presented in this chapter to answer the research questions addressed in the present study. This chapter illustrates the following section: (a) Data Descriptive statistics for Role Play and English Speaking; (b) the influence of Role Play for Students in Speaking English.

B. Data Description

Result of the test Role Play technique

Table 4.1 Result of the Research

DATA DESCRIPTION	RESULT
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Number of Item	30 test
Number of Sample	30
Score Range	3.3-8.6
Total Score	173.0
Average	5.77
Standard Deviation	1.615
Square of Deviation	2.615

It has found that data acquired from the result of Role Play technique with the value 3.3 – 8.6 with average 5.77, standard deviation 1.615, square of deviation 2.615, number of item 30, and number of sample 30.

Result of the test Speaking

Table 4.2 Result of the Research

DATA DESCRIPTION	RESULT
Number of Item	30 test
Number of Sample	30
Score Range	3.0
Total Score	3.0 – 7.3
Average	5.12
Standard Deviation	1.47
Square of Deviation	2.17

It has found that data acquired from the result of Speaking with the value 3.0 – 7.3 with average 5.12, standard deviation 1.47, square of deviation 2.17, number of item 30, and number of sample 30.

C. Test of Analysis

1. Test of Normality

The test of normality uses Lilifors test. The test uses to know whether the data normal or not. The test is done in group X and Y. the result of Lilifors test as follow:

Table 4.3 the result of Normality Test

Class	N	Lo = count L	L- table	x	Conclusion
X	30	0.1119	0.161	0.05	Normal
Y	30	0.0664	0.161	0.05	Normal

Base on the result of normality test above, it can be concluded that Ho is accepted because Lo in variable X and Y is smaller than L-table.

D. The Test of Hypothesis

After the data collected was considered valid and reliable, the next steps are conducting a data analysis. To examine two variables, the writer used ANOVA- test. Some steps are done to analyze as follow:

Table 4.4

Variance Source	Sums of squares	Degree of Freedom	Mean of Squares	F
Sums of Squares Between	6.2	K-1 (2 - 1) = 1	6.2/1 = 6.2	
Sums of Squares Within	60.32	N- K (60 - 2) = 58	60.32/58 =1.04	6.2/1.04 = 5.96
Sums of Squares Total	66.52	59		

The value of F – ratio and the critical value of F- table in table significant level 0.05. Because on data analysis that “ANOVA” is 4.01 and r-count is 5.96, it means that Ho which stated is $F_o > t$ table ($5.96 > 4.01$) so, Hypothesis alternative is accepted.

E. Interpretation the Result of Research

Based on data analysis that “ANOVA” and r-table with level of significant 0.05 or 5% is 4.01 So, F-count $>$ r-table or $5.96 > 4.01$ It means that Ho, which stated there is $F_o > t$ table, Hypothesis alternative is accepted. In other side, research hypothesis (Ha) that states there is an Influence and Dependent variable is speaking on the first grade in the majority of Secretary of SMK N 51 Jakarta, is accepted.

V. CONCLUSION

This study is conducted on SMK USWATUN HASANAH Jakarta by using 30 students per each class at the first grade majority in Secretary Class in academic 2007-2008. The result of data analysis through ANOVA table got r-count is $5.96 >$ r-table is 4.01. The normality test of X variable is $0.111 <$ r-table is 0.161, the normality test for Y variable is $0.066 <$ r-table is 0.161. From the result above it can be concluded that Ho is accepted, it means that it has normal distribution. The reliability test of X variable is r-count is $0.848 >$ r-table is 0.361, the reliability test of Y variable r-count is $0.885 >$ r-table is 0.3.61. So, that the hypothesis Ha is accepted and Ho is rejected. Therefore, it can be conclude that there is an influence of Role Play on students’ ability in speaking English.

It is hoped that this researcher will provide a valuable insight into students’ English

learning by using Role Play. The finding of the present study showed that Role Play respectively significant for students in English speaking ability. To make students enjoy their learning speaking, and enhance their motivation in producing new vocabulary and motivate them to speak with their own words.

The study of this Role Play for students in speaking English by students’ activity and good teaching implementation of teacher in English Classroom setting, will be enhanced students’ speaking. And it is should be utilized deepest from respective students.

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**COMMON ERROR IN ENGLISH COMPOSITION MADE BY THE THIRD
YEAR STUDENTS OF SMPN 35 JAKARTA
IN ACADEMIC YEAR 2010/2011**

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Abstract

This study has shed light on the manner in which students within the rules of the target language, which is english. This study examines errors in a corpus of 38 essays written by 38 participants. The participants are the third year students of SMPN 35, East Jakarta. They were asked to write an english essays then 10 scripts of the essays were chosen randomly for analyzing. All of the errors in the essays were identified and classified into various categorization. The purposes of this study is to find the the error that mostly committed by the students. Descriptive method is used for analyzing the data and library research method is used for collecting the data. The result of this study shows that four most common errors committed by the participants were error in singular/plural form, error in the use of article, error in the use of pronoun, and error in subject/verb agreement. These aspects of writing in english pose the most difficult problems to participants.

Keywords: *Linguistics, Common Error, Writing*

I. INTRODUCTION

In learning English, of course students are expected master the fourth skills, they are; listening, speaking, reading, and writing. Among the four skills, writing is more complex. It needs special skill to organize the idea in good grammatical structures that they have learned. As said by Norrish (1987:63) "Writing is of course, not easy and in some way, more difficult than speaking".

Talking about writing skill, making grammar errors is unavoidable. It is because making errors is a part of language learning process. By studying and analyzing the common errors in writing produced by the students, it is expected can reduce the possibility for making same grammatical errors in the future. In addition, it gives information about in which part of language that the students have tendency to produce more and less error. It is very important for the teacher to understanding the problem that faced by the student in producing English sentence in writing, especially in grammar. It is also important for the students as a guideline for correction and improves their understanding in grammar.

Statements of Problems:

This study is to analyze the following research questions;

1. What are the errors committed by third grade students of SMPN 35 in their English composition?
2. In which parts of language do those students have a tendency to produce more errors?

