

p-ISSN 2598-4101
e-ISSN 2615-4706

JOURNAL OF APPLIED STUDIES IN LANGUAGE

Journal of Applied Studies in Language

website: <http://ojs.pnb.ac.id/index.php/JASL>

p-issn 2598-4101 e-issn 2615-4706

Volume 2 Issue 1 (June 2018), pp. 1—101

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Preface

In the name God, the Compassionate the Merciful, who has given us, the authors and editors, an opportunity to disseminate the authors' researches through the Journal of Applied Studies in Language published by Politeknik Negeri Bali. We, the team of editors, of course appreciate all the authors who have submitted the research papers to publish in our journal. We always try hard to serve every author and their research papers, although we realize that it is not a simple task to do.

We really happy since we are able to publish twelve (12) manuscripts in Volume 2 Number 1, June 2018 on time based the schedule. In the Volume 2 Number 1, published in June 2018, we consistently present twelve (12) research papers. Eleven (11) papers are written by writers and researchers from outside the institution of the publisher where the journal is published. It means that the journal is able to invite 91.7% of the papers from outside of the institution of the publisher. Five papers talk about English teaching, three papers are about linguistics, two about morphology, one about phonology, and two papers are about literature and social culture.

The first paper is **Self-efficacy Effect on Basic Level Learners in Speaking Activities**. It is followed by the second research paper with the title **English Lesson Material of Reservationist Professions in Handling Personal Hotel Rooms through Telephone**. The third paper is **Improving The Students' Academic English Essay Writing Achievement Through Rubrics And Peer Correction Written**. Then we present the fourth paper, **Vocabulary Variety of Japanese in Tourism Field**. The fifth paper is **Derivational Affixes in Japanese and Indonesian (The Study of Linguistics Typology)**. The sixth paper is **Translation of Phrasal Verbs into Indonesian**, and the seventh paper is **Form of Register in the Trader's Word Traditional Floating Market in Banjarmasin City**. Then the eighth paper is **The Study of the Name Structure of Ngara Waje Sabu Tribal Society**. The ninth paper is **About Prefix -ba in Minangkabaunese: From which the Study Should Start**. The tenth paper is **Phonological Awareness and Quick Naming of Developmental Dyslexia in Sekolah Dasar Inklusif Pantara, Jakarta**. The eleventh paper is **Improving Speaking Ability of the Students of SMK Kelautan Dan Perikanan Negeri 12 Medan Labuhan by Implementing Role Play Technique**. The last or the twelfth paper is **How Banyumas People "Describe" G30S/PKI in the Novel Ronggeng Dhukuh Paruk**.

Majid Wajdi
Editor in Chief

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Volume 2 Number 1, June 2018

p-ISSN 2598-4101

e-ISSN 2615-4706

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Self-efficacy effect on basic level learners in speaking activities

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Abstract – This study aims to reveal the effect of self-efficacy on the elementary level students and factors causing the high level of self-efficacy and its influence on students' English speaking ability. The population of this study were all students of grade VIII SMPN 3 Gianyar, while the sample of this study was taken by random sampling technique with lottery system. For research and data collection methods, the researcher uses some valid and reliable instruments, namely (1) speaking performance appraisal to know students' ability to speak English consisting of 3 criteria ie smoothness, pronunciation and improvisation, (2) self-efficacy questionnaire for knowing the high level of self-efficacy and its influence on students' speaking ability consisting of 4 components ie learning experience, field experience, social invitation, and psychological and emotional condition and analyzed with SPSS 16.0, (3) FGD guide (Focus Group Discussion) to know the factors causing the high low self-efficacy consisting of these 8 interview questions. A total of 33 students with details of 12 male and 21 female students were grouped into 3 large groups (high, medium, low) to be interviewed through FGD. The results of this study is self-efficacy gives a significant effect on students' speaking ability at the basic level of contribution of 91%. It was also found that the four criteria in self-efficacy have significant influence on students' speaking ability, the most dominant is the criteria of students' psychic and emotional state when learning to speak English. This study contributes empirically that teachers can update their teaching techniques by observing self-efficacy in students by using creativity in teaching. In addition students can find out what happens to them during English learning so that together can create a comfortable and conducive learning atmosphere.

Keywords: *self-efficacy, ability to speak English*

1. Introduction

Learning English as a foreign language is always an interesting topic to be studied. Starting from research on the science of English itself to methods and intricacies involving learning English proficiency. Because language is a communication tool in which communication can be oral or written, English proficiency has four basic skills that must be mastered by every learner of language that is listening, speaking, reading and writing). As one of the basic productive skills of English language, English speaking competency becomes important to be mastered by any language learner of any level of education (National Education Department, 2009).

Nowadays, the use of curriculum at junior level both KTSP and K13 has had a significant impact on the learning process in English classes. Although the outline of the material that must be mastered by students and learning outcomes are not too similar, the demand for English language skills that must be controlled by students is not different. Junior high school students are expected to be able to communicate in English through structured activities involving interactions conducted during the learning process, both interactions with teachers and students.

These structured activities have been indicated in the learning process in Grade VIII SMPN 3 Gianyar. Based on the KTSP applied here, the ability to communicate verbally, which in this case is the ability to speak English into one of the focus of the output that must be mastered by students. In the field, this ability is sometimes a scourge for students in this school who are still classified in basic level learners, although the English subject matter contained in it is still classified as basic and not complex; so this automatically affects student achievement. According to informal interviews with teachers teaching English in grade VIII SMPN 3 Gianyar and the results of previous semester tests that have been conducted, most students do not experience serious problems with the value of learning achievement in writing; but experiencing a dilemma when interacting directly and spontaneously using spoken English. This shows that they are experiencing difficulties not in the cognitive aspect but from the affective aspect.

Many factors influence this situation. These factors can come from outside (external) as well as in student (internal). External factors are external factors, such as school environment, family environment, play / learning, teacher teaching techniques, teacher attention and so on, which can have a positive or negative impact on student achievement; while the internal factor (internal) comes from within the student who can be called affective student's sphere. One of the internal factors is self-efficacy.

This self-efficacy factor can affect students' self-confidence that is directly proportional to student learning outcomes. Bandura (1995) explains that self-efficacy is a belief in one's ability to be successful in a given situation. This is a person's belief in his ability. With self-belief in a person this can greatly affect all the work he is doing.

Based on Bandura (1995), self-efficacy is a self-fulfilling belief to successfully complete an activity. This self-efficacy theory shows that one will try to accomplish something that they believe they are able to do and will not try it if they believe that

they will fail. A person with a high level of self-efficacy believes that they are capable of accomplishing very difficult tasks and vice versa. This confirms that when students are convinced that they are able to communicate using spoken English directly and spontaneously then automatically they will be able to perform the task as well as possible. Thus, this self-efficacy will have an effect on students that if they believe they are capable of being as difficult as they are then they will by themselves do the utmost to make what they believe to be true.

Furthermore, Bandura states that this self-efficacy comes from Social Cognitive Theory. Based on this theory, student self-efficacy means individual students' beliefs in their own ability to achieve satisfactory English learning outcomes and communicate English fluently and acceptable both in class and outside the classroom (Skaalvik & Skaalvik, 2010). Self-efficacy has four sources: success experience, direct model observation, social support, and psychological and emotional states (Bandura, 1997). These four aspects have their respective interrelated roles to explain the student's affective state as seen from his self-efficacy factor.

Based on the above background, research on how strong the influence of self-efficacy to grade VIII students SMPN 3 Gianyar which, still classified as basic level learners and find out what factors that influence it is very important to do. By knowing how big the influence and the factors that cause it to the students' speaking ability in terms of direct interaction using the English language can help teachers to design learning in order to improve the quality of student learning.

2. Method

This research is a correlation research with one independent variable namely self-efficacy and one dependent variable that is the ability to speak English students. The population of this study amounted to 387 people scattered from class VIII A to VIII J. For sampling, researchers used a random sampling technique in which the researchers took a sample of 33 people. The entire population is given a self-efficacy questionnaire. Furthermore, using the percentage criterion of Nitko (1996), the researchers captured 33.33% of the high group, 33.33% medium group and 33.33% low group; resulting in 11 high self-efficacy groups, 11 moderate self-efficacy groups and 11 low self-efficacy groups.

To get the necessary data, the researcher uses three instruments namely performance appraisal, questionnaire and FGD Guide. All three instruments have been validated by experts to find the validity of content and reliability.

Performance appraisal used is: assessment of speaking performance. The performance appraisal speaks adapted from Brown in Supriyadi (2010) which consists of pronunciation, fluidity and improvisation. Meanwhile, questionnaires were used to obtain data on student self-efficacy. Questionnaire given once. This self-efficacy questionnaire was adapted from a questionnaire developed by Bandura (1995) and translated into Indonesian to avoid misunderstanding and students can respond appropriately. Each item is equipped with a response based on a Likert scale with points 1-5 (strongly agree = 5, agree = 4, disagree = 3, disagree = 2, strongly disagree = 1), with negative statements opposite.

In addition, FGD interviews were conducted to identify factors that led to the high-low self-efficacy of students' English speaking abilities. The FGD Guide consists of 8 questions developed from 4 aspects of self-efficacy ie learning experience, field experience, social invitation, and psychological and emotional state. FGD interviews were conducted once in a while with each sample group. Samples were interviewed using English and Indonesian to facilitate data retrieval.

The data collected were analyzed using descriptive statistics in which the researcher determined the mean, median, mode, range and standard deviation; and inferential statistics in which researchers processed data using simple linear regression analysis with the help of SPSS 16.0.

3. Results and Discussion

Based on the result of calculation using SPSS 16.0, descriptive statistical analysis of 33 sample people from this research that is mean 32,40, median 36, mode 20, range 24 and standard deviation 9,09. Then the researcher looking for correlation value between self-efficacy and ability to speak English students of class VIII SMPN 3 Gianyar which can be seen in Table 1 below.

Table 1 The correlation value of self-efficacy and the ability to speak English

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.957 ^a	.916	.913	4.244

a. Predictors: (Constant), Self efficacy

Based on Table 1 above, it can be seen that there is influence of self-efficacy contribution to students' ability to speak English. Having found the influence of this contribution then the next level of significance or linearity of the regression can be searched. The results can be seen from the summary Table 2 as follows.

Table 2 The level of significance of self-efficacy and the ability to speak English

ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	6085.520	1	6085.520	337.867	.000 ^a
	Residual	558.359	31	18.012		
	Total	6643.879	32			

a. Predictors: (Constant), Selfefficacy

b. Dependent Variable: Speaking

From the above table it can be concluded that the F test value or significance test (Sig. <0.05) is 0.00. It can be interpreted that the above regression model is significant and meets the linearity standard. Given the certainty that there is a correlation effect between self-efficacy and the ability to speak strong English and the data is linear and significant, then obtained the regression value as seen in Table 3 below.

Table 3 The value of self-efficacy regression of the ability to speak English

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95% Confidence Interval for B	
	B	Std. Error	Beta			Lower Bound	Upper Bound
1 (Constant)	25.422	2.776		9.158	.000	19.761	31.084
Self efficacy	1.518	.083	.957	18.381	.000	1.350	1.687

a. Dependent Variable Speaking

Through the above summary table can be informed that the model of regression equation obtained with the coefficient of the constant and the coefficient of the variable is $Y = 25.422 + 1.518X$. It can be interpreted that the constant of 25,422 states that if there is self-efficacy the value of speaking ability is 25,422. The regression coefficient X of 1.518 states that each increase of one value of self-efficacy

then the value of the speaking ability increases by 1.518.

Through the results of data analysis above, it can be said that the correlation between self-efficacy factors and the ability to speak English is strong. This can be seen from the correlation value is 0.957 (see table 01 and table 03) which is bigger than the value of r 0,05 (0,344). It can be interpreted that the relationship between self-efficacy and the ability to speak English is in the strong category. It also shows that the value of R Square or coefficient of determination (KD) is 91% (see table 01). This proves the extent to which the independent variable of affective factor of students in the form of self-efficacy has a contribution influence of 91% on the dependent variable of English speaking ability, while the other 9% is influenced by other factors outside of self-efficacy. This is in line with that proposed by Chastain (1988) which states that affective factors have a greater role in the development of students' language skills because affective factors control students' cognitive factors either in the form of a desire to continue or stop to learn to grow. In addition, successful language learners use various strategies to achieve successful learning, one of which is a risk-taking attitude often applied by those with high self-efficacy. Even if they have not achieved success in the first try, they will keep trying to achieve what is targeted (Cervatiuc, 2008).

In addition, based on the results of interviews with groups of students with high self-efficacy, it was found that the four aspects of self-efficacy became the cause of a sense of self-confidence in students while learning English that then affect their learning success (Tilfarlioglu and Cinkara, 2009). The dominant aspect that occurs to them is the aspect of success experience as well as the psychic and emotional state of the new activity. These students said that they had done previous speaking activities in the classroom, which was a role-playing activity without bringing the manuscript in groups. They prepare themselves thoroughly for it so that the staging of the role-play runs smoothly. Given this experience of success, they feel confident when asked to engage in verbal communication in English with a note they are told earlier. In keeping with one aspect of the self-efficacy theory of successful experience, students are confident that they are capable of performing tasks well because they have had success experiences so they are sure they will succeed (Bandura, 1995).

Furthermore, they say that spontaneous, spontaneous, and sudden English speaking activities sometimes make them feel tense because they do not know what to do yet. They claim that although they understand grammar and vocabulary, they still feel tense because the challenge of dealing with new things gives them some kind of concern for their lack of success. However, when given this interview over time they can feel more relaxed to respond to using verbal English. This means they have positive attitudes and self-beliefs that affect their performance in the face of something new. Similarly, Zheng et al (2009) found that those with high self-efficacy had better use of English, attitude toward English and self-efficacy in e-communication more positive than those who did not. In addition, Mahyuddin, et al (2006) demonstrated that the success of English language learning from language learners in Malaysia will increase as the student has a high self-efficacy in the linguistic language. Things that are not much different are found in groups of students

who have a moderate level of self-efficacy. These students claim that the most dominant aspects of self-efficacy affecting them are the psychic and emotional circumstances and the social drive of the teacher. In terms of giving teachers a social boost, they say that teachers when teaching in the class sometimes provide "shock therapy" or quizzes by asking questions in verbal English to make them tense and shocked when answering, but the teacher also gives positive feedback afterwards give praise and support by saying that their answers are pretty good but lacking in terms of language like grammar and pronunciation. This gives them the motivation that they should concentrate fully in learning so that they can answer correctly and correctly. Shock therapy and this quiz is given at any time with new material so that students feel tense when begin to be taught new material. This automatically affects their aspect of self-efficacy in terms of psychic and emotional states when faced with something new. As found by Bandura, et al (1996) who found that persuasive social impulse, which is one aspect of self-efficacy, has an effect on the success of student learning directly or indirectly.

In addition, groups of students with low self-efficacy also have their own experience in learning to speak English. When interviewed, these students mostly use the Indonesian language. This is because most of them are less able to pronounce the English vocabulary correctly and feel embarrassed when wrong. They also admit that they prefer other lessons than English because they are less familiar with the grammar being taught and how to use it so they rarely practice English other than in class. The dominant aspect of self-efficacy affects them i.e. the psychic and emotional state when faced with new activities. New activities such as FGD interviews make them fearful and tense because they are basically lacking good English, affecting their self-efficacy. In addition, in the classroom, teachers sometimes give them games by looking for one person or one group of winners. Due to the new and challenging games that require fast response, their self-efficacy is declining on the grounds that they will surely lose out against those who are faster and smarter in class.

This is one of the factors why the level of self-efficacy of these students can be low. But these students still have an opportunity to become better with their changing views on self-efficacy as everyone develops with new experiences and has a new perception of himself (Blumenthal, 2014). As the research conducted by Raoofi, Tan and Chan (2012) in reviewing various self-efficacy studies in EFL and ESL that found several factors that influence the level of student self-efficacy. They also found that self-efficacy at any rate is a strong predictor of student performance in language skills assignments. In addition, the findings are also in line with Hsieh and Kang (2010) which revealed that ESL learners both high and low performing with high self-efficacy levels have more positive internal and personal attributes than those with low self-efficacy levels directly affect the predicted learning success.

4. Conclusion

Based on the results obtained, it can be concluded that self-efficacy gives a significant influence on the ability to speak English class VIII SMPN 3 Gianyar 91%. This strong influence contributes to student achievement. Each student must have self-efficiency

in doing any activity at any level. This is a straight comparison between student achievement and self-efficacy level. Thus, the higher the level of self-efficacy, the better the student's performance in learning.

Given these findings, teachers are expected to update their teaching techniques by taking into account students' affective spheres, namely student self-efficacy. Given self-efficacy has a significant influence on students' English speaking ability. Teachers can creativity in the learning process in the classroom so that students feel more comfortable in learning to speak. This affects the students' psychological and emotional state. Teachers can use a variety of techniques to teach English speaking skills that not only to improve students' cognition but also increase their effectiveness. One of them is cooperative learning approach with the use of Jigsaw technique, STAD, Gallery Walk, Carousel Activity, etc. The more students feel happy learning the easier the knowledge is received; so automatically the learning experience gained even more can be enjoyed by students. Diverse learning experiences with the support of psychological and emotional states will further enhance student self-efficacy and will directly improve student learning outcomes and give them confidence that they are capable of doing whatever is their duty and duty.

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English lesson material of reservationist professions in handling personal hotel rooms through telephone

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Abstract – Reservationist / reservation officer of Front Office Hotel is in charge of handling hotel room reservations. The duty of the hotel's front-line reservationist is to record and complete tasks related to hotel room orders, filing room reservation data, control room inventory well, calculate forecasting, make arrival list guests (arrival list) based on existing bookings, create group information lists, create VIP information lists, create room occupancy statistics, and create daily, monthly, and yearly reports. One ability to apply good selling techniques namely the ability of a reservationist to communicate with foreign guests using the English language. English is the language of international communication, which is needed by employees who work in the world of tourism and hotels in Bali, especially for hotel front reservationist. A hotel front desk reservationist is required to communicate using the correct and standard English when serving guests who make hotel reservations.

Reservationists who accept hotel room bookings by phone, usually start the conversation using the standard greeting. As a reservationist, the understanding of hotel products should really be considered, such as the location of the rooms, the types of rooms available, the applicable room rates and other service facilities available at the hotel.

Keywords: reservationist, individual room reservation, by telephone

1. Introduction

Professing reservationist / reservation officer Front Office Hotel that is in charge of taking down hotel room reservations. In Front Office management and modern reservation, the reservationist profession not only picks up the phone and records room reservations but also provides information, interacts, and provides recommendations and upselling and even suggestions for choosing the best (suggestion) (Soenarno, Adi,

2006: 20).

The duty of the hotel's front-line reservationist is to record and complete tasks related to hotel room orders, archive room reservation data, control room inventory well, calculate forecasting, make arrival list guests (arrival list) based on existing bookings, create group information list, create VIP information list, create room occupancy statistics, and create daily, monthly and yearly reports. To be able to provide good service and fast a reservationist / front office reservation officer must always be prepared and know the data quickly as can or can not request acceptance of prospective guest orders, notes and collection of candidates required information, as well as the procurement of special allocations if there is a special hotel room request (Sihite, Richard, 2000: 62).

One ability to apply good selling techniques namely the ability of a reservationist to communicate with foreign guests using the English language. English is the language of international communication, which is needed by employees who work in the world of tourism and hotels in Bali, especially for hotel front reservationist. A hotel front desk reservationist is required to communicate using the correct and standard English while serving guests who make hotel reservations. According to Sihite, Richard, (2000: 70-74) the reservation process handled by a reservationist / front office officer can be classified into 3 types. The three types of reservation are individual reservation, group reservation, and very important person (VIP) reservation. In this paper, the speakers only take one of 3 types of reservation process ie individual reservation by telephone.

2. Method

The research method used i.e.

1. Research subjects: Student Akademi Komunitas Mapindo, majors Accommodation Diploma II Hospitality, semester 1 Academic Year 2017/2018
2. Object of study: English Profession Reservationist in Handling Room Booking Hotel Personal through Telephone.
3. Data and data sources:
 - a. Primary Data: English language competence of Community Academy student Mapindo majoring in Accommodation Hospitality Diploma II, semester 1 Academic Year 2017/2018 when handling individual hotel room reservation process by phone.
 - b. Secondary Data: Standard Operating Procedure (SOP) handles individual hotel room reservation by phone, obtained from several hotels and observations when students practice Home Office.
4. Data Collection Technique: using qualitative research techniques.
5. Data Analysis Technique: Observation at the time of student practice Home Office and directly plunge teaching in class with English course Profession Home Office.

3. Results and Discussion

A. Starting You Off The Topic

Answer the following questions

1. What do you know about reservation section?
2. What is a reservationist?
3. What do you know about :
 - a. room reservation?
 - b. individual room reservation by telephone?
4. What are the duties of a reservationist?

B. Developing The Topic

1. Reservation Language Reference for Hotel Reservations by Telephone

a. The customer says when requesting a reservation:

- ✓ Have you got a room ...?
- ✓ I'd like to reserve/book a room....
- ✓ Can I reserve a room...?

b. Reservation clerk says when:

a. Asking about room type:

- ✓ For how many?
- ✓ Is that a single room, sir?
- ✓ Single, double or twin room?
- ✓ What sort/type of room would you like, sir/madam?

b. Asking about length of stay:

- ✓ (For) how many nights
- ✓ How many nights are planning to stay?
- ✓ How many nights will you be staying?
- ✓ How long will you be staying with us?

c. Offering a room:

- ✓ We can give you a (single room) at (\$ 75 a night).

d. Asking about suitability:

- ✓ Would that be suitable?
- ✓ Would that suit you?

e. Asking guest's name:

- ✓ (And) the name, please?
- ✓ And your name is?
- ✓ What was the name, please?
- ✓ And could I have your name, please?

f. Asking about time of arrival:

- ✓ What time will/would you be arriving?
- ✓ Do you know what time you'll be arriving?

g. Expressing agreement, willingness or understanding:

- (rather formal)= very good, sir.
- (less formal)= That's fine, sir.

h. Confirming reservation:

- Thank you, sir/madam. I've reserved room 123 for you.
- The room number is 456.
- That's a (single room) at (\$75).

i. Welcoming to the hotel:

- We look forward to seeing you.
- We look forward to having you with us.

j. Apologizing and offering an alternative:

- I'm sorry. We don't have a (single deluxe room) from the ... (third to the fourth of May), but we do have a ... (single superior room) at ... (\$86) a night.

2. Reservation Word Study at Reservation Section

- 1) Advance reservation : reservations made by guests before they arrive
- 2) Allocation of accommodation : deciding in which room each guest will stay
- 3) Available : ready for use
- 4) Bill : record of what the customer must pay
- 5) Booking : reservation
- 6) Book-keeper : person who records money paid and received
- 7) Cancellation : message from a person with a booking saying he/she isn't coming
- 8) Computer terminal : electronic senders and receivers of information to and from a computer
- 9) Confirm : agree to a booking
- 10) Contact : communication
- 11) Continental Breakfast : light breakfast
- 12) Convenient : in a useful position
- 13) Customer : person using a hotel
- 14) Deals with : works with, handles
- 15) Deposit : money required to confirm a booking
- 16) Diary : daily record
- 17) Forth night : two weeks
- 18) Guests : people staying at a hotel
- 19) High season : the part of the year with the most guest
- 20) Link : connect
- 21) Off-season : the part of the year with the fewest guest
- 22) Rate : charge
- 23) Register : records information about guests
- 24) Selection : choice
- 25) Sort : kind, type
- 26) Suburbs : parts of a town outside the centre
- 27) Travel agent : companies or people who sell journeys and holidays.

