Strategi Bertutur Dalam Tuturan Memerintah Pada Situasi Komedi
Tukang Ojek Pengkolan (Eps. 9)

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Abstract - There many kind of speech acts shows in this sitcom, but the writer just want to focus on commands. It includes into directive speech act, means the utterances which give the effect to the hearer to do something. In this analysis the writer wants to know how the characters in this sitcom utters the commands in polite way. It is because the speaker must save the hearer's face. So, this tendency draws interest to find politeness strategy in command. This paper is using dialog script of tukang ojek pengkolan (TOP). In this analysis the writer uses speech act theory by Searl, pragmatic theory by Austin, and politeness strategy by Brown C. Levinson. Based on the analysis the writer found some commands which uttered by politeness strategy off record and bald record. Some charecters in this serial comedy series Tukang Ojek Pengkolan preferred off record to bald record in their commands. By using this strategy, the characters uttered indirectly or vaguely to the hearer. In this strategy, the speaker tried to avoid the direct FTA, and it removes the characters from the potensial of being imposing.

Keywords: Pragmatic, speech act, politeness strategy, Tukang Ojek Pengkolan (TOP) cpt.9

I. PENDAHULUAN

Saat ini situasi komedi menjadi tayangan televisi yang cukup diperhitungkan dalam merebut perhatian pemirsanya. Masyarakat yang sudah cukup jenuh dengan berbagai berita politik yang cukup menguras pikiran, sinetron yang tidak sedikit menyita emosi penonton, maka dengan munculnya situasi komedi menjadi tontonan yang cukup menyegarkan. Alur cerita yang ringan, kepolosan dari masing masing karakter sehingga membawa cerita mudah dipahami. Tukang ojek pengkolan menjadi salah satu sitkom yang cukup memikat hati pemirsa saat ini.

Tukang ojek pengkolan yang tayang di RCTI setiap sore dengan durasi 1,5 jam, memberikan angin segar bagi pemirsa. Sitkom ini mengisahkan tentang kehidupan tukang ojek dengan segala suka dukanya. Bagaimana mereka bersaing dalam memperoleh penumpang, bagaimana kisah cinta mereka, dan tidak lupa bagaimana mereka menyikapi segala kejadian yang ada disekitar mereka.

Dalam mengisahkan setiap alur ceritanya tidak lepas dari tuturan yang dituturkan oleh setiap pemain. Ada tuturan yang maksud tuturannya dituturkan secara langsung, tetapi tidak jarang juga pada beberapa tuturan yang banyak mengisyaratkan maksud lain dan responpun terkadang diberikan oleh petutur yang sepintas tidak menjawab tuturan sebelumnya. Tidak jarang pula tuturan seperti ini memaksa pemirsa sitkom tersebut untuk menggali makna sebelum dapat memahami apa yang dimaksudkan dalam tuturan tersebut. Hal inilah yang terkadang memancing tawa bagi pemirsa, karena

terdengar seolah percakapan mereka tidak nyambung satu sama lain. Meskipun demikian alur cerita tetap menarik dan permirsa dapat dengan mudah memahaminya. Justru dengan berbagai tuturan yang seperti itu semakin menambah keunikan sitkom tersebut.

Grice berpendapat jika ingin sebuah komunikasi berhasil maka masing-masing penutur dan petutur harus patuh pada prinsip kerja sama (PKS) termasuk dengan keempat bidalnya. Namun jika melihat beberapa penggalan tuturan dalam dialog antar pemain di Tukang ojek Pengkolan banyak sekali yang seolah tidak nyambung, dengan demikian pelanggaran maksim terjadi. Hal ini mengakibatkan seolah masing-masing ujaran tidak nyambung namun masing-masing pemain memahami, situasi ini memunculkan adanya implikatur dalam beberapa ujaran dalam sitkom ini. Implikatur ini juga muncul saat para tokoh dalam sitkom tersebut menuturkan tuturan memerintah.

Tuturan memerintah merupakan tuturan yang memiliki maksud memerintah atau menyuruh orang melakukan sesuatu. Dalam sitkom ini para tokoh ada yang menuturkan tuturan memerintah secara langsung dan tidak langsung, Pada saat penutur menuturkan tuturan memerintah ada yang mengemasnya melalui sebuah pertanyaan, menyerupai sindiran. Dalam menjaga muka, penutur dan petutur dalam sitkom Tukang Ojek Pengkolan (TOP) juga menggunakan strategi bertutur. Semua itu memiliki pertimbangan yaitu dengan adanya keinginan penutur menjaga keterancaman muka dari penutur dan petutur. dengan demikian masing – masing dari penutur dan petutur sama-sama dapat saling menghargai dan dapat meminimalkan konflik

serta kesalahpahaman yang mungkin timbul pada saat tuturan dituturkan.

Dalam tulisan ini penulis ingin mengetahui bagaimana tuturan memerintah yang dituturkan oleh para pemain sitkom Tukang Ojek Pengkolan (TOP) dan strategi bertutur apa yang paling sering digunakan berkaitan dengan hubungan kedekatan mereka. Penulis hanya mengumpulkan data dalam satu episode penayangan dengan durasi 1,5 jam.

II. METODOLOGI PENELITIAN

Materi

Data percakapan dalam sitkom *Tukang Ojek Pengkolan* eps. 9 dipilih sebagai objek kajian. Dialog tersebut ditulis oleh Sokat Rachman. Alur cerita tersebut sangat mudah dipahami dan ringan untuk dinikmati, selain itu dalam percakapan tersebut banyak ditemukan berbagai implikatur. Oleh karena itu penulis memilih percakapan dalam sitkom tersebut sebagai sumber data.

Prosedur

Dari naskah percakapan yang ada dalam sitkom tersebut, penulis mengelompokan terlebih dahulu tuturan-turan yang memiliki maksud memerintah. Setelah data terkumpul semua lalu dilihat bagaimana penutur menuturkannya, Dalam hal ini dilihat berdasarkan strategi bertutur dari Brown Levinson.

Tinjauan Pustaka
Pragmatik

Menurut Gazdar dalam Nadar, Pragmatik adalah kajian antara lain mengenai deiksis, implikatur, presuposisi, tindak tutur, dan aspek-aspek struktur wacana.

Aspek Tutur

Menurut Leech, Aspek Tutur meliputi penutur, lawan tutur, tujuan tutur, tuturan sebagai produk tindak verbal. Terkait dengan aspek tutur penutur dan lawan tutur ditegaskan bahwa lawan tutur atau petutur adalah orang yang menjadi sasaran tuturan dari penutur.

Menurut Hymes di dalam peristiwa tutur ada yang menandai keberadaan peristiwa itu. *Setting* atau tempat adalah suasana peristiwa tutur, *Participants* adalah penutur, petutur dan pihak lain, *ends* atau tujuan yaitu tujuan tuturan tersebut dituturkan, *acts* yaitu tindakan yang dilakukan oleh penutur di dalam peristiwa tutur, *key* yaitu nada suara atau ragam bahasa yang digunakan di dalam mengekspresikan tuturan dan cirri mengekspresikannya, *Instrument* merupakan alat yang digunakan pada saat penutur menuturkan tuturannya, *Norms* atau Norma adalah aturan yang harus dipatuhi oleh semua peserta tutur, dan yang terakhir adalah *Genre* adalah jenis kegiatan atau peristiwa itu sendiri.

Klasifikasi Tindak Tutur

Menurut Searl dalam Nadar ada 5 klasifikasi tindak tutur:
1. *Assertive* meliputi ungkapan *suggest* menyarankan, *swear* bersumpah, *hypotheses* membuat hipotesa.
2. *Commisive* meliputi ungkapan *promise* berjanji, *threaten* mengancam, *offer* menawarkan
3. *Expressive* meliputi ungkapan *thank* berterimakasih, *congratulate* mengucapkan selamat, *welcome* menyambut, *complaint* mengeluh.
4. *Directive* meliputi ungkapan *command* memerintah, *request* meminta, *invite* meminta
5. *Declarative* meliputi ungkapan *declare* menyatakan, *dare* menamakan, *baptism* membaptis, *marrying* menikahkan

Austin merumuskan tiga peristiwa tindakan yang berlangsung sekaligus yaitu: yaitu tindak tutur lokusi, ilokusi, dan perlokusi.
1. Tindak Lokusi, adalah tindak tutur untuk menyatakan sesuatu atau informasi *The Acts of Saying Something*. tuturan ini dituturkan oleh penutur semata-mata untuk memberikan informasi tanpa ada maksud apapun.
   Contoh: bagus sekali nilai kamu.
2. Tindak Ilokusi, adalah tindak tutur yang berfungsi untuk menyatakan sesuatu dan digunakan untuk melakukan suatu tindakan. jika tindakan ini dilakukan maka menjadi tindak ilokusi *The Acts of Doing Soemthing*
   Contoh: Bagus sekali nilai kamu
   Jika tuturan ini dituturkan oleh teman, orang tua, guru kepada seseorang yang memang mendapat nilai A, maka tuturan ini sebagai pujian. Namun jika tuturan ini dituturkan pada seseorang yang mendapatkan nilai jelek, maka tuturan ini memiliki daya ilokusi sebagai sindiran.
3. Tindak perlokusi
   tuturan yang memiliki daya atau efek bagi yang mendengarnya *The Acts of Effecting Someone*
   Contoh: Bagus sekali nilaimu
   jika tuturan ini dituturkan pada sesorang yang mmemiliki nilai bagus, maka efek yang akan ditimbulkan adalah orang tersebut akan senang dan bertutur terimakasih. Namun sebaliknya jika tuturan tersebut dituturkan pada seseorang yang memiliki nilai jelek maka efek yang ditimbulkan orang tersebut akan bersedih atau bahkan malu.

Dalam keseharian, ada kalanya penutur dalam mengungkapkan sesuatu secara langsung atau Tindak Tutur Langsung (TTL), Namun tidak jarang juga penutur lebih memilih mengungkapkan sesuatu dengan Tindak Tutur Tidak Langsung (TTTL). Tindak tutur tidak langsung adalah tindak tutur yang

dilaksanakan dengan menggunakan bentuk tindak tutur yang lain Searl. Misalnya, ujaran "tutup pintu itu" dan "dapatkah anda menutup pintu itu?" kedua tuturan tersebut sama-sama memiliki maksud menyuruh seseorang menutup pintu. namun pada tuturan pertama penutur menggunakan tindak tutur langsung yaitu penutur langsung menyebutkan maksud tuturannya yaitu menyutur petutur membuka pintu. Sedangkan pada tuturan kedua, meskipun penutur memiliki maksud yang sama yaitu menginginkan agar petutur membuka pintu namun penututr mengemas tuturannya dalam sebuah pertanyaan. Tindak tutur ini merupakan tindak tutur tidak langsung yang jika dipilih, maka penutur benar-benar ingin menjaga muka dari lawan tuturnya. Jika ditinjau dari prinsip kerjasama beserta ke 4 bidalnya, maka tuturan kedua telah terjadi pelanggaran maksim *quantity,* yaitu penutur tidak informative menuturkan tuturannya. dengan adanya pelanggaran tersebut maka munculah implikatur.

Implikatur
Grice berpendapat bahwa agar percakapan dapat berjalan secara efisien, tidak membuang-buang waktu dan tenaga maka penutur harus mematuhi Prinsip Kerja Sama (PKS), yang dikenal dengan 4 bidal:
1. Bidal kuantitas, buatlah percakapan seinformatif mungkin sesuai yang diperlukan dan jangan melebih-lebihkan informasi yang diperlukan.
2. Bidal kualitas, jangan katakana apa yang menurut anda tidak benar dan jangan katakana sesuatu yang tidak ada bukti.
3. Bidal relasi, berikan ujaran yang relevan atau nyambung
4. Bidal cara, hindari ambiguitas, ungkapkan secara singkat, dan runtut.

Jenis-Jenis implikatur percakapan
Grice membedakan dua macam implikatur atau makna tersirat itu, Keduanya adalah implikatur konvensional dan implikatur non-konvensional atau implikatur percakapan.
Contoh:
1. Implikatur konvensional "Bahkan Bapak Dekan menghadiri ulang tahun saya"
   Implikatur konvensional ujaran tersebut adalah bahwa bapak dekan biasanya tidak menghadiri ulang tahun saya.
2. Implikatur non-konvensional atau implikatur percakapan
   A : Maukah anda menghadiri acara selamatan ulang tahun saya?
   B : Saya kebetulan ke Amerika selama sebulan dan berangkat besok

Yang tersirat dari jawaban tersebut jawaban tidak. Namun jawaban ini tidak diberikan secara terus terang. Jika seseorang pergi ke luar negeri, ia tidak berada di Jakarta maka ia tidak dapat menghadiri selamatan yang dimaksudkan.

Dalam keseharian, ternyata tidak semua tuturan atau jawaban dari sebuah pertanyaan diujarkan dengan mematuhi PKS, Hal ini dikarenakan perlu menjaga hubungan sosial. Ketidakpatuhan kita kepada PKS Grice karena perlu menjaga muka. Dengan adanya pelanggaran bidal maka penutur mengemas tuturanya dalam tuturan tidak langsung atau tersirat, dalam pragmatik dikenal dengan istilah implikatur. Penggunaan implikatur atau penuturan tuturan secara tidak langsung memiliki motivasi agar dapat mengurangi dampak daya ujarannya. Hal ini tejadi bila ujaran berpotensi mengancam muka penutur maupun petutur. Tindak tutur yang mengancam muka disebut *Face-threatening act (FTA),* untuk mengurangi keterancaman muka maka penutur dan petutur akan melakukan tindak perlindungan muka *face-saving act.*

Dengan demikian untuk menyelamatkan muka penutur dan petutur atau meminimalkan FTA, maka setiap ujaran harus sangat diperhatikan isi dan juga cara menyampaikannya. Banyak penutur memilih untuk menuturkan tuturannya dengan cara tidak langsung atau samar, namun tidak jarang juga penutur langsung mengutarakan maksud tuturannya. Menurut Brown dan Levinson pada saat bertutur penutur harus juga memperhatikan kesantunan bertutur. Kesantunan untuk menjaga muka positif disebut kesantunan positif, sedangkan untuk menjaga negatiif disebut kesantunan negative.
1. Positive face/Muka positif: mengacu pada keinginan seseorang agar apa yang diasosiasikan dengan dirinya dinilai baikoleh orang lain.
2. Negative face/Muka negat mengacu ke keinginan seseorang agar tindakannya tidak diganggu oleh orang lain.
3. Positive politeness/kesantunan positif: Kesantunan yang digunakan untuk menjaga muka positif
4. Negative politeness/ kesantunan negatif: a face saving act which is oriented to the person's negative face. Kesantunan yang digunakan untuk menjaga muka negatif.

Berikut 5 strategi bertutur menurut Brown dan Levinson:
1. Bertutur terus terang tanpa basa basi (*Bald record*);
   contoh: ganti bajumu
2. Bertutur terus terang dengan basa-basi berupa kesantunan positif (on record with positive politeness)
   contoh: maukah kamu mengganti bajumu sebelum pergi?

3.   Bertutur terus terang dengan basa-basi berupa kesantunan negatif (on record with negative politeness)
contoh: tidak ada maksud menyinggung, tapi sepertinya kamu perlu mengganti bajumu
4.   Bertutur secara samar (*off record*);
contoh: ini pesta pernikahan lho.
5.   "bertutur di dalam hati" penutur memilih diam (*don't do the FTA*).

Teori relevansi

Sperber dan Wilson mencoba mengevaluasi 3 bidal atau maksim dari Grice. Yang telah melanggar bidal kualitatif, kuantitatif, dan cara tetapi tetap berhasil karena adanya relevansi.

Teori relevansi dikenal juga dengan prinsip relevansi, prinsip ini berisi jaminan penutur Sperber dan Wilson, sehingga dapat disimpulkan bahwa:
1.   Setiap ujaran mengandung jaminan relevansi penutur yang bonafide menjamin itu.
2.   Tugas petutur memahami ujaran penutur dengan mencari relevansinya, untuk itu petutur memperhitungkan konteks (karena kemampuan kognitif setiap orang berbeda)
3.   Dalam sebuah percakapan dengan adanya ujaran dalam sebuah situasi munculah sebuah meaning *in interaction*.

III. HASIL DAN PEMBAHASAN

Disini penulis akan membahas bagaimana strategi bertutur yang dipilih oleh para pemain sitkom Tukang Ojek Pengkolan pada saat menuturkan tuturan dengan maksud memerintah. Data tersebut diperoleh dalam tiap dialog dari para pemain sitkom ini lalu dikaitkan dengan teori tindak tutur dari Searl dan Brown and Levinson.

Data strategi bertutur pada tuturan memerintah dala sitkom Tukang Ojek Pengkolan

data	Strategi bertutur (Brown and Levinson)				
TT meme rintah	Bald record	On record + politeness	On record - politeness	Off record	Don't do FTA
Data 1				√	
Data 2	√				
Data 3				√	
Data 4				√	
Data 5	√				
Data 6	√				

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Data 1 (jalanan depan rumah ojak)
Di halaman, ojak menyela motor yang tak mau hidup.
Emak   : Lakilu kagak ngojek?
Tati   : Itu udah mau jalan

Emak   : Kalau siang mulu jalannya, kapan dapat duitnya, keburu dipatok ayam!
Tati   : Emang ayam mana yang suka matok duit, mak?
Emak   : Itu perumpamaan tati!
Emak tampak kesal, tati bingung sementara Ojak masih sibuk menyela motor.

Dalam percakapan antara Emak dan Tati, terjadi saat Emak berkunjung ke kontrakan tati. Hari sudah beranjak siang, namun Ojak masih terlihat di rumah dan masih sibuk menyela motornya. Maka dengan nada kesal Emak berujar "lakilu kagak ngojek?" dengan ujaran ini emak mengira kalau hari itu Ojak tidak kerja, karena saat Emak datang ojak masih di rumah yang sibuk dengan motornya. Implikatur yang dihasilkan adalah Emak mengira Ojak tidak kerja, kondisi tersebut diperoleh berdasarkan pengetahuan jika orang berangkat kerja umumnya dipagi hari, jadi jika emak datang ke kontrakan pada siang hari seharusnya Emak tidak akan bertemu Ojak. Ujaran tersebut masih relevan dengan situasi saat percakapan berlangsung yaitu siang hari dan Ojak terlihat masih di depan rumah yang sedang sibuk dengan motornya.

Implikatur juga muncul pada ujaran Emak yang kedua, "kalo siang mulu jalannya, kapan dapat duitnya, keburu kepatok ayam". Kondisi tersebut diperoleh berdasarkan pengetahuan bahwa pada umumnya berangkat kerja di pagi hari, selain itu ada sebuah kepercayaan di masyarakat yang cukup diyakini oleh sebagian orang jika bangun atau berangkat kerja di siang hari maka rizki akan menjauh darinya dikenal dengan istilah dipatok ayam. Pada ujaran kedua ini mengandung maksud memerintah yang dilakukan oleh emak kepada Ojak melalui tati yaitu untuk lebih giat bekerja, mendapatkan uang yang banyak sehingga tati yang merupakan anak Emak dan istri Ojak tidak akan kekurangan materi. Ujaran tersebut diungkapkan secara deklaratif.

Pada saat tuturan tersebut dituturkan oleh emak "kalo siang mulu jalannya, kapan dapat duitnya, keburu kepatok ayam". Emak tidak secara langsung menuturkan maksudnya, dia memilih menggunakan perumpamaan "keburu kepatok ayam" dalam masyarakat dikenal istilah ini, jika bermalas-malasan untuk berangkat kerja dipagi hari maka kalah dengan ayam, tidak akan dapat rizki yang banyak. Strategi bertutur yang digunakan oleh Emak adalah bertutur secara samar atau *Off record*. Strategi ini digunakan oleh penutur (Emak) untuk meminimalkan keterancaman muka petutur yaitu (Ojak) jika dituturkan secara langsung maka kemungkinan Ojak akan merasa tersinggung. Selain itu bertutur secara samar dipilih oleh Emak karena beberapa pertimbangan, salah satunya adalah didasarkan pada tingkat kedekatan Emak dan Ojak. Hal ini tercermin

dalam sebuah kenyataan yaitu antara Emak dan menantu, meskipun Emak selalu sinis jika dia berbicara pada Ojak, namun dalam hal ini Emak masih berusaha menyampaikan maksudnya agar Ojak lebih giat bekerja agar dapat uang banyak untuk dapat membahagiakan tati yang merupakan Emak satu-satunya. Pada situasi ini Ojak cukup merasa rishi dan malu, namun semua itu masih dapat diminimalkan berkat strategi bertutur yang digunakan oleh Emak yaitu tuturan samara tau *off record*. Hal ini terlihat dari ekspresi dan jawaban Ojak dengan senyum tipisnya dan jawabannya "iya mak" sambil menghela nafas.

> Data 2 (Emak dan Tati masih berdiri di jalan. Sesekali Emak melihat ke Ojak yang masih memanaskan motor di teras.
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> Emak : Elu jangan keenakan tidur di kontrakan terus. <u>Elu dorong laki lu biar jangan males nyari duit!</u> Biar punya rumah sendiri!
> Tati : Entar kalo di dorong bang Ojak jatuh, mak!

Saat Emak masih melihat Ojak sibuk dengan motor bututnya yang sepertinya susah untuk dinyalakan, Emak makin merasa kesal, itu berarti Ojak akan semakin siang berangkat ngojeknya dan bisa saja berakibat makin sedikit pedapatannya. Dengan nada sedikit sewot, emak menasehati tati sebagai istri Ojak dengan bertutur "Elu dorong laki lu biar jangan males nyari duit! " sebagai orang tua tati, Emak merasa prihatin dengan kondisi keuangan rumah tangga tati dan Ojak. Implikatur yang dihasilkan adalah tati sebagai istri Ojak sudah seharusnya mendukung suami, selain itu juga wajib bagi Tati untuk selalu mengingatkan Ojak giat dalam berkerja, agar keuangan rumah tangganya semakin membaik.

Tuturan Emak pada Tati yaitu "Elu dorong laki lu biar jangan males nyari duit!" memiliki maksud memerintah agar tati selalu mendorong atau mengingatkan ojak untuk lebih giat bekerja dengan cara berangkat ngojek lebih pagi. Tuturan ini dituturkan oleh Emak dengan pengetahuan bahwa jika semakin pagi memulai aktifitas untuk bekerja, badan masih segar, pikiran masih fokus dengan demikian maka makin banyak pula rizki yang akan diperoleh.

Emak dalam memberikan tuturannya "Elu dorong laki lu biar jangan males nyari duit!" sangat jelas maksud dari tuturan Emak pada Tati yaitu memerintah Tati untuk mengingatkan Ojak agar lebih giat bekerja yaitu ngojek. Strategi bertutur yang dipilih emak yaitu *bald record* strategi ini digunakan dengan cara penutur langsung menyampaikan maksud tuturannya yaitu memerintah pada petutur. Emak memerintah tati agar terus memberi motivasi pada suaminya untuk

terus lebih giat bekerja. Dalam hal ini Penutur tidak terlalu memperhatikan keterancaman muka si petutur, hal ini karena adanya hubungan kedekatan antara emak dan tati yaitu sebagai ibu dan anak. Pada dasarnya emak sudah memahami bagaimana cara menghadapi Tati, serta bagaimana cara mengarahkan tati agar dia bisa lebih bersikap pada Ojak terlebih dalam memberi semangat pada Ojak untuk giat bekerja.

> Data 3 (Emak tampak makin bête, gelisah karena mau ngaji, Babe masih melirik Emak).
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> Emak : <u>Maaf ni be, abis lohor saya mau berangkat ngaji</u>
> Babe : Lah, napa lo kagak ngomong dari tadi?
> Emak : Saya tadi mau bilang, tapi babe ngomong terus
> Babe : Ngom,ong terus begimane, kan tadi kita sempet diem-dieman lama
> Emak : Emang, tapi pas saya mau ngomong, babe udah ngomong duluan.

Saat babe bertamu di rumah emak, emak terlihat semakin bête dan gelisah, dia tidak tau bagaimana caranya agar babe segera pulang. Emak kurang merasa nyaman saat babe berkunjung ke rumahnya. Babe memiliki perasaan khusus pada emak, namun tampaknya tidak demikian dengan emak. Hubungan kedekatan keduanya cukup dekat sebagai tetangga, namun perbedaan usia diantara keduanya membuat emak merasa sungkan saat ingin memerintah babe pulang. Akhirnya emak bertutur "maaf ni be, abis lohor saya mau berangkat ngaji". implikasi dari tuturan ini adalah, hari sudah menjelang lohor, maka emak harus segera bersiap untuk berangkat mengaji. Pengajian ini khusus untuk kaum perempuan, jadi tidak ada alasan lagi bagi babe untuk ikut. Selain itu perbedaan usia mereka berdua membuat emak lebih hormat dan perlu berhati-hati saat bertutur pada babe untuk menyampaikan maksudnya. Hal ini khususnya terlihat saat emak bermaksud menyuruh babe untuk pulang.

Emak bertutur "maaf ni be, abis lohor saya mau berangkat ngaji" memiliki maksud agar babe sesegera mungkin pergi dari rumah emak. Tuturan ini dituturkan oleh emak dengan pengetahuan bahwa seseorang yang akan berangkat mengaji memerlukan waktu untuk bersiap-siap dan menunaikan sholat lohor terlebih dulu. Dengan tuturan tersebut, tersirat harapan emak bahwa babe akan memahami maksudnya dan akan segera berpamitan.

Dalam tuturannya "maaf ni be, abis lohor saya mau berangkat ngaji" yang didahului dengan kata "maaf" sangat jelas bahwa emak menaruh hormat pada babe, maksud utama dari tuturan tersebut adalah emak memerintah babe agar segera pergi dari

rumahnya, namun dalam tuturan emak sama sekali tidak ada tuturan pergi atau pulang yang ditujukan pada babe. Berdasarkan hal tersebut jelas bahwa emak menggunakan strategi bertutur secara samar atau *off record*. Strategi ini digunakan oleh emak untuk meminimalkan keterancaman muka petutur yaitu babe. Emak masih menaruh hormat pada babe, meskipun sering bête jika babe berkunjung ke rumah. Oleh karena itu emak berusaha tetap menjaga perasaan babe agar jangan sampai tersinggung. *off record* atau tuturan samar merupakan pilihan strategi bertutur yang tepat, karena dengan strategi ini keterancaman muka yang kemungkinan dapat dialami oleh babe terhindarkan. dengan sebuah pernyataan "maaf ni be, abis lohor saya mau berangkat ngaji"

> Data 4 (tisna berhenti ketika melihat ada motor parkir diteras dengan tulisan "DIJUAL" tisna turun mendekati ujang yang sedang mengelap motor).

> Tisna   : Maaf, harganya berapa?
> Ujang   : 5 juta
> Tisna   : Mahal, ya?
> Ujang   : Kalau mau murah, beli sepeda aja.
>   (ujang lanjut mengelap motornya).

Tisna ingin mengganti motornya, selain motornya sudah terlihat kusam juga sering mogok yang akhirnya banyak penumpang kecewa. Tisna berkeliling kampung dengan motornya mencari penjual motor seken. Beberapa menit berselang tisna melihat ada motor yang sedang diparkir dan dilap bertuliskan "DIJUAL", dia berhenti dan bertanya tentang harga motor tersebut, "5 juta" jawab si penjual. Tisna jawab "mahal ya?" dengan wajah sedih, dengan suara datar penjual menjawab "kalau mau murah, beli sepeda aja". Jawaban Ujang berimplikasi bahwa ujang kesal atas respon yang diberikan oleh tisna saat tisna menanyakan tentang harga motor yang dia jual, hal ini diperoleh berdasarkan pengetahuan ujang tentang harga motor baru diatas kisaran 12 juta keatas, sedangkan untuk harga seken paling tidak diatas kisaran 7-8 juta, sementara dia akan menjual motor sekennya dengan harga 5 juta sudah termasuk murah. Namun diluar dugaan ternyata tisna masih menganggap 5 juta masih mahal. Dengan demikian tuturan ujang "kalau mau murah beli sepeda aja" tuturan ini berimplikasi bahwa jika ingin murah tisna lebih baik membeli sepeda yang sudah pasti harganya jauh lebih murah atau dibawah 5 juta.

Tuturan "kalau mau murah beli sepeda aja" yang dituturkan oleh ujang memiliki maksud memerintah pada Tisna agar pilih membeli sepeda jika dia ingin mendapatkan harga yang murah. Hal ini diperoleh dari jawaban tisna "mahal ya", dengan harga 5 juta untuk mendapatkan sebuah motor seken

dengan kondisi baik termasuk harga yang cukup murah. Tuturan ujang juga dapat memiliki maksud lain yaitu memerintah agar Tisna segera pergi dari tempat ujang, karena tidak memungkinkan bagi Tisna untuk menawar lebih rendah dari 5 juta, dan yang pasti di rumah ujang tidak jual sepeda.

Tisna dan ujang merupakan dua orang yang sebelumnya belum saling kenal. Mereka berdua terlibat pembicaraan sebagai seorang penjual dan pembeli motor. Diantara keduanya harus ada sikap saling menghargai. pada saat tisna mengetahui harga sepeda motor, dia langsung menjawab "mahal ya" ujang nampak kaget dan kesel, maka Ujang bertutur "kalau mau murah beli sepeda aja" tuturan ini tidak benar-benar menyuruh tisna untuk beli sepeda, melainkan memerintah agar tisna segera pergi dari tempat itu, karena mungkin saja ujang tidak akan membuka tawar menawar harga. Hal ini diperkuat dengan situasi bahwa memang ditempat ujang tidak ada sepeda, dan jika benar tisna membeli sepeda sudah pasti dia harus cari di tempat lain (dia harus pergi). Strategi bertutur secara samar atau *off record* yang dipilih oleh Ujang. Ujang tidak ingin mengancam muka Tisna dengan merespon lebih jauh tuturan Tisna, meskipun ujang kesal, tapi dia masih berusaha untuk menyelamatkan muka lawan tuturnya, karena bagaimanapun juga Tisna adalah calon pembeli yang tetap harus dihornati meski dia tidak jadi membeli motor tersebut.

> Data 5 (ujang melanjutkan mengelap motornya. Tisna pergi dengan wajah kesal. tak lama kemudian Ojak muncul dari arah pengkalan dan menghampiri ujang)

> Ojak   : Tadi temen saya ngapain?
> Ujang : Nanyain harga motor ini.
> Ojak   : Trus lo jawabnya berapa?
> Ujang : Tanya aja sama temen abang itu.

Niat yang sama juga dimiliki oleh ojak untuk mengganti motornya. Dia tiba ke rumah ujang setelah beberapa menit tisna pergi meninggalkan tempat itu. Ojak bertanya pada ujang, tentang apa apa yang abru saja dilakukan oleh Tisna di depan rumahnya. Ujangpun menjawab tentang maksud Tisna tadi. Ojak melanjutkan pertanyaanya lagi tentang jawaban ujang mengenai harga motor yang ditanyakan oleh Tisna. Ujang menjawab dengan bertutur "Tanya aja sama temen abang". Maksud Ujang bertutur demikian adalah dengan pengetahuan bahwa sebelumnya Ojak bertanya "tadi temen saya ngapain?" berarti antara Ojak dan Tisna ada hubungan kedekatan yaitu sebagai teman dan sudah pasti mereka berdua akan sangat mudah berbagi informasi mengenai informasi harga yang sudah diketahui oleh Tisna sebelumnya. Tuturan Ujang juga memiliki implikasi bahwa dia masih merasa kesal atas sikap Tisna sebelumnya, selain itu Ujang

enggan untuk mengulang jawaban yang sama tentang informasi harga motor seken yang akan dia jual. Hal ini disebabkan oleh anggapan Ujang kepada Ojak yang pasti akan melakukan hal yang samam yaitu sama-sama tidak membeli motor seken tersebut. Oleh karena itu Ujang memerintah Ojak untuk bertanya pada temannya yaitu Tisna.

Tuturan Ujang "Tanya aja sama temen abang" mengacu langsung pada maksudnya yaitu memerintah agar Ojak menanyakan tentang harga motornya pada Tisna. Hubungan kedekatan antara Ojak dan Ujang hampir tidak ada, karena mereka baru pertama bertemu saat itu. Ujang memilih menuturkan "Tanya aja sama temen abang" karena menurutnya tidak ada alasan bagi dia untuk menjaga muka petutur yaitu Ojak. Ojak bukan pembeli seperti Tisna. Ojak hanya mencoba mencari informasi tentang apa yang baru saja Tisna lakukan di rumah Ujang. Strategi bertutur yang dilakukan oleh Ujang adalah *Bald record*, strategi ini dilakukan dengan cara penutur langsung menuturkan maksud tuturannya tanpa mempertimbangkan keterancaman muka si petutur dalam hal ini Ojak. Hal ini terlihat dari tuturan Ujang dan ternyata benar Ojak sama sekali tidak tercermin dari raut wajahnya jika dia tersinggung atas tuturan Ujang. dia langsung berlalu dari hadapan Ujanng dengan senyumnya.

Data 6 (Babe dan Emak sedang ngobrol sambil ngopi di teras rumah emak)
Babe   : Gua kalo ngobrol begini jadi inget masa lalu.
Emak   : Saya sih engga inget be.
(babe kecewa, Tapi semangat lagi)
Babe   : Nah kalo cerita ini pasti lo inget.
Emak   : Kayaknya saya juga nggak inget.
Babe   : Lah, pan gua belum cerita.
Emak   : Ya udah babe cerita deh.

Percakapan antara Emak dan Babe berawal dari kehadiran Babe ke rumah Emak yang ingin dibuatkan kopi oleh Emak. Ceritapun berlanjut dengan Babe memancing pembicaraan dengan Emak dengan tuturan "gua kalau ngobrol begini jadi inget masa lalu" namun jawaban Emak tidak sesuai dengan harapan Babe melalui jawaban "saya sih nggak inget beh" menunjukan bahwa Emak tidak terlalu nyaman dengan kehadiran babe. Hal ini juga didukung dengan raut muka Emak saat menuturkan tuturan tersebut. Tidak sampai disitu Babe tetap berusaha memancing agar tercipta pembicaraan dengan kembali berujar "nah kalo cerita yang ini lo pasti inget" langsung direspon oleh Emak "kayaknya saya juga nggak inget" kembali Emak menunjukan ketidaknyamananya. Beberapa respon Emak yang dituturkan sangat jelas menunjukan bahwa Emak merasa tidak nyaman dan ingin segera mengakhiri perbincangan dengan Babe. Namun usaha tersebut

sia-sia, Babe sama sekali tidak tanggap atas apa yang dituturkan oleh Emak.

Akhirnya Emak kembali merespon dengan jawaban "ya udah, Babe cerita deh". Tuturan ini merupakan respon dari atas semua tuturan Babe, dengan didukung mimic muka Emak yang menunjukan bête, ketidaknyamanan atas situasi saat itu. tuturan emak bermaksud menyuruh babe untuk menceritakan apa yang sebenarnya ingin Babe sampaikan. selain tutran Emak memiliki maksud memerintah, terdapat juga makna lain yang tersirat yaitu Emak tidak ingin basa-basi lagi agar obrolan antara dia dan Babe segera berakhir dan babe segera pulang. Hal ini diketahui dari tuturan "ya udah, babe cerita deh" dibarengi dengan raut muka yang tidak begitu ceria. Emak menggunakan strategi bertutur jenis *bald record* karena emak langsung bertutur pada maksud sesungguhnya yaitu memerintah agar babe segera bercerita. Strategi ini dipilih oleh emak karena tidak ada pilihan lain bagi Emak untuk menunjukan rasa tidak nyaman jika Babe berlama-lama bertamu, dengan tuturan berikut "saya sih nggak inget beh" dan "kayaknya saya juga nggak inget". Akhirnya emak bertutur "ya udah, babe cerita deh". memberi kesempatan babe untuk bercerita tentang pengalamnnya dengan emak.

