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Journal of Applied Studies in Language (JASL) published twice a year in June and December. JASL calls for papers (and reviewers) and book review in Linguistics and Language Teaching. **Linguistics**, including, but not limited to, Phonology, Morphology, Syntax, Semantics, Literature, Pragmatics, Discourse Analysis, Language Acquisition, Sociolinguistics and Psycholinguistics and **Language Teaching**, such as First Language and Second Language Teaching, and Computer Assisted Language Learning (CALL).

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Preface

In the name of God, the Compassionate the Merciful, Praise be to God, the Lord of the World, 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 the 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 are really happy since we are able to publish twelve (12) manuscripts in Volume 2 Number 2, December 2018 on time based the schedule. In the Volume 2 Number 2, published in December 2018, we consistently present twelve (12) research papers. Ten (10) 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 83.333% of the papers from outside of the institution of the publisher. Seven papers talk about English teaching and learning, three papers are about language tourism field, guiding, English module for language teaching and learning, one about pragmatics, and one paper discusses prefix *ter-* in Indonesian.

The first paper is **Teaching reading in junior high school** (102—108). It is followed by the second research paper with the title **Using self-assessment to assess rural young learners' writing skills in English foreign language classroom** (109—115). The third paper is **Contrastive analysis of English and Indonesian vowel phoneme and its lesson plan in language teaching** (116—123). Then we present the fourth paper, **Language phenomena of tourism enterprises in Bali** (124—134). The fifth paper is **Presupposition contributions in stand-up comedy (discourse analysis of Raditya Dika's stand-up comedy on YouTube)** (135—143). The sixth paper is **The use of mind mapping to improve writing skill of the eighth grade students of junior high school** (144—150), and the seventh paper is **The translation of English tourism news text into Indonesian** (151—157). Then the eighth paper is **Russian-speaking tour guide's language mastery: mastering foreign language for quality service assurance** (158—169). The ninth paper is **Learning and growing: an alternative strategy to teach English** (170—175). The tenth paper is **Analysis of effective sentences in the scientific papers of the students of Politeknik Negeri Bali** (176—184). The eleventh paper is **Bird-watching guide's English module for promoting Balinese nature and culture** (185—191). The last or the twelfth paper is **Indonesian Prefix *ter-*** (192—196).

Majid Wajdi
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Volume 2 Number 2, December 2018

p-ISSN 2598-4101

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Table of Content	page
Teaching reading in junior high school by Yusma Rita Kurnia, Ni Luh Evit Erawati	101—108
Using self-assessment to assess rural young learners' writing skills in English foreign language classroom by Gusti Ayu Angga Ari Febriyanti, Ni Kadek Suci Laksmi Dewi, I Gusti Ayu Agung Ida Ratna Candra Dewi	109—115
Contrastive analysis of English and Indonesian vowel and its lesson plan in language teaching by Nurul Ulfayanti, Maria Olga Jelimun	116—123
Language phenomena of tourism enterprises in Bali by Sang Ayu Putu Eny Parwati	124—134
Presupposition contributions in stand-up comedy (discourse analysis of Raditya Dika's stand-up comedy on YouTube) by Faisal Fahdian Puksi	135—143
The use of mind mapping to improve writing skill of the eighth grade students of junior high school by Ni Kadek Herna Lastari, Putu Ritra Trees Ari Kartika Hadi Saraswati	144—150
The translation of English tourism news text into Indonesian by Ni Nyoman Deni Ariyaningsih, I Dewa Ayu Devi Maharani Santika	151—157
Russian-speaking tour guide's language mastery: mastering foreign language for quality service assurance by Gede Ginaya, I Wayans Jendra, Ida Zuraidah, I Ketut Sadia	158—169
Learning and growing: an alternative strategy to teach English by Paulus Subiyanto, Ni Ketut Suciani, I Nyoman Rajin Aryana, Gusti Nyoman Ayu Sukerti, Anak Agung Raka Sitawati	170—175
Analysis of effective sentences in the scientific papers of the students of Politeknik Negeri Bali by I Nyoman Mandia, I Nyoman Sukra	176—184
Bird-watching guide's English module for promoting Balinese nature and culture by Dika Pranadwipa Koeswiryono, Francisca Titing Koerniawaty.	185—191
Indonesian Prefix ter- by Ni Wayan Suastini, Kadek Apriliani	192—196

AUTHOR INDEX

A

Ariyaningsih, Ni Nyoman Deni, I Dewa Ayu Devi Maharani Santika. The translation of English tourism news text into Indonesian.

F

Febriyanti, Gusti Ayu Angga, Ni Kadek Suci Laksmi Dewi, I Gusti Ayu Agung Ida Ratna Candra Dewi. Using self-assessment to assess rural young learners' writing skills in English foreign language classroom.

G

Gede Ginaya, Gede, I Wayans Jendra, Ida Zuraidah, I Ketut Sadia. Russian-speaking tour guide's language mastery: mastering foreign language for quality service assurance.

K

Koeswiryo, Dika Pranadwipa, Francisca Titing Koerniawaty. Bird-watching guide's English module for promoting Balinese nature and culture

Kurnia, Yusma Rita, Ni Luh Evit Erawati. Teaching reading in junior high school.

L

Lastari, Ni Kadek Herna, Putu Ritra Trees Ari Kartika Hadi Saraswati. The use of mind mapping to improve writing skill of the eighth grade students of junior high school.

M

Mandia, I Nyoman, I Nyoman Sukra. Analysis of effective sentences in the scientific papers of the students of Politeknik Negeri Bali.

P

Parwati, Sang Ayu Putu Eny. Language phenomena of tourism enterprises in Bali.

Puksi, Faisal Fahdian. Presupposition contributions in stand-up comedy (discourse analysis of Raditya Dika's stand-up comedy on YouTube).

S

Suastini, Ni Wayan, Kadek Apriliani. Indonesian Prefix ter-

Subiyanto, Paulus, Ni Ketut Suciani, I Nyoman Rajin Aryana, Gusti Nyoman Ayu Sukerti, Anak Agung Raka Sitawati. Learning and growing: an alternative strategy to teach English.

U

Ulfayanti, Nurul, Maria Olga Jelimun. Contrastive analysis of English and Indonesian vowels and its lesson plan in language teaching.

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

Majid Wajdi
Editor in Chief

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CONTENTS

The manuscript can be written in English or Bahasa Indonesia. Fill in the script as follows:

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III. TABLES AND IMAGES

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1. BIBLIOGRAPHY

The bibliography is written by following the following grammar:

- **Seminar / Conference Publications:** Author, "title of article", *conference name* , conference date, conference location, page number.
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- **Books:** Author, "*book title*", name of publisher, city, year, chapter or page.
- The conference name, journal name, and title of the book are written in italic.

Teaching reading in junior high school

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Abstract - This study aims to design the form of teaching reading at the level of Junior High School, especially in grade VII. The sample was taken at K.S. Junior High School of Denpasar. The analysis is limited to the type of reading, assignment given, and the micro and macro reading skills that need to be taught in Indonesian subjects. The data were analysed and presented qualitatively according to the Assessing Reading theory (Brown, 2004). The results of this study show that teaching reading in Junior High School begin with the type of interactive and extensive reading. Interactive reading assignments applied are trough *Editing (longer tasks)*, *Scanning*, and *Ordering Tasks*. While the extensive reading assignments are *Skimming Tasks* and *Summarizing*. Micro skills that need to be taught are mastering pieces of language with different lengths in short-term memory, reading at an efficient speed according to purpose, recognizing the word core and interpreting patterns or word order and its meaning systematically, recognizing the grammatical word class, cohesive device in discourse and its role in signifying the relationship between and among clauses. While the macro skills that need to be taught include recognizing the rhetorical form of written discourse and its significance for interpretation, the communicative function of the text, the unexplained context, summing up the relationship among events, causality, distinguishing literal and implicit meanings, developing and using reading strategies such as *scanning* and *skimming*, guessing the meaning of words from the context and interpreting the text.

Keywords: type of reading, reading assignment, micro and macro skill of reading

1. Introduction

Reading is an activity of information absorption of text that can be in print or other media. Reading is one of language skills that need attention because it supports other language skills. Reading is not an isolated process (Johnson, 2008: 7). The four language skills (listening, speaking, reading, writing) complement each other. Anderson (2012: 219) states that there is a meaningful relationship between learners, the process of reading, and the development of other language skills. Reading can be a springboard for writing by giving learners something meaningful to write based on what they have read (Harmer in Anderson, 2012: 219). The results of reading process will also be a good reference when learners are asked to talk about something he has ever read. Furthermore, learners will be easier to understand the talks when it is related to a topic that has been read before.

Johnson (2008: 3) defines reading as a practice of using text to create meaning. In reading, there are two keywords, namely "create" and "meaning". When no meaning is created, there is no reading activity. An educator must really pay attention to the text given to the learners. The text must be in accordance with the purpose of reading, the level of reading ability, and the type of reading being taught. Just after that, there will be a truly meaningful reading activity.

The teaching of reading at school, especially at junior level is no longer at the initial reading level. The purpose of reading, the form of reading type, and reading style that is taught is higher. Therefore, the educator needs to understand how he or she actually will teach that skill.

Mastering micro and macro skills in teaching reading will also influence the learners' reading process. These micro and macro skills need to be taught before actually starting the reading activity. If the educator has already understood the micro and macro skills that the learners need to know and the type of reading he is teaching as well, then the educator will be easier to determine what form of reading assignment to give.

Based on the above background, this study aims to determine the form of teaching reading at KS. Junior High School Denpasar, especially in grade VII on Indonesian subjects which include the type of reading, reading assignment, and micro and macro skills.

2. Method

This research pertaining to teaching reading at KS. Junior High School Denpasar is using qualitative approach. The qualitative data is in the form of words, actions, and documents (Lofland, 1984: 47). The purpose of qualitative approach is to obtain data in the form of facts and information about teaching reading at KS. Junior High School Denpasar grade VII specifically in Indonesian language subjects. The data used in this research are curriculum, syllabus, and lesson plan of grade VII of KS. Junior High School Denpasar on Indonesian Language subjects.

The method used in data collection is documentation and interview. While in analysing the data, qualitative descriptive method is used based on Assessing Reading theory by Brown (2004).

3. Results and Discussion

Competencies that need to be achieved in the Indonesian language subjects in Junior High School grade VII consists of 16 knowledge competencies and 16 skills competencies. Each knowledge and skill competency are next followed by various forms of reading assignment.

Brown (2004: 189-190) divides the type of reading into four, i.e. perceptive, selective, interactive, and extensive reading. Perceptive and selective reading in KS. Junior High School grade VII is not used anymore. In another way, activities of learning reading at KS. Junior High School grade VII use interactive and extensive reading. Interactive reading according to Brown (2004: 189) is a reading activity that includes identifying relevant features (lexical, symbolic, grammatical, and discourse) in medium length of text for the purpose of storing information being processed. While extensive reading is a reading activity that opens the learners' global knowledge of a text, rather than asking learners to understand the details.

Brown (2004: 187-188) divides the micro and macro skills of reading into several points. Micro-reading skills include:

- Distinguish between typical grapheme and language orthography patterns.
- Mastering pieces of language with different lengths in short-term memory.
- Writing process with efficient speed according to its purpose.
- Recognizing the word core and interpreting the pattern or sequence of words and their meaning systematically.
- Recognizing grammatical word class and system.
- Recognizing different grammatical forms.
- Recognizing cohesive devices in written discourse and their role in signalling the relationship between and among clauses.

Macro reading skills include:

- Recognizing the rhetorical form of written discourse and its significance for interpretation need.
- Knowing the communicative function of the written text, in accordance with the form and purpose.
- Concluding an unexplained context using background knowledge.
- Concluding the relationship among events, summarizing cause and effect, and detecting relationships such as main ideas, support ideas, new information, known information, generalizations, and the giving of examples.
- Distinguishing between literal and implicit meanings.
- Detecting specific cultural references and interpreting them in the context of appropriate cultural schemes.
- Developing and using reading strategies such as *scanning* and *skimming*, detecting discourse markers, guessing the meaning of words from context, and using schemata to interpret text.

In case of interactive reading activity at KS. Junior High School Denpasar grade VII, the micro skills that need to be taught are:

1. Mastering pieces of language with different lengths in short-term memory.
2. The process of writing with an efficient speed in accordance with its purpose.

3. Recognizing the word core, and interpreting the pattern or sequence of words and their meaning systematically.
4. Recognizing cohesive devices in written discourse and their role in signalling the relationship between and among clauses.

While the macro skills that need to be taught in interactive reading are:

1. Recognizing the rhetorical form of written discourse and its significance for interpretation need.
2. Knowing the communicative function of written text, in accordance with the form and purpose.
3. Developing and using reading strategies such as *scanning* and *skimming*, detecting discourse markers, guessing the meaning of words from the context, and using schemata to interpret the text.

Meanwhile, the macro skills that need to be taught in extensive reading at KS. Junior High School Denpasar grade VII are:

1. Recognizing the rhetorical form of written discourse and its significance for interpretation need.
2. Knowing the communicative function of the written text, in accordance with the form and purpose.
3. Concluding an unexplained context using background knowledge.
4. Concluding the relationship among events, summarizing cause and effect, and detecting relationships such as main ideas, support ideas, new information, known information, generalizations, and the giving of examples.
5. Distinguishing between literal and implicit meanings.
6. Developing and using reading strategies such as *scanning* and *skimming*, detecting discourse markers, guessing the meaning of words from context, and using the schemata to interpret the text.

Furthermore, Brown (2004: 201—216) specifies the forms of assignment that can be applied in interactive and extensive reading. Assignments that can be done in interactive reading are:

- a. Cloze tasks
- b. Impromptu reading plus comprehension question
- c. Shorts answers tasks
- d. Editing (longer tasks)
- e. Scanning
- f. Ordering tasks
- g. Information transfer, reading charts, maps, graphs, diagrams

While assignment that can be used in extensive reading are:

- a. Skimming tasks
- b. Summarizing and responding
- c. Note taking and outlining

Competences which include in reading skill used at grade VII KS. Junior High School Denpasar begin with knowledge competence 3.1 that is identifying information in description text about object (school, tourism place, historical place,

and / or art scene area) that is heard and read and skill competence 4.1 that is determining the contents of description text related to object (tourism places, historical places, local art scene, etc.) that are heard and read. Based on Assessing Reading theory by Brown (2004), the teaching of reading in Junior High School grade VII is a reading activity of comprehension. Reading comprehension is the ability to build the meaning of written text. Reading with comprehension is not static competence; but varies according to the purpose of reading itself and the text involved (Lems, 2010: 170).

The ccompetencies 3.1 and 4.1 are the combinations of interactive and extensive reading types. In the learning activities, learners are assigned to make definition and explain the contents of description text and list the general characteristics of description text that covers the structure and rules of language.

In the competencies 3.2, 4.2, and 4.6 learners will read the description text to examine the structure and the grammar and do the editing to description text done by other students therewith edit and improve the procedural text which is written in terms of content, choice of words / phrases / paragraphs and the use of punctuation / spelling. This activity is applied by giving assignments *editing* to identify the structure and grammar of the text that are still wrong. Then replace it with the correct structure and word or sentence even until the right punctuation.

In contrast to the competencies of 3.2 and 4.2, competencies of 3.3, 4.3, 4.9, 3.11, and 4.11 are done by giving reading assignments through *scanning* to identify pronouns, conjunctions (then, instantly, suddenly, temporarily), and sentences showing details of the background, characters, events, direct and indirect sentences on fiction texts. The same form of assignment is also applied to competencies 3.5, 3.6, and 4.5. Learners are asked to list imperative sentences, suggestions, prohibitions on procedural texts, listing the types and variations of the presentation of the goal pattern, materials and tools, step in proceduralal text, listing the sentences showing the goal, materials, tools, and steps, listing the imperative sentences, suggestions, solicitation, prohibition, statement sentences, compound sentences and independence sentences in traditional poetry (*pantun*, *gurindam*, poetry), and listing the pronouns, verbs, conjunctions, direct and indirect sentences, themes, characters, background, point of view, mandate, and language style on fable / legend. The four forms of the same assignment have differences in case of purpose and the text used.

In learning competence of 3.4 and 4.4, reading assignment is done by giving *ordering tasks*. Students are asked to sort the parts of fantasy story into a whole story.

Furthermore, in competencies 3.7, 4.7, 3.8, 4.8, and 4.9, learning reading are done by giving reading assignments through *skimming* and *summarizing*. Students detail the contents of the text of observation report (definition / classification part, description, affirmation), the main ideas found in the text of the observation report, summarize the text of the observation report, and summarize the general characteristics, communication goals, varieties/types of traditional poetry, words / phrases used in traditional poetry (*pantun*, *gurindam*, lyric). Aassignments using *ssummarising* are also applied in competencies 3.10, 4.10, 3.13, and 4.13. Activities done in these competences are concluding the principle the development of *pantun*, *gurindam*, and poetry (lyric) and concluding the contents of personal letters and formal letters.

Competencies 3.12 and 4.12 also apply assignments through *editing* in interactive reading. In this case, learners are asked to correct the choice of words,

narrative phrases, dialogue, and the presence of the background in order to make the story more interesting.

The last four competencies, 3.15, 4.15, 3.16, and 4.16, each apply reading assignments through *skimming* and *scanning*. In reading *skimming* activities of competencies 3.15 and 4.15, learners are directed to read out the outline of the sub-section contents of a book and determine the main idea of the book. While in reading *scanning* activities of competencies 3.16 and 4.16, learners are directed to record the contents of the text that are going to be responded, the use of language in the book, and the systematic of the book.

4. Conclusion

Teaching reading at KS. Junior High School Denpasar grade VII on Indonesian subject covers interactive and extensive reading type. Assignments applied in interactive reading are *Editing (longer tasks)*, *Scanning*, and *Ordering Tasks*. While assignments applied in extensive reading are *Skimming Tasks* and *Summarizing*.

Micro skills taught at KS. Junior High School Denpasar grade VII on Indonesian subjects include Mastering pieces of language with different lengths in short-term memory, reading with efficient speed in accordance with the purpose, recognizing the core of words and interpreting the pattern or sequence of words and their meaning systematically, recognizing grammatical word classes, cohesive device in discourse and their role in signalling the relationship between and among clauses. While the macro skills taught are recognizing the rhetorical form of written discourse and its significance for interpretation need, the communicative function of the text, the unexplained context, summing up the relationship among events, causality, distinguishing literal and implicit meaning, developing and using reading strategies such as *scanning* and *skimming*, guessing the meaning of words from the context and interpreting the text.

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Using self-assessment to assess rural young learners' writing skills in English foreign language classroom

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Abstract – Authentic assessment is a process of collecting, reporting and using information about student learning outcomes in the teaching-learning process. There are four forms of authentic assessment like project assessment, performance assessment, portfolio assessment, and self-assessment. In this research, the researcher focuses on investigate students in self-assessment. Self-assessment is an assessment where students can assess their self or identify strengths and weaknesses in their own work. It is also to realize the goals of student-centered learning. Self-assessment aims to help students to be independent learners. Self-assessment is considered important to the development of lifelong language learning skills and the development of more comprehensive assessment practices. One of Senior High School students from twelve grade in a rural school in Denpasar participated in this research. The research is based on the theory that metacognitive skills such as self-regulation and self-monitoring are important for the development of autonomous learning skills. Data were collected by observing them during the English class and at the end of the series of observations, and an interview session was conducted with each of them for triangulation. This research is also revealed that using self-assessment to assess young learners' writing skills is beneficial and effective in helping them to write in the English language classroom. The expected finding in this research is self-assessment had a positive impact or helping students and teachers in the teaching-learning process.

Keywords: self-assessment, autonomous learning, writing skill, young learners', EFL classroom

1. Introduction

Writing is very essential to be mastered because writing is one of the productive language skills. Productive skill is speaking and writing. Both of them are crucial as it gives students the opportunity to practice real-life activities in the classroom. Ontario, (2005:12) states that writing is a powerful instrument for students to use in order to express their thoughts, feelings, and judgments about what they have read, seen, or experienced. Writing is one skill that is very difficult to master because in writing we must focus on developing ideas. Brannan (2010:14) states that good writing is difficult. The writing process challenges us to dig deeper into the theme or idea that we will make.

Oshima et al. (2007:15) state that there are four steps in writing. In the first step is called prewriting. Prewriting is a way to get ideas. In this step, a writer has to collect ideas to develop the topic. The second step is organizing. In this step, a writer has to arrange an idea into a simple draft. The third step is writing. In this step, a writer writes a rough draft using your outline as guidance. Write your draft while thinking about grammar, spelling or punctuation. Just get your ideas down on paper. You will fix the errors later. And the final step is called polishing. In this step, a writer polishes what you have written. In polishing the writer have to follow some steps. First, making revisions and then editing it.

The written work produced by a language learner can be divided into two types of composition, namely spontaneous production (free writing composition) and controlled production (guided composition). Raimes (2010) state that when free-write, you let one idea lead to another in the free association without concern for correctness. In addition, Oshima et al. (2007:34) state that free-writing is a technique in which write without stopping a topic for a specific amount of time. The main goal in free-writing is to keep your pencil moving across the paper. In writing, guided writing is useful for students. The goal of guided writing is giving motivation when writing and also to increase their independence. Wendy Baker cited in Wardhana & Widhiastuty (2018) showing that the reviewer or corrector giving feedback got more help for the improvement of academic writing.

Writing is an important thing in our daily life. Not only speaking, but writing also can be good communication when we express an idea, feeling, etc. Kane (2000:3) states that writing is worth learning. It is important in any job or career. Because there are some jobs that ask us can write. Taylor (2009:2) state that if we are to write well, we need to know what we are talking about. We need to push ourselves to uncover everything that we know about a subject that becomes our focus; it often needful to reach every gap in our understanding of a problem that ourselves' thought fairly sure of.

As a language teacher, we always tell ourselves that it is difficult to get our students to write. To resolving this problem, we are as a teacher have to prepare our students well in the national exam. Writing is one of skill that challenging to teach. Indeed, writing is a productive skill that demands effort and attentiveness, even for those who are professional writers. Writing is a process. Miller cited in Noor, Yusoff, & Noor (2016) claims that young children teach themselves to write by directed trial and error. The children were having difficulty to make sentences because they have a little bit of vocabulary. This is a common problem among senior high school students.

For students, students' difficulties in writing come from the weakness in finding ideas; they did not have ideas what to write first. Secondly, the students had difficulty in making the writing that related to the topic. The students also had difficulty in choosing the word because they have the limit vocabulary. In this case, to stimulate students to participate in the class especially in writing, the teachers have to be creative and understand what the students' want, so the students will show high motivation in the class. One of them by using an interesting technique or strategy in teaching especially in writing.

Self- assessment is one of the strategies that can be used by teachers in writing. Self-assessment has become a goal of education that centered on students. It will make students become independent learners. According to Dickinson (1987) self-assessment is a process of collecting information about students' own learning to see their knowledge development. Harris and McCann cited in Ketabi & Ketabi (2014) describe the concept of self-assessment as "useful information about students' expectations and needs, their problems and worries, how they feel about their own (learning) process, their respond to the materials and methods used, and what they think about it in general".

According to Oscarson (2009) there are six features for self-assessment; the first one is its support of learning, the second one is that it enhances learners and teachers' conscious of the learners' abilities, the third is that by getting knowledgeable about learning objectives, learner's motivation is increased, participating of learners in their own evaluation make them more knowledgeable in assessment, the fifth is that learners participation in the assessment process reduce the teacher's responsibility, and the last important is that it has a lot of advantages during the time and make the learners more autonomous so that they can evaluate their own learning improvement.