3. Standard Operating Procedure For Handling Personal Reservation By Telephone

1. Pick-up the telephone:
 - ✓ Pick-up the phone at the 2nd ring
2. Greetings, introducing section and name, offering help
3. Obtaining the guest needs:

- ✓ Getting to know when the room is needed
- ✓ Getting to know kind/type and total of number of room is required
- 4. Checking the room availability :
 - ✓ Asking the caller to wait
 - ✓ Checking the room at the conventional chart or dencity chart
 - ✓ Thanking the caller for waiting
 - ✓ Telling the caller when:
 - a. The room requested is available
 - b. The room requested is not available
- 5. Selling the room:
 - ✓ Approaching
 - ✓ Describing
 - ✓ Pricing
 - ✓ Closing
 - ✓ Handling objection
- 6. Recording the guest data
 - ✓ Record guest name, address, telp no, arrival and departure details, etc.
- 7. Informing terms and conditions of reservation
 - ✓ Cancellation and no show policy
 - ✓ Check in and check out time
- 8. Repeating the guest data/reservation
 - ✓ Repeat the arrival and departure details, number and type of room, room rate, payment, and special request
- 9. Closing the conversation on the phone:
 - ✓ Offering other assistance: are there anything else, Mr/Mrs?
- ✓ Thanking the caller for the reservation
 - ✓ Wishing the caller to welcome to the hotel
- 10. Processing guest data:
 - ✓ Fill in the reservation form
 - ✓ Fill in the reservation slip/diary
 - ✓ Fill in the reservation chart (conventional chart or dencity chart)
 - ✓ Filling
 - ✓



C. FOLLOW UP THE TOPIC

The students are doing the reservation tasks.

- ❖ Imagine that you are a receptionist at The Canangsari Resort. Read the information below briefly. Create a dialog based on the following situation then practice it in front of the class. Fill in the reservation form.

1. Today is Tuesday the 20th of October . The telephone rings at 10.30 am. Mr Carl Brown wants to book a double suite and a twin suite for 17 nightS starting from December 17th. When you are checking the reservation chart, you don't have those rooms for that period. You are giving an alternative. You tell him that you have 3 double superior, 2 twin superior, 4 single superior, 2 double deluxe, 2 twin superior, and 1 double standard for that period. He books 1 double deluxe and 1 twin deluxe. He will be arriving by GA 654 at 07.45 pm, and leaving by QX 234 at 08.15 pm. He lives at 101 Collinton Avenue, New York. His telephone number is 99876533. He will settle his account by Amex, the number is 6767.5345.8907.2345, it will be expired on June next year. The double superior rate is US\$ 250 and the twin is US\$ 155 both with American breakfast. His special requests are a basket of fresh fruit in season everyday and pick up service at the airport.

THE CANANGSARI RESORT						
RESERVATION FORM						
Surname:	Initial:	Title:	Pers on:	Polio Number:		
				Arr. date;	By;	Time:
				Dep. date:	By:	Time:

Requested	by	Type of Room	Standard		Superior		Deluxe		Suite	
			Total	Rate	Total	Rate	Total	Rate	Total	Rate
Telephone										
Facsimile		Single								
Email		Double								
Personal		Twin								
Letter		Extra bed								
Reserved by:										
Address _____										
Email : _____										
Telephone Number : _____ Fax no. _____										
Account Instruction :										
Remarks:										
Date : _____ Clerk : _____										

4. Conclusion

Reservationists who accept hotel room bookings by phone, usually start the conversation using the standard greeting. As a reservationist, the understanding of hotel products should really be considered, such as the location of the rooms, the types of rooms available, the applicable room rates and other service facilities available at the hotel. Room order acceptance can be made by phone in the following manner. The telephone is received and it is answered quickly.

- 1) First greeting greeting, mentioning the name of the company then offering help.
- 2) Inquire about room number and type, number of stay days, arrival date and departure date.

- 3) View the state of the rooms on the reservation chart or on daily reports, and guests are required to wait a while.
- 4) If the guest request has been fulfilled, submit the room type and room price information without specifying the room number.
- 5) Ask the name of the room order, then the name of the guest who will stay, the agency and the clear address, and the type of payment (payment type). Try to request a deposit or guarantee letter when the guest account will be paid or paid by the company. This can be done before guests arrive at the hotel, and do not forget to note if there is a special request from guests during the stay at the hotel.
- 6) Fill out the complete room reservation form.
- 7) Once the data is received, and the data is complete, a reservationist should repeat the order data desired by the guest to avoid errors or mistakes. After repeating the reservation, a reservationist ended the conversation. If the guest wants a confirmation from the hotel, the hotel will send a confirmation letter / voucher, as well as inquire about arrival / departure hours, as well as transportation used upon arrival and departure.
- 8) Deliver a thank you to the guest for the room order that he has done.

After handling hotel room reservations, the next step made by the reservationist is to make a reservation slip. Reservation slip is made based on the data obtained when handling the reservation. Reservation slips are usually distinguished in several colors. The colors are used based on the policies of each hotel, such as white for individual guests, light blue for group guests, yellow for airline, pink for important guests (VIP), and green for individual guests booked by travel agent.

Reservation slip is then stored in the reservation rack, by slipping it on the metal holder, according to the month and date of arrival. After making the slip, reservationist then store reservation form in the rack which is usually stored in the filing cabinet in accordance with the date and month guests will arrive at the hotel.

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Improving students' academic essay writing achievement through rubrics and peer correction

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Abstract – This study attempted to find out the contribution of rubrics and peer correction in improving the students' achievement in academic English essay writing in terms of what the students' perception on the application of rubrics and peer correction in academic English essay writing was; what the students' academic English essay writing achievement was after being exposed through rubrics and peer correction; whether there was a correlation between rubrics and peer correction and the students' academic English essay writing achievement.

The data were collected from a distributed questionnaire consisting of a five-scale statement and open-ended questions to be responded by 60 samples of two classes out of 9 classes of semester 5 students of English Department of Faculty of Teacher Training and Education of Mahasaraswati University Denpasar in academic year 2016/2017 and the achievement of the students' academic English essay from a determined thesis statement after being exposed to the application of rubrics and peer correction; both of whose scores were confronted to obtain the correlation.

The result showed that there was a strong correlation (0.62) between the students' perception on the application of rubrics and peer correction and their academic English writing achievement meaning that that rubrics and peer correction had a positive contribution in improving the students' academic English writing achievement. Therefore, it was logical to recommend that rubrics and peer correction be applied as one of the techniques in improving academic English essay writing.

Keywords: rubrics, peer correction, academic English essay writing achievement

1. Introduction

Teaching proper academic essay writing is such a serious task in which undergoes complex problems through a series of processes involving prewriting, drafting,

responding, revising, editing and post-writing (Widodo, 2008) requiring integrated mastery of structure, grammar, vocabulary, spelling, mechanics as well as the capability of organising until putting them into a real piece of academic writing. Such complex processes require the teacher to find out as appropriate teaching techniques as possible so as to help the learners accomplish their academic writing products. A few investigations have been conducted in order to get more appropriate supplementary techniques such as ‘peer review’ (Kristi Lundstrom, Wendy Baker, 2009; peer review process to scientific writing (Nicholas, 2011) ‘Outlining’ (Wardhana, 2015), and rubrics and peer *correction* on academic English paragraph writing (Wardhana, 2016). As one of English writing teachers himself the writer was also faced with problems of the students’ weak or even poor English grammar and writing the essay organization. It was just like building a house without foundation and upon weak pillars; and the roof was emergently collapsed. The question was whether rubrics and *peer correction* was able to improve of the students’ gain in writing academic English essay.

Responding to the students’ serious problem where the writer taught academic English essay writing and the recommendation of the investigation on the role of rubrics and peer *correction* to academic English paragraph writing (Wardhana 2016) and confirming the investigation of Kristi Lundstrom and Wendy Baker (2009) on peer review activities, this study attempted to find out whether rubrics and peer *correction* could help support the students’ ability in academic English essay writing; besides, it was also a follow up study of Wardhana’s earlier (2016) study on rubrics and peer correction.

In order to know the role of rubrics and peer correction in academic essay writing the study formulates the following research questions; (1) what is the students’ perception on rubrics and peer *correction* in academic English essay writing ?; (2) what is the students’ achievement in academic English essay writing after being exposed to academic English essay through rubrics and peer *correction* activities? (3) what is the correlation between rubrics and peer correction and the students’ academic English essay writing achievement?; (4) what are the types of errors committed by the students in writing academic English essay?

Theoretically, (1) the study could confirm the benefit of rubrics and peer *correction* to improve the students’ academic English essay writing; (2) practically rubrics and peer correction could provide the teacher with a technique which enhances his teaching academic essay writing handler and more efficiently; (3) also the students could learn more grammar and sentence structure through presentations, discussions and peer *correction*. As the investigation on the study mostly conducted for the improvement of teaching learning process, the study determined the following purposes; (1) to provide information about the students’ perception on rubrics and peer correction in academic English essay writing. (2) to find out what the students’ achievement is in academic English essay writing after being exposed to academic English essay through rubrics and peer correction activities; (3) to find out the correlation between the students’ perception on rubrics and peer correction activities and the students’ academic English essay writing achievement (4) to provide types of errors committed by the students in writing academic English essay.

This study intended to investigate how rubrics and peer *correction* could help

improve the students' academic English essay writing. In particular it limited itself to find out the roles of elements of rubrics, the elements which had to be used in academic English writing assessment such as formatting, punctuation and mechanics, contents, organisation, grammar and sentence structure (Oshima and Hogue 2007). However, on the part of peer *correction* this study mainly focused on checking and correcting the organisation and grammar and the sentence structure.

Actually, rubrics are used as the elements of assessment but in this study it was assumed to be beneficial to be used both as technique and assessment. According to Oshima (2007: 196), there are 5 elements of rubrics for essay writing. They are (1) format in which the title must be centered; the first line of each paragraph is indented; the margins are left on both sides, and the text is double-spaced; (2) punctuations and mechanics in which periods (full stop), commas, apostrophes, quotation marks, colon, semi colon, capital letters, and spelling are used; (3) content in which the essay fulfills the requirements of the assignment; the essay is interesting; the essay shows that the writer use care and thought. (4) organization in which the essay follows the outline, and it has an introduction, a body, and a conclusion. In the introductory paragraph the introductory paragraph begins with several general sentences and ends with a thesis statement; followed by body in which each paragraph of the body discusses a new point and begins with a clear topic sentence; each paragraph has specific supporting material: facts, examples, quotations, paraphrased or summarized information, and so on; each paragraph has unity; each paragraph has coherence; Transitions are used to link paragraphs; and concluding paragraph in which the concluding paragraph summarizes the main points or paraphrases the thesis statement, begins with a conclusion signal, and leaves the reader with the writer's final thoughts on the topic; and (5) grammar and sentence structure.

Peer *correction* or peer review or peer editing, according to Oshima (2007: 194), refers to an interactive process of reading and commenting i.e. giving suggestions on classmate's writing for improvement. In this study, a peer *correction* referred to commenting the organisation and finding the errors of grammar and structure and correcting them. Referring to Oshima's definition (2007: 3), academic English writing in this study was the kind of formal complete English sentence writing used in college classes to be organised in a certain way.

The study of rubrics contribution to writing academic paragraph was conducted by Wardhana (2016) showing that the main role of rubrics was on the element of organization especially on the contribution of outline (Wardhana, 2015) in organizing ideas in sentences and paragraphs in prewriting steps especially in organising ideas from a thesis statement to developing ideas in a paragraph of introductory, in this case, the thesis statement and the body as well as the conclusion; however it did not study on essay writing and peer correction. The study was also conducted by Widodo (2008) in which outline could help determine the thesis statement, topic ideas, brainstorming ideas, organising ideas and drafting.

On the other hand, the benefits of peer correction activities for academic writing

process were investigated by Kristi Lundstrom, Wendy Baker (2009) showing that the reviewer or corrector giving feedback got more help for the improvement of academic writing. Besides, Widodo (2008) studied the process-based academic essay writing instruction in an EFL context showing that within the process-based framework, writing was viewed as a process which involved pre-writing, drafting, responding, revising, editing, and post-writing through which students recursively and reflectively reel. Here the place of the process-based academic essay writing was on peer correction or peer editing activities.

The procedures of the teaching-learning process were that the students were firstly reviewed or exposed with all components of the rubrics, then the process of writing the essay began by developing the thesis statement into body and conclusion of paragraphs which was then followed by peer correction through all the rubrics elements. On the part of grammar and sentence structure the students had time to exchange ideas to discuss grammar they used with their writing peers and finally the result or the phrases and sentences errors were discussed in class with the teacher. Additionally to reinforce the students' grammar and structure as well as to support their soft skills, they were also supposed to do a rewarded group presentation and class discussion on a given structural topic taken from Oshima and Hogue (2007).

2. Method

Since this investigation was a kind of semi classroom action research and expose- pacto in which the writer was the teacher himself, the population taken were all 8 classes of Semester V Classes, Class VA to VH; and the samples were 65 students of class E and F of English Department of Mahasaraswati University where the writer taught academic English essay writing in academic year 2016/2017. From the preliminary questions (Appendix 1) 90.38% students stated that they did not have any knowledge about rubrics and peer correction. The writer did not take Class VG and VH on purpose because they were already taken as samples of previous study on paragraph academic English writing (Wardhana, 2016). The samples on this study were quantitatively considered representative (25%) (Suharsimi, 2002).

This study applied a questionnaire and a test as its instruments. The responses from the questionnaires would show the information about the students' preferences and opinions about academic essay writing processes derived from a five-scale preference on the traits of *very agree* and *very disagree* from positive and negative statements about the benefits of rubrics and peer correction to academic essay writing which were confirmed by the responses out of open-ended questions with the items such as whether rubrics and peer correction were beneficial for the students; how they were beneficial and what they suggested about the use of rubrics in writing academic essay (Appendix 2). The samples were preliminary given pretest to find out whether they had known or had been exposed to rubrics in the earlier semesters. Then, this study required them to do the final exam or semester's exams by writing an essay from a few provided thesis statements in order to get their academic writing achievement. The tabulated data were

then computed applying Pearson's product moment correlation formula.

As informed earlier the study was a follow up investigation of the study on rubrics of writing academic paragraph (Wardhana, 2016); in that case, here this study was called semi classroom action research and ex-post facto in its nature as Goodenough (2011:4) said that it was conducted in the classroom in order to improve or overcome the problems of teaching learning process (Elisabeth, in Burns 2010: 5) to be conducted in one cycle depending on the improvement of teaching learning process. The data of which were made about the new knowledge through conclusion drawn from validated evidence (Mc. Niff and Whitehead 2002: 16).

The procedures of teaching learning processes started by explaining the elements of rubrics required for writing academic essay writing through formatting, punctuation and mechanics, contents, organisation, grammar and sentence structure emphasising on writing the thesis statement, topic sentences, supporting sentences with details, applying the transition signals, cohesive devices to maintain the coherence and unity; organising the supporting paragraphs discussing about patterns of essay organizations on chronological order, logical order, process order cause and effect order and comparison and contrast. On the parts of grammar and sentence structure the students were supposed to discuss Oshima's (2007: 151 – 240) English sentence structure, complex and compound sentences comprising types of sentences, noun clauses, adverbial clauses, relative clauses, and participial phrases through a group of three-member presentation and class discussion from which points of rewards were given for the correct and grammatical answers; on the other hand, the students' practices on academic essay writings were then corrected by their peers by referring to the rubrics. On the parts of grammar and sentence structure the errors and peer corrections were finally discussed with the teacher to find the more appropriate and grammatical corrections, in case, the students' correction might have resulted on errors themselves. This process was also, the writer thought a very beneficial teaching learning process of academic writing. Points of reward were given to both parts, the correctors and the *correctness*, the ones being corrected.

Finally, at the end of semester they were supposed to respond to a 15-item-Likert's (1932) scale of five categories questionnaire with 7 open-ended questions (Dwyer, 2000: 86) (Appendix 2) which would show the positive and negative perception of the students' towards rubrics and peer correction. The post test was conducted from a number of provided list of optional thesis statements to find out their academic writing achievements. Then, the average score of every sample on all questionnaire items was confronted with their achievement in academic writing to find out the correlation applying Pearson's product moment. The preliminary questions and questionnaires were written in the students' native language as to avoid misinterpretation.

As the questionnaire comprised positive and negative types of questions (see Table 1), expecting to get more objective responses, the data of which were treated properly so as to show the appropriate perception. In other words, the positive responses

to the positive items (items 1, 2, 3, 4, 5, 7, 9, 11, 12, 14) were treated as positive perceptions; on the other hand, the negative responses to the negative items (6, 8, 10, 13, 15) as positive perceptions and vice versa.

As for the open answer questions of the questionnaire percentages of the answers were determined to find out their positive and negative responses and the reasons for their preferences. The examples of errors were presented in the forms of error classification according to Ellis in Wardhana (2014) a study on Food and Beverage students' errors.

3. Results and Discussion

Out of the 65 distributed questionnaires only 60 were considered to be valid and therefore the responses would be taken from those 60 samples. The questionnaire items to be responded by the students comprised whether rubrics could make the students find it easier to write academic essay writing in organising ideas and information from a thesis statement into supporting paragraph and the use of punctuation, mechanics and essay format; whether they understand correcting others' writing and at the same time to learn grammar and structure of the essay writing (See Appendix 2) Applying Pearson's product moment correlation formula the result of the computation was 0.62 showing that there was a strong positive correlation between rubrics and peer correction and the students' academic English essay writing achievement (Sugiyono, 2007; Eko Budiarto, 2001: 248). This also meant that the higher the students' perception on the positive use of rubrics and peer correction was, the higher their academic paragraph writing achievement would be.

The open-ended questions posed items such as whether rubrics and peer correction were beneficial for the students; how they were beneficial and what they suggested about the use of rubrics in writing academic essay (Appendix 2). In general the answers to the open ended questions supported the idea that the students had positive attitude towards the positive contribution of rubrics (84%) and peer correction (81%) in writing academic essay. The strong contribution of rubrics appeared in supporting to write the organisation of the essay (81%) in determining a thesis statement, supporting paragraphs and a concluding paragraph. This was, according to the writer, very logical, because the teaching learning process was focussed on the organisation, element 4 of rubrics (Wardhana, 2016) and therefore when they were asked on the benefit of other elements such as punctuation, mechanics and format (question 2, see Appendix 2) they had less strong perception (72%) and the benefits of rubrics in more specific elements such as in the necessity of mechanics, in evaluating others' writing and learning grammar (question 3 and 5) they also had less strong attitude (72%, 79%); and therefore their recommendation is explaining rubrics in a more detailed way (question 7, 79%) which was positive as well. In addition, peer correction was very positive for the students for they got very good benefit on both for the correctors and the *correctness* (Kristi Lundstrom, Wendy Baker, 2009) to improve their grammar and structure.

Peer Correction

The errors of the students' essay writing applying Ellis' classification (Ellis in Wardhana 2012) can be classified into (1) *errors of addition* (42.86%) such as *addition of verb ending* (61.54 %); *addition of verb auxiliary: be/do/modal* (20.51 %);, and *addition of to infinitive and verb-ing* (17.95 %), (2) *errors of omission* (29.67%) such as *omission of subject* (66.67 %); *omission of verb of auxiliary* (18.52 %), and *omission of passive auxiliary* (14.81 %); and (3) *errors of misuse of verbs/adjective/nouns/adverb or miscellaneous errors* (27.47 %).

The sources of the students' errors in essay writing can be identified as (1) errors of transfer which are inter-lingual transfer, or language transfer in which they applied the native language system in the target language writing and (2) intra-lingual transfer or developmental errors which causes overgeneralization and ignorance of rules restriction because of misapplication of rules and false concept hypothesized (Ellis, Richard in Wardhana 2012).

Contrastive analysis is considered to have very little pedagogical relevance (Corder, 1967; Sridhar in Al-Sibai 2004), however, others including the writer, as an English teacher, still believed that error analysis remained of some help to language teaching learning in that it was able to (i) identify strategies which learners use in language learning, (ii) identify the causes of learner errors, and (iii) obtain information on common difficulties in language learning as an aid to teaching or in developing teaching materials (Richards in Wardhana, 2012). For instance, in the expression * *with the internet; easier for them to chatting with friends* ---it was very likely that it was a transfer from Indonesian and because of the weakness on grammar and structure there was a failure for him/her to give proper introductory subject and proper infinitive-to which are erroneous in English. Then, the remedy could be done through peer discussion to be finalized by classical teacher's conclusion. After classifying the types of errors, the common grammar and structural difficulties could be recognized.

4. Conclusion

The role of rubrics and peer correction in teaching learning of academic English was not only known in the field of assessment but also in the teaching learning process. The study showed that (1) there was a positive perception of the students in the application of rubrics and peer correction in the teaching learning process (X mean = 3.44; open-ended questions: rubrics =84%; peer correction = 81%); (2) the average achievement of the students' academic English writing was 3.25; (3) there is a strong correlation between the students' perception on rubrics and peer correction and their academic English achievement ($r_{xy} = 0.62$); (4) The types of the students' errors could be classified into (a) *errors of addition* (42.86%) such as *addition of verb ending* (61.54%); *addition of verb auxiliary: be/do/modal* (20.51%); and *addition of to infinitive and verb-ing* (17.95%), (b) *errors of omission* (29.67%) such as *omission of subject* (66.67%); *omission of verb of auxiliary* (18.52%), and *omission of passive auxiliary* (14.81%); and

(c) *errors of misuse of verbs/adjective/nouns/adverb or miscellaneous errors* (27.47 %); and the reasons for the errors are mainly inter-lingual errors and intra-lingual errors; (5) however 3 per cent of them suggest that there should be used another technique.

Based on the students' suggestions, the study would recommend that (1) there should be better preparation to clarify each element of the rubrics and peer correction to ensure that all students understand and apply them. The teacher should give a model or example of reviewing each element, especially on peer correction it could be in the form of groups consisting various students' ability. (2) There should be a deeper and wider study on the application of rubrics and peer correction, for instance, a collaborative study among different education institutions.

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Vocabulary variety of Japanese in tourism field

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Abstract – The growing number of Japanese tourists to Bali has resulted in large numbers of workers in the tourism sector, such as Japanese language tour guide, GRO and hotel staff, Japanese travel agency staff and others. To provide good service to Japanese tourists, the quality of tourism practitioners also need to be improved both from the attitude, hospitality, security and the ability to speak Japanese so that Japanese tourists feel comfortable while on the island of Bali. Efforts to improve the ability of Japanese language, the vocabulary knowledge of tour guide is needed to be able to use the vocabulary in context. Based on the phenomenon, then this paper discusses the variety of Japanese vocabulary that is often used when doing tourism activities in some tourist attractions in Gianyar regency.

The problems discussed in this paper is what kind of tourist vocabulary is commonly spoken Japanese tourists when visiting the tourist attraction on the island of Bali. In general, this study aims to support the program of Welcome to Bali in order to become more popular bali tourism that can increase the number of Japanese tourists to come to visit the island of Bali. The specific purpose of this research is to (1) know the Japanese language vocabulary of tourism spoken by Japanese tourists so that the vocabulary can be used as a reference for tourism practitioners in order to increase the knowledge of Japanese language vocabulary of tourism. The approach used in this study is a qualitative approach. Research approach by processing the data source that is descriptive by using descriptive method kualitatif. Penelitian done in tourist object in Ubud area. The data types are primary data with lingual data sources obtained from Japanese tourist communications.

The observations show that the vocabulary spoken by Japanese tourists is a vocabulary that is related to cultural and natural activities such as esute, chiketto, raisu terasu, kojim takushi, mise.subarashii. Japanese tourists often use joshi as a complement to a speech to tourism practitioners in communicating. Joshi also sometimes omitted in speech but still acceptable.

Keywords: *vocabulary, speech, Japanese tourists, tourism practitioners*

1. Introduction

Japanese is categorized as a language that is difficult to learn for Indonesian speakers. This is due to differences in grammar and the use of vocabulary based on a more complex context than Indonesian. The number of vocabulary in Japanese that is confusing a lot of Indonesian speakers in choosing the right vocabulary based on context. Vocabulary in Japanese is termed *goi*. Kindaichi (1997: 444) defines a *Goi* is a set of words used in a particular environment. Without use *goi* then a sentence or *tuuran* can not be used properly and correctly because *goi* is a basic element in the linguistic world used in making a sentence or spoken speech in order to run smoothly.