IV. KESIMPULAN

Pada sitkom tukang Ojek Pengkolan ini terdapat banyak sekali jenis tindak tutur yang dituturkan oleh para pemainnya. Namun sesuai dengan batasan masalah yang sudah penulis paparkan sebelumnya, dalam hal ini penulis hanya fokus dalam pencarian data tentang tuturan memerintah. Dalam bertutur seorang penutur tidak hanya sekedar menyampaikan sebuah maksud, melainkan harus memperhatikan hubungan kedekatan keduanya, serta tingkat keterancaman muka antara penutur dan petutur. Sebuah tuturan masing-masing memiliki maksud yang berbeda, dalam tulisan ini penulis telah melakukan pengamatan tentang tuturan memerintah dalam sitkom TOP dan sekaligus melihat bagaimana strategi bertutur yang digunakan oleh masing-masing karakter saat menuturkan tuturan memerintah.

Penulis memperoleh simpulan bahwa strategi bertutur yang digunakan oleh para pemain sitkom TOP pada saat menuturkan tuturan memerintah adalah menuturkan secara samar (*off record*) dan jelas (*bald record*). Berdasarkan teori brown levinson, pada saat penutur menggunakan strategi *off record* berarti penutur sangat mempertimbang-kan dan menjaga kemungkinan keterancaman muka dari lawan tutur dan juga penuturnya. Hal ini dipengaruhi oleh hubungan kedekatan seperti anak dan orang tua, kakak adek, serta hubungan dengan orang yang lebih tua, serta perbedaan tingkat status social. Sedangkan *bald record* dipilih oleh beberapa karakter dalam sitkom ini sebagai strategi bertutur yang sama sekali

tidak mempertimbangkan keterancaman muka dari lawan tutur.

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PROFIL PENULIS
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Analisis Pengaruh Minat dan Motivasi Belajar
Terhadap Prestasi Belajar

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Abstract - *This research aims to identify and analyze the effect of the learning interest and learning motivation variables toward student's learning achievement. Method of data collection in this research is using the survey method with questionnaires. Population in this research is students of MTsN 6 Jakarta. Based on the results of the analysis, it indicates that the learning interest significantly influences the learning achievement of the students of MTsN 6 Jakarta, shown by the t significant value of 0.001 smaller that α 0.05 with the regression coefficient of 0.224 Learning motivation has a significant effect on the learning achievement of the students of MTsN 6 indicated by the t significant value 0.028 less than α =0.05. Learning interest and learning motivation significantly influence the learning achievement of the students of MTsN 6 shown by F significant value of 0.000 smaller than α=0.05 and are able contribute to the learning Achievement variables of 0.470 or 47%. the remaining 53% is influenced by other variables that are not examined in this research.*

I. PENDAHULUAN

Belajar merupakan salah satu kegiatan yang tidak asing bagi manusia karena belajar merupakan salah satu ciri khas manusia sebagai makhluk yang memiliki kemampuan tertinggi diantara mahkluk lainnya dan selama hidupnya manusia selalu melakukan kegiatan tersebut. Manusia belajar untuk mengembangkan perilaku yang efektif dan efisien guna mencapai tujuannya.

Dalam dunia pendidikan dikenal istilah yang dicapai siswa dalam menyerap pelajaran. Ada yang menyatakan hasil, potensi, nilai, dan ada pula yang menggunakan istilah prestasi. Prestasi menurut istilah adalah bukti keberhasilan usaha yang dicapai. Jadi prestasi itu bisa diartikan sebagai hasil dari berbagai proses dengan membuahkan tujuan yang diharapkan.

Dengan prestasi belajar ini seorang guru dapat mengetahui tingkat keberhasilan siswanya dalam menyampaikan pelajaran dan siswa dalam menerima pelajaran. Prestasi belajar sangat penting sekali sebagai indikator keberhasilan baik bagi seorang guru maupun siswa. Bagi seorang guru, prestasi belajar siswa dapat dijadikan sebagai pedoman penilaian terhadap keberhasilan dalam kegiatan membelajarkan siswa.

Seorang guru dikatakan berhasil menjalankan program pembelajarannya apabila separuh atau lebih dari jumlah siswa telah mencapai tujuan instruksional baik tujuan instruksional khusus maupun umum. Sedangkan bagi siswa, prestasi belajar merupakan informasi yang berfungsi untuk mengukur tingkat kemampuan atau keberhasilan belajarnya, apakah mengalami perubahan yang bersifat positif maupun perubahan yang bersifat negatif.

Tidak ada seorang pun siswa yang tidak menginginkan suatu prestasi belajar yang baik. Namun untuk memperoleh semua itu tidaklah mudah karena mengingat adanya perbedaan setiap individu baik motivasinya, karakternya, citacitanya dan lain-lain yang dimiliki oleh setiap siswa. Dengan perbedaan yang demikian akan menyebabkan tercapainya suatu prestasi belajar yang berbeda pula yaitu prestasinya ada yang tergolong tinggi, sedang dan rendah. Hal ini dapat terjadi karena banyaknya faktor yang mempengaruhi prestasi belajar yaitu inteligensi, bakat, minat, motivasi serta lingkungan siswa yang teridiri dari lingkungan sekolah dan lingkungan rumah (Syah, 2005)

Berdasarkan uraian di atas peneliti lebih menekankan kepada masalah prestasi belajar bahasa Inggris dalam kaitannya dengan minat dan motivasi belajar siswa. Untuk itu peneliti akan menyelidiki pengaruh minat dan motivasi terhadap prestasi belajar bahasa Inggris yang dituangkan dalam tesis berjudul **"Pengaruh Minat dan Motivasi Terhadap Prestasi Belajar Bahasa Inggris (Survei pada MTSN Jakarta)."**

II. METODOLOGI PENELITIAN

Jenis penelitian yang digunakan dalam penelitian ini adalah *explanatory research* atau penelitian penjelasan dengan pendekatan kuantitatif. Jumlah sampel yang digunakan dalam penelitian ini sebanyak 52 responden siswa MTsN 6 Jakarta Timur. Teknik pengambilan sampel mengggunakan teknik *random sampling* yaitu sampel diambil secara acak.

A. Prestasi Belajar

Berhasil atau tidaknya Proses pembelajaran dapat dilihat melalui prestasi belajarnya. Menurut Nana Syaodih (2003:102-103) menyatakan "prestasi belajar adalah merupakan realisasi atau pemekaran kecakapan-kecakapan potensial atau kapasitas yang dimiliki oleh

siswa yang dapat dilihat dari bentuk penguasaan pengetahuan, ketrampilan berfikir akan mata pelajaran yang ditempuh. Menurut Muhibbin Syah (2011:224) "Prestasi belajar adalah tingkat keberhasilan siswa dalam mencapai tujuan yang ditetapkan dalam sebuah program". Sedangkan Menurut Nana Sudjana (1991:22) "Prestasi belajar adalah kemampuan-kemampuan yang dimiliki siswa setelah menerima pengalaman belajarnya.

Dari pengertian diatas, maka dapat disimpulkan bahwa prestasi belajar adalah sesuatu yang merupakan hasil dari proses belajar yang mengakibatkan perubahan tingkah laku sesuai dengan kompetensi belajarnya Secara global.

Proses belajar yang dialami oleh siswa menghasilkan perubahan-perubahan dalam bidang pengetahuan/pemahaman, dalam bidang keterampilan, dan dalam bidang nilai dan sikap. Adanya perubahan tampak dalam prestasi belajar yang dihasilkan oleh siswa terhadap pertanyaan/persoalan/tugas yang diberikan oleh guru (W.S. Winkel, 1984:102).

Dari pernyataan tersebut dapat disimpulkan bahwa prestasi belajar dapat dilihat melalui pertanyaan yang diberikan oleh guru, soal-soal yang diberikan oleh guru dan tugas yang dapat dijadikan tolok ukur prestasi belajar siswa.

Dalam pembelajaran sangat diperlukan perencanaan dalam mengukur hasil belajar siswa atau prestasi belajar. Menurut Dimyati (1989:256) "dalam merencanakan pengajaran perlu dimasukkan cara mengukur hasil belajar atau prestasi belajar, agar guru dapat mengetahui hasil belajar atau prestasi belajar siswanya.

Perencanaan pengukuran prestasi belajar dalam merencanakan pembelajaran sangat penting untuk dapat mengetahui prestasi siswa dan sebagai acuan berhasil tidaknya pembelajaran yang dilakukan.
Banyak faktor-faktor yang mempengaruhi tinggi atau rendahnya prestasi belajar seorang siswa. Menurut Purwanto (1993:102-106) faktor-faktor yang mempengaruhi prestasi belajar siswa atau hasil belajar dapat kita bedakan menjadi dua macam yakni:
1. Faktor yang ada pada diri organisme tersebut yang disebut faktor individu. Faktor individu meliputi hal-hal berikut: Faktor kematangan atau pertumbuhan, Faktor kecerdasan atau *inteligensi*, Faktor latihan dan ulangan, Faktor motivasi, dan Faktor pribadi
2. Faktor yang ada di luar individu disebut faktor sosial. Termasuk ke dalam faktor di luar individu atau faktor sosial antara lain: Faktor keluarga atau kedaan rumah tangga. Suasana dan keadaan

keluarga yang bermacam-macam turut bagaimana dan sampai dimana belajar dialami anak-anak, Faktor guru dan cara mengajarnya, Faktor alat-alat yang digunakan dalam belajar mengajar. Faktor guru dan cara mengajarnya berkaitan erat dengan ketersediaan alat-alat pelajaran yang tersedian di sekolah. Sekolah memiliki peralatan dan perlengkapan yng diperlukan dalam belajar ditambah dengan guru yang berkualitas akan mempercepat dan mempermudan belajar anak-anak, Faktor lingkungan dan kesempatan yang tersedia dan Faktor motivasi sosial.

Jadi prestasi belajar adalah hasil yang dicapai oleh siswa selama berlangsungnya proses belajar mengajar dalam jangka waktu tertentu, umumnya prestasi belajar dalam sekolah berbentuk pemberian nilai (angka) dari guru kepada siswa sebagai indikasi sejauh mana siswa telah menguasai materi pelajaran yang disampaikannya, biasanya prestasi belajar ini dinyatakan dengan angka, huruf, atau kalimat dan terdapat dalam periode tertentu.

B. Motivasi
Motivasi berasal dari kata motif, dalam bahasa inggris adalah *motive* atau *motion*, lalu *motivation*, yang berarti gerakan atau sesuatu yang bergerak. Artinya sesuatu yang menggerakkan terjadinya tindakan, atau disebut dengan niat.

Menurut Hamzah B.Uno (2012:3) "motivasi adalah dorongan yang terdapat dalam diri seseorang untuk berusaha mengadakan perubahan tingkah laku yang lebih baik dalam memenuhi kebutuhannya". Menurut Purwanto (1993-71) berpendapat "motivasi adalah pendorong suatu usaha yang disadari untuk mempengaruhi tingkah laku seseorang agar tergerak untuk bertindak melakukan sesuatu sehingga mencapai hasil atau tujuan tertentu". Sedangkan Sardiman (2012:75) berpendapat bahwa "motivasi dapat juga dikatakan serangkaian usaha untuk menyediakan kondisi-kondisi tertentu, sehingga seseorang mau dan ingin melakukan sesuatu".
Menurut W.S. Winkel (1984:27) "motivasi belajar adalah keseluruhan daya penggerak di dalam diri siswa yang menimbulkan kegiatan belajar, yang menjamin kelangsungan dari kegiatan belajar dan yang memberikan arah pada kegiatan belajar itu".
Dari pendapat diatas dapat disimpulkan bahwa motivasi belajar adalah tenaga pendorong atau penarik yang menyebabkan adanya perilaku seseorang ke arah suatu tujuan tertentu agar memiliki kemauan untuk bertindak dalam belajar.

1. Fungsi Motivasi Belajar
Proses belajar akan berhasil manakala siswa memiliki motivasi yang tinggi dalam belajar. Menumbuhkan motivasi belajar siswa merupakan salah satu tugas dan tanggung jawab seorang pendidik (guru). Menurut Sardiman (2012:85) menyatakan bahwa "motivasi

dapat berfungsi sebagai pendorong usaha dan pencapaian prestasi".

Jadi dapat disimpulkan bahwa apabila seorang siswa mempunyai motivasi dalam belajar maka prestasi belajar siswa tersebut akan meningkat.

2. Teknik-teknik motivasi dalam pembelajaran

Dalam pembelajaran motivasi tidak begitu saja muncul diperlukan teknik-teknik-teknik untuk memunculkan motivasi dalam pembelajaran. Menurut Hamzah B. Uno (2012:34-35) beberapa teknik motivasi yang dapat dilakukan dalam pembelajaran sebagai berikut: pernyataan penghargaan secara verbal, menggunakan nilai ulangan sebagai pemacu keberhasilan, menimbulkan rasa ingin tahu, memunculkan sesuatu yang tidak diduga oleh siswa, menjadikan tahap dini dalam belajar mudah bagi siswa, menggunakan materi yang dikenal siswa sebagai contoh dalam belajar, gunakan kaitan yang unik dan tak terduga untuk menerapkan suatu konsep dan prinsip yang telah dipahami, menuntut siswa untuk menggunakan hal-hal yang talah dipelajari sebelumnya, menggunakan simulasi dan permainan, memberikan kesempatan kepada siswa untuk memperlihatkan kemahirannya di depan umum, mengurangi akibat yang tidak menyenangkan dan keterlibatan siswa dalam kegiatan belajar, memahami iklim sosial dalam sekolah, memanfaatkan kewibawaan guru secara tepat, memperpadukan motif-motif yang kuat, memperjelas tujuan belajar yang hendak di capai, merumuskan tujuan-tujuan sementara, memberitahukan hasil kerja yang telah dicapai, membuat suasana persaingan yang sehat di antara para siswa, mengembangkan persaingan dengan diri sendiri, dan memberikan contoh yang positif.

3. Ciri-ciri motivasi yang ada pada diri manusia

Motivasi memiliki macam ciri-cirinya pada manusia pada umumnya. Menurut Sardiman (2012-83) motivasi yang ada dalam diri setiap orang itu memiliki ciri-ciri: tekun menghadapi tugas, ulet menghadapi kesulitan, tidak memerlukan dorongan dari luar untuk berprestasi sebaiknya mungkin, menunjukkan minat terhadap bermacam-macam masalah untuk orang dewasa, lebih senang bekerja mandiri, cepat bosan pada tugas-tugas yang rutin, dapat mempertahankan pendapatnya, tidak mudah melepaskan hal yang sudah diyakini itu, dan senang mencari dan memecahkan soal-soal.

Kesimpulan yang dapat diambil adalah apabila siswa memiliki ciri-ciri motivasi seperti tekun menghadapi tugas maka siswa tersebut akan selalu mendapatkan nilai yang baik dalam setiap tugas yang diberikan.

4. Faktor-faktor yang mempengaruhi motivasi belajar

Motivasi belajar tidak mungkin akan tumbuh dengan sendirinya, banyak faktor-faktor yang mempengaruhi terbentuknya motivasi belajar. Menurut Mudjiman (2007:43) ada delapan faktor yang mempengaruhi terbentuknya motivasi belajar yaitu:

a. Faktor pengetahuan tentang kegunaan belajar
b. Faktor kebutuhan akan belajar
c. Faktor kemampuan melakukan kegiatan belajar
d. Faktor kesenangan terhadap ide melakukan kegiatan belajar
e. Faktor pelaksanaan kegiatan belajar
f. Faktor hasil belajar
g. Faktor kepuasan terhadap hasil belajar
h. Faktor karakteristik pribadi dan lingkungan terhadap proses pembuatan keputusan.

Motivasi belajar pada mata pelajaran bahasa Inggris dapat diartikan sebagai kondisi fisiologis dan psikologis yang terdapat di dalam diri siswa yang mendorongnya untuk melakukan aktivitas belajar pada mata pelajaran bahasa Inggris guna mencapai prestasi pada mata pelajaran tersebut setinggi mungkin berdasar kepada kemampuan dalam ilmu pengetahuan yang berhubungan dengan bahasa Inggris. Motivasi belajar merupakan daya pendorong untuk perbuatan yang dilakukan siswa untuk meraih tujuan atau cita-citanya. Sehingga indikator dari motivasi belajar yang dimiliki siswa tercemin dari upaya membangkitkan motivasi dari diri siswa itu sendiri upayanya adalah dengan pernyataan penghargaan secara verbal, menggunakan nilai ulangan sebagai pemacu keberhasilan, menimbulkan rasa ingin tahu, memunculkan sesuatu yang tidak diduga oleh siswa, menjadikan tahap dini dalam belajar mudah bagi siswa, menggunakan materi yang dikenal siswa sebagai contoh dalam belajar, gunakan kaitan yang unik dan tak terduga untuk menerapkan suatu konsep dan prinsip yang telah dipahami, menuntut siswa untuk menggunakan hal-hal yang talah dipelajari sebelumnya, menggunakan simulasi dan permainan, memberikan kesempatan kepada siswa untuk memperlihatkan kemahirannya di depan umum, mengurangi akibat yang tidak menyenangkan dan keterlibatan siswa dalam kegiatan belajar, memahami iklim sosial dalam sekolah, memanfaatkan kewibawaan guru secara tepat, memperpadukan motif-motif yang kuat, memperjelas tujuan belajar yang hendak di capai, merumuskan tujuan-tujuan sementara, Memberitahukan hasil kerja yang telah dicapai, membuat suasana persaingan yang sehat di antara para siswa, Mengembangkan persaingan dengan diri sendiri, dan Memberikan contoh yang positif.

C. Minat

Sebuah kegiatan tanpa didasari oleh minat maka akan membuat kegiatan tersebut akan terasa berat dan

menjenuhkan, namun apabila kegiatan tersebut di dasari oleh minat maka kegiatan tersebut akan terasa menyenangkan.

Minat menurut Slameto (2010:180) adalah suatu rasa lebih suka dan rasa ketertarikan pada suatu hal atau aktifitas, tanpa ada yang menyuruh. Pendapat Djaali (2004:122) "Minat adalah perasaan yang ingin tahu, mempelajari, mengagumi atau memiliki sesuatu". Sedangkan Menurut Singer (1991:25) minat adalah suatu landasan yang paling meyakinkan demi keberhasilan suatu proses.

Pendapat W.S. Winkel (1984:30) "minat adalah kecenderungan yang menetap dalam subyek untuk merasa tertarik pada bidang/ hal tertentu dan merasa senang berkecimpung dalam bidang itu".

Dari pendapat diatas dapat disimpulkan bahwa minat adalah suatu rasa suka yang lebih yang diperlukan untuk sebuah keberhasilan dalam sebuah proses. Apabila minat ini timbul pada siswa terhadap mata pelajaran bahasa Inggris maka siswa tersebut akan tekun dalam menjalani pembelajaran sehingga mampu meraih prestasi dalam pelajaran bahasa Inggris.

1. Cara Menumbuhkan Minat
Minat tidak begitu saja tumbuh pada diri manusia tapi minat dapat ditumbuhkan pada diri manusia. Menurut Slameto (2010:180-181) cara yang paling efektif membangkitkan minat pada suatu obyek yang baru adalah dengan menggunakan minat-minat siswa yang telah ada. Menurut Singer (1991:93) Minat bukanlah merupakan sesuatu yang dimiliki oleh seseorang begitu saja, melainkan merupakan sesuatu yang dapat dikembangkan.

Kesimpulan yang dapat diambil adalah bahwa untuk menumbuhkan minat siswa pada pelajaran dilakukan dengan menggunakan minat-minat yang telah ada dan dari minat tersebut dapat dikembangkan lagi agar dapat meraih prestasi dari minat-minat tersebut.

2. Minat dalam pembelajaran
Minat sangat penting bagi pembelajaran karena minat berkaitan erat dengan pelaksanaan pembelajaran. Menurut Gie (1995:131) arti penting minat dalam kaitannya dengan pelaksanaan pembelajaran adalah:
a. Minat melahirkan perhatian yang serta merta
b. Minat memudahnya terciptanya konsentrasi
c. Minat mencegah gangguan dari luar
d. Minat memperkuat melekatnya bahan pelajaran dalam ingatan
e. Minat memperkecil kebosanan belajar belajar dalam diri sendiri
Minat sangat diperlukan dalam proses pembelajaran karena dengan minat akan membuat pembelajaran berlajalan lancar dan akan

meningkatkan prestasi karena faktor penghambat pelajaran dapat diatasi melalui minat.
Menurut Gie, (1995:130) Minat melahirkan perhatian spontan yang memungkinkan terciptanya konsentrasi untuk waktu yang lama dengan demikian, minat merupakan landasan bagi konsentrasi. Minat bersifat sangat pribadi, orang lain tidak bisa menumbuhkannya dalam diri siswa, tidak dapat memelihara dan mengembangkan minat itu, serta tidak mungkin berminat terhadap sesuatu hal sebagai wakil dari masing-masing siswa.

Dari pendapat diatas dapat diambil kesimpulan bahwa minat sangat bersifat pribadi sehingga dalam menumbuhkan minat harus dimulai dari diri sesorang itu sendiri.

3. Hubungan Minat Dengan faktor lain
Minat sangat berhubungan erat dengan motivasi karena keduanya sangat berkaitan. Menurut J.E. Ormrod (2009:101) minat adalah suatu bentuk motivasi intrinsik. Contohnya Siswa yang mengerjakan suatu tugas yang menarik minatnya mengalami afek positif yang signifikan seperti kesenangan, kegembiraan, dan kesukaan.

Crow dan crow mengatakan bahwa minat berhubungan dengan gaya gerak yang mendorong seseorang untuk menghadapi atau berurusan dengan orang lain, benda, kegiatan, pengalaman yang dirangsang oleh kegiatan itu sendiri (Djaali, 2007:121).
Jadi minat merupakan salah satu bentuk motivasi dalam diri yang perlu dikembangkan untuk menimbulkan efek positif Dan minat adalah suatu kecenderungan atau keinginan yang tinggi terhadap sesuatu yang ingin dicapai.

4. Membangkitkan Minat Belajar
Minat dalam belajar sangat diperlukan, namun perlu cara dalam membangkitkan minat belajar. Menurut Hardjana (1994:88-89) ada beberapa langkah untuk membangkitkan minat belajar yaitu:
a. Mengarahkan perhatian pada tujuan yang hendak dicapai
b. Merencanakan aktivitas belajar dan mengikuti rencana itu
c. Membuat kegiatan belajar menjadi menarik
d. Memandang kegiatan belajar menjadi sangat penting pada saat belajar
e. Mencari kepuasan dalam kegiatan belajar
f. Mengurangi hal-hal yang menggangu keasyikan belajar

Minat sangat perlu dibangkitkan karena minat sangat mempengaruhi proses belajar dan dapat berpengaruh pula terhadap prestasi belajar

5. Jenis-Jenis Minat
Minat memiliki jenis yang berbeda-beda. Menurut Djaali (2007:122) dibagi dalam enam jenis yaitu:

Realistis, *Investigative,* Artistik, *Social, Enterprising dan* Konvensional .
Dari keenam jenis tersebut merupakan jenis-jenis minat yang sering dimiliki oleh seseorang dan termasuk kedalam jenis mana tergantung pada dirinya sendiri. Dengan diketahuinya jenis minat orang maka akan mudah mengembangkan minat orang tersebut.

Minat sangat diperlukan dalam pembelajaran dalam hal ini pembelajaran bahasa Inggris. Dengan demikian perlu adanya usaha-usaha atau pemikiran yang dapat memberikan solusi terhadap peningkatan minat belajar siswa, utamanya dengan yang berkaitan dengan mata pelajaran bahasa Inggris. Minat sebagai aspek kewajiban bukan aspek bawaan, melainkan kondisi yang terbentuk setelah dipengaruhi oleh lingkungan. Karena itu minat sifatnya berubah-ubah dan sangat tergantung pada individunya.

Dari beberapa uraian di atas dapat disimpulkan bahwa seseorang atau siswa khususnya disebut mempunyai minat belajar pada mata pelajaran bahasa Inggris bila mempunyai rasa suka yang lebih dan perhatian terhadap suatu obyek atau aktivitas yang pada kegiatan belajar. Minat belajar itu ada pada setiap individu dan minat itu timbul karena obyek yang terpilih dari lingkungannya menjadi perhatian individu tersebut. Perhatian dapat berkembang menjadi kuat dan mampu menimbulkan perasaan senang, dari perasaan seseorang terjaga dan tumbuh dalam individu dapat berwujud kecenderungan dalam tingkah laku orang pada lazimnya yang terarah pada suatu bentuk aktivitas. Bentuk aktivitas nyata dalam belajar dapat berlangsung apabila setiap individu telah memiliki landasan keinginan yang kuat untuk berprestasi. Berdasarkan penjelasan di atas, indikator dari minat belajar yang dimiliki siswa adalah minat melahirkan perhatian yang serta merta, minat memudahnya terciptanya konsentrasi, minat mencegah gangguan dari luar, minat memperkuat melekatnya bahan pelajaran dalam ingatan, minat memperkecil kebosanan belajar belajar dalam diri sendiri.

Teknik analisis data yang digunakan adalah:
a. Analisis deskriptif
   Analisis deskriptif diperlukan pada variable-variabel penelitian. Berdasarkan variabel tersebut, analisis dapat dilakukan untuk mendapatkan informasi mengenai banyak hal. (Umar, 2010:103)
b. analisis regresi linier berganda
   Analisa model persamaan linier berganda digunakan untuk meregresikan secara simultan antara variabel bebas dengan variabel terikat.
   Dalam penelitian ini model regresi yang digunakan yaitu:
   $Y = a + b1X1 + b2X2 + e$
   Keterangan:
   Y = Variabel terikat (Prestasi Belajar)
   X1 = Variabel bebas (Minat Belajar)
   X2 = Variabel bebas (Motivasi Belajar)
   a = konstanta
   b1,b2 = koefisien regresi
c. Uji F
   untuk melakukan pengujian pengaruh dari variabel-variabel bebas secara simultan terhadap variabel terikat.
d. Uji t
   Uji t dilakukan untuk menguji signifikansi masing-masing variabel bebas secara parsial

IV. HASIL DAN PEMBAHASAN
1. Uji Asumsi Klasik
   a. Uji Normalitas Data
   Persyaratan regresi yang baik jika data penelitian mengikuti distribusi normal.

Tabel 1 Uji Normalitas Data
One-Sample Kolmogorov-Smirnov Test

		MOTIVASI	MINAT	PRESTASI
N		52	52	52
Normal Parameters[a,b]	Mean	47.40	53.19	74.63
	Std. Deviation	9.979	9.385	3.272
Most Extreme Differences	Absolute	.103	.119	.148
	Positive	.082	.061	.148
	Negative	-.103	-.119	-.121
Kolmogorov-Smirnov Z		.740	.859	1.066
Asymp. Sig. (2-tailed)		.644	.452	.206

a. Test distribution is Normal.

b. Calculated from data.

Dari table di atas menunjukkan bahwa uji hipotesis yang menyatakan distribusi data pada analisis regresi ini mengikuti distribusi normal. Hal ini ditunjukkan dengan semua nilai Asymp. Sig > 0,05. Hal ini berarti semua data berdistribusi normal
   b. Uji Multikolinearitas
   Uji multikolinieritas bertujuan untuk menguji apakah model regresi ditemukan adanya korelasi yang sempurna antarvariabel bebas (independent). Model regresi yang baik seharusnya tidak terjadi korelasi yang sempurna diantara variabel bebas. Salah satu cara untuk untuk mendeteksi adanya multikolinieritas adalah dengan melihat *tolerance* atau *varian inflation factor* (VIF).Apabila *tolerance*< 0,1 atau nilai VIF> 10 maka terjadi multikolinearitas.

Tabel 2. Uji Multikolinearitas

Coefficientsᵃ

Model		Collinearity Statistics	
		Tolerance	VIF
1	(Constant)		
	Minat belajar	.645	1.549
	Motivasi belajar	.645	1.549

Hasil uji multikolininearitas pada tabel di atas diketahui bahwa hasil *Tolerance* 0,645> 0,1 atau *varian inflation factor* (VIF) 1,549< 10. Sehingga dapat dinyatakan bahwa tidak ada multikolinearitas antara minat belajar dan motivasi belajar pada analisis regresi ganda ini.

c. Uji Heteroskedastisitas

Pengertian heteroskedastisitas adalah apabila kesalahan atau residual yang diamati tidak memiliki varian yang konstan. Kondisi heteroskedastisitas sering terjadi pada data *cross section,* atau data yang diambil dari beberapa responden pada suatu waktu tertentu.

Salah satu metode untuk mendeteksi adanya heteroskedastisitas adalah dengan membuat scatter-plot antara standardized Residual (ZRESID) dan Standardized Predicted Value (Y topi). Pada gambar dibawah ini menunjukkan tidak ada perubahan e sepanjang Y topi, maka dinyatakan tidak ada heteroskedastisitas pada galat (error/residual) tersebut.
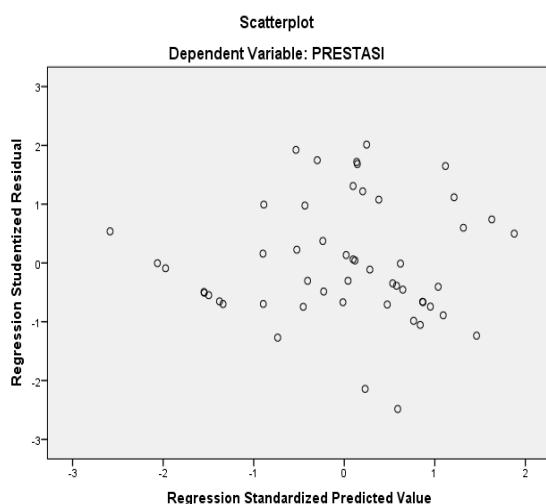
Gambar 1. Scatterplot Uji Heteroskedastisitas

Dari gambar 1 menunjukkan bahwa titik-titik menyebar secara acak dan tidak membentuk pola tertentu yang jelas, serta tersebar di atas maupun di bawah angka 0 pada sumbu Y. Hal ini menunjukkan bahwa tidak terjadi heteroskedastisitas pada model regresi tersebut, sehingga dapat dipakai untuk memprediksi variable prestasi belajar bahasa Inggris berdasarkan minat dan motivasi belajar.

d. Uji Normalitas Galat

Persyaratan regresi yang baik jika data penelitian mengikuti distribusi normal.

Tabel 3. Uji Normalitas Galat
One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		52
Normal Parametersᵃ,ᵇ	Mean	0E-7
	Std. Deviation	2.38300320
Most Extreme Differences	Absolute	.120
	Positive	.120
	Negative	-.095
Kolmogorov-Smirnov Z		.864
Asymp. Sig. (2-tailed)		.444

a. Test distribution is Normal.
b. Calculated from data.

Dari table di atas menunjukkan bahwa uji hipotesis yang menyatakan distribusi residual pada analisis regresi ini mengikuti distribusi normal. Hal ini ditunjukkan dengan nilai Z = 0,864 dan Sig. = 0,444> 0,05. Hal ini berarti asumsi atau persyaratan analisis regresi terpenuhi.

2. Uji Linearitas

Uji lineritas dilakukan untuk menentukan teknik dalam analisis regresi apakah variabel bebas (X_1 dan X_2) dan variabel terikat (Y) terbentuk linear. Uji linearitas ini menggunakan perhitungan SPSS 20.0

a. Linaeritas Regresi pengaruh variable X_1 atas Y

Hasil uji linearitas regresi antara minat belajar dengan prestasi belajar bahasa Inggris, perhitungan SPSS 20.0 sebagai berikut:

Tabel 4. Hasil Pengujian Linearitas Regresi Variabel Y atas X_1

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
PRESTASI * MINAT	Between Groups	(Combined)	315.941	29	10.895	1.042	.467
		Linearity	226.035	1	226.035	21.610	.000
		Deviation from Linearity	89.906	28	3.211	.307	.998
	Within Groups		230.117	22	10.460		
	Total		546.058	51			

Berdasarkan hasil perhiungan di atas diperoleh hasil perhitungan *Deviation from Linearity* dengan Fo = 0,307 dan Sig. = 0,998 > 0,05. Hal ini memiliki pengertian bahwa variabel minat belajar dengan prestasi belajar bahasa Inggris siswa mempunyai mempunyai hubungan yang linear.

b. Linaeritas Regresi pengaruh variable X_2 atas Y
Hasil uji linearitas regresi antara Minat belajar dengan Prestasi belajar bahasa Inggris, perhitungan SPSS 20.0 sebagai berikut:

Tabel 5. Hasil Pengujian Linearitas Regresi Variabel Y atas X_2

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
PRESTASI * MOTIVASI	Between Groups	(Combined)	377.608	26	14.523	2.155	.029
		Linearity	179.086	1	179.086	26.579	.000
		Deviation from Linearity	198.522	25	7.941	1.179	.342
	Within Groups		168.450	25	6.738		
	Total		546.058	51			

Berdasarkan hasil perhiungan di atas diperoleh hasil Deviation from Linearity dengan Fo = 1.179 dan Sig. = 0,342> 0,05. Hal ini memilikipengertian bahwa variabel motivasi belajar dengan prestasi belajar bahasa Inggris siswa mempunyai mempunyai hubungan yang linear.

A. Pengujian Hipotesis

Pengajuan hipotesis dilakukan sesuai dengan ketentuan yang telah dijelaskan dalam Bab III. Hasil perhitungan dan pengujian bisa dilihat pada table di bawah ini:

Tabel 6. Hasil Perhitungan Pengujian Koefisien Korelasi Ganda Variabel X_1 dan X_2 terhadap Y

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.685[a]	.470	.448	2.431

a. Predictors: (Constant), MINAT, MOTIVASI
b. Dependent Variable: PRESTASI

Tabel 7. Hasil Perhitungan Pengujian Signifikansi Koefisien Regresi Variabel X_1 dan X_2 terhadap Y

ANOVA[a]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	256.444	2	128.222	21.694	.000[b]
	Residual	289.614	49	5.910		
	Total	546.058	51			

a. Dependent Variable: PRESTASI
b. Predictors: (Constant), MINAT, MOTIVASI

Tabel 8. Hasil Perhitungan Persamaan Regresi Ganda Variabel X_1 dan X_2 terhadap Y

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	61.380	2.044		30.036	.000
	MOTIVASI	.096	.042	.294	2.268	.028
	MINAT	.163	.045	.468	3.618	.001

a. Dependent Variable: PRESTASI

Pengaruh minats belajar (X1) dan motivasi belajar (X2) secara bersama-sama terhadap prestasi belajar bahasa inggris(Y)

Hipotesis yang diuji:

$$H_0 : \beta_{y1} = \beta_{y2} = 0$$
$$H_1 : \beta_{y1} \neq 0, atau\ \beta_{y2} \neq 0$$

Artinya:

H_0 : tidak terdapat pengaruh minat belajar dan motivasi belajar secara bersama-sama terhadap prestasi belajar bahasa Inggris

H_1 : terdapat pengaruh minat belajar dan motivasi belajar secara bersama-sama terhadap prestasi belajar bahasa Inggris

Dari tabel 7, dapat dinyatakan bahwa terdapat pengaruh yang signifikan minat belajar dan minat belajar secara bersama-sama terhadap prestasi belajar bahasa Inggris. Hal ini dibuktikan dengan perolehan nilai Fo = 21.694 dan Sig. 0,000< 0,05

Sementara itu, persamaan garis regresi ganda dapat dinyatakan dengan $\hat{Y}$ = 61.380+ 0,096 X1 +0,163 X2. Hal ini memiliki pengertian bahwa kenaikan satu skor variable minat belajar dan motivasi belajar memberikan kontribusi sebesar 0,096 oleh X1 dan 0,163 oleh X2 terhadap variable prestasi belajar bahasa Inggris. Dari tabel 6 juga dapat menjelaskan bahwa secara bersama-sama variable minat belajar dan motivasi belajar memberikan kontribusi sebesar 47 % terhadap variable prestasi belajar bahasa Inggris.