II. METHODS OR EXPERIMENTS

Methods that used to accomplish this paper are descriptive and library research method. This study examines errors in a corpus of 38 essays written by 38 participants. The participants are the third year students of SMPN 35, East Jakarta. They were asked to write an english essays then 10 scripts of the essays were chosen randomly for analyzing. All of the errors in the essays were identified and classified into various categorization.

III. THEORETICAL REVIEW

3.1 Error Analysis

Error Analysis is a type of linguistic study that focuses on the errors that learners make. Brown (2000:166) defined error analysis as the process to observe, analyze, and classify the deviation of the rule of the second language and then to reveal the systems operated by learner. This theory is supported by Crystal (1987:112), "Error analysis is a technique for identifying, classifying, and systematically interpreting the unacceptable form produced by someone learning a foreign language, using any of the principles and procedures provided by linguistics". That two experts in Error Analysis explained the process of analyzing the data error which is first analyze the corpus data then identifying the data error, afterwards classifying the data error for discussing.

Brown states further that errors can be described as errors of addition, omission, substitution, and ordering. Richard (1973:183) describes errors more detail. He also gives a simple explanation in the way of analyzing, identifying, and classifying the data error. In his book, Richard divided the errors into six categories. They are errors in the production of verb groups, errors in the distribution of verb groups, miscellaneous errors, errors in the use of preposition, errors in the use of article, again errors in the use of questions. The theory of Richard in analyzing and describing errors are used by the writer as a guideline to analyze the data error.

3.2 The Role of Error Analysis in Language Teaching and Learning

In language learning, the study of the learner's error has become very important and it is useful as indicator of learning and guide in teaching. They tell the teachers how far the learners have progressed and what remains for them to learn. As said by Candling (2001:69) "Second language learner's errors are potentially important for the understanding of the processes of second language acquisition". It supported by Stark (2001:19) that said "The teacher need to view student's errors positively and should not regard them as the learner's failure to grasp the rules and structure but view the errors as process of learning". He added that "Errors are normal and inevitable feature of learning that are essential condition of learning". From those statements we could conclude that error

analysis plays an important role in the process of teaching and learning of second language acquisition.

3.3. Error and Mistake

Many experts in error analysis have been presented various definition of error and basically those definitions have the same meaning. Norrish (1987:7) stated that "Error is a systematic deviation, when a learner has not learnt something and consistently gets it wrong". As said by Cunningsworth (1987:87) who said that "Error are systematic deviations from the norms of the language being learned". From these two definitions it could get a conclusion that error is any deviation from the norm of the language being learned when the learner produced it in the target language.

Mistake is also deviation of the norm of the language, but the difference with error is that mistake is not systematic. It means that the learner actually knows the rule but he/she does not apply it. Norrish (1987:8) said "Mistake is an inconsistent deviation that is sometimes the learner 'gets it right' but sometimes wrong". Richards et.al (1973:95) stated that "Mistake is made by a learner when writing or speaking which is cursed of lack of attention, fatigue, carelessness, or other aspects of performance". From those theories, the writer gets a conclusion that *mistake* is related to the performance error when learner produced a target language while the *errors* is "error" in producing target language because a learner has not learnt something and consistently gets it wrong. The explicit difference between error and mistake is that the error systematic but the mistake unsystematic.

3.4 Causes of Error

Causes of error are some things that influenced the learner of making error. Norrish (1987:21-26) classifies causes of errors into three types that is carelessness, first language interference, and translation. The three types of causes of errors by Norrish (1987:21-26) will be discussed briefly below.

1. Carelessness

Carelessness is often related to lack of motivation. Many teachers will admit that is not always the student's fault in the loses of interest, perhaps the material and/or style of presentation do not suit him. It indicates that

the students actually know the rules but they do not apply it in their writing.

2. First Language Interference

Norrish stated that learning a language (a mother tongue or a foreign language) is a matter of habit information. When someone tries to learn new habits the old ones will interfere the new ones. This cause of error is called first language interference.

3. Translation

Translation is one of the causes of error. This happen because a student translates his first language sentence or idiomatic expression into target language word by word. Norrish added that it probably the most common cause of error.

From this theory by Norrish, we can conclude that the causes of error are carelessness, first language interference, and translation.

Another expert that discussed the cause of error is Richard (1973:19-22) in his book "A Non-Contrastive Approach to Error Analysis". He classified error into: overgeneralization, incomplete application of rules, false concept hypothesized, and ignorance of rule restriction. To make it clear, the four classifications of causes of errors by Richard will be explained briefly below.

1. Overgeneralization

Overgeneralization generally involves the creation of one deviant structure in place of two regular structures, for example, "He can sings", "We are hope", "it is occurs".

2. Incomplete application of rules

An example of incomplete application of rules can be seen in the question forms. Very often they are used not to find out something, as they should, but as a means of eliciting questions through a transform exercise. The use of question may also be unrelated to the skills it is meant to establish. Look at this example below.

Teacher question: *How much does it cost?*

Student response: *It cost five dollar.*

Teacher question: *What does he have to do?*

Student response: *He have to do write the address.*

The example above shows the student's error in responding teacher's question.

3. False concept hypothesized

False concepts hypothesized are something due to poor gradation of poor items. The form "was" for example, may be

interpreted as the marker of the past tense, as in "one day it was happened".

4. Ignorance of rules restriction

Closely related to the generalization of deviant structures in failure to observe the restriction of existing structures, that is, the application of rules to context where they do not apply. The man who I saw him violates the limitation of subjects in structure with two. This is again the type of generalization of transfer, since the learners is making use of previously acquired rule in a new situation.

Those theories by two expert of error analysis have their own idea about the causes of error. However in this paper, the writer tries to find out the theories that closely related to the error that found in corpus data.

IV. RESULT AND DISCUSSION

4.1 List of Error Sentence

In corpus data, the writer finds some error sentences then makes a list of it in a table. The list of error sentences is purposed for making easier in analyzing and finding common data errors. This is the table that shows all students grammatical errors found in their English composition.