There are some categories of self-assessment like metacognitive assessment, socio-affective assessment, student self- generated test and etc. But here, the researcher only focus on metacognitive assessment. Metacognitive assessment not only as a tool to see the performance or competencies already possessed but also to plan the learning objectives of subsequent learners and monitor their progress to achieve their goals.

Using authentic assessment can make a better learning environment in the classroom. They motivate themselves personally. This self- assessment can motivate and formulates their own forms of writing. These experiences and the characteristics of individual children to determine the level of literacy skills a child ultimately achieves. If it fails to teach them in reading in early school, it will make their motivation is lost. On the other hand, Students learning will become successful if they directly involved in their learning. In ELT classroom, learners can become more successful in acquiring the necessary skill if they take more part in their language learning process that their teacher or textbook. This makes students be more independent or autonomous learners. The high level of control over their learning outside the classroom in addition to what they practice in the classroom enables students to be self-accessed or autonomous learners. Autonomous learning also makes students to evaluate or assess their language performance.

English Language Teaching (ELT) has experienced a paradigm shift from teacher to student-centered teaching. Unlike in traditional classroom practice, now learners are positioned as the central figure of teaching and learning process. Harris cited in Purwanti (2015) states that the effectiveness of teaching and learning should depend on learners' perceptions of the learning process and of themselves as language

learners. Hunt, Gow, and Barnes cited in Purwanti (2015) assert that successful language teaching must start from the learners rather than the teachers so language learners must be made aware that they are the most important element in the learning process. Consequently, teachers should be able to facilitate learners with the opportunities to develop their self-awareness of their needs, goals, and learning process.

Self-assessment is going to be used in EFL writing in a wide range, although, writing and assessment as essential parts of language learning. Most of the studies considered writing as a product and just pay attention Self-assessment is going to be used in EFL writing in a wide range, although, writing and assessment as essential parts of language learning. Some studies assume writing as a product and only focus on the grammatical aspect of writing. So the main point of this research is the students' progress in writing skill by considering writing as a process and the stages which learners are going through them during the period of writing class. It also considers assessment as a process which has a crucial role in the instructional setting. Since writing and evaluation related to each other, so self-assessment is one of the tools that useful for the goal of education.

2. Method

2.1 Research design

The research adopted the qualitative descriptive approach to facilitate information and data to assist in achieving research objectives.

2.2 Participants

The participants are the twelve grade teachers and students of a senior high school in Denpasar.

2.3 Data Collection

Data were collected by observing them during the English Language lessons and at the end of the series of observations, questionnaires and an interview session were conducted with each of them for triangulation. Preliminary observations are the first step to collect data in this research. The observation is to obtain information about the assessment strategy that the teacher use to assess the students' writing ability. The second step was by questionnaires to obtain information about the students' perceptions about the use of self-assessment to assess their writing ability. The interview was conducted to obtain more information related to the use of self-assessment to assess their writing ability.

2.4 Data Analysis

In this research, the researcher uses interactive analysis technique. Miles & Huberman (cited in Loren, Andayani, & Setiawan, 2017:5) argued that the activity in qualitative data analysis is done interactively and continuously to complete, so the data was saturated. Activities in data analysis are data reduction, display data, and conclusion drawing/ verification.

3. Results and Discussion

Self-assessment practices are important to the development of our language learning skills and the development of more comprehensive assessment practices. Modern communicative language learning involves both group interaction between students and individual work appropriate to the goals which want to achieve. This research explores

and discusses upper secondary school students' self-assessments of their writing on a group as well as an individual level.

As one of the alternative methods of assessment is self-assessment, self-assessment has many advantages which have been referred to in different researches. By using self-assessment learners can recognize their problems and strong point (Birjandi & Tamjid, 2010). Gardner (2000) self-assessment can be defined as a tool which used to monitor and control each learner in learning activities. In this case, each learner gets the same chance to give feedback and do an evaluation for their work. He also states that this method of assessment help teacher to support learners when needed, because by paying attention to students' reflection, the teacher can find out their weaknesses and make them practice. Self-assessment strategy enhances learners' motivation. According to (Joyce, Spiller, & Twist (2009) when learners know how to develop their learning and practice it in the real world, they will be motivated intrinsically. Self-assessment is also helpful in learners' thinking. Garcia Garrido (2010) states that for growing learners' thinking and giving them the chance to make their work meaningful, the teacher can encourage them to evaluate their own work. According to Lam (2000) self-assessment advantages are "1) building up linguistic awareness, 2) self-assessment as a monitoring tool, 3) improving future writing, and 4) having more practice in writing."

The research explores how senior high school students perceived their own general and specific writing abilities in relation to syllabus goals and whether these perceptions are affected by self-assessment practices. It also explores students' and teachers' experiences to self-assessment into everyday classroom practice. The research is based on the theory that metacognitive skills such as self-regulation and self-monitoring are important for the development of autonomous learning skills. Two teachers and some groups of twelve grade from the different class participated in the research. The result of students self-assessed of two written assignments, namely a classroom writing assignment and a written test task. The researchers analyzed classroom writing assignment linguistically. Two teacher and some students' focus groups were interviewed about their experiences at the end of the research.

The results of the questionnaires and interviews showed that most students who never had a chance to do self-assessment in language learning indicated positive attitudes towards the implementation of self-assessment in this context. They believed that the self-assessment practice could help them when they make mistake in writing. They also believed that it may enhance their awareness of their learning development; therefore, they would use it for their future needs. Although, self-assessment practice useful in learning, but some students did not feel confident in the way they perceived their own work. Some students admitted that they knew they made some mistakes in writing like make a simple paragraph and etc. However, they cannot correct it well. They thought that they were not competent learners, so they did not know whether their language use was appropriate or not.

It showed that at the group level students were well able to assess their general writing results in relation to the criterion (the teachers' grades). The results in the individual were more variable, it also depends on the type of writing activity assessed and on the amount of practice students had had of self-assessment. Students' assessments of their writing ability, in general, showed a stronger relationship with teachers' grades than did students' assessments of their results in a particular classroom

writing the assignment. Students' assessments tended to become more useful with practice.

And the results also showed that the specific writing skills that students at senior high school focused on in their writing are spelling and grammar, rather than other skills such as sentence structure, vocabulary, paragraphing and punctuation skills. Students were critical with these skills and tended to underestimate their performance. Students and teachers combine self-assessment activities in the EFL writing classroom and saw it as a transferable skill that underpins lifelong learning in another subject.

The method used show where the writing process approach was coupled with self-assessment questions and non-corrective feedback from the teacher, it becomes a practical way of helping students become more aware of their language skills and levels. Both teachers and students considered student self-assessments as contributing valuable additional information to tutoring and testing.

The goals that encourage student responsibility and autonomy are viable and realistic, but students need to practice self-assessment, preferably from an early age, to become adept at employing the approach effectively.

4. Conclusion

Writing is one of the skills in learning a foreign language like English. By using writing a learner can show their ability, by the traditional method of teaching most of the learners do not like to participate in writing class. Previously most of the teachers in foreign language classes ignored writing skill or at most, they just paid attention to the final product and marked it, they did not consider the process how they can producing the final writing.

Based on the explanations above it can be concluded that self-assessment as a complementary to a traditional method of assessment influence EFL learners' English writing skill by focusing on writing processes. Using self-assessment is useful for EFL learners and its introduction is helpful for teaching writing skill. The self-assessment could be used as an advantageous tool for assessing and learning writing skill. As can be seen from the results of this research there is a positive relationship between the self-assessment and writing of the learners because using self-assessment improve learners writing skill. It also makes them more motivated to learn English. Using self-assessment strategy makes the class more active and increase the cooperation between the teacher and the learners.

Self-assessment is a way for students to have control over their own work, and by using this strategy of assessment they can reach valuable information about their weak points and they can also think critically. So, by implementing this strategy learners would become more independent and aware of their capabilities.

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Contrastive analysis of English and Indonesian vowel phoneme and its lesson plan in language teaching

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Abstract – The study aims to discover the differences between vocal phoneme in English language and vocal phoneme in the Indonesian language. Contrastive analysis is used to differentiate the vocal phoneme found in English language and Indonesian, and it is used to find out the difficulties encounter by Indonesian speakers who study English. This study is a library research study which the data was collected through books, articles, journals, and previous researches related to this study. In addition, a qualitative descriptive method used to set the differences out for the discussion. The result of the study obtained that there are many differences and similarities of vocal phoneme between English and Indonesian. The similarities can assist students to improve their speaking skill in English, while the differences could sometimes lead to difficulties in pronunciation. Besides, there are also some similar vocabularies in English which have one different letter and different meaning, known as ‘minimal pair. Error pronunciation in those words often found in Indonesian speakers who learn English. Therefore, the study then describes the difference pronunciation which has different in meaning so that the error can be decreased. After all discussion, the study puts one lesson plan forward in teaching language especially speaking skill. Its lesson plan is going to apply an audio-lingual technique. In addition to those techniques, drilling is also combined in teaching practice. Beside drilling as a traditional method in language teaching, speaking skill could also be enhanced through repetition and excessive practice.

Keywords: contrastive analysis, differences, similarities, error, pronunciation

1. Introduction

Pronunciation is one of the important basic skills in developing spoken language, listening and speaking. Without good pronunciation, it is impossible for one to speak English well, whereas mistakes in pronunciation sometimes lead to misunderstanding in communication. In order to be understood by the hearer, speakers need to understand English and could express them well. The one important thing in speaking is its good pronunciation to convey the message because understanding is the most crucial for speaker and hearer.

Besides, good pronunciation also drills speakers to understand what he/she hears. Difficulties in pronouncing the words in English caused many Indonesian speakers of English encounter problem, especially in speaking and listening. It happens because many of them are not accustomed to speaking and hearing such words. In addition, there are several phonemes of English in which are not found in Indonesian phoneme. It becomes a major problem that caused English learners could not pronounce English words well. Several phonemes of English which do not exist in the Indonesian language become the most frequent obstacle that Indonesian speaker faced. The common problem faced by the foreign language learners when they pronounce English word was caused by the influence of the students' mother tongue of their first language. The problems appeared when they tried transferring their first language into their target language (English). The other problem is that the students also pronounce the English word as it is written totally in Indonesian. It was influenced by their first pronunciation of the word as it is spelled. Being able to speak English, of course, includes a number of sub-skills, involving vocabulary, grammar, pragmatics, etc. But in the process in communication, pronunciation is paramount important in foreign language teaching, since successful communication cannot take place without correct pronunciation. Pronunciation is also the aspect of language that is most difficult to acquire.

Although some people with 'an ear for language' can 'pick up' pronunciation very effectively, for most it requires special training. For Indonesian learners, whose mother tongues is very different from that of English, minimal pairs technique in learning that language, so far, is considered to be a good way of learning English. Teaching pronunciation through minimal pairs is supposed to be able to help learners to establish the habit of thinking in English. To distinguish the English sound that has the similar sound obscurely is by pairing those two words, so it could be easy to recognize whether the sound pronounced contextually or not, because wrong pronunciation could be misunderstanding and obstruct the communication fluency. Kelly assumed, "Teachers can use a minimal pair to good advantage in the classroom as the way of focusing on sounds which have been causing difficulties for students."

In this assumption, a minimal pair drill is considered to help students overcome their difficulties in pronunciation, mainly for English sounds. It uses words that differ by a single sound in the same position, for example, sheep – ship, green – grin. The technique of minimal pair hopefully helps the students to distinguish the similar sounds in English word theoretically and contextually and to practice their fluency and accuracy in oral reading aloud ability.

2. Method

This study applied a qualitative descriptive method. As Ritchie and Lewis, in their book entitled “Qualitative Research Practice, A guide for Students and Researchers” (2003:2) wrote that in the Handbook of Qualitative Research, Denzin and Lincoln offer the definition of qualitative research as “qualitative research is a situated activity that locates the observer in the world. It consists of a set of interpretive, material practices that makes the world visible.

These practices turn the world into a series of representations including field notes, interviews, conversations, photographs, recordings and memos to the self. In this study, the writer applied qualitative descriptive method i.e. describing the result of differences and its analysis, and making an appropriate lesson plan for teaching. In addition, the data of the study was obtained using library research where it is collected through some related books, articles, and journal as well as related previous study. The vowel phoneme of English and Indonesia and English words’ minimal pair found from the previous study. Meanwhile, the erroneous pronunciation of Indonesian speaker of English was observed through experiences found in the classroom.

3. Results and Discussion

There are some differences in vowel phoneme of English and Indonesia. In English phonemes, there are two types of the vowel that usually used, they are “long monophthong phonemes” and “short monophthong phonemes”. While in Indonesia, there are no such long monophthong phonemes. It is the main problem caused English learners to get in trouble to pronouncing several words. Listed below the explanation of a variety of vowel phonemes in both language, English and Indonesia.

Table 1 English and Indonesian Vowel		
English Vowel		Indonesian Vowel
/ɪ/	=	/ɪ/
/e/	=	/e/
/ʌ/	=	/ʌ/
/ʊ/	=	/ʊ/
/ə/	=	/ə/
/ɒ/	#	-
/æ/	#	-

/i:/	#	-
/ɜ:/	#	-
/ɑ:/	#	-
/u:/	#	-
/ɔ:/	#	-

From the table above, it can be seen that there are twelve (12) vowel phonemes in English divided into two (2), 5 long monophthong phonemes and 7 short monophthong phonemes.

3.1 Similar Vowel of English and Indonesian Language

According to the Table 2, five (5) vowels in English have the similar pronunciation in the Indonesian language. Those five (5) phonemes are included in short monophthong vowel, in which are pronounced shortly with no gap. It means that all kind of long monophthong vowels is not found in Indonesian phonemes.

Table 2 Similar Pronunciation of English and Indonesian

English Vowel	Indonesian Vowel
/ɪ/	/ɪ/
/e/	/e/
/ʌ/	/ʌ/
/ʊ/	/ʊ/
/ə/	/ə/

This analysis then tells that when Indonesian speakers speak English words with those phonemes, they will find no difficulties in pronouncing them because the phonemes in English are similar to Indonesian phonemes.

3.2 Dissimilar Vowel of English And Indonesian Language

While five (5) vowels in English are similar to Indonesian vowel, there are seven (7) vowels of English which are not found in Indonesian, two (2) short monophthong vowels and five (5) long monophthong vowels.

Table 3 Dissimilarity between English and Indonesian Vowel

English Vowel	Indonesian Vowel
/ɒ/	-
/æ/	-
/i:/	-
/ɜ:/	-
/ɑ:/	-
/u:/	-
/ɔ:/	-
/ə/	-

Therefore, when Indonesian speakers pronounce words that consist of those phonemes, they will encounter the problem and are prone to replace those different phonemes with the phonemes they are accustomed to using in their daily conversation, such as substituting phoneme /ɪ/ for /i:/ or pronouncing /ʌ/ for /æ/. As well as in consonant, some vowel phonemes that found in English will replace the meaning if it is pronounced incorrectly, like in word Beach [bi:tʃ], that sometimes pronounced [bitʃ] (Bitch) by Indonesian speakers who speak English, and in word bat [bæt], which sometimes pronounced but [bat], and so on. These instances show that some words in English define different meaning if it is pronounced wrong, some words might have very contrast meaning once it is pronounced incorrectly. The problem occurs for Indonesian speakers do not recognize long monophthong vowel, so that they are not familiar to the sound.

Nevertheless, there are many words in English that do not have different meaning even if its phoneme pronounced differently. However, such thing will lead the hearer or even native speaker to the difficulties of understanding. Listed below some words which have minimal pairs in English vowel and sometimes pronounce incorrectly by Indonesian speaker learning English, they are

Table 4 Minimal Pairs

/i:/	/ɪ/	/ɑ:/	/ʌ/
eat	it	can't	cunt
beach	bitch	golf	gulf
sheep	ship	doll	dull
leave	live	lock	luck
feel	fill	shot	shut
/u:/	/ʊ/	/æ/	/ʌ/
too	to	bat	but
fool	full	hat	hut
pool	pul	lack	luck
food	foot	paddle	puddle
suit	soot	ankle	ankle
/ɜ:/	/ɑ:/	/ɔ:/	/ə/
cur	car	pork	poke
hurt	heart	fork	folk
stir	star	law	loe
first	fast	saw	sue
heard	hard	chalk	choke
/ɑ:/	/ʊ/	/æ/	/e/
not	note	vat	vet
got	goat	bag	beg

cost	coast	dad	dead
sop	soap	latter	letter
smock	smoke	fanatic	phonetic

/ɜ:/	/e/
cur	care
first	fest
bird	bed
park	peck
star	stare

Some of English words with their minimal pairs are written in the table above, the phonemes are /i:/-/ɪ/, /ɑ:/-/ʌ/, /u:/-/ʊ/, /ɜ:/-/ɔ:/, /æ/-/ʌ/, /ɔ:/-/ə/, /ɑ:/-/ʊ/, /æ/-/e/, /ɜ:/-/e/. The reason why all long monophthong vowel and two short monophthong vowels are replaced is that Indonesian speakers do not recognize such phonemes and are not accustomed to pronounce them. There are many other English minimal pairs which are not listed above.

Therefore, after finding and analyzing those words, it can be concluded that the wrong pronunciation of one phoneme in some English words will produce extremely different meaning. Thus, to diminish the erroneous, this study provides one lesson plan in which it is expected to be able to drill and enhance students' pronunciation and reduce their mistakes.

3.3 The Lesson Plan Suggested in Teaching English Pronunciation

Comparing two different languages is inseparable from interference theory combine mother tongue and target language, either in the positive transfer or negative transfer. The positive transfer is the similarity of both mother tongue and target language and it does not become a problem for the learners. It makes the learners are easier in learning that target language. Whereas negative transfers mean the presence of contradiction between mother tongue and target language which makes the learners in pronouncing the words. By knowing the differences between consonant and vowel sounds in English and Indonesian, a new method and even strategy approach to be used in teaching English pronunciation.

The prominent aspect in teaching pronunciation is providing the competent teacher because teacher considers as a major person in success learning process. Then, equipping appropriate facilities in learning. The perfect facility provided by a school cannot assure that students will achieve basic competence because they tend to imitate what their teachers are doing. Therefore, in this context, the teachers play a very important role in creating a proper situation so that the learners can actively improve their pronunciation whether by using student-centered learning or so forth. According to the findings and analyzing above, there is one suggested lesson plan that teacher can use to teach pronunciation. The lesson plan offered utilizes an advanced technology such as a computer, LCD, sound system and so on.

Lesson Plan

Topic: English Pronunciation
Students' number: 20

Class: Semester 2
Time allocation: 120 minutes
Media: The audio of pronouncing vowel sounds

Aims:

1. The college students are able to pronounce vowel sounds in English.
2. The students are able to know and understand the words which contain long monophthong correctly.

Tools:

1. The audio of pronouncing vowel sounds (focusing on vowel sounds which are not found in the Indonesian language).
2. Handout book related to the audios supplied to the students.

Teaching Procedures:

1. First, the students are asked to listen to the audio applied for. Then, the audios are applied twice, in order to make the students be understood the content. The audio is applied word by word. Moreover, the audios contained vowel phonemes (Long monophthong and Short monophthong). It aims to make the students know the difference of both.
2. Second, the students are given the handout which relates to the audio. It aims to make the students understand the written form of the words given. After these two steps done, the students are asked to re-listen to the audio and repeat the pronunciation of each word.

For example:

beach [bi:tʃ] = *pantai*, pronounced [bɪtʃ] = bitch
can't [kɑ:nt] = not [kʌnt] = cunt
sheep [ʃi:p] = *domba*, pronounced [ʃɪp] = ship

Therefore, the students are motivated to understand more about the importance of pronouncing the words as they are. Then, the teacher gives an example of minimal pairs and asks the students to search any other words. The students are allowed to deliver the questions if the explanation is unclear yet. In the next exercise, the teacher re-applies the audio. Then, the students are asked to pronounce the words individually. Furthermore, the teacher gives correction to the errors done.

Moreover, the researchers are in process of design an android application base which considers with teaching English pronunciation with the example of minimal pairs, and the evaluation form of English words pronunciation. This application is expected to be able to improve the students' ability in pronouncing the words. The used of this application is up-to-date because the teacher does not need to bring the LCD to the classroom. Then, it can utilize a Smartphone. So, learning pronunciation will be more flexible, more fun and more suitable.

4. Conclusion

The comparison of English and Indonesian language can be known by seeing the similarities and differences between those two languages. English teachers and learners assume that the big problem in mastering that language is in pronouncing the words in the context of consonant phoneme and vowel phoneme.

Based on the research above, the teachers can anticipate and find good method in learning pronunciation, develop the teaching material in the context of phonetic and phonology. Besides that, it can help the learners overcome the pronunciation problem in communication and minimize misinterpretation. So, the major problem in pronouncing the English words is caused by the differences in the sounds system.

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Language phenomena of tourism enterprises in Bali

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Abstract – Heterogeneous regions create various linguistic phenomena, such as bilingualism, prioritizing high-achieving languages, decreasing loyalty to a language, and so on. Speakers who are loyal in various ways will maintain their language. The loyal attitude of language speakers depends on the authority of the language so that speakers are required to use the language positively, not least by the tourism service entrepreneurs in Bali. The phenomena of prioritizing the use of foreign languages in the international world of tourism cannot be avoided. However, loyal and positive attitudes toward Indonesian have been shown by most entrepreneurs in Bali, represented by entrepreneurs in Kuta and Ubud regions. The application of the questionnaire method and applying quantitative and qualitative approaches. This study is able to describe language attitudes, from loyalty, pride, to adherence to the language norms of tourism service entrepreneurs in the Province of Bali towards Indonesian. The results showed that the businessmen who were engaged in tourism services stated positively supporting the partitioning of the Indonesian language and prioritizing the use of Indonesian in their business environment. On loyalty to the Indonesian language, both entrepreneurs gave more SS and S statements than TS and STS. Meanwhile, in the statement of pride in the Indonesian language which contained five negative statements most of the respondents stated TS, while for positive statements most stated S. In the statement of adherence to the norms or rules contained in the use of the Indonesian language, most respondents stated TS against negative statements and most also stated S against positive statements. Furthermore, based on the statistical calculation of the data obtained the average values for positive statements were good and good enough for negative statements.

Keywords: attitude, loyalty, pride, compliance

1. Introduction

Various efforts to dignify Indonesian have been carried out by various parties, not only by the government but also by the community personally. The Language Development and Fostering Agency, Ministry of Education and Culture through its regional offices have carried out strategic steps through various activities and studies to foster a positive attitude and loyalty of the Indonesian people to the Indonesian language. Besides, various persuasive appeals have also been conducted with the hope that Indonesian society prioritizes the use of Indonesian in all aspects, including in the public area. In fact, the legal basis has been established. The legal basis referred to is the Law of the Republic of Indonesia Number 24 of 2009 on Flag, State Languages and Symbols, and the National Anthem. In the Law, specifically on the state language, it is stated: "The Indonesian language must be used for the name of buildings or buildings, roads, apartments or settlements, offices, trade complexes, organizations established or owned by Indonesian citizens or Indonesian legal entities". Article 37 paragraph (1) states that "the language of Indonesian must be used in information about domestic or foreign products and services produced in Indonesia". Furthermore, Article 38 paragraph (1) also states that "Indonesian language must be used in general signs, instructions, roads, public facilities, banners and information tools which are public services". The Law wants to remind the public, especially entrepreneurs in the territory of the Republic of Indonesia to respect the Indonesian language in accordance with its position and function as a national language and state language.