Japanese vocabulary consists of *gairaigo* and *wago*. *Gairaigo* is a Japanese vocabulary derived from foreign language absorption, for example *chekkuin* 'check in', *eakon* 'cooling tool'. While *wago* is a native Japanese vocabulary, for example *mise* 'shop', *omiyage* 'sophisticated Japanese vocabulary is still often confusing for Indonesian speakers, especially tourism practitioners in Bali. The use of a variety of vocabulary that is less appropriate by tourism practitioners in communicating will cause a less good image for Japanese tourists.

Vocabulary mastery for Japanese language tourism practitioners is needed to be able to provide good service to Japanese tourists in providing explanations during a tour in Bali Island. Khusunya Japanese vocabulary in the field of tourism. The word is very necessary to explain the attractions in Bali. Kosakata required in the course of course vary depending on the area visited. For example, when traveling to Ubud, will use more vocabulary related to art activities, places to eat, shopping arts places such as paintings, sculptures, and others.

Given the importance of the role of vocabulary, a tour guide must master the vocabulary in the field of tourism to be able to convey intent to Japanese tourists while delivering the journey. Vocabulary is not only limited to the meaning of an object either abstract or not abstract but it is also important that a tour guide understands common terms such as the speech conducted by a tour guide in explaining the car free day to tourists. Tour guides who do not understand the term car free will hardly explain to tourists, to convey their meaning, they will give a long explanation that is *kuruma wo totte wa ikemasen*. Such explanation is difficult to understand by Japanese tourists when there is a term that can convey the intent of car free day is *hokosha tengoku*. Such phenomena are not uncommonly found in tour guides who do not understand the term by providing explanations that are difficult to understand by Japanese tourists.

This phenomenon is the reason the authors conducted research on the vocabulary of Japanese tourism vocabulary. Through this paper is expected to increase the knowledge of Japanese language vocabulary tourism practitioners needed to explain the tourist attraction in Bali. Problems in this paper discusses the variety of Japanese language vocabulary tourism apasajakah that is used to explain the object of tourism in Gianyar Regency. Tulisan aims to find out the variety of Japanese language vocabulary of tourism so as to increase the knowledge of Japanese vocabulary for tour guides in Bali.

2. Method

This study aims to describe the vocabulary of Japanese language tourism based on the speakers when coming to visit Bali Island. The method of research used is descriptive qualitative research. The process of taking data occurs naturally so as to provide an objective picture of the vocabulary that is often spoken. The method used is qualitative method refers to Bodgam and Tailor (Moleong, 1999: 3). Qualitative method is a method of research procedure to produce descriptive data in the form of words written or spoken from humans as speakers or partners of speech and behavior that can be observed. Researchers trying to describe the variety of tourism vocabulary from Japanese tourists who visited the tourist attractions in Gianyar District when interacting with tour guides.

Variety of Japanese tourism is collected by observing the Japanese tourist's speech in interacting with the tour guides visiting some tourist objects in Gianyar regency, namely Ubud, Tegalalang, Wenara Wana, Siring. Data collection is done by the method of observation is by observing, observing and recording the utterance Japanese tourists when communicating with the tour guide, especially in the existing tourist attraction in Gianyar regency. Operationally, the method is supported by the technique of simulating non-intrusive observation and recording technique. The purpose of using techniques to learn the libat lump proficient to get a natural speech. The results of observations of vocabulary recorded and recorded and then sorted into a speech adapted to the mode and type of speech.

In the process of data analysis according to Sudaryanto (1993) after the data obtained, collected and grouped in such a way based on the word class according to the method of data collection. The next step is to analyze the data. Data obtained by the author used as a source to answer the problem and research objectives. The result of data analysis in this research, presented by using informal presentation method. Informal method is the method of presenting the rules with the formulation of words in formulation with ordinary words that contain details of the results of data analysis (Sudaryanto, 1988: 29).

3. Results and Discussion

The result of observation of vocabulary of Japanese language of tourism is obtained in some tourism object in Gianyar regency, such as at Art market of Ubud and Tegalalang. The data of speech is as follows.

Speech Data (1)

WJ : *Gaido san... Ubudo eria de Legong dansu mirarerukana?*

Mr. guide ... is it possible to watch Legong dance in Ubud area?

Guide : *Legong dansu no hajimaru jikan wa 19:30 desu. Hitori sama no chiketto no nedan wa Rp. 80.000 rupia desu.*

The Legong dance performance hours begin at 19:30. The price of one person is Rp. 80.000 rupiah.

WJ : *Souka! Jaa...ima kara chiketto o kattemo iikana?*

Oh, I see? Then from now on can I buy tickets?

Guide : *Hai, dekimasu.*

Yes, you can...

Context of speech situation:

Communication occurs between the tour guide and Japanese tourists who are doing tourism activities in Ubud area. At that time WJ asked the schedule of dance performances legong and ticket prices to the tour guide.

Analysis:

The vocabulary in the communication is identical to the tourism vocabulary in the noun category used in the tourism domain that is largely determined by the context of the supporting situation. Gaido san, hajimaru jikan, legong dansu, chiketto is a class of nouns and is the vocabulary used in interaction when going to watch the famous dance located in Ubud area.

Speech Data (2)

WJ : *Anone...Ibu Oka to iu butamaruyaki no mise wa, koko kara chikai desuka?*

The thing is ... Is the suckling pig stall Ibu Oka close from here?

Guide : *Chikai desu, aruitara 5 fun dake desu.*

It is close, it is just 5 minutes walk.

WJ : *Souka! Chinamini watashitachi wa kono atari ni tanbo o mitakute, dono hen desukane?*

Oshiete moraimasu?

We want to see the rice fields around here, in which area is it? Can you tell us?

Guide : *Sore wa Tegalalang to iimasu.*

It is in Tegalalang village.

WJ : *Tegararang tte dandan batake desuka?*

Is Tegalalang rice terrace?

Guide : *Hai, sou desu.*

Yes, it is.

WJ : *Mitai, mitai.*

I want to see it..

Context of speech situation:

A young woman is on tour with guide while carrying map of area of Ubud, WJ is asking the location where to eat pigs bolsters and rice terraces known as Tegalalang.

Analysis:

Spouting WJ with tour guide when the tour to ask where to eat pork bolsters or often called butamaruyaki is one of the famous place when in Ubud other than that the vocabulary that appears when in Ubud is tanbo and grooming batake. This is because the area of Ubud is an area with a wealth of nature is so beautiful that there are still many fields with rice terraces. So based on information the previous visitors informed that Ubud is famous for nature and dance. The question form is directly told by WJ because the WJ asks for sure information from the staff about the information of the famous babi guling and Tegalalang rice stalls in Ubud. Variety ~ masu is used to complement speech as a kind of respect that is neutral.

Speech Data (3)

Guide : *Okyakusama kochira wa Ubudo Okyu desu.*

Dear guests, this one is Ubud Palace.

WJ : *Sumimasen, oshiete kudasaine, Ubudo okyu no naka ni regong dansu o miremasuka?*

Sorry excuse me, please tell us ... is it possible to watch the legong dance inside Ubud Palace?

Guide ; *Miremasu...gogo, 18:30 ji kara desu.*

Yes, you can, it will start at 6.30 p.m..

WJ : *Sugoine... dansu no kansho mo arimasune...*

That is great. There is dance performance as well.

Tokorode, gakki o tsuiteru Bari dansu wa regong dansu dake?

Is Legong dance the only Balinese dance followed by gambelan instrument?

Guide : *Regong dansu dake dewanaku, pendet dori, gopale dori nado desu.*

Not just legong dance, but there are also Pendet dance, Gopale dance and other dances.

WJ : *Souka? Shiranakatta...*

Oh is that so? I don't know.

Tokorode, ano kazari kaitakute, Ubudo de koshou dekimasuka?

By the way I want to buy that ornament...(while thinking) is it possible to bargain if I go shopping to Ubud market?

Context of speech situation:

Based on the dialogue quote, WJ who was doing a tourist activity with a tour guide came to Ubud to watch Legong dance. This gamelan dance performance place is inside Puri Saren Ubud. In addition, on the same occasion, WJ wants to give decoration in Ubud Market and ask the guide if can bid in traditional market of Ubud.

Analysis:

Conversations that occur during the tourism activities conducted by WJ and tour guide in Ubud is closely related to culture and nature. This is because the activities during the tour in Ubud to discuss about Ubud Castle is very famous, especially the performances of various traditional Balinese dances. Japanese language vocabulary that appears including class of nouns such as Ubudo okyu, legong dansu, gakki is a vocabulary widely used WJ while in Ubud.

4. Conclusion

Based on the analysis of field observation that the vocabulary for tourism activities that are often spoken by Japanese tourists when visiting the tourist attraction in Gianyar regency is a vocabulary that is related to cultural and natural activities. Here is a vocabulary that is used when traveling at some tourist attraction in Gianyar regency.

Vocabulary	Meaning	Word class	Usage
Okyu	Palace	Noun	Referring to the king's residence
Dansu	Dance	Noun	It is gairaigo fpr

Gakki	Musical instruments	Noun	Instruments played to produce music
Minzoku isho	Traditional costumes	Noun	Clothes used for particular celebration
Dentoutekina ichiba	Traditional market	Noun	Traditional market selling daily needs
Sekaisan	World heritage	Noun	Places which have become world heritage like Jatiluwih
Esute	Spa	Noun	Activity related to beauty
Chiketto	Ticket	Noun	Referring to entrance ticket of a show
Suteki	Impressive	Adjective	Something which is good, beautiful, and stylish
Dandan batake	Terraced rice fields	Noun	Terraced rice fields
Kojin takushi	Taxi	Noun	Private transportation device
Mise	Shop	Noun	Place for selling goods
Zakka ya	Souvenir shop	Noun	Place for selling souvenirs
Otera/ jiin	Temple	Noun	Otera and jiin are used to describe temple, but jiin is used if the name of the temple is also described
Yoga	Yoga	Noun	Health activity
Gaido san	Tour guide	Noun	Term referring to tour guides

The vocabulary often appears when traveling to the existing tourist attraction in Gianyar regency. Word classes are mostly found in the form of nouns and there are some in the form of adjectives. Vocabulary in the form of original Japanese vocabulary such as dandan batake, mise, omiyage, okyu, sekaisan while vocabulary of gairaigo like chiketto, esute and dansu.

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Derivational Affixes in Japanese and Indonesian (the study of linguistic typology)

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Abstract – Japanese and Indonesian seen from morphological typology is an agglutinative language in which the morphological processes are done by affixation, i.e. by adding prefixes, suffixes and infixes. While the basic sequence sentence structure has a SOV sequence pattern for Japanese and SVO for Indonesian. The predicate filled by the verb is capable of binding arguments in constructing the clause structure, so that there are verbs with one, two and three arguments, it depends on the type of verb. This study is a preliminary study of Japanese and Indonesian derivative verbs: the study of linguistic typology. The Theory of Linguistic Typology is used to analyze the formation of Japanese and Indonesian derivative verbs in which the verb serves as the core of the predicate to bind the argument in constructing the clause structure.

From the perspective of linguistic typology, the results of the analysis show that (1) the basic form of Japanese derivative verb formers are adjectives (*keiyoushi*) and noun verbs, whereas Indonesian derivative verbs are derived from adjectives, nouns and pre-categorical. (2) The Japanese derivation affixes joining the adjective (*keiyoushi*) are *-める meru*, *-まる maru*, *-がる garu*, *-む mu* and which joins the noun verb is *-する suru*. While the derivational affix of the Indonesian that joined the nouns are *meng-*, *ber-*, *ter-*, *ke-an*, *ber-an*, *ber-kan*, *per-*, *-i*, *per-i*, *per-kan*, the affix that joins the adjective are *meng-*, *ber-*, *ter-*, *ke-an*, *ber-an*, *ber-kan*, *per-*, *-kan*, *per-i*, *dan -i* and the affixes that join the pre-categorical are *meng-*, *ter-*, *ber-*, *ber-an*, *-i*, *-kan*.

Keywords: linguistics, typology, derivatives

1. Introduction

This contrastive analysis aimed to describe the similarities and differences between the object under study, making it easier to understand both languages. This contrastive analysis is used to describe the characteristics of the language structure, ie Japanese and Indonesian languages which are the field of study of this research. Japanese and Indonesian are typologically an agglutinative language, ie there is an equation in the morphological process that can be done with affixation.

Greenberg (in Mallinson and Blake, 1981), shows that languages in the world can be grouped according to the basic order of subjects, objects, and verbs. Greenberg concludes that there are six basic typing patterns of sentence sequences: SVO, SOV, VSO, VOS, OSV, OVS. The typology of Japanese and Indonesian is different, both in terms of phrase structure and sentence structure. In the phrase structure, the Japanese noun phrase follows the order of the MD, while Indonesian follows the DM sequence. Japanese sentence pattern has a sequence of SOV (Subject-Object-Predicate), while Indonesian language has SVO sequence pattern (Subject-Predicate-Object).

Linguistic typology is a study of the science of language how language is grouped based on the characteristics of the structure. The grouping of these languages is based on the properties (property) possessed by the language itself (Mallinson and Blake, 1981, Comrie, 1993, Artawa, 2000, Jufrizal, 2012).

Artawa (2005) in his scientific oration explains that linguistic typology refers to a theory or theoretical framework that will serve as the basis for the assessment to classify languages based on certain parameters, whereas language typology is the result of a study based on the theory of linguistic typology, features and properties of the same grammatical behavior.

Verhaar (2006: 144-146) explains the derivational affix always causes a word class change, but if maintaining the word class, it will change the meaning. Katamba (2006: 92-100) explains the concept of derivation and inflection as follows, inflection is related to predictable, automatic (automatic), systematic, consistent, and does not alter the lexical identity. While derivation is more unpredictable based on syntactic rules, is optional or sporadic, and change the lexical identity.

Akhmad saugi Ahya (2013: 13) The process of derivation is the process of forming the word that produces a new lexeme that causes the change of word class. While not changing the word class, but changing the meaning (changing the lexical identity). Ermanto (2008: 26) describes four types of derivational affixes: (1) Featural derivation, (2) Functional derivation, (3) Transposition and Expressive derivation.

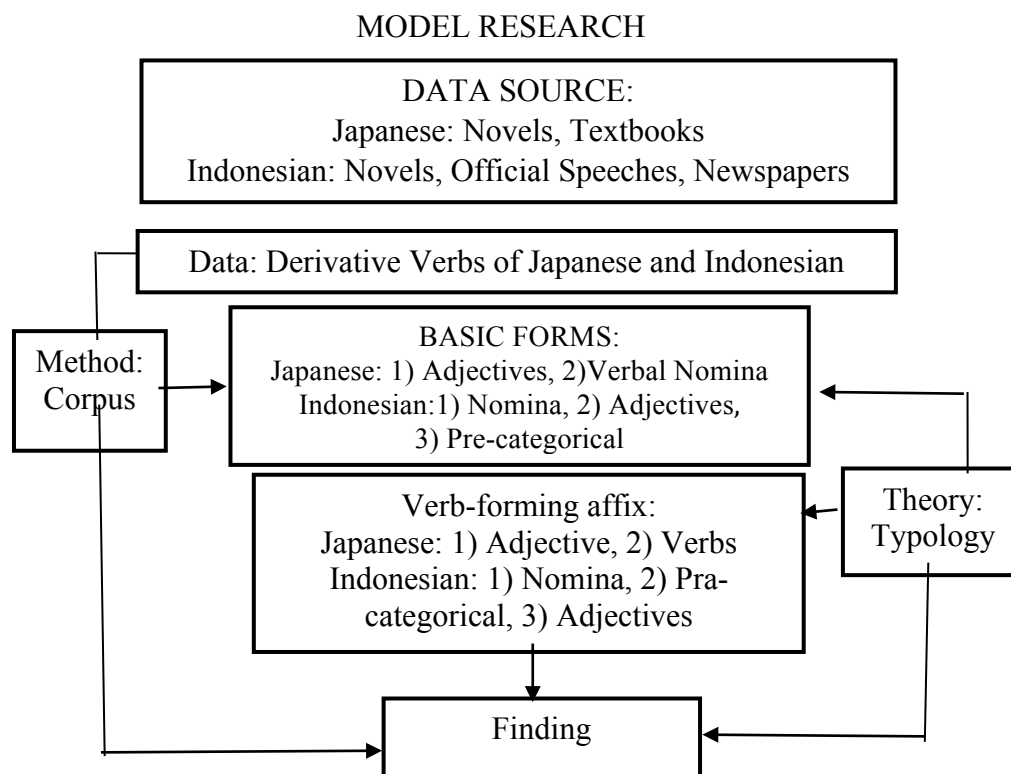
The contrastive analysis study of two languages between Indonesian and Japanese is very important, considering the condition of Japanese language learners is increasing, of course it can not be separated from Japan as a developed country capable of mastering various economic and technological sectors in Indonesia. Thus the impact of the condition, then many who want to learn Japanese. The hope of this contrastive study result gives benefit to Japanese language learners and Indonesian language learners, except for BIPA (Indonesian for Foreign Speakers) teachers. Another important factor is the reason for the need for a contrastive analysis study between Japanese and Indonesian languages, especially in the field of verbal derivation has not been done, especially those studied with typology theory, although this study is very interesting to be examined because the characteristics between Japanese and Indonesian languages the same typology -the same affix, the derivational affix can alter the class of words, otherwise the derivational affix can regulate valence. Valence is closely related to the verbs as the core of the predicate, ie the verb will involve arguments in constructing the clause structure and the number of arguments involved by the verb is called valence or in other words that valence is the ability or necessity of the verb that occupies the predicate element of a sentence in binding the argument.

2. Method

This study is a preliminary study of Indonesian and Japanese derivative verbs that include the formation of derivative verbs and their argument structures, and this paper deals only with the formation of Japanese derivative verbs and Indonesian languages. Japanese derivative verbs can be derived from the basic form: adjectives and noun verbs, whereas Indonesian can be derived from the basic form: nouns, adjectives and preconceptions.

To facilitate the understanding of the discussion and analysis flow of Japanese derivative verbs and Indonesian language, the following will be explained by the following research steps. The study began preparing text data from official manuscripts of official speeches, novels, newspapers, and textbooks. The next step is to start to process the data, ie by entering the database into the corpus program that is ready to operate by opening the command (file.dir) to search and collect data that is by typing the affix the derivation you want to search, for example typing affix in column search (search), then press start to start searching data. The corpus program as a data provider will display all of the affiliated verbs {-mem} on the computer screen, and continue storing the affixed verb data {mem-} with the following clauses into separate files. Likewise for the other affixes of derivation are: {-i}, {per}, {per-i}, {berlah}, {per-} {ber-}, {ter-}. The data of derivative verbs that have been stored in separate files will be processed based on the two proposed problems, namely the first system of derivative verb forming by grouping based on the basic form of derivative verb formers ie nouns, adjectives, and prekatagorials. The second is to describe any affixes that the Indonesian language joins with nouns, adjectives, and prekatagorials. Likewise the Japanese derivative verb data, its stages are similar to the searches performed on Indonesian derivative verbs only for Japanese language data are done manually by marking each derivative verb.

From the research steps can be described in the diagram of the research model as follows.



This study of derivative verbs of Japanese and Indonesian is qualitative descriptive research, so that the required data is qualitative data. The data for this research are written data taken from the official manuscript of official speech and Kompas newspaper of opinion column as well as editorial, novel and textbook as primary data and oral data from informant. Primary data used in this research is written data and spoken data.

3 Results and Discussion

3.1 Formation of Japanese and Indonesian Derivative Verbs.

3.1.1 Japanese Derivative Verbs

Japanese derivative verbs can be derived from: 1) adjectives and 2) noun verbs

a. Japanese derivative Verbs derived from adjectives 高まる *takamaru*、高める *takameru*、安まる *yasumaru*、安める *yasumeru*、早まる *hayamaru*、早める *hayameru*、悲しがる *kanashigaru*、悲しむ *kanashimu*、良がる *yogaru*、悪める *warumeru*、悪がる *warugaru*、おもしろがる *omoshirigaru*、詰まらながる *tsumaranagaru*、難しめる *muzukashimeru*、難しがる *muzukashigaru*、易しがる *yasashigaru*、おいしがる *oishigaru*、まずがる *mazugaru*、暑める *atsumeru*、暑がる *atsugaru*、寒がる *samugaru*、つめたがる *tsumetagaru*、広まる *hiromaru*、広める

hiomeru, 広がる *hiogaru*, 狭まる *semamaru*, 狭める *semameru*, 軽める *karumeru*, 軽がる *karugaru*, 長まる *nagamaru*, 短める *mijikameru*, 遠まる *toomaru*, 近まる *chikamaru*, 近める *chikamaru*, 暗がる *akarugaru*, 遅まる *chikamaru*, 遅める *chikameru*, からめる *karameru*, からがる *karagaru*, しおからがる *shiokaragaru*, すっぱがる *suppagaru*, 苦がる *wakagaru*.

b. Japanese Derivative Verbs derived from Deverbal Noun

勉強する *benkyoo suru*, 昼寝する *chuushoku suru*, 宿題する *shukudai suru*, 出張する *shutchoo suru*, 残業する *zangyoo suru*, 電話する *denwa suru*, 失礼する *shippai suru*

, 仕事する *shigoto suru*, アップする *appu suru*, テストする *tenisu suru*, 朝食する *chooshoku suru*, 昼食する *chuushoku suru*, 夕食する *yuushoku suru*, 出発する *shuppatsu suru*, 予約する *yoyaku suru*, 旅行する *ryokoo suru*, ゴルフする *gorufu suru*, 買い物する *kaimono suru*, 到着する *toocaku suru*, 帰国する *kikoku*, 説明する *setsumei suru*, 質問する *shitsumon suru*, 休憩する *kyuukei suru*, 発表する *shuppatsu suru*, 会議する *kaigi* サッカーする *sakkaa suru*, キャンセルする *kyanseru suru*, 案内する *annai suru*, 両替する *ryogae suru*, ミーティングする *miitingu suru*, 観光する *kankoo suru*, テニスする *tenisu suru*, 散歩する *sampo suru*.

3.1.2 Indonesian Derivative Verbs

Indonesian derivative verbs can be derived from: 1) adjectives 2) nouns, and 3) pre-categorical

a. Indonesian Verbs from Adjective.

menggigil, membenci, melengkung, melenggang, melekat, memelas, berjejal-jejal, mendekati, terpenuhi, menjauhi, menyenangi, berbahagia, berkelanjutan, berkeyakinan, keinginkanan, kepanasan, pertinggi, perbaiki, perkaya, perbarui, mengeratkan, membahagiakan, menyakitkan, terharu (shivering, hating, curling, walking, sticking, poking, crowding, approaching, fulfilling, avoiding, loving, being happy, sustained, believe, being/feeling cold, feeling hot, rising, fixing, enriching, renewing, solidifying, making happy)

b. Indonesian derivative verbs derived from nouns

mengendap, membahana terengah-engah, bersarung menggelegar berkilauan, mendidih beperkara berkilat, berdetak, terharu, tergelak, bersinar-sinar, melangkah

berhenti terpompa berkilat, terpesona melayari, melubangi mengalami, menganugerahkan kehujan, kecopetan, beranggotakan menyutradai, peralat, persenjataan, menelepon, berkebun

(settling, blowing, panting, glittering, glittering, boiling, lithe, shiny, ticking, tearing, chuckling, shining, stepping, stopping, pumping, shine, fascinating, navigating, perforating, experiencing, granting, being rained, pickpocket, member, direct, equipment, weapon, call, gardening)

c. Japanese Verbs derived from Pre-categorical

Mengelak, mencuat, berlinangan, terpingkal-pingkal, terbelalak, melongo, beralih

Menulari, menghindari, membiarkan, mengalir berlinangan
 (dodging, sticking, waving, giggling, staring, gawking, switching
 infecting, avoiding, letting, flowing, stretching)

3.2 Affix forming Japanese and Indonesian verbs.

3.2.1 The affix of Japanese verbs

a. Affixes that join the adjective (形容詞) that is -まる -*maru*,

める -*meru*, -がる -*garu*, -む -*mu*.