Table IV.I List of Errors Sentences Committed by the Students

No.	Sentences	Located
1.	I am a students in SMPN 35 East Jakarta.	Script 1
2.	I am hobbyis singing and listening music.	Script 1
3.	I have one brother. He's name Pandu Mirza Sadewo.	Script 1
4.	My brother is hobby football.	Script 1
5.	We are a very different because my brother very like is a food fish but I am like is a food chicken.	Script 1
6.	I am always singing with my brother and I do every day.	Script 1
7.	I am a very happy.	Script 1
8.	I and my brother together have a plann is holidays at Dufan.	Script 1
9.	I prepare these all things.	Script 1

10.	I and my brother a very harmonious.	Script 1
11.	She is finalist Idola Cilik I .	Script 2
12.	Next week, she per fome with new style.	Script 2
13.	I believe one day I will succed like her.	Script 2
14.	I'm very sad in that time but my friends always support me and I become don't sad anymore.	Script 2
15.	The first perform, she perfome so beautiful in wear blue dress.	Script 2
16.	My idol name is Kim Hyun Joong.	Script 3
17.	He was born Seoul, Juni, 6 th 1986.	Script 3
18.	He isa actor and singer.	Script 3
19.	One of them, boys before flowers and playful kiss.	Script 3
20.	Kim Hyun Joong has a boy band. The name is SS501.	Script 3
21.	It's all about my idols (in the sentences before, she only describing an idol)	Script 3
22.	My hobby is listen music, watching movie.	Script 4
23.	My parents verry protect me and my sister, but I love my parents.	Script 4
24.	Last week, I went to go South Bandung.	Script 5
25.	When I arrived there, I was very happy because I can looked the beautiful views at situ Patenggang.	Script 5
26.	At there, I looked a lake who has a history who was named "Batu Cinta".	Script 5
27.	I was very happily ever after.	Script 5
28.	I have two brother and one sister.	Script 6
29.	We are always together.	Script 6
30.	My favorite band except SMASH is Killing Me Inside, Vierra, Sweet As Revenge and many all.	Script 6
31.	I studiedat 35 Junior High School	Script 7

32.	My hobby is playing football, video games, and watching TV	Script 7
33.	I born in Jakarta on October 22 th 1996	Script 7
34.	I have two sister and one brother	Script 7
35.	My brother his name is Dana	Script 7
36.	My favourit's food is fried rice, and myfavorit's drink is milkshake.	Script 7
37.	If you want to know me more please add my facebook account is DaniKurnia Putra.	Script 7
38.	I'm schoolat SMPN 35 Jakarta.	Script 8
39.	Last week, I and my friends go to South Bandung.	Script 8
40.	I wake up at 05.00 clock, I take a bath, then I breakfast with my family, then I go to Rindam Jaya to get up the bus. (narrative)	Script 8
41.	We are arrived there at 11.00 o'clock.	Script 8
42.	The view is beautiful. (narrative)	Script 8
43.	After we enjoyed the view, we have lunch.	Script 8
44.	After that we have to go to the mosque for prayer, then we have get up the bus for go to the mosque for prayer then we have get up the bus for go to the Cibaduyut.	Script 8
45.	In there is center of shopping, then I and my friends have get up the bus for go to Jakarta go to the home.	Script 8
46.	I go to the home. (narrative)	Script 8
47.	I'm very enjoyed for this holiday.	Script 8
48.	My hobby is singing and reading book.	Script 9
49.	I always singing everyday.	Script 9
50.	My favouritesinging in Indonesia is boyband SMASH.	Script 9
51.	I like because SMASH very cool for me.	Script 9
52.	I like many song in Indonesia.	Script 9

53.	My favourite song are I Heart You, SenyumSemangat, AkuCintaKaudanDia and etc.	Script 9
54.	I love my hobby and I love my self .	Script 9
55.	I love speak English but I can little .	Script 9
56.	My family and I love music I always singing everyday, I do because I like this.	Script 9
57.	I and other student is waited my teacher.	Script 10
58.	We want to go to TMII for our mission.	Script 10
59.	His daughters is Ms. Tantri and Ms. Enji.	Script 10
60.	I and the other students is in Mr. Purwoto car.	Script 10
61.	Ms. Tantri, Ms. Enji, Ms. Maia and Mr. Arief is in Mr. Arief car.	Script 10
62.	In TMII we visit five place, there was West Sumatra pavilion, west Nusa Tenggara Pavilion, Bali pavilion, D.I. Yogyakarta pavilion and Bengkulu pavilion.	Script 10
63.	In that place we saw many interesting attraction , like Kuda Lumping and Ondel-ondel.	Script 10
64.	I'm so happy in that day and we went to home with greatfull feeling.	Script 10
65.	In there many old building and that day the weather is so hot, but melati was so energetic.	Script 10
66.	The first place is West Nusa tenggara pavilion. Deaisincharge to that place. (narrative)	Script 10
67.	In second isme, in third is Olga, in fourth is Vicky and fived is Mozza.	Script 10
68.	In the last place ismelati . We must change in different place. (narrative)	Script 10

The finding shows that four most common errors in corpus data can be classified

as; Errors in Singular-Plural, Error in the Use of Article, Error in the Use of Pronoun, and Error in Subject-Verb Agreement.

Table IV.II Common Error

No.	Types of Error	Found in Script
1.	Errors in Singular-Plural	Script 1, Script 3, Script 4, Script 6, Script 7, Script 9, Script 10
2.	Error in the Use of Article	Script 1, Script 3, Script 4, Script 8, Script 10
3.	Error in the Use of Pronoun	Script 1, Script 3, Script 7, Script 9
4.	Error in Subject-Verb Agreement	Script 3, Script 9, Script 10

Overall, from the table above the writer gets a conclusion that the most errors that committed by the student in producing English writing is error in forming singular-plural. This kind of error is found in seven from totally ten scripts being analyze. In the second place is error in the use of article in which occurs in five scripts. In the third place is error in the use of pronoun in which found in four scripts. Then the last place is error in subject-verb agreement in which found in three scripts.

4.2. Common Error Analysis

After analyzing corpus data, the writer finds that there are four common errors committed by the student. They are errors in the use of singular-plural, error in the use of article, error in the use of pronoun, again error in subject-verb agreement. Discussion of each error will be explained briefly below.