Especially in the heterogeneous Bali Province, the phenomena of bilingualism that can erode the authority of the state language has reached an alarming level. Based on several studies on the use of language in the Province of Bali, especially in the community of entrepreneurs who use language as a medium for socializing their business services, there appears to be a tendency to use foreign languages, especially English, as seen in the name of buildings, housing complexes, shop names, fabric ranges, posters, and advertising. The socialization media mostly use foreign languages. This phenomenon shows that the pride of using foreign language is higher compared to Indonesian. They assume that using and mastering foreign language can increase the prestige of their business. To meet the demands of this globalization era, it is very important to master the international language. This does not mean that pride and loyalty to the language of the country fade. State language should be positioned at the highest place among other languages.

The speakers' awareness of the language can be seen from their awareness of language loyalty or language antipathy towards the language. Speakers who are loyal in various ways will defend the language, while antipathy speakers will let the language shift, or even become extinct. The choice of loyal or antipathy of speakers depends on the authority of the language. The more authoritative a language is, the more loyal the speakers are. An attitude is an act based on the establishment or belief (Editorial Team, KBBI, 2014: 1303). So, the attitude of language is an act based on the belief of a person (speaker) to use his/her own language positively. This belief of Indonesian speakers needs to be convinced that the Indonesian language is not just a means of communication, but that Indonesian has the power as a symbol and identity of the nation.

Garvin and Mathiot (in Chaer and Agustina, 2004: 152) state that there are three characteristics of language attitudes. (1) Language loyalty encourages people in a language to maintain their language and, if necessary, prevent the influence of other languages. Associated with loyalty to the use of the Indonesian language, it is an attempt to keep the language users firmly adhering to maintaining and using the national language, Indonesian language, and able to prevent any foreign influences; (2) language pride encourages people to develop their language and use it as a symbol of community identity and unity; (3) Awareness of the existence of language norms encourages people to use their language carefully and politely and it is a factor that greatly influences language use. The three characteristics

expressed by Garvin and Mathiot (2004) are characteristics of a positive attitude towards language. Conversely, if the three characteristics have disappeared or weakened from an individual or from a group of people belonging to the speech community, it means that a negative attitude towards a language has occurred in individual or community.

Sugiono and Sasangka (2011: 38) state that attitudes relate to people, groups, and other social organizations and institutions. The community, in this case, is a group of people or individual as users of a language as a means of communication, both oral and written. The use of language is not only limited to utterances but can also be reflected in the form of writing to convey the goals and objectives, such as the use of the language of outdoor media that describes the business entity undertaken by an entrepreneur, in the form of advertising, brochures, announcements. Company name boards and business administration matters. Meanwhile, oral communication is usually used when dealing with consumers and employees.

The portrait of the use of the language of outdoor media by tourism service entrepreneurs in several places in the Province of Bali used more foreign terms or languages. This could be seen on the signboards or the brochures. The following is a brief overview of the use of language in these media.



The use of such media provides a very wide opportunity for language users to express their ideas and creativities in an effort to share information to targets or service users. To achieve the goals, they will make every effort to utilize the media to the maximum extent, even by ignoring linguistic rules. As a result, here and there appears language errors use in making signboards, signs, and brochures. From that fact, the problems in this paper can be formulated, namely how the attitudes of language are, starting from the aspects of loyalty, pride, and adherence to language norms of entrepreneurs of tourism services in the Province of Bali towards the Indonesian language. The aims are to uncover or to obtain an overview of the loyalty and pride of the tourism service entrepreneurs in Bali on the language of the country, as well as to measure the extent of the compliance of the entrepreneurs in applying linguistic principles. In general, this study aims to get an overview of the participation of entrepreneurs engaged in tourism services in dignifying the Indonesian language.

This research is based on several research results that have been carried out by several researchers relating to language attitudes, including Sugiono and Sasangka (2011) with research that has been published with the title *Indonesian Society's Attitudes towards the Language*. This study was conducted in six major cities in Indonesia with respondents in the house of 1,636 people that showed most of the urban community in Indonesia has a fairly positive attitude, both towards Indonesian, a local language, and foreign languages. Meanwhile, among the younger generation, it

was found to have a balanced attitude towards the three languages. The imbalance in the attitudes of the older generation showed their lack of attitude or appreciation for the three languages. However, it was generally stated that the language attitudes of Indonesian people in big cities have indeed not shown an encouraging attitude because so far their attitudes have only been at a fairly positive level. Suteja (2007) revealed the (conative, affective, and cognitive) attitudes of Balinese ethnic student groups in Denpasar towards the use of spoken Balinese languages in everyday social communities in the context of the choice of various Balinese languages, it was concluded that on average they behaved negatively, both groups living in urban and rural areas. However, their attitudes towards the use of Balinese language in general in the context of the choice of language between Indonesian and Balinese for informal communication tools for groups living in urban areas were negative, while for rural groups it was neutral. This negative attitude was revealed because various Balinese languages were generally considered not to reflect social equality and less practical because the use of vocabulary was considered very complicated.

Paramarta (2009) in his thesis revealed that the maintenance of Balinese language through Balinese language broadcasts on Bali TV was reflected in the response given by the Balinese speakers in the city of Denpasar based on language attitudes on cognitive, affective, and conative aspects. Based on age groups and professions, it was found that the age group of 7-21 years, the profession of students stated that they were positive about Tembang Bali broadcasts, but they were negative towards the broadcast of Orti Bali and very negative towards Upakara broadcasts. The age group of 22-55 years, the profession of farmers, fishermen, traders, housewives were positive about the broadcast of Orti Bali, Upakara and Tembang Bali. In addition, it was also revealed that the professional groups of civil servants and private employees (22-55 years) were neutral towards the Upakara and Tembang Bali broadcasts, but they were positive about the broadcast of Orti Bali. However, this research was only limited to the public's response to television broadcasts and did not explain its correlation to the maintenance of Balinese language concretely.

Parwati et al (2014) in their study of the Language Attitudes of Balinese Speakers toward the Indonesian language conducted in the city of Denpasar and Badung Regency concluded that Indonesian was still chosen in several domains, especially in the formal domain. The choice of Indonesian language tended to be used more intensity than the Balinese language. This shows that there has been a user of a mixed language between Indonesian and Balinese in every communication carried out with their partners so that Balinese can survive as a local identity among the young generation of Bali. This has an impact on the quality of the use of Indonesian language by respondents which was expressed by the tendency to use various non-standard Indonesian languages (various slang and foreign languages), both in spoken and written languages. Thus, it can be said that the quality of the respondent's language cannot be said to be good because of the language contact. However, all respondents who were students in Denpasar city and Badung Regency had a positive attitude towards Indonesian.

2. Method

Data relating to language attitudes were obtained through the application of questionnaire methods in the form of respondents' attitudes towards the Indonesian

language, both positive and negative attitudes. Attitude statements contained three aspects, (1) loyalty, (2) pride, and (3) awareness of linguistic norms. The questionnaire method was applied in the form of questionnaire techniques. The results obtained in this technique were formulated in the form of notes. The data analysis in this paper applied the quantitative and qualitative approaches with the following steps: (1) data selection, namely checking the list of questions and statements that had been filled by the respondent; (2) determination of scores, namely determining and calculating the score of respondents' answers; and (3) data tabulation, which was tabulating the data of each respondent into the table with descriptive statistics. The description of the results of the statistical calculation was needed to coordinate and summarize numerical data from the results of the tabulation of data, then presented in the form of graphics or drawings and descriptive calculations so that it could be interpreted clearly about the data.

Questionnaire in this attitude research contains 3 (three) aspects: 1) loyalty consists of 16 statements, 2) pride (of Indonesian) consists of 12 statements, and 3) compliance with the norms or rules of using the Indonesian language consists of 4 statements. The total number of statements is 32. All items contain 24 positive statements and 8 negative statements. By applying the Likert scale method 1 to 4 with the following criteria.

Table 1. Criteria for of Attitude Statement Point

Statement	Symbol	Attitude	
		Positive	Negative
Strongly Agree	SS	4	1
Agree	S	3	2
Disagree	TS	2	3
Strongly Disagree	STS	1	4

In addition, each category is described based on three factors: (a) respondent's knowledge; (b) respondent's assessment due to the attitudes statement; and (c) real experiences experienced by respondents. The total accumulation of the data obtained by inferential statistics shows the results of the percentage of respondents' answers with interpretation numbers as in the following table.

Table 2. Interpretation of Percentage of Respondents' Statement

Percentage of Answer (P)	Interpretation
$P = 0,00$	Not exist
$0,00 < P \leq 5,00$	Almost not exist
$5,00 < P \leq 25,00$	less
$25,00 < P < 50,00$	Almost half
$P = 50,00\%$	half
$50,00 < P \leq 75,00$	More
$75,00 < P \leq 95,00$	Most
$95,00 < P < 100,00$	Almost all
$P = 100\%$	all

Meanwhile, to obtain the attitude category, it is determined the average range of acquisition of inferential statistics as follows.

Table 3: Category of Attitude Statement

Category (Statement +)	Average	Category (Statement -)
Good	100—75,00	Very poor
Fairly Good	74,99—50,00	Poor
Poor	49,99—25,00	Fairly good
Very poor	24,99—0	Good

The results of data analysis in this paper are presented using formal and informal methods (Sudaryanto, 1993: 145). Formal methods are embodied in the form of symbols or signs that are used as a complement to informal methods. Informal methods are realized in the form of verbal words with several technical terms in the field of sociolinguistics.

Valid data in this study is 145 although there were 150 respondents who filled out the questionnaire. All respondents in this study were tourism service entrepreneurs in the Ubud area as samples for Gianyar Regency and Kuta as samples for Badung Regency. Respondents who worked as hoteliers in Kuta were 45 people and restaurant entrepreneurs were 40 people. Meanwhile, there were 25 hotel business respondents in Ubud and 35 restaurant entrepreneurs. The determination of the number of respondents in this study applies a purposive sampling technique because the characteristics of respondents sampled have been known in advance (Mardalis, 1989: 58). Both areas were chosen because they were a world-famous tourist destination that was able to invite tourist visits, both domestic and foreign tourists so that these two areas were known as trademarks of Bali tourism, even Indonesia.

The phenomenon of bilingualism raises the language attitudes of heterogeneous communities, such as the community of tourism service entrepreneurs in Ubud and Kuta. Such conditions require the form of language loyalty and pride in an effort to dignify the Indonesian language and maintain and preserve the mother tongue. Fishman in Karsana (2009: 76) states that language loyalty is an attitude of loyalty to a particular language that will be maintained in various ways by those who are loyal. While the pride of language according to Sumarsono (2004: 365) says that the pride of language is a belief in a language that is embedded in a person to make the language as an identity.

Dahlan (in Haerudin, 2010) suggests that attitude is mental or neural readiness organized through experience and influences the behavior of individuals in responding to certain objects. Ananstasi (1982: 552 in Haerudin) states that a person's attitude cannot be observed directly, but it is interpreted from visible behavior, both verbally and nonverbally. Meanwhile, Fantino (1975: 462 in Haerudin) suggests that attitudes can be identified through clear ideas, feelings, and behavior. This second opinion interprets attitudes from the form of one's tendency to act to form real behaviour. Thus, this attitude can be traced from the design that is arranged in mind, ideas, ideals, heart conditions, and behaviour. Attitude can be said to be an emotional reaction to a psychological object. Reactions that arise can be positive or negative.

Attitudes can also be in the form of one's inner atmosphere. A person who approves of an object will show a supportive attitude or vice versa.

Anderson (in Chaer and Agustina, 2004: 151) divides attitudes into two kinds: (1) linguistic attitudes and (2) non-linguistic attitudes. Both types of attitudes can involve beliefs or cognitions about language. Thus, according to Anderson, language attitude is a relatively long-term belief or cognition system, partly about language, about language objects, which gives a tendency for someone to react in certain ways they like. This language attitude can be positive (if it is considered good or preferred) and can be negative (if it is considered not good or disliked).

3. Results and Discussion

In the introduction, it has been stated that the phenomena of bilingualism created the language attitudes of heterogeneous communities, such as the community of tourism service entrepreneurs in Ubud and Kuta. This condition requires the form of loyalty and pride in the effort to dignify the Indonesian language and maintain and preserve the mother tongue. The phenomena of the use of language among entrepreneurs were illustrated in the statement of the attitude of tourism service entrepreneurs to Indonesian in three aspects: loyalty to the Indonesian language, pride in the Indonesian language, and adherence to the Indonesian language usage rules as outlined in a questionnaire with 32 statements.

1. Language Loyalty

Loyalty to the Indonesian language in the questionnaire contains 16 statements. The 16 statements consist of 14 positive statements and 2 negative statements. Based on inferential statistics on the statement data given by the two categories of respondents, it was obtained the following average values. For the positive statement category, the average value was 81.2. The average value was included in a good category interval point, while for the negative statement the average value of 72.5 was included in the fairly good interval points. Meanwhile, based on the tabulation of data collected in both tourism areas in the Province of Bali, it can be illustrated the percentage of loyalty to the Indonesian language obtained by entrepreneurs in Bali as shown in the following graph.



Graph 1: Loyalty to the Use of Indonesian by Entrepreneurs in Bali

The graph above illustrates that the loyalty to the Indonesian language of both categories of entrepreneurs is in a good category position. This can be seen in the percentage results which show that almost half of the total respondents (50% and 48% respondents) agree (S) and almost half of them (33% and 30% respondents) stated strongly agree (SS), only a small percentage (18% and 18% of respondents) who expressed disagreement (TS), and almost none (2% and 1% of respondents) who stated strongly disagree (STS). Thus, both tourism service entrepreneurs in Kuta and Ubud gave a statement of loyalty to the Indonesian language in a good category.

1. Pride of Indonesian Language

Statements of pride in Indonesian in the questionnaire contained 12 items. The twelve items consist of seven positive statements and five negative statements. The results of inferential statistical calculations on statements of pride in the Indonesian language by the two categories of respondents obtained an average value for a positive statement of 79.5 which is at a good categorical interval point, while for negative statements it obtained an average value of 72.5 belongs to a fairly good category. Meanwhile, the value of the percentage accumulation of the sixteen items can be seen in the following graph.



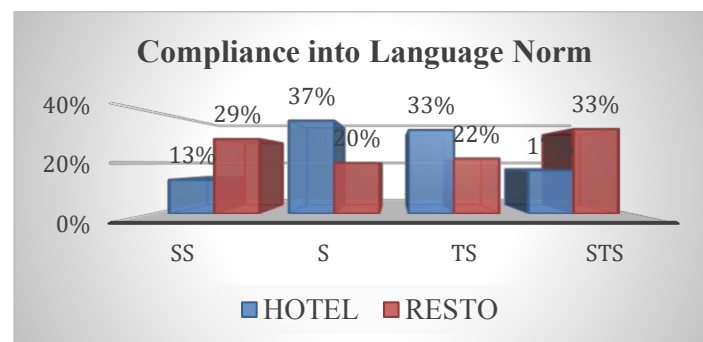
Graph 2: The pride of the Use of Indonesian by Entrepreneurs in Bali

Graph 2 above shows that almost half of the total respondents from both categories (41% and 35%) stated S, but almost half of them (36% and 35%) stated TS. However, only a small percentage of the two categories of respondents stated SS (23% and 18%) and a small percentage also (7% and 5%) stated STS. The percentage results showed that there were several items listed in the questionnaire that received a non-positive response. This was obtained from the results of the percentage of the statement of negative attitudes towards the use of Indonesian language which was quite high. This shows that both categories of respondents support the use of foreign languages in their business environment, both to employees, business partners, and to customers who were not foreigners. However, the average results of both types of statements about pride in Indonesian by both categories of respondents are categorized as good for positive statements and categorized as fairly good for negative statements.

1. Compliance to Language Norms

Statements of compliance to the norms or rules in the use of Indonesian of tourism entrepreneurs in both regions of Bali were positive responses by both

categories of respondents. There are 4 statement items in this compliance. The four statements contain 2 positive statements and 2 negative statements. Based on the results of statistical calculations for positive statements, the average value is 82.8 which belongs to a good category, while for the negative statement the average value is 84.0 also belongs to a good category. Here is a table of percentage of attitude statements for both categories of respondents for compliance to the norms or rules in using the Indonesian language by tourism service entrepreneurs in both regions of Bali.



Graph 3: The compliance to Indonesian language rules by entrepreneurs in Bali

Graph 3 above shows the statements of the compliance of entrepreneurs in Kuta region to Indonesian norms or rules, it appears that the percentage of highly competitive percentages between the agreeing and disagreeing statements are conveyed by the two categories of respondents.

As shown in the graph that almost half of all (37%) hotel business respondents stated S and only a few percentages (20%) of restaurant business respondents stated S to support the statements of compliance to the Indonesian language rules. Nearly half (29%) of restaurant entrepreneurs said that SS and only a small number of hotel entrepreneurs stated SS. Meanwhile, nearly half of hoteliers stated that TS and a few percentages (22%) of restaurant entrepreneurs stated TS, while those who gave STS statements were almost half (33%) of restaurant entrepreneurs and a few percentages of hotel entrepreneurs stated STS.

Portrait of the Participation of Tourism Entrepreneurs in Bali in Dignifying the Indonesian Language

The Province of Bali is an area that has heterogeneous populations with diverse communities. The people who inhabit the province of Bali come from various tribes and religions as well as foreign nationals from various parts of the world. They come and live with various needs and goals, one of which is to trade or do business. Based on the mastery and use of language, Balinese people are also diverse so that they can be said to be multilingual because they control at least three languages as a means of communication. Such a situation might cause one of the languages under its control to be displaced in its position and function, especially those who live in tourist areas. As a local or Indonesian entrepreneur who is engaged in international tourism services, of course, they will master foreign languages more than the Indonesian language even overrides his local language.

Language behavior of local entrepreneurs not only shows the quality and language skills but also can be observed from their attitude towards the use of Indonesian as the language of their country. This can be seen from the acquisition of statistical counts as illustrated above which shows that tourism service entrepreneurs in Kuta and Ubud as Bali tourism trademark areas are positive about the use of Indonesian. Loyalty and pride in the Indonesian language are shown in good categories, as well as adherence to the norms in Indonesian which are applied in written language in a good category. This shows that entrepreneurs in Bali support the dignifying of the Indonesian language.

In other words, as a local entrepreneur still has an obligation to maintain and dignify the Indonesian language and prevent influence from other languages. Efforts to dignify Indonesian language by using it as a means of communication in their environment, both in spoken and written language by local entrepreneurs engaged in tourism services, are a form of language mental revolution by prioritizing the use of Indonesian in public areas such as corporate signboards and business boards beside using foreign languages. In addition, entrepreneurs are also obliged to preserve the local language because it is also the mother tongue symbol of local identity.

4. Conclusion

Awareness, pride, and positive attitude towards the Indonesian language need to be cultivated in every citizen by increasing the quality of use of Indonesian language to all parties so that it will be reflected in a dignified Indonesian identity. For this reason, cooperation between government agencies and private institutions as well as the business community in Bali Province in controlling the use of language needs to be improved even though in the attitude statement of entrepreneurs engaged in tourism services have expressed positive support for the dignifying the Indonesian language and prioritizing the use of Indonesian in the business environment. In addition, on the statement of loyalty to the Indonesian language, both entrepreneurs gave more SS and S statements than TS and STS. Meanwhile, in the statement of pride in the Indonesian language which contains five negative statements most of the respondents stated TS, while for positive statements most stated S. In the statement of adherence to the norms or rules in the use of the Indonesian language, most respondents stated TS to negative statements and most also stated S to positive statements.

In-depth study of linguistic problems, especially the use of Indonesian language by all Indonesians is very open to further researchers for the development of linguistics in general and sociolinguistics in particular. Axiological, the findings in this study can be used as a reference for local governments to work with the Language Agency in following up and implementing regulations issued by the government as stipulated in the Minister of Home Affairs Regulation Number 40 of 2007, especially in Article 2 which regulates the authority of regional head to control the use of language in public areas.

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Presupposition contributions in stand-up comedy (Discourse analysis of Raditya Dika's stand-up comedy on youtube)

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Abstract – This study aims to find out how a comic establishes strategy through presupposition in contributing to building a humour effect in stand-up comedy. A qualitative descriptive method was employed in this research to get full and depth conception. Fifteen (15) stand-up comedy videos hosted by Raditya Dika on YouTube are used in this research. All data obtained then transcribed which then selected 60 statements that considered representing the entire transcript data. From 60 statements, it can be found 651 presuppositions that contribute to building the effects of humour. Presupposition contribution in constructing the effects of humour lies at the level of cognitive process, semantic mechanism, and contextual speech. At the cognitive process level, the researcher finds that presupposition will contribute in creating humour if in a statement there is a presupposition with different and conflicting perspectives. At the semantic mechanism level, the presuppositions of the latter sentence can produce humour by relying on the reference to the previous sentence. For the contextual speech, presupposition will contribute to the creation of humour if it violates the conversational maxim.

Keywords: presupposition, comic Raditya Dika, stand-up comedy

1. Introduction

Presupposition studies of humour cannot be separated from other linguistic perspectives that discuss how a speech can be considered to be funny. It is usually created by comics in order to create a funny effect from the speeches that he or she delivered through presuppositions. The funny effects conveyed through

presuppositions can be seen from several aspects of linguistics such as humour as a cognitive process, humour as a wordplay or semantic mechanism, and humour as contextual speech (Krikmann, 2006).

Researches on presupposition have been done by many researchers (eDomaneschi, eCarrea, ePenco, eGreco, 2016; Fadly & Kurnia, 2015; Tuna, 2017; Camps, 2012; Oktoma & Mardiyanto, 2013). Presupposition has been researched in the German-language song (Rivai, 2000). In the discourse of newspapers has also been widely researched, for example, presupposition in the discourse of cartoons in newspapers (Rahmalia, 2008). Presupposition has also been studied in movies, such as love-themed movies (Paramyta, 2009) and horror-themed movies (Yosi, 2008). Meanwhile, the presuppositions that examine humour discourse have also been studied previously using semantic approaches (Waton, 1997), and humour in multi-cultural situations (Suprijono, 2010) and many more on presupposition research in various contexts, but studies on humour mostly only looks at or analyzes the presupposition of humorous conversations. However, presupposition research on monologues humour has not been widely found by researchers.

Presupposition can be considered as the conclusions or the initial assumptions of speakers prior to the speech that what will be conveyed is also understood by interlocutor (Leech, 1983; Levinson, 1983; Grundy, 2008). Krikmann (2006) also explained that ideally, a linguistic theory of humour should be able to determine and formulate the appropriate linguistic conditions for a humorous discourse to be considered as funny. The appearance of presupposition from comedian or comic speech or statement does not appear out of anywhere, there must be motivation and background.

Attardo & Raskin (1991) analyzed the discourse of humour with the theory of The General Theory of Verbal Humour (GTVH) which is a representation of hierarchical models of verbal humour. The sources of representations of verbal humour on the GTVH model are.

1. Language, including phonetics, phonology, morphophonemic, morphological, lexical, syntactic, semantic, and pragmatic.
2. Narrative Strategy, a micro-genre of humour. The humour discourse is organized as an expository, puzzle, question and answer sequence, and dialogue.
3. Target, an "object" (individual/ group member) of humour. Choices such as ethnic, social, or political figures that have been properly considered to fulfil the role in a mild humour.
4. A situation, a proposition that is the target of humour. For example activities, objects, instruments, and others.
5. Logical Mechanism, "logical" does not stand for deductive logic or formal logic, but must be understood in "rational thinking in action".
6. Script Opposition, the creation of humour involves fundamental universality and placing the status in every human communication, a frame of mind, and cognitive theory.

Wordplay is one of the most common attempts by comics. Wordplay usually based on homonyms, homophones, and homographs. One example of the wordplay in the humorous discourse is "Joke Punning". Furthermore, Raskin (1985, in Krikmann 2006) describes joke-telling as a type of humour he calls "non-bona fide" communication that violates the cooperative principle or the maxim of Grice's

conversation. On the other hand, "Bona fide" is a communication that does not violate the maxim of Grice's conversation in pragmatic.