1. -まる -*maru* : 高まる *takamaru*、安まる *yasumaru*、早まる *hayamaru*、広まる

horimaru、狭まる *semamaru*、長まる *nagamaru*、遠まる *toomaru*、

近まる *chikamaru*、遅まる *toomaru*

2. -める -*meru* : 高める *takameru*、早める *hayameru*、安める *yasumeru*、悪める

warumeru、難しめる *muzukashimeru*、暑める *atsumeru*、広める

hiromeru、狭める *semameru*、短める *mijikameru*、近める *chikameru*、
 遅める *toomeru*、からめる *karameru*、軽める *karumeru*

3. -がる *garu* : 悲しがる *kanashigaru*、良がる *yogaru*、悪がる *warugaru*、おもしろ

がる *omoshiroaru*、詰まらながる *tsumaranagaru*、難しがる *muzukashigaru*、易しがる *yasashigaru*、おいしがる *oishigaru*、まずがる *mazugaru*、暑がる *atsugaru*、寒がる *samugaru*、つめたがる *tsumetagaru*、広がる *hirogaru*、軽がる *karugaru*、暗がる *akarugaru*、からがる *karagaru*、しおからがる *shiokaragaru*、すっぱがる *suppagaru*、苦がる *wakagaru*

4. -む *mu* : 悲しむ *kanashimu*

b. The affix that joins the noun verb is する, as follows.

する *suru* → 勉強する *benkyoo suru*、昼寝する *chuushoku suru*、電話する *denwa suru*、宿題する *shukudai suru*、出張する *shutchoo suru*、失礼する *shippai suru*、予約する *yoyaku suru*、到着する *toochaku suru*、説明する *setsumei suru*、両替する *ryogae suru*、案内する *annai suru*、朝食する *chooshoku suru*、出発する *shupatsu suru*、買い物する *kaimono suru*.

3.2.2 Affix Verb Former of the Indonesian language

a. Affixes that join the basic form of adjectives, among them as follows **meng-**, **ber-**, **ter-**, **ke-an**, **ber-an**, **ber-kan**, **per-**, **-kan**, **per-i**, **dan -i**

1. **meng-** : **menggigil**, **membenci**, **melengkung**, **melenggang**, **melekat**, **memelas**

- (shivering, hating, warping, bending, clinging, poking)
2. **ber-** : **berjejal-jejal, berbahagia, berteriak** (crowded, happy, shouting)
 3. **ter-** : **terharu, terpenuhi** (touched, fulfilled)
 4. **ke-an** : **kedinginan, kepanasan** (cold, overheated)
 5. **ber-an** : **berkelanjutan, berkeyakinan** (sustainable, faithful)
 6. **per-** : **perkaya, pertinggi** (enrich, making higher)
 7. **-kan** : **mengeratkan, membahagiakan, menyakitkan** (solidify, make someone happy, make someone painful)
 8. **per-i** : **perbaiki, perbarui** (ix, update)
 9. **-i** : **menyenangi, mendekati, menjauhi** (like, approaching, away from)

b. Affixes that join the basic noun form, are as follows **meng-, ber-, ter-, ke-an, ber-an, ber-kan, per-, -i, per-i, per-kan**

1. **meng-**: **mengendap, membahana, mengganggu, menggantikan, menyudutkan, menelepon, memihak, menganugerahkan, mengelap** (settling, blowing, nodding, replacing, cornering, calling, taking sides, granting, wiping)
2. **ber-** : **berkontribusi, beragama, berkebun, berkilat, berkedip, berdiri, berkata, berhenti, berkicau-kicau** (contribute, confess to religion, gardening, gleaming, blinking, standing, saying, stopping, chirping)
3. **ter-**: **terengah-engah, terpompa, terpesona, terharu, tergelak** (panting, pumping, fascinated, moved, chuckled)
4. **ke-an**: **kesatuan, kehadiran, kemasyarakatan, kegotong- royongan, kecopetan, kehujanan**. (unity, face to face, community, wandering, pickling, being trapped by rain)
5. **ber-an** : **berkaitan (related)**
6. **ber-kan** : **berlandaskan, beranggotakan (based, membered)**
7. **per-** : **perbudak, peralatan** (slavery, manipulating)
8. **per-i** : **persenjatai (weaponing)**
9. **-I** : **mengatasi, melayari, melubangi, menyutradai, mengalami** (overcoming, navigating, punching, directing, experiencing)
10. **per-kan** : **perkenankan (allow)**

c. Affixes that join the pre-categorical basic form are as follows: **meng, ter-, ber-, ber-an, -i**

1. **meng** : **mengelak, mencuat, merenggut, merosot, membiarkan** (dodging, sticking, grasping, degenerating, letting go)
2. **ter-** : **terbelalak, terseok-seok** (wide-eyed, shuffled)
3. **ber-**: **beralih, belajar** (switch, learn)
4. **ber-an**: **berlinangan, berhamburan** (tearing, splintering)
5. **-i** : **menyelinapi, menghindari, menulari, menghindari** (sneaking, avoiding, infecting)

4. Conclusions

The formation of Japanese and Indonesian derivative verbs has similarities, since the morphological typology both of them are agglutinative language, ie the process of word formation can be through affixation. The equations are both Japanese and Indonesian verbs: 1) can both be formed from the basic form of adjectives and nouns. 2) can both form intransitive verbs and transitive verbs. Japanese intransitive verbs are marked with suffixes -まる *-maru*, -がる *garu*. While the intransitive verbs of Indonesia are marked with affixes *meng-*, *ber-*, *ter-*, *ke-an*, *ber-an*, dan *ber-kan*. Japanese transitive verbs are marked with suffixes -める *meru*, -む *mu*. While the transitive verbs of Indonesian are characterized by affixes *meng-*, *per-*, *-i*, *-kan*, *per-i*, *per-kan*. The unique suffix -する *suru* in Japanese verbs and prefixes in Indonesian verbs can form intransitive derivative verbs and transitive derivative verbs. The differences are: 1) Japanese derivative verbs can only be formed by the addition of suffixes only, while 2) Indonesian derivative verbs can be formed by the addition of affixes (prefixes and confix).

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The translation of phrasal verbs into Indonesian

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Abstract – Phrasal verb is the common word form used in colloquial language, for written and spoken. Although this phrasal is formed from a verb, most of the time the meaning will change after transformed into phrasal verb, but sometimes it does not change its meaning and even gives emphasize on the meaning. This fact is very important to determine the selection of their equivalents in doing the translation. This is a qualitative research which used descriptive analysis in analyzing the data. The data were the translations of an English text into Indonesian language conducted by the primary school teachers in some private schools in Denpasar. Questioner was also applied in order to collect more accurate data for supporting the research analysis.

In a short way, the results of this research are (1) there were variant words in choosing the equivalents of the phrasal verbs given. (2) Most of the equivalents of the phrasal verbs were pertinent with their based-meaning in the source language. (3) The common strategy used was *Translation by a more neutral/less expressive words*; where the chosen equivalents have less expressive words than in their language source, but their meanings are close to the meanings in the source language.

Key words: phrasal verbs, translation, words meaning

1. Introduction

Phrasal verbs are often applied grammatical structures and have an important role to both express clearly conversational points that typically use slang, help to understand jokes or metaphoric relations in English, and this phrasal is often used to form deep idioms sentence (McArthur and Atkins, 1975). The meaning of phrasal verbs is very different from the meaning possessed by its forming elements in the form of verbs. This is very important to understand because translating is an analysis of the meanings contained in the words to be translated (Larson in Hatim and Munday (2004). Furthermore Nida (1964) argues the meaning of a word or phrase from L1

translated into L2 is very important to analyze so that the message to be conveyed can be well understood.

The process of teaching English in schools should use the activity of the description of the language or in other words gives an explanation of the meaning of the word in question. But in fact, the method that is often applied is by matching directly from the second language (L2) into the first language (L1). This activity can be cited as a translation activity to produce a translation product; as one of the concentrations in translation other than the process of translating it, as stated in the definition of translation by Shuttleworth and Cowie (1997) in Hatim and Munday (2004: 3).

Based on the above exposure, there is a curiosity to find and analyze the translations made by English teachers from private schools is mainly to translate the phrasal verbs, so that can be formulated the problems studied in this study as follows:

1. How does variation of phrasal verbs translation into Indonesian?
2. How does the meaning of phrasal verbs in source languages help to establish the exact match of words in the target language?
3. What translation strategies are likely to be used in translating phrasal verbs into Indonesian?

2. Method

In this study, 10 private elementary school teachers in Denpasar were asked to translate a short story containing a number of phrasal verbs. The translation was then analyzed to find out the translation of the phrasal verbs present in the story, the meaning that the phrasal verbs have in their source language, and translation strategies undertaken in translation based on the theory of Mona Baker's theory (1992, 26-42).

The translation of these teachers is used as a source of data because (1) these English teachers often use translating techniques in teaching vocabularies in schools so that it can be said that they also produce a translation product of the words they translate for their students, (2) the individual's understanding of the meaning of a word of course varies depending on the language skills and vocabularies they have. Phrasal verbs also have meaning different from the meaning of verbs that make up it.

This will result in variations of the word equivalent for the phrasal verbs present in the source text. Observation methods and quiz are also conducted on the subject of this study, especially with the aim of knowing the translation strategy undertaken. Descriptive methods are used in explaining the analysis.

3. Results and Discussion

Phrasal verbs, usually, are simple combinations of single-syllable verbs (put, take, get, etc) with other word particles ie prepositions (on, up, out, etc). (McArthur and Atkins, 1975). In line with the above definition in addition to the preposition word particle, adverbs can be paired with verbs and form phrasal verbs (down), and this modifying phrasal also alters the meaning of the verbs that make up it

(<https://www.usingenglish.com/glossary/phrasal-verb.html>). In fact the phrasal verb looks like a phrase, but when viewed from its function often has the meaning of a word, although in some sentences, other types of words such as objects direct or adverbial can be used between the verb and the word particle.

a. Classification of *phrasal verbs*:

All verbs can be classified as intransitive and transitive based on whether the verb has a direct object or not. The transitive verbs are then subdivided into (1) the separable ie the phrasal which can be inserted by other items between the verb and the particles. If the object of the sentence is a noun, it can be between verb and particle or after frasa verba. But if the object is pronominal, it must be placed after the particle, (2) Fused verbs; This category is transitive though it means it needs an object, but it can not be placed between the verb phrases. In Indonesia language, verbs can be divided also into the same categories as English phrasal verbs, ie intransitive and transitive; based on the presence or absence of objects following the verb (Chulsum and Novia, 2006: 711).

b. Translation Strategies

Mona Baker (1992: 26-42) provides some strategies by a translator in translation to overcome obstacles such as: cultural differences, grammatical differences, source languages that have more complex meaning than target languages and others, that is:

1. *Translation by a more general words*, translations made due to the absence of the proper equivalent in the target language so that it matches with a more general form
2. *Translation by a more neutral/less expressive words*, translates to the equivalent form of a word that has an expression that is not fully compatible with the source language but still has a close meaning.
3. *Translation by cultural substitution*, translations made by replacing words from source languages with terms from cultures in an approaching target language, so that it will be more clearly understood by the reader because the term is better known.
4. *Translation using a loan words or loan words plus explanation*, translations made by replacing words from source languages with terms from cultures in an approaching target language, so that it will be more clearly understood by the reader because the term is better known
5. *Translation by paraphrase using a related word*, translate by having their own conclusions on the text but still using the corresponding word in the source language.
6. *Translation by omission*, translation is done by omitting certain items in the source language text as it is considered meaningless if translated into the target language.

7. *Translation by illustration*, the translation that is being deemed not to have the exact match in the target language so that it is replaced with an illustration.

1.3.2 The Translation of Phrasal Verbs into Indonesian

Phrasal verbs that exist in the source text, have a varied word matching in the target language. One phrasal verbs has more than one word equivalent. There are also unassigned phrasal verbs. The equivalent word given can be classified into the classification of verbs contained in the Indonesian grammar: Intransitive and transitive. However, transitive categories are not classified as separable and fused as in English. In addition to the above classification, some equivalents of the given word have noun, adverb, adjective, and passive verbs.

Phrasal verbs also have their own meaning of words that can help provide matching words in the target language. The translation strategy can also be seen from the variation of the given word equivalent. Here are some phrasal verbs that can be analyzed based on synonyms for phrasal verbs, phrasal verbs, and to establish the exact wording and translation strategy based on Mona Baker's theory (1992).

Data 1

SL: *Our client is **backing down** from the Saturn venture*

TL: *mundur dari Saturn Venture, mendukung Saturn Venture, dilindungi oleh Saturn Venture*

Phrasal verbs in the above sentences include intransitive verbs which mean verbs that do not have objects and are translated into transitive (*mundur*), intransitive (*mendukung*), and passive (*dilindungi*) terms. According to McArthur & Atkins (1975: 2) phrasal verb above has the meaning of descend backwards and figurative informal: give way; yield. In the above sentence the exact meaning of the phrasal verb is the backward descend, so the exact equivalent of the word is backwards from. The translation strategy that can be seen from the variation of the given word equivalent is translated to the equivalence of a word that has an expression that is not fully in accordance with the source language but still has a close meaning. The above mentioned word has an expression that is not fully in accordance with the expression of the word in question in its source language but its meaning is close.

Data 2:

SL: *It seems that someone has been making up story that our company is in financial trouble and **handing it out** to the Press.*

TL: *menyerahkannya, menyampaikannya, memberikannya*

Phrasal verb handing (it) out is included in transitive separable verbs, because it requires direct object. But because the object is a pronoun, it must be placed in the

middle of the verb and the particles that follow it. The translations provided entirely include transitive verbs because they have objects that follow them (*-nya*: which replaces the word *story*). The meaning of this word in the source language is literal: give out by hand, figurative informal: offer, dispense. (McArthur & Atkins, 1975: 68) Judging from the context of the sentence the meaning in the proper source language is informative: offer, then the exact equivalent of this phrasal is to offer it. However, this word is not used at all as the equivalent of this phrasal verb. The translation strategy is translated by a lack of correspondence in the target language so that it matches with a more general form. Because it is assumed that there is no exact equivalent of a word like the figurative meaning in the above phrasal verb, so the selected word is more commonly used in the target language.

Data 3:

SL: *Every time she **drops in**, he goes to great lengths to avoid talking to her*

TL: *mampir, berkunjung, masuk, menaruh anjingnya*

Drops in the above sentence is an intransitive verb. The phrase in TL includes intransitive (*mampir, berkunjung, & masuk*) and transitive (*menaruh anjingnya*). According to McArthur & Atkins (1975: 42) if this phrasal verb is intransitive, its meaning is fall in, visit casually. In this sentence, visit casually becomes the appropriate meaning. So the exact wording in the target language is to come and visit. While the word entry and putting the dog is an inappropriate word because it does not match the meaning of the word in question. the words given above tend to use the strategy of translation by a more neutral / less expressive words; translates to the equivalent form of a word that has an expression that is not fully compatible with the source language but still has a close meaning. The selected words do not fully match the expression in the source language but their meaning corresponds to this verb phrasal.

Data 4

SL: *They want me to **come up with** a new idea*

TL: *datang dengan, mengemukakan ide, muncul dengan ide, membuat ide, memiliki ide, menemukan ide*

Come up with can be classified as transitive fused verb where the phrasal requires a direct object but can not be placed between the verb and its particles. While the matching words listed above are transitive verbs because it is followed by an object (*ide*), unless the phrase appears with the intransitive one, since not followed by a direct object. The meaning of this phrasal is produce (*menghasilkan/ memproduksi*) (McArthur & Atkins, 1975: 32). Thus, the exact equivalent of the word in Indonesian is to create a more natural-sounding word like the above data. While the other word equivalents can show the translation strategy is done with the translation with a more

neutral / less expressive words; translates to the equivalent form of a word that has an expression that is not fully compatible with the source language but still has a close meaning.

Data 5

SL:ever since she **ran over his dog** with her car, really.

TL: *menabrak anjingnya, tertabrak, melindas, melewati, menggilas, melarikan*

Ran over is a transitive separable verb category; verbs that have direct objects and objects can be placed after or in the middle of phrasal verb. The given word match is a transitive verb because the whole is followed by a sentence object (*anjingnya*). While the word *tertabrak* is a passive verb form. The word meaning in the source language is knock down, usually with car (knocking down or dropping, usually by car) (McArthur & Atkins, 1975: 104). So the corresponding word match is to crash. And seen from the variation of the word equivalents given in the above data, the translation strategy is done translation with a more general words; translations made due to the absence of the proper equivalent in the target language so that it matches with a more general form.

4. Conclusion

Phrasal verbs translated in data can be categorized as intransitive and transitive verbs, wherein then the transitive verb is subdivided into two, namely the separable verb, because the object can be placed in the middle or at the end of the word, and fused verbs, since the object must reside after the phrasal verbs. In translating the phrasal verbs, the word equivalents used have variations of words that can be categorized as well as the phrasal verbs category in the source language as well as some other word classes such as noun, adverb, adjective and passive verb form. The meaning of phrasal verbs in source languages establishes proper selection of word matches in the target language. The translation strategy is by far the most commonly used because the given word equivalent often does not fully match the expression of a word in its source language but still has the corresponding meaning.

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Form of register in the trader's word traditional floating market in Banjarmasin city

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Abstract – The form of a word register among traditional traders Floating Market in Banjarmasin. Language has various variations with various linguistic phenomena, especially with respect to the word registers. The phenomenon of language in Floating Market in Banjarmasin city is very interesting. The approach used is qualitative Deskriptif approach. Descriptive approach aims to collect, classify, and analyze the data so as to obtain the form of registers among traders in the Floating Market Banjarmasin City. In the data collection, researchers used several techniques, namely observation techniques, documentation techniques, recording techniques, and techniques refer to note. The form of a register is a word found, in the form of verbs, nouns, and adjectives.

Keywords: form, word class, register

1. Introduction

The form of a word register among traditional traders Floating Market in Banjarmasin. Language has various variations with various linguistic phenomena, especially with respect to the word registers. The phenomenon of language in Floating Market in Banjarmasin city is very interesting. The approach used is descriptive qualitative approach. Descriptive approach aims to collect, classify, and analyze the data so as to obtain the form of registers among traders in the Floating Market Banjarmasin City. In the data collection, research used several techniques, ie observation techniques, documentation techniques, recording techniques, and techniques refer to note. The form of a register is a word found, in the form of verbs, nouns, and adjectives.

Language is always interesting to be examined. Language has many variations

with various language phenomenon. This is in line with a statement from Andersen (200:3) that *variation can be described with respect to linguistic* ‘language variation can be explained in connection with linguistic phenomena’. Language variation occurs because every community has a language and they use it only in their community so the language used is different compared to the languages in other communities. This variation in language becomes a parameter for the language users in applying the language in social environment based on the necessity.

Register is interesting to be observed since there are many registers in every activities done by the language users, for example in town and in village. For the registers in town, they are vary, such as register of bank employees or customers, which will use banking language. Registers of Traders will use trade language. Even, registers of Traders has special characteristics depending on the things sold and the situation and condition (the transaction).

Buying and selling transactions in the floating market using the local language (Banjar language). The use of regional language in every transaction is also delivered by Baryadi (2014: 31) that the regional language is a language that is used as a language of intradaerah or intramasyarakat communications in addition to the Indonesian language and is used as a supporter of literature and cultural areas or ethnic communities in the territory of the Republic Indonesia. See examples of the following buying and selling transactions.

Trader : “*Ikam handak nukar apa?*” (Kamu ingin membeli apa?) What would you like to buy?

Buyer : “*Wadai gambung tu barapa cil haraganya*” (Roti itu berapa harganya, bu?) How much does the bread cost?

Trader : “*Lima ribu sabuting*” (Lima ribu satu) Five thousand

Buyer : “*Geh, sabuting cil ai. Tukar cil lah!*” (Geh, satu bu. Tukar dulu bu), Okey, I’ll take one

Trader : “*Jual*”. (Jual) Sold

The above conversations indicate that there are trade registers, namely the word *nukar* (change), *haraga* (price), *tukar* (exchange), and *jual* (sell). The phenomenon of domain trading language is very interesting is the phenomenon of language that is in Floating Market in Banjarmasin, South Kalimantan. Floating market serve as the object of research because the market has become a traditional market since ancient times and the market is also one of the markets that characterize the culture for the Banjar tribe. Then, the language user level in the floating market is not only from the Banjar tribe, but there are also those from outside the South Kalimantan region because the market has become one of the existing tourism in Banjarmasin.

2. Method

The approach used is qualitative descriptive approach. Bogdan and Miller (in Moleong, 2006: 3) suggests that qualitative research is a study that produces descriptive data in the form of written or oral words of the people or behavior observed. Thus, the focus of this approach is in the form of oral communication in the floating market of Banjarmasin. Descriptive approach aims to collect, classify, and analyze the data so as to obtain the form of registers among traders in the Floating Market Banjarmasin City.

The research location is in Banjarmasin Floating Market. As for the data of this research is the register among traders in Floating Market Banjarmasin City. The source of the data is the words of communication among the registers among traders in the Floating Market of Banjarmasin City, as presented by Moleong (2006: 157) that the main data source of qualitative research is the words and the rest is additional data such as documents and others, other. Thus, data in the form of words are collected for classification and grouping. In the data collection, researchers used several techniques, namely observation techniques, documentation techniques, recording techniques, and techniques of listening and note-taking.

3. Results and Discussion

Register

Language communication cannot be separated from the wearer. Therefore, language users also become one of the main parts in the on going communication. Usually, communication is always faced with how a language is used. The use of this language becomes a sociolinguistic study in terms of variation or variety of languages. This is conveyed by Rafiek (2007: 77) that the variety of languages called registers is the use of language associated with one's work. That is, these registers are associated with a variety of life domains, related to the work of the language user. Furthermore Rafiek (2007: 77) states that the Register is a variety of languages used for a particular purpose, as opposed to a social or regional dialect (which varies by speaker). The registers may be limited to the subject of speech ... on the media (discourse mode) ..., or at the level of formality (discourse level). According to Ferguson (1994: 20) that the variation of registers of a recurring communication situation regularly in society (in terms of participants, rules, communicative functions, etc.) would tend to be more time to develop and identify markers in the structure of language and the use of different languages with the language of other communication situations. Biber and Finegan (1994: 6) revealed with regard to the register.

"Registers differ from social dialects precisely in that they serve different purposes, topics, and situations, they are naturally vary in content as well as in form. Speakers do not typically "say the same thing" in conversation as in lectures, reports,

academic papers, and congratulatory telegrams". (Registries differ from social dialects they have different objectives, topics, and situations, they naturally vary in content or in form). Speakers should not "say the same" in conversations, such as in lectures, reports, academic papers, and telegram congratulations.

Register in Trading Domain

The choice of language in the domain of commerce is a study of language selection with a sociolinguistic review. The selection of the language is carried out by the people who are in the domain of commerce so that the choice of language is also related to the word and trade terms.

The use of registers in the domain of commerce can be seen from the form he said. The register can be both word and phrase. This is similar to what Chaer has said that the register form that includes the words categorized nouns, verbs, and adjectives are classified into lingual units of words and lingual units of phrases.

Register of word form

The word in a register can be grouped by word class. Chaer mentioned that there are two word classes, namely open classes and closed classes. Classification of open classes is divided into three, namely verbs, nouns, and adjectives. While the classification of closed word class is divided into eight, namely adverbial, pronominal, numeralia, preposition, conjunction, articulation, interjection, and particle.

(1) Verbs

According to Priscianus (Kridalaksana, 1990: 4) Verbs are word classes with time and mode, without cases, which mark deeds and sufferers. According to Listiyorini (2001: 43) Verbs are words that express or reveal deeds, processes, or circumstances. In the act, process, or circumstance involved persons or objects, one or more.