4.2.1. Errors in Singular-Plural (expression of quantity)

The most common error in corpus data is error in producing singular-plural form. This kind of error is found in seven scripts from totally ten scripts that have been analyzed. Some of the students do not put suffix "s" in countable plural noun, the other get confuse ness determining singular-plural form. A possible reason for the students' confuse ness to construct plural noun forms probably because in Bahasa there is no rule in singular-plural agreement. However, they are

not sure when they should apply plural and when they should apply singular form. Here are the examples of student's errors in singular-plural.

Table IV.III. Error in Singular-Plural (expression of quantity)

No.	Sentences	Note
1.	I am a students in SMPN 35 East Jakarta.	Using <i>a students</i> instead of <i>a student</i>
2.	It's all about my idols (in the sentences before, she only describing an idol)	Using <i>idols</i> instead of <i>idol</i>
3.	I am hobbyis singing and listening music.	Using <i>hobby is</i> instead of <i>hobbies are</i>
4.	My hobby is listen music, watching movie.	Using <i>hobby is</i> instead of <i>hobbies are</i>
5.	My hobby is singing and reading book.	Using <i>hobby is</i> instead of <i>hobbies are</i>
6.	My hobby is playing football, video games, and watching TV	Using <i>hobby is</i> instead of <i>hobbies are</i>
7.	I have two brother and one sister	Should adding "S" in "two brother"
8.	I have two sister and one brother	Should adding "S" in "two sister"
9.	In that place we saw many interesting attraction , like Kuda Lumping and Ondel-ondel.	Should adding "S" in noun followed by many
10.	I like many song in Indonesia.	Should adding "S" in noun followed by many
11.	One of them, boys before flowers and playfull kiss.	The use of "One of them" in this sentence should be replaced
12.	He isa actor and singer.	The use of "a" in this sentence should be replaced by "both"
13.	In TMII we visit five place, there was West Sumatra pavilion, West Nusa	Should adding "S" in "five place" use "there was" instead

Tenggara Pavillion, Bali pavilion, D.I. Yogyakarta pavilion and Bengkulu pavilion.	of "there were"
--	-----------------

Error Analysis:

1. I am a students in SMPN 35 East
Singular plural

Jakarta. (Script 1)

Pyle (2005:47) said "A or *an* can precede only singular count nouns; they mean one. Azar (1989:204) said that "For items that can be counted takes a final -s/-es in the plural". In the case of this sentence, student puts article "a" indicating singular but he/she also puts "s" after nouns "students" indicating plural. It shows student's confuseness in determining what part of language that should he/she uses indicating singular-plural.

The correct sentence however is should be:

I am **a student** in SMPN 35 East Jakarta.

2. It's all about my idols. (Script 3)
Plural

This sentence is actually correct. In fact, in the previous sentences, student only describing an idol, Kim Hyun Joong. Omitting of "s" is should be, because adding "s" after noun "idol" indicating plural noun. Therefore, the right sentence is:

That is all about **my idol**.

3. I am hobby is singing and listening music.
Singular plural
(Script 1)

4. My hobby is listen music, watching
Singular plural

movie. (Script 4)

5. My hobby is singing and reading book.
Singular plural
(Script 9)

6. My hobby is playing football, video
Singular plural
games, and watching TV. (Script 7)

Sentence number 3, 4, 5, and 6 have a similarity in the type of error. Students mention more than one hobby, so it indicates plural. Subject in those sentences should be "My hobbies" instead of "My hobby" and verb in this sentence should be "are" instead of "is" to gain its plurality. However, the correct sentences are:

- a) My hobbies are singing and listen to music.
- b) My hobbies are listening music and watching movie
- c) My hobbies are singing a song and reading a book.
- d) My hobbies are playing football, playing video games, and watching TV.

7. I have two brother and one sister.
plural singular
(Script 6)

8. I have two sister and one sister.
plural singular
(Script 7)

Those errors are kind of error in omitting "s" in plural count noun. As Azar (1989:204) said that "For items that can be counted takes a final -s/-es in the plural". Based on that theory, those sentences are considering error. They should take a final "s" after noun "brother and sister". The correct sentences however are:

I have **two brothers** and one sister.
I have **two sisters** and one sister.

9. In that place we saw many interesting attraction.
Plural singular
(Script 10)

10. I like many song in Indonesia.
plural singular
(Script 9)

In those sentences, errors occur in singular form of noun after determiner "many". *Many* is kind of determiner that indicates plural countable noun (Pyle, 2005:45-46). Noun that comes after "many" should be adding by "s" for make it agrees in singular-plural number of quantity. However the sentences should become:

- a) In that place we saw many interesting attractions.
- b) I like many Indonesian's songs.

11. One of them, boys before flowers and
Singular plural
playfull kiss. (Script 3)

Azar (1989:220) in her book *Understanding and Using English Grammar* says "*One of, each of, and every one of* take singular verbs". In the case of sentence number 11, error occurs when student uses determiner "one of" in which indicates singular but after that they mention more than one film indicating plural quantity. The possible correction for sentence number 11 is omitting one film or replacing word "one of them":

One of them is *boys before flowers*.

12. He is a actor and singer. (Script 3)
Singular plural

Article "a" in which indicates singular does not make agree with two professions that mentioned by the student (actor and singer). It might be put "both" instead of article "a" in which the function of "both" as an additional information. The possible sentence is:

He is both actor and singer.

13. In TMII we visit five place,
Plural Singular

there was West Sumatra pavilion, West
singular

Nusa Tenggara pavilion, Bali pavilion,
D.I. Yogyakarta pavilion and Bengkulu
pavilion. (Script 10)

This sentence is error in omitting "s" in plural count noun "five place". As said by Azar (1989:204) "For items that can be counted takes a final -s/-es in the plural". Verb "was" should be replaced by "were" for make it agrees with noun "five places". The correct sentences however are:

In TMII, we visit five places; there were West Sumatra pavilion, West Nusa Tenggara Pavillion, Bali pavilion, D.I. Yogyakarta pavilion and Bengkulu pavilion.