1. Pengaruh minat belajar (X_1) terhadap prestasi belajar bahasa Inggris(Y)

Hipotesis yang diuji:

$$H_0 : \beta_{y1} = 0$$
$$H_1 : \beta_{y1} \neq 0$$

Artinya:

H_0 : tidak terdapat pengaruh minat belajar terhadap prestasi belajar bahasa Inggris

H_1: terdapat pengaruh minat belajar terhadap prestasi belajar bahasa Inggris

Dari tabel 8, dapat dinyatakan bahwa terdapat pengaruh yang signifikan minat belajar terhadap prestasi belajar bahasa Inggris. Hal ini dibuktikan dengan perolehan nilai Sig. 0,001< 0,05.

Adapun kontribusi variabel minat belajar terhadap Prestasi belajar bahasa Inggris dapat dinyatakan dengan rumus:

KD = Nilai β_{x1y} x Nilai Korelasi Pasialnya (r_{x1y}) x 100 %

KD = 0,643x 0,643 x 100 % = 41.4 %
Dari hasil perhitungan di atas dapat dinyatakan bahwa kontribusi minat belajar dalam meningkatkan prestasi belajar bahasa Inggrissebesar 41.4 %

2. Pengaruh Motivasi belajar (X2) terhadap Prestasi belajar bahasa Inggris(Y)

Hipotesis yang diuji:

$$H_0: \beta_{y1} = 0$$

$$H_1: \beta_{y1} \neq 0$$

Artinya:
H_0: tidak terdapat pengaruh motivasi belajar terhadap prestasi belajar bahasa Inggris
H_1 :terdapat pengaruh motivasi belajar terhadap prestasi belajar bahasa Inggris

Dari tabel 8, dapat dinyatakan bahwa terdapat pengaruh yang signifikan motivasi belajar terhadap prestasi belajar bahasa Inggris. Hal ini dibuktikan dengan perolehan nilai t_{hitung} = 2,268 dan Sig. 0,028< 0,05.
Adapun kontribusi variabel minat belajar terhadap prestasi belajar bahasa Inggrisdapat dinyatakan dengan rumus:
KD = Nilai β_{x2y} x Nilai Korelasi Pasialnya (r_{x2y}) x 100 %
KD = 0,573 x 0,573 x 100 % = 32,8 %
Dari hasil perhitungan di atas dapat dinyatakan bahwa kontribusi minat belajar dalam meningkatkan prestasi belajar bahasa Inggrissebesar 32.8%.

B. **Pembahasan**

1. Pengaruh minat belajar (X1) dan motivasi belajar (X2) secara bersama-sama terhadap prestasi belajar bahasa Inggris(Y)
Hasil penelitian di atas menyimpulkan bahwa minat belajar dan motivasi belajar secara bersama-sama telah memberikan pengaruh positif terhadap peningkatan prestasi belajar bahasa Inggris siswa MTSN di Jakarta Timur.Hal ini mengandung arti bahwa minat belajar dan minat belajar telah memberikan pengaruh yang signifikan terhadap peningkatan prestasi belajar bahasa Inggrissiswa MTSN di Jakarta Timur.

Keberhasilan siswa dalam belajar dapat dipengaruhi oleh faktor dari dalam individu maupun dari luar individu. Menurut Ahmadi (2004: 138) prestasi belajar yang dicapai seseorang merupakan hasil interaksi berbagai faktor yang mempengaruhinya baik dari dalam diri (faktor internal) maupun dari luar diri (faktor eksternal) individu. Faktor dari dalam individu, meliputi faktor fisik dan psikis, diantaranya adalah motivasis dan minat siswa.

Minat merupakan suatu kegiatan yang dilakukan oleh siswa secara tetap dalam melakukan proses belajar. Sesuia dengan pendapat Menurut Slameto (2010: 57) minat adalah kecenderungan yang tetap untuk memperhatikan dan mengenang beberapa kegiatan. Kegiatan yang diminati siswa, diperhatikan terus-menerus yang disertai rasa senang dan diperoleh rasa kepuasan. Lebih lanjut dijelaskan minat adalah suatu rasa suka dan ketertarikan pada suatu hal atau aktivitas, tanpa ada yang menyuruh. Seseorang yang memiliki minat terhadap kegiatan tertentu cenderung memberikan perhatian yang besar terhadap kegiatan tersebut. Tentunya dalam melaksanakan kegiatan dan usaha pencapaian tujuan perlu adanya pendorong untuk menumbuhkan minat yang dilakukan oleh guru, semangat pendidik dalam mengajar siswa berhubungan erat dengan minat siswa yang belajar. Apabila guru mempunyai semangat untuk memperhatikan dan memengenang kegiatan mengajar akan sangat mempengaruhi minat siswa terhadap materi yang diajarkan.

Menurut Hamzah B.Uno (2012:3) "motivasi adalah dorongan yang terdapat dalam diri seseorang untuk berusaha mengadakan perubahan tingkah laku yang lebih baik dalam memenuhi kebutuhannya". Menurut Purwanto (1993-71) berpendapat "motivasi adalah pendorong suatu usaha yang disadari untuk mempengaruhi tingkah laku seseorang agar tergerak untuk bertindak melakukan sesuatu sehingga mencapai hasil atau tujuan tertentu". Sedangkan Sardiman (2012:75) berpendapat bahwa "motivasi dapat juga dikatakan serangkaian usaha untuk menyediakan kondisi-kondisi tertentu, sehingga seseorang mau dan ingin melakukan sesuatu".

Menurut W.S. Winkel (1984:27) "motivasi belajar adalah keseluruhan daya penggerak di dalam diri siswa yang menimbulkan kegiatan belajar, yang menjamin kelangsungan dari kegiatan belajar dan yang memberikan arah pada kegiatan belajar itu".

Dari pendapat diatas dapat disimpulkan bahwa motivasi belajar adalah tenaga pendorong atau penarik yang menyebabkan adanya perilaku seseorang ke arah suatu tujuan tertentu agar memiliki kemauan untuk bertindak dalam belajar.

2. Pengaruh minat belajar (X1) terhadap prestasi belajar bahasa Inggris(Y)

Dari hasil penelitian dan teori yang ada dapat disimpulkan bahwa minat belajar telah memberikan pengaruh positif terhadap peningkatan Prestasi belajar bahasa Inggris MTSN di Jakarta Timur. Artinya, minat belajar yang tinggi telah memberikan pengaruh yang signifikan terhadap peningkatan prestasi belajar bahasa Inggrissiswa MTSN di Jakarta Timur.
Minat melahirkan perhatian spontan yang memungkinkan terciptanya konsentrasi untuk waktu yang lama dengan demikian, minat merupakan

landasan bagi konsentrasi. Minat bersifat sangat pribadi, orang lain tidak bisa menumbuhkannya dalam diri siswa, tidak dapat memelihara dan mengembangkan minat itu, serta tidak mungkin berminat terhadap sesuatu hal sebagai wakil dari masing-masing siswa (Gie, 1995). Minat dan perhatian dalam belajar mempunyai hubungan yang erat sekali. Seseorang yang menaruh minat pada mata pelajaran tertentu, biasanya cenderung untuk memperhatikan mata pelajaran tersebut. Sebaliknya, bila seseorang menaruh perhatian secara kontinyu baik secara sadar maupun tidak pada objek tertentu, biasanya dapat membangkitkan minat pada objek tersebut.

Kalau seorang siswa mempunyai minat pada pelajaran tertentu dia akan memperhatikannya. Namun sebaliknya jika siswa tidak berminat, maka perhatian pada mata pelajaran yang sedang diajarkan biasanya dia malas untuk mengerjakannya. Demikian juga dengan siswa yang tidak menaruh perhatian yang pada mata pelajaran yang diajarkan, maka sukarlah diharapkan siswa tersebut dapat belajar dengan baik. Hal ini tentu mempengaruhi hasil belajarnya (Kartono, 1995).

Suatu minat dapat diekspresikan melalui suatu pernyataan yang menunjukkan bahwa siswa lebih menyukai suatu hal daripada hal lainnya, dapat pula dimanifestasikan melalui partisipasi dalam suatu aktivitas. Siswa yang memiliki minat terhadap subjek tertentu cenderung untuk memberikan perhatian yang lebih besar terhadap subjek tersebut.

Minat tidak dibawa sejak lahir melainkan diperoleh kemudian. Minat terhadap sesuatu dipelajari sejak lahir melainkan diperoleh kemudian. Minat terhadap sesuatu dipelajari dan mempengaruhi belajar selanjutnya serta mempengaruhi penerimaan minat baru. Jadi minat terhadap sesuatu merupakan hasil belajar dan menyokong belajar selanjutnya walaupun minat terhadap sesuatu hal tidak merupakan hal yang hakiki untuk dapat mempelajari hal tersebut.

3. Pengaruh Motivasi belajar (X2) terhadap Prestasi belajar bahasa Inggris(Y)

Dari hasil penelitian dan teori yang ada dapat disimpulkan bahwa motivasi belajar telah memberikan pengaruh positif terhadap peningkatan prestasi belajar bahasa Inggris MTSN di Jakarta Timur. Artinya, motivasi belajar yang tinggi telah memberikan pengaruh yang signifikan terhadap peningkatan prestasi belajar bahasa Inggrissiswa MTSN di Jakarta Timur

Menurut Hamzah B.Uno (2012:3) "motivasi adalah dorongan yang terdapat dalam diri seseorang untuk berusaha mengadakan perubahan

tingkah laku yang lebih baik dalam memenuhi kebutuhannya". Menurut Purwanto (1993-71) berpendapat "motivasi adalah pendorong suatu usaha yang disadari untuk mempengaruhi tingkah laku seseorang agar tergerak untuk bertindak melakukan sesuatu sehingga mencapai hasil atau tujuan tertentu". Sedangkan Sardiman (2012:75) berpendapat bahwa "motivasi dapat juga dikatakan serangkaian usaha untuk menyediakan kondisi-kondisi tertentu, sehingga seseorang mau dan ingin melakukan sesuatu". Menurut W.S. Winkel (1984:27) "motivasi belajar adalah keseluruhan daya penggerak di dalam diri siswa yang menimbulkan kegiatan belajar, yang menjamin kelangsungan dari kegiatan belajar dan yang memberikan arah pada kegiatan belajar itu". Dari pendapat diatas dapat disimpulkan bahwa motivasi belajar adalah tenaga pendorong atau penarik yang menyebabkan adanya perilaku seseorang ke arah suatu tujuan tertentu agar memiliki kemauan untuk bertindak dalam belajar.

KESIMPULAN

Dari hasil analisa di atas, dapat disimpulkan bahwa
1. Minat belajar berpengaruh signifikan terhadap prestasi belajar siswa MTsN 6 Jakarta Timur.
2. Motivasi belajar berpengaruh signifikan terhadap prestasi belajar siswa MTsN 6 Jakarta Timur.
3. Minat dan motivasi belajar secara simultan berpengaruh signifikan terhadap prestasi belajar siswa MTsN 6 Jakarta Timur.

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PROFIL PENULIS

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Penerjemahan Dialog Berimplikatur Dari Bahasa Inggris Ke Bahasa Indonesia Dalam Novel *A Game Of Thrones*

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Abstract – *The objectives of this research are to know the types of implicature contained in the dialogue of A Game of Thrones, the strategy of translation used by the translator in translating the dialogue consisting implicature, and the equivalence deviation of translation. This research uses   qualitative method which is comparative content analysis. The data is the dialog taken from A Game of Thrones. All the dialogues in the source text and in the target text are analyzed by using the comparative model. To analyze the types of implicature used Desilla's Theory. To analyze the strategy of translation used Molena and Albir and Newmark's theories. To analyze the equivalence used Koller's theory, and to analyze the deviation in translation used Newmark's theory. The risult of this research shows there are three types of implicature transference in translation. They are presevation about 129 (96.3%), explicitation 2 (1.5%), and modification 3 (2.3%). It means most of implicature in the dialogues are transfered into the equivalent implicature. For strategy of translation, there are eleven strategies of translation used by the translator. They are transposition 50 (26.3%), transference 11 (6%), modulation 37 (19.4%), cultural equivalence 16 (8.4%), addition 7 (3.6%), reduction 12 (6.3%), literal translation 34 (18%), explicitation 13 (6.8%), implicitation 8 (4.2%), calque 1 (0.5%), and paraphrasing 1 (0.5%). For equivalence can be concluded that the most of the dialogue reaches the equivalence. The equivalence of konotative 37 (28%), denotative 38 (28.8%), normatif text 2 (1.5%), pragmatic 22 (16.7%), and formal 33 (25%). For the deviation in translation there are three types deviation. The first is the deviation caused by the grammatical differences 2 dialogues. The second is the deviation caused by modulation 1 dialogue, and the third is the deviation caused by reduction 1 dialogue.*

Key Word: Translation, implicature, equivalence

I. PENDAHULUAN

Saat ini banyak karya sastra dunia berupa roman, novel, puisi yang diterjemahkan ke bahasa Indonesia. Terbukti dengan begitu mudah kita menemukan karya fiksi terjemahan di toko buku. Bahkan menurut Sayogi jumlah terjemahan karya fiksi lebih banyak daripada karya asli pengarang Indonesia (Frans Sayogi, 2014). Kemunculan terjemahan ini tentu disambut hangat oleh rakyat Indonesia karena dengan munculnya terjemahan maka rakyat Indonesia dapat dengan mudah memahami maksud cerita yang ada dalam karya fiksi asing dalam bahasa sendiri.

Namun, pada kenyataannya terjemahan itu sendiri menimbulkan permasalahan bagi pembaca karena terjemahan bahasa Indonesia sering membuat bingung pembacanya, bahkan terkadang pembaca baru dapat memahami maksud penulis setelah membaca teks sumbernya.

Seperti yang kita ketahui bahwa menerjemahakan teks sastra memerlukan perhatian lebih dibandingkan menerjemahkan teks lainnya. Penerjemah harus bekerja ekstra untuk menghasilkan terjemahan yang baik. Penerjemah harus memperhatikan banyak hal dalam menerjemahkan teks sastra khususnya novel, yaitu diantaranya unsur budaya, pilihan kata yang sangat beragam, gaya bahasa pengarang, dialog yang mengandungi implikatur dan sebagainya. Dari hal-hal tersebut yang akan dikaji dalam penelitian ini adalah dialog yang mengandungi implikatur.

Dalam menerjemahkan dialog yang mengandungi implikatur, penerjemah harus memahami betul maksud penutur, karena implikatur adalah maksud penutur yang tersembunyi di balik ujaran penutur (Grice, 1989) dengan kata lain penutur tidak mengungkapkan secara langsung apa yang dia maksud.

Dialog yang mengandungi implikatur biasanya juga terdapat dalam sebuah novel, cerita pendek dan lain-lain. Peneliti memilih novel *A Game of Thrones* sebagai bahan kajian. Di dalam novel ini peneliti melihat banyak dialog yang mengandungi implikatur yang diungkapkan oleh para tokoh. Dalam novel ini, ada beberapa kasus menarik dalam penerjemahan dialog yang mengandungi implikatur, misalnya implikatur dalam TSu dialihkan ke dalam implikatur berbeda dalam TSa, Implikatur TSu dialihkan menjadi eksplisit dalam TSa. Seperti dialog yang mengandungi implikatur berikut ini:

> TSu : *The steward came at once. "You sent for me, my lord Hand?"*
> *"Hand no longer," Ned told him.*
> TSa : Pengurus rumah tangga itu langsung datang. "Anda

memanggil saya, Tuanku Tangan Kanan Raja?"
"Sudah tidak lagi," sahut Ned

Dialog di atas terjadi di menara King's Landing tempat Ned tinggal sebagai Tangan Kanan Raja. Ned baru saja kembali dari kamar Sang raja, Robert. Pada saat itu Ned memutuskan untuk mundur dari jabatan Tangan Kanan Raja karena Ned berbeda paham dengan Robert. Tiba-tiba seorang pelayan datang dan menanyakan apakah tadi Ned memanggilnya. Ned menjawab *"Hand no longer"*. Jawaban Ned tidak secara langsung menjawab pertanyaan si pelayan tetapi tersembunyi dibalik ujaran tersebut, oleh karena itu dialog TSu adalah dialog yang mengangandungi implikatur. Implikatur TSu adalah Ned menegaskan kepada si pelayan, tidak perlu memanggilnya *Lord Hand* lagi karena Ned sudah mengundurkan diri. Dalam TSa diterjemahan menjadi "sudah tidak lagi". Ungkapan "sudah tidak lagi" menunjukan Ned tidak secara langsung menjawab pertanyaan si pelayan maka dialog TSa juga mengandungi implikatur, namun implikatur TSa berbeda dengan TSu. Dalam TSa, implikaturnya adalah Ned menegaskan kepada si pelayan bahwa dia memang memanggil si pelayan tapi karena si pelayan lama tidak datang, akhirnya Ned marah dengan mengatakan "sudah tidak lagi". Pada kasus di atas implikatur TSu dialihkan ke dalam implikatur berbeda dalam TSa.

Pada terjemahan di atas penerjemah melakukan penghilangan kata *Hand* dan langsung menerjemahkan menjadi *sudah tidak lagi*, penghilangan yang dilakukan, ternyata berakibat pada perbedaan maksud pesan TSu dengan maksud TSa.

Melihat kasus penerjemahan dialog yang mengandungi implikatur dalam novel *A Game of Thrones* peneliti tertarik untuk mengkaji lebih dalam. peneliti memilih implikatur percakapan sebagai data penelitian. Implikatur percakapan adalah implikatur yang terdapat pada sebuah percakapan dalam situasi khusus (Grice, 1989) dimana pembaca harus paham betul runtutan pembicaraan dalam dialog tersebut. Selain itu, Implikatur percakapan juga lebih sering muncul daripada implikatur konvensional dalam novel *A Game of Thrones*.

II. METODOLOGI PENELITIAN

Penelitian ini menggunakan pendekatan kualitatif dengan metode analisis isi model komparatif. Teknik pengumpulan data yang diterapkan adalah kajian dokumen. Dalam proses pengumpulan data, peneliti melakukan empat kegiatan. Pertama peneliti ini membaca novel sumber yaitu *A Game of Thrones* secara keseluruhan. Setelah membaca novel itu, peneliti melihat banyak dialog berimplikatur. Kedua peneliti

ini fokus pada dialog berimplikatur dalam novel sumber dan novel sasaran. Dalam mengumpulkan data peneliti ini menggunakan teknik pengumpulan menggunakan kartu, yaitu dengan menuliskan nomor data, bab dalam novel, halaman dan paragraf, hal itu untuk memudahkan peneliti ketika ingin melihat konteks percakapan secara lengkap dalam novel. Ketiga, peneliti mereduksi data yang dianggap bukan merupakan dialog berimplikatur percakapan. Keempat, setelah terkumpul data yang berupa dialog berimplikatur percakapan, peneliti siap untuk mengkajinya. Data diperoleh dari novel *A Game of Thrones* karya George R.R Martin sebagai novel sumber dan *A Game of Thrones* (Perebutan Takhta) yang diterjemahkan oleh Barokah Ruziati sebagai novel sasaran. Data yang dikumpulkan adalah semua dialog yang mengandung implikatur percakapan dalam dialog novel *A Game of Thrones*.

III. HASIL DAN PEMBAHASAN

Temuan penelitan yang akan dibahas pada bab ini mencakup jenis implikatur yang terkandung dalam dialog novel *A Game of Thrones*, strategi penerjemahan yang digunakan penerjemah, kesepadanan ungkapan TSu dan TSa pada novel *A Game of Thrones,* serta penyimpangan dalam penerjemahan.

3.1. Jenis implikatur yang terkandung dalam dialog novel *A Game of Thrones*.

Setelah melakukan analisis, peneliti memperoleh 134 data berupa dialog berimplikatur percakapan dalam novel *A Game of Thrones*. Data itu dianalisis menggunakan teori jenis implikatur yang diproposisikan oleh Desilla yaitu ada tiga jenis implikatur dalam penerjemahan. Pertama, jenis preservasi (implikatur dialihkan ke dalam implikatur yang sama), kedua, jenis eksplisitasi (implikatur dialihkan menjadi eksplisit), ketiga, modifikasi (implikatur dialihkan ke dalam implikatur yang lain). Dalam penelitian ini, peneliti ini menemukan tiga jenis implikatur yang diterjemahkan dan akan ditunjukkan pada tabel berikut ini.

Tabel 1. analisis jenis penerjemahan implikatur dalam dialog novel *A Game of Thrones*

No	Jenis implikatur	Jumlah	Persentase
1.	Preservasi	129	96.3%
2.	Eksplisitasi	2	1.5%
3.	Modifikasi	3	2.2%
	Total	134	100%

Tabel 1 menunjukkan dialog berimplikatur dengan jenis preservasi sebanyak 129 atau 96.3%, modifikasi sebanyak 2 atau 1.5% dan eksplisitasi sebanyak 3 atau 2.2%. Dapat disimpulkan bahwa sebagian besar dialog berimplikatur dalam novel *A*

Game of Thrones dialihkan ke dalam implikatur yang sama. Berikut adalah contoh dialog berimplikatur jenis preservasi.

Dialog di bawah ini terjadi saat Ned sedang berada di hutan sakral untuk berdoa kepada Dewa lama, kemudian Catelyn datang menghampiri Ned dan mengabarkan berita bahwa Jon Aryyn meninggal.

Catelyn	: *"I'm so sorry, my love. Jon Arryn is dead" his eyes found hers. And she could see how hard it took him, as she had known it would…*
Ned	: *"Jon…" He said. "Is this news certain?"*
Catelyn	: <u>*"It was the king's seal, and the letter is in Robert's own hand"*</u>
Catelyn	: "aku ikut berduka, sayangku. Jon Aryyn meninggal."Ned menatap mata istrinya lurus-lurus, dan Catelyn bisa melihat kabar itu sangat mengguncangnya.Seperti yang sudah diduga…
Ned	: "Jon…" Ned berkata."Kabar itu sudah pasti?"
Catelyn	: <u>Surat itu dibubuhi segel raja dan dalam tulisan tangan Robert sendiri.</u>"

Pada dialog di atas, bagian yang digaris bawah menunjukkan ungkapan yang mengandungi implikatur karena ungkapan tersebut tidak secara langsung menjawab pertanyaan *Is this news certain?* tetapi maksud penutur tersembunyi dibalik ujaran <u>*It was the king's seal, and the letter is in Robert's own hand*</u>. Ujaran TSu diterjemahkan menjadi <u>Surat itu dibubuhi segel raja dan dalam tulisan tangan Robert sendiri</u>. Ujaran TSu mengandungi implikatur yang sama dalam TSa. Implikaturnya adalah Catelyn meyakinkan Robert bahwa kabar tersebut sudah pasti benar karena surat tersebut dibubuhi segel raja dan ditulis oleh raja. Dengan demikian dialog di atas mengandungi implikatur jenis preservasi karena TSa mengandungi implikatur yang sama dengan TSu. Berikut adalah contoh dialog berimplikatur jenis eksplisitasi.

Dialog di bawah ini terjadi saat Ned dipanggil oleh raja Robert ke ruangannya. Pada saat itu Ned baru saja pulih dari cedera akibat diserang Jaime Lannister. Sesampainya di ruangan raja Ned ditawari *wine* oleh raja.

| Robert | : *"No matter," the king said gruffly. "Some wine? From the Arbor. A good vintage."* |
| Ned | : *"<u>A small cup</u>," Ned said. "My head is still heavy from the milk of the poppy."* |

| Robert | : "Tak masalah," sergah sang raja. "Mau anggur? Dari punjung. Anggur tua yang bagus." |
| Ned | : "<u>Sedikit saja</u>," sahut Ned. "Kepalaku masih berat setelah minum sari bunga opium." |

Dialog TSu di atas mengandungi implikatur karena ungkapan yang digaris bawah menunjukan Ned tidak secara langsung menjawab tawaran Robert melainkan tersembunyi dibalik ujaran "*<u>A small cup</u>*". Dari ujaran tersebut terlihat, untuk menghargai raja Ned menerima tawarannya setengah hati tapi menggunakan bahasa yang halus yaitu "*<u>A small cup</u>*". Namun dalam TSa ungkapan "*<u>A small cup</u>*" diterjemahkan menjadi "<u>Sedikit saja</u>,". Ujaran "<u>Sedikit saja</u>," terlihat sudah tidak mengandungi implikatur karena dalam TSa Ned secara langsung menerima tawaran raja tapi Ned ingin minum sedikit saja. Oleh karena itu dialog di atas dikategorikan dialog yang mengandungi implikatur jenis eksplisitasi karena dialog yang mengandungi implikatur TSu diterjemahkan menjadi eksplisit dalam TSa. Berikut adalah contoh dialog berimplikatur jenis modifikasi.

Dialog di bawah ini terjadi di menara King's Landing tempat Ned tinggal sebagai Tangan Kanan Raja. Ned baru saja kembali dari kamar Sang raja, Robert. Pada saat itu Ned memutuskan untuk mundur dari jabatan Tangan Kanan Raja karena Ned berbeda paham dengan Robert. Tiba-tiba seorang pelayan datang dan menanyakan apakah tadi Ned memanggilnya.

| Steward | : *The steward came at once. "You sent for me, my lord Hand?"* |
| Ned | : *"<u>Hand no longer</u>," Ned told him. "The king and I have quarreled. We shall be returning to Winterfell."* |

| Steward | : Pengurus rumah tangga itu langsung datang. "Anda memanggil saya, Tuanku Tangan Kanan Raja?" |
| Ned | : "<u>Sudah tidak lagi</u>," sahut Ned, "Aku bertengkar dengan Raja. Kita akan kembali ke Winterfell." |

Dialog TSu dan TSa di atas mengandungi implikatur karena ungkapan yang digarisbawahi menunjukan Ned tidak secara langsung menjawab pertanyaan si pelayan tetapi apa yang Ned maksud tersembunyi di balik ujaran yang Ned ujarkan. Ungkapan TSu "*<u>Hand no longer</u>*," menunjukan bahwa Ned bermaksud mengatakan kepada si pelayan tidak perlu memanggilnya Tangan kanan raja lagi karena Ned sudah mengundurkan diri. Ungkapn TSu diterjemahkan menjadi "<u>Sudah tidak lagi</u>,". Ungkapan dalam TSa menunjukan Ned marah

kepada si pelayan karena Ned memanggilnya tetapi si pelayan lama tidak muncul. Dengan demikian implikatur TSu dialihkan ke dalam implikatur berbeda dalam TSa. Sehingga dialog di atas dikategorikan dialog yang mengandungi implikatur jenis modifikasi.

3.2. Strategi penerjemahan yang digunakan penerjemah

Setelah dilakukan analisis, terdapat 11 strategi penerjemahan yang digunakan penerjemah dalam menerjemahkan 134 dialog berimplikatur dalam novel *A Game of Thrones*. Pada 134 dialog ada yang diterjemahkan menggunakan lebih dari satu strategi penerjemahan. Dari 134 dialog ditemukan 190 data untuk di analisis strategi penerjemahannya. Hasil penelitian akan dideskripsikan melalui tabel berikut ini.

Tabel 2 Strategi penerjemahan

Strategi Penerjemahan	Jumlah	Persentase
Transposisi	50	26.3%
Transferensi	11	6%
Modulasi	37	19.4%
Penjelasan Tambahan	7	3.6%
Pengurangan	12	6.3%
Padanan Budaya	16	8.4%
Penerjemahan Literal	34	18%
Implisitasi	8	4.2%
Eksplisitasi	13	6.8%
Calque	1	0.5%
Parafrasa	1	0.5%
Total	190	100%

Tabel 2 menunjukkan penggunaan strategi transposisi sebanyak 50 kali, transfer 11 kali, modulasi 37 kali, penjelasan tambahan 7 kali, penerjemahan dengan pengurangan 12 kali, padanan budaya 16 kali, penerjemahan literal 34 kali, implisitasi 8 kali, eksplisitasi 13 kali, calque 1 kali dan parafrasa 1 kali. Startegi yang paling sering dilakukan oleh penerjemah adalah transposisi kemudian modulasi, penerjemahan literal, padanan budaya, eksplisitasi, penerjemahan dengan pengurangan, penjelasan tambahan, implisitasi, transfer, kalki dan parafarasa.

Berikut contoh dialog berimplikatur, yang diterjemahkan dengan strategi yang paling sering digunkan.

Tabel 3 Contoh analisis strategi penerjemah

Strategi	TSu	TSa	Analisis
Transposisi	*"His back*	"Punggun	Ungkapan yang

	is broken little one." Tyrion told her	gnya patah, Nak," Tyrion memberitahu	mengandungi implikatur di atas diterjemahkan menggunakan strategi transposisi karena terjadi pergeseran antara TSu ke TSa yaitu kalimat dalam TSu menjadi klausa dalam TSa
Modulasi	*"It was the king's seal, and the letter is in Robert's own hand"*	"Surat itu dibubuhi segel raja dan dalam tulisan tangan Robert sendiri."	Penerjemah mempunyai sudut pandang berbeda dalam menjelaskan kalimat TSu menjadi lebih sederhana
Penerjemahan Literal	*"I am told you can read."*	"Aku diberitahu kau bisa membaca."	Kalimat pasif dalam TSu diterjemahkan menjadi kalimat pasif dalam TSa

3.3. Kesepadanan penerjemahan dialog berimplikatur dalam ungkapan TSu ke TSa pada novel *A Game of Thrones*

Setelah dilakukan analisis, diperoleh 134 dialog berimplikatur. Dari 134 dialog itu sebagian besar dialog mencapai kesepadanan. Namun, ada 2 dialog yang tidak mencapai kesepadanan. Jadi ada 132 dialog yang mencapai kesepadanan. Berdasarkan teori yang diproposisikan oleh Koller ada 5 tingkat kesepadanan yang dicapai yaitu kesepadanan denotatif, konotatif, teks normatif, pragmatik, dan formal. Berikut tabel analisis kesepadan ungkapan TSu ke TSa dalam novel *A Game of Thrones*.

Tabel 4 kesepadanan penerjemahan

No	Kesepadanan	Jumlah	Persentasi
1.	Denotatif	38	28.8%
2.	Konotatif	37	28%
3.	Teks normatif	2	1.5%
4.	Pragmatik	22	16.7%
5.	Formal	33	25%
	Total	132	100%

Tabel di atas menunjukkan sebagian besar dialog berimplikatur mencapai kesepadanan denotatif yaitu sebanyak 38 atau 28.8%, kemudian kesepadanan konotatif sebanyak 37 atau 28%, kesepadanan formal sebanyak 33 atau 25%, kesepadanan pragmatik sebanyak 22 atau 16.7% dan kesepadanan teks normatif sebanyak 2 atau 1.5%. Berikut contoh analisis kesepadanan dialog berimplikatur dalam novel *A Game of Thrones*.

Tabel 5 Analisis Kesepadanan

Kesepadanan	TSu	TSa	Analisis
Denotatif	*"He was a wildling,"*	"dia orang wildiling,"	diterjemahkan dengan menggunakan istilah yang sama dengan TSu demi menjaga kesepadanan istilah tersebut
Konotatif	*"He will if Robert commends it,"*	"Dia akan pergi jika Robert memberi perintah,"	penerjemah mengeksplisitkan kata *will* menjadi kata akan pergi. Eksplisitasi tersebut sebenarnya tetap menyajikan pesan yang sepadan.
Teks normatif	*"Septa Mordane says most... most highborn girls have their flowering at twelve or thirteen."*	"Kata Septa Mordane kebanyakan… kebanyakan gadis bangsawan mencapai kedewasaan pada usia dua belas atau tiga belas."	TSa diterjemahkan tidak terlalu formal karena teks yang diterjemahkan adalah teks sastra bukan teks ilmiah
Pragmatik	*"She has had her blood. She is old enough for the Khal."*	"Dia sudah datang bulan. Dia cukup tua untuk sang Khal,"	penerjemah menyesuaikan istilah yang biasa digunakan di BSa, *Blood* menjadi datang bulan.
Formal	:*"If you walk slowly,"*	"Kalau kau jalan pelan-pelan,"	TSa diterjemahkan sesuai dengan estetika TSu, struktur TSu teralihkan secara sepadan dalam TSa.

3.4. Penyimpangan dalam Penerjemahan dialog berimplikatur

Dalam penelitian ini ditemukan tiga jenis penyimpangan penerjemahan dari lima jenis penyimpangan penerjemahan menurut Newmark. Ketiga jenis penyimpangan itu adalah ketidaksepadanan gramatikal, adanya kata yang tidak diterjemahkan, dan perbedaan sudut pandang penerjemah. Berikut adalah contoh analisis penyimpangan dalam penerjemahan.

Tabel 6 Analisis Penyimpangan Penerjemahan

Penyimpangan	TSu	TSa	Analisis
ketidaksepadanan gramatikal	*Just before he closed his eyes for the last time,*	Sesaat sebelum memejamkan mata untuk terakhir kali,	penerjemah mengabaikan maksud TSu, sehingga mengakibatkan penyimpangan penerjemahan dan membuat TSa bermakna sebaliknya dari TSu
kata yang tidak diterjemahkan	*"Hand no longer,"*	"Sudah tidak lagi,"	Dalam kasus ini penerjemah tidak menerjemahkan kata Hand, sehingga penyimpangan ini disebabkan oleh adanya kata yang tidak diterjemahkan
perbedaan sudut pandang	*"I should have thought that heat ill suits you Starks,"*	"Padahal kukira panas tidak cocok untuk Klan Stark."	Dalam kasus ini penerjemah menggunakan strategi modulasi, tetapi berakibat pada penyimpangan makna.

IV. KESIMPULAN

Ada empat subfokus penelitian yang dikaji dalam penelitian ini, pertama jenis implikatur yang terkandung dalam dialog berimplikatur dalam novel *A Game of Thrones*. Analisis jenis implikatur ini menggunakan teori yang diproposisikan oleh Desilla yaitu ada tiga jenis penerjemahan implikatur, preservasi (implikatur dialihkan ke dalam implikatur yang sama), eksplisitasi (implikatur dialihkan menjadi eksplisit), dan modifikasi (implikatur dialihkan ke dalam implikatur yang lain).

Dalam penelitian ditemukan tiga jenis pengalihan implikatur dalam penerjemahan. Pertama jenis preservasi sebanyak 129 (96.3%), kedua jenis eksplisitasi sebanyak 2 (1.5%), ketiga jenis modifikasi sebanyak 3 (2.2%). Dengan demikian dapat disimpulkan bahwa sebagian besar implikatur dalam dialog novel *A Game of Thrones* dialihkan ke dalam implikatur yang sepadan.