The register in the realm of trading in the Floating Market is a verb-shaped register. Some used verbs use the word base and some are already experiencing additions (addition of prefix, infix, and / or suffix). Register noun form contained in trading in the floating market of Banjarmasin city, such as *jual*, *nungkar*, *tawarannya*, *nukar*, *kawalah*, *rasai*, *tukar*, *bapupuhan*, *nukari*, *ditukar*, *makan*, *handak*, *bajualan*, *manjualnya*, *bajual*, *betimbang*, *bewadah*, *merasai*, *manjual*, *manukari*, *barter*, *maulah*, *jualan*, *dijual*, dan *tukari*. See the following conversation quote.

Buyer: Cil, Limau tu berapa? Mun nungkar bekeranjang pang?

Trader: lima puluh ribu sakeranjang

Buyer: Lima berapa?

Trader: Lima, sapuluh ribu.

Buyer: Boleh mamilih lah cil?

Trader: Pilih ikam

Buyer: Yang pian *jual* apa ja cil?

Trader: Pisang, rempeyek

Jual 'sell' is a basic word in the form of verbs. In buying and selling transactions conducted by traders and buyers in the floating market, the word sale is used as a traded item or contract of sale and purchase, ie transferring the Trader's property to the buyer. Said selling indicates that the sale is already valid in accordance with Islamic Shari'a.

The word *jual* 'sell' in the conversation is used in a sentence to ask a conversation "*Yang pian jual apa ja cil?*" (What do you sell it bi?). The word *jual* 'sell' in the conversation shows that in the buyer asks the Trader, then he puts the word *jual*. That is, buyers ask goods traded by the trader.

(2) Nouns

According to Priscianus (in Kridalaksana, 1990: 4) nouns are word classes that give a general or special quality to every body or thing. Noun that is often called object is a word that refers to humans, animals, objects, concepts or understanding. Alwi in Basaria (2004: 4) stated that noun is one of the word classes, in addition to the word class of verbs, adjectives, adverbs that can occupy subject, predicate, and object functions. Because of its function in such diverse words, it is difficult to identify the noun form quickly. This is different from the verb class that generally occupies predicate function only in a sentence.

Registers in the realm of trading in the Floating Market there is a register in the form of nouns. Register noun form contained in trading in floating market of Banjarmasin city, such as *limau, pisang, rempeyek, buting, sabuting, pukis, wadai, paung, separu, pais, tempe, jackfruit, satapat, sabiji, saving, sabijian, hayam, hintalu, rice, money, garbage, corn, hats, oranges, buyers, caterers, pepper, sauce, sumps, lumps, lupis, sasunduk, sakaranjang, sarangsang, sasikat, Undang, barang, urap, seed, saikat, sabuah, dan tanggui*.

See the following conversation quote.

Trader: *limaukah?* Rasai nah manis!

Buyer: inggih merasai cil

Trader: nukar 20 kah biar ja acil

Buyer: separu ja kawalah cil?

Trader: kawa!

In the above quotation there is the word lime. The word lime is a form of trade registers of nouns. The word lemon shows the naming of the fruit. The word appears when the seller offers his or her merchandise by asking the buyer, "five? *Rasai nah manis!*" (Want orange? Please try, sweet"). The seller invites the buyer by beginning with the question of "limaukah?" To try the orange flavor he brings and tell him that the orange is sweet. The word lemon appears because the seller is the one who sells fruits, especially the limes. Therefore, the word lime is used in the conversation.

(3) Adjectives

According to Wedhawati in Sumadi (2012: 105) adjective is a word that serves as a noun modifier. The modifier provides information about the nature or state of the noun in the phrase level. Communications made by buyers and sellers in the floating market have words in the form of adjectives. Register the form of adjectives contained in trading in the floating market of Banjarmasin city, such as less, cheap, sweet, run out, and *padas*. See the following conversation quote.

Trader: Nih tukariakan limauku

Buyer: Barapa haraganya ni?

Trader: Nih nah dua puluh ribu

Buyer: Kada bisa kurangkah ni?

Trader: kada, itu sudah *murah*.

According to Wedhawati in Sumadi (2012: 105) The adjective is a word that serves as a noun modifier. The modifier provides information about the nature or state of the noun in the phrase level.

Communications made by buyers and sellers in the floating market have words in the form of adjectives. Register the form of adjectives contained in trading in the floating market of Banjarmasin city, such as less, cheap, sweet, run out, and *padas*. See the following conversation quote.

4. Conclusion

Based on the results and discussion above, it can be concluded that, the form of trading registers in the floating market of Banjarmasin in the form of words there are forms of verbs, such as selling, *nungkar*, *bid*, *nuk*, *kawalah*, *rasai*, *bapupuhan*, *nukari*, *handak*, *bajupan*, *manjualnya*, *bajual*, *betak*, *bewadah*, *merasai*, *manjari*, *manukari*, *barter*, *maulah*.

The form of trading registers in the floating market of Banjarmasin is in the

form of nouns, such as *limau, pisang, rempeyek, buting, sabuting, pukis, wadai, paung, sepa, pais, tempe, nagka, satapat, sabiji, savings, sabijian, hayam, , hintalu, beras, uang, sampah, jagung, topi, jeruk, pembeli, sasunduk, sakaranjang, sarangsang, sasikat, undang, barang, urap, , saikat, sabuah*.

The form of trading registers in the floating market of Banjarmasin is in the form of word adjectives, such as less, cheap, sweet, run out, and solid.

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Study of the name structure of Ngara Waje Sabu tribal society

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Abstract – This paper specifically examines the study of the Ngara Waje structure in Sabu culture, with coverage (1) the lingual structure of the self-name; (2) The meaning of the name of Waje ngara according to the perception of the Sabu people. The results of the analysis obtained the format of honorific name Ma / Na + ngara Waje + ngara Hawu. The emphasis in the Waje wajang name structure kajan in the name of the Sabu is not distinguished by sex but is characterized by Ama (Ma's abbreviation) for men and Ina (Na) for women. The lingual arrangement of names in Sabu culture has special characteristics ie the name of the Sabu always terminated vowels (a, i, u, e, o). The name of the Sabu person does not end in dead or consonant at the end of the word, such as Hae, Djara, Lodo, Nguru ., Second, there are no different double consonant together, but the consonant immobilization must be the same, for example: Wannyi, Banni, Lappa. The third characteristic, does not recognize the characters c, f, q, s, v, x, and z because the people of Sabu do not recognize these characters so they cannot pronounce the capital letters. Example: they are difficult to articulate a word that has a phoneme / s / like the word Savu pronounced into Hawu; the school is pronounced school; Frans is pronounced Para, Simon is pronounced Himo. Waje ngara name in Sabu culture, has certain characteristics of meaning, namely the meaning of hope, the meaning of memories and the meaning of flattery. In addition, Waje's meaning is also associated with certain aspects such as objects around (humans, animals, plants, other objects), cosmic objects (sun, moon, stars) and natural elements (fire, water, earth, mountains).

Keywords: name, Ngara Waje, culture, Sabu

1. Introduction

Culture cannot be separated from human life and culture is also a communication, one can communicate who he is through culture so that to conduct interaction and communication, language is needed because through human language build communication. Communication events are the first and most important way for humans to express their existence as social human beings. So speaking or using a language means talking about culture or vice versa. This is in line with Hoiyer's view (in Duranti, 2001) that language exists in culture (language in culture) and culture is in the language. Name selection is one of cultural events, because the name is used as a marker of identity, place, objects, and even ideas or concepts. For example names such as Gede, Nurhayati, Haposan, Soekiran, can be clearly guessed that they belong to ethnic name owners. The people of Sabu tribe have peculiarities in terms of self-naming, the most important thing is the society of Sabu still reflect on the culture of self-giving. The uniqueness of this naming is interesting to learn, and maintained as a hereditary culture. Although William Shakespeare's view of 'what's in a name' is what a name means, it is for the Sabu person whose name is important, meaningful and special in its own right.

The Sabu tribe is one of the tribes in East Nusa Tenggara Province, which settled in Sabu Raiju district that still retains customs in the naming system. The Sabuist's perception of the name of self is important, because the name is the identity that symbolizes or declares the origin of the offspring. The name in Sabu society is the same as the name in general that is the full name that states the origin of the ancestors (*ngara bani* = name of courage), nickname (*ngara waje*), and the name of baptism that must be aligned with the nickname. The privileges of naming in Sabu society are not limited to newborns, but to adults where names are given also to those who marry Sabu as a sign that they have united in Sabu culture or to friends who have been regarded as relatives because of the relationship intimate friendship.

For example the name Domingus, usually called Mingus but pronounced with the call Migu. Then, Sabu people interpret and connect Migu with a day of the week because the call has something to do with the name of the day, hence the name of affection (*ngara waje*) is Ma Day dominant used in everyday calls. Based on the above review, this study examines specifically the study of the structure of the name *ngara waje* in Sabu culture with coverage (1) the lingual structure of the self-name; and (2) the meaning of the name of self according to the perception of the Sabu. The research of this topic is done by reason of naming in Sabu society not owned by other culture; further introducing the Sabu naming system to national and international societies as a culture that should be maintained.

The purpose of this study describes the study of the lingual structure of names with the following specific purposes: a) describing the lingual structure of the self-name in Sabu society; b). identify and explain the meaning behind the person's name according to the Sabu. While the expected benefits can be achieved in this study are: a). the availability of an objective picture of the characteristics of the self-naming system in

Sabu culture so that it can be identified, compared and developed in the context of more detailed research; b). efforts to further introduce the culture of Sabu society as one of Indonesian nation culture that has not been widely known in all parts of Indonesia and international world; c). conservation efforts, and the development of Sabu culture in particular; d). scientific input and reference for Sabu society in the application of self-naming system.

2. Method

This design is based on qualitative descriptive research. In the first observation, there are some interesting things to be studied about how the structure of the name ngara waje, and its meaning in Sabu tribal culture. The phenomenon of naming in the society of Sabu is very interesting because it is unique and has never been studied so it is important to dieksplore the existence or naming (ngara waje) for every Sabu person. Whether the name structure is something that should be handed down or given in accordance with the customary line is applicable or only as a habit in Sabu culture.

The time spent in completing this research is about 8 months, while the research location is Sabu Raijua district especially Seba city because it is a meeting place of various Sabu sub-cultures, as well as most government and school institutions are in Seba. In addition, the city of Kupang is an alternative research location for *kare*.

3. Results and Discussion

3.1 Name as Self Identity

Variations or name structures are the most interesting thing to study especially when they are associated with various names from other cultures. Names with diverse variations among cultural features have since been observed as references to developing a method of naming. For ancient and primitive societies, the name as a verbal expression, has magical powers so as to influence the bearer. The modern society, on the other hand, considers the person's name as one of the elements of an individual's identity, or as a label that distinguishes it from others, or is used to point and greet someone (Brewer, 1981).

An example of a system of naming the Minangkabau community (see Marnita, 2000: 4) the self-naming system for women is not the same as that of men. The title "ketek banamo, gadang bagala" only applies to married adult males. However the names and titles are not the same for every area in Minangkabau. In the Sundanese society, the name is so meaningful and has the power of 'soul' that the procession of giving is often through a series of sacred ritual ceremonies, which are characterized by pulp *beureum*, mush porridge. The name in Sundanese society known as 'pangnénéh' (favorite name) is used for daily calling, for example Ieih is the pangnénéh name which also stands for the name Sariningsih; Enday from Iskandar; Entob from Kartobi.

The name 'pangnénéh' is obtained or occurs because it is likely to be named by the parent or done by the child or the person with the name, usually the result of the

child / name can not articulate his or her name such as the name that has phonem / r / on Roni become Oni ; Because so Ana; Thunder is Whole; Irma became Ima and so on.

In addition to the name pangnénéh, there is another name 'pangogo' affectionate call) for boys, like Ujang from Bujang; Agus from Bagus; Elu from Jalu; Asep from Kasep and others. While the name pangogo for girls is Eulis, Euis, Elis from Geulis (beautiful); Enden, Nenden (Eneng) from Raden. For the upper class (frightened) in the name 'pangogo' there is a special name / name as Dang, as well as for the son of a regent that is Aom.

Another example is the naming in Balinese society, especially the people who are domiciled in Darmasaba Village. Astika, et al. (1992: 10) explains that the naming system of Balinese society is closely related to caturwarna or brahmana (Brahmin, Knights, Wesia, and Sudra). The House of Brahmana added Bagus and Ayu, thus becoming Ida Bagus (for men) and Ida Ayu (for women). The House of Knights wore the title of Cokorda and Anak Agung. Underage knight wear Ngakan (male), Ayu (female), Dewa (male), and urged (female). Examples show that naming in different cultures seems to be marked by socio-cultural conditions held by the people, so the naming system has certain characteristics in each region.

This fact also appears in the naming system in Sabu society culture, where there are special characteristics it possesses, this is reflected in Sabu society culture in the giving of favorite names or matching names, in harmony with the original name / *ngara hawu ngara waje* which will be described about the lingual arrangement and the meaning behind the name.

3.2 Lingual Arrangement Ngara Waje Masyarakat Sabu

The lingual name structure has its own characteristics. These characteristics include: the name of the Sabu consists of only one or two syllables, such as Ga, Djo, Hau, Lay; the name of the Sabu always ends with the vowels (a, i, u, e, o). The naming of the Sabu does not end in dead letters or there is no consonant at the end of the word, such as Hae, Djara, Lodo, Nguru, Walu, Dule, Buki, Kore, Lawa; there are no different consonant pendobelan together, but the consonant immobilization must be the same, such as: Wannyi, Banni, Lappa, Manno, Kanni.

The following characteristics in the system of naming people of the Savu, do not recognize the characters c, f, q, s, v, x, and z; because, the people of Sabu can not pronounce or mention the letters of death, they are difficult to articulate a word that has a phoneme / s / as in the word Sabu pronounced Hawu; the school is pronounced school; deliberately pronounced *hengaja*; bike pronounced *hepeda*; pronounced *hemajaja*; Frans pronounced *Para*; Simon is pronounced *Himo* and so on.

The arrangement of the *waje ngara* does not have a patent pattern or certain rules of verb placement, adjectives, nouns or adverbs. The formation is alignment or harmony, so that verbs, adjectives, nouns and adverbs can always be associated with

humans, plants, animals, nature or other things without a certain rule. Location *ngara waje* must always *sebe*.

		Sabu Name/ <i>ngara hawu</i>	<i>Ngara waje</i>	Meaning
Things at the compound	Plant	Pau (mango)	Pago (stalk)	Each family member depends on him
	Animal	Koro (burung)	Tangi (bird's singing)	The obtained knowledge can be shared
	Human	Reke (count)	Para (temporary)	has a meticulous, meticulous nature
	Other things	Huru (spoon)	Kaba (meal)	Looking for livelihood for family needs
Cosmic things		Lodo (sun)	Woe (fire)	Its presence brings light in the family
Natural Element		Lede (mount)	Bojo (peak)	Always be the best in everything

Based on the research data, the meaning of the name in Sabu society culture contains three meanings of hope, memories and flattery.

a. Meaning of Hope

The meaning of hope is reflected in naming in the following sample data:

1. *Ngara hawu* given by the parent is *Ludji* means "measure", and usually the appropriate *waje ngara* is *Dota* "will" and *Dope* "stay" which means will measure and live measure, expressed hope of the future child can measure or arrange aspects of life as wisely as possible, such as in education: parents expect the child to reach the highest level according to his ability, or in managing his income, must measure expenditure in

accordance with the results obtained later, and able to manage wisely inheritance parent for the continuation of his life.

2. Mangngi means "fortune" is ngara hawu given parent, and usually wara ngara waje which is suitable is Pili "choose" and Nara "can" which means punggut profit and can profit, expressed hope that child present in family bring a lucky, such as boys called Mangngi, mean that the family has gained the advantage of increasing men who will strengthen the family lineage

b. Meaning of Memories

The name as a marker of historicity addressed by reference to a particular event / event or situation / circumstance at the birth of the child. Examples such as in the data:

1. Jara "road" indicates hawu ngar given by the parent and usually the appropriate waje ngara is Loro "pointer" means the correct guide / guide, showing that when the child is born the mother is on a journey or is in the middle of the journey. Even if the journey is so heavy, but the child was born safely.

2. Loro "afternoon, light" indicates that the hawu ngar given by the parent and the usual waje suits is Weo "flame" means sunshine, showing that the child is born during the day, when the weather is hot, and the sun is shining brightly. Behind all that the child is expected to be a brave child, never give up in wading his life someday.

c. The Meaning of Flattery

The name of the ancestor is given to the child so that the child will not forget the origin or family ancestry. The apparent meaning not only serves as a marker of genealogy or descent, but there are other meanings in it. Another meaning is that parents have the assumption by replacing the name of the ancestors who become role models and flattery, then the child will have the exact same character and character with the ancestor whose name was replaced. Examples are listed in the following data:

1. The child is named Ma Lena Dju to replace Dju Hegi's ancestor. Dju is his hawu ngara, while Ma Lena is his waje ngara, this patent name is used in the family environment and association for the owner of the name, in addition to his baptismal name. The expectation of parents is to use the name of the ancestor, the child in question later in life has the exact same character / character as his ancestor of wise.

2. The child is named Ma Lobo Elo to replace Lobo Elo's ancestor. Elo is his hawu ngara, while Ma Lobo is his waje ngara, this name is a patent for the owner of the name. The expectation of parents is to use the name of the ancestor, the child has the same

talent and character / character with his ancestor that is a fair leader and likes to help his neighbor.

4. Conclusion

Each region has its own form, features and rules about the study of the naming system, it will always change according to the social changes of its people. This is also reflected in the structure of self-naming within Sabu society. From the data shown, obtained a rule or form of honorific name / form Ma / Na + ngara waje + ngara hawu. It needs to be emphasized in the system of naming the culture of Sabu is the name in the society of Sabu not distinguished by sex but marked with Ama for men and Ina for women, generally abbreviated Ma from Ama and Na from Ina. The lingual arrangement of names in Sabu culture has its own characteristic that is generally Sabu people have names that always end with vowels (a, i, u, e, o). The naming of the Sabu does not end in dead letters or there is no consonant at the end of the word, such as Hae, Djara, Lodo, Nguru, Walu, Dule, Buki, Kore. Further, there are no different consonant bundles, but the consonant immobilization must be the same, for example: Wanniyi, Banni, Lappa, Manno, Kanni.

Another characteristic of the system of naming the Sabu community is that it does not recognize the characters c, f, q, s, v, x, and z because they do not have or recognize them so that Sabu can not pronounce or declare consonants, articulate a word that has a phoneme / s / like the word Savu pronounced Hawu; school.

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Prefix -ba in Minangkabaunese: from which the study should start¹

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Abstract – The four layers of human language – form, meaning, function, and value – are systematically integrated in order to play the communicative functions of human interaction. It is not an easy job to explore and to explain the nature of human language as the four layers are systematically integrated in complex ways. Thus, the linguistic studies should be held in specific domains and topics by means of appropriate theoretical bases and frameworks.

This paper, which is mainly inspired by the grammatical-typological analysis on prefix *ba-* in Minangkabaunese, particularly discusses how the language features are linguistically analyzed in order to come to logic, valid, reliable findings and conclusion. The discussion presented in this paper aims at proposing logical and reasonable ways of doing linguistic analyses on available data of language. In short, this paper deals with how to begin and to do linguistic analyses toward a group of language data collected. In this paper, the prefix *ba-* of Minangkabaunese is used as the example of case. The discussion presented in this paper respectively answers two main questions; (i) What should be firstly analyzed dealing with the prefix *ba-* of Minangkabaunese?; and (ii) How are the linguistic analyses toward the prefix *ba-* of Minangkabaunese logically continued?

Keywords: prefix *ba-*, Minangkabaunese, linguistic analysis, nature of language, ordering works

1. Introduction

The development of linguistics, the branch of science that studies the linguistic matters, goes hand in hand with language development and human attention to the language. It may be that most people do not really care about the language and the phenomena that are in and around it, but the observers and language scientists are even "fascinated" with the natural language that is so interesting and challenging to be

¹ Paper presented at the National Seminar on Linguistic and Language Teaching Research (SENARILIP) conducted by Bali State Polytechnic in Denpasar, 20—21 October 2017

studied scientifically. Observers, scientists, and language learners are the ones who study one of human privileges. Allan (in Allan (ed.), 2016) and other experts (see eg Sudaryanto, 1985, 2015; Wray et al., 1998; Mahsun, 2005; Sharma and Podesva (in Podesva and Sharma (ed.), 2013) all languages and all kinds of languages and their attitudes attached to them are the main sources of linguistic studies and research data. The relationships and relationships between elements, structures, and other units that make up the language are fertile ground and the source of linguistic research problems that still require "Touch" of scientific scientists and observers of language.

Among the important notions of language is that language has four layers, namely forms, meanings, functions, and values, which are systematically and intricately interconnected. The layers of the human language form are verbal expressions in the form of sound (speech, intonation, tone pressure), words, phrases, clauses, and sentences in the form described as the language grammar. Layers of meaning (linguistic and contextual meanings), functions (as a means of communication, and values (the content of socio-cultural, psychological, etc.) are abstract layers attached to a certain form of language (see Finegan, 2004; Payne, 2006; Fromkin et al., 2011).

Some language scientists and researchers have concentrated their attention and study on one or more languages. Of the four layers of language, from which language studies of language must begin? This paper, inspired by the implementation and some of the results of research conducted from 2016 to 2017, discusses and conveys ideas from which a reasonable linguistic study begins by making a prefix study of Minangkabau (subsequently BM) as case examples. The discussion presented in this paper is based on two questions, namely:

- (i) Subject what should be reviewed first in relation to BM's prefix; and
- (ii) How is the linguistic analysis of the BM prefix going on logically?

This discussion of two key questions has significance as a contribution to the idea of where and how the linguistic study of the features and phenomena of language should be conducted. The presentations and ideas in this paper, at least, can be used as part of the research and analysis of acceptable data.

2. Method

The analysis and discussion of the data presented in this paper is part of a series of studies of grammatical typology on BM associated with the speakers' language culture (Jufrizal et al., 2013/2014; and Jufrizal et al., 2016/2017). Accordingly, the methods and techniques of research implementation that underlie the writing of this paper are descriptive-qualitative research methods implemented in the form of linguistic-field research and literature study. The data discussed in this paper is about the BM matrix prefix and how its linguistic study should begin and be done. The foundations of data analysis theory are grammatical typology-theory and related linguistic research theory. Data sources are native speakers of BM (informants and research respondents) and various sources of writing containing Minangkabau manuscripts. Data collection was done through observation, in-depth interviews with informants, questionnaires to respondents, and literature study. The results of data

analysis and discussion are presented in the form of descriptive-argumentative writing.

2.1 Research design

Limitations on languages that are completely complete and accommodate all language-behavioral traits are difficult to formulate because human language is manifested from a mixture of various elements and symptoms that touch each other in a complicated way to function as a means of communication. The definition of language is generally formulated based on a particular point of view and purpose. According to Bonvillain (1997: 6), for example, language is a communication system consisting of integrated units of form through a joint process. The elements of sounds, structures, and meanings are clearly related and expressed simultaneously, but they can be separated for analysis purposes. This definition has not yet clearly touched the language value layer which is also carried over in communication events. To meet the idea that language has four layers - form, meaning, function, and value - (see Finegan, 2004; Payne, 2006; Fromkin et al., 2011; Allan in Allan (ed.), 2016), language can be defined as a tool and a communication system consisting of integrated units of form through a process of incorporation containing communicative meanings and the socio-cultural value of the speaker's community.

Modern linguistics coincides with the anthropology, psychology, and sociology that began in the late nineteenth century. In the mid-20th century to the present, linguistics continues to grow rapidly. The acceptance of linguistics as one of the fields of science is supported by the fulfillment of elements of scientific research methods and empirical evidence in its research and / or assessment of its data (see Dixon, 2010; Allan in Allan (ed.), 2016). Based on recent developments, linguistics is defined as a branch of science that studies the human ability to produce and interpret language in speaking, writing, and marking (for the deaf). Language scientists and researchers have the primary task of studying and describing the structure and composition of language and / or languages through meticulous methods and careful study (Allan in Allan (ed.), 2016: 1).