4.2.2. Errors in The Use of Article

Error in the use of article is abundant. It finds in almost half of student's English composition. It denotes that article is one of significant problem faced by the students in writing english composition. The table below shows all students' errors in the use of article in their composition. Although the other errors are included, errors in articles are more focused.

Table IV.IV. Errors in the Use of Article

No.	Sentences	Note
1.	We are a very different because my brother very like is a food fish but I am like is a food chicken.	<i>a</i> instead of \emptyset
2.	I am a very happy.	<i>a</i> instead of \emptyset
3.	I and my brother a very harmonious.	<i>a</i> instead of <i>are</i>
4.	He is a actor and singer	<i>a</i> instead of <i>both</i>
5.	I go to the home.	<i>the</i> used instead of \emptyset
6.	In second is me, in third is Olga, in fourth is Vicky and fived is Mozza	Omission of <i>the</i>

Error Analysis:

1. We are a very different because my brother very like is a food fish but I am like is a food chicken. (Script 1)
2. I am a very happy. (Script 1)

Allan (1974:5) defined that "A(n) is used for any one example of a COUNTABLE noun". This theory also state by Pyle (2005:47) that said "A or *an* can precede only singular count nouns; they mean one. They can be used in a general statement or to introduce a subject who has not been previously mentioned". If we considering this theories, it is not suitable to put article "a" in sentence number 1,2, and 3, because the verbs which follow (very happy, very harmonious, very different) are not noun but adjective. Article "a" should be omitted. However the correct sentence is "I am very happy" instead of "I am a very happy", "we are very different" instead of "we are a very different". The correct sentence is as follow:

- a.) *We are very different because my brother likes fish and I like chicken.*
- b.) *I am very happy.*

3. I and my brother a very harmonious. (Script 1)

As like sentence number 1 and 2, article "a" in this sentence should be omitted. Looking further, the sentence above has no verb. It only consists of subject, article, and adjective. Verb that may suitable to complete this sentence is "are" indicating plural. The correct sentence is as follow:

I and my brother are very harmonious.

4. He is a actor and singer. (Script 3)

In the case of sentence number four, student mentions two compound nouns (actor and singer). It does not appropriate to put article "a" or "an" that mean one. It might be put "both" instead of article "a" or "an" that functioned as additional information. The possible sentence is should be:

He is both actor and singer.

5. I go to the home. (Script 8)

Pyle (2005:49) in his book TOEFL cliff stated that " Normally, words such as *breakfast, lunch, dinner, school, church, home, college, and work* do not use any article unless to restrict the meaning". Based on this theory, the sentences in number five should be "I go home" instead "I go to the home".

6. In second is me, in third is Olga, in fourth is Vicky and fived is Mozza. (Script 10)

In sentence number six, student using ordinal number before noun. Based on Pyle theories (2005:50) in which states "Use *THE* with ordinal number before nouns but DO NOT use *THE* with cardinal numbers after nouns". The student should put article "the" in that sentence because he/she using ordinal number before noun. The acceptance sentence is:

In the second place is me, in the third place is Olga, and in the fourth place is Mozza.

4.2.3. Errors in the Use of Pronoun

The other error that the students produce is error in the use of pronouns. The following errors suggest the confusion they had in applying pronoun in their writing. They commonly use subject pronoun in the place of possessive adjective pronoun and the others forms. Although may be there is the other errors that also included, error in pronoun is more focused.

Table IV.V Errors in the Use of Pronoun

No.	Sentences	Note
1.	I am hobby is singing and listening music.	Using <i>subject pronoun</i> instead of <i>possessive adjectives pronoun</i>
2.	Kim Hyun Joong have a boyband. The name is SS501	Using <i>subject pronoun</i> instead of <i>possessive adjectives pronoun</i>
3.	I have one brother. He's name Pandu Mirza Sadewo.	error in forming possessive adjective pronoun of "he"
4.	My brother is hobby football.	error in forming double adjectives
5.	My brother his name is Dana	error in forming double adjectives
6.	My idol name is Kim Hyun Joong.	error in forming double adjectives
7.	I love my hobby and I love my self .	error in forming reflexive pronoun
8.	I and the other student is in Mr. Purwoto car	missing an apostrophe (') and -s to a singular noun
9.	Ms. Tantri, Ms. Enji, Ms. Maia and Mr. Arief is in Mr. Arief car .	missing an apostrophe (') and -s to a singular noun

Error Analysis:

The data above shows the student's confuse ness in producing the five forms of pronouns in English: subject pronouns, complement pronouns (object pronouns), possessive pronouns, possessive adjectives, and reflexive pronouns. In sentence number one and five, the students use subject pronoun instead of possessive adjectives pronoun. The study of pronoun in toefl cliff book said that subject pronouns occur in the subject position

of a sentence or after the verb *be* (Pyle, 2005:78) while possessive adjectives forms indicate ownership (Pyle, 2005:80). Some examples of student's error from the sentences in the table above are:

1. **I am hobby** issinging and listening music. (Script 1)
2. Kim Hyun Joong have a boyband. **The name is** SS501. (Script 3)

Structurally, it is right that "I" and "The name" are subject of those sentences, but if we take a look at the meaning which indicate ownership it considering error. Possessive adjective is should be used instead of subject pronoun. So, the correct forms are "my hobby" instead of "I am hobby" for the formula of possessive adjective of "I" is "My" and it should be used "Its name" instead of "the name" for the formula of possessive adjective "It" is "It's" (Pyle, 2005:80). The correct sentences however are:

- a) My hobbies are singing and listen to music.
- b) Kim Hyun Joong has a boyband. Its name is SS501.

3. I have one brother. **He's name** Pandu Mirza Sadewo. (Script 1)

In the case of sentence number 2, it shows student's error in forming possessive adjective pronoun of "he". The adjective of "he" in English based on Pyle (2005:80) is "his", and the writer makes sure that its formula found in every grammar guidance's book. The correct pronoun for sentence number two is "his name" instead of "he's name". No apostrophe is should be use again no "S" is adding. The correct form is:

I have one brother. His name is Pandu Mirza Sadewo.