In the case of joke-telling, there are several different situations that may occur, depending on the comic, whether he/ she makes a joke intentionally or unintentionally and depends on the receiver of humour, whether expecting or not expecting a joke (Raskin, 1985, in Krikmann 2006). If the receiver of humour does not consider a joke, then he will try to understand in a standard "bona fide" way. However, if the comic fails to produce a joke, then the comic will look for "non-bona fide" (jokes, lies, rubbish talk, etc.). If the receiver of humour has prepared himself from scratch with a "joke wave", the principle of cooperation begins to operate again. However, the "joke-oriented" way is modified by providing other information that creates a joke.

Every maxim certainly has associativity, so it can cause a joke or humour. Thus, it can be concluded that the formulation of the principle of cooperation in humour will certainly contribute to every necessary conversation, at what stage and where it occurs, and with the purpose of accepting or where the direction of humour talk is conducted (Attardo & Raskin, 1991).

When it is viewed from its purpose, humour discourse focuses on the relationship between meaning and form that refers to whether correct or not is based on the language speakers. Attardo and Raskin (1991) introduced the Isotopy Disjunction Model of Jokes (IDM) which states that what should be underlined in interpreting humour discourse is from the last sentence that depends on the reference of the previous sentence without considering its meaning correct or false, called "semantically empty".

2. Method

This research is a qualitative descriptive study. Data Sources in this research are secondary data sources, which are stand-up comedy videos from Raditya Dika that was uploaded on YouTube. The data in this research is a comic statement in stand-up comedy. Researchers limit the data to only taking 60 comic statements that can build humour and create funny effects to represent all data. The type of data required in this study is a speech or comic statement in stand-up comedy. Documentation technique is done by download, observe, and record. In the process of collecting the data, the researchers collected 15 stand-up comedy videos from Raditya Dika that downloaded from YouTube as the data source. The data obtained through observation method then stored by recording it on the analysis sheet.

Because purpose of this research is to describe presupposition contribution to comic statements in stand-up comedy in establishing humour and creating funny effects, the researcher's data analysis technique focuses only on a presupposition in comic speech or statements that can build humour and create funny effects.

3. Results and Discussion

Here are three examples of speeches in stand-up comedy with presupposition analysis (# 1) to (# 3): Cognitively, something is considered funny, if it involves two different perspectives that contradict each other. This is supported by the presuppositions that appear in the comic speech in the stand-up comedy that he/ she performs.

(#1) “Oia, gue juga seneng karena banyak cewek-cewek disini, gue bersama pacar gue, hari ini gue ditemenin, gue sangat mencintai dia, namanya Bambang.”

(#1) “Oia, I am also happy because a lot of girls are here, I am with my sweetheart, today I am accompanied, I really love my sweetheart, his name is Bambang.”

In the statement (# 1) above, two utterances are found that bring existential presupposition because they state the existence of contested entities that contribute to the cognitive process. The emergence of existential awareness is formulated as below:

- a. I'm also happy because a lot of pretty girls are here. (= p)
- b. There are me and there are pretty girls. (= q)
- c. $p \gg q$

The existential presupposition that appears in the statement (# 1) can contribute to the creation of funny effects because they have different perspectives. When the comic tells the above statement, the receiver of humour begins to process the information in the first speech that can be assumed that he is happy with the existence of pretty girls who exist in that place. But then the receiver of humour compares it to the existential presupposition that appears in the second speech "There is my (comic) sweetheart named Bambang". Bambang is an Indonesian common name of the male.

Then the cognitive principle works to overcome the contradiction (paradox) and the interpretation of the different meanings in the statement (# 1), so in the receiver of humour understanding, it causes a laugh reaction.

The statement (# 1) can also bring up lexical presupposition. This is an element of affirmation of comic statements that imply something that does not exist in the speech. The lexical presupposition can be denoted as below:

- a. I'm also happy because a lot of pretty girls are here. (= p)
- b. I (comic) am a man who loves pretty girls. (= q)
- c. $p \gg q$

The lexical presupposition denoted above is formulated through the use of the word "happy", so the lexical presupposition that appears is "I (comic) am a man who likes pretty girls". Then the receiver of humour compares it back with a different perspective on the next lexical pronunciation gained from the saying "I am with my sweetheart, today I am accompanied, I really love my sweetheart, his name is Bambang", denoted as below:

- a. Today I am accompanied, I really love my sweetheart, his name is Bambang. (= p)
- b. I (comic) am attracted to men. (= q)
- c. $p \gg q$

The existence of Bambang as a common name for Indonesian male referred to as comic's sweetheart who accompanied him at the time. Here, the lexical presupposition implies that it belongs to the same-sex male class. The humour receiver firstly begins processing information in the first speech that assumes "I (comic) am a man who likes pretty girls" and compares it with the second assumption that "I (comic) am attracted to men" that creates different meanings that rise contrary meaning. Then the cognitive principle works to overcome the contradiction (paradox) and the interpretation of the different meanings in the statement (# 1), so in his understanding, it causes a funny reaction.

The presuppositions formulated in the statement (# 1) are existential presupposition and lexical presupposition. Both presuppositions work together

cognitively and contribute to the creation of humour and generate a funny reaction. The appearance of both types of presuppositions above reflects the comic creativity that cannot be separated from bi-association or two planned. The statement involves two different and conflicting perspectives so that humour can be accepted when these two perspectives are differentiated and perceived.

In the next comic statement, the presupposition contributes to a semantic mechanism. The following is an analysis using IDM theory:

(#2) "Gue seneng banget dateng ke Bandung, kenapa? Karena ceweknya cantik-cantik di Bandung, dan seperti yang gue liat sekarang, ceweknya cantik-cantik banget, cowoknya juga gak kalah cantik. Cowok-cowok homo belakang, makasih, makasih, makasih Radit".

(#2) "I am really happy to come to Bandung, why? Because the girls are beautiful in Bandung, and as I see it now, the girls are really beautiful. Guys are also beautiful. Guys in the back said thanks, thanks, thanks Radit".

From the above comic statement, there are three existential presuppositions. Denoted as below:

(I) a. The girls are really beautiful. (= p)

b. There are beautiful girls. (= q)

c.p >> q

(II) a. Guys are also beautiful. (= p)

b. There are beautiful guys. (= q)

c.p >> q

(III) a. Guys in the back said thanks, thanks, thanks Radit. (= p)

b. There are guys who happy to be praised as beautiful. (= q)

c.p >> q

Using the IDM theory, the interpretation of humour in the above statement is derived from presuppositions that rise from the last utterance in the comic statement "There are guys who happy to be praised as beautiful". It depends on the existential reference that appears in the previous utterance "there are beautiful guys in Bandung" and "there are beautiful girls in Bandung" regardless of its true or false meaning called "semantically empty". Can be seen the process of playing a word (joke punning) performed by the comic that led to the existence of linguistic persecution. Linguistic coercion can be seen from the lexical meaning contained in the prefixes of the last speech. The lexical meaning of beauty is a beautiful look on a woman's face. There is an overlap of meaning (antonyms) to the presuppositions that appear "there is a group of men who love to be called beautiful" so that in their understanding it causes a coercion that can create a funny or humorous effect.

It can be seen the process of playing words (joke punning) performed by the comic that led to the existence of linguistic ambiguity. Linguistic ambiguity can be seen from the lexical meaning contained in the presupposition of the last utterance. The lexical meaning of 'beautiful' is a good look on a woman's face. There is an overlap of meaning (antonyms) to the presuppositions that appear "there is a group of men who love to be called beautiful" so in their understanding it causes an ambiguity that can create a funny or humorous effect.

In the next comic statement, joke telling involves the principle of cooperation that violates maxim, giving rise to implicature in the comic's utterance. Maxim is presented as a paradox involving a maximal violation. Here is comic's statement:

(#3) "Gue senang karena banyak yang datang hari ini, mudah-mudahan sebagian dari kalian, juga ada follower gue. Walaupun tiap hari yang gue dapet cuma "folbek eaaaaa", "cemungut ea kaaaa", "eaaa"... sorry banget gue sering ngatain alay, jadi kalo di antara kalian ada yang alay gue minta maaf, bukan urusan gue untuk mengomentari spesies kalian karena tau ga apa yang terjadi, gue sadar ternyata gue pernah alay."

(#3) "I'm happy because many have come today, hopefully, some of you are also my followers. Although every day I get only "folbek eaaaaa" "cemungut ea kaaaa" "eaaa", I am really sorry to often offended 'alay', so if they're among you is 'alay', I apologize. It is not my concern to comment on your species, because you know what? I realized I've been *alay* before."

In the case of joke telling, there are several different situations that may occur in the statement that is spoken, it depends on the comic whether to make a joke intentionally or unintentionally. Other situations also depend on humour receiver, whether to expect a joke or not. If the receiver of humour does not expect a joke, then he/ she understands in a bona fide way. As in the statement (# 3) the first presupposition is the existential presupposition "comic", "there are you guys referring to the audience" and "there are comic's followers", denoted as below:

- a. I'm happy because many (people) have come today, hopefully, some of you are also my followers (= p)
- b. There I am (comic). There you are that refers to the audience, and there my followers are (comic's followers on Twitter). (= q)
- c. $p \gg q$

In the context above, the existential presupposition is understood by humour receiver in a standard (bona fide) way. In that sense, a comic has failed to produce jokes. This is because comic does not do a maxim violation in his statement.

In the next utterance, the comic said: "Although every day I get only *folbek eaaaaa cemungut ea kaaaa eaaa*". Presupposition that appears in the above utterance are lexical presupposition "comic's followers on Twitter are alay or tacky." It can be denoted as below:

- a. Although every day I get only "folbek eaaaaa" "cemungut ea kaaaa" "eaaa". (= p)
- b. Comic's followers on Twitter are *alay* or tacky. (= q)
- c. $p \gg q$

The existence of the word "Although" is a denial that can cause lexical presupposition that comic actually does not like his alay or tacky followers. That way, comic utterance belongs to non-bona fine for violating the maxim of manner which creates a paradox in his understanding to stimulate laughter and create funny effects on the humour receiver.

In a statement (# 3) the comic continues his statement by saying "I am really sorry too often offended alay", so if there among you is 'alay', I apologize. It is not my concern to comment on your species, because you know what? I realized I've been *alay* before." In that utterance, factual presupposition emerged with "comic often say salary"

that is triggered by "I am really sorry". Existential presupposition also appears to express the existence of *alay* community. Denoted as follows:

- (I) a. I am really sorry to often offended 'alay'. (= p)
- b. Comic often says alay. (= q)
- c. $p \gg q$
- (II) a. so if there among you is 'alay', I apologize. (= p)
- b. There is *alay* community. (= q)
- c. $p \gg q$

In the context of the above statement, comic still present his speech by default (bona fide). However, comic performs 'joke oriented' again by violating maxim of relevance. Denoted as below:

- (I) a. It is not my concern to comment on your species, because you know what? I realized I've been *alay* before. (= p)
- b. There are you who refer to the audience. (= q)
- c. $p \gg q$
- (II) a. It is not my concern to comment on your species, because you know what? I realized I've been *alay* before. (= p)
- b. There is *alay* species. (= q)
- c. $p \gg q$
- (III) a. It is not my concern to comment on your species, because you know what? I realized I've been *alay* before. (= p)
- b. I (comic) was *alay*. (= q)
- c. $p \gg q$
- (IV) a. It is not my concern to comment on your species, because you know what? I realized I've been *alay* before. (= p)
- b. I've (comic) been *alay* before. (= q)
- c. $p \gg q$

The presuppositions depicted in the first notation are an existential presupposition that mentions 'your' existence which refers to the receiver of humour and the existence of *alay* species. The above utterances become non-bona fide when comic tells 'your species' as '*alay* species'. Generally, the name of the species is used for the classification of animals and plants, but here comic mention there is *alay* species. This violates the relevance of maxim. This violation of relevance maxim creates paradoxes so that in its understanding creates a laughable reaction and a humorous effect on the receiver of humour. The humour continues with the occurrence factual presupposition "I (comic) was *alay*" that understood by the receiver of humour. It means comic insulted himself through the implied lexical presupposition " I've (comic) been *alay* before ".

From the above explanation, through the theory of joke telling initiated by Raskin (1985, in Krikman 2006), the researchers conclude that every comic statement can create humour, but not all of the presuppositions can create humour if the presupposition does not violate Grice's cooperation principle. The presupposition that comes from the comic statement will also create humour if it contains lies, nonsense, or anomalies that will cause paradoxes so that in its comprehension generate laughable reactions and funny effects on the receiver of humour.

4. Conclusion

Presupposition has a definite contribution in the process of creating humour in stand-up comedy. The contribution of lexical presupposition to cognitive processes in the creation of humour can be seen from implicitly contradicted perspective. This is cannot be separated from bi-association or two planned which causes contradiction of meaning received by the receiver of humour. The contradiction of meaning from these lexical presuppositions can lead to generating laughable reactions and funny effects on the receiver of humour.

Formulation of lexical presupposition also contributes to the process of creating humour through semantic mechanisms. Playing of word selection (joke punning) can also be one form of linguistic applications that are often used by the comic in creating humour.

Another thing that can also cause a funny effect is the linguistic ambiguity created by the comic. Linguistic ambiguity can be seen from the overlapping of presupposition meaning (antonyms) in the last speech depends on reference presupposition of the previous utterances, without considering have true or false meaning (semantically empty). Ambiguity often arises because many comic statements are conveyed implicitly to create a funny effect. In terms of contextual, comic often makes lexical presupposition by involving the principle of cooperation that violates the maxim of conversation. Presupposition raises an implicature presented as a paradox so can create a humorous effect on the receiver of humour.

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The use of mind mapping to improve writing skill of the eighth grade students of junior high school

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Abstract – There were some problems found in the eighth-grade students' writing skill of SMP90-DB. The students, in general, did not know the way how to generate and organize their own ideas into well-formed work of writing. The researchers aimed to improve their writing skill and tried to investigate the effect of mind mapping in improving writing skill of the eighth-grade students of SMP90-DB. The objective of the study was to figure out whether or not writing skill of the eighth-grade students of SMP90-DB in academic year 2016/2017 could be improved through mind mapping. The participants were 35 students from VII-I class which covered 17 males and 18 females. The mean score of pre-test was 60.44 which implied that the writing skill of the participants was still low with none of the students passed the passing minimum score. The research was conducted in two cycles of the application of mind mapping. The data were collected from post-tests which were taken after applying mind mapping. The result indicates that 21 students passed the minimum score after post-test 1 and 33 students passed the minimum score after post-test 2. It can reveal that there is a significant improvement in the subjects' writing skill after the implementation of mind mapping. Furthermore, the questionnaire results proved that the students' responses to the implementation of mind mapping were positive. It could be concluded that mind mapping is an effective technique in improving writing skill of the eighth-grade students of SMP90-DB in academic year 2016/2017.

Keywords: improving, writing skill, and mind mapping

1. Introduction

Writing is one among four skills in learning English which is regarded as one of the productive skills. Writing is a part of communication which uses written form for sharing ideas, information, opinions, suggestions, etc. In other words, it is used as the way to communicate with others in written form. Langan (2010) states that writing is a skill which can be mastered. Writing skill is a complex skill which is considered to be difficult for the beginner. Like the other skills, writing can be mastered if the writers are ready to work and learn what the writers must know.

Schulten (2010) believes that many students have great difficulties in writing. In other words, putting words into a sentence on paper often seems to mystify young writers. Even the experienced writers sometimes get stuck on where the writers do not know how to start, so do the students. Furthermore, Wyrick (2003) argues that for many writers, getting started is the hardest part. As a result, the writers have to find the way to help the writers in gathering ideas and organizing them into a good arrangement. Then the benefits of mastering writing are coming in directly in line with the writers' development of writing.

In the school life, writing becomes an avoidable part for the students. It is supported by Zemach and Islam (2005) who notice that writing is an important part of a school and university study as the students could be asked to answer the test by writing few sentences, paragraphs, even complete essays. Moreover, writing could be a beneficial skill for the students who get many different forms of writing because the students can exploit it in the real life. Furthermore, writing makes sound worthy skill. That is why young students nowadays should have learned how to write as early as possible to prepare them for the high demand of the writer's usage. Writing in school is done in every lesson every day.

According to Oshima and Hogue (2007), the writing of the students is called academic writing because the writing is done in the classroom where the purpose is to explain or give information about something and the audience are the teacher and the classmates. In addition, good writing involves thinking, planning, writing, and revising. In writing, there are some steps in order to make a well-written work that must be followed by the students. In pre-writing, the students are asked to generate ideas and organize the words well. Those are the crucial steps to produce a well-written work that must be mastered by the students.

Thus, in the classroom, teaching writing is expected to make students improve and master writing skill through those writing process. According to the expectation, in the beginning, the students have to generate ideas to write as easy and fast as possible with creativity in order to produce a whole coherent paragraph. However, in fact, writing still becomes one of the difficult skills to be learned and mastered, since writing requires ideas to produce a product in written form. These ideas affect how the students start to write and the process of writing. Besides, the genre of paragraphs such as descriptive, narrative, recount, report, and so on must be known and could be differentiated by the students as well.

In the present study, based on the observation that was conducted in SMP90-DB in academic year 2016/2017, some problems were found. For the clear picture, the students had learned about a paragraph, but in creating a paragraph the students have difficulties in generating and organizing ideas, so it took a long time to produce a paragraph. Nevertheless, the students found the difficulties to generate and organize ideas into well-formed sentences and paragraph as the first step in writing. Furthermore, the students had a lack of paragraphs' genre knowledge especially in writing descriptive paragraphs such as coherence and unity.

Besides, making the sentence grammatically and the paragraph became coherent and unity were the other problems that occurred. One of the factors from the teacher was the technique that was used in the classroom for teaching writing was monotonous and not interesting for the students. Hence, it affected how the students generated and organized the ideas in pre-writing. Some factors also occurred when the teacher had no certain scoring rubric

for testing the students' skills. Likewise, those reasons above affected the students' willingness and motivation to learn and improve their writing skill.

In order to fix the problems, there were several ways that could be applied to improve students' writing skill. As generating ideas became the prior problem that makes students' willingness to learn went down, especially producing a written product, some techniques could be applied to make them easy in generating ideas in writing. One of the techniques was Mind Mapping. Buzan and Abbott (2005) ascertain that mind map is the easiest way to put information into the writers' brain and take information out of the writers' brain. It saves the students' time in generating and organizing ideas to make a good descriptive paragraph.

The implementation of this technique could help the students overcome the deadlock on how to start writing, generate ideas, organize ideas, and arrange sentences to be in right order based on the generic structure. Furthermore, mind mapping works just like brain stores information by connecting tree-like branches. Besides, learning is most effective when the connections are made and structured well; mind mapping optimizes the work both of left and right brain of the students. In conclusion, it gives benefits in generating and organizing ideas. As a result, this technique facilitated the students to write a descriptive paragraph as well since the students can see their ideas on a piece of paper.

According to the justification above, the researcher found that it was important to conduct a research. Mind mapping was believed to be an appropriate technique to improve the students' writing skill. In conclusion, the present research was conducted and concerned about the use of mind mapping to improve the writing skill of the eighth-grade students of SMP90-DB in academic year 2016/2017.

2. Method

The present study used a classroom action research design. Mertler (in Ary, Jacobs, Sorensen, Walker, & Razavieh, 2010) states action research as a process to improve education by incorporating change and involves educators working together to improve their own practice. Pelton (2010) states that to understand action research takes a look at the term itself and separate its parts. Fraenkel and Wallen (2008) note that action research is conducted by one or more individuals or groups for the purpose of solving a problem or obtaining information in order to inform local practice. Action research has four stages that must be followed, those are planning, action, observation, reflection (Cohen, Manion, & Morrison, 2007). This study was conducted to the eighth-grade students of SMP90-DB which was located in By Pass Ngurah Rai street number 177, Sanur. Class VIII-I that was selected consisted of 35 students which cover 17 males and 18 females. The class was selected based on the interview with the English teacher and real condition that they were considered to have low ability in writing as their prior knowledge of descriptive paragraph is not enough; they had found difficulties in generating and organizing ideas as well.

In conducting the classroom action research, firstly, the researcher did observation in order to know the problems, which were occurred in eighth-grade students of SMP90-DB, especially in writing skill. In doing the observation, the researcher did an interview by asking some questions related to the problems. Next, the pre-test was administered. The study was conducted in several cycles until the result shows the satisfactory, then the study was stopped. Cycle I might become a continuing or iterative, spiral of cycles, which recur until the action researcher achieved a satisfactory outcome after implementing mind mapping technique.

The instruments which were used for collecting the data in this present study were test and questionnaire. The test both pre-test and post-test that were given was descriptive paragraph construction task. To give a score to subjects' writing product, the researcher used a scoring rubric which was adapted from Oshima and Hogue (2007). There were five aspects that were scored; they were format, punctuation and mechanics, content, organization, and grammar and sentence structure. Besides, the questionnaire was structured questionnaire which was consisted

of ten multiple-choice statements. The questionnaire was analyzed using the Likert scale ranging from five (5) to one (1).

In collecting the data, there were three kinds of data, as follows: data indicating the subjects' pre-existing writing ability; data showing the subjects' progressing achievement in writing a descriptive paragraph; and data showing the subjects' responses on the implementation of mind mapping. The results of pre-test and post-test were analyzed descriptively by counting up the data using the mean score formula. The result of the questionnaire was taken to find out the percentage of the subjects' response to the technique that applied based on the questionnaire given.

3. Results and Discussion

The present classroom action research conducted initial reflection in pre-cycle. The present study took two cycles in which each cycle consisted of two sessions which spent 80 minutes in each session. In each cycle, the researcher used person and place as the topics. The whole process of the present study consisted of three main phases: pre-cycle, the cycle I and cycle II. Cycle I and cycle II consisted of four interconnected activities: planning, action, observation, and reflection.

Pre-Cycle

According to the result of the interview, it was found that the subjects' ability mainly in writing descriptive paragraph was still low; for the clear picture, they were still confused in generating and organizing ideas as pre-writing in well-structured sentences to a paragraph which were grammatically correct. Consequently, the subjects needed a long time in generating and organizing ideas as a part of pre-writing. In the interview, the teacher who taught the subjects also said that the subjects had learned about what the paragraph was, but the subjects had not learned about genres of the paragraph especially descriptive paragraph.

The observation found that the subjects' writing did not score with a certain scoring rubric. The subjects seemed to be bored since the technique which was implemented by the teacher was monotonous and could not get the subjects to write actively and continuously. Hence, it made the subjects' willingness of learning writing a good paragraph went down in line with the subjects' motivation.

The result of the pre-test showed that the mean score of the subjects was 60.44. Furthermore, from 35 subjects who followed the pre-test, none of the subjects passed the minimum passing grade of 75; therefore, the subjects' writing skill needed to be improved. The problems that they faced were difficult to generate and organize ideas into a well descriptive paragraph; as a result, their writing was less unified and coherent. In addition, the subjects' writings were not in a paragraph form and did not mirror vivid detail of descriptive paragraph. The researcher started the implementation of the mind mapping technique in cycle I.

Cycle I

Cycle I, where the technique that was chosen, mind mapping, was implemented, was conducted based on the result of the pre-test. In the present study, the cycle I was conducted because the result of pre-cycle was low. Cycle I was divided into two sessions and each session was arranged into well-interrelated activities. The activities were planning, action, observation, and reflection.

The subjects' result of post-test 1 was 74.67. Moreover, from the mean score, it was found that 21 of the 35 subjects could reach the minimum passing grade compared to the pre-test. It could be noticed that there was a significant improvement in the subjects' ability in writing descriptive paragraph after implementing mind mapping. However, the study needed to be continued since

the total number of subjects who passed the minimum passing grade were lesser than the success indicator. Hence, the researcher should continue the research to cycle II.