The quality of the linguistic data review results, scientifically, is determined by the acceptability of the research method used and the carefulness of the data review. Therefore, Dixon (2010) asserts that the linguistic research methodology must meet the terms and conditions of the performance of scientific methods as commonly used in natural sciences such as geology, physics, biology, and chemistry with some adjustments related to the existence of language as a socio-cultural phenomenon. The adjustment in question is the treatment of information and language data more dynamic and diverse when compared with information and data of natural sciences. But keep in mind that a researcher should still play a role as a researcher who "wins" the data (see also Sudaryanto, 1985; Allan in Allan (ed.), 2016; Sudaryanto, 2015).

In the linguistic study, the object of the study is the natural human language along with the various linguistic and linguistic features that accompany it. That language consists of layers of form, meaning, function and value should be "grip" with each researcher. The form layer is a place or outward construction in which the meanings, functions, and values of language are embedded. The form and construction of human language is not random or *manasuka*; they have a regularity that is conventionally followed by the language user in question. The rules and the

solubility of the language, both the order and the usage, can be explained by rules that form the grammar of a language (Finegan, 2004, Payne, 2006). It is, therefore, reasonable to argue that grammatical study is the basis of the study of the philosophy because grammar is the essence of every language (Dixon, 2010: 1). The results of linguistic studies are the points of information and ideas that shape the birth and enrich the linguistic theories to be able to explain the nature of human language.

If the study adopted a quantitative method, mention what statistic was used to analyze the data, preferably with the reasoning behind using such statistic. Any coding involved in the data analysis process should also clearly be described. The method section of the article should not exceed 30% of the total length of the entire article.

3. Results and Discussion

All languages, variations, and their relation to other phenomena outside the language that contributes to "something" to the language are language data in linguistic research. In other words, everything about the language that is possible and can be researched is the material (so) of research to find something about the language. According to Finegan (2004: 8), there are three layers of language which he calls the expression (meaning), meaning (meaning), and context (context). The outer layer, pronunciation, is the surface layer and the first one can be observed directly. This layer includes words, phrases, sentences, and pronunciations involving sound elements such as phonemes, intonations, and pitches. Meaning refers to the taste and reference of the expression layer. Context is the language layer that refers to the social atmosphere in which it is uttered and also includes what is called earlier in the situation. This layer also includes shared knowledge shared by speakers and listeners. Finegan (2004) asserts that the linking of grammar with interpretation is contextual.

When associated with the psychological and socio-cultural elements of language users, there is one more layer that needs to be put forward, namely value (value). The layers of context and value are already implied in the three language layers as proposed by Finegan (2004), but have not been explicitly stated. The last two layers, in fact, are linguistic-macro layers that cross the boundary of form / structure and the basic meaning of language. The psychological and sociocultural study of the language provides information on the extension of meaning and function of the language that can be called the value layer (see Bonvillain, 1997; Fromkin et al., 2011). Based on this idea, it is reasonable to argue that there are four layers of human language, namely form, meaning, function, and value.

The very wide and complex nature of human language to study makes language research impossible to do in a wide range. In other words, a linguistic study in one (period) time of implementation must have clear boundaries and scope. In addition to the ease of conducting the research, specific limits made by the researcher also to obtain the depth, accuracy, and acceptance of the results of his study. Therefore, it is no exaggeration to argue that the subject matter or foundation of the study is fragments of the four existing language layers. The direction and model of his

research may also be coupled by micro-linguistic and / or linguistic-macro theories; may be in one language or between languages.

(1). Subject to Minangkabau Prefix

The BM matrix has a broad and distinctive grammatical and semantic behavior. This prefix can correct the intransitive clause of BM, as in the following examples:

(1) a. *Kambiang ba- lari kaliliang parak.*

goat PRE-runs around garden

'The goat runs around the garden'

b. *Amak alah ba- baliak dari ladang.*

Mother has PRE-comes from farm

'Ibu telah kembali dari ladang'

c. *Anak nagari ba- tagak pangulu.*

Nagari man PRE-tegak village leader

'Nagari man inaugurated the vilage leader'

The clause (1a, b) is an intransitive clause; in this clause there is only one core argument, namely FN kambiang, amak that functions grammatically as subject. In (1b) the tagak verbs that have the marker are also intransitive predicates, with the grammatical subject of the FN of the nagari. However, the FN pangulu is not an object argument but an oblique argument whose presence is mandatory. Aside from being a marker of the intransitive clause, the prefix becomes the marker to produce resultative clauses (tolls) in BM. The following are examples.

(2) a. *Pisang - tu ba- tabang.*

banana thatRES cut down

'The banana I cut down'

b. *Rumah baru - tu ba- jua.*

house new theRES sold

'The new house is sold'

c. *Karateh usang ba- timbang.*

paper scrypt RES wighed

'Paper scrypt weighed'

d. *Dindiang balakang ba- putiah-an.*

wall back RES whitened

'The back wall is whitened'

In addition, one type of passive BM clause also advocated a *ba-* prefix. The following are examples.

(3) a. *Surek jau- bali ba- tulih (dek notaris).*

letter sale- purchase PAS-write (by notary)

'The sale and purchase letter is written (by notary)'

b. *Rumah runtuh ba- bangun baliak (dek pamarentah).*

Broken house PAS-build again (by government)

'The broken house is built again (by government)'

Based on the above data, it turns out that the BM *ba-* prefix is actually more than one. To distinguish it, each of the prefixes is marked as *ba1-*, *ba2-*, and *ba3-*. In this case, *ba1-* is the interpretive of the intransitive clause; *ba2-* is a marker of one kind of passive; and *ba3-* is the resultative clause marker. Next let's also look at the following prefixed clauses *ba* clauses.

(4) *Surek jua-bali ba- tulih.*

Letter sale-purchase PRE write

'The sale –purchase letter is written'

(5) *Rumah runtuh ba- bangun baliak.*

House broken PRE-built again'

'The broken house is built again'

(6) *Garobak ba- tundo lambek-lambek.*

cart PRE push slowly

'The cart is pushed slowly'

The clause as in (4) - (6) is the construction of an ergative clause in BM. The BM clause data presented above shows that grammatically and semantically the verbal prefixes of BM have a grammatical role-semantic and linguistic functions are numerous. The prefix is a marker in the intransitive, resultative, passive, and one other class clause which is semantically an ergative clause. In addition to the foregoing, the BM partial prefix exists in the fourth type, which is *ba* as an ergative clause marker.

(2). The Formation and Statistics of Minangkabau Prefixes

A brief exposure to the above BM matrix prefixes provides data and information of the preferences with respect to the formation that the lingual unit consists of two phonemes, / b / and / a /, whose interchanges form a higher lingual unit that is a morpheme. This morphem is always attached to other lingual units in the form of a basic word. In the above data, the lingual unit as the basic form / word where it is attached is running, baliak, tagak, tabang, jua, weigh, putiah, tulih, wake up, and tundo. Grammatically-semantic further analysis of the lingual unit of ba-, as has already been mentioned in the brief description above, proves that ba- is a verbal prefix in BM.

As a verbal prefix, lingual units have grammatical behaviors and semantic roles that have a linguistic impact on the grammar and the language of this region. This is common in languages that are morphologically agglutinative. The language data and the results of the study of the prefix are not only morphologically involved, but also with the grammatical-semantic process. Grammatical processes that give birth to intransitive, passive, resultative, and ergative clauses involve the involvement of the prefix. In the grammatical process, the prefix ba- has a semantic mood that varies depending on the accompanying grammatical process. That is why, the lingual unit ba- is actually an outward form for four different identities. To facilitate its linguistic marking, ba1-, ba2-, ba3-, and ba4- notations with grammatical-semantic functions and roles are mentioned in the above section.

(3). Communicative Functions and Values Minangkabau Prefixes

The linguistic study of the prefix based on the framework of micro-linguistic theory (grammatical-semantic) is the study of two layers of language, namely form and meaning. To further reveal the essence of the language of the prefix - a further study of the function and value layers can be performed. The lingual unit of ba-, as a bonded morpheme (prefix), is not just present without the charge of communicative functions and the value of language. The function layer is a language layer that contains communicative meaning that is influenced by various contexts that are gayut with language usage. Pragmatic-discourse analysis is a means of study to reveal the layers of communicative functions of the prefix (see Bonvillain 1997, Finegan, 2004, Huang in Allan (ed.), 2016, Skrip in Sharifian (ed.), 2015).

Functionally, the BM brick prefix brings a contextual-communicative meaning that does not feature the grammatical subject of the agent; the nuance of its functional meaning is not so important as to who does what (in the clause's construction). In other words, the projection of the agent subject becomes lower, but its modesty does not make the subject grammatical as a patient. This differs from the contextual-communicative meaning packaged by the construction of verb clauses with the active marker, which accentuates the role of grammatical subjects as agents, or di- or ta- (passives) that make the grammatical subject have a grammatical role as a patient (Jufrizal et al., 2013/2014; Jufrizal et al., 2015).

A more abstract and touching language-mentalist layer of the individual and / or group of people is the value layer. This layer has a close relationship with the meaning of contextual-communicative. The value of the language brought about by

verbal constructions of marriage has a high courtly value. This, socio-cultural and psychiatric general BM speakers, is caused by the low projection of the subject as an agent of action but not to place it as a patient. Minangkabau cultures that are indirect and tend to choose metaphorical expressions make clause marked by *blah* selected for the expression of polite (Jufrizal et al., 2013/2014; Jufrizal et al., 2015). Language is a part of the psyche and mood of its speakers, including part of the socio-cultural features in which it is spoken (see Leavitt in Sharifian (ed.), 2015; Brown in Sharifian (ed.), 2015).

(4). The Order of Language Studies on Minangkabau Prefixes

In line with the above explanations and explanations, linguistic studies of the BM matrix prefix require appropriate theoretical and operational-methodological notions. Of the four layers of language, the shape layer is a visible form of language and through which man begins an understanding of the meaning, function, and value of the message communicated. If the first "ladder" to be able to understand and use language is a form layer, then language analysis for human language must start from the form layer; linguistic study must stand on its (external) form of layer.

As for the prefix, for example in the case of this paper, the sequence of logical linguistic analysis begins with the analysis of formation. The undefined and grammatically limited study of the formation of prefixes complicates the analysis of the meaning, let alone to the disclosure of its functional layers and linguistic values. To be able to explain that the matrix of BM is a prefix with varying grammatical-semantic loads, of course, is based on the form of the lingual one. It is important to emphasize that linguistics is the study of the language, not the direct analysis of the meanings, functions, and values of language.

The second sequence in linguistic analysis is preferably the meaning (linguistic) that lies in the layers of meaning. Of the several sub-layers of meaning present in the language, an analysis of grammatical meanings of internal meanings of language should be done first. The analysis of the external meanings of the linguistic form may be performed as an accompaniment to the analysis of internal meanings (Newmeyer, 2000; Payne, 2006). The analysis of the internal (grammatical-denotative) and external (connotative) meanings packaged by lingual units (forms of language) becomes the basis for the analysis of functions and values that require macro-linguistic theory. An analysis of the BM matrix prefix is done in this order.

The next sequence of analysis is the analysis of the function layer followed by the value layer. For some cases, language function and language values may be analyzed simultaneously. But for the sharpness of the analysis and the validity of the results, the analysis of the good function precedes the value analysis. In this paper, the analysis of the function layer (pragmatic-communicative) prefixes precedes the analysis of values. Another thing to note is whether the analysis of functions and linguistic values are performed simultaneously or sequentially determined by the emphasis. If the study is focused on the communicative functions of the particular lingual unit examined, then the functional analysis takes precedence. Analysis of

functions and values can be done simultaneously or alternating if the preferred is the relationship of both.

4. Conclusion

Linguistic studies or linguistic analysis requires an understanding of linguistic concepts and / or theory relating to the linguistic phenomena studied. In addition, logical and open thinking in conducting research and data analysis also determine the quality of findings and research conclusions. Taking the case of a BM-prefix, this paper attempts to convey the idea of how data analysis in linguistic research should be conducted; from which "eloquent" linguistic data analysis begins. Of the four layers that make up the human language, a language researcher must conduct a logical and sequential data assessment so that the results of the analysis obtained are of good quality and value. Based on theoretical studies and experiments as researchers, the sequence of linguistic data analysis should start from the form layer, i.e. the outer structure of the language that is the earliest element of language to be noticed in the language event. Furthermore, analysis may be continued on the meaning layer, followed by function and language values. It is reasonable to say that a researcher makes one of the four layers of language as his focus, but language data analysis should not be "off" from the outer language form or structure under study. After that, then followed by an analysis of the layers of meaning, function, and value of language which in the event of verbal communication is packed in the form of language.

In this regard, it is advisable to researchers and language reviewers to begin the study of data from the form, the outer structure of a language. The sequence of data analysis suggested in this paper is intended to keep the scientific work of linguistics not into the study of communication science or semiotics which is more concerned with the function and value of the signs used in communication events. That language is the most important means of communication and also a use of sign in human life is no longer questionable. However, the meanings, functions, and values to be studied in linguistics are linguistic signs (linguistic signs) whose beings are known to form layers of a language.

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Phonological awareness and quick naming of developmental dyslexia in Sekolah Dasar Inklusif Pantara, Jakarta

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Abstract – The weak phonological awareness and slow reaction time in word identification is a disorder that dyslexic people have in reading (Wolf and Bowers, 1999). Therefore, this study will investigate the ability of phonological awareness, rapid naming and reading ability of people with dyslexia. The subjects consisted of 4 children aged 7-8 years of dyslexia in Sekolah Dasar Inklusif Pantara, Jakarta. The four dyslexic children were compared to the control group (20 children from Kwitang 8 PSKD Pancoran Mas, Depok, who had the same age and gender as dyslexic children). The research used quantitative method with case study control design.

The study was conducted with three experiments, namely: reading test, counting the number of syllable, and fast-track test. The first experiment consisted of 100 words (simple words, digraphs, diphthongs, and consonant clusters). The second experiment consisted of 48 words (24 words with illustrations and 24 words with three syllables). All words are from the 10,000 words that have the highest frequency in the Indonesian linguistic corpus. The third test is 50 RAN letters (Pennington et al., 2001). Results showed that persons with dyslexia had a lower ability than the control group on all three tests. Dyslexic children tend to perform sound recovery, eliminate phonemes and swap words with non-words and slow reaction times. Based on the results obtained, 2 dyslexic children data support double deficit hypothesis Wolf and Bowers (1999) because dyslexic children show phonological deficits and rapid naming deficits.

Keywords: phonological awareness, fast naming, reading, dyslexia

1. Introduction

Developmental Dyslexia is a specific learning disability that is motivated by a neurobiological state (dyslexiaida.org). The word dyslexia comes from Greek, *δυσ* (dis) ie difficulty and *λέξις* (lexia) is the word (Wagner, 1980). According to Lyon and Shaywitz (2003) the learning disability experienced by dyslexic children is characterized by the difficulty of accurately recognizing the word and the ability to spell and weak coding. Such difficulties are thought to be derived from phonological disorders related to cognitive abilities and the effectiveness of classroom instruction. In addition, the disturbance experienced also affects the ability to read, thus inhibiting the development of vocabulary in children.

Children who have been established as dysphicians generally show difficulties in recognizing and remembering sounds, difficulty in recognizing rhythm, reading reversed letters / words, removing and adding sounds, difficulty in spelling words that have complex syllables, difficulty remembering words new words, word exchanges, slow reading and no reading interest (Reid, 2011, p.11). Due to these difficulties, children who exhibit dyslexic disorder are often considered ignorant, lazy to learn and become victims of abuse (Hurford, 1998, p.34).

Examples of reading errors that dyslexic children make are converting to <d>, <p> to <q>, <u> being <n>, <m> becoming <w>, and <s> being <z> (Hermijanto et al., 2016; Solek and Dewi, 2015, pp. 4, Al-Shidhani, Arora (2012) Atmajaya (2016) also found dyslexic children read 'in' to 'in'. In this case it appears that dyslexic children exchange [m] to [n] .In French speakers, Maïonchi-Pino, Magnan and Ecalles (2010) find dyslexic children to exchange [m] to [w], [p] to [d] or [b] and [t] become [s]. Based on these errors it appears that the dyslexic child made a mistake in naming the letters and the sounds.

In addition to sound exchange, Maïonchi-Pino et al. (2010) also found dyslexic children more easily read KV (consonant-vowel) syllables than syllabic KKV (vowel-consonants) or KVK (consonant-consonants). Atmajaya (2016) also found that the pattern of word structure changes that occur in dyslexic children tends to be deviations in words that are more than two syllables. Dyslexic children tend to reduce the number of syllables such as: 'request' [məmənta] is read 'request' [mənta], and 'other' [əðə] is read 'laya' [laja].

Based on the performance of the syllable, dyslexic children show limitations in recognizing syllables. Unlike normal children in general. Based on the findings of Treiman and Baron (1981), 7-year-old American children are able to correctly count the number of syllables (100% true), such as counting the number of syllables in the word rabbit (rabbit), where normal children can count syllables well. Similarly, Cossu, Shankweiler, Liberman, Katz and Tola (1988) found that normal Italian children (7 years old) could count the number of (100% true) syllables in two- and three- syllable words such as gatto (cat) melon (melon), termometro (thermometer).

Starting from the errors of dyslexic children, it appears that dyslexic children have a weak phonological awareness. Phonological awareness disorders are generally regarded as major deficits in reading (Brady and Shankweiler (1991); Catts (1989),

1996; Fletcher et al., 1994; Stanovich and Siegel (1994); Wagner and Torgesen (1987); Wolf and Bowers (1999) see in Catts, Gillispie, Leonard, and Miller (2002)). Phonological awareness is the conscious ability of detecting and manipulating sounds of language (Wagner and Torgesen, 1987), for example, counting the number of syllables, the child is able to identify different words but has the same or similar sounds, such as: sweet, seat, street (Goswami, see in Brunswick et al., 2010). In addition, the child is able to determine the number of phonemes in simple words, for example: captain consists of 6 phonemes (Goswami, 2010, p.28).

Wagner and Torgesen (1987) also assert that the inability to understand sounds in the syllables can cause phoneme changes as sound is heard. The change is a phonological process. Phonological processing capabilities include weak phonological memory capacity and fast naming. Rapid naming is a naming process involving storage subprocesses, searching and retrieving sounds / words in memory and fast speech production (Denckla and Rudel (1974), see in Wolf and Bowers, 1999). The naming capability is based on cognitive processes such as visual perception, auditory perception, and memory (storage, preservation (preservation), and calling). Thus, when the phonological memory is weak, the encoding of sound representations in short-term memory is disrupted, as well as the storage of the sound representation in long-term memory.

Based on the limitations of dyslexic children, Wolf and Bowers (1999) classify phonological disorder and rapid naming of dyslexia in three types: 1) if the dyslexic child has difficulties in phonological, but good fast naming ability (same as the control child), then the child dyslexia is included in the category of phonological deficits; 2) if the dyslexic child exhibits good phonological ability, but indicates a rapid naming deficit, the dyslexic child is included in the rapid naming deficit; 3) if the dyslexic child has a phonological deficit and a weak, weak naming, then the child has a double deficit. This has been found in 11 children (Portuguese) of 22 children studied by Araújo, Pacheco, Faísca, Petersson, and Reis (2010) in which the dyslexic children studied had phonological disorders and rapid naming disorders in reading. The double deficit hypothesis in dyslexic children is defined as a phonological processing disorder and rapid naming disorder that affects reading ability (Carmen, 2007; Gibson, 2006; Colbert, 2005; Miller, 2006; Vukovic and Siegel, 2006).

Based on the above description, this study will investigate the ability to read, phonological awareness and the rapid naming of dyslexic children. In addition, the study is also expected to contribute to the double deficit hypothesis, the phonological deficit hypothesis, and the rapid naming deficit hypothesis. The results of this study are expected to help therapists, teachers, parents and researchers dyslexia so that dyslexic children can get treatment as early as possible.

2. Method

The research was conducted by quantitative method. The researchers calculated the true number of each test submitted to the subject of the study. Thereafter, the correct answers of each dyslexic child and each control group were compared in the SPSS program by using an independent t-test comparison. 24 children participated in the

study, among which were 4 dyslexic children of 2 males and 2 females. Dyslexic children come from SD Inclusive Pantara, Tebet, Jakarta. Each dyslexic child is given initials D1, D2, D3, and D4. D1 male, age 7 years, IQ = 92; D2 are male, 8 years old, IQ = 92, female D3, IQ = 96, and DD are female, 9 years old, IQ = 92). The inclusion criteria for dyslexic children are already attending school or over 7 years of age, living in urban areas, already diagnosed as dyslexic, and a minimum of senior secondary education. 20 control children came from SD Kwitang 8 Pancoran Mas, Depok. The 20 children consisted of 10 men and 10 women, ages 7 to 8. The inclusion criteria for control children are not having any psychological disturbance, have attended school, minimum parenting education of SMA.

The test is done in each school. For dyslexic children, the test is performed in the psychologist's room, Pantara Inclusive SD. The test was conducted in April 2017. For control children, the tests were conducted in two places, namely the library and the School Health Unit of SD Kwitang 8 PSKD Pancoran Mas, Depok. The tests were conducted from April to May 2017. Each dyslexic child had an IQ test, and overall, IQ scores of dyslexic children fit the established inclusion criteria, i.e. between 91-100 (Wechsler scale). For control children, intelligence tests were conducted on May 29, 2017 by an integrated clinic of the University of Indonesia's Faculty of Psychology. The children chosen are children who have an average level of intelligence and above average.

Experiment 1 (Reading)

100 words read by child dyslexia and also control group. The words chosen for this test are taken from the 10,000 words that have the highest frequency in the Indonesian linguistic corpus (search engine). Selected words are divided into 4 types: simple word (divide), digraph (only), diphthong (only), and consonant cluster (scheme). Each word is printed in the form of a card. Each child is asked to read every word after hearing the instruction (tap mark) to start reading. Time from start tapping until child starts reading count. The remarks obtained when reading are recorded. The recording device used by the author is Sony ICD-PX440 Digital Voice Recorder 4 GB.

Experiment 2 (Phonological Awareness)

Forty-eight (48) words are taken from the Indonesian linguistic corpus of Indonesia in 2013 which has the highest 10,000 word frequency. The list of words is composed of 24 words illustrated (12 simple words and 12 consonant clusters), 24 three syllabic words (12 simple words and 12 consonant clusters), e.g. Baby, drama, independence, president. The list of words is read by one of the BIPA teachers of the Faculty of Cultural Sciences and recorded. Children are asked to listen to the words heard from the recordings, then the children are asked to count the number of syllables from every word they hear. Children clap their hands twice after hearing a two-syllable word (e.g. baby, coffee, cat, and clapping three times after hearing a three-syllable word (e.g. flag, woman).

Experiment 3 (Quick Naming)

Rapid naming test or referred to as RAN (Rapid Automatic Naming) test is a type of test used to determine the lexical ability and time required since the instruction sign starts until the child begins to read. The RAN test consisted of 50 stimuli according to the RAN test done by Pennington et al. (2001), which is 5 letters that have the highest frequency (according to research conducted by Pennington et al (2001) presented at random as many as 10 times in one card. Child is given a card consisting of a series of letters <a>, <d>, <o>, <s>, <p>, <s>, <o>, <d>, <a>, <p>. The child is asked to name the row quickly after hearing the tap as a start sign. tap until the child starts to say the letters are calculated. The same thing is done on each line / card.