4. **My brother is hobby** football. (Script 1)
5. **My brother his name** is Dana. (Script 7)
6. **My idol name** is Kim Hyun Joong. (Script 3)

However in sentence number 3, 4, and 5, the students understand that it should be possessive adjective and also know the form of adjectives. The errors occur in forming double adjectives. For example in sentence number 3, there are two possessive adjectives. The student tells about his brother and they tell about his brother's hobby. **My brother + His hobby** becomes *my brother has hobby*

becomes *my brother's hobby*. The apostrophe and "S" is used. This formula is also used for sentence number 4 and 5. The correct sentences are:

- a) My brother's hobby is playing football.
- b) My brother's name is Dana
- c) My idol's name is Kim Hyun Joong

7. I love my hobby and I love **my self**. (Script 9)

This sentence indicates error in using reflexive pronoun. Pyle (2005:81) stated that "These pronouns usually follow the verb and indicate that the subject is both giving and receiving the action". Error that shows in sentence number 7 is error in forming reflexive pronoun of "I". No space uses in the form of "my self", so it should be "myself" without space instead of "my self". The correct sentence is become:

I love my hobby and I love myself

- 8. I and the other students is in **Mr. Purwoto car**. (Script 10)
- 9. Ms. Tantri, Ms. Enji, Ms. Maia and Mr. Arief is in **Mr. Arief car**. (Script 10)

Those sentences indicate error in using possessive adjective pronoun. Azar (1989:202) state that "To show possession, add an apostrophe (') and -s to a singular noun". So it should be "Mr. Purwoto's car" with an apostrophe (') and -s instead of "Mr. Purwoto car". The correct sentence is become:

- a) I and the other students are in Mr. Purwoto's car
- b) Ms. Tantri, Ms. Enji, Ms. Maia and Mr. Arief are in Mr. Arief's car

4.2.4. Subject-Verb Agreement Error

In English, the subject and verb in a sentence must agree in person and number (Pyle 2005:68). It means, if the subject indicates singular the verb must be singular and vise versa. After analyzing the data corpus, the writer finds that the category of errors in subject-verb agreement is one of the significant errors that commit by the students. List of all errors found in student's English composition shows the student's difficulties in producing subject-verb agreement. Here are the errors of subject-verb agreement committed by student in their composition.

Table IV.VI Subject-Verb Agreement Errors

No.	Sentences	Note
1.	My favourite song are I Heart You, Senyum Semangat, Aku Cinta Kau dan Dia and etc.	<i>song</i> instead of <i>songs</i>
2.	I and the other students is in Mr. Purwoto car.	<i>is</i> instead of <i>are</i>
3.	Kim Hyun Joong have a boyband.	<i>have</i> instead of <i>has</i>
4.	Ms. Tantri, Ms. Enji, Ms. Maia and Mr. Arief is in Mr. Arief car.	<i>is</i> instead of <i>are</i>
5.	His daughters is Ms. Tantri and Ms. Enji.	<i>is</i> instead of <i>are</i>

Error Analysis:

14. My favourite songare I Heart
Singular subject plural verb

You, SenyumSemangat, AkuCintaKau
danDia and etc. (Script 9)

On that sentence above, there is no agreement between subject and predicate. The subject indicates singular (my favourite song without "s") but the predicate indicates plural (are). By considering noun after verb which is more than one, so "the favorite song" in that sentence should be indicates plural. Adding "s" after word "song" is suitable. The verb "are" in that sentence is correct. However, the correct sentence is:

My favorites songs are I Heart You, SenyumSemangat, AkuCintaKaudanDia, and etc.

15. I and the other studentsisin Mr.
Plural subject singular verb

Purwoto car. (Script 10)

Subject in this sentence above is more than one, I and other student. Verb after that subject must be plural to make an agreement between subject and verb, so verb "are" is should be used instead of verb "is". Another error that also include in this sentence is error in using pronoun, a discussion of its error is explain more detail in pronoun error analysis. Structurally, that sentence has no object. In this case the writer only focused on

grammatical error. Overall, the correct sentence is:

I and the other students are in Mr. Purwoto's car.

16. Kim Hyun Joong have a boyband.
Singular subject plural verb
 (Script 3)

In the sentence above, the subject is Kim Hyun Joong. Verb after it must be "has" instead of "have". Another error that also include in this sentence is error in the word "boyband" that should be "boy band". Overall, the correct sentence is:

Kim Hyun Joong has a boy band

17. Ms. Tantri, Ms. Enji, Ms. Maia and Mr. Arief is in Mr. Arief car. (Script 10)
Plural subject
singular verb

Subject that mention in this sentence is more than one. Verb "is" is not precise to represent the plurality of the subject. Verb "are" is acceptable to replace the verb "is". The correct sentence however is:

Ms. Tantri, Ms. Enji, Ms. Maia and Mr. Arief are in Mr. Arief's car.

18. His daughters is Ms. Tantri and Ms.
Plural subject singular verb

Enji. (Script 10)

Sentence above show there is no agreement between subject and verb. The subject indicates plural but the verb indicates singular. Considering the object in this sentence, we know that the subject (his daughter) is more than one. Verb "are" is use instead of "is" to make it agree. The sentence becomes:

His daughters are Ms. Tantri and Ms. Enji

V. CONCLUSION

Result of this study shows that four common error committed by students in SMPN 35 Jakarta in academic year 2010/2011 are; error in singular-plural, error in the use of article, error in the use of pronoun, again error in subject-verb agreement. The most error found in corpus data is error in producing

singular-plural form. This kind of error is found in seven scripts from totally ten scripts that have been analyzed. Some of the students do not put suffix "s" in countable plural noun, the other get confusedness determining singular-plural form. In the second place is error in the use of article in which occurs in five scripts. Errors in the use of article are one of significant error. The data shows the student's confusedness in how to put or omit article "a", "an", and "the". In the third place is error in the use of pronoun in which found in four scripts. Errors in pronoun suggest error in applying the five forms of pronouns in English: subject pronouns, complement pronouns (object pronouns), possessive pronouns, possessive adjectives, and reflexive pronoun. Students commonly use subject pronoun in the place of possessive adjective pronoun and the others forms. The last place is error in subject-verb agreement in which found in three scripts. Subject-verb agreement errors demonstrate the student's difficulties in making agree between subject and verb in a sentence, especially in number of quantity.