Cycle II

The result of the cycle I showed that the research should be continued to the next cycle. Cycle II was supposed to give more improvement towards the writing skill of the subjects. In other words, cycle II was conducted to get the better result. The researcher then must make some changes as the strengths and weaknesses in the previous cycle were identified. The strengths were kept while the weaknesses were revised.

The result of the post-test 2 in cycle II showed that the mean score of the subjects was a figure of 81.33. Furthermore, it was found that 32 of 35 of the subjects could pass the minimum passing grade. Moreover, the data disclosed that the writing skill of the subjects was significantly improved through the application of mind mapping. In addition, since the study had already reached the success indicator that was at least 80% or 28 of the subjects should pass the minimum passing grade, the present study could be ended.

Based on the analysis of the data of the questionnaire, it could be found that the responses of the subjects towards the application of the techniques were positive. The percentage of the subjects who strongly agreed was 76.18%, agreed 17.41%, undecided 6.16%, disagreed 0.25%, and strongly disagreed 0.00%. Therefore, it could be concluded that more than 90% of the subject obviously agreed that mind mapping was an effective technique to improve their writing skill. Furthermore, the data automatically disclosed that the subjects found that mind mapping was effective to improve their writing skill.

To collect the pre-existing ability of the subjects in writing skill primarily writing a descriptive paragraph, the researcher conducted the interview with the English teacher who taught the subjects in SMP90-DB. It was found that the subjects had problems in writing especially in generating and organizing ideas. Moreover, the teaching technique that was implemented was monotonous and cannot motivate the subjects to write actively. Based on the observation in the classroom, it was found that the subjects had learned about what a paragraph was, but the subjects had a lack of knowledge of genres of paragraph, mainly descriptive paragraph. Additionally, the pre-test was administered in order to know their prior ability in writing. Therefore, the researcher applied the mind mapping technique to improve the subjects' skill in writing a descriptive paragraph.

In the cycle, I, the subjects' ability in writing was seemed to improve. The mean score of the post-test 1 was 74.67 and there were 21 subjects who could pass the minimum passing grade. The subjects have made improvement of their writing skill such as starting to be able to write the identification, description, and conclusion in the correct and acceptable order. Therefore, most of their paragraphs had been unified and coherent enough. However, some of the subjects still struggled to develop and generate the ideas in the correct order and some of them also still could not vary their sentences even they had been given some useful vocabularies. Furthermore, some subjects still chatted with their friends during class. Moreover, there were also subjects who drew on their notebook. As the result, the study could not be ended as the study did not yet achieve the success indicator. Therefore, the study should be continued to cycle II.

In cycle II, the researcher made some revision over the weaknesses. The researcher revised the lesson plan and also used the different topic to be the material. The result showed a significant improvement in the subjects' writing ability. The result of the post-test 2 disclosed that the mean score of the subjects was 81.33 with 33 of the subjects passed the minimum passing grade. The result of post-test 2 gave way greater improvement of the subjects rather than the cycle I's result on pre-test and post-test 1. Most of the subjects had been able to write a descriptive paragraph based on the criteria given. In addition, the subjects' writing was unified and coherent; therefore, it was interesting to be read. The subjects tended to be more focus and enjoy the learning process. As a result of administering post-test 2 which already achieved the

minimum passing grade; therefore, the present study could be ended and it could be regarded successful.

In addition, the result data of the questionnaire disclosed that most of the subjects gave positive responses about the implementation of the mind mapping technique in improving subjects' writing skill. The subjects' responses proved that mind mapping could make the subject develop and generate ideas easier in which they could classify their ideas from general into specific detail. Mind mapping technique also had proven that the subjects could practice more actively rather than forcing them to receive and understand more theories of writing.

4. Conclusion

In conclusion, this strategy was accepted by the subjects. According to the crystal-clear description of the data from pre-test, post-test 1 and post-test 2 as well as the questionnaire that have been elaborated above, it could be concluded that writing skill of the eighth-grade students of SMP90-DB in academic year 2016/2017 could be improved through mind mapping technique.

The English teachers who teach the eighth-grade students of SMP90-DB are suggested to implement mind mapping technique as one of the alternatives in teaching writing. Furthermore, the teachers should create many activities to avoid monotonous activity in the classroom to make the students want to share their knowledge and create comfortable learning in teaching and learning process because the students need more practice writing rather than the theory; thus, the students were motivated to learn writing in order to improve their ability to pass the minimum passing grade. In other words, coherence and unity of the students' writing could be improved as well. The teachers are also suggested to give more attention on the students' condition, like giving more interactive materials and media as well as encouraging the passive students to get involved in the class and avoid focus-less students.

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The translation of English tourism news text into Indonesian

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Abstract – Translating a text could be done by those who have knowledge about the source language and the target language of a text. The fourth-semester students of STIBA Saraswati Denpasar can be also said to able to do a translation. For this research, the text about tourism is given, since they have already taken the English for tourism subject, and it is hoped that they will understand the special terms of tourism well. This research applied descriptive qualitative, using the data source from the translations of tourism text entitled “Strolling Relaxingly on the Shore of Kuta Beach, President Jokowi Assured that Bali is Safe to Visit” into Indonesian. The research focuses on finding the translation procedure conducted by the students in translating the text and analyzes the reason for applying those procedures by using the theory of translation procedures from Newmark (1988). The result of this research shows that there are three procedures applied mostly by the students in translating the text. First is naturalization because many words in the text were translated into the same terms in the source language, but they have changes in morphology form in the target language. Second is through translation because the students were likely to translate the text literarily following the structure of the sentences in the source text. Meanwhile, the other procedures applied were cultural equivalent, shift/transposition, and transference.

Keywords: translation procedures, cultural equivalent, shift / transposition, transference

1. Introduction

Translation is one of the main subjects which followed by the students of English Literature of STIBA Saraswati Denpasar. This subject is given to the students of the third and fourth semester. They do the translation of English texts to Indonesia and vice versa. In the third semester, the students have Translation 1 subject meanwhile at the fourth semester they have Translation 2.

In the fourth semester, the students are considered to do the translation because they have enough supporting theory, such as grammar, vocabulary, writing, and also reading. Moreover, at the first meeting, the students are introduced to some theories of translation as the guidance in doing the translation.

This product of translation is interested to be analyzed in a purpose to recognize the ability of the students in understanding the theories of translation given, especially the translation procedure, in the example the choice of equivalents, sentences structure, and the meaning that is going to be delivered from the source text to the target text. Therefore, it is expected that the students will produce a good translation.

This study discussed the procedure of translation in an Indonesian text and the reason of the occurring. The theory used comes from Newmark (1988) about translation procedures, they are: Transference, Naturalization, Cultural equivalent, Functional equivalent, Descriptive equivalent, Componential analysis, Synonymy, Through-translation, Shifts or transpositions, Modulation, Recognized translation, Compensation, Paraphrase, Couplets, and Notes. Newmark (1988:5) states that translation is a craft consisting in the attempt to replace a written message and/or statement in one language by the same message and/or statement in another language.

2. Method

The text that used in this research is tourism text. This was chosen because according to on the tracer study conducted by the college, it is about more than 60% of graduates work in the tourism industry and also many active students also work in this industry. Then, this research would be able to help the graduates or the students to work in the industry, to understand the translation procedure, and the special terms in tourism

This research applied qualitative method which presented the result descriptively. The data source was the translations of 26 fourth semester students of STIBA Saraswati Denpasar. They translated an Indonesian text entitled 'Strolling Relaxingly on the Shore of Kuta Beach, President Jokowi Assured that Bali is Safe to Visit' which was taken from the website Visit Indonesia.

(<http://www.indonesia.travel/ph/en/news/president-jokowi-assured-that-bali-is-safe-visit>).

3. Results and Discussion

Newmark (1988b) stated that there is the difference between translation methods and translation procedures. He writes that "[w]hile translation methods relate to whole texts, translation procedures are used for sentences and the smaller units of language" (p.81). The procedures of translation are *Transference*, *Naturalization*, *Cultural equivalent*, *Functional equivalent*, *Descriptive equivalent*, *Componential analysis*, *Synonymy*,

Through-translation, Shifts or transpositions, Modulation, Recognized translation, Compensation, Paraphrase, Couplets and Notes.

Transference: it is the process of transferring an SL word to a TL text. It includes transliteration and is the same as what Harvey (2000:5) named “transcription.”

Naturalization: it adapts the SL word first to the normal pronunciation, then to the normal morphology of the TL. (Newmark, 1988b:82).

Cultural equivalent: it means replacing a cultural word in the SL with a TL one. however, “they are not accurate” (Newmark, 1988b:83).

Functional equivalent: it requires the use of a culture-neutral word (Newmark, 1988b:83).

Descriptive equivalent: in this procedure, the meaning of the CBT is explained in several words. (Newmark, 1988b:83).

Componential analysis: it means “comparing an SL word with a TL word which has a similar meaning but is not an obvious one-to-one equivalent, by demonstrating first their common and then their differing sense components.” (Newmark, 1988b:114)

Synonymy: it is a “near TL equivalent.” Here economy trumps accuracy. (Newmark, 1988b:84).

Through-translation: it is the literal translation of common collocations, names of organizations and components of compounds. It can also be called: calque or loan translation. (Newmark, 1988b:84)

Shifts or transpositions: it involves a change in the grammar from SL to TL, for instance, (i) change from singular to plural, (ii) the change required when a specific SL structure does not exist in the TL, (iii) change of an SL verb to a TL word, change of an SL noun group to a TL noun and so forth (Newmark, 1988b:86).

Modulation: it occurs when the translator reproduces the message of the original text in the TL text in conformity with the current norms of the TL, since the SL and the TL may appear dissimilar in terms of perspective (Newmark, 1988b:88).

Recognized translation: it occurs when the translator “normally uses the official or the generally accepted translation of any institutional term.” (Newmark, 1988b:89)

Compensation: it occurs when loss of meaning in one part of a sentence is compensated in another part (Newmark, 1988b:90).

Paraphrase: in this procedure, the meaning of the CBT is explained. Here the explanation is much more detailed than that of descriptive equivalent (Newmark, 1988b:91).

Couplets: it occurs when the translator combines two different procedures (Newmark, 1988b:91).

Notes: notes are additional information in a translation (Newmark, 1988b:91).

There were 40 words in the text “Strolling relaxingly on the shore of Kuta Beach, President Jokowi assured that Bali is Safe to visit” translated by using different procedures. The most procedure applied was Naturalization, followed by through translation, shift/transposition, modulation, cultural equivalent, and transference. Some of these words were translated with two different procedures. Below is the list of words with the translation procedures.

Word Procedure	Translation	Translation
status	status	transference
level	level	transference
radius	radius	transference
tourist	turis	naturalization
iconic	ikonik	naturalization
secretary	sekretaris	naturalization
governor	gubernur	naturalization
local	lokal	naturalization
international	internasional	naturalization
domestic	domestik	naturalization
comment	komentar	naturalization
activity	aktivitas	naturalization
maritime	maritim	naturalization
condition	kondisi	naturalization
analysis	analisis	naturalization
volcano	vulkanik	naturalization
meteorological,	meteorology	naturalization
climatology,	klimatologi	naturalization
geophysical	geofisika	naturalization
souvenir	suvenir	naturalization
souvenir	oleh-oleh, cinderamata	cultural equivalent
tourist	wisatawan	cultural equivalent
public communication	juru bicara	cultural equivalent
local people	orang lokal	through -
translation		
minister of tourism	menteri pariwisata	through -
translation		
secretary of state	sekretaris negara	through -
translation		
minister of construction	menteri konstruksi	through -
translation		
domestic tourist	turis/wisatawan domestik,	through -
translation		
public communication	komunikasi publik	through -
translation		
souvenir shop	toko souvenir	through -
translation		
volcano activities	aktivitas vulkano	through -
translation		
sample visit	kunjungan sederhana	through -
translation		
rolled up pants	celana yang digulung	through -
translation		
is declared	menyatakan	shift/transposition
took his shoes off	melepas	shift/transposition

blending in	berbaur, membaur, menyatu	shift/transposition
rolled up pants	melipat celananya ke atas	shift/transposition
vibrant with	semangat, mendukung	shift/transposition
announced	pengumuman	shift/transposition
took a relaxing stroll	berjalan santai	modulation
is confirmed	di	modulation
vibrant with	semangat, semarak, antusias	modulation
the globe	dunia	modulation
iconic	terkenal	modulation
barefooted	tanpa alas kaki, bertelanjang kaki	modulation

The occurrences of certain translation procedures in this text were proven by the analysis of the reason of using the procedure in the words mentioned. The theory from Newmark (1988) was used to analyze the translation of the students. Below were the examples of translation procedure occurrences done by the students.

Naturalization

SL:Bali is back to welcome tourists from all over the globe.....

TL:*Bali kembali menyambut turis dari seluruh dunia*.....

On the data above, the sentence of the source text uses word tourist inside. This word was translated into *turis* by most of the students. A procedure of translation applied here was naturalization because the students adapted the words from the source text then changed its morphology form to reconcile the pronunciation on the target language.

Through – Translation

SL: Through this simple visit, the president is showing the world.....

TL: *Melalui kunjungan sederhana ini, presiden menunjukan pada dunia*

The words simple visit was translated by most of the students as ‘kunjungan sederhana’, where actually the meaning of these words are ‘kunjungan singkat’ according to the context of the sentence. Since the equivalents were a literal translation, therefore the procedure applied here was through-translation.

Shift/Transposition

SL: After the alert status is lowered to level 2 (cautious) and declared that most of the island is safe to visit.....

TL: *Setelah status siaga diturunkan menjadi level 2 (waspada) dan menyatakan bahwa sebagian pulau aman untuk dikunjungi*....

The words declared above were in passive form and when it is translated will be *dinyatakan*. But the students translated it as *menyatakan* which is an active form. The translation procedure applied here was shift/transposition since the equivalent is involved the grammar changing, that is from the passive form into the active form.

Modulation

SL:Joko Widodo or Presiden Jokowi took a relaxing stroll along the shore.....

TL:Joko Widodo *atau Presiden Jokowi berjalan santai di sepanjang tepi pantai*.

For the equivalent of took a relaxing stroll, all the students translated it into *berjalan santai*. There is different perspective in seeing this meaning when the students copied the meaning from the source text into target text. The source text is using a verb phrase but then it is not common in the target text to use such a verb phrase.

Cultural Equivalent

SL: Aside from strolling in the beach, the president also visited souvenir shops

TL: *Selain berjalan-jalan santai di pantai, presiden juga mengunjungi toko cinderamata.*

Selain berjalan – jalan santai di pantai, sang president juga mengunjungi toko oleh-oleh.

The word ‘souvenir’ was translated using procedure naturalization by most of the students. But some of them also translated it into *cinderamata* and *oleh-oleh*. Those equivalents are common words used in the culture of the target language; therefore the students chose these equivalents.

4. Conclusion

Translation procedures help to translate words of a sentence correctly and accurately. Students applied some translation procedures in translating the words in the text given. The procedure that used the most is naturalization since there are many words from the English language are used in the Indonesian language with the same pronunciation but differ in morphology form.

It is also common for the society to use many words which derive from foreign terms. The other translation procedures applied by the students were through-translation because students are often doing the literal translation. The procedure cultural equivalent, shift/transposition, and transference also help the students to choose the best equivalents of the words.

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Russian-speaking tour guide's language mastery: mastering foreign language for quality service assurance

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Abstract – A professional tour guide is regarded as a front-liner of the tourism and the ambassador of his/her country. Therefore, the performance of a tour guide is very important as a quality assurance of services in order to fulfil the tourists' satisfaction. This study aims at investigating the mastery level of the tour guide's Russian language related to the quality assurance of uniform services in meeting the tourists' satisfaction. By applying a descriptive qualitative research, the data was collected through observation, interview, and document review. The theory used to undertake this study is communicative competence (grammar, sociolinguistics, and communicative strategic). The study reveals that the mastery of Russian language for a professional tour guide has been proven to meet the expectation of Russian tourists to get the excellent service as a quality assurance to provide the tourist satisfaction so that products prepared by travel agents and purchased by the tourist are carried out properly.

Keywords: Russian language, tour guide, quality service assurance, tourist satisfaction

1. Introduction

Tourism in Indonesia has now increased from year to year in line with the government's commitment, especially the Ministry of Tourism to promote Indonesia, which consists of thousands of islands so that there are several well-known and newly introduced tourist destinations. Some of these tourist destinations are spread

from the western to eastern parts of Indonesia, such as North Sumatra with Lake Toba attractions and Samosir island, Bangka Belitung (Babel) as new tourist destinations, Kalimantan Island with its mascot of orangutans and Dayak culture, Bali and beyond (Bali) such as NTB, NTT, Maluku, and Papua, which are incorporated in Corridor VI for Eastern Indonesia. Especially for Bali, which already has a name as the best tourist destination in the world, it is expected to help promote other tourist destinations, as this goal of tourism development was exhibited at the Bali and Beyond Travel Fair (BBTF) 26-29 June 2018. The annual event took place in Bali Nusa Dua Convention Center (BNDCC) cooperated with other tourist destinations in Indonesia including 10 newly-developed destinations.

Bali is famous as a tourist destination because it has a variety of tourism potentials such as natural beauty, cultural uniqueness, and the social life of the majority of the Hindu community. Balinese culture as an asset or attraction has made Bali a lot of foreign tourists visiting from Asia, Australia, Africa, and Europe. Today lots of tourists from Eastern Europe, especially Russia, also come to Bali. Russia's new tourist visit is relatively new after the collapse of the Communists from the Soviet Union in the era of the 90s (Fadillah, 2006: 1) which made the Russian country dubbed the Red Bear Country open to its citizens to travel abroad and this proves the existence of a global cultural flow, especially the ethno-scape proposed by Appadurai. Compared with other tourists, especially from Western European countries, America and Japan, Russian tourists are classified as new tourists visiting Bali. Additionally, the arrival of Russian tourists to Bali is a breath of fresh air amidst the saturated market share of Western and Japanese tourists. The community enthusiastically studied Russian at foreign language course institutions so that they could handle Russian tourists at a travel agency that handles Russian tourists. Not only limited to guides who have experience learning Russian, young people who do not have a licensed guide also learn Russian. After they master the Russian language and take part in a training guide at a travel agency, they attend a tour guide training organized by the Provincial Tourism Office to obtain a tour guide identification card or license.

Mastery of Russian language by the tour guides is very influential on the assessment of Russian tourists as service users who make visits to a tourist destination and ultimately encourage maintaining the company's image and even increase the number of tourist visits. One important factor in maintaining the company's reputation is the quality of service. Service is an action taken to fulfil the customer desire for a product or service they need, this action is done to give satisfaction to customers to fulfil what they need. The purpose of each service company is to provide what customers or consumers consider quality feelings. 'Feelings' means that the quality expected is already in the minds of consumers (Prihatno, 2010). Businesses in the service sector that want to be able to compete based on service quality must feel they have better service than their competitors. Business profits are usually due to the relatively better quality of the product or service. The satisfaction of Russian tourists is determined by some of the quality of services received by these tourists. The quality of service received by Russian tourists can be provided by airlines that transport tourists, travel agents through office staff, guides, tourist transport and drivers, hotels where tourists stay, restaurants, objects and tourist attractions when tourists do tour activities. In this case, the tour guide's delivering speech in the Russian language is a very important

factor to provide the satisfaction of Russian tourists during a visit in Bali as a tourist destination chosen for vacation. The tour-Guided services through adequate Russian language communication will give a positive impression for Russian tourists to further promote Bali as a world tourism destination.

Based on the description of the background above, in order to be able to examine more deeply the mastery of Russian language from the point of view of service quality and tourist satisfaction, a study was conducted to investigate the improvement of the tour guide Russian language mastery as a quality service that gives satisfaction to tourists. This study is seeking to answer the research question of how mastering the Russian language by the tour guide could be a quality-service assurance? Therefore, the purpose of the study is to find out the mastery of the Russian language by the tour guide as a quality-service assurance.

1.1 Literature Review

1.1.1 Mastery of Language

Mastery of language is the ability of a person to use the language in communication. Communicating here is not only able to speak on the basis of grammatical principles but also to consider the social and cultural aspects and the communication strategy itself. According to Chomsky (Bagarić and Djigunović 2007: 95) the concept of communication in language as competence (knowledge of language between speaker and listener) and performance (the use of language in actual situations). Therefore, communicative competence focuses on three main aspects, namely grammatical competence, sociolinguistic competence, and strategic competence (Celce-Murcia, 2007).

The communicative competency model proposed by Canale and Swain (1980,1981) in Bagarić and Djigunović (2007: 97) contains three main components, namely grammatical competence, sociolinguistics, and strategy. According to Canale and Swain, grammatical competence is related to the mastery of language (verbal or non-verbal) including vocabulary knowledge that allows the speaker to use the knowledge and skills needed to understand and convey the literal meaning of utterances.

1.1.2 Russian Language

According to Fadillah (2006), Russian language is one of the official languages of the United Nations and is widely used by around 290 million people in the world. Furthermore, it is said that the Russian language belongs to the Slavic language family and has many grammatical or semantic similarities with the languages of Ukraine, Byelorussia, Poland, Czech, Slovak, Bulgarian and Yugoslavia. The letters used in Russian are called Cyrillic letters introduced by a priest, St. Cyril in the 9th century.

Based on sources from the Indonesian Wikipedia, it is stated that in the Slavic language family, Russian is closest to the Eastern Slavic languages, namely Belarus and Ukrainian. Like these last two languages, using the Cyrillic alphabet, Russian is used as an intermediate language (*lingua franca*) in the republics of the former Soviet Union. Based on the Language Protection Institute in Monterey, Russian is classified as a level III language, which is a language that is quite difficult to learn by native English-speaking people and takes 780 hours to speak Russian fluently.

1.1.3 Tour Guide

Guides based on the Decree of the Minister of Tourism, Post and Telecommunications No. KM.82 / PW.102 / MPPT-88 (Bali Provincial Tourism Office, 2006) is a person who is in charge of providing guidance, lighting, and guidance on tourism objects, as well as helping everything that is needed by tourists. Every guide who handles tourists must have a license and be a member of the Indonesian tour guide group (HPI). handling travelers Atmaja (2008: 2) states that there are three main things that must be possessed by a professional guide, namely (1) skill, (2) knowledge, and (3) ethics. A tour guide should be mastering the three skills in a balanced way as they are required in the job-career implementation as a professional tour guide. As a matter of fact, among the three skills complement each other. Tourists who work in travel agents can form a commissariat as a liaison medium for the interests of tour guides in a smaller unit (travel agent) with a larger group under the Indonesian tour guide association (HPI). In a conclusion, what is meant by guides in this study are Indonesian citizens who work as Russian-speaking tour guides at a number of travel agents handling Russian tourists and having a license as they are being registered as HPI members.

1.1.4 Service Assurance

The definition of service quality is inseparable from efforts to meet customer needs and desires and the accuracy of its delivery to offset customer expectations. According to Wyckof (Tjiptono, 2008), service quality is the expected level of excellence and control over the level of excellence to meet customer desires. In the tourism industry, service quality is aimed at providing quality services. Quality of Service is any action or activity that can be offered by a party to another party. Kotler (2002: 486) defines services as any actions or activities offered by one party to another, basically are intangible and do not result in any ownership. Dimensions in service quality in accordance with the theory proposed by Zeithaml, Parasuraman, Berry (Selang, 2013) include tangible, reliability, responsiveness, assurance, and empathy affect consumer satisfaction. With the good quality of service within a company, it will create satisfaction for its customers. After consumers feel satisfied with the product or service they receive, consumers will be repeated guests and give recommendations to others to return for using the same service.