Subfokus kedua yaitu strategi penerjemahan yang digunakan penerjemah dalam menerjemahkan dialog

yang mengandungi impikatur pada novel *A Game of Thrones*. Untuk menganalisis strategi penerjemahan, peneliti ini menggunakan teori yang sebagian diambil dari Newmark dan Molena dan Albir. Dari 13 strategi penerjemahan, peneliti menemukan 11 strategi penerjemahan yang digunakan penerjemah dalam menerjemahkan dialog berimplikatur. Pada 134 dialog ada yang diterjemahkan menggunakan lebih dari satu strategi penerjemahan. Dari 134 dialog ditemukan 190 data untuk di analisis strategi penerjemahannya. Untuk strategi transposisi sebanyak 50 kali (26.3%), untuk strategi transferensi sebanyak 11 kali (6%), untuk strategi modulasi sebanyak 37 kali (19.4%), untuk strategi penjelasan tambahan sebanyak 7 kali (3.6%), untuk strategi penerjemahan dengan pengurangan sebanyak 12 kali (6.3%), untuk strategi padanan budaya sebanyak 16 kali (8.4%), untuk strategi penerjemahan literal sebanyak 34 kali (18%), untuk strategi implisitasi sebanyak 8 kali (4.2%), untuk strategi eksplisitasi sebanyak 13 kali (6.8%), untuk strategi *calque* sebanyak 1 kali (0.5%), untuk strategi parafrasa sebanyak 1 kali (0.5%).

Subfokus ketiga adalah kesepadanan antara dialog TSu dan TSa yang termati berkat teori yang diproposisikan oleh Koller. Dalam penelitian ini ditemukan 5 jenis kesepadanan yaitu kesepadanan denotatif sebanyak 38 dialog (28.8%), kesepadanan konotatif sebanyak 37 dialog (28%), kesepadanan teks normatif sebanyak 2 dialog (1.5%), kesepadanan pragmatik sebanyak 22 (16.7%), dan kesepadanan formal sebanyak 33 (25%).

Subfokus keempat yaitu penyimpangan dalam penerjemahan yang dianalisis menggunakan teori yang diproposisikan oleh Newmark. Dari lima jenis penyimpangan dalam penerjemahan, hanya ditemukan tiga jenis penyimpangan dalam penelitian ini. Pertama penyimpangan penerjemahan yang diakibatkan oleh ketidaksepadanan gramatikal sebanyak 2 dialog, adanya kata yang tidak diterjemahkan sebanyak 1 dialog, dan perbedaan sudut pandang penerjemah sebanyak 1 dialog. Berdasarkan penjabaran di atas dapat disimpulkan bahwa sebagian besar dialog berimplikatur diterjemahkan secara sepadan 98.5% dan hanya 1.5% dialog yang tidak sepadan.

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Pengaruh Penguasaan Tata Bahasa dan Motivasi Belajar Terhadap Keterampilan Menulis Deskripsi Bahasa Inggris
(Survey pada SMPN di Kota Bekasi)

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Abstract - The purpose of this study was to determine the interactive effect of grammar mastery and motivation trait towards descriptive English writing skill. Sample size is 80 students, and the sampling technique is simple random sampling. Research instruments used were the test results of motivation trait and descriptive English writing skill scoring that have been tested regression coefficient value of 0,008 and 1,738. The used test is multiple regression analysis. The results showed: 1) There are significant interactive effects of grammar mastery and motivation trait towards descriptive English writing skill as Fobserved = 29,981 > Ftable 2,72 at the 5% significance level. 2) There is a significant effect of grammar mastery towards descriptive English writing skill, as tobserved = 4,000 > ttable = 1,684 at the 5% significance level. 2) There is a significant effect of motivation trait towards descriptive English writing skill as tobserved = 7,703 > ttable = 1,671 at the 5% significance level. The results contribute most to the increasing of descriptive English writing skill by grammar mastering and increasing the motivation.

Keywords: Grammar Mastery, Motivation, Descriptive Writing Skill

I. PENDAHULUAN

Bahasa adalah ucapan, pikiran, dan perasaan seseorang yang diantara anggota masyarakat, berupa symbol bunyi yang dihasilkan oleh alat ucap manusia yang fungsi utamanya adalah untuk berkomunikasi, berinteraksi, menyampaikan pikirian atau menyatakan diri, konsep, gagasan dan juga perasaan.
A language function is a purpose you wish to achieve when you say or write something. By 'performing' the function, you are performing an act of communication. Harmer, Jeremy (2007:76). Bahasa memiliki peran yang sangat penting dalam perkembangan intelektual, social dan emosional siswa yang merupakan penunjang keberhasilan dalam mempelajari semua bidang studi. Pembelajaran bahasa Indonesia diharapkan dapat membantu siwa mengenal dirinya, budayanya dan budaya orang lain, mengemukakan ide dan perasaan, berinteraksi dengan masyarakat dengan menggunakan bahasa tersebut dan menggunakan kemampuan dalam dirinya baik kemampuan berbicara maupun dalam kemampuan menulis.

Selain bahasa Indonesia ada bahasa lain yang dianggap perlu untuk dikuasai yaitu bahasa Inggris. Bahasa inggris merupakan alat komunikasi Internasional yang telah digunakan oleh sebagian besar Negara di dunia. Bahasa Inggris digunakan sebagai alat komunikasi antar Negara dan berperan sebagai bahasa ilmu pengetahuan, teknologi, dan seni. Pada Negara berkembang, bahasa ini gunakan sebagai alat untuk mencapai tujuan ekonomi perdagangan, hubungan antar bangsa, tujuan sosial budaya dan juga tujuan pendidikan.

Di sebagian daerah bahasa Inggris telah dipelajari mulai dari Sekolah Dasar (SD). Hal ini dimaksudkan agar tiap siswa sudah mengenal bahasa Inggris sejak awal dan selanjutnya mempelajarinya lebih lanjut di sekolah lanjutan baik di Sekolah Menengah Pertama (SMP) maupun di Sekolah Menengah Atas (SMA).

Bagi siswa-siswa SMP menguasai bahasa Inggris sangatlah penting karena banyak referensi buku yang mereka gunakan tertulis dalam bahasa Inggris. Begitupula tugas-tugas yang mereka terima yang seringkali menuntut mereka untuk mengakses informasi dari internet yang tentunya di dalamnya banyak menggunakan bahasa Inggris. Dari situ dapat dilihat betapa bermanfaatnya mempelajari bahasa Inggris untuk masa depan mereka.

Begitu pentingnya penguasaan bahasa Inggris sebagai alat komunikasi yang membuat bahasa Inggris menjadi salah satu bidang studi di setiap sekolah di Indonesia. Hal ini dimaksudkan agar peserta didik dapat berkomunikasi dengan menggunakan bahasa Inggris.

Berbicara dan menulis termasuk "language production" dan karena itu sering dikatakan sebagai productive skills. Sebaliknya mendengarkan dan membaca termasuk kepada "receiving messages" dan karenanya disebut sebagai receptive skills.

Menurut Tarigan dalam Muchlisoh (1996:257) ada empat aspek ketrampilan berbahasa yang mencakup dalam pengajaran bahasa yaitu (1) ketrampilan menyimak (listening skills), (2) ketrampilan berbicara (speaking skills), (3) ketrampilan membaca (reading skills), (4) ketrampilan menulis (writing skills), dan keempat ketrampilan tersebut saling berhubungan satu sama lain.

Kompetensi menulis dalam pengajaran berbahasa dan bersastra adalah tataran yang tersulit (karena memerlukan keterampilan berpikir logis dan bernalar) dari ketiga kompetensi lainnya yaitu mendengarkan, membaca, dan berbicara. Hal ini dikarenakan, sebelum siswa diajarkan kemampuan menulis, terlebih dulu mereka harus menguasai kemampuan kebahasaan lainnya yang bukan sekedar kemampuan bidang pengetahuan berbahasa dan bersastra, tetapi lebih kepada kemampuan yang sifatnya praktis. Seperti kemampuan siswa dalam menguasai tata bahasa (grammar). Oleh karena itu, para guru dituntut untuk mengajarkan kompetensi kebahasaan dan kesastraan dengan penyajian yang padu dan mudah diterima siswa. Karena sulitnya, seringkali kita jumpai bahwa setelah mempelajari kemampuan menulis, siswa tidak dapat menghasilkan sebuah karya yang benar baik dari segi isi maupun tata bahasanya. Kemampuan yang dimiliki hanyalah teori-teori membuat sebuah tulisan.

Seperti yang dikatakan oleh Nunan (2006:36) "Point out that writing is an extremely complex cognitive activity in which the writer is required to demonstrate control of a number of variables simultaneously, at the sentence level these include control of content, format, sent ence structure, vocabulary, punctuation." (perlu di garis bawahi bahwa menulis adalah kegiatan mengenai teori yang cukup rumit dimana penulis diharapkan untuk menunjukkan penguasaan beberapa factor secara bersamaan, pada tingkatan sebuah kalimat termasuk didalamnya adalah isi, susunan, kerangka kalimat, kosa kata, tanda baca.")

Di dalam menulis, setiap siswa dipaksa untuk bersikap kritis sehingga mereka dapat menghasilkan tugas yang bagus dan juga dapat menyelesaikan ujian dengan baik.

Salah satu masalah pokok dalam pembelajaran di sekolah adalah penguasaan tata bahasa dalam menulis bahasa Inggris. Hal ini dapat terlihat dari hasil belajar peserta didik yang bisa dibilang cukup memprihatinkan. Ketidakberhasilan pengajaran menulis di tingkat SMP dipengaruhi oleh banyak factor, diantarnya adalah factor tenaga pengajar, pelajar (siswa), sarana pembelajaran dan sarana pembelajaran.

Jika dikaitkan dengan tenaga pengajar dapat terlihat masih banyaknya tenaga pengajar /pendidik yang kurang kompeten pada bidangnya. Karena kurang kompeten inilah yang menyebabkan cara mengajarnya tidak sampai ke peserta didik. Sesuai dengan amanat Kurikulum Tingkat Satuan Pendidikan (KTSP), guru adalah agen pembelajar yang harus menjadikan pembelajaran menjadi kontekstual dengan melibatkan langsung peran serta peserta didik secara aktif (student-centered). Sebaik apapun substansi materi pembelajaran, jika guru tidak mampu atau pandai mengemas secara baik dalam penyampaiannya, substansi tersebut tidak akan sampai pada peserta didik.

Hal ini bisa jadi mengakibatkan siswa menjadi bosan dan kurang memiliki tanggung jawab dan antusiasme dalam pembelajaran. Untuk itulah guru harus mampu merancang pembelajarannya supaya menarik, efektif, inovatif, dan pada akhirnya meningkatkan kreatifitas siswa.

Ditinjau dari kendala yang dihadapi, factor pelajar, antara lain minat dan motivasi belajar menulis sangat rendah, sehingga pada pembelajaran menulis hasilnya belum maksimal. Motivasi belajar merupakan dorongan untuk belajar dan baru akan muncul setelah melalui proses pelatihan dan pengembangan. Banyak riset membuktikan bahwa motivasi belajar tidak serta merta muncul dan terlihat pada anak karena masih merupakan potensi. Potensi ini akan berkembang setelah peserta didik diberi kesempatan berlatih dan mencoba. Termasuk dalam hal ini kemampuan menulis. Dan mengenai factor sarana pembelajaran, terlihat masih minimnya sumber belajar menulis dan media pembelajaran yang mendukung pembelajaran kompetensi menulis. Dengan kendala seperti ini dapat mengakibatkan kurangnya motivasi siswa untuk mempelajari lebih dalam lagi tentang tata bahasa (grammar) dan menulis.

Keberhasilan belajar siswa yang ditandai dengan prestasi belajar yang baik merupakan harapan semua pihak, namun tidak semua siswa mampu mencapai keberhasilan tersebut. Dalam suasana tertentu di salah satu Sekolah Menengah Pertama seperti SMP, kegiatan belajar mengajar bahasa inggris kurang berjalan dengan baik. Hal ini di sebabkan siswa enggan menjawab pertanyaan yang diajukan guru. Salah satu penyebabnya adalah kurang percaya diri atau takut berbuat salah. Bila hal ini terus berlangsung, tentu akan menurunkan prestasi bidang tersebut.

Dengan adanya penguasaan bahasa inggris maka siswa dapat merasakan bahwa melalui pendidikan, mereka memiliki keahlian atau keterampilan yang sekiranya menjadi modal awal dalam menggapai cita-cita yang mereka inginkan. Selain itu, tidak tertutup kemungkinan bahwa sekolah atau lembaga yang mencetak anak didik yang berprestasi atau berkualitas bisa menjadi sorotan masyarakat atau pilihan yang terbaik untuk menyekolahkan putra-putrinya Perbedaan-perbedaan kemampuan atau keterampilan

dalam kaitannya dengan menulis, merupakan bukti atau hambatan yang dirasakan guru dalam pembelajaran kelas atau siswa.

Tentunya perbedaan tersebut tidak hanya terjadi didunia pendidikan, yang merupakan suatu kenyataan yang universal bahwa manusia berbeda satu sama lainnya, termasuk dalam pembelajaran berbahasa. Selain kemampuan membaca, berbicara, kemampuan menulis juga akan meningkat hanya dengan jalan melakukan kegiatan menulis itu sendiri. Latihan tersebut akan menolong mereka meningkatkan kemampuan menulis serta menemukan sendiri strategi yang paling tepat untuk dirinya dalam menguasai bahasa inggris terutama saat menulis dan juga bisa menemukan dimana letak kesalahan penggunaan tata bahasa.

Bagi sebagian besar guru-guru bahasa Ingris disekolah-sekolah tingkatan SMP pengajaran tata bahasa sering menjadi masalah . Banyak guru mengeluh dengan hasil yang mereka peroleh dalam pengajaran tata bahasa dan menulis.

Dari pengalaman penulis selama 3 tahun mengajar Bahasa Inggris di Bina Sarana Informatika, ada strategi mengajarkan tata bahasa yang dirasa relatif cukup berhasil. Penulis mengajarkan tata bahasa melalui tiga tahap, pertama siswa diajarkan tata bahasa dengan menggunakan gambar. Di sini siswa diminta untuk menceritakan mengenai gambar tersebut menggunakan simple present tense dan kemudian dirubah menjadi simple past tense. Tahap kedua siswa dilatih untuk menempatkan salah satu tenses tersebut untuk melengkapi kalimat yang sudah disediakan. Tahap ketiga, siswa diberikan tugas untuk menulis setengah halaman buku untuk menceritakan apa yang mereka lihat di gambar dan setiap tata bahasa yang digunakan siswa harus bisa menempatkannya di dalam kalimat. Teknik yang digunakan ini dirasakan cukup berhasil dalam membangun kemampuan siswa dalam tata bahasa, tapi belum pemah dibuktikan dalam penelitian tertulis secara ilmiah.

Dengan alasan inilah penulis tertarik untuk mengadakan penelitian tindakan kelas untuk menguji kemanjuran dari proses tiga tahap pengajaran tata bahasa tersebut. Tes kemampuan untuk mengetahui penguasaan tata bahasa dalam menulis deskripsi adalah sebuah tes keterampilan yang biasa dilakukan dalam penguasaan menulis.

Ini dikarenakan tata bahasa yang sangat berbeda dengan bahasa yang sudah diketahui sebelumnya yaitu bahasa Indonesia. Sebenarnya masih banyak faktor yang menyebabkan mereka menemui kesulitan dalam menguasai tata bahasa yang benar seperti faktor luar dan faktor dalam diri siswa sendiri. Faktor luar diantaranya, yaitu siswa tidak terbiasa diberi tugas untuk membuat sebuah kalimat dengan menggunakan tata bahasa baru dan merangkainya menjadi sebuah karangan Sedangkan kebiasaan menulis dengan bahasa Inggris harus dipupuk sejak sedini mungkin.

Kemudahan dalam merangkai sebuah kalimat dan merangkainya menjadi sebuah karangan banyak ditemui dalam tulisan-tulisan berbahasa inggris, seperti dalam novel dan cerita pendek. Sehingga sumber penguasaan tersebut lebih digemari daripada sumber pemahaman seperti pada buku - buku pelajaran. Keterampilan menyusun tata bahasa dalam bahasa inggris memiliki beberapa tujuan, mencangkup garis besar peguasaan tata bahasa, mencari letak kesalahan dalam penempatan tata bahasa, mencari letak kesalahan dalam penulisan tata bahasa meningkatkan keterampilan menulis, meningkatkan penguasaan tata bahasa, meningkatkan keterampilan mengarang, mengekspresikan apa yang ingin ditulis dan dapat menangkap mendeskripsikan apa yang dilihat melalui kalimat.

Rendahnya motivasi belajar dan kemampuan siswa, banyak yang belum dapat menggunakan tata bahasa tepat pada tempatnya, yang sesuai dengan materi yang ingin ditulis.

Hal ini dapat ditimbulkan oleh faktor intern dan faktor ekstern. Sebagaimana dikemukan oleh Muhibbin bahwa secara umum ada tiga faktor yang mempengaruhi keberhasilan belajar siswa. (1) faktor internal (faktor dari dalam) yaitu keadaan jasmani dan rohani siswa. (2) faktor eksternal (faktor dari luar siswa) yaitu kondisi lingkungan disekitar siswa. (3) faktor approach to learning (pendekatan belajar) jenis upaya belajar siswa yang meliputi strategi dan metode dan digunakan oleh guru kepada siswa untuk melakukan proses pembelajaran. (Muhibbin, Syah. 2003. 145:146)

Dalam mempelajari suatu bahasa, banyak faktor yang harus diperhatikan agar tujuan penguasaan tata bahasa itu dapat tercapai seperti yang direncanakan. Dalam hal penyampaian materi, guru dapat menggunakan berbagai metode dan pendekatan yang sesuai dengan kebutuhan dan keadaan siswa agar hasil belajar penguasaan tata bahasa inggris siswa dapat tercapai seperti yang diharapkan.

Di Sekolah Menengah Pertama (SMP) banyak sekali terdapat kesalahan dalam pemakaian tata bahasa untuk hal menulis, sering sekali dalam mengarang bahasa inggris, siswa-siswa salah dalam penggunaan tata bahasa (Grammar).

Maka dalam penelitian ini penulis akan mengungkapkan bagaimana cara meningkatkan hasil belajar siswa melalui penguasaan (tata bahasa) dalam keterampilan menulis deskripsi bahasa inggris.

II. METODE PENELITIAN

Penelitian ini menggunakan jenis penelitian deskriptif kualitatif yang kemudian di kuantitatifkan agar mempermudah pengolahan data. Menurut Malhotra (2004:88), desain penelitian adalah suatu kerangka kerja yang dilakukan untuk melakukan sebuah penelitian. Kerangka kerja tersebut memberi spesifikasi prosedur yang diperlukan untuk mendapatkan informasi yang dibutuhkan untuk menstrukturkan dan menjawab permasalahan penelitian.

Desain penelitian yang digunakan dalam penelitian ini adalah analisis jalur. Menurut Supardi (2012:263), analisis jalur adalah suatu teknik pengembangan dari regresi linear berganda. Teknik ini digunakan untuk menguji besarnya sumbangan atau kontribusi yang ditunjukkan oleh koefisien jalur pada setiap diagram jalur dari hubungan kausal antara variabel X1 dan X2 terhadap Y. Variabel yang diteliti terdiri dari variabel bebas yaitu Penguasaan tata bahasa (X1), Motivasi belajar (X2) dan variabel terikatnya Ketrampilan menulis deskripsi bahasa Inggris (Y). Metode ini dipilih sesuai dengan tujuan penelitian ingin mengetahui bagaimanakah pengaruh penguasaan tata bahasa terhadap ketrampilan menulis deskripsi bahasa Inggris, bagaimanakah pengaruh motivasi belajar siswa terhadap ketrampilan menulis deskripsi bahasa Inggris, bagaimanakah pengaruh penguasaan tata bahasa motivasi belajar siswa dan bagaimanakah pengaruh penguasaan tata bahasa terhadap ketrampilan menulis deskripsi bahasa Inggris siswa melalui motivasi belajar siswa. Model hubungan ketiga variabel tersebut dapat digambarkan dalam bentuk konstelasi permasalahan sebagai berikut :
Model konstelasi masalah pengaruh antara 2 variabel bebas dan 1 variabel terikat :
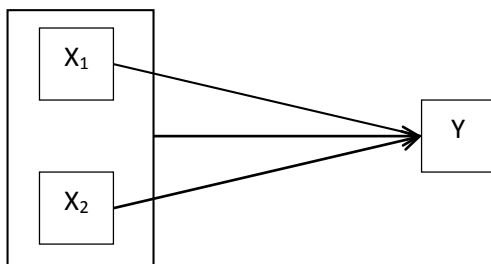
Gambar 1. Model konstelasi

Keterangan :
X1   = Penguasaan Tata Bahasa
X2   = Motivasi Belajar
Y   = Ketrampilan Menulis Deskripsi Bahasa Inggris

Sugiyono mengemukakan bahwa sampel adalah sebagian dari jumlah karakteristik yang dimiliki populasi tersebut (Sugiyono, 2001:57).

Dari beberapa teori dalam penelitian tidak ada ketentuan yang pasti berapa jumlah sampel yang paling ideal dan mewakili seluruh populasi. Nasution menjelaskan bahwa mutu penelitian tidak ditentukan oleh banyaknya sampel, tetapi oleh kokohnya dasar-dasar teori, mutu pelaksanaan dan pengolahannya (Nasution, 2003:101).

Selanjutnya Roscoe dalam Sugiyono (2013:74) mengatakan bahwa bila dalam penelitian akan melakukan analisis multivariate, maka jumlah sampel minimal 10 kali jumlah variabel yang akan diteliti (minimal 30 orang sampel).
Merujuk dari hal tersebut dalam uji coba instrument di penelitian ini menggunakan teknik random dan jumlah anggota sampelnya adalah 80 orang.

III. HASIL DAN PEMBAHASAN

Dalam bab ini akan dibahas mengenai hasil penelitian yang meliputi deskripsi data, persyaratan analisis, dan uji hipotesis.
3.1 Deskripsi data
1. Ketrampilan menulis deskripsi bahasa Inggris (Y)
Berdasarkan data yang diperoleh seperti yang tertera di dalam lampiran dapat diketahui bahwa nilai terendah dari jawaban responden yang terkait dengan ketrampilan menulis deskripsi bahasa Inggris siswa adalah sebesar 8,00 dan nilai tertinggi dari jawaban responden yang terkait dengan ketrampilan menulis deskripsi bahasa Inggris siswa adalah sebesar 16. Simpangan baku sebesar 1,60990. Mean sebesar 12,4719. Median sebesar 29,0000. Modus sebesar 12,350 dengan range 8,00 serta varians 2,592.
2. Penguasaan tata bahasa (X1)
Berdasarkan data yang diperoleh seperti yang tertera dalam lampiran dapat diketahui bahwa nilai terendah dari jawaban responden yang terkait dengan penguasaan tata bahasa adalah sebesar 18,00 dan nilai tertinggi dari jawaban responden yang terkait dengan penguasaan tata bahasa adalah sebesar 37,00. Simpangan baku sebesar 4,23958. Mean sebesar 28,7250. Median sebesar 75,00. Modus sebesar 28,00 dengan range 19,00 serta varian 17,974.
3. Motivasi belajar (X2)
Berdasarkan data yang berhasil diperoleh seperti yang tertera dalam lampiran dapat diketahui bahwa nilai terendah dari jawaban responden yang terkait dengan motivasi belajar adalah sebesar 64,00 dan nilai tertinggi dari jawaban responden yang terkait dengan motivasi belajar adalah sebesar 107,00. Simpangan baku sebesar 9,31298. Mean sebesar 85,9500. Median sebesar 86,5000. Modus sebesar 80,00 dengan range 43,00 serta varian 86,732.

Tabel 1
Deskripsi Data Penelitian

Statistics		Penguasaan Tata Bahasa	Motivasi Belajar	Ketrampilan Menulis Deskripsi Bahasa Inggris
N	Valid	80	80	80
	Missing	0	0	0
Mean		28.7250	85.9500	12.4719
Std. Error of Mean		.47400	1.04122	.17999
Median		29.0000	86.5000	12.3750
Mode		28.00a	80.00a	13.50
Std. Deviation		4.23958	9.31298	1.60990
Variance		17.974	86.732	2.592
Skewness		-.455	-.071	.001
Std. Error of Skewness		.269	.269	.269
Kurtosis		-.222	-.465	-.189
Std. Error of Kurtosis		.532	.532	.532
Range		19.00	43.00	8.00

B. Persyaratan Analisis
1. Uji Normalitas

Uji normalitas data adalah untuk mengetahui apakah data yang diperoleh terdistribusi normal atau tidak. Dalam penelitian ini pengujian terhadap normalitas data dilakukan dengan menggunakan SPSS.

Tabel 2

One-Sample Kolmogorov-Smirnov Test		Ketrampilan Menulis Deskripsi Bahasa Inggris	Motivasi Belajar	Penguasaan Tata Bahasa
N		80	80	80
Normal Parameters a,b	Mean	28.7250	85.9500	12.4719
	Std. Deviation	4.23958	9.31298	1.60990
Most Extreme Differences	Absolute	.120	.068	.090
	Positive	.057	.068	.090
	Negative	-.120	-.050	-.076
Kolmogorov-Smirnov Z		1.070	.605	.807
Asymp. Sig. (2-tailed)		.203	.857	.532

a. Test distribution is Normal.
b. Calculated from data.

Berdasarkan table One-Sample Kolmogorov-Smirnov Test untuk menguji normalitas dependen variable dalam hal ini keterampilan menulis narasi bahasa Inggris, kreteria jika sig > 0,05 maka hipotesis yang menyatakan variable dependen adalah normal bisa diterima. Pada data penelitian menunjukan sig = 0,532 > 0,05 maka data dinyatakan berdistribusi normal, selain itu variable independen dalam hal ini penguasaan tata bahasa dan motivasi belajar hipotesis yang menyatakan variable independen adalah normal bisa diterima. Pada data penelitian menunjukan sig = 0,203 > 0,05 dan 0,857 > 0,05 maka data dinyatakan berdistribusi normal, seperti terlihat pada table 2.

2. Uji Linearitas
Selain uji normalitas, salah satu syarat yang diperlukan dalam menganalisis data dengan uji linearitas dimaksudkan untuk melihat bentuk persamaan regresi yang terbentuk dari tiap variable bebas terhadap variable terikat, dalam hal ini X1 terhadap Y dan X2 terhadap Y. hipotesis yang diuji adalah :

Ho : persamaan regresi berbentuk linier
H1: persamaan regresi tidak berbentuk linier

Dengan kreteria uji jika sig deviation from linearity > 0,05; maka tolak H1 dan terima Ho dan sebaliknya dari hasil perhitungan didapat seluruh persamaan regresi yang terbentuk merupakan garis lurus. Adapun tujuan uji linearitas untuk mengetahui apakah varians populasi linear antara variable bebas dengan variable terikat atau tidak. Pengujian linearitas pada kelompok sampel dilakukan dengan F hitung < Ftabel pada taraf signifikansi α = 5 %. Adapun ringkasan perhitungan uji linear kelompok sampel diberikan penguasaan tata bahasa (X1) terhadap keterampilan menulis deskripsi bahasa Inggris (Y) pada table sebagai berikut :

Tabel 3
ANOVA Tabel

Penguasaan Tata Bahasa

|			Sum of Squares	df	Mean Square	F	Sig.
Between Groups	(Combined)		867.097	25	34.684	3.388	.000
	Linear Term	Weighted	621.179	1	621.179	60.674	.000
		Deviation	245.918	24	10.247	1.001	.481
Within Groups			552.853	54	10.238		
Total			1419.950	79			

Dengan nilai sig = 0,481 > 0,05 dan F hit = 1,001 < F tab = 4,08 untuk kemampuan awal maka hipotesis nol diterima artinya sampel berasal dari populasi yang memiliki model regresi berpola linear. Sementara untuk motivasi belajar (X2) terhadap ketrampilan menulis deskripsi bahasa Inggris (Y) terlihat pada tabel sebagai berikut :

Tabel 4
Anova Tabel

Motivasi Belajar

|			Sum of Squares	df	Mean Square	F	Sig.
Between Groups	(Combined)		2461.744	25	98.470	1.211	.273
	Linear Term	Weighted	38.589	1	38.589	.475	.494
		Deviation	2423.156	24	100.965	1.242	.250
Within Groups			4390.056	54	81.297		
Total			6851.800	79			

Dengan nilai sig = 0,250 > 0,05 dan F hit = 1,242 < F tab = 4,08 untuk motivasi belajar maka hipotesis nol diterima artinya sampel berasal dari populasi yang memiliki model regresi berpola linear.

3. Uji Heteroskedistisitas
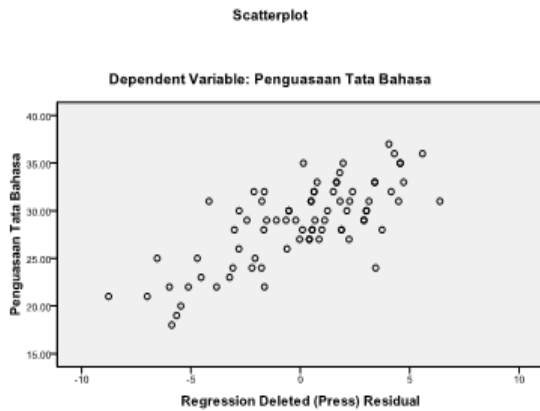
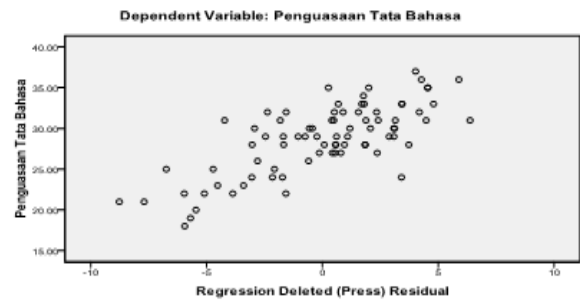Gambar 2.Diagram pencar diteksi heteroskedestisitias regresi Y atas X1

Dari gambar di atas tidak terdapat pola yang jelas, serta titik-titik menyebar di atas dan di bawah nol pada sumbu Y, maka tidak terjadi hetoreskedesitias. Dengan kata lain terdapat kesamaan (homogenitas) varians dari residual pada satu pengamatan ke pengamatan lain.
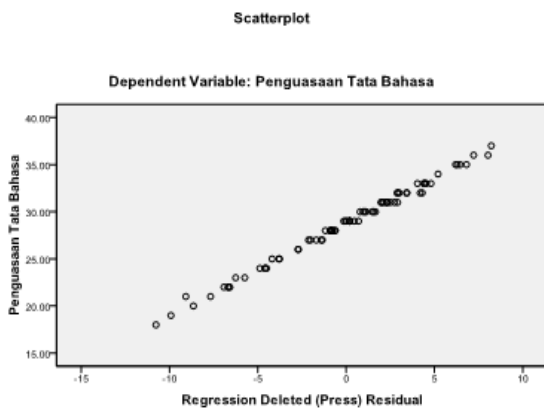
Gambar 3. Diagram pencar diteksi heteroskedestisitas regresi Y atas X2

Dari gambar di atas tidak terdapat pola yang jelas, serta titik-titik menyebar di atas dan di bawah nol pada sumbu Y, maka tidak terjadi hetoreskedesitias. Dengan kata lain terdapat kesamaan (homogenitas) varians dari residual pada satu pengamatan ke pengamatan lain.

Gambar 4. Diagram pencar diteksi heteroskedestisitias regresi Y atas X1 dan X2

Dari gambar di atas tidak terdapat pola yang jelas, serta titik-titik menyebar di atas dan di bawah nol pada sumbu Y, maka tidak terjadi hetoreskedesitias. Dengan kata lain terdapat kesamaan (homogenitas) varians dari residual pada satu pengamatan ke pengamatan lain.

4. Uji Multikolinieritas
Uji Multikolinieritas dimaksudkan untuk melihat apakah antar variable bebas terjadi korelasi yang sangat kuat atau tidak. Seperti yang diungkapkan oleh Kusnadi (2008 : 148) bahwa untuk dapat dianalisis dengan analisis jalur, harus dipenuhi asumsi, yaitu : antar variable penyebab tidak terdapat problem multikulineritas artinya matriks kovarian/ korelasi yang dihasilkan data sampel adalah matriks positive definite.
Hipotesis yang diuji adalah :
Ho: tidak terjadi multikolinearitas
H1: terjadi multikolinearitas
Dengan kriteria uji sebagai berikut :
Jika Variansce Inflation Factor (VIF) >10: maka terima H1 dan tolak Ho, atau sebaliknya. Dengan hasil perhitungan didapat nilai VIF = 1,006 < 10, artinya tidak terjadi multikolinearitas antara penguasaan tata bahasa dan motivasi dapat dilihat pada tabel.

Tabel 5

Tabel 4.5
Coefficients

Model		Collinearity Statistics	
		Tolerance	VIF
1	(Constant)		
	Motivasi Belajar	.994	1.006
	Ketrampilan Menulis Deskripsi Bahasa Inggris	.994	1.006

C. Uji Hipotesis

Berdasarkan hasil perhitungan dengan menggunakan SPSS dan dianalisis pengaruh penguasaan tata bahasa (X1) dan motivasi belajar (X2) terhadap ketrampilan menulis deskripsi bahasa Inggris (Y) didapat sebagai berikut :

Tabel 6

Hasil Perhitungan Koefisien Korelasi Pengaruh Variabel X1 dan X2 Terhadap Variabel Y

Model Summary[b]

					Change Statistics				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.662[a]	.438	.423	3.21985	.438	29.981	2	77	.000

a. Predictors: (Constant), Penguasaan Tata Bahasa, Motivasi Belajar

b. Dependent Variable: Ketrampilan Menulis Deskripsi

Tabel 7

Rekapitulasi Hasil Perhitungan persamaan Garis Regresi Pengaruh Variabel X1 dan X2 Terhadap Variabel Y

Coefficients

		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	6.327	2.228		2.839	.039
	Penguasaan Tata Bahasa	.008	.002	.018	4.000	.021
	Motivasi Belajar	1.738	.226	.660	7.703	.000

IV. KESIMPULAN

Merujuk pada hasil pengujian hipotesis penelitian dan analisis pengolahan data pada bab IV, maka dapat disimpulkan sebagai berikut:

1. Terdapat pengaruh yang signifikan penguasaan tata bahasa (X1) dan motivasi belajar (X2) secara bersama-sama terhadap ketrampilan menulis deskripsi bahasa Inggris (Y). Hal ini dibuktikan dengan perolehan nilai Fhitung = 29,981 dan Ftabel = 2,72 dengan Sig = 0,000 < 0,05, koefisien korelasi R = 0,662 dan kuadrat dari koefisien korelasi sebesar 0,438, artinya ketrampilan menulis deksripsi bahasa Inggris sebanyak 43,8% dipengaruhi oleh penguasaan tata bahasa dan motivasi belajar secara bersama-sama, dan sisanya dipengaruhi oleh variabel lain.

2. Terdapat pengaruh yang signifikan penguasaan tata bahasa (X1) terhadap ketrampilan menulis deskripsi bahasa Inggris. Hal tersebut dibuktikan dengan nilai thitung= 4,000. Untuk dk = 80 – 3 – 1 = 76 pada taraf signifikansi 5% didapat ttabel = 1,992. Dengan demikian dapat dikatakan bahwa terdapat hubungan yang signifikan antara penguasaan tata bahasa terhadap ketrampilan menulis bahasa Inggris, karena kriteria perhitungan adalah thitung > ttabel (4,000 > 1,992).