3. Results and Discussion

a. Ability to read

In reading the word (see diagrams 1 and 2), the percentage of reading ability of the first dyslexic child (D1) is 0%, the second dyslexic (D2) is 99.6% (simple word), 12.0% for digraph, 48% for diphthong, 4.0%, reading ability of third dyslexic (D3) children when reading simple word is 100%, digraph 92%, 100% diphthongs and 4.0% consonant cluster, For fourth dyslexic child (D4), simple word reading ability is 32%, digraph 0%, 0% diphthongs, and 0% consonant clusters. Based on the Anjarningsih (2015) study the sequence of normal children's reading abilities starts from simple words, then diphthongs, digraphs, after which consonant clusters. In accordance with these findings, dyslexic children appear to have the same ability sequence. The order of reading ability of first dyslexic (d1) and second (D2) children starts from simple words, then diphthongs, then digraph, after which consonant cluster. In contrast to third dyslexic children, the order of reading ability of third dyslexic child (D3) is started from simple word (same ability as diphthong), then digraph and consonant cluster. The fourth dyslexic child (D4) is also the easiest to read simple words, but is unable to read digraphs, diphthongs and consonant clusters. Dyslexia reading ability can be seen in the picture below:

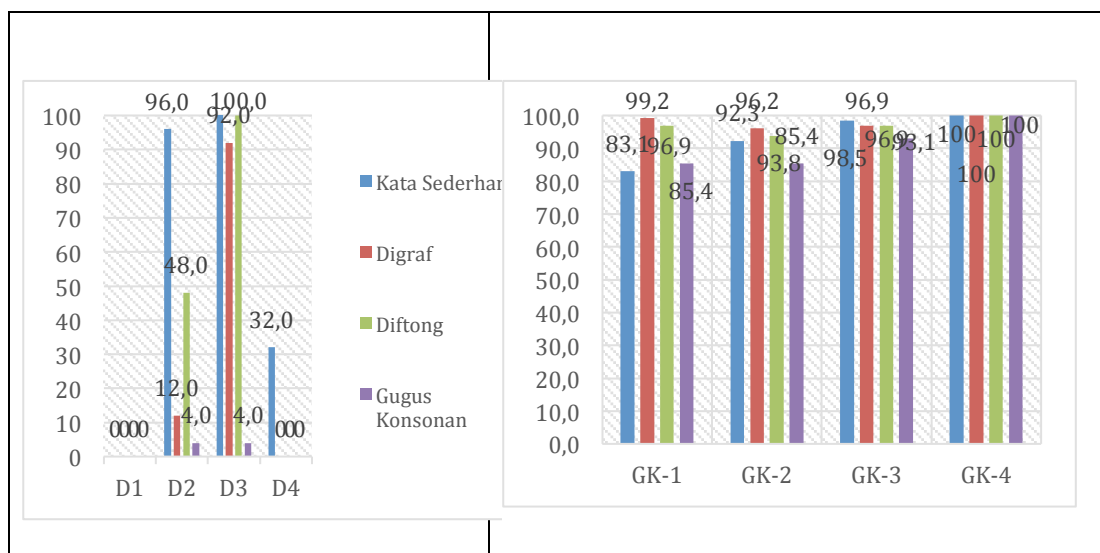


Figure 1. Diagram of reading ability of dyslexic children

Figure 2. Figure 1. Diagram of reading ability of control group.

At the time of reading, dyslexic children make reading mistakes such as converting words into meaningful words and meaningless words. Such errors are like swapping sounds, for example 'smile', the second dyslexic child mentions *serum* [sərŮm] and third dyslexic child mentions *senyp* [səŋŮp]. In addition, dyslexic children change the word as a whole as a fourth dyslexic child reads a smile with *lepa* [ləpa]. When reading a word with a consonant cluster, the second dyslexic child reads the word slogan with *molen* [molen], the third dyslexic child (d3) reads it with *slokan*, and the fourth dyslexic child (d4) reads it with the cl kl [klək]. Dyslexic children also remove phonemes and add phonemes such as peace to read and often read frequently.

Dyslexic children who exchange sounds are second (D2) and fourth (D4) dyslexic children. The sounds that the second dyslexic child exchanges are [a] to [u], [g] to [j], [j] into [a], [t] becoming [b]. The fourth dyslexic child converts [b] into [p], [t] becomes v, [g] becomes [p], [d] becomes [p], [d] becomes [p], [m] becomes [n], [k] becomes [j], [f] becomes [p], [t] becomes [b], [ŋ] becomes [j], [ŋ] becomes [w], [w] becomes [j]. Based on the exchange of dyslexic children tend to swap sounds to make noises and noiseless sounds to sound, other than that nasal sounds changed to semi vowel. Based on the exchange of sounds performed, these characteristics are in accordance with the findings of Hermijanto et al. 2016; Dewi, 2015, p. 4; Al-Shidhani, Arora (2012). In addition, the ability of dyslexic children simplifies words and converts words into pseudowords according to findings from Atmajaya (2016). The exchange of sounds and changing the length of the word and converting the word into pseudo-words may be due to weak orthographic abilities and weak phonological processing.

b. Phonological Awareness

Based on comparisons made with independent t-test, dyslexia A and control group showed significant differences. Children with dyslexia A have lower ability than control group in counting syllables in word disyllabic ($p = 0,005$) and three syllabics ($p = 0,005$); Dyslexic children B have significant differences with control group when counting syllables on three syllabics ($p = 0,000$); D Dyslexic children have a significant difference in counting the number of syllables in the word disyllabic ($p = 0.005$). When counting the number of syllables, dyslexic children who succeeded in counting the number of syllables in a word consisting of two syllables (100% true) were the first, second and fourth dyslexic children. For words consisting of three syllables, the first and fourth dyslexic children have the same ability with a true percentage of 91.7%.

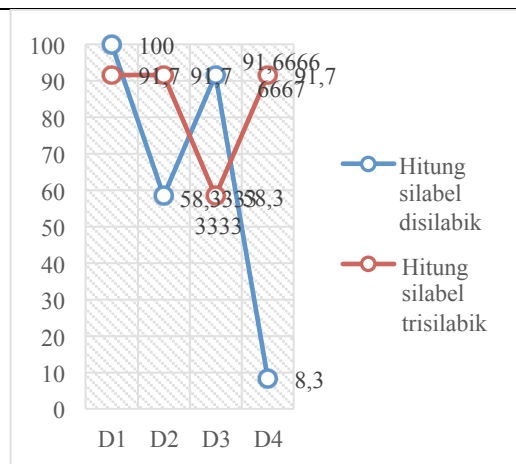


Figure 3. Diagram of counting ability to syllable number of bi-syllabic and three syllabics of dyslexic child

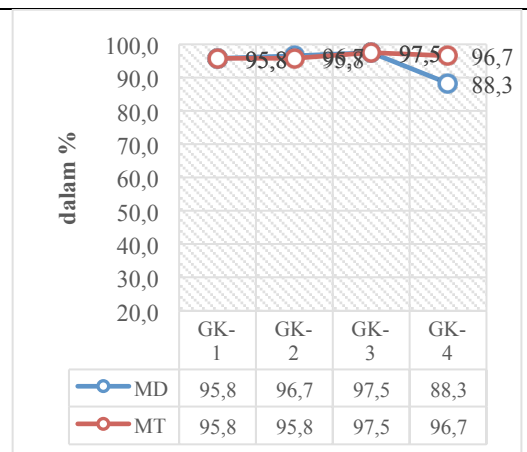


Figure 4. Diagram of counting ability to syllable number of bi-syllabic and three syllabics of Control group.

Based on the word type, on the simple word the first dyslexic child (d1) and second dyslexic child (D2) can calculate the number of syllables by correct answer (100%), for third dyslexic child (D3) can count the number of syllables by correct answer 75%, and fourth dyslexic child (D4) can answer correctly as much as 45%. In the task of counting the number of syllables in the consonant cluster, the first dyslexic child (D1) can answer with a success rate of 91%, the second dyslexic (D3) 45.8%, third dyslexic (D3) and fourth dyslexic (d4) %.

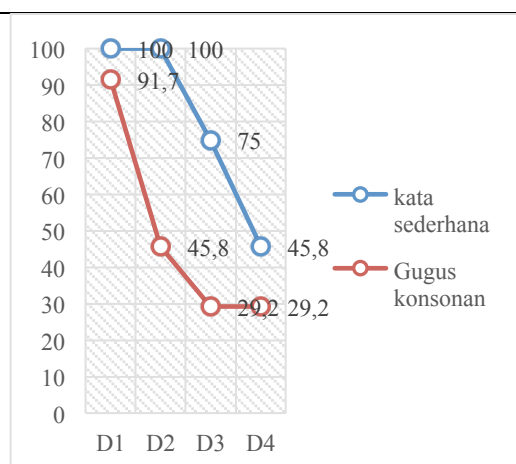


Figure 5. Counting Skill Diagram of number of syllable in simple words and words with consonant cluster

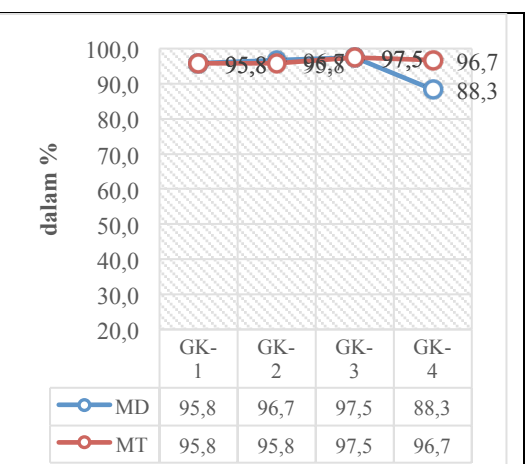


Figure 6. Counting Skill Diagram of number of syllable in simple words and words with consonant cluster by control group

c. Fast naming Letters

In reading the letters (see Figures 1 and 2), the percentage ability to name the letters by the first dyslexic child (d1) is 74%, the control group A is 99.6%, the second dyslexic (D2) is 88%, the control group obtains 98% , the third dyslexia (d3) is 100%, the control child also gained 100%, and the fourth dyslexic (d4) is 74%, but the control group is 100% (see diagrams 1 and 2). Based on the comparison done by using independent t-test, the results show that the first dyslexic child (D1) differed significantly with the control group (mean D1 = 37.00; mean GK-1 = 49, SD = 0.447, $p = 0.000$) , mean D2 = 37.00, mean GK = 44.00, SD = 0.894, $p = 0.005$; $P = 0.282$), third dyslexic child (D3) (mean D3 = 34.00; mean GK = 38.00, SD = 0.707, $P = 0.007$), fourth dyslexic child (D4) (mean D4 = 37.00; mean GK = 50.00, $p = 0,000$). Thus it can be seen that dyslexic children 1, 2 and 3 have significant differences with their control group, or have lower ability than their respective control group.

d. Reaction Time

The reaction time of the first dyslexic child (D1) while reading the letter is 4.80 seconds (control group 1.15), whereas the reaction time of reading the word is not found because the dyslexic child can not read the word (control group 0.78 seconds) and has worked hard reading, but not able. The reaction time of the second dyslexic child (D2) while reading the word is 5.88 seconds (control group 0.69 seconds), while the reaction time of mentioning the letter is 3.44 seconds (control group 1.25 seconds). For third dyslexic son (D3), reaction time while reading the word is 0.68 seconds (control group 0.59 seconds), while reaction time says the letter is 2.15 seconds (control group 0.59 seconds). For fourth dyslexic son (D4), reaction time when reading the word is 8.6 seconds (control group 0.46 seconds), while reaction time for reading letters is 3.4 seconds (control group 0, 8 seconds).

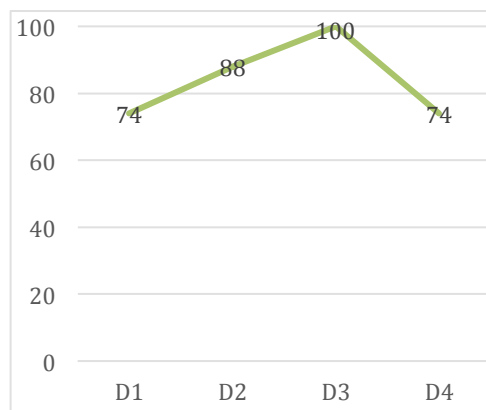


Figure 7. Alphabet RAN Ability diagram of dyslexic child

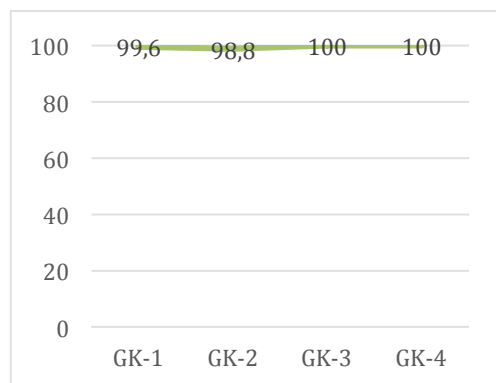


Figure 8. Alphabeth RAN ability diagram of dyslexic child

Based on the reaction time of each dyslexic child, the ability to mention letters by the first dyslexic child (d1) with the control group has a difference of 3.65 seconds, the difference between the second dyslexic child (D2) in reading the word is 5.181 seconds, while when naming the letters, 2.19 seconds. For third dyslexic child (D3), there was difference of reaction time 0,089 second while reading, while when to name difference of reaction time is 1,569 seconds. For the fourth dyslexic child (D4), found the difference of reaction time 8.114 seconds while reading, while when naming the letter found difference of reaction time 2,167 second.

Based on the above discussion, dyslexic children look to have different abilities. The first dyslexic child (d1) is unable to read, but is able to calculate the number of syllables well. When asked to mention the letters, D1 has a success rate of mentioning letters as much as 74% (average control group 99.6%), and requires reaction time of 4.8 seconds while the control group only requires an average of 1.1 seconds in the mention alphabet. Based on these abilities, child D1 may have a rapid naming disorder in reading, but has a good phonological awareness. Inability to read may also be due to weak orthography skills given that D1 tends to exchange letters such as switching to <p>, <p> to <d> and to <d>.

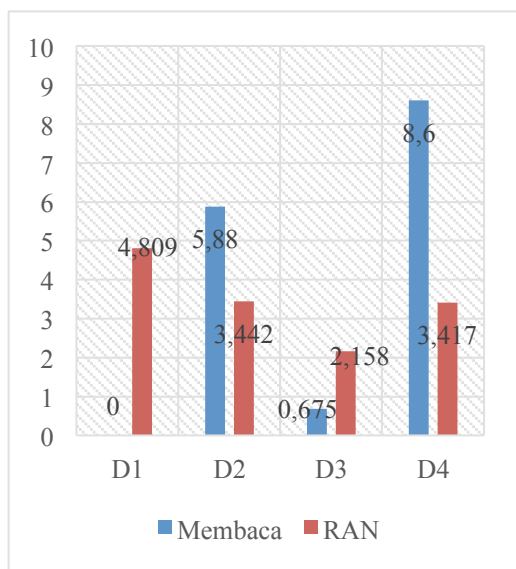


Figure 9. Reactive time of dyslexic children

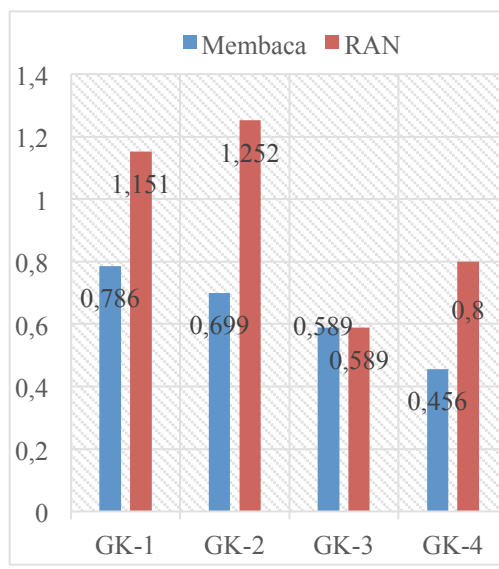


Figure 10. Reactive time of control group

The second dyslexic child (d2) is incapable of reading words that contain digraphs, diphtheses and consonant clusters well. D2 is also unable to calculate the number of syllabic and trisyllabic syllables, nor is it able to calculate the number of

simple syllables and words with consonant clusters. When reading a word, D2 takes 5.5 seconds (control group average 0.6 seconds) and reads 3.4 seconds (group control average 1.1 seconds). Based on the characteristics of reading, D2 simplifies the word as when read *kalu*, the lake is read and the knife is read by a knife. In addition, D2 also swap words into nonwords, like *taufik* read *delika*, morally readable *raka* and brutal *rama*. Based on the capabilities possessed by D2, D2 is likely to have a double deficit for not being able to read well, have a weak phonological awareness, and have a much lower ability in fast naming than the control group. In accordance with the hypothesis proposed by Wolf and Bowers (1999) that when a child with dyslexia has a weak phonological awareness and weak weak naming, the dyslexic child has a double deficit.

The third dyslexic child (d3) has difficulty only on words containing consonant clusters. D3 immediately says do not know when reading a word that has a consonant cluster. Based on the ability to calculate the number of syllables, D3 has the ability to calculate the number of syllables in the simple word 75% and 29% consonant clusters, disyllabic and three syllabics 29%. The rapid naming capability shows that D3 does not have nearly the same reaction time as the control group at the time of reading the word, but when reading the letter D3 takes more than 2.1 seconds or looks slightly longer than the control group (0.5 seconds). Thus, based on the ability to read D3, the incompetence of reading consonant clusters matches the abilities of normal children. Anjarningsih (2015) found that children aged 7-8 years showed difficulty reading words with consonant clusters. The difficulty is closely related to the process of child growth. In addition, when counting the number of syllables, D3 also shows difficulty in counting the number of syllables in words containing consonant clusters.

The fourth dyslexic child (D4) is unable to read. The difficulty of reading is characterized by several types of errors, namely: swapping letters, such as from [read] rays [pari], had been *tabi* [tabi], and songs [songs] read *lapu* [lapu]; swapping the whole word with pseudo-words, for example, can be read [hurry], toilet [toilet] read *totek* [totek]; product [prodŪ?] is read *sasi* [sasi], and classical [klasi?] is read *nutmeg* [pala]. Based on the ability to calculate the number of syllables, D4 can not calculate the number of syllables in the word disyllabic, but able to calculate the number of syllables in three syllabics word. In addition, the ability to calculate the number of syllables in simple words is 45% and consonant clusters by 25%. At the time of reading the word, the time of the D4 quick naming reaction is 8.6 seconds (control group 0.4 seconds), while reaction time mentions the letter is 3.4 seconds (control group average 0.8 seconds). Based on the ability of D4, dyslexia d4 may have a double deficit (Wolf and Bowers, 1999) because it has weak phonological awareness and a much faster naming capability than the control group.

4. Conclusion

Based on the above discussion, it can be concluded that dyslexic children have different abilities and disorders. Every child of dyslexia has its own uniqueness. Based on read performance, syllable awareness and fast naming of four dyslexic children tested, there

are two dyslexic children (D2 and D4) who have a double deficit, which has a phonological awareness deficit and a weak, weak naming. One dyslexic child (D1) shows a rapid naming deficit. These results support the Wolf and Bowers (1999) hypothesis in classifying the deficits of dyslexic children and findings from Araújo, Pacheco, Faísca, Petersson, and Reis (2010). From reading performance to dyslexic children, these results are in accordance with Atmajaya (2016) because it finds several types of errors in dyslexic children such as swapping letters, swapping words into non-words, simplifying words, and eliminating phonemes.

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Improving speaking ability of the students of SMK Kelautan dan Perikanan Negeri 12 Medan Labuhan by implementing role play technique

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Abstract – This research aims to describe whether role play technique can improve speaking ability of students of SMK Negeri 12 Marine and Fisheries Medan Labuhan. The object of this research is 30 students of class XI and used as sample. This research was conducted in two cycles collaboratively where the researcher was assisted by English teacher as a collaborator. The implementation procedure of this research consists of four stages including planning, implementation, observation, and reflection. Data were collected using several research instruments, viz. scoring rubric, observation sheet and field notes. The results show that role play is an effective learning technique in teaching speaking. Students can speak with confidence, use better grammar and pronunciation as well as increased vocabulary. Students become more active and enthusiastic, teaching and learning process becomes more interesting.

Keywords: speaking ability, technique, role play

1. Introduction

English learning process in many schools actually does not show satisfying results. Many students are failed in learning English. They cannot communicate by using the language learned either orally or in writing even though they have already learned the language. Many students in conversation classes are afraid to speak. It is caused by their learning experiences which are not emphasized in the usage of the language. Most of the students study in classes with many students and school environment situation which is noisy, so the opportunity to speak is also limited. Some other students study English at school but are not motivated to use it.

We cannot deny a fact that the failure is caused by many problems during the learning process. Problems in English teaching seem to become something special and important. These problems have also been become the topics which are most frequently discussed and analyzed, especially the problems which are related directly to English

teaching. However, the most important thing is that, we, as English teachers which are involved directly in the learning process must try to find solution to solve those problems to fulfill the learning objectives.

Based on the preliminary research conducted at SMK Kelautan dan Perikanan Negeri 12 Medan Labuhan, researchers found out some problems related to the learning process at school. The problems found were: 1. Students have lack ability of speaking; Students have low motivation in learning English; 3. The teachers still applied monotone technique and method of teaching.

The problems in this research are: Is the English speaking ability of students in SMK Kelautan dan Perikanan Negeri 12 able to be improved through role play technique?

This research was aimed at finding out whether the English speaking ability of students in SMK Kelautan dan Perikanan Negeri 12 able to be improved through role play technique.

Speaking commonly is the most difficult among the four abilities in language. In one thing, speaking is listening and understanding or even reading and writing. Speaking is an ability to produce articulation sounds or words to express, state, and tell thoughts, ideas, and feelings (Tarigan, 2008:16). That definition shows clearly that speaking is related to word pronouncing which is aimed to convey feelings, ideas, or concepts.

Brown (2001) states that 'speaking is an interactive process that forms the meaning that includes producing, receiving, and processing information. The form and its meaning depends on the context in which the conversation takes place ". We usually use the ability to speak as a means of communication in everyday interactions. The presence of speakers and listeners is a necessity to establish two-way communication in speaking activities. Therefore speaking can be separated from activities called communication. Communication is the way a person menunjukkan his feelings, his thoughts, to ask, to ask for help, to argue, to persuade, and others.

Richard in Nunan (1992) gives some characteristics of speaking competence: 1. grammar and vocabulary knowledge of the language. 2. knowledge and rules in speaking, such as knowing when to start and end talking, know what topics can be discussed in different situations. 3. Knowledge of how to use and respond to various topics such as begging, apologizing, inviting, and others. 4. Knowledge of how to use the language correctly.

Speaking is the most popular form of language used by people in building relationships with one another. As a communication tool, speaking basically arises in context. In the social context, speaking is used as the most dominant mode of communication. In other contexts where written language is given higher status exists in the educational context, but still spoken language is still required.

The main purpose of talking is to communicate. Communication is the sending and receiving of messages or news between two or more people so that the intended message can be understood. Therefore, in order to convey the message effectively, the speaker must understand what will be communicated or communicated. Tarigan also argued that speaking has three general purposes: to inform and report (to inform), entertain and entertain (to entertain), and to persuade, persuade, persuade and persuade (to persuade). Therefore students should be taught about acceptable language functions and sentences used in opening the conversation, responding, and ending the

conversation. For this reason, English teachers should use teaching techniques that can engage students actively in conversation.

In order for teaching and learning process to be fun and active and students interested in practicing English are learned then teachers need to design and develop learning materials. One of the teaching techniques used in teaching speech skills is the roleplay technique. This method provides an opportunity for students to use their knowledge and experience to play the role given to them. In this way students will be able to improve their ability to issue targeted languages, can work together in groups, be effective in discussing the given issues, making students more creative.

In order to achieve the objectives of role playing techniques, we need to consider several aspects, among others, aspects of PBM activities, learning materials aspects, role play procedures, media aspects used, role-plays, role plays and aspects of teacher roles. Role-playing techniques involve a minimum role assignment to group members and provide goals to be achieved by the role-playing participants. Brown suggests playing roles by one person, in pairs, or in groups (Brown, 2001)

Role play is an activity to mimic the character or behavior of a particular person that is different from the character and behavior of the students. In this case, students pretend to be others in situations created in the classroom. Then the students are explained about the situation where they will dialogue, but the students make their own sentences to be used in dialogue based on the instructions given by the teacher.

While Huang (2008) applies six steps in the role play procedure in the class he teaches, the six steps are: determining learning materials, selecting situations and making dialogue, teaching dialogue for role play, asking students to practice the role, asking to modify the situation and dialogue and practice it, and the final step is to evaluate and check students' understanding.