1.1.5 Tourist Satisfaction

Some notions of customer satisfaction such as those given by Fandi (2008) customer satisfaction is the customer's response to the evaluation of the perceived nonconformity between previous expectations (or other performance norms) and the actual performance of the product felt after use. Kotler (2001), customer satisfaction is the level of one's feelings after comparing the performance (or outcome) he feels compared to his expectations. According to Sumarwan (2014), customer satisfaction is a feeling of pleasure or disappointment after comparing the perception/impression of performance/expectations. If performance meets expectations, customers are satisfied. If it exceeds expectations, customers are very satisfied. According to Byrne, et al (2007), the factors that influence customer satisfaction and expectations consist of: "Needs and desires" relating to things that customers feel when they are trying to make transactions with service results. Every customer-oriented company needs to provide the widest possible opportunity for its customers to convey their

suggestions, opinions, and complaints. Media that can be used include suggestion and complaint boxes, questionnaire entries, providing special telephone lines, sending via email and social media.

Research on tourist satisfaction on the quality of services to Tourist Information Counters (TICs) on *Jalan* Padma Utara, Legian, Kuta is carried out by Suwintari (2012). Suwintari argued that tourist satisfaction is a comparison between product performance produced by the performance perceived by tourists. Suwintari emphasized the comparison of a performance, namely if it is below expectations, tourists are not satisfied, if the performance meets expectations, tourists are satisfied, and if the performance exceeds expectations, tourists are very satisfied or happy. Similar research was also carried out by Kalebos (2016) by examining the factors that influence the satisfaction of tourists visiting island tourism areas. Parasuraman, et al. (1994); Hightower (2010) (Kalebos, 2016: 6), Prasetyo (2012), Parasuraman et al. (1985) service quality includes several important factors, namely reliability, responsiveness, competence, access, communication, credibility, courtesy, security, understanding customers (understanding / knowing the customer), and tangibles. This research is very different. The focus of this study is to improve the mastery of Russian language guides as a quality service for the satisfaction of Russian tourists in Bali. Language as an important aspect to determine the quality of service to tourists greatly determines tourist satisfaction. Specifically, the focus of this research is the Russian language which is still relatively new and still rare compared to other foreign languages, such as English and Japanese, amidst increasing Russian tourist visits. In addition, the Russian language has a high level of difficulty to master.

2. Method

Research on improving Russian language mastery and tourist satisfaction are qualitative descriptive. The data used are primary and secondary data. Primary data is data that is directly obtained based on observations when guides explain some of the tourist objects in Bali, and direct interviews with 25 Russian-language guides as respondents of this study determined based on snowball sampling techniques. Snowball sampling technique is one of the non-probability sampling techniques in qualitative research by looking for key informants in field research that helps researchers find other key informants or open access to respondents to be studied (Bungin, 2001). In making observations, in addition to observing guides in explaining tourism objects, it is also possible to observe competent involvement techniques (Muhammad: 207), namely researchers involved in the discussion and observing the use of the language of the speakers. Whereas secondary data is data obtained from the search results of questionnaires in several travel agents that handle Russian tourists in Bali. This questionnaire is usually filled by Russian tourists before leaving for their country.

Subsequent data were analyzed with qualitative descriptive methods based on an inductive methodological paradigm. That is a paradigm that departs from something specific to something common (Mahsun, 2005: 256-257). With descriptive analysis method, the data that has been collected in the form of an increase in mastery of Russian language and tourist satisfaction is described in full so that finally obtained a conclusion regarding the increase in mastery of Russian language by guides and factors that influence the increase in mastery of Russian language including service dimension factors against Russian tourists in determining tourist satisfaction. The results of the

study are presented with formal and informal methods. According to Sudaryanto (1993: 145) informal presentation methods are presenting the results of analysis with descriptions or ordinary words, while the formal presentation method is the formulation with signs and symbols. According to Muhammad (2011) symbols or signs are used for present or formulate the results of the analysis so that the meaning of the method, the relationship between the methods, and the characteristics of the method can be known and understood.

3. Results and Discussion

Russian tourists who visit Bali as an international tourist destination have hopes of experience about natural charm and especially cultural uniqueness. As a customer or customer service tourism industry in general, the hope of Russian tourists is a motivation to satisfy the needs of tourists themselves. In this case, Russian tourists who come to Bali have traveled very far so that they have high expectations of quality of service in order to get satisfaction. The expectations of tourists can be illustrated as the motivation to purchase a product and service related to basic human needs and desires, as stated by Maslow in his motivation theory. This section will describe the results of the study obtained through direct observation and interviews of guides in handling Russian tourists in Bali and the results of document studies. The results of the study were described in a descriptive qualitative manner by describing the mastery of Russian language by tour guides which increased along with the dynamics of the influx coming of Russian tourists over the years and the factors influencing the increase in Russian language instruction by guides in relation to the dimensions of service for tourist satisfaction.

3.1 Russian Language Mastery of the Tour Guide

The satisfaction of Russian tourists towards the services provided by guides is directly related to the performance of guides themselves, especially from aspects of language acquisition. If the level of mastery of Russian is low, then the performance of guides is below expectations and tourists are not satisfied. Conversely, if the level of mastery of Russian is high, then the performance of guide guides meets expectations and satisfied tourists. The arrival of Russian tourists to Bali about 20 years ago with the dynamics of his visit on the island of the gods requires guides with Russian language specialization to handle them. The role of the Russian-language tour guide is very important whose job is to provide information services to tourists where their Russian language mastery has experienced dynamic development is traced from the beginning of its arrival to the present.

At the beginning of the arrival of Russian tourists in Bali mastery of their Russian language is so minimal, but tourists still understand it and try to do a communication in the context of survival where guides try hard to make tourists understand the information conveyed, on the other hand, tourists also try to capture the idea delivered with language media that is still minimal. Apart from the perfection of a language communication tourists have been well served. This is evidenced by the increasing enthusiasm of tourists to buy optional tours and visit various attractions with guides.

Complaints in the form of language acquisition delivered by Russian tourists at the beginning of his arrival in Bali were the lack of mastery of Russian language guides. This is considered normal considering that the Russian language is a foreign language

that is classified as very new among tourism actors in Bali. But over time these assumptions are refuted because guides have learned a lot to improve their Russian language skills through intensive practice with tourists and the help of digital technology to access material in Russian and with Google translate is easy in vocabulary mastery. Even using social media they can interact with tourists or fellow guides with Russian-language text literacy. This is a very positive development in mastering the Russian language.

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To determine the level of satisfaction of Russian tourists on the quality of tour guides through mastering the Russian language in Bali, it was analyzed descriptively from the results of field observations and direct interviews with guides who handled Russian tourists as primary data sources. The results of this observation and interview were also supported by the results of the document study as secondary data in the form of questionnaire forms completed by Russian tourists before they departed to their countries. Every travel agency that handles Russian tourists in Bali must provide the questionnaire form and give it to guides who pick up Russian tourists for transfer-out.

Based on the results of observations and direct interviews with 25 Russian-language guides as respondents to this study, it was found that the guide had mastered Russian at the intermediate level (advanced) to advanced level. This was demonstrated through the results of their performance when explaining information on tourist attractions such as the Batuan temple, Goa Gajah, Tirta Empul, Besakih, Tanah Lot, Taman Ayun, Uluwatu, and natural attractions such as the Batur geo-park site, frequent terrace

cultural heritage Jatiluwih, Ubud monkey forest, Bedugul botanical garden. The tourist attraction has been worldwide and requires an explanation of the philosophical, religious, historical aspects that relate to Balinese culture and cannot be separated from the beliefs held by the Balinese people, namely Hinduism.

Explanations provided by guides are carried out in Russian fluently and complete information. They explained the various functions and grammar of the Russian language. This is the focus of this research considering that the Russian language has 6 types of case forms, namely nominative (N), accusative (A), dative (D), genitive (G), instrumental (I), and prepositional (P). The use of the case form in a sentence context will show how varied Russian-language guides are in terms of accuracy. Therefore, the expression of sentences that are expressed will experience a change in the context that is subject to a case from both in the noun and adjective. The imposition of this case will be more complex because the Russian language noun is classified in masculine, feminine, neutral form and each gender noun is divided into singular and plural. In addition, the verb undergoes conjugation depends on the subject and changes occur in accordance with the form of the times and aspects of both the perfective and imperative aspects. Table 1 below shows changes in noun forms in 6 types of case forms.

Table 1 The form of noun in Russian cases

case	Noun					
	masculine		feminine		neutral	
	singular	plural	singular	plural	singular	plural
N	билет /bilyet/ словарь /slowar/ музей /muzei/	билеты /bilyeti/ словари /slawari/ Музей /muzei/	газета /gazeta/ неделя /nidyelya/ площадь /ploshad/	газеты /gazeti/ недели nidyeli/ площади /ploshadi/	дело /dila/ упражнение /uprazheneni ye/ имия /imiya/	дела /dila/ упражне ния /uprazhne niya/ имена /imena/
A	билет /bilyet/ словар /slowar/ музей /muzei/	билеты /bilyeti/ словари /slawari/ музей /muzei/	газету /gazetu/ неделю /nyedelyu/ площадь /ploshady/	газеты gazeti/ недели /nyedeli/ площади /ploshadi/	дело /dyela/ упражнения /uprazheniya / имия /imiya/	дела /dyela/ упражне ний /uprazhen ii/ имена /imena/
G	билета /bilyeta/ словаря /slavarya/ музея /muzeya/	билетов /bilyetov/ словарей /slavarei/ музейя /muzeiya/	газеты /gazeti/ недел /nyidel/ площадь /ploshady/	газет /gazet/ недели /nydeli/ площади /ploshadi/	дела /dyela/ упражнения /uprazhneniy a имени /imeni/	дел /dyel/ упражне ний имен /imen/
D	билету /bilyetu/ Словарю /slawaryu/ / музею /muzeyu/	билетам /bilyetam/ словарям /slawaryam/ музеям /muzeyam/	газете /gazetye/ неделе /nidelye/ площади /ploshadi/	газетам /gazetam/ неделям /nidelyam/ площадям /ploshadya m/	делу /dyelu/ упражнени ю /uprazhniniy u/ имени /imeni/	делам /delam/ упражне ниям /uprazhni nyam/ именам /imenam/

I	билетом /bilyetom/ / словарем /slavarem/ / музеем /muzeyem/	билетами /bilyetami/ словарами /slavarami/ музеями /muzeyami/ /	газетой /gazetoi/ неделей /nidelyei/ площадью /ploshadyu/	газетами /gazetami/ неделями /nidelyami/ площадям и /ploshadyami/	деломи /dylom/ упражнением /uprazhneinem/ именем /imenem/	делами /delyami/ упражнениями /uprazhneniyami/ именами /imenami/ /
P	билете /bilyete/ словаре /slavare/ музее /muzey/	билетах /bilyetakh/ словарях /slavaryakh/ / музеях /muzeyakh/	газете /gazetye/ неделе /nidelye/ площади /ploshadi/	газетах /gazetakh/ неделях /nidelyakh/ площадах /ploshadyakh/	деле /delye/ упражнением /upradnenim/ имени /imeni/	делах /delakh/ упражнениях /uprazhneniyakh/ именах /imenakh/

Table 2 below shows the resembled meaning for the variant of nominative case.

Table 2 The resembled meaning of noun in nominative case

Masculine			Feminine			Neutral		
singular	plural	Meaning (Indonesian)	singular	plural	Meaning (Indonesian)	singular	plural	Meaning (Indonesian)
билет /bilyet/ / слова р /slowar/ музей /muzei/	билеты /bilyety/ / слова ри /slawari/ Музей /muzei/	tiket kamus museum	газета /gazeta/ неделя /nidelya/ / площадь /ploshad/	газеты /gazety/ / недели /nidelye/ / площади /ploshadye/	koran minggu lapangan	дело /dila/ упра ж- нение /uprazh- neniy e/ имия /imiya/	дела /dila/ упра ж- нения /uprazh- neniy a/ имена /imen a/	bisnis latihan nama

The use of the noun variant in the context of sentences in different cases (6 cases) is as follows.

1. N: *skolka bilyet stoit dlya tanets kecak?*
How much does the ticket cost for the *Kecak* dance?
2. A: *Viy mozhetye kupit bilyetiy zdyes.*
Can you buy the tickets here?
3. G: *Miy khotim kupit pyaty bilyetov dlya tanets Kecak. Skolka oni stoit vmyestyey?*
We want to buy 5 tickets for *Kecak* dance. How much are they altogether?
4. D: *Daiyte mnye etu bilyetu. Ya budu smotrety eta tanets.*
Give me the ticket I want to see the dance.

5. I: *Davaitye payekhat v Uluwatu se etom bilyetom. Miy budyem smotrem tanets Kecak tam.*
Let's go to Uluwatu with this ticket. We can see *Kecak* dance there.
6. P: *Skazhitye mnye pozhaluista dyebushka. Mnye nuzhno podpisith v etom bilyetye?*
Excuse me, Lady. Do I need to sign on this ticket?

Improved mastery of the Russian language by guides is also found in written literacy when guides interact using social media such as a WhatsApp (WA) application. The progress of the level of mastery of Russian language by guides significantly influences the quality of service to satisfy Russian tourists as shown in a questionnaire where Russian tourists on average give a range of scores 1 - 2 about mastering Russian language guides which means excellent for score 1 and good for score 2. The score given by Russian tourists is certainly very beneficial for all parties not only to tour guides but also the travel agents that employ guides so that the sustainability of visiting Russian tourists is guaranteed.

3.2 Russian-Speaking Tour Guide and Service Dimension

To answer the second problem about factors that influence the level of mastery of the Russian language guides can be stated that besides the Russian tourists who have the motivation to get satisfaction from the quality of services provided by guides on the other hand tour guides have the motivation to improve their Russian language mastery to provide quality service which is prime to tourists and makes them still exist from the tight competition in dealing with Russian tourists. The competition does not only occur among guides themselves as healthy competition, but also from the large number of foreign representatives from Russia, Ukraine, Uzbekistan who take part in handling Russian tourists in Bali. This competition with foreign representatives becomes unhealthy, besides the foreign representatives as native speakers are also exhaled by the issue that mastering Russian language guides is minimal. This competition is what triggers guides to strive to improve the mastery of the Russian language in order to dismiss these unfounded issues otherwise they only become spectators in their own country.

Increased mastery of Russian language guide as a quality of service that gives satisfaction to Russian tourists is inseparable from the dimensions of service to tourists who have their respective influences in determining tourist satisfaction on service quality, namely tangibility, reliability, responsiveness, assurance, and empathy. Tangibility factor is shown through the physical appearance of guides who characterize professional people and imbued with the local cultural work ethic, namely guides wearing traditional Balinese clothing. This appearance is certainly a positive impression for Russian tourists who have come to Bali to gain experience with the local culture. Reliability factors are determined by providing information according to needs, timely service, and avoiding errors when providing services. Communication errors will not occur along with the increasing level of mastery of Russian language guides. The responsiveness factor is done by appreciating tourists, professionals in providing services, helping tourists with deftness, and attitude when serving. Guides should be more appreciative of tourists in providing services especially for Russian tourists who have different characteristics from tourists from Australia, America, and other Western European countries.

The assurance factor can be done through the use of clear and easy-to-understand Russian language, knowledge of guides about extensive tourism products and culture, security of Russian tourists during the handling of guides, as well as being honest and clean in serving. Communication is important in handling Russian tourists because the use of Russian language is good and right coupled with knowledge about tourism products and culture can increase tourist confidence in guides, especially in the purchase of optional tours and can provide accurate and accurate information to tourists. In terms of empathy factors, namely respecting Russian tourists with the use of language that is polite, friendly, and always smiling in serving, and paying attention to tourists' requests.

4. Conclusion

Mastery of Russian language tour guides has experienced a very significant increase along with the increasingly intensive interaction between guides and Russian tourists in addition to guided guides with the development of information and communication technology. In addition, competition with foreign representatives who also handle Russian tourists in Bali has spurred guides to improve Russian language mastery. Increased mastery of the Russian language by guides has a positive impact on the quality of service that gives satisfaction to Russian tourists. The service quality includes five service dimension factors, namely tangibility such as the physical appearance of guides who impress Russian tourists, reliability with the communicative competence of guides can improve services to tourists, responsiveness by understanding the characteristics of Russian tourists can satisfy tourists, assurance with knowledge of tourism products and culture can increase Russian tourists' trust in guides, and empathy with the use of polite language, friendly attitude, and respect for tourists provides a special satisfaction for Russian tourists.

It can be suggested to guides to keep maintaining the mastery of the Russian language that has been achieved so far and even improved to provide excellent service quality to the satisfaction of Russian tourists and cling to honesty as the most important aspect of the service dimension, thus building a positive image among guides as the spearhead (front-line) tourism and ambassadors of countries and nations in the tourism sector.

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Learning and growing: an alternative strategy to teach English

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Abstract – One of the problems faced by ESL learners is not a linguistic one, but they are afraid to express what they know and feel, in English. They are afraid of making mistake and prefer keeping passively attitude to participating actively in learning activities. This paper is based on the classroom experience by experimenting with the method called Learning and Growing (L&G). The basic principle of this method is how to motivate the learners talking about themselves, or things close to them. The method enables them to know who they are, to accept themselves, and to feel their self-confidence. After practicing one topic, e.g. Who Am I, the learners are able to accept themselves and have an awareness that making mistake is normal in the learning process. As the result, they dare to share who they are without being afraid to make mistake linguistically. The other principle is how to make relax atmosphere of learning, ignoring some formal rules. A friendly relationship is built during the learning process both the learner-learner and the teacher-learner. The teacher's task is to choose the topics with double goals: language and psychology. What language skill will be achieved and what personal growth will be focused on are the vital concern of the teacher. These goals will be realized by making an appropriate lesson plan and preparation. Finally, the evaluation may be conducted, especially for language achievement. The main purpose of this evaluation would rather know if the goal has been achieved than to get grades.

Keywords: language skill, language acquisition, self-confidence, psychological impediment

1. Introduction

Most problems faced by ESL learners, especially adults, are not linguistic ones but rather psychological impediments. They are afraid to express what they know and feel, not only in English even in their own language. In the context of ESL, they are afraid of making mistake and prefer keeping passively attitude to participating actively in learning activities. They are less self-confident to speak English though they have enough linguistic knowledge and skill. Therefore, it is important to break such “ice” first in order to overcome the psychological difficulties faced by the learners. Learning, thus, take place simultaneously with a growing personality by improving self-confidence. Thus, the problem is how to find a teaching strategy enabling to overcome such psychological impediment.

The teaching strategy is called Learning and Growing (L&G). The basic principle of this strategy is how to motivate the learners talking about themselves, or things close to themselves. It will enable them to know who they are, to accept themselves, and to feel their self-confidence. After practicing one topic, the learners are able to grow their personality, such as accepting themselves or having an awareness that making mistake is normal in the learning process. As the result, they dare to share who they are without being afraid to make mistake linguistically. The other principle is how to make a relaxing atmosphere of learning, ignoring some formal rules. A friendly relationship is built during the learning process both the learner-learner and the teacher-learner.

The teacher’s important task is, firstly, to choose the topics with double goals: language and psychology. What language skill will be achieved and what personal growth will be focused on are the vital concerns of the teacher. These goals will be realized by making an appropriate lesson plan and preparation. Finally, an evaluation may be conducted, especially for language achievement. The main purpose of this evaluation would rather know whether the goal has been achieved than to get grades.

There are two dimensions in ESL process: (i) acquisition which takes place unconsciously, mostly for children in a natural way, and (ii) learning which happens consciously at school for adults (Krashen, 2013). Acquisition and learning process would rather concern on “input” such as reading and listening than “output” like speaking and reading. In turn, the ESL learners, however, have to produce output (speaking and writing) in the communication context. For adult learners producing linguistic output is not sterile from psychological or mental factors since it is the way by which human being expresses his/her thinking and feeling in relation with the others. According to Systemic Functional theory, language has an ideational function to understand the world and relational function to build a relationship with others expressed through clauses (Halliday, 1994). Therefore, intrapersonal and interpersonal factors have an important role in language learning. Regarding with SLA, Krashen (2013) mentioned the existence of effective filter such anxiety, motivation, and self-confidence which give hindrance to language learning. Psychologically, language plays a salient role in interpersonal relations, language becomes central to the sense of self, and consequently, ESL learners tend to avoid making a fool of themselves. They have less self-confidence to speak English though they have enough linguistic knowledge and skill. Therefore, it is important to find a strategy to break such “ice” in order to overcome psychological impediment faced by the learners.

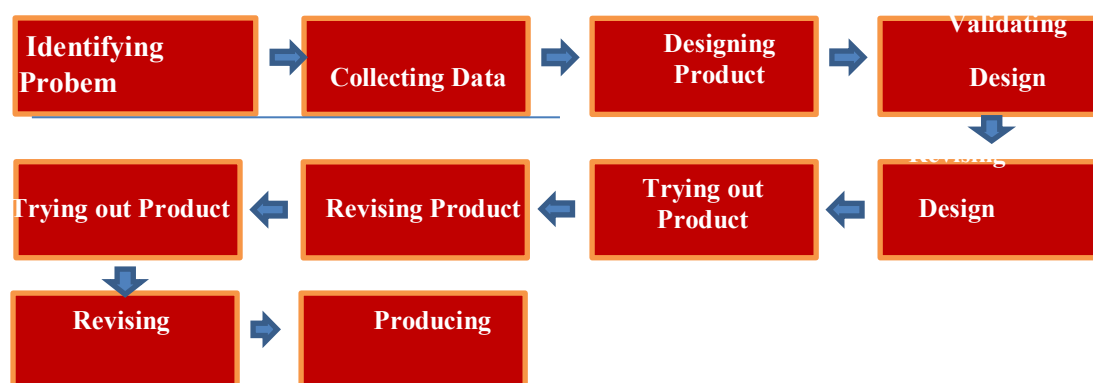
The importance of character education in educational praxis is expressed through research conducted by Jurgens, Marvin, Phyllis, and Karen (Journal of Research on Character Education 2003) to 2000 students from 681 leading schools in California in the range from 1999 to 2002 with results: there was a positive correlation between the provision of character education and academic achievement. The more schools program character education the greater the academic achievement achieved by students. Dianne M. Dodds (2015) observed Montessori School students in New Jersey who designed their curriculum with a program of self-awareness and social awareness, found that students' negative behaviors declined along

with understanding values programmed. Curriculum 2013 which was designed based on character education was introduced by the Indonesian government to the level of primary and secondary education as a response to the criticism of education experts on the previous curriculum which was more oriented towards academic achievement, and did not contribute to character building of the nation's children. The main components of character are human values that are internalized in a person so that they become habits that are in accordance with the norms of society. Tillman and Hsu (2000) in *Living Values: An Educational Program* that identifies 11 universal values by UNESCO is recommended as a reference for the preparation of character education programs that have been implemented in various countries. These values are: peace, respect, love, responsibility, happiness, cooperation, honesty, humility, tolerance, simplicity, and unity.