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RIWAYAT HIDUP PENULIS WANASTRA VO. VI, NO 1 MARET 2014

Danang Dwi Harmoko, S.S., is one of English Lecturer in English Department of Bina Sarana Informatika. He has finished his bachelor's degree in 2013 at STBA Nusa Mandiri. Now, he continues to take his Post Graduated in English Education at University of PGRI Indraprasta with concentration in English Education. Besides focusing on his education, he also active as a volunteer at Orphanage in Depok.

Euis Meinawati, M.Pd., lahir di Cirebon tanggal 20 Mei 1984. Lulusan Pendidikan Bahasa Inggris STAIN Cirebon tahun 2008 dan sekarang sudah berubah nama menjadi IAIN Syekh Nurjati Cirebon. Meraih gelar Magister Pendidikan di Universitas Negeri Jakarta pada tahun 2012 jurusan Pendidikan Bahasa. Saat ini sedang melanjutkan studi program doctoral di Universitas Negeri Jakarta dengan jurusan yang sama. Di dunia pendidikan sebagai dosen AMIK BSI Jakarta dengan program studi Manajemen Informatika.

Hadita, S.Pd, MM, Lahir DI Jakarta, 29 April 1983. Jenis Kelamin: Perempuan. Alamat: Pengadegan Barat V Rt. 008 Rw. 007 No.48 Pancoran, Jakarta Selatan 12770. No Tlp : 021. 98990077 / 0813 1441 4447. Latar Belakang Pendidikan: SDN. 01 Pagi Jakarta lulus tahun 1995, SLTPN. 77 Pagi Jakarta lulus tahun 1998, SMUN. 30 Pagi Jakarta lulus tahun 2001, Universitas Indraprasta PGRI (S1) Program Studi Pendidikan Bahasa Inggris lulus tahun 2009, Universitas BSI Bandung (S2) Program studi Magister Manajemen lulus tahun 2013. Pengalaman Bekerja: Guru B. Inggris di SMKN 34 Oktober 2003-Oktober 2004, Guru TK di Early Step School 2005 -2007, Guru B. Inggris dan B. Indonesia di Delima School Juli 2007-Desember 2009, Sekretaris Business Center dan Staf Operator di Lumire Hotel Januari 2009-April 2010, Dosen B. Inggris di BSI mulai Januari 2011 sampai sekarang.

Imam Safrudi, S.S, M.M., is the second child of three who was born in Kebumen, May 9th 1984. Graduated from English Literature in 2010. He has been working at a company that demand him to be mastery in English Speaking for 5 years. Continue his study at Bina Sarana Informatika University Majoring in Master of Management because of a requirement to lecturer at Bina Sarana Informatika Academy Jakarta. He likes to face some challenges especially in working that make him never give up to achieve his dreams. He has been working at Bina Sarana Informatika since 2009 – Present. His motto is “Do your best to make any impossible things being the possible one.”

Jimmi, M.Pd lahir di Bangka, 10 Januari 1982. Lulusan SMU Yapemri (2000) ini kemudian melanjutkan pendidikan ke jenjang Diploma Tiga (D III) di Akademi Bahasa Asing BSI Jakarta dengan program studi Bahasa Inggris pada tahun 2002. Setelah menyelesaikan masa studinya selama 3 tahun di ABA-BSI Jakarta (2005). Pada bulan Desember 2007, penulis bergabung di BSI sebagai Assisten Laboratorium di ABA-BSI Ciputat. Kemudian di rekomendasikan menjadi Instruktur Lab. Bahasa pada bula Maret 2008. Di tahun yang sama pula penulis melanjutkan studi Strata Satu (S1) ke Universitas Indraprasta PGRI dengan program studi Pendidikan Bahasa Inggris. Dua tahun kemudian, penulis menyelesaikan masa studinya dan meraih gelar Sarjana Pendidikan. Pada tahun 2012, penulis melanjutkan studinya di kampus yang sama dengan mengambil program pasca sarjana dengan program studi pendidikan bahasa Inggris. Penulis menyelesaikan masa studi pasca sarjana pada tahun 2014 dan meraih gelar Magister Pendidikan. Saat ini penulis aktif di keanggotaan konsorsium ABA-IN BSI dan mengajar di jurusan bahasa Inggris ABA-BSI hingga sekarang.

Juniato Sidauruk, S.S., M.Hum. Lahir di Onan Sirait (Medan), 27 Juni 1976. Ia Memperoleh gelar Sarjana Sastra (Bahasa dan Sastra Inggris) dari Universitas Sam Ratulangi (Manado) dengan predikat *Cumlaude* dengan rentang studi 3 Tahun 8 bulan dengan Skripsi berjudul: “Pluralisasi Dalam Bahasa Inggris dan Bahasa Belanda (Analisis Kontrastif).” Ia memiliki ketertarikan dalam kajian Ilmu Bahasa dan Pengajaran. Sejak dibangku kuliah, Ia pernah menjadi Instruktur Komputer dan Pengajar Bahasa Inggris pada beberapa lembaga diantaranya: *Saint Laurence Computer and English Course, LPK Media Komputer, Esa Genangku College, Michigan College, Universitas Pembangunan Indonesia* (Manado), dan *Pusat Bahasa Universitas Sam Ratulangi*. Setelah menamatkan Strata 1, Ia diangkat sebagai Dosen Luar Biasa untuk Fakultas Sastra Universitas Sam

Ratulangi. Ia pernah melanjutkan studi ke jenjang Master di Universitas Negeri Manado (Tahun 2000) peminatan Manajemen Pendidikan. Sayangnya, jenjang Master tersebut tidak dapat diselesaikan karena terkendala finansial. Pada tahun 2003, Ia hijrah ke Jakarta. Kemudian bekerja di *Indodarma College* (Depok), *LP3i Pasar Minggu* dan *LP3i Bogor* hingga 2009. Pada 2005 hingga saat ini, Ia bergabung dengan *Akademi Bahasa Asing – Bina Sarana Informatika* (Jakarta). Disela-sela kesibukannya di kampus, Ia kemudian melanjutkan studi jenjang Master di Universitas Indonesia (Gasal 2009). Ketertarikan dalam dunia pengajaran membuatnya menjatuhkan pilihan pada peminatan Applied Linguistics – Teaching, dan menyelesaikan pendidikannya tahun 2013 dengan tesis berjudul: “Penerapan *Form-Focused Instruction* pada Kelas *Speaking* dan Pengaruhnya bagi Pembelajar Bahasa Asing.” Pria yang memiliki motto “*Life is a Journey, NOT a Destination*” ini berharap, di masa yang akan datang Ia bisa melanjutkan studi ke jenjang yang lebih tinggi, Amin.