3. Terdapat pengaruh yang signifikan motivasi belajar (X2) terhadap ketrampilan menulis deskripsi bahasa Inggris. Hal tersebut dibuktikan dengan nilai thitung = 7,703. Untuk dk = 80 – 3 – 1 = 76 pada taraf signifikansi 5% didapat ttabel = 1,665. Sedangkan nilai Sig-nya 0,000 < dari 0,05. Dengan demikian dapat dikatakan bahwa terdapat hubungan yang signifikan antara motivasi belajar terhadap ketrampilan menulis bahasa Inggris, karena kriteria perhitungan adalah thitung > ttabel (7,703 > 1,665) dan Sig < 0,05.

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PROFIL PENULIS

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Analysis Of Students' Error In Constructing Nominal Clause

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Abstract - *Nominal clause (noun clause) is a subordinate clause used as a noun in the sentence. A noun clause may be used as a subject or direct object of the verb, as a predicate noun, as object of the preposition, or as an appositive. The aims of this research is to analyze of students' error in constructing nominal clause. The urgency of the research on analyzing students' error in constructing noun clause proposes an urgent question: what type of errors that students make in constructing nominal clause? The answers are likely to provide some of the important things unsightly about the type of errors usually made by the students in constructing nominal clause. This research conducted qualitative method descriptively. The field research is used to collect the data. The third semester students at Indraprasta PGRI University are given a simple grammar test of nominal clause. The result shows that students made errors while contructing Nominal clause beginning with Question words, Nominal Clause with If/Whether, Nominal Clause with -that.*

Key words: error, clause, nominal clause.

I. INTRODUCTION

Learning new language (English) seems not as a simple as making a smiling face picture on a paper, especially for people whose first language is not English, it needs a lot of effort to learn a foreign language. Despite of having different sounds of alphabet, there are many difficulties in the process of learning new language. Indonesians use bahasa Indonesia as their first and (or) second language, this is because most of people in Indonesia use their regional language as their mother tongue. When we come to this fact, it shows us another aspect which affecting the process of learning English.

Learning language means also mastering the skills and components of the language. In English, there are four skills to be mastered: listening, speaking, reading, and writing, and this also cannot be split up from language components. Based on this information, it means that to achieve the goal of learning English, learners should be mastered the language skills. Related to previous statements, it gives us a description how hard to learn foreign language with many differences from first language (L1) to the Target language.

Native speakers, on their own language, sometimes made mistakes. It can be found in the everyday used of English. Different from the native speakers, Foreign language learners do mistakes while learning English. This kind of mistakes can be called an error. This is the difference of what we called 'mistake' and 'error' in language learning.

I do agree when someone said that mistake is a part of learning process. Dr. Alaadin K. Abdullah and Ghanim M. Hussein found out that the difficulties of learning English for EFL students are as follows.

- There are some problems or difficulties with vocabulary.
- There are some problems or difficulties with writing essay.
- There are some problems or difficulties with the item "using different structures of sentence."

Due to this findings, it means that EFL students face some problem in learning English.

As foreign language learners, we sometimes make errors while learning. Therefore we get something to learn, what dos and donts.

In bahasa Indonesia, a sentence consists of Subject + Predicate + Object, in English a sentence consists of S and V/P. From this case, we know that not only having differences in sounds, the language structure between First and Target language is also different. When learning a language, we must learn the language structure too. I found it hard when I have to see so many formulas to form some sentences. But, because it is a part of language learning, we cannot avoid this process. In bahasa Indonesia, we learn sentences, clauses, phrases; what they are, how they form. As a foreign language learners, we also learn how to form a sentence, how to write well in English.

When learning grammar/structure, we cannot skip the process of learning clauses. A clause can be a sentence too, it consists of at least one Subject and one Verb. There are two kinds of clause: independent and dependent clause. When we form an independent clause we just have to follow the

pattern just like when we write a sentence. It is a bit different when we write dependent clause. From its definition, it is clear that dependent clause cannot stands alone, it must be related to independent clause. So, It means that there must some kind of words that connect the dependent clause to the independent clause.

Referring to research done by Nur Baithy (An Analysis of Students' Error in Learning Noun Clause) she analyzed the errors that the students made in noun clause. She found that students made many errors, it means that they found some difficulties while constructing noun clause. We're not talking about how to form clauses. What I am focused on to be analyzed in here is the nominal clause. Since I have explained that sometimes as foreign language learners we made errors, this kind of errors can be found in many areas of language skills and components. Learning English grammar is one of the hardest parts of learning English. Clauses are really interested to be discussed, especially dependent clause. Although there are many types of dependend clause, I am interested in analyzing students' errors in constructing nominal clause.

Theoretical Review

1. Errors

James (1998:6) claims that Error analysis is the process of determining the incidence, nature, causes, and consequences of unsuccessful language. This opinion can be interpreted that the error analysis is a process that determines the occurrence of errors that are either naturally or because of something else, and the consequences of failure in learning the language. Errors are natural characteristics which happen in process of language acquisition and learning. Especially in English learning, errors are difficult to avoid. There are many definitions of errors presented by experts. Basically, those contains the same meaning while the difference lies on how they formulate them.

Brown (in Choiriyah, 2007: 20) said "in learning a foreign language, learners are involved in the process of approximations to the system used by the native speaker of the language. It shows that making errors is natural and is one of process in learning which cannot be avoided by every learner.

According to Norrish (in Choiriyah, 2007: 19), error is a systematic deviation, when a learner has not learnt something and consistently gets it wrong. In line with the definition above, Cunninghworth (in Choiriyah, 2007: 20), states that errors are systematic deviations from the norms of the language being learned. Errors are flawed side caused by lack of knowledge of the rules of the language. Chomsky calls such errors as competence errors. In line with Chomsky, Brown states that errors reflect the competence of the learner. In the process of learning a foreign language, making errors is inseparable. Furthermore, Dulay, et.al, (Choiriyah, 2007), errors are defined as the flawed

side of learners' speech or writing, which deviates from come selected norm of mature language performance.

From the definitions above clarify that error analysis is an activity to identify, classify and interpreted or describe the errors made by someone in speaking or in writing and it is carried out to obtain information on common difficulties faced by someone in speaking or in writing English sentences. Another thing which should be noticed is the procedure of error analysis.

According to Corder, errors divided into four categories: omission of some required element, addition of some necessary or incorrect element, selection of an incorrect element, and miss-ordering of element. And here are the explanations:

1) Omission

Certain linguistic forms may be omitted by the learners because of their complexity in production. Omission also occurs in morphology. Learners often leave out the third person singular morpheme –s, the plural marker –s and the past tense inflection –ed.

2) Addition

Learners not only omit elements which they regard as redundant but they also add redundant element.

3) Selection

Learners commit errors in pronunciation, morphology, syntax and vocabulary due to the selection of the wrong, phoneme, morpheme, structure or vocabulary item.

4) Ordering

Miss-ordering can occur in morphological level. Miss-ordering of bound morpheme in English is perhaps less frequent, given their limited number.

Students' errors may be distinguished as follows:

1) Errors Performance is unsystematic and not very serious, because the students themselves can correct them when their attention is drawn to them. These errors are attributed to carelessness, lapse of memory, ill health, emotional health, etc., and they should not worry us.

2) Errors Competence is persistent and systematic and in consequence serious, and their treatment calls for careful analysis to discover their cause. These errors represent the learners' traditional competence (Michealides, 1990:98)

Gass and Selinker (2001:79) state that "A great deal of the work on error analysis was carried out within the context of the classroom. The goal was clearly one of pedagogical remediation. According to Selinker and Gass (2001:79) there are number of steps taken in conducting an error analysis:

1) Identify errors, what is the error (e.g. incorrect sequence of tenses, wrong verb form, etc)

2) Classify errors. Is it an error of Tense? Is it an error in sentence pattern?

3) Quantify errors. How many errors of Tense occur?
4) Analysis of source/causes.
5) Remediation. Based on the kind and frequency of an error type, pedagogical intervention is carried out.

2. Nominal Clause

Nominal clause (noun clause) is a subordinate clause used as a noun in the sentence. A noun clause may be used as a subject or direct object of the verb, as a predicate noun, as object of the preposition, or as an appositive. Every direct quotation is a noun clause without an introductory word. Mary said, "*Dinner is ready.*" (The noun clause is the object of said.) Mary said that dinner was ready. (That is the introductory word.)

Nordquist in grammar.about.com states "in English grammar, a *noun clause* is a dependent clause that functions as a noun (that is, as a subject, object, or complement) within a sentence. Also known as a *nominal clause*. Two common types of noun clause in English are *that*-clauses and *wh*-clauses:

- *that*-clause: I believe *that everything happens for a reason.*
- *wh*-clause: How do I know *what I think*, until I see *what I say*?

Moreover, in a site faculty.unlv.edu Complementation is the formation of nominal constituents. These constituents are dependent clauses that fill sentence positions (slots) normally reserved for noun phrases. The most common nominal clauses are (complementizer) *that*-clauses and interrogative clauses. As dependent clauses, that-clauses and interrogative clauses have a subject and a main verb and rarely require punctuation.

Types of Nominal Clause

1. Noun Clauses Beginning with a Question Word

An interrogative clause is a nominal dependent clause beginning with an interrogative word and usually involving a question, directed at either oneself or to another, about an unknown.

Example:
W-H Question
Noun Clause

a. **What did he say?** I couldn't hear **what he said.**
b. **Where does she live?** I don't know **where she lives.**
c. **Who is at the door?** I wonder **who is at the door.**
d. **When will the train arrive?** I know **when the train will arrive.**
e. **Whose house is that?** I wonder **whose house that is.**

2. Noun Clauses Beginning with Whether or If
Yes/No Question
Noun Clause

a. Will she come? I don't know **whether** she will come (or not).
I don't know **if** she will come (or not).
b. Does he need help? I wonder **whether** he needs help (or not).
I wonder **if** he needs help (or not).

3. Question Words followed by Infinitives
Question words (when, where, what, why, who, whose, whom, which, how, and whether) may be followed by infinitive. Each pair of sentences in the examples has the same meaning. The meaning expressed by the infinitive is either should or can/could.

NC with W-H Question
NC with Infinitives

a. I don't know **what I should do**. I don't know **what to do**.
b. Jim told us **where we could find it**. Jim told us **where to find it**.
c. Sally told me **when I should come**. Sally told me **when to come**.

4. Noun Clauses beginning with *That*
A *that*-clause is a dependent clause beginning with the expletive *that* and functioning nominally; *that* may be deleted.
Verb + *That* – Clause.
Example:
a. The truth was **that** the moving company lost all your furniture.
The truth was the moving company lost all your furniture.
b. I am pleased **that** you are studying noun clauses.
I am pleased you are studying noun clauses.

Nominal clauses perform nominal functions, or functions prototypically performed by noun phrases. In other words, they can do anything that a noun can do.

Research Purpose
The purpose of the study is to analyze students' error in constructing nominal clause. There are two benefits from this study. Theoretically, the benefit of the study is to add reference at the same topic area. Practically, the benefits of the study are: students will know the errors that they usually make therefore they can revise it and later they will avoid doing the same mistake, lecturers know the problem of the students therefore they will focus on this problem to decrease the number of errors that students make.

II. RESEARCH METHOD
This research is conducted qualitative method descriptively. Descriptive research, according to Gay (2000: 275) is a study to determine and describe the way things are. The population for this research is

the third semester students of English Education department at Indraprasta PGRI University. There are two classes which consist of 30 students for each, therefore the population of this research is 60 students. The technique of sample taking is random sampling. There are 15 students which is 25 percent of the population as a sample from the two classes are taken randomly. The field research is used to collect the data. To get field research, I get in touch directly with the students of Indraprasta PGRI University.

A simple grammar test of nominal clause is given to the third semester student of the two classes to know how far the students are able to do the nominal clause test. Then, I use many books, papers, and the data from the internet related to the research to support the theoretical framework. The test is given for the students of the two classes in different time. The students do the test in the classroom. The students are given 60 minutes for completing the test. I classify the grammar errors into four parts: Noun Clause beginning with questions words, noun clause beginning of whether or if, noun clause with question words followed by infinitives, and noun clause beginning with 'that'. I calculate the errors using simple statistic formula, and the data will be explained in description analysis. Then, I use books and other materials such as the data from internet which have topic related to this study that support the discussion. Descriptive analysis technique is used (percentage) with the percentage from the frequency of information and divided with number of cases. The formula is:

$$P = \frac{F \times 100\%}{N}$$

Notes:
P: Percentage
F: Frequency of wrong answer

N: Number of sample

III. FINDINGS AND DISCUSSIONS
1. Findings
The grammar errors are classified into four parts: Noun Clause beginning with questions words, noun clause beginning of whether or if, noun clause with question words followed by infinitives, and noun clause beginning with 'that'.

Table 1. Noun Clauses Beginning with Question Word

No	Question Words	Nominal Clause		Type of Errors	No of Errors (%)
		Students' Work	Reconstruction		
1	When are they coming?	Do you know 'when they coming are'	Do you know 'when they are coming'	Misordering	12/15 (80%)
2	Which one does he want?	Let's ask him 'which one he want.'	Let's ask him 'which one he wants.'	Omission	8/15 (53%)
3	Why did they leave the country?	'Why they leave the country' is a secret.	'Why they left the country' is a secret.	Selection	8/15 (53%)
4	Who are those people?	I don't know 'who those are people.'	I don't know 'who those people are.'	Misordering	10/15 (67%)
5	Whose pen is this?	Do you know 'whose pen is this?'	Do you know 'whose pen this is?'	Misordering	8/15 (53%)
6	Who opened the door?	I don't know 'whose open the door.'	I don't know 'who opened the door.'	Selection	6/15 (40%)
7	Where did she go?	'where she goes' is none of your bussiness.	'where she went' is none of your bussiness.	Selection	8/15 (53%)
8	What happened?	I don't know 'what was happened?'	I don't know what happened?	Addition	7/15 (47%)
9	What are they doing in class?	'What are they doing in class' is easy.	What they are doing in class is easy.	Misordering	8/15 (53%)
10	What was he talking about?	'What he talking about' was interesting.	What he was talking about was interesting.	Omission	6/15 (40%)

The result shows that students make errors while constructing Nominal clause. In sentence 1, 4, 5, 9 more than 6 out of 15 students make error while constructing nominal clause, the type of error that they make is categorized into **misordering** error. In sentence 2 and 10, 8 out of 15 students make error while contructing nominal clause, the type of error that they make is categorized into **omission** error. In sentence 3, 6, 7, more than 6 make error while constructing nominal clause, the type of error that they make is categorized into **selection** error. In sentence 8, 7 out of 15 students make error while contructing nominal clause, the type of error that they make is categorized into **addition** error.

Table 2. Noun Clauses Beginning with Whether/If

N o	Yes/No Question	Nominal Clause Students' Work	Reconstruction	Type of Errors	No of Errors (%)
1	Is the financial report ready?	Let me know 'if the financial report ready.'	Let me know 'if financial report is ready.'	Misordering	10/15 (67%)
2	Will it be ready tomorrow?	Let me know 'if it be ready tomorrow.'	Let me know 'if it will be ready tomorrow.'	Misordering	7/15 (47%)
3	Does the copy machine need paper?	Let me know 'if the copy machine need paper.'	Let me know 'if the copy machine needs paper.'	Omission	8/15 (53%)
4	Is someone waiting for me?	Let me know 'if someone waited for me'.	Let me know 'if someone is waiting for me'.	Misordering	6/15 (40%)
5	Are you going to be there?	Let me know 'if you went to be there'.	Let me know 'if you are going to be there'.	Misordering	8/15 (53%)
6	Is there any paper left?	Please check 'whether there any paper left'.	Please check 'whether there is any paper left'.	Omission	7/15 (47%)
7	Did the fax come in?	Let me know 'whether the fax come in'.	Let me know 'whether the fax came in'.	Selection	8/15 (53%)
8	Is the information correct?	Please check 'whether the information correct'.	Please check 'whether the information is correct'.	Misordering	12/15 (80%)

The result shows that students make errors while contructing Nominal clause. In sentence 1, 2, 4, 5,8, more than 6 students make error while constructing nominal clause, the type of error that they make is categorized into **misordering** error. In sentence 3and 6, 8 out of 15 students make error while contructing nominal clause, the type of error that they make is categorized into **omission** error. In sentence 7, 8 out of 15 students make error while contructing nominal clause, the type of error that they make is categorized into **selection** error.

Table 3. Noun Clauses with Infinitives

N o	Question words followed by should/could	Nominal Clause Students' Work	Reconstruction	Type of Errors	No of Errors (%)
1	Sally told me when I should come.	Sally told me when should come.	Sally told me when to come.	Misordering	12/15 (80%)
2	The plumber told me how I could fix the leak in the sink.	The plumber told me how fixing the leak in the sink.	The plumber told me how to fix the leak in the sink.	Misordering	7/15 (47%)
3	Please tell me where I should meet you.	Please tell me where should I meet you.	Please tell me where to meet you.	Misordering	7/15 (47%)
4	Robert had a long excuse for being late for their date, but Sandy didn't know whether she should believe him or not.	Robert had a long excuse for being late for their date, but Sandy didn't know if believe him or not.	Robert had a long excuse for being late for their date, but Sandy didn't know whether to believe him or not.	Misordering	8/15 (53%)
5	I don't know what else I can do.	I don't know what else I can do.	I don't know what else to do.	,	7/15 (47%)

The result shows that students make errors while constructing Nominal clause. In sentence 1, 2, 3, 4, more than 6 students make error while constructing nominal clause, the type of error that they make is categorized into **misordering** error.

Table 4. Noun Clauses beginning with *That*

N o	*That* – Clause	Nominal Clause Students' Work	Reconstruction	Type of Errors	No of Errors
1	I sometimes forget that ...... (class, start)	I sometimes forget that my class starting at 8.	I sometimes forget that my class starts at 8.	Misordering	8/15 (53%)
2	I recently heard on the news that ..... (Trump, win)	I recently heard on the news that Trump win U.S presidential election.	I recently heard on the news that Trump wins U.S presidential election.	Omission	8/15 (53%)
3	All parents hope that ..... (get, good score)	All parents hope that their children got a good score.	All parents hope that their children get a good score.	Selection	10/15 (67%)
4	Have you notice that .....? (have, new hairstyle)	Have you notice that Diana have a new hairstyle?	Have you notice that Diana has a new hairstyle?	Selection	8/15 (53%)
5	Students understand that ...... (assignment, submit)	Students understand that the assignment is submit this Friday.	Students understand that the assignment must be submitted this Friday.	Misordering	12/15 (80%)

The result shows that students make errors while contructing Nominal clause. In sentence 1 and 5,

more than 8students make error while constructing nominal clause, the type of error that they make is categorized into **misordering** error. In sentence 2, 8 out of fifteen students make error while constructing nominal clause, the type of error that they make is categorized into **omission** error. In sentence 3 and 4, 8 out of fifteen students make error while constructing nominal clause, the type of error that they make is categorized into **selection** error.

2. **Discussion**
Here is the explanation of the findings.
Noun Clauses Beginning with a Question Word
An interrogative clause is a nominal dependent clause beginning with an interrogative word and usually involving a question, directed at either oneself or to another, about an unknown. Related to the finding, the discussions are as follow.
W-H Question
Noun Clause
a. When are, they coming? Do you know **when they are coming?**
NC
b. Which one does he want? Let's ask him **which one he wants.**
NC
c. Why did they leave the country? **Why they left the country** is a secret**.**
NC
d. Who are those people? I don't know **who those people are.**
NC
e. Whose pen is this?
Do you know **whose pen this is?**

f. Who opened the door? I don't know **who opened the door**
NC
g. Where did she go? **Where she went** is none of your bussiness.

h. What happened? I don't know **what happened.**
NC
i. What are they doing? **What they are doing** is easy.

j. What was he talking about? **What he was talking** about was interesting.

In spite of the type of errors that the sudents' make in constructing Nominal clause as table shows, it can be said that most students are still confused how to construct the Noun Clause beginning with Question words. The pattern of NC is **W-H Questions + S + V. For example:**

Whose pen is this?
Do you know **whose pen is this?** (incorrect)
 Q.word auxV S
Do you know **whose pen this is?** (correct)
Q.word S auxV

- **Noun Clauses Beginning with Whether or If**
The pattern of Noun Clause beginning with whether or ifis **whether/if + S + V.** Related to the finding, the discussions are as follow.
Yes/No Question
Noun Clause

a. Is the financial report ready? Let me know **if financial report is ready**.
NC
b. Will it be ready tomorrow? Let me know **if it will be ready tomorrow**.
NC
c. Does the copy machine need paper? Let me know **if the copy machine needs paper.**
NC
d. Is someone waiting for me? Let me know **if someone is waiting for me**.
NC
e. Are you going to be there? Let me know **if you are going to be there**.
NC
f. Is there any paper left?Please check **whether there is any paper left**.
NC
g. Did the fax come in? Let me know **whether the fax came in**.
NC
h. Is the information correct? Please check **whether the information is correct**.
NC

In spite of the type of errors that the sudents' make in constructing Nominal clause as the table shows, it can be said that most students understand well how to construct noun clause beginning with whether/if but the they make some errors of using appropriate verb**. For example:**
Did the fax come in?
Let me know **whether the fax come in**. (incorrect)
Let me know **whether the fax came in**.(correct)

- **Question Words followed by Infinitives**
Question words (when, where, what, why, who, whose, whom, which, how, and whether) may be followed by infinitive. Each pair of sentences has the same meaning. The meaning expressed by the infinitive is either should or can/could.
a. Sally told me **when I should come**.
Sally told me **when to come**.

b. The plumber told me **how I could fix** the leak in the sink.
The plumber told me **how to fix** the leak in the sink.
c. Please tell me **where I should meet** you.
Please tell me **where to meet** you.
d. Robert had a long excuse for being late for their date, but Sandy didn't know whether **she should believe** him or not.
Robert had a long excuse for being late for their date, but Sandy didn't know **whether to believe** him or not.
e. I don't know **what else I can do**.
I don't know **what else to do**.

In spite of the type of errors that the sudents' make in constructing Nominal clause as the table shows, it can be said that most students understand well how to construct noun clause beginning with Q Words follow by should/could. The meaning expressed by the infinitive is either should or can/could, but some students are still confused to change the use of should/could with to – infinitive. **For example:**

Robert had a long excuse for being late for their date, but Sandy didn't know whether she should believe him or not.

- Robert had a long excuse for being late for their date, but Sandy didn't know **if believe him or not**. (incorrect)
- Robert had a long excuse for being late for their date, but Sandy didn't know **whether to believe** him or not. (correct)

• **Noun Clauses beginning with *That***
A *that*-clause is a dependent clause beginning with the expletive *that* and functioning nominally; *that*may be deleted.**Verb + *That* – Clause.**
a. I sometimes forget that ...... (class, start)
I sometimes forget **that my class starts** at 8.
b. I recently heard on the news that ..... (Trump, win)
I recently heard on the news **that Trump wins** U.S presidential election.
c. All parents hope that ..... (get, good score)
All parents hope **that their children get** a good score.
d. Have you notice that .....? (have, new hairstyle)
Have you notice that **Diana has a new hairstyle**?
e. Students understand that ...... (assignment, submit)
Students understand **that the assignment must be submitted** this Friday.

In spite of the type of errors that the sudents' make in constructing Nominal clause as the table shows, it can be said that most students understand well how to construct noun clause with that-clause, but some students make grammatical error. **For example:**

I sometimes forget that ...... (class, start)

- I sometimes forget **that my class starting at 8**. (incorrect)
- I sometimes forget **that my class starts at 8**. (correct)

IV. CONCLUSION

Errors in foreign language teaching especially in English are the cases which are difficult enough to avoid. Many aspects that can cause the learners of English as a foreign language make errors. The result shows that students make errors while contructing Nominal clause beginning with Question words, Nominal Clause with If/Whether, Nominal Clause with -that. In spite of the type of errors that the sudents' make in constructing Nominal clause, here are the conclusion:
- Nominal Clause beginning with Q-Word: most students are still confused how to put sentence pattern correctly.
- Nominal clause beginning with whether/if: students understand well how to construct nominal clause beginning with whether/if but they make some errors of using approriate verb**.**
- Nominal clause beginning with Q Words follow by should/could: most students understand well how to construct noun clause beginning with Q Words follow by should/could. The meaning expressed by the infinitive is either should or can/could, but some students are still confused to change the use of should/could with to – infinitive.
- Nominal clause beginning with *-that*: most students understand well how to constuct noun clause with that-clause, but some students make grammatical error while constructing the clause.

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Figurative Language In Kelly Darrow's Selected Poetry

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Abstract— This research has the objectives proposed by the writers, they are: (1) To identify the types of figurative language used in Kelly Darrow's selected poetry, (2) to find out the meaning of figurative language used in Kelly Darrow's selected poetry, and (3) to know the mostly of figurative language that is used in Kelly Darrow's selected poetry in this research. The title of the selected poetry area Charm of Cobra, Politicians and The Black Cape. Figurative language is one of the elements of poetry that has become the poets' way of expressing the art of his poetry and communicating his language to know the poet's idea. Figurative language can include many words and phrases, and there are several types of figurative language. The primary sources of data are the research is conducted by using descriptive qualitative method. The data sources of this research are taken from the poetry by Kelly Darrow. Then the writers classify the data using McKenzie's theory of figurative language that support it. The results of this paper shows there are many types of figurative language in Kelly Darrow's selected poetry. Kelly Darrow uses metaphor, simile, irony, personification, and hyperbole as figurative language.

Keywords: Poetry; Figurative Language; Kelly Darrow's.

I. INTRODUCTION

Literature is a literary work which there is a beautiful art that comes from human life. Literary work is the result of the expression of feelings and describes imagination of the author. Literature is a description of human experience that has personal and social dimension and the knowledge of humanity that equal with the shape of life itself. Literature is a permanent expression in words of some thoughts or feeling or idea about life and the world. Literature as the language art has become the media to express people mind. This shows that literary work has strong correlation with the reflection of people's life and social life.

The main generic of literature today is novel, drama, and poetry. Poetry is kinds of literature which is written form of lines, stanzas, style, and pattern. Poetry is a universal language used by the poets to express their ideas in beautiful words. As a universal language, poetry has existed almost in all period. Poetry might be defined as a kind of language that says more and says it more intensely than ordinary language. Language used by a poet as a tool to deliver a meaning particularly. The purpose of poetry is to entertain, critic, or persuade.

Poetry is difficult to be understood, to some people when studying or reading poetry. This is because the power of language in poetry is arranged by concentration of physical and mental structures that contain very deep meanings. When readers read poetry, they can find the figurative language used in the poetry. Figurative language is not to make poetry confusing, but it is aim to make it clear. It also to sharpen the perception as a reader and to permit a fuller understanding of what it is in a poetry that gives pleasure and creates form and meaning.

Poetry is one of the literary work in which special intensity is given to the expression of feelings and ideas through meaning, sound, rhythmic language choices so as to evoke an emotional response. Robert Frost as cited in Kennedy (2007:656), "Poetry is a rhythmical composition of words expressing attitude, design to surprise and delight and to arouse an emotional response". It deals with emotion and presents the emotions of the poet as they are aroused by some scene, some experience and some attachment. Wordsworth as cited in Robinson (2010:26) says that "Poetry is the spontaneous overflow of powerful feeling, expression of emotion and it is always concerned with ordinary human concerns, with the daily matters of one's life". It means that, poetry is the express of author feeling and thought based on the author mood experiences and imaginative and use spontaneous expression. Poetry flows out of his heart in a natural and fluent manner. Deep emotion is the basic condition of poetry; powerful

feelings and emotions are fundamental, without them great poetry cannot be written.

Based on the definition above, the writers concludes that poetry is a media that used by human to express their ideas, feeling and experiences. Poets project their emotion, thoughts, and ideas to their readers and poetry also in an arrangement of words expresses someone's feeling and happiness or sadness spontaneously. In other words, poetry is usually expressed based on author imagination. The important thing is that the image an instrument that a poet uses to express the author intention or feeling.

Some literatures use figurative language to make it more interesting, as it is used in poetry lyric. Poetry lyrics are some informative literature that gives information with literal meaning using figurative language. Thus to understand it, people have to think deeper. There are difficult vocabularies in the lyric, people must explain or give special attention to giving meaning. To understand the lyric, it is important to know and found the meaning of figurative language used in the lyric of poetry.

In expressing or describing something, an author conveys a way that is different. An author in conveying feelings and thoughts also uses language in different way too. It makes expression of varied thoughts and feelings. Variations in the use of the word, the wording or language, are called figurative language. McKenzie (2016: 66) states that "Figurative Language refers to language that communicates ideas beyond the literal meaning of word". In other words, figurative language makes writing concrete, because language is adaptable and lends itself to imaginative usage. The author can express the same idea in different ways. They may use direct statement or figurative language. Dancygier and Sweetser also (2014:1) states that "Figurative language was thought of as being one aspect of what gives a text-in particular, a poetic text-special esthetic value". It means that figurative language is expressing something that used in any text, especially in a poetic text to refer one thing by giving the implied meaning. It is often used in literary work to demonstrate the creativity of the author and the beauty language itself.

According to Tjahjono (2011:54) "Figurative language is one of the important elements to writes poetry". In writing poetry using figurative language so that it can be more beautiful language in poetry, the poet must choose appropriate the word that be able to describe something clearly in the readers mind. Perrine, In Arp (2000:68) states that "Figurative language is the language that cannot be taken literally (or should not to be taken literally only) and saying something other than ordinary way or a way of saying one thing and meaning another". Based on Perrine perception, so we can say more by these figurative statement rather than literal statement. Figure of speech offers another way of adding extra dimension to language.

Peterson (2012: 16) defines that "Figurative language is to say something that actually means something else". What is being said is not to be taken

literary. It deals, using figurative language to enhance the emotional intensity and imaginative appeal of poetry, the poet can convey so much more than through literal language alone.

The purpose of figurative use in poetry is to stimulate a certain image. It affects the language beauty of work in both oral and written communication. Figurative language serves a variety of purposes. They are used to clarify meaning, to provide vivid examples, to emphasize, to stimulate associations and emotions, to give a life to inanimate object, to amuse or to ornament. The most importance, they have an essentials aesthetic purpose, widening and deepening the range of perception and response to the word of objects and ideas. In other words, figurative language serves to convey thoughts, feelings, and perceptions that cannot be adequately expressed in literal language.

Therefore the writers found the proper strategy to analyze poetry. It is expected that the reader will understand and comprehend the meaning of poetry. The poetry that the writers would like to analyze is literary works by Kelly Darrow. Kelly Darrow poetry is describe about love, desire, and a little strangeness especially about human life and theme of his works content social and philosophical values.

In this study, the writers found interesting to analyze Kelly Darrow's selected poetry. The purpose of this research is to increase the reader's knowledge about literary particularly in poetry and to provide accurate information especially to understand the meaning about figurative language in poetry by Kelly Darrow.

II. RESEARCH METHODOLOGY

The writers use descriptive qualitative method to analyze this study. According to Moleong (2007: 3) "Descriptive research is a type of research which does not use calculation or numerating. This method is implemented to reach the objectives of the study". It can be seen that the writers intend to observe the analysis process. The main technique to collect the data is observation where the research of observe the object directly in order to get the real data from the field where the object exists. To describe the process, the writers use his own instrument, so that the results might be subjective.

The first procedures are taken by the writers is reading to the poetry. The second, the writers are trying to understand the story of the poetry. Third is choosing the theory that suitable with the analysis. After that, the writers look for data from library, internet, and reads kinds of books which are related to the title. Then, the writers analysis the poetry and relates the theory to the poetry. After all of procedures are arranged then the writers make conclusion from the analysis.

III. RESULT AND DISSCUSSION

A. Summary of the Poetry that Selected

Charm of Cobra

She has the sting of a scorpion, and the charm of a cobra
She acts like your friend, but she don't know ya
She slithers through the grass straight to your heart
Leaves you wondering how did this all start?

She's slick as they come, she'll destroy ya
Master of the tongue, but never annoys ya
Her bite is sexy, just before the poison
So peaceful, she makes you feel like the chosen

She has many lovers, but she's your only one
You're free to leave, but she knows you'll never run
Her manipulation leads to your destruction
The mastery of her art, is the beauty of her seduction

You end up giving her your life and soul
In return, she leaves you a six foot whole
Her job is complete; she slithers away in perfect rhythm
Leaving your hole to find her next victim

"Charm of Cobra" is one of Kelly Darrow poetry. This poetry was published in 2012. This poetry consist four stanzas of four lines each. Charm of Cobra by Kelly Darrow is poetry that portrays a huge meaning to his readers. This poetry is written by the narrator relates with his own experience as a Licensed Alcohol and Drug Abuse Counselor. From all of the explanation, the writers conclude that the narrator has inspired to write the poetry about drug, but the narrator make comparison in this poetry with cobra.

The narrator talk about cobra has poison, sting, and it can catch the victim. Next, the narrator says that *her bite is sexy, just before the poison*. It means that same as with drug, to some people who is suffering from depression or other mental illnesses use drugs to ease their suffering, and to relieve the pain. They think drugs can temporary make them feel so peaceful even though it can kill them. Through literary devices, Darrow reveals what will ultimately bring the drugs abuser. He provides us with the ways that drugs itself for influencing the people.

Politicians

Politicians promising through their lips
Issues and answers
Giving us all the lip

Spreading to the people like cancers

Crooked suits on the hill
Homeless in the street
Doctor's and their pills
Working man dead on his feet

Soldiers injured and dying ever day
In the dirt and dust
They come back and their VA benefits won't pay
And in the Government we supposed to trust?

Politicians holding out their hand
For the blue collar to shake
In this free land
Politicians smile is fake

Politician man
Who are you?
Do you think you ever can?
Be a better man?

Government run cooperation's
So corrupt in their nature of operations
They make quick alterations
To avoid incarceration

This poetry consists six stanzas of four lines each. The narrator purpose in writing his literary work is to criticise politicians and their reputation. The narrator describes about politicians who has be more sweet-mouthed in saying their promises, especially they have a lot of promises on their campaign process. they are obviously lying. They still doing to deviant ways, they began to erode with the habit of bad behavior by those who think only about their own interest and their group.

In the modern era, democracy in order to get power or to stay in power a politician needs to lie about his or her intentions, needs to maneuver and disorient enemies from the opposition and frequently from his own party or has to keep his or her mouth shut and keep a straight face although there is much to say.

In the last point in the lyric of this poetry. The narrator says that government run corporation with their political party to corruption, and they make shield with behind the habit of bad behavior by these who think only about their interest and their group.

The Black Cape

I wear pain like a black cape,
I carry it like clouds carry rain.
It disappears with your touch
whispering itself away like sand in the wind.
I'm no stranger to the pain
It's a feeling that's all too familiar,
so dust of your boots

and I'll try on my funeral suit.
My thoughts no longer clear
so let me whisper something to you
before I go, I want you to know
I love you.
Before darkness takes over my brain
and I feel the numbness,
I pray so hard
to feel the softness of your hand.
On this morning-the sun so high
nothin much left to do but lay here.
On this dreaded morning before I go
I don't want any sadness on your face.
My thoughts no longer make since,
I am no longer.
No longer do I show
the life.
One last time before I close my watering eyes
I want to hold your hand
and see your smile
as I caress your pretty hair.
Time is short, the black cape's comin again.
I pray to see the light
shining at the end
and after your long life- to hold you tight.