Character education in general is implemented in an integrated way through all learning activities both intra-curricular and extra-curricular. Regarding English courses in vocational education, English is studied more on the purpose of pragmatic aspects, how to use language to communicate, not to know what language is. Thus, the English language learning program is very open to be integrated with other content such as character education or innovation strategies and other creative methods. An example that is commonly practiced in vocational education is the ESP (English for Specific Purpose) program which is designed based on learners' specific competency needs. With ESP, learners can develop linguistic competencies in the context of competency fields that are relevant to their profession. Character education that also develops self-confidence will support English language competence because, based on observations and interviews with students, most of them have difficulty expressing opinions or feelings in English not because of linguistic factors but psychological factors. Fear of being wrong and tend to be passive are common symptoms, especially for the realm of speaking. Character education with themes of personality development will help learners overcome these psychological obstacles. Krashen (2013) conveys the existence of two dimensions in the process of learning foreign languages, namely (i) acquisition that takes place naturally and unconsciously, especially in childhood, (ii) learning that occurs consciously and programmatically through schools or courses, especially for adult learners. Accounting Department students are adult English learners so they need planned learning models because the dominant learning process is learning. In line with Systemic Functional Language Theory, according to Halliday (1994), language has an ideational function to understand the world and build knowledge and relational functions to build relationships with others. Thus, psychological factors especially intrapersonal and interpersonal have an important role in language learning. The existence of affective filters such as anxiety, lack of motivation, lack of self-confidence, will be obstacles to language learning. Thus language plays a decisive role in interpersonal relationships, language becomes central to the sense of self, so that learners tend to avoid feelings of feeling stupid (Krashen, 2013). Therefore the themes of self-development in character education will help learners of English be able to overcome their psychological obstacles.

2. Method

The first task is to choose topics with psychological content or relating to character building to improve some soft skills such as self-confidence, team building, collaborative skills, problem-solving, social solidarity, etc. After choosing topics, the teacher can develop a lesson plan with some learning steps. Generally, this strategy is developed with Research and Development (R & D) Method through some steps as mentioned by Sugiyono (2016) as follows.



3. Results and Discussion

Here is one topic which has been developed by applying L & G Strategy.

Theme: Who Am I

Linguistic Focus: human characteristic vocabulary; describing oneself

Psychological Focus: Accepting oneself; self-confidence

Procedure:

Step#1: The students are asked to write all about themselves they think as negative things (physically, mentally, characteristics, habit) in 15 minutes. For examples: I hate my fat body, I dislike my laziness, etc.

Step#2: The students are asked to write all about themselves they think as positive things, they feel proud of them, they like them in 15 minutes e.g. I like my blue eyes, I am proud of my musical talent, etc.

Step#3: Make a small group consisting of 4-5 persons. Each person gets a chance to tell what they have read.

Step#4: Give a question for discussion: - Which one is easier, finding positives or negatives?
- Give reasons.

Step#5: Explore the answers (most answers: negatives are easier) ask them what it means.

Guide to an awareness that if they have more negatives, it means they have NEGATIVE SELF-IMAGE. They consider themselves as being unable, bad, negative. As the result, they don't feel confident, afraid to express who they are. This is the source of problem: less self-confidence.

Step#6: Reframing: this step is aimed to know the cause of their less confidence based on their past experience (childhood).

Remember how your parent and teacher treated you when you were a child: did they often give you compliment? Did they underestimate to you? Did they ask you to

be perfect? How parent and teachers treated you in the past forming in your mind the image of yourself, and you will be what you think about yourself.

After knowing the causes of their less confidence, the students are convinced that they can choose to change their self-image. Firstly, accept as what you are now, and don't compare with the others. Focus on positives, other than negatives.

Step#7: Affirmation: the students are asked to draw something (things, animals, etc.) symbolizing who they are, and to tell about the picture in relation with their positive characteristics.

After conducting this lesson plan in some classes consisting of 100 students, the researcher gave questionnaire to the students with the result is

Statement	Very Agree (%)	Agree (%)	Less Agree (%)
I get benefit relating with my personality development.	45	52	3
I know more about myself so I am not afraid to make mistake	55	43	2
I feel my self confidence so I dare to speak.	64	31	4
I feel spirit in learning in the class	56	42	2
I can express my opinion and feeling in English.	46	53	1

4. Conclusion

It shows that the students have a positive attitude towards themselves. They can remove all negative feelings that block their ability to express themselves linguistically. They aren't afraid to make mistakes anymore, especially in speaking class. They feel secure and relax so the learning atmosphere may be enjoyable and joyful. Thus, this strategy can give a double benefit on how to learn English and grow personality take place simultaneously. It is recommended to implement this strategy as complementary combined with other methods.

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Analysis of effective sentences in the scientific papers of the students of Politeknik Negeri Bali

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Abstract – This study aims to determine the use of Indonesian sentence patterns and the level of effective use of Indonesian sentence in scientific papers of students of the Diploma Program III of Politeknik Negeri Bali. The method in this research is a qualitative method, while the method of collecting data in the form of documentation with qualitative descriptive analysis. From the results of effective sentence analysis can be mentioned: (1) the use of effective sentences in scientific papers students diploma program III shows the average value in each sample of 73.85, the highest value of 90.00 and the lowest of 43.48; (2) the use of effective sentences for each department indicates: Accounting Department 80.53, Civil Engineering Department 76.07, Administration Department 75.80, Tourism Department 72.44, Electrical Engineering Department 71.95, and Mechanical Engineering Department 71.22; (3) the results of the study in each study program group can be described: Accounting Department 80.53, UPW 79.70, Information Systems Department 79.04, Mechanical Engineering Department 77.70, Civil Engineering Department 76.07, Administration Department 75.80, Hospitality 67.14, Electrical Engineering Department 66.04, and TPTU 64.75; (4) and the results the study of effective sentence type indicate errors such as parallelism 142, efficiency 114, correspondence 61, austerity and parallelism 15, parallelism and correspondence 15, and logicity 3. Based on the results of this study, it can be concluded that the ability of effective sentences of the students is quite good.

Keywords: effective sentences, sentence pattern

1. Introduction

Indonesian language teaching materials at vocational education levels contain the basics and tools that support student competence in writing scientific papers. The expected results of students who have taken Indonesian language teaching are good and correct Indonesian language skills as the main support of students' skills in carrying out their scientific tasks. These

skills, abilities and the like refer to the ability to use scientific standards of Indonesian language in scientific writing. So, the focus point is not on scientific writing, but on the use of standard-scientific variants to write scientific papers.

In general, the Indonesian teaching material includes several things that need to be considered, namely: (1) explanation of spelling and use (2) use of diction or appropriate choice of words, (3) use of effective sentences and sentences, (4) use of coherence paragraphs (5) the form of scholarly planning, starting from the global one and then narrowing down to the discussion of scientific works, (6) how to edit scientific papers and conventions in scientific writing. In addition to the things about the writing procedure, there should also be a presentation or discussion as a form of implementation and use of spoken language.

The sentence element is a syntactic function which is also called the position of the word or role of the word, namely subject (S), predicate (P), object (O), complement (C), and adverb/description (Adv). The standard Indonesian sentence consists of at least two elements, namely S and P. Other elements (O, P, and Adv) can be required to be present, or not required to be present in a sentence (Sugono, 2009: 25).

According to Akhadiyah (2003: 116), effective sentences are true and clear sentences that will be easily understood by others correctly. In other words, if a sentence has been able to convey the author's intent so that the reader understands the author's intent then the sentence can be said to be effective. This is in line with the opinion of Arifin (1989: 70), who says that effective sentences are sentences that can represent the writer's ideas or thoughts appropriately and are automatically accepted by the reader in accordance with the author's intent.

Another definition, effective sentences are sentences that can express the speakers' / writers' intentions correctly so that the intentions can be understood correctly by the listeners/readers as well. In other words, effective sentences are sentences that can achieve their goals well as a communication tool. Effective sentences have the right diction (word choice), do not experience phrase contamination, according to standard Indonesian (EYD), both punctuations writing and word writing (Putrayasa, 2016: 15). In addition, the effective sentence also has six effectiveness conditions, namely the existence of unity, cohesion, parallelism, accuracy, frugality, and logic.

Another thing, from the results of daily tests working on sentences, the average class in the D3 Program of Politeknik Negeri Bali students only reached 6.6, still classified as C and B, so it needs to be improved to get a more satisfying score. However, there is no doubt that there are some students who get a score of 8.5 and there is also a score of 3.5. In addition, in terms of composing writing/discourse exercises, many works of students have not applied punctuation, the right choice of words (diction), sentence structures that have not met the standard criteria, and the use of absorption elements have not fulfilled the correct way of absorbing words and terms. in accordance with the guidelines for writing up absorption elements from both foreign languages and regional languages.

The tendency to use a less standard sentence rule for some students can threaten the survival of a good and true Indonesian language in the community, even though the language is one of the national identities that should be maintained by the whole community. In connection with this matter, a study entitled Effective Sentence Analysis is needed in the Scientific Writing of the students of Politeknik Negeri Bali.

This research will have a very positive impact, which is to make it easier for lecturers to understand the student's writing, especially scientific papers. The results of the study at least give signs to students to reduce the use of sentences that are not in accordance with the Indonesian sentence pattern. So, through the results of research, a lecturer develops material that will be taught to his students. Through the support of relevant research results, the insight of a student is also increasingly directed. This certainly can support a student to have the ability to be an innovative and creative figure in answering the challenges of his future development. Based on this background, the formulation of the problem in this study is as follows.

1. What factors cause errors in writing effective sentences?
2. How is the application of effective sentences for students of Politeknik Negeri Bali?

The purpose of this study was to determine the level of use of Indonesian sentence patterns in the scientific papers of students of the Politeknik Negeri Bali Diploma III Study Program, the level of effective use of Indonesian sentences, and to know the factors that cause effective sentence writing errors.

2. Method

The research with the title Effective Sentence Analysis in Students Scientific Writing of Politeknik Negeri Bali studied in a qualitative approach. Moleong (2007: 7) states that qualitative research is a research method that prioritizes processes rather than results. Descriptive method is done with the intention that the data collected is not processed in words but rather prioritizes the depth of appreciation of the issues discussed. Data collected using content analysis with the aim of analyzing patterns of error in using effective sentences in students' scientific writings. In addition, this study is in accordance with several characteristics of qualitative design, namely: (1) natural setting, (2) humans as tools (instruments), (3) qualitative methods, (4) inductive data analysis, (5) theory from the bottom and (6) descriptive (Moleong, 1996: 4-6). Qualitative approach research reveals information about the object of research as a whole and in accordance with the context through collecting data from natural settings by utilizing the researcher as a key instrument (Dwiloka and Riana, 2005: 65).

This section clearly describes the types of data collected, data sources, and techniques used in collecting the data. This research data is in the form of student's scientific writing in the form of final assignment of 2017 of Politeknik Negeri Bali. The required sample is 50 scientific papers for Diploma III students in 2017. The population is the whole subject of research (Arikunto, 2010: 52). The research population is also presented as a group of interesting researchers to generalize the results of research, or research subjects as a set consisting of people, animals, plants or objects that have similar properties. (Sugiono, 1994: 97). Based on this, the population in this study is all scientific papers in the form of final assignments for students of Diploma III Program in 2017, totaling 512 papers.

3. Results and Discussion

3.1 Error Factors in Effective Sentences

In the results and discussion, this is described as the application of effective sentences and factors that cause errors in writing effective sentences. Data obtained from a summary of Diploma III student scientific papers, which are indicated by student sentences and not quotations, so that the data is adapted in large part by the students' own sentences. In this discussion presented the errors of student sentences viewed from (1) equivalence, (2) parallelism, (3) assertiveness, (4) frugality, (5) accuracy, and (6) logic.

- (1) **Setiap workstation harus dihubungkan dengan penghubung yang terpusat atau yang disebut konsentrator.**

Each workstation must be connected to a centralized connector or a concentrator.

(2) Masing-masing komputer tidak saling berhubungan, yang terhubung dengan hub dengan kabel terpisah.

Each computer is not interconnected, which is connected to a hub with a separate cable.

(3) Peer to peer adalah suatu model dimana tiap komputer dapat memakai resource pada komputer lain atau memberikan resource-nya untuk dipakai komputer lain.

Peer to peer is a model where each computer can use resources on another computer or provide resources for other computers.

(4) Fungsi pada setiap jaringannya memiliki peranan yang berbeda-beda pada setiap jaringannya dari mulai jaringan office digunakan untuk memberikan jaringan internet ke perangkat komputer atau micros, yang terdapat pada setiap bar, restaurant dan office pada setiap departemen.

The functions of each network have different roles in each network from the start of the office network used to provide internet networks to computer devices or micros, which are found in every bar, restaurant and office in each department.

(5) Tujuan penelitian adalah mempermudah para pengguna laptop yang berada di sekitar area office, restaurant dan bar sehingga dapat memperoleh informasi yang di butuhkan dengan cepat dan akurat dengan mengoptimalkan hotspot yang telah tersedia.

The purpose of this study is to make it easier for laptop users who are around the office area, restaurant and bar so that they can obtain the information needed quickly and accurately by optimizing available hotspots.

In terms of the placement of the subject and predicate, the sentence number (1) is correct, but in the use of the word group is associated with a link, causing waste. Thus, the sentence (1) is more correctly written: *Setiap workstation harus terpusat pada konsentrator* (Each workstation must be concentrated on the concentrator). Likewise the sentence (2) is written: *Masing-masing komputer tidak saling berhubungan, yang terhubung dengan kabel terpisah* (Each computer is not interconnected, which is connected to a separate cable), the logic of the language is not correct. Each computer is not interconnected, but followed by the connected one. Thus, the sentence will be more accurately written: *Masing-masing komputer saling terhubung dan tidak saling terhubung* (Each computer is connected and not connected to each other). Sentence (3) will be more commensurate if the word ‘di mana’ is omitted.

Sentences (4) will be economical when written with *Fungsi pada setiap jaringannya memiliki peranan yang berbeda-beda pada setiap jaringannya dari mulai jaringan office untuk memberikan jaringan internet ke perangkat komputer atau micros* (Functions on each network have different roles in each network from the start of the office network to provide internet networks to computer devices or micros), while the sentence (5) will be more appropriate when written: *Tujuan penelitian ini adalah mempermudah para pengguna laptop yang berada di sekitar area office, restaurant dan bar sehingga dapat memperoleh informasi dengan cepat dan akurat dengan mengoptimalkan hotspot* (The purpose of this research is to make it easier for laptop users around the office, restaurant and bar area so that they can obtain information quickly and accurately by optimizing hotspots).

- (6) **Sedangkan pengertian sistem menurut Andri Kristanto (2008: 1) adalah Sistem merupakan jaringan kerja dari prosedur-prosedur yang saling berhubungan, berkumpul bersama-sama untuk melakukan suatu kegiatan atau menyelesaikan suatu sasaran tertentu.**

While the definition of the system, according to Andri Kristanto (2008: 1), is a network of procedures that are interconnected, gathered together to do an activity or complete a particular goal.

Sentence (6) begins with the word *sedangkan* ‘while’, a word placement that is not appropriate. Writing the word *sedangkan* ‘while’ in the right one is generally to continue the main sentence in a compound sentence, or express a conflict relationship. Thus, the right sentence on sentence (6) is *Pengertian sistem menurut Andri Kristanto (2008: 1) adalah, sistem merupakan jaringan kerja dari prosedur-prosedur yang saling berhubungan, berkumpul bersama-sama untuk melakukan suatu kegiatan atau menyelesaikan suatu sasaran tertentu* (The definition of the system according to Andri Kristanto (2008: 1) is a network of procedures that are interconnected, gathered together to carry out an activity or complete a particular goal).

- (7) **Kualitas informasi ditentukan oleh bagaimana informasi tersebut memotivasi manusia untuk bertindak dan memberikan kontribusi (sumbangan) terhadap pembelian keputusan yang efektif.**

The quality of information is determined by how that information motivates people to act and contribute to effective purchasing decisions.

Sentence (7) can be paralleled into: *Penentuan kualitas informasi adalah bagaimana informasi tersebut memotivasi manusia untuk bertindak dan memberikan kontribusi (sumbangan) terhadap pembelian keputusan yang efektif.*

- (8) **Pada PT. Jenggala Keramik Bali proses manajemen aset masih dilakukan secara manual, menggunakan perangkat lunak MS. Excel dalam bentuk daftar inventaris aset.**

At PT. The Jenggala Ceramics Bali asset management process is still done manually, using MS software. Excel in the form of an asset inventory list.

Sentence (8) will be more effective if paralleled at PT Jenggala Ceramics Bali, the asset management process is still carried out manually, using MS software. Excel in the form of an asset inventory list.

- (9) *Tujuan dari pembuatan sistem informasi ini agar dapat memudahkan perusahaan melakukan penatausahaan aset yang dimiliki secara benar dan efisien, baik dari segi waktu, tenaga, dan biaya.*

The purpose of making this information system is to make it easier for companies to administer assets that are owned correctly and efficiently, both in terms of time, energy and costs.

In order, for sentences (9), to be parallel, it should be written: *Tujuan pembuatan sistem informasi ini agar dapat memudahkan perusahaan melakukan penatausahaan aset secara benar dan efisien, baik dari segi waktu, tenaga, dan*

biaya (The purpose of making this information system is to make it easier for companies to administer assets correctly and efficiently, both in terms of time, energy and costs).

(10) Hasil akhir dari penelitian ini adalah dihasilkan program berbasis web yang dapat membantu dalam proses manajemen aset di PT. Jenggala Keramik Bali.

The final results of this study are generated web-based programs that can assist in the asset management process at PT. Jenggala Ceramics Bali.

Sentences (10) can be more economical when it is written as follows: Hasil akhir penelitian ini adalah program berbasis web yang dapat membantu dalam proses manajemen aset di PT. Jenggala Keramik Bali (The final result of this research is a web-based program that can assist in the asset management process at PT. Jenggala Ceramics Bali).

Factors that cause errors in writing sentences are effective, indicating errors in the form of parallelism 142, economical 114, equivalence 61, frugality and parallels 15, parallelism and equivalence 15, and logic 3. The high error in terms of parallelism and economical is due to writing - and those who are considered the same and often make repetitive words that become wasteful.

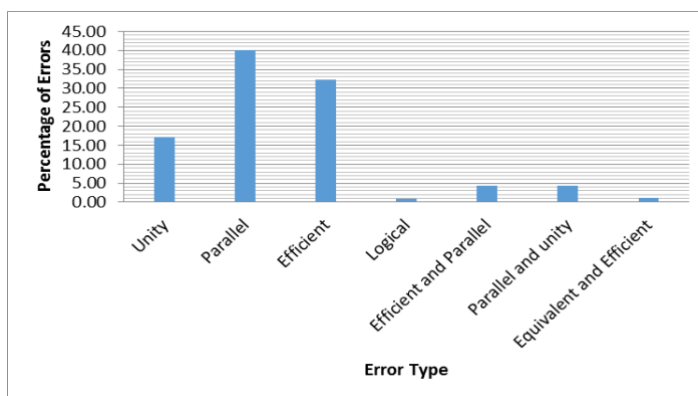


Figure 1: Graph type effective sentence error

3.2 Effective sentence application

a. Effective Sentence Value Based on Sample Amount

Sentences that are targeted vary from all chapters in the student final project. Of the 50 samples taken, the highest score was 90.00 and the lowest was 46.15 with an average value of 73.85 classified as quite good. The following table shows the effective sentence value acquisition based on the number of samples.

Table 1: Effective Sentence Values Based on Samples

Sam ple	Targe ted Sente nce	Wro ng	Cor rect	Valu e	Sam ple	Targe ted Sente nce	Wro ng	Co rre ct	Value
1	33	5	28	84.85	26	26	7	19	73.08
2	40	5	35	87.50	27	15	5	10	66.67
3	25	7	18	72.00	28	50	5	45	90.00
4	28	7	21	75.00	29	40	7	33	82.50
5	29	5	24	82.76	30	24	7	17	70.83
6	23	6	17	73.91	31	15	4	11	73.33
7	40	6	34	85.00	32	46	6	40	86.96
8	39	7	32	82.05	33	37	8	29	78.38

9	50	11	39	78.00	34	23	7	16	69.57
10	54	10	44	81.48	35	25	4	21	84.00
11	22	9	13	59.09	36	27	8	19	70.37
12	30	8	22	73.33	37	26	6	20	76.92
13	42	8	34	80.95	38	26	8	18	69.23
14	38	5	33	86.84	39	13	7	6	46.15
15	24	7	17	70.83	40	26	12	14	53.85
16	43	7	36	83.72	41	23	5	18	78.26
17	28	6	22	78.57	42	25	6	19	76.00
18	21	7	14	66.67	43	20	7	13	65.00
19	42	5	37	88.10	44	15	6	9	60.00
20	41	7	34	82.93	45	37	8	29	78.38
21	28	7	21	75.00	46	23	9	14	60.87
22	23	13	10	43.48	47	25	9	16	64.00
23	26	8	18	69.23	48	20	7	13	65.00
24	20	5	15	75.00	49	25	8	17	68.00
25	37	10	27	72.97	50	29	7	22	75.86
Average					29.74	7.08	22.6	73.85	

b. Effective Sentence Values Based on Departments

At the Politeknik Negeri Bali, there are six departments, namely the Department of Civil Engineering, Mechanical Engineering, Electrical Engineering, Accounting, Commerce Administration, and Tourism.

The use of effective sentences for each department shows values: Accounting Department 80.53, Civil Engineering Department 76.07, Business Administration Department 75.80, Tourism Department 72.44, Electrical Engineering Department 71.95, and Mechanical Engineering Department 71.22.

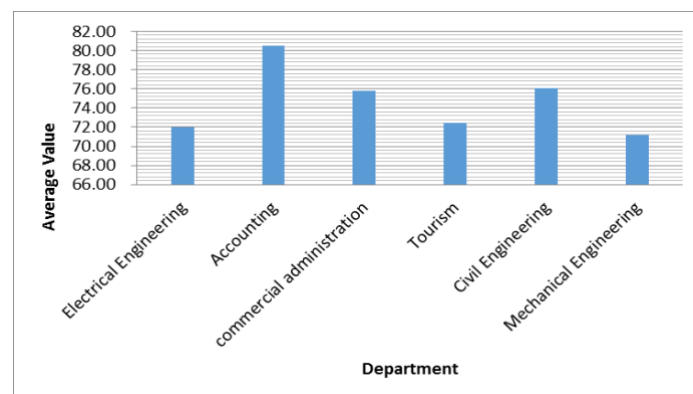


Figure 2: Graph effective sentence values based on majors

c. Effective Sentence Value Based on Study Program

In addition to the department, there are nine study programs. Assessment results in each study program group can be described: Accounting 80.53, UPW 79.70, Information System 79.04, Mechanical Engineering 77.70, Civil Engineering 76.07, Business Administration 75.80 Hospitality 67.14, Electrical Engineering 66.04, and TPTU 64.75.

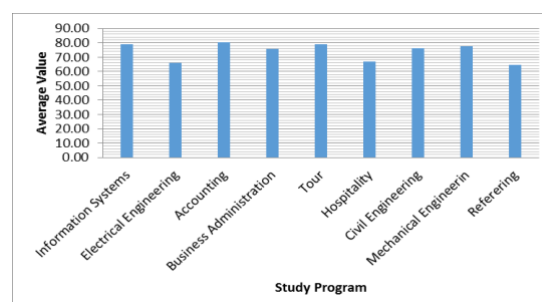


Figure 3: Graph effective sentence values based on study program

4. Conclusion

Based on the description of the previous chapters, it can be concluded as follows. Factors that cause errors in writing sentences are effective, indicating errors in the form of parallelism 142, economical 114, equivalence 61, frugality and parallels 15, parallelism and equivalence 15, and logic 3. The high error in terms of parallelism and savings is due to writing the form of men and who are considered the same and often make repetitive words that become wasteful.

From the effective sentence analysis shows good results, this can be seen from the average acquisition value of 73.85 with details, the highest score of 90.00 and the lowest of 43.48.

The hope of getting good and correct Indonesian language skills especially in the use of effective sentences for students of the Politeknik Negeri Bali needs real steps from lecturers, departments, institutions, in this case, Politeknik Negeri Bali, as well as the government. Therefore, the output of this study, which is in the form of a standard glossary, can be used by the Politeknik Negeri Bali students in making scientific papers.