Ria Yuliasari, M.Pd, sering dipanggil dengan Ria, lahir di Cianjur, pada tanggal 20 Juli 1985. Saya tamat dan lulus program master di Universitas Indraprasta PGRI Jakarta pada tahun 2012 fakultas Bahasa dan Seni bidang studi Keguruan dan Ilmu Pendidikan Bahasa Inggris. Saya adalah seorang pengajar yang dinamis dengan pengalaman mengajar Bahasa Inggris di Bina Sarana Informatika Jakarta sejak bulan Maret 2009 hingga saat ini.

Tsalatsatun Andini, S.S, one of English Instructor in Academy of Foreign Language Bina Sarana Informatika Jakarta since 2012 until now, was born in Jakarta. She finished his Bachelor Degree in STBA Nusa Mandiri in 2013. She is a member in a writing organization named *Forum Lingkar Pena Depok* in which located in Griya Lembah, Depok. In 2014, she continues her studi into Post Graduate (S2) in University of Indraprasta PGRI with English Education Post Graduate.

PEDOMAN PENULISAN JURNAL ILMIAH WANASTRA

A. Ketentuan Umum

1. Naskah adalah asli, belum pernah diterbitkan/dipublikasikan di media cetak lain dan ditulis dengan ragam Bahasa Indonesia baku atau dalam Bahasa Inggris.
2. Naskah yang dimuat dalam Jurnal meliputi tulisan tentang gagasan konseptual, kajian dan aplikasi teori, studi kepustakaan dan hasil penelitian. Tulisan fokus pada bidang Bahasa dan Sastra.

B. Ketentuan Penulisan Naskah

1. Isi naskah terdiri dari (a) Judul, (b) Nama Penulis; tanpa gelar, (c) Abstrak, (d) Pendahuluan, (e) Tinjauan Pustaka (f) Metode Penelitian (g) Hasil dan Pembahasan (h) Kesimpulan dan Saran, (i) Daftar Pustaka.
2. Naskah diketik dalam 1 (satu) spasi dengan menggunakan Ms. Word (Font Times New Roman, ukuran 10 pitch), dengan jumlah kata minimal 3500 kata atau 9 – 12 halaman kertas A4 (sudah termasuk gambar, table, ilustrasi, dan daftar pustaka), dengan batas pengetikan adalah batas kiri = 4 cm, batas kanan, batas atas = 3 cm, dan batas bawah = 2.5 cm.
3. Judul utama (pada halaman pertama) harus dituliskan dengan jarak margin 3 cm dari tepi kertas, rata tengah dan dalam huruf Times 11-point, tebal. Judul tidak boleh lebih dari 14 kata dalam tulisan Bahasa Indonesia atau 10 kata dalam Bahasa Inggris.
4. Abstrak berisi tidak lebih dari 250 kata dan merupakan intisari seluruh tulisan yang meliputi: latar belakang, tujuan, metode, hasil dan kesimpulan serta ditulis dalam Bahasa Inggris cetak miring. Di bawah abstrak disertakan 3-5 kata kunci (key word) ditulis secara alfabetis.
5. Naskah dibuat dalam bentuk 2 kolom dengan jarak antar kolom sebesar 0.6 cm, kecuali judul utama, nama penulis dan abstraksi
6. Semua jenis rumus ditulis menggunakan Mathematical Equation (bagi pengguna MS Word ada di bagian Insert => Equation), termasuk pembagian/fraksi, Zigma, Akar, Matriks, Integral, Limit/Log, Pangkat, dsb
7. Judul tabel dan gambar ditulis di tengah, dengan jarak 1 spasi dari tabel atau gambarnya. Tulisan “Tabel” atau “Gambar” dengan nomornya diletakkan satu baris sendiri. Judul tabel diletakkan di atas tabel (sebelum tabel) dan judul gambar diletakkan di bawah gambar (setelah gambar). Penulisan sumber tabel atau gambar diletakkan di bawah tabel dan gambar (center pada gambar dan sejajar tabel pada tabel dengan huruf 10 pt). Pada gambar, penulisan sumber diletakkan setelah judul gambar dengan jarak 1 spasi.
8. Tidak menggunakan catatan kaki
9. Referensi menggunakan aturan author-date hanya mencantumkan nama belakang penulis dan tahun tulisan (contoh: Kotler, 2000) dan mohon dicek ulang dengan daftar pustaka (sangat membantu jika menggunakan fasilitas bibliography yang ada di word processor)
10. Daftar Pustaka berisi informasi tentang sumber referensi yang dirujuk dalam tubuh tulisan. Format penulisan pustaka menggunakan system APA (American Psychological Association). Sistem APA menggunakan nama penulis dan tahun publikasi dengan urutan pemunculan berdasarkan nama penulis secara alfabetis.

Contoh:

Bray, J., & Sturman, C. (2001). Bluetooth: Connect without wires. Upper Saddle River, NJ: Prentice Hall.

Tseng, Y.C., Kuo, S.P., Lee, H.W., & Huang, C.F. (2004). Location tracking in a wireless sensor network by mobile agents and its data fusion strategies. The Computer Journal, 47(4), 448–460.

- ### C. Pengiriman
1. Naskah dalam bentuk soft copy dapat di kirim melalui e-mail ke jurnal.wanastra@bsi.ac.id atau melalui jimmi.jmm@bsi.ac.id.