This pretty poetry is a story about pain. Everyone has problems in their life. It deals that problem become more difficult when there is no obvious solution, it makes feel so pain.

From the all of this poetry lirycs, the writers conclude that there is a man who is on a journey to find peace in his mundane life. He had the misfortune of waking up in terrific pain. He fells worse than the pain was the dark, like black cloud that constantly loomed over him. He thought he was losing his mind, he get depression. It felt as if he was imprisoned in his own body, he had no interest in anything except the dark cloud.

The lyric of "and I'll try on my funeral suit" define that he want to die, and it usually comes up when people are in so much psychological pain that they feel they can no longer bear it. This pain is often made worse by thoughts of being a burden to others or not belonging anywhere because he had a very small glimpse of what it is like to live with depression. There are days of horrible, and unreasonable thoughts. The world has a dark filter on it, and everything seems difficult.

The narrator describes, he wants to giving up on his life but he fortunate to have a partner who is understanding him. From this lyric also there is a girl who always been there for him. All the pain is disappear when he feels a touch of the girl.

B. Analysis

Poet 1 - Charm of Cobra

Table 1 of "Charm of Cobra"

No	Lyrics	Stanza
1	*She has the sting of a scorpion, and the charm of a cobra*	1
	She acts like your friend, but she don't know ya	1
	Her bite is sexy, just before the poison	2
	The mastery of her art, is the beauty of her seduction	2
	You end up giving her your life and soul	3

Data I

Lyric : *She has the sting of a scorpion, and the charm of a cobra*
Result : Metaphor

From the lyrics above,the first thing to know is that this poetry is about drug. Based on McKenzie's theory metaphor compares two unlike thing without using words like or as. The narrator comparing two things of the phrase "*the sting of scorpion*" compared to the harmful of drug, and "*the charm of cobra*" as the shape of drug itself. Some people think, when they are getting depression, they are interested to use drugs because it has also the charm. As far as we know that some people have extreme desire to obtain and use drugs. They think drugs are a solution, but eventually the drugs become the problem. The writers conclude that in this poetry stanza 1 and line 1 is metaphor.

Data II

Lyric : *She acts like your friend, but she don't know ya*

Result : Simile

The writers identify those lines as simile because the narrator compares between a *cobra* and a *friend*, and the phrases also uses connectives "like". The phrase says that cobra is his friend. It does not mean cobra can accompany him, cobra can spending time together, or treat him well like a friend in our reality life.

Based on the analyze by the writers in the previous explanation "*cobra*" is referred to drugs. It shows some people take drugs because they want to change something about their lives, drugs can give them euphoria without society. Drug abuser gets lost a lot of families and friends, they think with drugs is enough to doing their life.

Drug abuser has consumed a large portion of their time, making obtaining drugs and using their top priority. Their relationships are beginning to grow apart

because they have been putting drugs ahead of their family or friends. It is clearly from the narrator to compare "*cobra*" (drugs) acts like friend.

Data III

Lyric   : *Her bite is sexy, just before the poison*
Result   : Irony

From the lyric above, the narrator creates an ironical sentence. Based on McKenzie states that irony is the opposite of what one means.

The first statement is *her bite is sexy,* the second statement is *before a poison.* Thus phrase talks about drugs are essentially poisons. In the next sentences the narrator says that "*So peaceful, she makes you feel like the chosen*". It means, they think drugs can temporary make them feel so peaceful. The amount taken determines the effect. A small amount acts as a stimulant (speeds drugs abuser up). A greater amount acts as a sedative. An even larger amount poisons and it can kill them.

Data IV

Lyric   : *The mastery of her art, is the beauty of her seduction*
Result   : Metaphor

The use of *the mastery of art* as the characteristic drugs can distort the user's perception of what is happening around him or her. For *seduction*, the narrator writes this poetry from the perspective of drugs itself that can make the people who is obsessed to try and have to desire to consume them.

The narrator also explain in the previous sentence *Her manipulation leads to your destruction.* It means that drugs can be manipulative, because drugs can create destruction in all areas of your life. That makes the lyrics are categorized as metaphor.

Data V

Lyric   :*You end up giving her your life and soul*
Result   : hyperbole

The narrator creates hyperbole in this lyric. According to McKenzie states that hyperbole/ overstatement is figure of speech that uses exaggeration and humor to emphasize the magnitude of thing, such as size, feeling, or reaction. The phrase above contain exaggeration of reaction.

This lyric tells about drug abuser can give the whole of their life, even they want to do everything to get drugs. Addiction can cause a great financing issue in the lives of the addict themselves, as well as their family members. They have been spending any money to get more drugs..

The final danger of addiction is the loss of self. They can lose their self by destroying health, by abandoning personal relationships and by giving up their dreams for the sake of drugs. After the drugs of abuse have been giving the everything they have instead, drugs can damage life, health and even it kill the users.

Poet 2 – Politician

Table 2 of "Politician

No	Lyrics	Stanza
1	*Spreading to the people like cancers*	1
	Crooked suits on the hill	2
	Homeless in the street	2
	Doctor's and their pills	2
	Working man dead on his feet	2
	Soldiers injured and dying everyday	3

Data I

Lyric   : Politician promising through their lips

                Issues and answers
                Giving us all the lip
                Spreading to the people like cancers
Result   : Simile

In the first stanza the poetry begins with a criticism of the politicians. The lyric is using simile. There is a comparison between an action of *politician promises* and a *cancer*. It means politicians has be more sweet-mouthed in saying their promises.

The narrator says that politicians promises is spreading like cancers, as far as we know that cancers is a dangerous disease and it can spread quickly. The meaning of figurative language that contained in these lyrics is the broken promises of politicians . It likes cancer means that every part of their promises usually it nonsense.

So, the writers conclude that this lyric contain the type of figurative language that is simile, because of the lyric is using the connective "like".

Data II

Lyric   : *Crooked suits on the hill*
Result   : Understatement.

The meaning of the lyric "Crooked suits" is characteristic of politicians that has a big lies and "on the hill" it means a high position in government. The narrator wants to describe about to be a politicians that has high position in government. They mostly have a big lies, they only think about they private needs, they are really ingratitude.

From lyric above, the narrator make an understatement deliberately makes a situation seem less important or serious than it is. This can be done for simply to be polite. So, the writers finding this lyric is understatement as type of figurative language.

Data III

Lyric   : *Homeless in the street*
Result   : Metaphor

In the lyric above, the narrator uses metaphor. He compares politicians with a homeless. It is an implied comparison because the comparison of two unrelated things essentially unlike here. It is drawn without the use of connective word.

The meaning of this lyric is when we think of homeless, the first image that usually comes to mind is that of the beggars walking around looking for charity. In the other side, some people think that politicians same as homeless because they always looking for sympathy to get what they want, especially in politic process.

Data IV
Lyric   : Doctor's and their pills
Result   : Metaphor

In this lyric the writers found as metaphor because there are comparison two unlike thing. The meaning of this lyric is can be conclude that if the doctor can be healing the disease with their pills. Then, this is comparable to a politician who have unveiled fresh pledges, he claim that with his promises can handle all the problems that exist in his country.

Data V
Lyric   : *Working man dead on his feet*
Result   : Hyperbole

In this lyric, hyperbole is language style using a gross exaggeration of the fact. Exaggeration is used to create a strong effect. There are exaggerations involved in these lyrics, exaggerations that might be possible to do but it is impossible condition

The lyric of *Working man dead on his feet*. It does not mean the man death while he is working. This lyric is telling about the man who working hard in politic as supporting the candidates of politic who is want to get high position in government. In this case, the writers give example, usually in a political party there is a successful team who are willing to work hard in order to win election from their candidates to become politicians
.

Data VI
Lyric   : *Soldiers injured and dying everyday*
Result   : Hyperbole

From the lyric above, the narrator exaggerates that *Soldiers injured and dying everyday*. The words that contain hyperbole are represented by *"dying everyday"*. In fact, the subject is not literally dying but is using hyperbole to figuratively communicate how hard the soldiers risk everything for the benefit of people in their country and to politicians in government.

Poet 3 - The Black Cape

Table 3 of The Black Cape

No	Lyrics	Stanza
1	*I wear pain like a black cape,*	1
	I carry it like clouds carry rain.	1
	It disappears with your touch	1
	whispering itself away like sand in the wind.	1
	Before darkness takes over my brain	1

Data I
Lyric   : *I wear pain like a black cape*
Result   : Simile

In this lyric there is a comparison between "pain" with " black cape." It shows that, the man who feels terrific pain is like being forced to wear black cape. He does not get to choose when to put it on and take it off.It is a second skin which gradually seeps into his own real skin.

Data II
Lyric   : *I carry it like clouds carry rain.*
Result   : Simile

From the lyric of "*I carry it*" can be defined the narrator assume that pain is something to carry, he feel his strength in the experience of pain. It is all in how he carry it. That is what matters, pain is a feeling. His feelings are a part of him, it is own reality. He should stand up for his right to carry his pain.

The phrase about "*clouds carry rain*", there is relation between clouds and rain. When water vapor rises in the sky it forms clouds. Then clouds get full with rain and become heavy they start pouring down in form of rain.

Based on explanation above, the writers conclude that the lyric above uses simile. Simile is explicit comparison of two things, using connective words. The poet compares the man who carry out of his *pain* like *clouds carry rain,* it is also using connective word.

Data III

I wear pain like a black cape,
I carry it like clouds carry rain.
Lyric   : *It disappears with your touch*
Result   : Hyperbole

These lyrics are explicitly hyperbole. It deals with implied meaning that the man who feels the pain just can be healed by therapy or treatment as well with doctor. The lyrics here does not mean that his girlfriend truly can be healing his pain, but the man assumes that his girlfriend support him so well, but sudden he feels like the wind that healing and the pain is disappear when he feels a touch of his girlfriend.

Data IV

Lyric   : it disappear with your touch
whispering itself away like sand in the wind.
Result   : Simile

The phrase of *"whispering"* is referred to his girlfriend touch and *"itself"* is referred the pain. In the previous phrases of the lyric, the pain is disappear when his girlfriend touch him. the lyric of *"whispering itself away like sand in the wind"* can be defined that pain lost like sand in the wind. The pain as if like grains that lost because of carried by wind.

Data V

Lyric   : *Before darkness takes over my brain*
Result   : Personification

The *darkness* a non-human thing is playing its part in the lyrics as if it is a human being. Work is an act that can only be done by a human. The word of *"darkness"* it is referred to death. The phrase of *"take over"* is the verb show an act that can only be done by human.

The meaning of the lyric is simply are trying to imply that darkness is not strong anymore and it is still talking about people who are having a depression they think that the only thing better than this is death.

The mostly of Figurative Language Types in Kelly Darrow's Poetry

From the result of this analyze shows that there are 16 the types of figurative language in Kelly Darrow's poetry consist of:

Table 4 of Analysis of the Result

No	Poetry Titles	Lyrics	S	L	The Types of Figurative Language
1		*She has the sting of a scorpion, and the charm of a cobra*	1	1	Metaphor
2		*She acts like your friend, but she don't know ya*	1	2	Simile
3	Charm of Cobra	*Her bite is sexy, just before the poison*	2	7	Irony
4		*The mastery of her art, is the beauty of her seduction*	3	12	Metaphor
5		*You end up giving her your life and soul*	4	13	Hyperbole
6	Politician	*Spreading to the people like cancers*	1	4	Simile

No	Poetry Titles	Lyrics	S	L	The Types of Figurative Language
7		*Crooked suits on the hill*	2	5	Understatement
8		*Homeless in the street*	2	6	Metaphor
9		*Doctor's and their pills*	2	7	Metaphor
10		*Working man dead on his feet*	2	8	Hyperbole
11		*Soldiers injured and dying everyday*	3	9	Hyperbole
12		*I wear pain like a black cape,*	1	1	Simile
13		*I carry it like clouds carry rain.*	1	2	Simile
14	The Black Cape	*It disappears with your touch*	1	3	Hyperbole
15		*whispering itself away like sand in the wind.*	1	4	Simile
16		*Before darkness takes over my brain*	1	13	Personification

S = Stanza
L = Line

IV. CONCLUSION

The conclusion is based on the statement of the problem which was mentioned on chapter I. Regarding the first problem, the writers takes McKenzie's theory to find out types of figurative language in the poetry. After the writers take the data and classify them based on their categories of figurative language, the writers conclude that the Kelly Darrow's Poetry use some figures of speech. They are: Simile, Metaphor, Personification, Hyperbole, Understatement, and Irony.

Regarding the second problem about the meaning of figurative language in Kelly Darrow's poetry, the writers find some information about it. The poetry talks about social life. The poetry conveys various messages. There is information and social life message behind the poetry. The meaning of figurative language found in Kelly Darrow's poetry was analyzed on the chapter of discussion. Based on the discussion on Chapter III, the figurative language that mostly found in the Kelly Darrow's poetry is simile. Simile gives to compare two different things object or a concept to add comparison intensity, otherwise merely informative statement of the poetry.

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PROFILE OF THE WRITERS

Cicih Nuraeni was born in Ciamis, West Java, on February 24, 1987. She is the youngest child from two. She completed the elementary school in SDN Kawunglarang II, Rancah Ciamis and graduated in 1999. Then continued her study in SLTPN 1 Rancah and graduated in 2002. In 2005, the author completed his studies at SMA Negeri 1 (SMAN 1) North Cikarang, Bekasi. Then she took the Diploma Program in Academy of Foreign Language Bina Sarana Informatika Jakarta (ABA BSI Jakarta) in English Department and graduated in 2008. In 2007, she started join with Oxford Course Indonesia as an English Tutor and Teaching for Elementary Level (TK), basic level (SD), and Advanced Level (Junior and Senior High School). In 2009, she joined Academy of Foreign Language Bina Sarana Informatika Jakarta (ABA BSI) as an Assistant Lecturer and at the end of 2009 became English Instructor in Language Laboratory. She taught Teaching English as Foreign Language (TEFL), Business Correspondence, Interpreting, Pronunciation Drills, and Pre-intermediate Grammar. In the same year, the writers went on to Strata-1 at the University Indraprasta PGRI (UNINDRA) in English Department and graduated in 2011. In 2012, the writers continued her study to Study Strata-2 at the University Indraprasta PGRI (UNINDRA) at Department of Language Education and graduated in 2014. From 2015 up to now, she joins and teaches at STIBA Nusa Mandiri, Ciputat South Tangerang. Besides teaching, she also join with Indonesian Lecturer Assossiation (ADI) as a member.

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Assessing Grammatical Comprehension Capabilities
of 2nd Semester English Class Students

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Abstract - *Nowdays, English is becoming an important language in the world. Most people use it for any disciplines. It is not only English for them, but also to comprehend its grammar. Then, comprehending English grammar it is not so easy, sometimes. For the English students it is a must. This makes them to be aware of English language in usage. English grammar it is like skeleton to streghten making an English sentence, without it, nonsense. The goal of this study is to assess grammatical comprehension capabilities of second semester English class students at the collage. The writer uses Grammar Translation Method to asses the students' grammatical comprehension capabilities, how do they comprehend and solve the exercises that given by the lecturer, it would be seen their comprehension. The result of this analysis is expectected to be a refference to other analies to analyze students' English grammatical comprehension capabilities or other objects.*

Key Words: English grammar, grammatical comprehension capabilities, Grammar Translation Method

I. INTRODUCTION

Nowadays, English is becoming a trend for most people. Talking English is not easy as we think. We have to learn it intensively to gain the result. As we know that the foreigners also must learn its language as Indonesian people learn Indonesian. They have a tool to assess their language capabilities. In American it has TOEFL (Test of English as Foreign Language, and in Britain it has IELTS (International English Language Testing System). The most important thing to be learned is grammar. This section is to become requirement for a student to assess its grammatical comprehension. And, Indonesian also has a tool to assess Indonesian language capability through *UKBI (Uji Kemahiran Berbahasa Indonesia)* held by *Badan Bahasa* (Language Board) of Ministry of Education and Culture.

Comprehending English grammar is something that cannot be separated from 'parts of speech', the basic things of English grammar knowledge for every learner. Then, 'tenses', the basic formulas to form proportional sentences as well. Some people think that to learn grammar is something bored, because we must memorize the confused formulas that we do not know before. Actually, it can be resolved as a piece of cake. We must be patient to conquer it and find the unique slot to form a better sentence. It is required more times to comprehend grammar professionally.

Then, sentence is formed by combination of words. So, we cannot separate them from its esthetic form grammatically. To form a sentence esthetically and grammatically we must comprehend its fractions. There are simple, compound, and complex sentences. So, do not forget the types, such as declarative, imperative, interrogative, and exclamatory sentences. Those are 'dead' requirements for us to conquer grammar basically.

As our English teacher taught us that grammar could be comprehended as long as we had curiosity to learn it. The curiosity brings us to dig the grammar's root comprehension. The ways to comprehend grammar could be started from the basic structure of sentence. They could be combined by parts of speech and strengthened by tenses. Over all, the composed sentence could be seen and accepted by the readers. A good composition is seen though the writer's skill to provide best words, so the readers "sunk" to the writer's work.

Grammar competence should be owned by English students. Grammar such a bone in English, it is strengthening English composition and other writing. This thing is absolutely important for them, as they required finishing the final task. So, they have signs or thing to alert in English writing. The lecturer just gives input to correct the writing. So, the heavy task is taken by students. Even the computer helps them in typing sometimes. But the students still have responsibility to give good writing.

After providing the reason, the writer gives this analysis by the title; **Assessing Grammatical Comprehension Capabilities of 2nd Semester English Class Students**. As we know that English students must conquer grammar or structure of English. It is a preparation for them to have higher level test, such as TOEFL or IELTS preparation. The material is taken from the subject of Pre-

Intermediate Grammar in second semester of English class. The writer tried to assess students' grammatical comprehension through Grammar Translation Method (GTM). This method expected to be a tool to measure how far the students could comprehend their grammatical comprehension.

II. THEORETICAL REVIEW

In this section, the writer would elaborate the theories those used in this analysis. There are teaching, English grammar, and Grammar Translation Method (GTM).

1. Teaching

As we know that he had been taught the teachers for many years. It started from primary till higher education. There many uncountable merits that cannot be mentioned given by the teachers. Gage (1962) said that teaching is form of interpersonal influence aimed at changing the behavior potential of another person. So, the duty of teacher is very heavy, he or she must change the students' behavior to be good and potential. It is not easy to make them changeable. A teacher must have "an iron mental" and unworn off patience to face them up to be changed properly.

According to Brubacher, teaching is an arrangement and manipulation of a situation in which there are gaps and obstructions which an individual will seek to overcome and from which he will learn in the course of doing so. Obviously, in every situation the teacher must handle various problems that made by the students. They need more attentions from the teacher, they make any noise, they do another thing outside the course, and they ask many useless questions. Actually, they can be handled as long as the teacher knows how to overcome it, and the students would obey the teacher's instructions directly.

Teaching has also concept to the teachers to understand teaching proportionally. There are traditional and modern concepts of teaching as seen on the table below:

Table 1. Teaching Concepts

| Teaching Concepts	
Traditional	1. Teaching is the act of imparting instructions to the learners in the classroom situation. 2. The teacher gives information to the students, or one of the students reads from the text-book, while the other students silently follow him in their text-books
Modern	1. Teaching is to cause the student to learn and acquire the desired

knowledge, skills and also desirable ways of living in the society.

2. It is a process in which learner, teacher, curriculum and other variables are organized is a systematic and psychological way to attain some pre-determined goals.

Through these concepts, the teachers expected to have preparation for teaching and learning in order to face various obstacles that would probably happen in class. So, the performance of teaching should be advanced to keep the students develop all powers to attend. These concepts are intending to produce good learning for the students. Eventually, the relationship between teacher and student could be merged proportionally.

A key aspect of effective teaching is having a plan for what will happen in the classroom each day. Teaching and learning should be well planned with clear objectives that are understood by learners. The approaches to teaching and learning should engage all learners, encouraging them to be active partners in the process. The activities should be relevant to the needs of learners and to the program they are following. Creating such a plan involves setting realistic goals, deciding how to incorporate course textbooks and other required materials, and developing activities that will promote learning.

Therefore, the teaching should have the importance of teaching. The teacher should understand what he or she to provide to the students. As pictured on the diagram below:
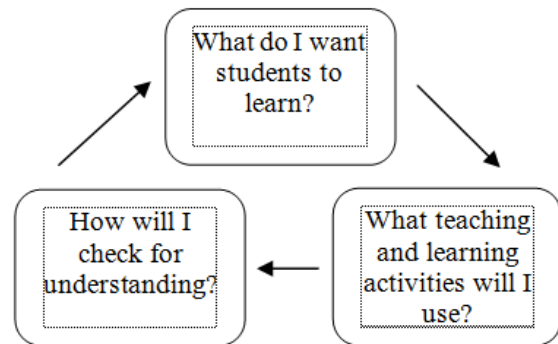
Figure 1. The Importance of Teaching

First, the teacher should know that the students' subject to learn. This is important for them to extend learning activities in the class. Second, the teaching aid should be prepared well. This thing is important to help the students comprehend the material that taught by the teacher. Finally, after doing those activities, the teacher must check and recheck the result of learning. It could be from the given exercise or task that provided by the teacher.

2. English Grammar

In English, grammar is like mortar that holds the bricks of vocabulary together. Without it, obviously the bricks to become tumbling down and that can cause embarrassing misunderstandings. People think that learning English grammar is hard, but it is a lot easier than many other languages. Surely, English is more than just memorizing grammar rules, the grammar must be inserted into our everyday use of the language. Theory and practice should always go proportionally.

One of the most fundamental claims of modern linguistic analysis is that all languages have a grammar. It could not be any other way. If a language is spoken, it must have a phonetic and phonological system; since it has words and sentences, it must also have morphology and syntax; and since these words and sentences have systematic meanings, there must obviously be semantic principles as well. Of course, these are the very things that make up a grammar.

Ancient attitudes to grammar still survive: many people are in awe of it, know little about it, tend to fear or dislike it, often find it baffling or boring if exposed to it at school, and yet a minority is fascinated by it: a field in which precise scholarship and nit-picking pedantry have co-existed for centuries.

Table 2. Grammatical Study Applications

	Applications of Grammatical Study
1	A recognition of grammatical structures is often essential for punctuation
2	A study of one's native grammar is helpful when one studies the grammar of a foreign language
3	A knowledge of grammar is a help in the interpretation of literary as well as nonliterary texts, since the interpretation of a passage sometimes depends crucially on grammatical analysis
4	A study of the grammatical resources of English is useful in composition: in particular, it can help you to evaluate the choices available to you when you come to revise an earlier written draft

`Studying grammar should be equalized to the application of it. Grammar has structure that often to require punctuation. This thing is very essential for the foreign student to learn grammar, and it is a must. Learning grammar helps the students to interpret the sentence structure easily, or even hardly, it depends on the grammar level. To create a composition required grammar knowledge to be aware of mistaken words, clauses, or sentences. This could be an evaluation for the teachers who teach grammar professionally to the students. And the output could be seen from the students' composition or writing in any languages.

3. Grammar Translation Method (GTM)

As we know that grammar is "patent pattern" used in language structures. More than that, grammar is also being a method to teach foreign or second language. As Richards and Schmidt (2002), said that a method of foreign or second language teaching which makes use of translation and grammar study as the main teaching and learning activities. This method is expected to make the translation and grammar as main media in teaching and learning.

Grammar Translation Method (GTM) was originally used to teach Latin and Greek in the late nineteenth and early twentieth centuries. Latin stemmed from the Indo-European language family, is an ancient language spoken during the Roman Empire. Although writings in Latin still exist, it is referred to as an extinct language without a community of native speakers. As other languages in the world gradually evolve, Latin does not change owing to the fact that it is not spoken by people except for some groups of the Roman Catholic Church. Latin too was a lingua franca during the medieval period in Europe and it was categorized into two sub-branches: classical Latin and Vulgar Latin. It is from the Vulgar Latin that modern languages like French, Italian, Spanish, etc. Latin language uses a writing script known as the Latin alphabet.

Greek is the language principally spoken in Greece. It is also the native language to the southern Balkans, the Aegean Islands, western Asia Minor and Cyprus. Greek, which is also the official language of Greece and Cyprus, is known as the language with the longest history. The writing system of Greek, the Greek alphabet, stemmed from the Phoenician scripts. Greek language encompasses a very strong Greek literature of which the history runs back approximately to fourth century BC. Greek language was also the lingua franca (any language used for communication among speakers of other languages) during the times of the classical period. With regard to the history of the Greek language, six sub-periods can be identified: Proto-Greek, Mycenaean Greek, Ancient Greek, koine Greek, Medieval Greek and Modern Greek. In terms of the linguistic nature of Greek, it is acknowledged as a language with triglossia: the state of having different varieties for written and spoken. With its phonology, morphology, syntax and vocabulary, Greek is commonly acknowledged as an opulent language.

Based on Rahm (2009) in his online article, Grammar Translation Method is an old method which was originally used to teach dead languages which explains why it focuses mainly on the written form at the expense of the oral form. It was designed according to the faculty psychology approach which was very popular during the eighteenth and nineteenth century. It contended that "mental discipline was essential for strengthening the powers of the mind". The way to do this was through

learning classical literature of the Greeks and Romans.

The essentials could be viewed on the table below:

Table 3. The Essentials of GTM

| The Essentials of Grammar Translation Method (GTM)	
Method	- Use of mother tongue. - Vocabulary items are taught in the form of word lists. - Elaborate explanations of grammar. - Focus on the morphology and syntax. - Reading of difficult texts early in the course. - Practice focuses on exercises translating sentences or texts from mother tongue to the target language and vice versa.
Advantages	- Translation is the easiest and shortest way of explaining meaning of words and phrases. - Learners have no difficulties to understand the lesson as it is carried out in the mother tongue. - It is a labor-saving method as the teacher carries out everything in the mother tongue.
Criticism	- What the method is good at is "teaching about the language", not "teaching the language". - Speaking or any kind of spontaneous creative output was missing from the curriculum. - Students lacked an active role in the classroom. - Very little attention is paid to communication. - Very little attention is paid to content. - Translation is sometimes misleading.

Those essentials of GTM has method to focus on vocabulary, morphology, syntax etc. To practice those things, the students should elaborate the explanations proportionally. So, between source and target language are balanced and accepted. The advantages of these essentials, the students could accept the easiest way to explain meaning and words. The difficulties could be solved by students. Mother-tongue is very important to be used in this thing. So, for the critics is how to teach the languages. Actually there are drawbacks in these essentials. And the duty of teacher is to bring the students to comprehend well the GTM.

III. RESEARCH METHODOLOGY

In this analysis, the writer uses Grammar Translation Method (GTM) to assess students' grammatical comprehension capabilities as the main object of this analysis. Beside that, the writer also searches for any valuable resources or even surfs on the internet.

IV. DISCUSSION

In this section, the writer is going to discuss the output that the writer did in teaching. It is begun from preparation, process, and evaluation in teaching. As seen on the diagram below:
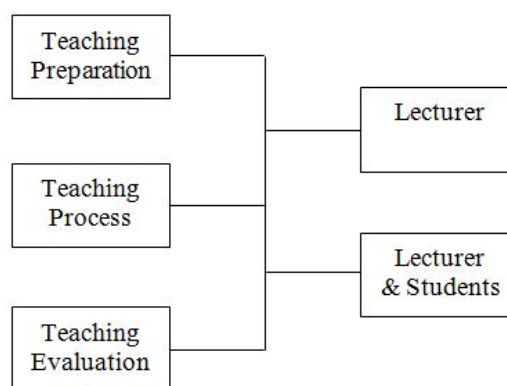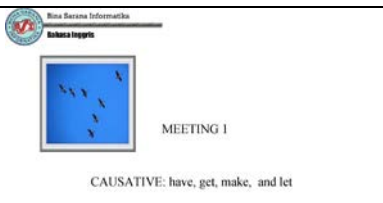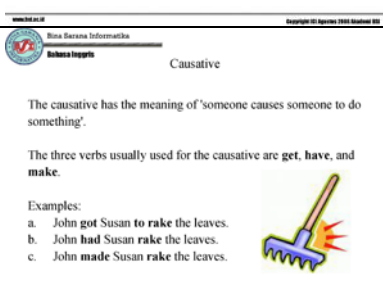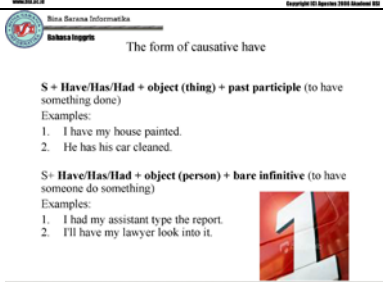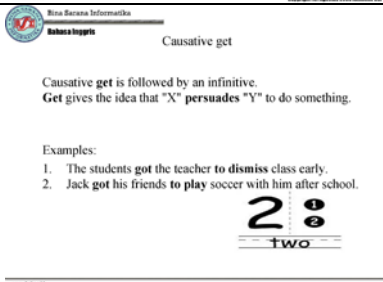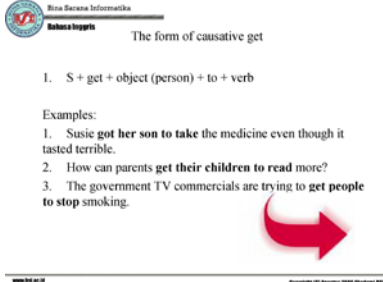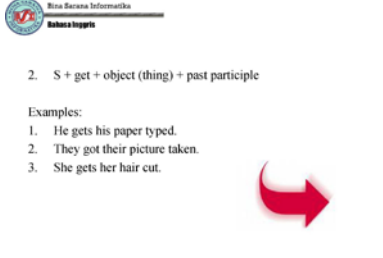

Figure 2. Teaching Participation

Started from the preparation of teaching, the teacher should have prepared the material of teaching. This part was really important for the writer to teach. Then, the lecturer to teach students in the class. The subject had already prepared well. The students had the handout slides that taken from the website. The lecturer began from the first meeting, explained the materials slide by slide. Gave them exercises, they tried to do them. The lecturer instructed one of them to come forward to do the exercise. After all, the lecturer evaluated the exercises that done by them. The lecturer corrected their exercises, and gives them the best answers of the exercises.
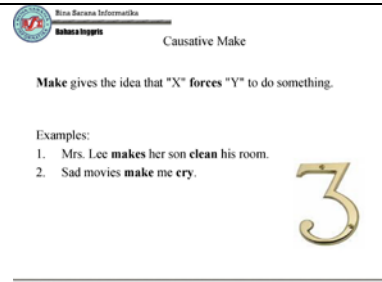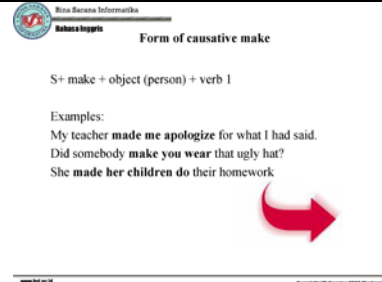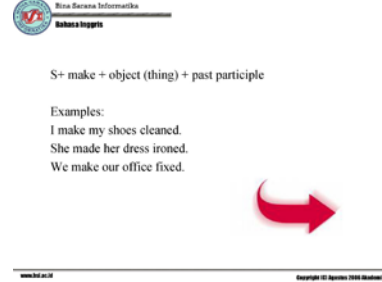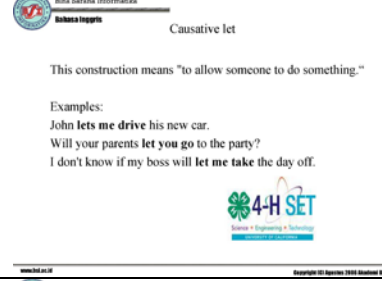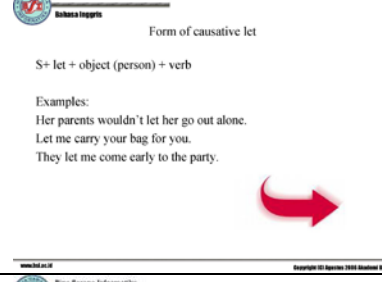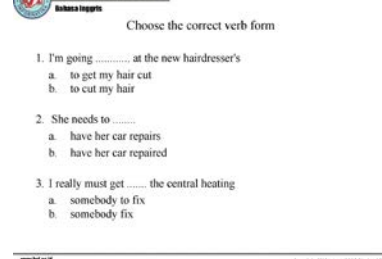
1. Teaching Preparation

The course taken on meeting 1 from the subject of Pre-Intermediate Grammar in second semester of English class. The writer as lecturer had already prepared the material before going to teach. This subject was the extension of grammar subject previously, it was basic grammar. The students should have comprehended the basic one. So, the lecturer just had to extend the next material.