2. Method

This research was conducted in several stages, namely the design of research activities, the implementation of research, observation, and refleksi. Hal is in accordance with the characteristics of classroom action activities proposed by Kemmis and McTaggart (1988).

To obtain research data, researchers used several research instruments, namely scoring rubric, observation sheet, and field notes. The data is then tabulated by calculating the percentage of students' speaking skills for the four language elements and self-esteem. The criteria are successfully established as a basis for whether the implementation of class action activities is successful or not. Researchers use two successful criteria: Class action activities are said to be successful if:

- a. $60\% \leq$ students achieve a minimum level of good while speaking in English.
- b. $60\% \leq$ students meet 5 out of 7 confident indicators when involved in PBM and when students engage in conversation.

In the first criterion above, the researcher should assess the student's performance when speaking using analytical scoring rubric. What is meant by analytical scoring rubric is a guideline developed to promote consistency in the application of objectives and learning standards (Kemmis, S. & McTaggart, R. 1988). The assessed language elements include fluency, grammar, pronounciation and vocabulary using an observation sheet.

Scores speak students for each language element = Number of scores per language element: Number of students

Using the formula above the score the student will have a distance of 1-5 where: Figures 1-1.9 Bad categories; Number 2-2.9 Enough category; Figure 3-3.9 Good category; Score 4-4.9 categories Very Good; Best 5 category scores.

While the second criterion for 'confidence' is used an observation sheet that contains indicators of confidence in speaking, among others: speak without hesitation; does not show nervousness; maintaining eye contact with the other person, away from anxiety; not repeating the same word or phrase; understand what the other person is talking about; responding to what is being said.

3. Results and Discussion

In cycle 1, based on the observation of students' speaking ability, students still find errors in some language elements, namely weakness in fluency, grammar, pronunciation and vocabulary.

In terms of fluency of speech, most students still use English influenced by the mother tongue. Six students (20%) are embarrassed in speaking, so the message they convey in speech becomes unclear. They often do the repetition in the sentence delivered. There are 18 students (60%) fearful and embarrassed in uttering almost every sentence, so they can not finish the sentence and repeat the same sentence over and over again. Only six students (20%) can communicate, meaning that they stumble in some parts of the conversation but do not interfere with the purpose of the conversation.

In terms of grammar eight students make many mistakes in terms of grammar so that the message conveyed becomes less clear. A total of 24 students (80%) made a mistake almost on every sentence that was uttered but the message conveyed was still understandable. While 6 students (20%) did some grammatical errors but did not affect the message delivered.

In terms of pronunciation, a student is reluctant and very shy to speak, and every word pronounced wrong. A total of 18 students (60%) made a mistake in a few words thus making the meaning of the sentence to be unclear. Whereas 12 students (40%) reached 'sufficient' level in the pronunciation of words where there were only a few wrong words in the pronunciation but did not affect the meaning.

In the use of vocabulary, students do not experience much trouble when using certain words because the teacher has provided a conversation for them. They just study the conversations given and modify the conversation with the help of the teacher, practicing it in front of the class. Based on the observation sheets, 15 students (50%) use very limited vocabulary, 12 students (40%) use enough vocabulary and the remaining 3 people (10%) use very good vocabulary because they use varied vocabulary.

Data obtained by researchers from the Observation Sheet about students' self-confidence in terms of speaking during the learning process. In this first cycle none of the students showed self-confidence in speaking. Found the majority of students shy, embarrassed, afraid, nervous, not looking at the other person (not keeping eye contact in speech. This leaves them unable to express what they want to say Even students

repeatedly repeat for the same word or phrase, using or mixing the mother tongue into English conversation.

Reflection

The above data is used to measure whether the use of role playing techniques meets the criteria 'successful' or not. The level of students' speaking skills is grouped into 5 categories: 'bad', 'sufficient', 'good', 'excellent' and 'best'. The use of role-playing techniques in English learning is successful when $\leq 60\%$ of the students attain 'good' speaking levels for observed language elements, including fluency, grammar, pronunciation and vocabulary use. Based on the results of the researchers' calculations, none of the students reached 'good' levels for two of the four language elements observed. Only in the words 'vocabulary' element 3 students (10%) achieved 'very good' level and on the language element of 'fluency' 6 (20%) students reached 'good' level.

In terms of 'self-confidence' the criterion is successful when $\leq 60\%$ of students meet 5 of 7 high confidence criteria when students are involved both in the learning process and in carrying out the conversation. Data obtained from the observation sheet showed six students who met the criteria of confidence in speaking using English. A total of 6 students were able to speak fluently but with poor grammar and pronunciation. While the six students have the criteria of confidence or 20% of students have confidence in speaking.

Considering the facts found in the field and based on the results of reflection, the researchers made changes to be made on cycle 2.

1. Researcher as teacher must change the way of teaching that is if previous teacher in explaining conversation talk quickly, then teacher have to change by talking with same speed with student. So that the whole stage of teaching and learning process can be followed by students.
2. Teachers should add and clarify guidance or instruction in each learning process so that students really understand the material or material being taught.
3. Teachers who must organize groups and group members. In addition, teachers should motivate students so that they are not afraid to make mistakes especially in English grammar. So they are not afraid and reluctant to speak in English.
4. Researchers should increase the time for students to modify the previous conversation 15 minutes to 25 minutes. This is due to the many students who complain about the short time given to them to modify the conversation.
5. Teachers should really observe which students need help when modifying the conversations to be displayed. Cycle 2 begins three weeks after cycle 1 is completed and the researchers ask for teacher cooperation to use role playing techniques in teaching students to speak English. It aims to get students accustomed to learning model of role playing technique before cycle 2 is implemented.

4.2 Cycle 2

From the results of student achievement analysis in speaking, it can be concluded that there is a significant increase in the implementation of role play in PBM. Although some of the students still make mistakes in some elements of the language observed ie smoothness, grammar, pronunciation, and proper use of words, but the number of students who make mistakes is reduced for the language element of 'fluency', there are 15 students (50%) who achieve the 'good' level, 3 students (10%) reached the " very good 'level, and 2 students (6.7) reached the' best 'level, and only 10 students (33.3%) remained at' good enough 'level. None of the students observed received a 'bad' level.

In the 'grammatical' language element, 6 students (20%) remained at a 'bad' level, 3 students (10%) reached 'excellent' levels, and 21 students (70%) reached 'good' levels. This data shows an increase compared to the outcome of cycle 1 where 24 students (80%) are at 'bad' levels.

The same thing happens to the language element of 'pronunciation'. The observation sheet showed the quality of 'pronunciation' increased significantly 22 students (73%) reached 'good' level, even 8 students (27%) could reach 'good enough' level. In the proper use of the word, there is no serious problem when students use certain words because the researcher has provided conversations and students are assisted in modifying the conversations. The researcher provides complete instructions for the conversations that the student will perform. They learn the conversation, modify the conversation, and practice the conversation and present the conversation in front of the class. Based on the observation sheets obtained results: 20 students (67%) reached 'good' level, 10 students (33%) got 'excellent' level, and they were able to use varied words.

Compared with the first cycle, there is an increase in students' confidence in speaking. The data show 12 students (40%) speak without hesitation and shy and they can express what they want to convey in conversation easily. 9 students (30%) showed no nervousness, 6 students (20%) reduced the use of mother tongue. Only 3 students (10%) are still thinking about English forms and rules of speech.

Reflection

After all stages in the procedural play are implemented on the 2nd cycle, researchers and teachers jointly evaluate the learning process that has been done.

The researchers used the data obtained in cycle 2 to measure whether the use of role playing techniques in the English speaking learning process has met the 'successful' or 'not' criteria. Based on the calculations in cycle 2, the average speaking ability has reached a 'good' level $\geq 60\%$. The data obtained from the observation sheet on students' self-confidence shows that 70% of students meet 5 of the confidence indicators provided in this study.

Elevated Student Speaking Capacity for 4 Elements of a 'Good' Level of Language in Cycles 1 and 2

Language element	Base Line	Cycle 1	Cycle 2
Fluency	N/A	20%	67%
Grammar	N/A	0	80%
Pronunciation	N/A	0	73%
Vocabulary	N/A	10%	100%

Table 1 Enhancement of Student Self Confidence Achieving 'Good' Levels in Cycles 1 and 2

Things observed	Base Line	Cycle 1	Cycle 2
Confidence	N/A	20%	70%

Referring to the above data, it can be concluded that the use of role-playing techniques in teaching English can improve the ability and confidence in speaking. In cycle1, all students as much as 80% of people have the ability to speak fluently 'bad' and only 20% of students reach the good level. After role playing technique was used, students' fluency improved significantly to 67%, the same thing also happened to grammar elements increased significantly from 0% to 80%. In the pronounced element pronunciation also a significant increase from none of the students reach 'good' level in cycle 1 to 73% in cycle 2. Whereas in vocabulary language element there is a significant increase of 10% in cycle 1 to 100% on cycle 2.

Because the criteria succeeded in this study must meet: 1). $\leq 60\%$ of students reach a 'good' speaking level. 2). $60\% \leq$ siswa meet 5 of 7 criteria of high confidence in speaking, it can be said that the use of role playing techniques in learning speaking for students of SMK Negeri 12 Marine and Fishery Medandapat improve students speak and confidence in English.

4. Conclusion

From the research result it can be concluded that using role play in English teaching can improve speaking ability of SMK Negeri 12 Marine and Fisheries Medan Labuhankarena result of this research has fulfilled the criterion 'succeed' that is $60\% \leq$ student reaches level of speech 'good' for four element of language namely: fluency, grammar, prounciation, vocabulary and $60\% \leq$ students have met 5 out of 7 criteria of confidence in speech.

Teachers should consider several things in using role-playing techniques for speaking teaching, such as:

1. Teachers should organize the time as effectively as possible for each activity
2. Teachers should give clear instructions with moderate speaking speed.

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How Banyumas people “describe” *G30S/PKI* in the novel *Ronggeng Dhukuh Paruk*

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Abstract – The novel RDP came out in 1982, when the new order regime was still firmly established. One of the important criticisms in the work was the "incorrect" handling of communism by the government at that time following the eruption of the *G30S/PKI* history. The author of the novel tries to bring a different view of the issue. This paper tries to present how the original Banyumas personified the political turmoil-how the laypeople interpreted the events that had consumed them as victims, or the sacrificed.

Based on the recurrent reading of the Indonesian-language RDP novel and Javanese language Banyumasan, the authors firmly state that the people of Dukuh Paruk are merely victims of the outside world. People of the hamlet have no idea what they are doing, other than that they want to perpetuate the tradition they are proud of, ronggeng. Nor do they blame or think that there are people outside of those who have committed crimes against them.

The disaster that befall them is none other due to their mistakes do not run the rituals that must be done before performances ronggeng. Their elders also realized that the pagebug had been signaled by the appearance of the latitude of the cubes (comets), and they had ignored the cue. Thus, pagebug should be accepted. Against the innocence of clean thought, the author asserts that something is wrong with them, systematically practiced by the regime at that time. He agreed that the coup was false; but the way in which the state deals with such problems is also unjustifiable. The state has clearly punished many Indonesians without trial, and killed thousands of innocent people.

Keywords: pagebug, Banyumas, G30S/PKI.

1. Introduction

The novel of *Ronggeng Dukuh Paruk* (RDP) at the beginning of its publication is divided into three parts, so it is often referred to as a trilogy. This novel is divided into: Ronggeng Dukuh Paruk, Lintang Kemukus Dini Hari, and Jantera Bianglala. All the

novels have been translated into various languages: Japanese, Chinese, Dutch, and German. In his work, Ahmad Tohari describes the authenticity of life experience in a very backward rural area, through the artistic depiction of the Banyumas region. Ronggeng, as a form of folk dance with a central figure the dancer herself, is described in detail with various dynamics of her life personally and as part of a society that is seen as a totality that is not meaningful in the field of constellation of society in general.

Ronggeng Dukuh Paruk is a very thick novel with local color and background. This fact easily feels right when reading the novel, or when considering the narratives that are there. The story opens with a description of the nature of a traditional village that is so dry, then evolves into a description of their lives, the behavior of people there running daily, to their loyalty to preserve the ancestral tradition, and proud of its tradition. The tradition became a proud identity.

The novel Ronggeng Dukuh Paruk is a type of literary work that is highly charged local values. Ahmad Tohari, who is part of the culture as the host of local values, seeks to live up to the values embedded in the ronggeng tradition that developed in the Banyumasan culture, or rather Bagelen culture, because ronggeng or lengger not only live in Banyumas, but also in Banjarnegara as well as in other Southwest Central Java region.

Departing from the background above, this paper focuses on how the special community of Banyumas, in the imaginary Paruk area, "describe" the incident *G30S/PKI*, the communist party of Indonesia, Paruk's situation with his community certainly represented the situation of rural communities in general at the time-especially those people who were "sacrificed" by the 1965 political event.

2. Method

The novel Ronggeng Dukuh Paruk became the object of the study. The first, the researchers read the story from the beginning to the end to get a general impression of the story. The second, the researchers read intensively to get the meaning of the story. The third, the researchers read and underlined the statements in the story to be quoted.

3. Results and Discussion

From the results of the reading of the novel section which tells the events of *G30S/PKI*, the communist party of Indonesia, and its effect on the life of the people of Dukuh Paruk, several key words are identified which symbolize their behavioral attitude and views on the event. Terms and expressions include kersaning era, nrimo pandum, pasrah, eling, sumarah, grip, puppets, and the courage of the times. The diverse array of phrases refers only to the impetuous attitude of lan narima, as one of Banyumas' attitude of life and personality, as reflected in Bawor's figure, which is generally acknowledged as the symbol of people of Banyumas with their Javanese local language of Banyumas dialect with their local characteristic.

The appearance of expressions of meaningful resignation can be examined in the following quotations:

- (1) "Memang, siapa pula yang bisa menampik *kersaning zaman*..."(Tohari, 2011:230)
- (2) Dan hak hanya kelihatan samar di bawah sikap yang *nrimo pandum* (230).
- (3) "Kita hanya tinggal *pasrah, eling*, dan waspada (238)..."
- (4) Dukuh Paruk mewakilkan dirinya kepada Sakarya...Ya, dia harus *sumarah* kepada *kersaning zaman* (242).
- (5) Hidup adalah berperan menjadi **wayang** atas sebuah cerita yang sudah dipatrikan dalam *pakem* (242).
- (6) ...dia percaya bahwa **keperkasaan zaman** mustahil tertandingi oleh kekuatan seorang manusia (242).

- (1) "Indeed, anybody who can deny the will of age ..." (Thohari, 2011: 230)
- (2) And it looks vague under the accept fate without complaining (page 230).
- (3) "We are merely surrender, remember the Almighty and be alert (page 238) ..."
- (4) Dukuh Paruk represents himself to Sakarya ... Yes, he must be deeply patient to the will of the age (page 242).
- (5) Life is to play the puppet shaddow over a story that has been patented in the grip (page 242).
- (6) ... he believes that the power of age is impossible challenged by the power of a human being (page 242).

From the above 4 quotations, it appears that resignation resolutions are the underlying foundation of attitudes and actions of the people of the community of Banyumas. The so-called "age" or "pandum" (quota) actually refers to the situation they face. There are two situations that force the Paruks to do something unnatural or overrun, and to corner them. The situation is caused by the presence of people outside their area. The first situation is the presence of Pak Bakar and his youth movement that ignites popular movements, communism. Bakar put up a signboard at the entrance of Dukuh *Paruk*, calling the *ronggeng* a "people's art", a label they never knew and they felt no need to use it. *Ronggeng* is enough just to be a *ronggeng*, no frills whatsoever. The more disturbing situation of their calm is the change of songs that Srinthil has to bring, from innocent and peaceful songs of amusement, to propaganda songs full of fire and anger. To make matters worse, *Parong ronggeng Paruk* groups are prohibited from burning to perform ritual offerings that have become a tradition of their ancestors. The ritual was a prerequisite that they should have done to make the *ronggeng* show gain the blessing of Ki Secamenggala, their forefather. They really can not accept, but they can not simply refuse, and eventually succumb and resign.

"Indeed, anyone who can deny the will of era. But case of offerings concerning all the people of Dukuh Paruk and their ancestors, Ki Secamenggala. Any age should not change this ordinance. I say no be! "(Tohari, 2011: 230).

What is referred to as "age" is none other than the Bakar people who come and change the traditions they have been hugging faithfully. Actually Sakarya, as we are, representing Paruk wants to rebel, wants to remain as it is as the Paruk people, but they are powerless. "He still wants to see Dukuh Paruk as the original. Especially about the whole attitude of its citizens against their ancestors, Eyang Secawenggala (230)". But they must surrender, believing that what befell them is part of his destiny. Against the idea of a rebellion echoed by the Bakar group, they totally disagree. It violates the beliefs of the life doctrine they have been living for so long. This is evident from the following quotation "... life must be so and is a pocket that has dried ink, there is no need for struggle. And it seems to be samardi under the nrimo pandum (230) attitude. They increasingly disagree with the Bakar group, when after the Ronggeng stage, people are mobilized to scavenge the villagers' rice as a form of protest over what they call injustice.

The second situation is the period after the outbreak of the *G30S/PKI, the communist party of Indonesia*, when the Paruk people who do not know anything about the outside world should be punished without trial by the State through the butts and bayonets of the army. Srinthil and Paruk figures finally thrown in jail, although they really do not understand what mistakes they have made. The soldiers who arrested them were just executing orders, because in the instructions they held, their names were clearly listed. Against this incident, they are behaving equally that the courage of the times does lead them to the event, as the sign they have caught before, the steepness of the steam.

The old grandfather had to close his eyes, facing inward to read the imprint brought by the glow of the Time. Yes. he must put his heart smoothly to the will of era. Times that have manifested themselves as five barrels of rifle and five faces to steel in front of him (Tohari, 2011: 242).

Seen from the quotation, Sakarya sees that the time manifests itself in the form of five soldiers with complete weapons ready to finish him off. He was convinced that before the time had signaled the emergence of the incident, then he was resigned to his destiny, nrimo ing pandum. State punishment does not stop at Paruk figures.

The full wham must accept destiny to be the victim of the injustice of the state, all sacrificed, even women and children even. Paruk finally destroyed by a mighty time.

And the true fate that must be borne by Dukuh Paruk just happened two days later. Early in the morning when the eastern sky is decorated with the glory of latitude steamed, Dukuh Paruk lit up, burning. The fire is mounting burning

Dukuh Paruk. ... screams of crying and howling man greeted with bamboo explosions on fire. Incredible panic amid the helplessness of defending themselves (page 242).

The submission of Paruk represents the philosophy of Banyumas resignation. The acceptance is within Bawor, the puppet character, legitimized to represent the Banyumas attitude of life. According to Herusatoto (2008 in Widyaningsih, 2014: 192), "The meaning of the appearance of Bawor's form is generally characteristic of his behavioral pattern which describes the character of Bawor", one of which is the patience of *lan narima* ("patient and accepting what is in daily life"). Hidayat (2012) describes the attitude of acceptance of Bawor in *wayang (puppet shadow)*.

Although in the story of this figure is often a laughing matter because of his ugly physical form and his distinctive voice, he is often underestimated by others, he described definitely as very patient, has never been angry. Even with his innocence, he always gives many brilliant ideas in dealing with various problems of life (Hidayat: 2012).

In addition, Yus (2013) considers the attitude of *sumarah* or resignation from Banyumas people also reflected in the use of first personal term "inyong" not "aku", "kulo" or "ingsun". According to Yus, "inyong" (I) reflects more "self-confession in the medium, *semadya* or "in between". "Inyong" leads to the inner behavior of "surrender and *sumarah*". He does not have the nuance of pride, *gumedhe*, *kumalungkung* or more arrogant than anyone else, like the phrase "ingsun" (I) used by kings. But also they do not 'menghamba' (worship to human being) like attitude "kawula" (totally servant).

When returning to the above-mentioned RDP narrative, this attitude is most dominantly demonstrated by the Paruks towards everything that befell them-against the crimes and injustices that others have actually committed to them. Sakarya, Srinthil with the Paruks, is patient only and accepts everything that befell them as part of the will of the age, as a clear proof that the ink of fate has indeed dried up, and they believe it has no power to resist or avoid it.

Against this phenomenon, Ahmad Tohari wrote RDP; he wanted to sue the injustices committed by the New Order regime. He points to the fact that people who were communist at the time were cunning and cruel. They justify any means to achieve the goal. The author totally opposes that misleading ideology. However, the attitude of the state has also proven arbitrary to many small people who do not know anything. Paruk is a small part of the people's part solely victimized either by the *PKI, the communist party of Indonesia* or Indonesian country disaster in 1966.

4. Conclusion

Ahmad Tohari sharply represents the inner expressions of the Paruk people. Perhaps in reality, there is no Banyumas person who reveals the *kersaning of the age or nrima ing pandum*, because the words come from the palace. But what he wrote clearly exposed

the truths of social psychology and the personality of the Banyumas community in dealing with the events that dragged them in ignorance. Paruk is a sample of a large number of groups or people or villages that were victims of 1966 disaster. The magnitude of the message is to take the event as a lesson of life and not to be repeated again in the next generation of human beings.

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Journal of Applied Studies in Language

website: <http://ojs.pnb.ac.id/index.php/JASL>

Volume 2 Issue 1 (June 2018), pp. 1—101

p-issn 2598-4101 e-issn 2615-4706

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ACKNOWLEDGMENT

JASL publication of Volume 2 Number 1, June 2018 is because of the cooperation and help from many sources: the Head of Research Centre and Community Services of Politeknik Negeri Bali and the staff, editors, reviewers and contributors. Here we would like to express our deepest appreciation to:

Agus Sariono (Universitas Negeri Jember, Indonesia)
Bambang Wibisono (Universitas Negeri Jember, Indonesia)
Emi Emilia (Universitas Pendidikan Indonesia, Indonesia)
I Nyoman Arya Wibawa (Universitas Udayana, Indonesia)
Joko Kusmanto (Politeknik Negeri Medan, Indonesia)
Joyce Merawati (Politeknik Negeri Bandung, Indonesia)
Jufrizal (Universitas Negeri Padang, Indonesia)
Mohammad Adnan Latief (Universitas Negeri Malang, Indonesia)
Nengah Arnawa (IKIP PGRI Bali, Indonesia)
Ni Luh Putu Sri Adnyani (Universitas Pendidikan Ganesha, Indonesia)
Nurachman Hanafi (Universitas Mataram, Indonesia)
Sugeng Hariyanto (Politeknik Negeri Malang, Indonesia)
Thomas Connors (University of Maryland, USA)
Yvonne Tse Crepaldi (Singapore)
I Nyoman Suka Sanjaya (Politeknik Negeri Bali, Indonesia)
Gede Ginaya (Politeknik Negeri Bali, Indonesia)
Gusti Nyoman Ayu Sukerti (Politeknik Negeri Bali, Indonesia)
I Made Rai Jaya Widanta (Politeknik Negeri Bali, Indonesia)
I Wayan Dana Ardika (Politeknik Negeri Bali, Indonesia)
Ida Bagus Artha Adnyana (Politeknik Negeri Bali, Indonesia)
Lien Darlina (Politeknik Negeri Bali, Indonesia)
Ni Kadek Ratih Dwi Oktarini (Politeknik Negeri Bali, Indonesia)

We hope that your assistances will improve the journal quality now and in the next edition.

Majid Wajdi
Editor in Chief

AUTHOR GUIDELINES

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 2. The title of the article is expected to reflect exactly the issues discussed in the article, written in capital letters, font size 11.
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 4. Non-research article abstract is a summary of the content of articles that are poured in solid, not comments or introductory authors. Abstracts are made in Bahasa Indonesia and English each in one paragraph with 250 - 300 words, filled with key words (3-5 words) on the next line.
 5. Introduction includes background issues, goals, benefits, and theoretical basis (no subheads).
 6. The discussion contains commentary, analysis, argumentation, and author's stance on the matter being discussed (can use the subtitle).
 7. Conclusions and suggestions, presenting the author's summary and affirmation of the discussions that have been made (without subheads).
 8. References of both research and non-research scripts using APA style.
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