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Bird-watching guide's English module for promoting Balinese nature and culture

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Abstract – There has been a discrepancy between visitors needs of guide service at a bird-watching site in Bali and the guides English competence. This article addresses the language learning needs of the guides and how they are analyzed to construct an English module for the bird-watching guides. The module can hopefully improve the guiding service, enhance the tourists' experience and contribute to the conservation of culture via tourism activities. Observation and interview with 5 officers of the bird village and observations on the village's vicinity revealed their necessities, lack and want in terms of the English learning, in relation to their occupation as guides. Beside knowledge about the heron population, the material also covers insight about Balinese's traditional house, their prayer offerings, and their spiritual philosophy. Each chapter of the module encloses conversation and role-play, grammar focus, pronunciation drill, and reading section. The English material was then judged by the experts in language teaching and in Hinduism.

Keywords: bird-watching, guides, Bali, English, module

1. Introduction

Amid Bali's height of tourism goes-on, lies a village of relatively much less activity. Petulu Gunung, as the village is labeled, is a small community with which thousands of white herons and egrets populate. At the break of dawn, the birds would leave their nest, flying across the island, searching for feed. As dusk fell, they come back for a rest among the flexible branches of Bunut, coconut and bamboo trees row along the village's street. This home-coming of thousands of three bird species, combined with a view of the sunset on top of the paddy field, has been an attraction for visitors.

Reachable within 10 minutes driving from the more well-known Monkey Forest, Petulu Gunung is a potential option for tourists to escape Ubud's busy roads and find enjoyment in the village's serenity.

The villagers informed that these herons require silence and dim light to inhabit and reproduce. A disturbing sound may intrude or even kill the birds, especially the young ones. People have therefore come to an agreement to refrain from building tall, multi-story houses or making a loud noise to ensure the birds have a settled rest. Cutting trees has also been prohibited, out of concern that it will destroy the population's habitat. This agreement has been documented on the village's decree. A regular village ceremony and special shrine have also been devoted for the herons (Gunawan, 2015). This shows that the bird's colony and the society are inseparable parts of the village.

This rule about the limitation of buildings and sound has indirectly restricted people's opportunity to run a business where they can actually earn money from tourism. The village consequently lacks accommodations, restaurant or café as what people can easily find in nearby Ubud, for the reason of keeping a conducive environment for the birds. The more reasonable income resource for the village is, therefore, being a bird-watching guide. The language barrier has unfortunately been an obstacle. The low number of tourists visiting the village is one of the factors.

In contrary to what brochures and internet inform, a preliminary observation discovered that, besides the birds, the Petuluneses' culture is as attractive and educative. The Hindu philosophy-based houses' layout is unique to Bali, so is Banten, the ceremony offerings. A comprehensive guiding commentary during tourists' visit will offer not only entertainment but also education. According to Meyer (2013:6), a journey to a natural area can preserve the environment, enhance society's prosperity as well as taking into account interpretation and education.

A bird-watching guide needs to be excelled at giving sufficient explanation about the birds and their environment. He should be able to describe the bird's anatomy, its , and reproduction cycle. He, too, ought to be elaborate in explaining the barrier in preserving the birds. A guide is also expected to share information about the culture and uniqueness of his home village, including architecture and farming system. The aforementioned skills will be best done if the guide can speak English fluently.

English for Specific Purpose (ESP) is an important branch of today's English language teaching. General English classroom may occasionally fail to respond to learners' need to speak English within a specific situation in both academic or occupational terms. These needs require a well-prepared procedure to ensure a suitable English learning material is created.

The role and responsibility in developing an English for Specific Purpose material are different from that of the general English. He needs to first perform a need analysis to elicit the learner's learning needs (Hutchinson and Waters, 1991:55-56). An ESP teacher has also to make ready sufficiently specific vocabulary and expressions for the learners to apply at their workplace. Also, he is expected to possess general knowledge of the subjects he is teaching.

English for Specific Purpose is applicable to various fields of profession, such as medical, business and tourism. One of its applications on the tourism sector is aimed at the tourist guide, in this case, bird-watching activity. As a part of ecotourism, bird-watching is deemed harmless and does not interfere with the preservation of the natural resource. Nor does it require particular skill or physical condition to perform, and therefore suitable for a wide range of tourist. In addition, bird-watching is considered

effective in enriching environmental knowledge as well as encouraging conservational eagerness.

Bird-watching tours have been studied in a number of studies. Dastian et.al (2011) examines the diversity of birds and explores the potential for bird-watching tours in Cibodas. Ahyadi's research (2014) raises a bird-watching ecotourism management strategy in Gili Meno. Similar to the two studies above, Lakiu (2015) examines the diversity, spread, and potential of bird-watching tours in the mangrove area of Minahasa Utara. Development of similar tourism is also initiated by Kurniawan (2016). Concerning the development and teaching of English material for special purposes, several studies have been conducted. Irmayanti (2012) conducted a study on the development of English teaching for small industries in Kebumen. Fatmasari (2013) develops English language teaching for Travel Agent. Similar to Fatmasari, Munir (2014) also developed English language teaching material for the same needs. In addition, Saputri (2014) examines the needs of tour guide Merapi Lava Tour in using English to serve tourists. He then designed a teaching procedure to apply to the tour guide.

The studies outlined above have largely covered the study of bird-watching tourism development. There have also been several studies leading to the development of English language teaching in several areas of work. But bird-watching tour guides require a thorough knowledge of habitat, species, anatomy, breeding cycles and the threats facing the birds. This knowledge can be delivered if the guide has the ability to communicate in proper English. Development of English module for bird-watching guides is, therefore, necessary to help improve the capacity of bird watching guides in conveying the message of bird and nature protection. The research question is, therefore, how is the bird-watching guide's English module developed? The module will hopefully promote the local spiritual aspect, their social life, and their architectural philosophy. This will contribute both the guides skill improvement and for the visitors' experience enhancement.

2. Method

2.1 Research design

This is a Research and Development study, aimed at producing model or principles as a guide in designing, developing and evaluating (Jonasenn, 2004: 102). According to Gay, Mills, and Airasian (2009 in Emzir, 2014), research and development is not aimed at developing a theory, but to develop applicable products. The steps of this research were adapted from that of Hutchinson and Waters (1983) i.e. conducting need analysis, identifying the objectives, writing the syllabus, designing the materials and expert judgment.

2.2 Participants

The participants in this research were five officers of Petulu Gunung Village, aged between 40 to 55 years old. They changed roles as the entrance ticket guard and as the guide. They had learned English at their school but had not received any additional English training. Guiding is not their main profession. Instead, they spend a bigger portion of their day as a farmer and trader.

2.3 Data Collection

The data was collected through field observation and interview. The observation in this research was done on the guide's commentary service as well as the village traditional house and the prayer offerings. Along with the observation, the researcher conducted interviews with five respondents on the English material they need for giving the commentaries and explanations on bird-watching activities.

2.4 Data Analysis

The data derived from interview and observation were then analyzed qualitatively through triangulation. It also included data verification, reduction presentation, and conclusion. The research and development of the English training material for bird-watching guide were explained descriptively. The result was then discussed through an FGD (Focus Group Discussion) with two experts where input and suggestion are given. The next step was the revision of the model's result based on the input and suggestion.

3. Results and Discussion

The Need Analysis

Derived from the triangulation of observations and interviews, the analysis resulted in an insight of the bird-watching guides' language need. Based on Hutchinson and Waters' (1991: 55-56) suggestion, the need analysis looked upon three aspects: necessities lacks and wants.

- a. Necessities: The interview and observation revealed that bird-watching guides require English material related to special terms of the herons' anatomy and life. In order to function effectively, the bird-watching guides have to know about the life cycles of the birds and their relation to surrounding humans. The observation discovered that the guides have to also be able to explain the spiritual aspects of Petulu Gunung villagers. The Balinese's traditional house layout as well as the meaning behind the colourful prayer offering is, too, a necessary topic to be explained, so is the farming system. It includes the harvesting periods, the types of rice and how to keep the rice preserved.
- b. Lacks: It is the gap between the learners' necessity and their proficiency. Interview with the guides revealed that they find difficulties translating Balinese terms into English. This language barrier hinders the guiding commentary process, as westerner visitors may not have an equivalent concept that the guide can analogize with. Udeng, for example, cannot be strictly translated into "headscarf".
- c. Wants: It is the learner's view as to what their learning needs are. Regarding the Petulu Gunung bird-watching guides, the interview discovered that they want to have learning activities where the conversation is put in a large portion. This result from the nature of their guiding performance which requires them doing face to face explanation for guests.

The Instructional Material for Bird-watching Guide

Based on the combination of the need analysis and the observation on the village's vicinity, the module is arranged in the way that accommodates both results. It attempts to respond to the learners' needs, lacks and wants, as well as take into account the social, architectural and spiritual aspects that are worth noticing. The materials are compiled into a module entitled "Bird-watching Guide's English Module", aimed for a bird-watching guide at Petulu Gunung Village, Gianyar, Bali. It is noteworthy,

however, that despite the title, the module does not exclusively limit itself within bird-watching related notions. Not only does the module target on improving the learners' English bird-watching explaining ability, but it also carries ideas of promoting eco-tourism.

As the title implies, the handbook provides a guide with simple yet applicable material to aid guides in giving guidance service for English speaking tourists. The module is designed for novice learners, although more advanced users would also take advantages of the content. Included in the module are expressions and vocabularies needed in basic conversation within guiding procedures. While the four language aspects are covered in each unit, speaking is where learners will put much work on, because their occupation requires them to orally use English.

The guiding activity is assumed to start at 4 in the afternoon when the sunlight of the day would still allow visitors to have an intensive observation on the villagers' houses. The notions about Balinese house layout are therefore put at the first unit, assuming that the guide will initially bring the visitors around and into the houses. The birds regularly come around six, the best time for the guides to explain about the three bird species, their physical features, and their life cycle. For this reason, the unit where the herons are the main topic is put at the fourth unit.

Below is the highlight of the English module of the bird-watching guides, designed for five meetings, with 90 minutes duration each.

Unit 1

"Welcome to Petulu Gunung Village" is the title of the first unit. The theme is the relationship between guests and the guide. The main grammatical focus is W-H questions. The activities include arranging and creating a dialogue between guests and the guide. Also included is some exercise on telling time.

Unit 2

The title of this unit is "Our Home and Family". The theme is the traditional life of Balinese people. The reading text discusses how Balinese name their children, as well as the traditional layout of Balinese's' houses. The learner is directed to focus grammatically on a preposition.

Unit 3

The theme of this unit is the Balinese-Hindu followers' spiritual life. It includes knowledge of *Tri-Murti*, the three gods of Brahma, Visnu and Siva. Besides, those three gods, many of their spiritual aspects assemble a connection between three things, be it the three-coloured bracelet or three coloured types of rice. This triad is discussed in the third unit.

Unit 4

The heron colony is expected to show up around six, the reason why the unit in the birds is placed at the closing. This unit, entitled "The Birds are Coming!", helps the guide to explain certain parts of the herons' body. The grammar will be focused on a comparison, as the guide will need to compare the features of different birds.

Interview and observation captured the fact that, besides materials for herons' anatomy and life cycle, the guides need the ability to explain in English about the

Balinese Hindu spiritual aspects. This specific need is not met in other researches, such as those of Sisimiati (2012), Munir (2014) or Saputri (2014), as they focus their research on another field of profession. The analysis of the language learning needs of the guides also revealed that the guides lack vocabulary inventory to translate Balinese local terms into English. This finding is similar to that of Fatmasari (2013), about the problem the guides faced when expressing words in English. Another discovery of the need analysis is the guides' willing to learn mostly by having a conversation, a finding that echoes Saputri's (2014) study about the language preference of the guides.

The module produced by the research was broken down into four units, namely 1) Welcome to Petulu Gunung Village; 2) Our Home and Family; 3) Gods are upon Us and 4) The Herons are Coming!. Research by Prayoga (2016), on the other hand, bases the units on functions such as giving advice, giving direction and describing a place. However, despite differences in the naming of each unit, the module in this research does also cover Input, Content Focus, Language Focus and Communicative Task, similar to what Dian (2012) suggested in her research on English material for craft industries.

4. Conclusion

This is a research and development study aimed at developing a module for a bird-watching guide at Petulu Gunung Village. The need analysis elicited the learners' needs, lacks, and wants in learning English. It found out that what the guide regularly explains to guests is the insight of the birds' species, their life cycle, and their threat, besides the local community's relationship with the birds. It also discovered that they expect more conversation practices, as their occupation requires them to speak face to face with guests. Their hindrance in using English at work included the unique-to-Balinese terms that fail to translate itself into English.

Based on this interview data, combined with what has been captured during field observation, was the bird-watching guide's English module constructed. However, the content of the module does not exclusively limit itself within bird-watching related activities. Knowledge of Balinese' religious aspects is included as well, so are their traditional housing layout system. The next step of this research was to present the material for judgment from experts. This phase is intended to probe the appropriateness and effectiveness of the materials. The step after that will be the material being tried out for the guides.

Guides can make use of the module to improve their professionalism in giving guiding service. Students or teacher, especially those focusing on language education may refer to the module to aid them in learning or teaching English. The next researcher can take advantages of this research when developing English material for another occupational purpose.

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Indonesian prefix *ter-*

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Abstract – This study deals with finding and describing the meaning and function of Indonesian prefix *ter-* in the investigation report. This study applied descriptive qualitative research to find out the data. The analysis was conducted by applying theory proposed by Kridalaksana (2007) about prefix *ter-*. After investigating the data it was found that the prefix *ter-* can be used to form verb, adjective and noun. The most frequently form found in the data is verb. These words express different meaning, such as state of affair (stative) which does not involve any action, as found in the verb *terletak* (situated), accidental or uncontrolled action, such as the verb *terkunci* (locked), superlative adjective which provided superlative meaning on the adjective as found in adjective *terakhir* (the last) and also legal term such as *tersangka* (the suspect) which shows that prefix *ter-* can be used to form the actor who does the specific action which is related to the law.

Keyword: prefix *ter-*, meaning function, verb, noun, adjective

1. Introduction

Language is the means of communication which comprises the use of words. Word as a single distinct meaningful element of writing can denote an essential part of linguistic knowledge and make up a component of grammars, and morphology. Morphology is part of linguistics that focused on the study of words, internal structure and meanings. Morphology can be defined as the part of linguistics which deals with the study of words, their internal structure and their meanings. It is also focused on how the language users understand complex words and invent new lexical items. Morphemes in morphology are the smallest units that carry meaning or fulfil some grammatical functions. A word can comprise one or more than one morphemes.

Indonesian words are formed by combining root words with affixes and other combining forms. Kridalaksana (2007) defined prefixes as the affixes that added in front of the root word. Prefixes which are combined with the root words can be used to

form word classes, such as verb, adjective, noun, numeral, etc. many Indonesian words are combination of root words and prefix to create a completely different meaning. Knowing types of affixes and how are they used is the key in understanding the meanings of the words. There are numbers of prefix used in Indonesian including prefix *ter-*. It can be combined with verbs, adjectives, and nouns to create a new word, either in similar word class or different one. *This* study focused on the analysis of prefix *ter-* in different word classes found in the data source to find out the meaning and function of the words that had prefix *ter-* on it.

According to Kridalaksana (2007) affixation is a process of changing a lexeme into complex words. Affixation process occurs when a bound morpheme is placed on a free morpheme orderly. In addition, Chaer (2003) stated that affix is an element that can change the meaning, types and function of a basic word or basic form. Affixation can be done by adding prefix or suffix. Prefix is a bound morpheme which is added in the front base. One of Indonesian affixes is prefix, prefix is an affix that is placed in the front of basic word, Indonesian prefix such as prefix *di-*, *ke-* and *ter-* has function to to make verbs in form of passive voice. Since this study focused on the used of prefix *ter-*, here are some function of prefix *ter-* according to Kridalaksana (2007).

1. Verb forming, prefix *ter-* can be used to form a verb when it is attached in front of the based word/root,
2. Adjective-forming, attaching prefix *ter-* in front of the based word or root can make an adjective,
3. Noun forming, prefix *ter-* can be used to form a noun.

2. Method

This study is a descriptive qualitative research. With an investigation report as the data source. The data source used legal term which has specific composition and word choices. 50 pages of investigation report were chosen randomly and read carefully in order to find out words with prefix *ter-*. The data were collected by observation method and supported by note taking technique. It was done by reading the investigation reports carefully to find out Indonesian words with prefix *ter-*, after that, the words were noted down and classified based on the word class. The data were analyzed by using the theory proposed by Kridalaksana (2007).

3. Results and Discussion

3.1 Forming a Verb by prefix *ter-* addition

Prefix *ter-* is identical with verbs. Verbs can be derived from different kinds of roots, such as verb, noun, and adjective. Verb forms as the result of prefix *ter-* addition are the most frequent variation found in the data as follows.

Table 1 Prefix *ter-*

Prefix <i>ter-</i> + Root (verb)	New form (verb)
ter+tutup	tertutup
ter+buka	terbuka
ter+buat	terbuat
ter+catat	tercatat

ter+sebut	tersebut
ter+libat	terlibat
Prefix <i>ter-</i> + Root (noun)	New form (verb)
ter+letak	terletak
ter+kunci	terkunci

There are six verbs derived from the addition of prefix *ter-* to the the basic verb. Those verbs are *tertutup* (close), *terbuka* (open) and *terbuat* (made of), *tercatat* (noted), *tersebut* (mentioned), and *terlibat* (mentioned). The data showed that the words which are formed by prefix *ter-* mostly in form of verbs. These verbs are stative verbs which refer to a state than an action.

1. The word *tertutup* (closed) is formed by the addition of prefix *ter-* to the root verb *tutup* (close). The verb *tertutup* is a stative verb which is expressed state of affair that is something is closed. it means that something is in the state of closed.
2. The verb *terbuka* (opened) is formed by the addition of prefix *ter-* to the root verb *buka* (open). This verb is also a stative verb used to express that something is opened.
3. *Terbuat* (made) is also another stative verb derived from the addition of prefix *ter-* in front of the based verb *buat* (make). This verb is also used to express the state of affair that something is made of certain thing.
4. *Tersebut* (mentioned) is also another stative verb found in the data. This verb consists of prefix *ter-* and verb *sebut* (mention). This verb is used to express the state of being mentioned.
5. *Terlibat* (involved) is a stative verb which consists of prefix *ter-* and verb *libat*.

This stative verb is also can be used to express the stative condition that is something or someone is involved on certain situation. The verbs above are formed by adding prefix *ter-* to the root (verb). All of the verbs are the stative verbs which are used to express the state of affair conveying actions which are not involving any actor. Since all of these words are derived from a verb these verbs showed inflectional process. These stative verbs showed that the action perform on each verbs as the state results. For example the word *tercatat* (noted) is the result of the state of being noted. These verbs can also be found in the sentences in form of passive sentences.

The stative verb can also derive from a noun, there is a one example found in the data source that is the word *terletak* (situated). The bound morpheme *ter-* to the free morpheme *letak*. The root word *letak* (location) is in form of noun. The stative verb *terletak* derives from the addition of prefix *ter-* on the noun *letak*. This verb is in form of stative verb presented the state of affair as there is no action involved in the context. This verb showed derivational process since this verb involved word class changing from noun to verb by the addition of prefix *ter-*.

The second types of verb found in data is the accidental verb. This verb presented a variety of uncontrolled, unintended, accidental actions depending on the particular context. For example, the word *terkunci* (locked). This verb refers to the accidental action. This verb derives from the noun *kunci* (key) and the addition of prefix *ter-* on this root changes the word class from a noun into a verb.

3.2 Forming a Noun by prefix *Ter-* addition

Table 2

Prefix <i>ter-</i> + Root (verb)	New form (verb)
ter+sangka	tersangka
ter+dakwa	terdakwa

Prefix *ter-* is known as a verbal prefix, however it also can be found in the noun used for legal terms, such as *terdakwa* (accused person) and *tersangka* (the suspect). The word *terdakwa* derives from the verb *dakwa* (accuse) as the root with the addition of prefix *ter-* changes the word class from verb into noun to present the one who accused, that is *terdakwa*. Similar with the word *terdakwa*, *tersangka* (the suspect) is also a noun derives from a verb *sangka* (guess) into a noun, *tersangka* (the suspect). These two nouns are legal term or related with the law and investigation. These nouns are derived from verbs which are also associated with the legal terms.

3.3 Forming an Adjective by prefix *ter-* addition

Table 3 Prefix

Prefix <i>ter-</i> + Root (noun)	New form (adjective)
Ter+akhir	terakhir
Prefix <i>ter-</i> + Root (adjective)	New form (adjective)
Ter+utama	terutama

Prefix *ter-* can be used to form an adjective. This is formed by placing prefix *ter-* before the adjective or another word class, such as noun as found in the data. The adjective found can be used to express the highest degree of something. This form can be used to replace Indonesian superlative word ‘paling’. The superlative word *terakhir* was found in the data source. This word derives from the root *akhir* (end) and received prefix *ter-* to form the superlative adjective *terakhir* (the very last). The addition of prefix *ter-* to the noun *akhir* shows the derivational process which is changed the noun into an adjective.

The second superlative adjective found in the data source was the word *terutama* (superior). This word is derived from an adjective *utama* (main). The addition of prefix *ter-* on this adjective provides superlative value to this word. The word *terutama* is showed the inflectional process since the addition of the prefix *ter-* did not change the word class (root) which is remained as the adjective after the affixation.

4. Conclusion

The addition of prefix *ter-* to the root word can be used to form different types of word classes such as noun, verb and adjectives. Prefix *ter-* is identical with verb because prefix *ter-* is commonly used to form a verb. The addition of prefix *ter-* to the root can convey different meaning such as state of affair (stative), accidental action, superlative adjective and also the subject/actor who does an act and serves as noun.

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AUTHOR INDEX

A

Ariyaningsih, Ni Nyoman Deni, I Dewa Ayu Devi Maharani Santika. The translation of English tourism news text into Indonesian.

F

Febriyanti, Gusti Ayu Angga, Ni Kadek Suci Laksmi Dewi, I Gusti Ayu Agung Ida Ratna Candra Dewi. Using self-assessment to assess rural young learners' writing skills in English foreign language classroom.

G

Gede Ginaya, Gede, I Wayans Jendra, Ida Zuraidah, I Ketut Sadia. Russian-speaking tour guide's language mastery: mastering foreign language for quality service assurance.

K

Koeswiryono, Dika Pranadwipa, Francisca Titing Koerniawaty. Bird-watching guide's English module for promoting Balinese nature and culture

Kurnia, Yusma Rita, Ni Luh Evit Erawati. Teaching reading in junior high school.

L

Lastari, Ni Kadek Herna, Putu Ritra Trees Ari Kartika Hadi Saraswati. The use of mind mapping to improve writing skill of the eighth grade students of junior high school.

M

Mandia, I Nyoman, I Nyoman Sukra. Analysis of effective sentences in the scientific papers of the students of Politeknik Negeri Bali.

P

Parwati, Sang Ayu Putu Eny. Language phenomena of tourism enterprises in Bali.

Puksi, Faisal Fahdian. Presupposition contributions in stand-up comedy (discourse analysis of Raditya Dika's stand-up comedy on YouTube).

S

Suastini, Ni Wayan, Kadek Apriliani. Indonesian Prefix ter-

Subiyanto, Paulus, Ni Ketut Suciani, I Nyoman Rajin Aryana, Gusti Nyoman Ayu Sukerti, Anak Agung Raka Sitawati. Learning and growing: an alternative strategy to teach English.

U

Ulfayanti, Nurul, Maria Olga Jelimun. Contrastive analysis of English and Indonesian vowels and its lesson plan in language teaching.

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

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Editor in Chief

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