Pre-Intermediate Grammar was the next level grammar material. The contents of this subject was discussing about verbs, clause, conjunction, and preposition. In this analysis, the writer chose the first

slides meeting as material, as seen on the table below:

Slide	Content
Bina Sarana Informatika / Bahasa Inggris / MEETING 1 / CAUSATIVE: have, get, make, and let	Opening Slide
Bina Sarana Informatika / Bahasa Inggris / Causative / The causative has the meaning of 'someone causes someone to do something'. / The three verbs usually used for the causative are **get**, **have**, and **make**. / Examples: / a. John **got** Susan **to rake** the leaves. / b. John **had** Susan **rake** the leaves. / c. John **made** Susan **rake** the leaves.	Introduction to causative verbs
Bina Sarana Informatika / Bahasa Inggris / The form of causative have / S + **Have/Has/Had + object (thing) + past participle** (to have something done) / Examples: / 1. I have my house painted. / 2. He has his car cleaned. / S+ **Have/Has/Had + object (person) + bare infinitive** (to have someone do something) / Examples: / 1. I had my assistant type the report. / 2. I'll have my lawyer look into it.	Sentence form 1
Bina Sarana Informatika / Bahasa Inggris / Causative get / Causative **get** is followed by an infinitive. / **Get** gives the idea that "X" **persuades** "Y" to do something. / Examples: / 1. The students **got** the teacher **to dismiss** class early. / 2. Jack **got** his friends **to play** soccer with him after school. / 2 ① ② two	Sentence form 2
Bina Sarana Informatika / Bahasa Inggris / The form of causative get / 1. S + get + object (person) + to + verb / Examples: / 1. Susie **got her son to take** the medicine even though it tasted terrible. / 2. How can parents **get their children to read** more? / 3. The government TV commercials are trying to **get people to stop** smoking.	Sentence form 3
Bina Sarana Informatika / Bahasa Inggris / 2. S + get + object (thing) + past participle / Examples: / 1. He gets his paper typed. / 2. They got their picture taken. / 3. She gets her hair cut.	Sentence form 4
Bina Sarana Informatika / Bahasa Inggris / Causative Make / **Make** gives the idea that "X" **forces** "Y" to do something. / Examples: / 1. Mrs. Lee **makes** her son **clean** his room. / 2. Sad movies **make** me **cry**. / 3	Sentence form 5
Bina Sarana Informatika / Bahasa Inggris / **Form of causative make** / S+ make + object (person) + verb 1 / Examples: / My teacher **made me apologize** for what I had said. / Did somebody **make you wear** that ugly hat? / She **made her children do** their homework	Sentence form 6
Bina Sarana Informatika / Bahasa Inggris / S+ make + object (thing) + past participle / Examples: / I make my shoes cleaned. / She made her dress ironed. / We make our office fixed.	Sentence form 7
Bina Sarana Informatika / Bahasa Inggris / Causative let / This construction means "to allow someone to do something." / Examples: / John **lets me drive** his new car. / Will your parents **let you go** to the party? / I don't know if my boss will **let me take** the day off. / 4-H SET	Sentence form 8
Bina Sarana Informatika / Bahasa Inggris / Form of causative let / S+ let + object (person) + verb / Examples: / Her parents wouldn't let her go out alone. / Let me carry your bag for you. / They let me come early to the party.	Sentence form 9
Bina Sarana Informatika / Bahasa Inggris / Choose the correct verb form / 1. I'm going .... at the new hairdresser's / a. to get my hair cut / b. to cut my hair / 2. She needs to .... / a. have her car repairs / b. have her car repaired / 3. I really must get .... the central heating / a. somebody to fix / b. somebody fix	First Sentence Exercise - 1

Bina Sarana Informatika / Bahasa Inggris — Choose the correct verb form — 4. They ought to have .... replace the broken windows / a. somebody to / b. somebody — 5. He .... while he was away on holiday / a. had his flat burgled / b. burgled his flat	First Sentence Exercise - 2
Bina Sarana Informatika / Bahasa Inggris — Use the words in brackets to complete the sentences. / 1. We ....(the house/paint) at the moment. / 2. I lost my key. I'll have to ..... (another key/make). / 3. When was the last time you .... (your hair/cut)? / 4. This coat is dirty. I must .... (it/clean). / 5. If you want to wear earrings, why don't you ..... (your ears/pierce). / 6. The teacher made Juan ......(leave) the room. / 7. Toshiko had her car ......(repair) by a mechanic. / 8. Ellen got Marvin.....(type) her paper. / 9. I made Jane ....(call) her friend on the telephone. / 10. We got our house.....(paint) last week.	Second Sentence Exercise - 1
Bina Sarana Informatika / Bahasa Inggris — Choose the correct answer! — 1. George's nose was broken in a fight. What happened to George? .... / a. he has his nose broken / b. his nose brake down / c. he had his nose broken / d. she has his nose broken — 2. Sarah's bag was stolen an a train. What happened to Sarah? She ...... / a. has made someone stolen her bag / b. has get someone to steal her bag / c. had her bag stolen / d. had his bag stolen	Third Sentence Exercise - 1
Bina Sarana Informatika / Bahasa Inggris — Choose the correct answers! — 3. Fred's hat that was blown off in the wind. What happened to Fred? .... / a. he had his hat blown / b. he made his hat blown / c. he had someone blown his hat / d. he got his hat blown — 4. Diane's passport was taken away from her by the police. What happened to Diane? .... / a. she has got her passport take away / b. she make her passport took away / c. she got her passport takes away / d. she got her passport taken away	Third Sentence Exercise - 2
Bina Sarana Informatika / Bahasa Inggris — 5. Rita didn't repair the roof by herself. She ..... / a. suggested someone to repair it / b. had someone repair it / c. confirmed someone to repair it / d. choose someone to repair it	Third Sentence Exercise - 3

Figure 3. Course Material of Pre-Int. Grammar

These slides had already downloaded by the students on BSI student website. The lecturer just extended to next step. This material had already prepared well, it had been revised by the team of English learning. It started from the opening of slide, introduction to causative verbs, sentence forms by using causative verbs, exercises. Causative verbs stood for get, have, and make. This form is to make someone to do or to make or to get something.

2. Teaching Process

In this section, the writer tries to explain how did teaching process run in the class. First, the writer as lecturer opened the course by greeting with Islamic greeting: "*Assalamualaikum warahmatullahi wabarakaatuh*?" and the students answered: "*Walaikum salaam warahmatullahi wabarakaatuh!*" The lecturer asked the students their news and the preparation of study in this semester. After small talking, the lecturer started to explain the materials.

Begun from the first slide, it was first meeting, talking about causative verbs, stood for get, make, and let. The causatives have each functions to someone causes someone to do something.

First: Causative "get" (gives the idea that "X" persuades "Y" to do something)

Examples:
1. The students got the teacher to dismiss class early.
2. Jack got his friends to play soccer with him after school.

Second: Causative "make" (gives the idea that "X" forces "Y" to do something)

Examples:
1. Mrs. Lee makes her son clean his room.
2. Sad movies make me cry.

Third: Causative "let" (allows someone to do something)

Examples:
1. John lets me drive his new car.
2. Will your parents let you go to the party?

The lecturer explained them slowly but sure. They got to comprehend well the functions, verbs, and examples. After that, lecturer gave the first exercise of multiple choices:

Choose the correct verb form:

1. I'm going .... at the new hairdresser's
    a. to get my hair cut
    b. to cut my hair

2. She needs to........

    a. have her car repairs
    b. have her car repaired

3. I really must get .... the central heating.

    a. somebody to fix
    b. somebody fix

4. They ought to have........replace the broken windows.

    a. somebody to
    b. somebody

5. He .... while he was away on holiday
    a. had his flat burgled
    b. burgled his flat

Most of them answered it correctly:

1. a. to get my hair cut
2. b. have her car repaired
3. a. somebody to fix
4. a. somebody to
5. a. burgled his flat

But while they were given to second exercise, it seemed to get difficulties.
Use the words in brackets to complete the sentences!

1. We …..(the house/paint) at the moment.
2. I lost my key. I'll have to ….. (another key/make).
3. When was the last time you …. (your hair/cut)?
4. This coat is dirty. I must ……. (it/clean).
5. If you want to wear earrings, why don't you ….. (your ears/pierce).

Answers:

1. We paint the house at the moment.
2. I lost my key. I'll have to make it another key.
3. When was the last time you your hair cut?
4. This coat is dirty. I must have clean it.
5. If you want to wear earrings, why don't you pierce you ears.

True Answers:

1. We have to paint the house at the moment.
2. I lost my key. I'll have to make another key.
3. When was the last time you to cut your hair?
4. This coat is dirty. I must get clean it.
5. If you want to wear earrings, why don't you get pierce you ears.

The lecturer gave the correction directly number by number. Those first and second five numbers could be benchmark of students' capabilities to comprehend grammar. This material was the second level of parallel grammar subjects. The first one, they could answer almost correctly. But, on the second five, they found any difficulties to make it.

So students must be provided blank filling exercise to rehearse their skill in grammar. Most students just waited any answers on the exercise. The lecturer instructed one them to come forward to show his task, it could be seen the output. Actually, that was

poor act to do. The best was act was to provide another one such blank filling questions. It was to make them to be creative to find answers through designing or completing grammatical sentence forms.

After teaching, the lecturer closed the lecture of subject. The lecturer asked to the students to learn more abour grammar. It was not only to do some exercises, but also to find out any resources of grammar knowledge well. So, the lecturer greeted the students by saying: "Wassalamualaikum warahmatullahi wabarakaatuh?" and the students answered: "Walaikum salaam warahmatullahi wabarakaatuh!".

3. Teaching Evaluation

After all, students had already shown their capabilities in comprehending grammar. The exercises those given by lecturer number by number were being a benchmark of students' grammatical capabilities. They could do the multiple choice exercise, but while give the blank filling one, they found any difficulties. This could be a note for the lecturer as the provider of materials.

The English students must have more knowledge in any English fields. They have been prepared as agents of change in the future through language skill. English language could be a media for them to conquer an international world. So they are expected to do more, or to act more. They must correct their own difficulties in English; even English is sometimes to be hard or to be easy.

This section is a note to lecturer and students that learn grammar. The capability must get rehearse mostly. It could be left or forgotten, time passes by quickly. Actually the power of grammar attached on three; parts of speech, tenses, and sentences. They could empower the learner of English. So, the final task of English learner is to learn harder to fill any English fields to complete or to improve the capability.

V. CONCLUSION

Grammar is an important thing for the students. A grammatical capability to be a measurer for them to students especially English. Grammar is such a bone to form a sentence. As we know that the power of grammar could be grabbed from the three; parts of speech, tenses, and sentences. Parts of them empower each side to form a sentence. Therefore, this analysis focuses on the students' capabilities to comprehend grammar.

The three parts seen in the theories show that teaching, English grammar, and Grammar Translation Method (GTM) is empowering this analysis. The lecturer has to know the essentials of teaching and how to teach well as a teacher or lecturer. Then, the

English grammar fills the knowledge of this analysis. The most important is Grammar Translation Method (GTM) that brings the lecturer how to provide and measure the students' grammatical capabilities.

So, the lecturer began from opening the material that provided by team learning that taken from students' website. It is a media for students to have course materials online. Then, the lecturer explaining and giving exercises. Those exercises are to measure their grammatical skill. At first, they could handle it, but in the second one they found any difficulties to answer them. It could be concluded that, the students must be given filling blank exercise to rehearse their own grammatical capabilities.

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Lexical Richness of *the Jakarta Post* Opinion Articles: Comparison between Native and Non-Native Writers

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Abstract – *Tujuan dari penelitian ini adalah untuk mencari kompleksitas perbendaharaan kata-kata yang ada di dalam artikel opini surat kabar. Dengan menggunakan dua buah artikel opini yang mengangkat topik yang sama mengenai President Donald Trump yang terbit di koran* The Jakarta Post *dan ditulis oleh seorang penutur asli bahasa Inggris dan seorang yang bukan penutur asli bahasa Inggris, penelitian ini membandingkan tingkat kompleksitas perbendaharaan kata antara kedua penulis. Kedua buah artikel tersebut adalah **Trump's muslim travel ban will spark radicalization** yang ditulis oleh Moh. Zaki Arrobi dari Indonesia dan **Trump is attacking religious liberty** yang ditulis oleh Noah Feldman dari United Kingdom. Penelitian ini menggunakan sebuah program bahasa berbasis web melalui situs www.lextutor.ca yang bisa diakses secara bebas, bernama* Lexical Frequency Profile *yang digagas oleh Laufer and Nation (1995). Hasil penelitian ini membuktikan pendapat Laufer and Nation (1995) yang menyatakan bahwa penulis yang bukan penutur asli bahasa Inggris mempunyai perbendaharaan kata yang lebih sedikit dibanding dengan penulis yang merupakan penutur asli bahasa Inggris. Penelitian ini menunjukkan adanya perbedaan yang cukup penting.*

Kata kunci: *Kompleksitas perbendaharaan kata, Artikel opini surat kabar, Penutur asli Bahasa Inggris, Penutur Tidak Asli Bahasa Inggris*

I. INTRODUCTION

Newspapers are daily paper publications contain information about the current news and related articles. They are divided into some sections such as news articles, editorials articles, features articles and opinion articles. Masroor (2013, p. 35) stated that, "An important movement of newspaper industry is the separation of news pages from public opinion. The movement not only gave birth to the notion of impartial journalism, but also authorized newspapers in the explicit articulation of opinions on issues of contention through opinion discourse." Newspapers give the opportunity to the readers to convey their thoughts and ideas on some particular topics based on their point of views.

Opinion articles are short argumentative essays, usually around 2000-2500 words, written by the newspaper's readers. They are different from editorial articles as Saleh (2013, p. 211-212) explained that, "The difference between editorial and opinion article is editorial articles represent the views of publication and their content is dictated by the publisher or an editorial board while opinion articles represent opinions of authors neither associated with the editorial board nor the publication itself" Opinion articles are opened for society to express their ideas, thought and opinion on current and popular issues such as politics, economy, finance, human rights, technology, culture, education and other interesting topics.

As an essay, an opinion article consists of four main structures; the title, the opening, the body and the conclusion paragraphs. The title is to attract the readers to read the whole essay, while the introduction paragraph presents a clear thesis statement of the whole article. Meanwhile, the body paragraphs provides supporting details, specific evidences, data statistics and examples and conclusion paragraph includes the brief summary of the whole idea.

The Jakarta Post is a daily English newspaper published in Indonesia and provides specific pages for opinion articles written by both native and non-native writers. The writers of opinion articles in *The Jakarta Post* are from native countries (USA, UK, Australia), English as a Second Language (ESL) countries such as Philippine, India, French, and so on), and English as a Foreign countries (Indonesia, Japan, China, Korea, UEA, and many more). Each edition contains 5 to 6 opinion articles with various topics related to the current issues.

Studies of opinion articles have been flourishing in linguistic area. Some studies related to opinion articles have been conducted by scholars. Ansary and Babaii (2009) used the opinion articles published in *The Washington Time, The Iran News*, and *The Pakistan Today* to characterized the global and/or macro-rhetorical structure of English newspaper opinion articles with Generic Structure Potential (GSP). Hoffman and Slater (2007) explored Schwartz's value framework to characterized lay and journalist frames in a national sample of local newspaper. The study applied a content analysis on newspaper opinion articles on health policy issues and revealed that there were

significant differences in values were found by the article type and topic.

Another remarkable paper uses newspaper discourse is Milne (2008) who conducted a cross-linguistics study about the pragmatic role of textual and interpersonal meta-discourse markers in the construction and attainment of persuasion. Using a corpus of 40 opinion articles, 20 written in English are taken from the British *The Times* and 20 written in Spannish are taken from *El Pai*, the study purposed to identify the categories of meta-discourse that predominate the newspaper opinion articles.

Meanwhile, in Indonesian context, Pulungan, Subroto, Tarjana and Sumarlam (2010) investigated the inter-textuality of Indonesian newspaper opinion articles on education. Using six newspapers published in some areas of Indonesia (*Kompas, Waspada, Pikiran Rakyat, Kedulatan Rakyat, Suara Merdeka, Fajar*), their study revealed that there are three major types and two major functions of inter-textuality in the opinion articles.

The quality of an essay can be seen from its lexical richness (Laufer and Nation : 1995). Lexical richness is the variety of vocabulary size used by an author to write an essay. "Lexical richness is the result of learning new vocabulary, activating previously known vocabulary or proficient in the writing skill" (Laufer and Nation, 1995, p. 308).

Furthermore, Laufer and Nation (1995, p. 307) stated that," a well-written composition, among other things, makes effective use of vocabulary. This need not be reflected in a rich vocabulary, but a well-used rich vocabulary is likely to have a positive effect on the reader.". Measures of lexical richness attempt to quantify the degree to which a writer is using a varied and large vocabulary. (Laufer and Nation, 1995, p. 307).

There are several measures of lexical richness proposed by Laufer and Nation (1995); Lexical Originality (LO), Lexical Density (LD), Lexical Sophistication (LS), Lexical Variation (LV) and Lexical Frequency Profile (LFP).

1. Lexical Originality

It is the percentage of words in a given piece of writing that are used by one particular writer and no one else in the group.

$$LO = \frac{Number\ of\ tokens\ unique\ to\ one\ writer\ x\ 100}{Total\ number\ of\ tokens}$$

The Lexical Originality index measures the learners' performance relative to the group in which the composition was written. (Laufer and Nation, 1995, p. 309).

2. Lexical Density

It is defined as the percentage of lexical words in the text, such as nouns, verbs, adjectives, and adverbs.

$$LD = \frac{Number\ of\ lexical\ tokens\ x\ 100}{Total\ number\ of\ tokens}$$

Lexical Density does not necessarily measure lexis, since it depends on the syntactic and cohesive properties of the composition. (Laufer and Nation, 1995, p. 309).

3. Lexical Sophistication

It is the percentage of 'advanced' words in the text.

$$LS = \frac{Number\ of\ advanced\ tokens\ x\ 100}{Total\ number\ of\ lexical\ tokens}$$

What is labeled as 'advanced' would depend on the researchers' definition. To decide what vocabulary is advanced, it is necessary to take the learner's level into consideration. Lexical Sophistication is determined by the researcher's definition of advanced or sophisticated words, its uses are limited. (Laufer and Nation, 1995, p. 309-310).

4. Lexical Variation

It is the type/token ratio in per cent between the different words in the text and the total number of running words.

$$LV = \frac{Number\ of\ types\ x\ 100}{Number\ of\ tokens}$$

The type/token ratio has been shown to be unstable for short texts and can be affected by differences in text length; even more sophisticated formulas have been shown to be unsuitable for short texts like learners' essays. LV distinguishes only between the different words used in a composition. (Laufer and Nation, 1995, p. 310).

5. Lexical Frequency Profile

The LFP (Lexical Frequency Profile) shows the percentage of words at different vocabulary frequency levels. The calculation is done by a computer program which compares vocabulary lists against a text that has been typed to see what words in the text are and are not in the list and to see what percentage of the items in the text are covered by the lists. The program can calculate the LFP on the basis of word tokens, word types or word families. (Laufer and Nation, 1995, p. 312). The classification of words is based on the General Service List (GSL) Published by Michael West (1953) which represents the most frequent words of English. It consists of K1 words or one thousand most frequent words of English (1-1000) and K2

words or two thousand most frequent words of English (1001-2000). The program also shows the AWL (Academic Word List) that is words with high frequency appearance in English academic texts. The AWL was compiled by Averil Coxhead from the Victoria University of Wellington and contains of 570 word families.

Below is the terminology of lexical richness

Table 1. Terminology of lexical richness

The First 1000 words (1-1000)	K1 words	
The Second 1000 words (1001-2000)	K2 words	
Academic Word Lists	AWL	
Off-List words	-	
Number of words	Tokens	N
Number of different words	Types	V
Number of words occurring once	V_1	V_1
Type/token ratio	TTR	V/N

"Token" is the total number of words occurring in a text, while "Type" refers to the number of distinct words in a text. For example, the sentence *A day without a book is like a house without a window* has 12 tokens and 8 types (a and without are repeated).

Type/token ratio (TTR) is the number of types divided by the number of token. The TTR of the sentence *A day without a book is like a house without a window* is $\frac{8\ (types)}{12\ (tokens)} = 0{,}6\ or\ 67\%$

If the writer uses many the same words (same types), then the TTR score will be low. It means that the text does not have very lexical richness. A big TTR score indicates a high lexical richness, while a small TTR shows a low lexical richness.

Therefore, this study aims to measure the quality of *The Jakarta Post* opinion articles written by native and non-native authors by investigating its lexical richness. It is also of interest to reveal whether there is a difference between native and non-native writers in term of lexical richness. This study uses the *Lexical Frequency Profile* proposed by Laufer and Nation (1995) to reveal the data of lexical richness of the opinion articles from *The Jakarta Post*.

II. RESEARCH METHODOLOGY

Research Paradigm

T   This study used quantitative method since the data is numerical. Woodwars (1930) as cited in Hamilton and Lawrence (2012, p.6) stated

that,"Quantitave analysis is one of the possible ways to conduct research in news, especially in public opinion articles. Where some statistical and semi-behaviorist of data can be used to the study of social phenomenon called public opinion." It means that since the result of this study shows a list of numbers, then the appropriate method to analyze it is to use the quantitative method.

The Source of Data

This study took two opinion articles from *The Jakarta Post*. Those two opinion articles were published in April 2017 edition and discussed the same topic about Donald Trump's policy. The details of data used in this study are described as follow:

Native Text   : *Trump is attacking religious liberty*

Author   : Noah Feldman

About the author : The writer is a Bloomberg view columnist. He is a professor of constitutional and international law at Harvard University and was a clerk to US Supreme Court Justice David Souter. His books include Cool War: The Future Global Competition and Divided by God: America's Chruch-State Problem and What We Should Do About It.

Non-native text : *Trump's Muslim travel ban will spark radicalization*

Author   : Moh Zaki Arrobi

About the author: The writer is an Indonesian postgraduate student at the University of Essex, England.

Technique of Data Collection and Analysis

There were several steps taken in collecting and analyzing the data. First, the write searched the opinion articles with the same topic that published in the same edition. The next step was to re-type the printed opinion articles in Microsoft Words program before they were processed using the free-web computerized online digital tools via www.lextutor.ca. This free-web computerized program provides the Lexical Frequency Profile. The user choose the 'vocabulary Profile' menu then 'VP-Classic' menu and the next is just have to input all the text into the program, finished by press the 'SUBMIT_Window' button.

III. RESULT AND DISCUSSION

After passed through all the process, the writer got the result as showed by the tables below:

NON-NATIVE TEXT

Table 2. Non-native text

	Families	Types	Tokens	%
K1 Words	179	204	580	68.32%
K2 Words	22	26	35	4.12%
AWL Words	42	47	66	7.77%
Off-List Words		103	168	19.79%

Table 2 above shows that in non-native text, the writer found the families of K1 words are 179, K2 words are 22, AWL words are 42. Non-native text contains types of K1 Words amount 204, K2 Words amount 26, AWL Words amount 47 and Off-list Words amount 103. Meanwhile, tokens of K1 words are 580, tokens of K2 words are 35, tokens of AWL are 66. Off-list words are words that do not belong to K1, K2 and AWL. Those words include the name of persons, places, local language words, such as Mohammad, Afganistan, Irak, Indonesia, and so on. There are 42 words categorized as Academic Word Lists (AWL). Those words are *academy, acknowledge, administer, benefit, classic, community, consequent, contrast, controversy, error, exploit, file, furthermore, generate, globe, individual, input, instruct, liberal, major, maximize, minor, obvious, option, paradigm, perceive, policy, pose, potential, previous, prohibit, publication, radical, regime, research, secure, submit, sum, target, text, trigger, widespread.* The whole words in text (tokens) found in non-native texts are 849 with different words (types) amount 380. The type token ratio (TTR) is 0.45.

NATIVE TEXT

Table 3 Native text

	Families	Types	Tokens	%
K1 Words	218	266	882	75.97%
K2 Words	29	42	54	4.65%
AWL Words	51	61	96	8.27%
Off-List Words		83	129	11.11%

Table 3 shows that in native text, the writer found the families of K1 words are 218, the families of K2 words are 29, the families of AWL words are 51. Meanwhile, the types of K1 words are 266, the type of K2 words are 42, the type of AWL words are 61, and the type of off-list words are 83. Tokens of K1 words are 882, tokens of K2 words are 54, tokens of AWL words are 96 and tokens of off-list words are 129.

There are 51 words categorized as Academic Word Lists (AWL). Those words are *academic, access, affects, amendment, analogous, authority, behalf, challenge, clarified, classic, clause, constitution, constitutional, definition, denied, designed, dimensions, discrimination, display, errors, establishment, files, global, goal, guarantees, immigrants, immigration, injured, input, instance, instructions, interpreted, legal, majority, maximum, minorities, network, neutral, option, physically, prioritization, prohibits, research, security, status, submit, symbolic, targeting, text, theory, tradition, valid, violates.*

Table 4. Comparison Between Native And Non-Native Text

	NATIVE	NON-NATIVE
Words in text (tokens)	1.032	681
Different words (types)	369	277
Families	308	243
Type-token ratio (TTR)	3.35	2.80
Academic Word Lists (AWL)	51	42

From Table 4, we can see that there is a quite significant different between native and non-native text. Native text has 1.032 tokens, while non-native text has 681 tokens. It means that native writer uses more vocabularies in expressing his idea about the topic. On the other hand, non-native writer uses less vocabulary in sharing his opinion about the issue. Native writer has more different words (types) and families (369) and (308) compare to non-native writer's (277) and (243). It shows that native writer explores more vocabularies than non-native writer in writing the opinion articles in newspaper. Type-token ratio (TTR) shows that native writer has higher score (3.35) than non-native writer (2.80). In term on Academic Word Lists (AWL), native writer uses more academic words (51) than non-native writer (42). The result indicates that native writer has more rich vocabularies than non-native writer. This result supports the argumentation proposed by Laufer and Nation (1995) who stated that non-native writers have a relatively small vocabulary size compared with native writers. It could be understable since native writer uses English as the mother tongue, while non-native writer considers English as a second language or a foreign language.

IV. CONCLUSION

This study aimed to seek the variety of the vocabulary size used by authors of *The Jakarta Post*'s opinion articles. Using two opinion articles with the same topic which published in *The Jakarta Post* in April 2017 edition, this study compared the

lexical richness of native and non-native writers. This study followed the formula to measure the lexical richness called Lexical Frequency Profile, proposed by Laufer and Nation (1995) that can be accessed freely through www.lextutor.ca.

The result of this study showed that Laufer and Nation's (1995) argumentation is proofed. Native writer had higher Type-Token Ratio (TTR)'s score than non-native writer. The high TTR score indicated that the writer explored more variety of vocabularies in expressing his ideas of specific topic of writing.

This study is expected to give contribution to the linguistic field, specifically in professional discourse genre such as newspaper's opinion articles. For the future research, it is of interest to reveal other linguistic aspects, such as syntactical complexity and lexical density of a text, such as editorials or news pages.

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Interaksi Komunikasi Dalam Dialog Drama Performance Class
Mahasiswa Jurusan Bahasa Inggris STBA IEC Jakarta
(Suatu Kajian Etnografi Komunikasi)

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Abstract - *This study is a study of ethnography communication. The purpose of this research is to know the phenomenon of communication interaction in performance drama class. The pattern of communication is in discourse analysis through approach of ethnography of communication. The method of this study was descriptive content analysis. The procedure of data analysis and interpretation adapted pattern SPEAKING GRID model made by HYMES. The data were taken from the scenario of drama dialog in STIBA IEC Jakarta class. The findings in this study are the clarity of the content of the conversation that has a pattern in accordance with the requirements of the process. The topic and purpose of patterned conversation arose. It was raised a new topic. The process of new topic was finding from the act sequence. The results of the conversations was finding in the end of the dialog namely: the dialog was need and provide information, the dialog was receive information, the dialog was having positive responses, the dialog was asking questions and providing answers. Based of the results of the dialog of speaking in the drama performance has change of the diferent message and contents.*

Keywords: *Communication interaction, Dialog SPEAKING GRID, ethnography communication .*

I. PENDAHULUAN
1. Latar belakang

Ketrampilan bermain drama adalah retifitas seseorang untuk menajamkan bentuk komunikasi dengan realitas melalui" seni berpura puraan". Bentuk–bentuk ekspresi yang diharuskan sesuai dengan naskah, seyogyanya bukanlah diri sendiri, melainkan menjadi orang lain. Adanya naskah menuntut actor untuk menyampaikannya dengan dialog dan cara yang berbeda pula di hadapan penonton. Apabila seorang actor dapat menjalani proses latihan itu dengan baik, maka kemampuan untuk memunculkan keberanian dan memahami persoalan-persoalan dala menghadapi penonton dapat teratasi secara lebih cermat. Hal tersebut adalah salah satu keterampilan yang secara langsung dapat diimplementasikan dalam bermain drama yakni keterampilan berbicara atau berkomunikasi yang membutuhkan keberanian mental menyampaikan gagasan di depan banyak orang.

Unsur komunikasi yang tidak kalah penting adalah percakapan. Melalui percakapan, komunikasi yang dilakukan dapat dinilai sebagai komunikasi yang biasa-biasa saja atau yang tergolong tingkat tinggi. Percakapan adalah sebuah rangkaian interaksi dengan awal dan akhir dengan beberapa maksud dan tujuan.

Dalam proses belajar mengajar yang dilalukan di kelas, Tenaga pengajar menggunakan bermacam-macam metode, dan salah satu metode pembelajaran yang digunakan dalam kelas drama adalah *performance* atau pertunjukkan. Keberadaan *performance* menjadi salah satu jenis komunikasi di kelas yanag bisa berfungsi sebagai sarana untuk menyampaikan dan berbagi informasi tentang pengetahuan yang berhubungan dengan topik pembahasan kepada mahasiswa lain.

Performance/pertunjukan melalui dialog dalam drama sebagai salah satu proses interaksi komunikasi dapat membangun wacana baru yang berhubungan dengan topik pembicaraan ataupun dalam mencari solusi permasalahan. Selama proses *performance* ini berlangsung, terbangun langkah-langkah pengembangan topik mulai dari pembukaan sampai penutupan. *Performance* dalam drama memberikan kesempatan kepada mahasiswa untuk berekspresi dan kreatif dalam mengungkapkan bakat seni yang mereka miliki.

Interaksi komunikasi yang terbentuk dalam kelompok *performance* melalui drama akan membantu mahasiswa dalam memahami materi yang dipelajarinya seperti mata kuliah sastra. Dalam hal ini, konteks akan berperan dalam proses membangun pemahaman topik. Mahasiswa dapat mengetahui siapa yang berbicara dan apa yang sedang dibicarakan, Sehingga terbangun suatu pola komunikasi yang didasarkan atas budaya dan perilaku dari setiap orang yang berbicara. Perilaku

berbahasa dalam proses komunikasi seperti yang terjadi dalam dialog drama dapat dikaji melalui etnografi komunikasi. Etnografi komunikasi adalah pendekatan terhadap wacana yang berdasarkan pada antropologi dan linguistik. Namun, pendekatan tersebut tidak hanya fokus pada perilaku komunikatif, tetapi dibangun juga atas teori dan metodologi untuk menemukan variasi bentuk dan fungsi yang ada dalam komunikasi. Dalam hal ini tentunya, variasi bentuk dan fungsi komunikasi dalam proses dialog.

Selanjutnya, Etnografi komunikasi bukan merupakan suatu pendekatan yang "hanya dapat memisahkan hasil-hasil dari linguistik, psikologi, sosiologi, etnologi, seperti yang ada, serta berusaha untuk mengkorelasi-kannya" (Hymes,1974:242). Akan tetapi, etnografi komunikasi merupakan suatu pendekatan yang berusaha untuk membuka kemungkinan-kemungkinan analitis yang baru (dengan menemukan jenis data dan permasalahan baru) dan mengajukan teori-teori yang baru.

Etnografi komunikasi berusaha untuk melakukan hal tersebut dengan menganalisis pola-pola komunikasi sebagai bagian dari pengetahuan budaya dan perilaku: pendapat ini berimplikasi pada pengakuan terhadap adanya keragaman komunikasi dan praktik komunikasi, (misalnya sesuai dengan relativitas budaya) serta fakta adanya keragaman praktik komunikasi itu merupakan bagian yang terpadu tentang apa yang kita ketahui dan kita lakukan sebagai anggota dari suatu budaya khusus.

2. Fokus dan subfokus penelitian

Berdasarkan uraian dalam latar belakang tersebut, maka fokus penelitian ini adalah interaksi komunikasi yang terjadi dalam dialog drama performance mahasiswa jurusan Bahasa Inggris di kelas pada kampus STIBA IEC Jakarta sebagai analisis wacana dengan pendekatan etnografi komunikasi yaitu menggunakan model SPEAKING GRID dari Hymes.

 Jadi, masalah dalam penelitian adalah bagaimana pola komunikasi yang terjadi dalam dialog drama performance mahasiswa?

 2.   Tujuan

Sesuai dengan permasalahan yang akan dikaji sebagaimana dipaparkan sebelumnya, penelitian ini diarahkan untuk menemukan jawaban atas pertanyaan tersebut di atas yaitu:

Untuk mengetahui pola komunikasi yang terjadi dalam dialog drama performance mahasiswa di kelas jurusan Bahasa Inggris STIBA IEC Jakarta.

2. KAJIAN TEORITIS

a. Konsep tentang Drama

Pada mulanya, kata teater berawal dari bahasa yunani, yaitu *teather, theatron* (theathres) yang berarti gedung pertunjukan. Di yunany teater bermula dari kehidupan berpura-pura dan meniru suatu kehidupan.*Kemunculan* pertunjukan di yunani diilhami oleh pemujaan terhadap dewa dewa dan juga pada ritual olimpiade di coliseum. Penyebab lain adalah kejenuhan masyarakat dalam menjalani kehidupan. Pertunjukan diyunanai menjadi budaya di kalangan bangsawan atau raja-raja. Popularitas perkembangan kebudayaan di Yunany pada saat itu menjadikan istilah teater atau drama muncul, sejak saat itu mulailah menyebar ke Negara Negara di sekitar seperti Italia, Inggris yang pada masa kolonialisme dikembangkan di daerah jajahannya (Hariawan, 1988:24).

Secara bahasa, teater berarti "tontonan". Dalam arti luas, teater adalah suatu pertunjukan untuk dapat disaksikan oleh banyak orang. Haryawan (1988:2) menyatakan bahwa teater dalam arti sempit adalah drama, kisah hidup kehidupan manusia yang diceritakan dalam pertunjukan dan disaksikan oleh banyak orang. Oleh karena itu drama termasuk gendre sastra, di mana sastra merpakan mimesis (tiruan) yang memiliki kebenaran dan pengetahuan.

Akan tetapi, ketika merujuk lagi ke wacana yang lebih luas, ada perbedaan antara drama dan teater. Drama lebih tertuju pada kualitas komunikasi, situasi, a*ction* (semua yang diperlihatkan dalam pementasan yang menimbulkan perhatian, kehebatan dan keteganagan penonton menyaksikan konflik (Hariawan 1988:23). Berbeda dengan haryawan Hasanudin (1996:61)) mengemukakan bahwa drama adalah cerita atau tiruan perilaku manusia yang dipentaskan". Teater dan drama dapat dibedakan kalau teater memiliki lahan yang luas dan dikategorikan pertunjukan,dan teater tidak terikat pada cerita atau tiruan perilaku manusia, sedangkan drama memiliki kekhususan sebagai salah satu genre sastra, darama dalam pengertianya membutuhkan persyaratan ketat untuk dapat dikatakan sebagai drama, secara prinsip drama memiliki struktur pembangn seperti penonton (*audience),* tempat (*stage)*, naskah (dialog), dan pemain (actor), dan kategori yang lain untuk dapat dikatakan sebagai drama adalah adanya gambar tentang kehidupan manusia dan didalam terdapat alur dan konflik.

Berdasarkan penjelasan tersebut, dapat disimpulkan bahwa drama sudah tentu merupakan bagian dari teater, dan teater belum tentu drama. Drama sebagai seni berlakon dapat disaksikan dalam pementasan

dan pertunjukan untuk ditonton dengan memberikan ketegangan atau humor sampai pada titik tertentu. Jadi drama adalah merupakan cerita, perilaku manusia yang dipentaskan.

b. Hakikat Dialog dalam Wacana

Menurut (Herman 2015:24), Dialog sebagai wacana dicirikan oleh prinsip struktur fundamental yaitu interaktif dan interaksional. ini merupakan model percakapan pertukaran antara partisipan, percakapan yang berhubungan dengan percakapan lainnya dan tidak hanya semata-mata ungkapan verbal dari seseorang. Prinsip dialog telah dipahami dengan cara yang mendalam

Hal senada diungkapkan oleh Bakthi (1981:240), "*dialogic interactiveness is omniscien and forms the basis of understanding itself, with social intersubjectivity taking priority over solo subjectivity in question of meaning*

Selanjutnya, pendapat Herman, bahwa dialog menciptakan situasi yang dibangun oleh partisipan itu sendiri. ini termasuk pada percakapan lisan (spoken speech), bahwa kode linguistik yang digunakan dalam dialog diintegrasikan dengan kode lainnya dalam suatu pertunjukkan, seperti paralinguistik, kinesik, gestur, dan sebagainya.. Analisis unit linguistik cocok untuk dialog sebagai interaksional percakapan yaitu ujaran. Ujaran relevan untuk kajian 'language in use', kalimat dalam tata bahasa (Herman, 2015:25)

Dialog tidak hanya dipahami dengan teori yang dikaitkan dengan konsep kode, Bakhtin dalam Macovzki(1981: 245) membandingkannya dalam dua hal, "Acontext is potentially unfinalized; a code must be finalized. a code is only a technical means of transmitting information, but it does not have cognitive, creative significance."

Menurut Cook (2004:178) Dialog adalah salah satu prinsip-prinsip struktural fundamental dari semua wacana, sama dengan wacana tulis maupun wacana lisan. Secara paradok, hal ini menjadi benar dalam wacana yang diciptakan oleh satu orang saja (monolog) seperti dalam wacana yang diciptakan oleh satu atau lebih (dialog). Beberapa tulisan teks yang paling awal dari budaya Barat eropa, dialog Socratik, menghadirkan seperti percakapan yang penulis modern tunjukkan sebagai monolog. mungkin beberapa pilihan dari praktek modern pada interaksi tatap muka: dosen di dalam kelas, wawancara pekerjaan, dan wawancara berita.

2. Struktur Dialog

Menurut Clark & Clark (1997:179) bahwa percakapan dimulai dengan kalimat sederhana, seperti '*Hello', 'How are you'*, dan sebagainya. Setiap partisipan memulai percakapan dengan tujuan tertentu yang lebih khusus, begitupun sebaliknya bagi partisipan lain mempunyai tujuan yang sama. Permasalahan yang harus dipahami adalah bagaimana menyatukan tujuan. Dialog memiliki tiga struktur, antara lain :

1. Giliran percakapan (*Turn Talking)*

Jika partisipan yang terlibat dalam percakapan harus menyatukan tujuan, secara implisit mereka harus setuju dengan metode percakapan yang digunakan. Persyaratan utama untuk metode ini adalah:

• Setiap partisipan harus mempunyai kesempatan atau giliran untuk berbicara.

• Hanya satu orang yang harus berbicara dalam satu waktu (dia (partisipan lainnya) dapat mendengarkan).

• Perbedaan giliran harus jelas (efisien)

• Pesan pembicara dan isi yang pesan yang mereka sampaikan, tidak seharusnya salah diawal waktu percakapan.

• Ada teknik untuk memutuskan siapa yang harus bicara dan kapan.

Persyaratan tersebut merupakan sistem dalam gilran percakapan, agar percakapan berlangsung dari satu orang ke orang berikutnya dengan utuh. Masalah pengaturan giliran percakapan, menurut Sacks, Schegloff, dan Jefferson dalam Clark & Clark (1997:243)

berdasarkan kebiasaan ada tiga aturan:

• Rule 1. The next turn goes to the person addreessed by the current speaker.

• Rule 2. The next turn goes to the person who speaks first.

• Rule 3. The next turn goes to the current speaker, if he resumes before anyone else speaks.

Ketiga aturan tersebut harus dipenuhi. Aturan pertama menjadi prioritas kemudian aturan kedua dan ketiga. Dan aturan kedua menjadi prioritas setelah itu baru aturan ketiga. Ketiga aturan tersebut harus digunakan dalam persyaratan percakapan.

2. Berpasangan (Adjacency Pairs)

Proporsi signifikan dalam pertukaran dihubungkan oleh aturan pertama, dimana seorang pembicara menyampaikan kepada orang kedua, dan orang kedua menanggapinya. Kebersamaan dua pertukaran tersebut dilakukan bergantian secara berpasangan. Pasangan yang muncul bisa bervariasi, seperti:

• Pertanyaan-jawaban (*question-answer*)

• Sapaan-sapaan (*greeting-greeting*)

•Menawarkan-menolak (*offer-acceptance/rejection*)

•Tuduhan-pengakuan (*assertion-acknowledgment*)

•Permintaan-pemberian   (*compliment-acceptance/rejection*)

Pujian-penerimaan (request-grant)

Berpasangan sendiri diatur dalam bagian yang lebih besar pada pelayanan tujuan global. Pasangan ini membantu untuk membuka percakapan, negosiasi, hubungan fakta, pertukaran topic, dan penutup percakapan. Hal ini menjadi penting ketika muncul kritik secara eksplisit dengan pembicara yang lain.

3. Pembukaan Percakapan

Untuk memulai percakapan, seseorang harus mendapatkan perhatian dari yang lain dan sinyal keinginan untuk percakapan, dan orang lain harus menunjukkan kesediaan untuk menjadi bagian. Hal ini bertujuan untuk urutan panggilan-jawaban (*summons-answer sequence*). Contoh: seseorang berkata '*hey*, Bill,' dan yang lainnya menjawab, '*yes*'.

4. Penutupan Percakapan

Masih menjadi hal yang rumit untuk proses penutupan percakapan. Untuk memberikan solusi terhadap kerumitan tersebut, menurut Sacks dan Schegloff, ada dua tahap utama dalam penutupan percakapan. Pertama, A dan B setuju untuk menutup percakapan. Kedua, mereka sesungguhnya menutup percakapan. Pada tahap pertama bahwa ini merupakan masalah yang paling sulit dan diselesaikan dengan penggunaan alat percakapan lainnya: pernyataan penutupan awal (pre-closing statement) dan tanggapan. Ketika hal ini pantas, pernyataan tersebut diawali dengan bagian penutupan percakapan, yang diakhiri dengan pertukaran perhentian. klasik, seperti 'Goodbye', sekali lagi bahwa berpasangan memiliki peranan

utama agar percakapan dapat berlangsung dengan lancar.

b. Hakikat Etnografi Komunikasi

Menurut Hymes dalam scriffin (1972 :138) bahwa etnografi komunikasi dikembangkan oleh Hymes dalam suatu makalah berseri yang ditulis pada tahun 1960-an dan 1970-an (banyak yang dikoleksi dalam karyanya tahun 1974 Foundation in Sociolingitistics: An Ethnographic Approach), akar dari pendekatan ini ber¬orientasi pada gerakan Edward Sapir yaitu meninggalkan studi tentang bentuk dan isi sosiokultural sebagai "produk" ke arah studi bentuk dan isi sosiokultural sebagai "proses".

Berbeda dengan Hymes, Gumperz menekankan pada analisis penggunaan bahasa dalam situasi budaya yang berlaku pada masyarakat. Menurut Hymes dalam Scriffin (1978:139) bahwa etnografi komunikasi membentuk suatu kerangka kerja yang terpadu, di mana komunikasi mempunyai suatu KAJIAN dalam studi-studi antropologis dan linguistik. Hymes mengusulkan bahwa ilmu pengetahuan tentang komunikasi memusatkan perhatian pada kompetensi: pengetahuan yang mengatur fungsi tata bahasa yang tepat. Pengetahuan tentang aturan-aturan bahasa secara abstrak dimasukkan ke dalam kompetensi komunikatif. Tetapi, juga memasukkan kemampuan untuk menggunakan bahasa dalam situasi-situasi kehidupan sehari-hari secara konkret: ke-mampuan untuk berpartisipasi dalam percakapan, untuk berbelanja di toko, untuk mewawancarai (dan diwawancarai), untuk sebuah pekerjaan, untuk berdoa, melucu, membantah, menggoda, mengingatkan, dan bahkan untuk mengetahui kapan harus diam.

Menurut Wardhaugh (2006:), "*An ethnography of a communicative event is a description of all the factors that are relevant in understanding how that particular communicative event achieves its objectives. For convenience, Hymes uses the word SPEAKING as an acronym for the various factors he deems to be relevant*".

Jadi, dalam kajian etnografi komunikasi memfokuskan kajian pada pertuturan bahasa suatu kelompok masyarakat. Dengan kata lain bahwa dalam etnografi tentang bahasa sebagai alat komunikasi difokuskan pada pemakaian bahasa dalam pertuturan atau lebih lagi. Etnografi komunikasi merupakan keseluruhan deskripsi dari faktor-faktor relevan yang memahami bagaimana komunikasi mencapai objek.

d. **Metodologi: Etik Alur/Grid dalam Etnografi.**

Para ahli etnografi komunikasi menganalisis pola-pola komunikatif dengan menggunakan metode observasi partisipan: suatu tujuan penting adalah untuk mempelajari apa yang diketahui oleh para anggota dari budaya tentang bagaimana "membuat makna (*sense*)" di luar pengalaman dan bagaimana mereka mengkomunikasikan interpretasi-interpretasi tersebut. Untuk tujuan ini Hymes (1972 :141) mengusulkan suatu metodologi di mana untuk menemukan "apa yang tergolong" sebagai peristiwa komunikatif. Metodologi tersebut berdasarkan pada perbedaan antara emic dan etic.

Para ahli bahasa mengkaji sistem bunyi dari suatu bahasa yang tidak terkenal berusaha untuk mendapatkan pola-¬pola fonemik (yaitu bunyi apa yang "bermakna" dalam bahasa khusus) dengan bantuan suatu klasifikasi fonetik (yaitu bunyi apa yang secara fisik memungkinkan). Demikian juga, kita dapat memperoleh unit-unit komunikatif dengan bantuan dari suatu sistem klasifikasi yang membagi-bagi secara teliti komunikasi ke dalam komponen-komponen yang mungkin secara potensial terbentuk. Selanjutnya, kita juga dapat memperoleh pola-pola komunikatif (yaitu inventarisasi tentang peristiwa yang membedakannya secara sistematis) yang dibentuk dari keterkaitan di antara komponen-komponen tersebut.

Klasifikasi kisi-kisi yang diajukan Hymes dalam Deborah diketahui sebagai grid SPEAKING: masing-masing huruf merupakan sebuah singkatan untuk sebuah komponen komunikasi yang mungkin berbeda. Berikut adalah penjabaran dari **SPEAKING Grid** :

S setting (latar)   keadaan fisik

Scene (suasana) definisi subjektif dari suatu peristiwa

P participants (peserta) pembicara/pengirim/alamat

Pengirim/mitra/tutur/penerima/audien/alamat   yang dikirimi

E ends (tujuan)   tujuan-tujuan dan sasaran-saran hasil-hasil

A act sequence (urutan tindakan)   bentuk   pesan dan isi

K key (kunci)   nada, cara

I Instrumentalities (sarana) aluran (verbal, nonverbal, fisik) bentuk-bentuktuturan yang diambil dari repertoar masyarakat

N norms of interaction and interpretation (norna interaksi dan interpretasi) Kesopanan tertentu yang

digunakan dalam berbicara interpretasi tentang norma-norma di dalam sistem kepercayaan kultural

G genre (jenis) kategori-kategori tekstual

Grid SPEAKING dapat digunakan untuk menemukan suatu tak-sonomi lokal (yaitu relatif secara kultural) tentang "unit-unit" komuni¬katif yang "dalam cara yang dapat diketahui terikat atau terpadu" . Unit seperti itu yang terbesar adalah situasi tutur: kesempatan sosial di mana tuturan bisa terjadi (misalnya makanan). Meskipun situasi-situasi tutur bisa memberikan setting di mana tuturan terjadi, situasi-situasi itu sendiri tidak diatur oleh seperangkat aturan-aturan tunggal. Unit berikutnya adalah peristiwa tutur: "aktivitas-¬aktivitas, atau aspek-aspek dari aktivitas-aktivitas, yang secara langsung diatur oleh norma-norma tindak tutur". Unit yang terkecil adalah tindak tutur: meskipun Hymes tidak menentukan hal ini secara eksplisit, contoh-contoh ini terrnasuk tindakan-tindakan yang dapat didefinisikan melalui daya ilokusi.

Meskipun wacana adalah penting untuk semua unit, ini cenderung merupakan tingkatan tindak tutur yang paling fundamental pada bagian wacana tersebut, secara bergiliran manajemen tentang wacana: "Wacana dapat dipandang dalam hal-hal tindakan-tindakan secara sin-tagmatis dan paradigmatis: yaitu, keduanya sebagai suatu urutan tindak tutur dan dalam kelas-kelas tentang tindak tutur di antara pilihan-pilihan yang telah dibuat pada poin tertentu". Akhirnya, unit-unit yang lebih besar dalam keadaan yang mengelilingi yang lebih kecil: suatu pesta adalah suatu situasi tutur; suatu per-cakapan selama pesta adalah suatu peristiwa tutur; suatu gurauan di dalam percakapan adalah suatu tindak tutur.

II.   METODOLOGI PENELITIAN

Objek penelitian ini adalah dialog dalam drama kelas pada mata kuliah Drama Performace pada jurusan bahasa Inggris di **STIBA I-EC Jakarta dengan judul "SNOW WHITE"**. Peneliti hanya menggunakan data dialog scene 3 untuk analisis interaksi komunikasi. Metode penelitian yang digunakan adalah analisis isi dengan model **SPEAKING GRID dari Hymes.**

III. HASIL DAN PEMBAHASAN

Pada bagian ini mengetengahkan hasil analisis. Hasil analisis di ambil dari keseluruhan data yang berupa dialog dalam drama performance SCENE 1-3.

Peneliti akan memaparkankan setiap komponen dari SPEAKING kedalam dialog drama performance

mahasiswa di kelas sebagaimana yang terdapat dalam analisis SPEAKING Grid. Berikut ini adalah penjabaran lebih luas dari setiap komponen terhadap dialog yang ada di scene 1 dalam pementasan drama mahaiswa yang berjudul "SNOW WHITE"

Tabel 1. Komponen dialog *scene* 1

Komponen	Penjelasan
Setting	Dialog terjadi dalam latar Istana, khususnya di istana dongeng pada menit ke 05.00
Participants	Proses dialog terjadi antara *Queen, Little mouse, Snow white,Mirror* dan *Huntsman (H)* yang mempunyai hubungan kekerabatan dalam Istana dongeng
Ends	• *Queen (Q)* Membutuhkan informasi dengan membuat pertanyaan • *Little mouse (L)* memberikan informasi dengan meyakinkan • *Snow White (S)* memberikan jawaban (tanggapan yang positif dengan pujian) • *Queen (Q)* memberikan informasi dengan tanggapan (*negative),* dan membutuhkan informasi • *Queen (Q)* membutuhkan informasi dengan pertanyaan • *Mirror (M)* memberikan informasi dengan tanggapan • *Queen (Q)* membutuhkan informasi dengan pertanyan • Mirror (M) menerima informasi (tanggapan positif) • *Queen(Q)* memberikan informasi dengan tangapan nada tidak suka • Mirror (M) Memberikan jawaban yang sama • *Queen (Q)* memberikan jawaban dengan memerintah • *Huntsman* (H) memberikan informasi dengan tanggapan yang meyakinkan
Act sequence	• Q berbicara sendiri sambil berkaca dicermin. • membuka dialog (percakapan) , • membuat pertanyaan L Memberikan jawaban dengan meyakinkan • S Memberikan jawaban(tanggapan yang posistif dengan pujian) Q) memberikan informasi dengan tanggapan (*negativ*e), dan membutuhkan informasi • Q Membutuhkan informasi dengan pertanyaan • M membuka percakapan baru • Memberikan informasi dengan

	tanggapan yang meyakinkan
	• Q membutuhkan informasi - jawaban • M memberikan jawaban • Q menerima informasi dengan tanggapan negatif tidak suka (marah) • memberikan tanggapan tidak suka atau marah • Q memberikan informasi dengan kalimat perintah (negativ) • H memberikan jawaban •
Key	Clarity : tipe Tanya jawab
Instrument	*Verbal, non-verbal, physic*
Norms	Bahasa tidak resmi, berbicara dengan santai, namun ada nada marah, adanya simpati dan menghormati informasi yang diberikan.
Genre	Percakapan lisan tentang ketidaksukaan/keirian dan membuat suatu rencana untuk membunuh snowhite

Drama performance di atas diawali dengan seseorang ratu ibu tirinya *Snow White (Queen)* yang berbicara sendiri karena iri dengan kecantikan *Snow White* dan dia sangat heran mengapa orang lain menyukai *snow white* padahal menurut queen ia tidak secantik Queen. Dalam Hal ini q*ueen* membutuhkan informasi dengan bertanya keheranan. , hal ini dapat diketahui dari tuturan" *Why does everyone like her? She is not as beautiful as me.* Kemudian di tanggapi oleh Little mouse yang menanggapi percakapan tersebut dengan menyatakan bahwa queen juga cantik dan memiliki kecantikan yang sama, ini dapat dilihat dari tuturanya" *You are beautiful, snow white and you have a beautiful mind,too.* Disini terjadi percakapan dan tanggapan positif, lalu hadirlah *Snow white* menanggapi percakapan tersebut dengan mengucapkan terimakasih pada little mouse terhadap pujian yang dilontarkan padanya,dan tuturan tersebut " *Thanks little mouse. You are kind"*

Namun tanggapan positive yang dilontarkan oleh *snow white* membuat q*ueen* marah dan menyatakan membenci *snow white* dengan tuturanya"*I hate her".* Percakapan dilanjutkan dengan queen yang bertanya pada Mirror tentang siapa yang paling cantik didunia ini, hal tersebut dapat dilihat dari tuturanya,"*Mirror mirror on the wall,who is the fairest of them all.* lalu dijawab oleh mirror yang paling cantik didunia ini adalah Queen, hal tersebut dapat dilihat dari dialognya*" you, queen". You are the fairest of them all.* Setiap hari mirror selalu menanggapinya dengan

jawaban yang sama, namun pada suatu hari queen bertanya lagi pada mirror siapa yang paling cantik didunia ini, dan mirror menjawab atau memberikan jawaban yakni *snow white* yang paling cantik. Mendengar jawaban dari *mirror* seperti itu queen berteriak dan sangat marah dan berkata tidak, kemudian ia bertanya lagi miror siapa yang paling cantik didunia ini, mirror tetap menjawab snow white yang paling cantik dari semuanya. Lalu queen sangat murka mendengarnya hingga ia mengutuskan huntsman untuk membunuh snow white. percakapan/dialog dilanjutkan dengan hadirnya huntsman. *Queen* berkata betapa beraninya kau *snow white* menandingi kecantikanku dan dia meminta pada hintsman untuk membunuh snow white. Tuturan tersebut dapat dilihat dari dialog dalam drama mahasiswa" *Snow white how dare you to compete my beauty*! Huntsman , huntsman, huntsman, *go and kill* snow white. Pada *scan* pertama ini percakapan diakhiri dengan huntsman menanggapi dengan ia setuju dan mau menjalankan tugs yang disuruh oleh qu*een* untuk membunuh *snow white.*

Berdasarkan hasil analisis dialog tersebut, pola percakapan dalam dialog memiliki urutan pola yang menunjukkan identifikasi maksud dari ucapan si pembicara. Adapun urutan pola komunikasi yang terjadi di dalam dialog drama di atas sebagai berikut:

Tabel 2. Pola Urutan Dialog

Queen	Pertanyaan 1	Mencari informasi
Little Mouse	jawaban 1	Memberikan informasi yang positif dan meyakinkan informasi yang diberikan/ Penegasan terhadap kondisi yang dilihat
Snow white	jawaban	Menanggapi kembali terhadap pujian yang dilontarkan
Queen	Jawaban 1	Memberikan informasi penegasan
Queen	Pertanyaan 2	Pembukaan percakapan baru dengan pertanyaan/ Mencari informasi dengan mengajukan pertanyaan
Mirror	Jawaban 1	Menyediakan informasi
Queen	Pertanyaan 3	Mengajukan pertanyan dengan mencari informasi
Mirror	jawaban 2	Memberikan jawaban yang berbeda dari sebelumya
Queen	Pertanyaan 4	Mencari informasi dengan bertanya untuk mendapatkan ketegasan
Mirror	jawaban 3	Memberikan informasi yang sama
queen	Jawaban 1	Memberikan tanggapan dengan nada marah lalu memerintahkan untuk membunuh snow white kepada huntsman
Huntsman	Jawaban 1	Tanggapan dan mengklarifikasi rencana yang sudah disepakati untuk membunuh snow white

IV. KESIMPULAN

Berdasarkan hasil analisis di atas, dapat disimpulkan bahwa dalam terjadi pertukaran topik. Adanya topik baru dalam percakapan yang sedang berlangsung yaitu pada saat kedatangan anggota baru. Pada act sequence muncul adanya kebutuhan informasi dan memberikan informasi, serta klarifikasi dan tanggapan terhadap percakapan yang sedang berlangsung. Adanya proses Tanya jawab yang berlangsung secara bergiliran dengan kesempatan yang sama.

Analisis wacana dengan menggunakan pendekatan etnografi komunikasi memberikan kejelasan informasi terhadap kita mengenai konteks percakapan yang terjadi, Sehingga tidak menimbulkan interpretasi yang berbeda dari pembaca. Karena dalam etnografi komunikasi dijelaskan dengan komponen-komponen yang ada dalam percakapan suatu bahasa. seperti halnya pada contoh dialog di atas dapat disimpulkan bahwa terjadi variasi tanggapan dan jawaban terhadap suatu bahasa yang digunakan dan bermacam-macam variasi nada.

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Biodata Penulis
Dr. Sri Arfani, S.S, M.Pd. Memulai karier mengajar pada tahun 1998 di LPIA cikarang dan Bekasi, pada saat itu beliau dipercayakan menjadi Koordinator bidang akademik Bahasa Inggris. Pada tahun 2004 beliau bergabung menjadi dosen tetap di ABA BSI Jakarta hinggga sekarang. Beliau juga telah berpengalaman menjadi pembicara di beberapa seminar internasional dan nasional, dan telah menghasilkan beberapa karya ilmiah.Saat ini beliau telah selesai melanjutkan studi S3 di Universitas Negeri Jakarta di jurusan Pendidikan Bahasa dengan kosentrasi pendidikan bahasa Inggris.

Appendix
Scene 1(in the castle)
Narator
Once upon a time there was a king had a daughter with very black hair. She was sweet and pretty, and everybody loved her. She was called Snow White. The mother of the sweet little princes died and her father got married again with a beautiful but wicked queen. She hated her pretty stepdaughter, snow white.

Queen   : (talking to her self) Why does everyone like her? She is not as beautiful as me.
Little mouse   : You are beautiful, snow white and you have a beautiful mind,too.
Snow White   : Thanks Little mouse. You are kind.
Queen   : (growling) I hate her!
Queen   : Mirror,mirror on the wall, who is the fairest of them all?
Mirror   : You, queen. You are the fairest of them all.
Narator
Everyday The mirror answered with the same answer. But one day it answered..........
Queen   : Mirror,mirror on the wal, who is the fairest of them all?
Mirror   : Snow White
Queen   : (Screaming) No! I will ask you again. Mirror,mirror on the wall, who is the fairest of them all?
Mirror   : Snow White. Snow White is the fairest of them all.
Narator
The queen was very angry. She ordered her huntsman to kill Snow White.
Queen   : Argggh.......Snow White how dare you to compete my beauty! Huntsman, huntsman, go and kill Snow White!
Huntsman   : Yes, your Majesty.

Learning English Reading Skill Through E-Learning

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Abstract - *This study aims at deep-portraying the learning of reading skill at Universitas Terbuka (UT, literally Open University) Indonesia. The research was conducted from March 2014 to February 2015. The approach used in this study is a qualitative approach conducted with ethnographic methods by adopting the method of Spradley. The data collecting techniques being used were observation, interview, and document analysis. Data is analyzed by using techniques such as domain, taxonomy, component, and theme analysis. The result of the analysis shows that the learning system implemented at UT is through the use of the Internet known as e-learning or online tutorial is appropriate and involve many means to improve reading skills such as the presence of additional materials (initiation), online discussions, and digital library. The cultural finding which is continuously occuring within the learning process is the emerging new roles of teacher in e-learning based on classes. These roles include: (1) mastering the ICT and having the ability to handle technical problems on the technology; (2) having the ability to interact with students in written form; (3) becoming a motivator; and (3) giving written feedback to students.*

*Keywords: Reading Comprehension, e-Learning, Ethnography*

I. INTRODUCTION

Traditionally, teaching has been a face to-face experience. The interaction between the teacher and the student (s) and among student participants plays a strong role in shaping the learning experience of those participants.

Distinct from conventional face-to-face learning and also blended-learning (a mix between face-to-face and information technology-based learning), the nature of long distance learning using e-learning platform desires an independent learning process to take place and requires no physical class facility.

What needed is learning facilities in a form of electronic media through internet (world wide web) and learning assistance by the education institution. Students must be able to learn independently through a large scale of different types of communication media which is presented long distancely and facilitated by the school administrator.

Therefore, a web-based distance learning system or e-learning must note the four building blocks: instructional material, learning process, evaluation of learning outcomes, and management (see Diagram 1).
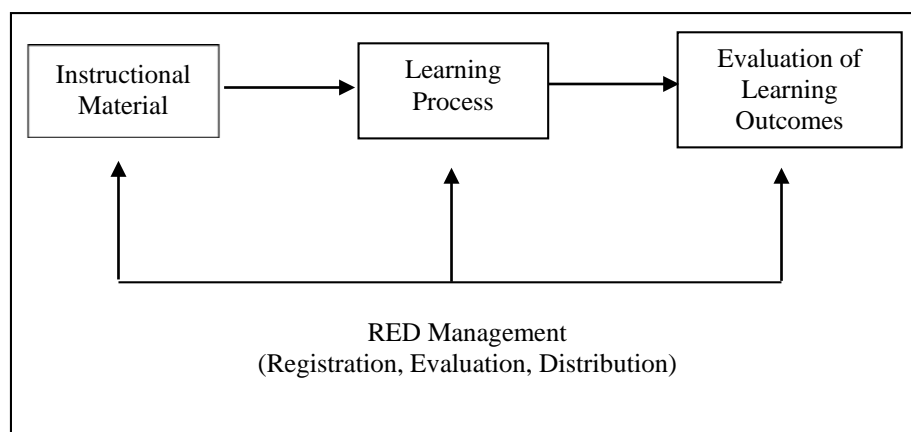
Source: D. Andriani (2003). Management of Distance Learning. Jakarta: SEAMOLEC

Figure 1. Distance Learning System

According to Andriani (2003: 36)Instructional material of an e-learning based education must be designed in such a way that is able to meet students' needs to learn independently. The kind of instructional material that students can optimally learn independently is one that uses modular system. Even though the instructional material has been developed specifically for independent learning, students still need learning assistance. They still need feedback. It is where tutorial takes part in an e-learning system. Tutorial can also support students who have difficulties when learning independently.

Both the material and the process of evaluating the learning outcomes are done by paying close attention to components that are used in developing instructional material. Another crucial matter regarding evaluation material is leakage. Consequently, an e-learning system highly demands a through and well-controlled management system.

Reading Comprehension of a Foreign Language

Murphy (2005:2) defined reading as a process of understanding message from text that is built by the writer using othographic symbols. It means reading is an activity of capturing information within a text. In addition, Flood and Laap (2001: 350) stated that reading is a thinking process in which the reader becomes active participant. Readers not only literally pay attention to written symbols, but also connect the concepts of both knowledge and pragmatic experiences they already have towards the symbols. While Robeck and Wilson (1974) in Alexander and Heathington (1988: 4) stated that reading is a process of translating new meaning into coginitive and affective system. Thus reading is a communication activity in which a reciprocal relationship between readers and text content occurs. In learning the reading skill, Brown (1994: 64) proposed principles in designing interactive reading by subdividing the teaching techniques into three phases, (1) pre-reading; (2) during-reading; (3) post-reading. The following is the description of each phase which also highlights the importance of employing them in developing reading competence.
a. Pre-Reading Activity
According to Williamson (1988: 7-8) pre-reading activity can be done by posing questions both in oral and written forms the students will look for during reading. Or it can also be done by writing students' own experience containing their knowledge about the topic. Pre-reading activity is an activity that can arouse interest and reason to read.
b. During-Reading Activity
During-reading activity is an activity that develops reading skill.The main purpose of during-reading is construct students' reading competency, not only comprehending, capturing, but also building information within the text.

c. Post-Reading Activity
Post-reading is the last phase in the learning of reading. William (2003: 10) pointed out that this activity is meant to improve students' comprehension and interest towards reading.[8] This activity can be done by connecting what students have read with their real experience. It can also be done by asking students their opinion about the passage whether they agree or disagree, happy or unhappy, and by giving the reason. The main purpose of post-reading is relating the reading contents with students' everyday activities.

II. RESEARCH METHOD

This research is done at the English Study Program, Universitas Terbuka (UT). It was carried out in the 2014/2015 academic year for a whole year from September 2014 to August 2015.The research method of this study is etnographic method which was introduced by James P. Spradley. It applies the data analysis procedures which are: (1) domain analysis; (2) taxonomy analysis; (3) component abalysis; and (4) cultural theme analysis. Data collecting is carried out using observation, interview, and document analysis technique.
The data collection focused on three sources, they are: documents (curriculum and design of learning written by lecturers), informants (teachers and students), and events (the process of learning to read English-based e-learning). Data validity checking is done consists of credibility, transferability, dependability, and conformability.

III. RESULTS AND DISCUSSION

The system of learning to read English at UT by using systems based on e-learning turns showed some ease is felt both by teacher and by the students associated with changes in the concept of learning, namely: (1) the lecturer is able to make the learning process in time is not bound, meaning lecturers can make contact with students (who live far away), everywhere and at any time, (2) students can also easily take courses anywhere without limited again on the limits of institutions and countries; (2) students can easily study and discuss with experts in the field that interested him; (4) The lecture materials can even be easily taken in various parts of the world, regardless of the college where students learn. The results showed that the success of e-learning supported by the maximum interaction between teacher and students, between students with different educational facilities, among students with other students, and their active learning patterns in the interaction. Then the student activity center, inter-group interaction, administrative support systems, deepening materials, exams, digital libraries, and online materials proven to make

learning program based on e-learning successfully implemented.

1. **The application of the learning of English reading skill through e-learning**

   As explained before, it is imperative for an e-learning based distance learning system to pay attention toits four building blocks: instructional material, learning process, evaluation of learning outcomes, and management. The following is an explanation of the application of the learning of English reading skill through e-learning at Universitas Terbuka (UT):

   A. UT has good instructional material in a form of additional material given at the initiation stage of its e-learning system. Initiation material provides information and guidelines to participants on how to learn independently, where:
      a. It provides explicit guidelines on what must and must not be done by e-learning participants.
      b. It designs dialogue application that encourages participants to exchange ideas, ask questions, and make judgements regarding their focus material.
      c. It motivates participants to be interested in the material taught.
      d. It uses communicative writing style, like using the first person point of view.
      e. It gives clear separation between themes/topics, by explicitly state the topic changes of each unit.

   By modular system, all participants must have the required modules so they can learn the content independently. These learning modules have met the eight important components required ina modular system:
   a. Through description of instructional material
   b. Targeted learning objectives
   c. Instructional material benefits and relevance
   d. Examples of competencies after completing the module
   e. Instructional material
   f. Exercises
   g. Feedback
   h. Method to evaluate the skills learnt

   B. Learning Process

   Learning assistance given in the learning process is known as online tutorial. In its online tutorial, UT employs the following components:

   a. Student Activity Center: a web-based learning community facilitating students activities in which students can improve their skills, readthe learning material, search for information and many more.

   b. Intra-Group Interaction: a web-based group discussion forum in which students can interact with each other to discuss learning material given by teachers. Teachers can also join this group to give a brief review on the materials that they have given the students.

   c. Students Administration System: a web-based serviceby which students can view information regarding academic status, achievements, and many more.

   d. Intensive Assessment: teachers often give away quizes and assignments to strengthen students' comprehension and then test them at the end of each course program. This component should also be aticipated by a web-based distance learning.

   e. Digital Library: it provides a lot of literature resources, not only in the form of ebooks, but also audios, images, and other digital collections.This is a supportive component and built in a database.

   f. External Online Material: to support learning, students need external reading resources. In this component, teacher and students can have direct interactions in sharing external materials with other students through the web.

The kind of facility provided through online tutorial is facilitated by a tutor, so students can learn independently both individually and in group without direct help from the teacher.Students who face challenges in learning independently are supported by online tutorial. It also fulfills students' need to obtain deeper information regarding the discussion result both from their peer and also form teachers.

In doing so, Universitas Terbuka has all the requirements to open and manage a distance learning program based on the decree of Ministry of National EducationNo. 107/U/*Tahun* 2001 dated 2 July, which states:

a. A higher education institute must have resources to design, organize, produce, and distribute all instructional material needed to comply with program curriculum.
b. A higher education institute must collaborate with other higher education institutions/agencies in facilitating the development of the program and its instructional material, giving and arranging learning service and assistance, providing library service, implementing practical learning and field experience, and managing distance evaluation of the learning outcomes.
c. A higher education institute must haveresources to regularly upgrade every instructional material which is madein accordance with the development of science, teachnology, and arts.

d. A higher education institute must have resources to provide facilities for practical learning and or access for students to perform practical learning.

e. A higher education institute must have the permit for opening and managing a study program.

Accordingly, e-learning based education today not only can give greater access to education but also provide affordable and quality higher education.

2. Procedures in Learning English Reading through E-learning

By throughly examining the process of reading for comprehension or information, we can recognise that readers have different purposes. There are readers who seek for general idea so they do not have to read in detail, or those who seek a particular part of a text where they do not have to read from the beginning to the end.In reading procedures, readers should avoid redundancy by skipping reading certain words which readers considered have understood.

In relation to the objective of this research, this study examines how the learning of reading teaches students to achieve competencies in learning English reading skill. Accordingly, the following is a deep analysis of the effectiveness of the six activities in the competency-based learning process of English reading skill at UT. The six activities are:

a. Using different types of text enriches students knowledge about text structure, content, dicourse, and accurate reading strategy

The learning for reading skill is a process of developing reading competency by giving various types of texts written by native speakers of English. Each type of text contains different components, such as grammar, cultural content, discourse, rethorical language, or writing strategy. By reading different types of text students can acquire experience, build sensitivity and enhance their skill in anticipating meaning within the texts.

The use of language from different types of text in learning process will build sensitivity and cultural awareness on the appropriate use of language within a context. Murcia (2001; 18) told that cultural awareness is not only knowledge about one particular culture, but also a self-adaptationability toward elements of culture in using a language.Therefore, having the knowledge about the culture of native speakers of English does not waranty one is able to communicate appropriately in English.

Murcia's statement shows that knowledge about the culture of a target language is essential to students.However, what more important is students are able to feel the nuance of the meaning through their experience reading the texts which were written by native speakers. This can only be achieved by reading much different types of text.

In addition to the benefits above, learning which provides opportunities to students to read different types of text will enrich their knowledge about various text structures and reading strategies. As Carel (1984), quoted by Williamson (2008; 7), stated that the building of schemata on text structures and reading strategies of foreign language readers can help them understand, retain, and remember information better.

b. Lacking of Attention in Managing Time to Read

What important in understanding or preparing different types of text and strategies for students is the preparation of some real follow-up reading activities. It means teachers must be able to encourage and convince students to do more readings and use the strategies in understanding texts. In the learning of reading skill at UT, the basic material or elements for developing reading competencies are present. However, the existing learning process and strategies have not been running well.

c. The Creation of Reading Context and Expectation

Another strategy used by UT in the learning of reading skillis pre-reading activity. It is for building students' concentration and their schemata on a reading topic.Pre-reading is also a step in developing reading competency. By using schemata and creating expectation toward a topic, students will be able to concentrate on comprehending the text. It can help build students' ability in understanding texts more accurately.

Feuerstein and Schcolnik (1980: 99) argued that the teaching of reading will not proceed well if teachers only instruct students to read without creating expectation and activating their schemata toward text at hand. It is these two factors that are essential in reading comprehension.

Another important activity in reading is keeping or retaining information that is obtained during reading. It is unseparable from the rest of reading activities. It starts from building schemata, processing information within text, and retaining that information in memory. The activity of keeping or retaining information is also critical. Without being able to retain information during reading will only make the other reading stages, starting from preparation until during reading that take considerable amount of time, end in vain, lacking the benefits for the readers themselves.

Teachers transfer information from the author's language and situation into students language and

situation. It can be done by assigning students with tasks to discuss the text content and make notes of the result by using their own language completed with examples of real life events or students own experience.

3. Evaluation in the Learning of Reading Skill through E-learning

There are two kinds of evaluations in the learning of reading skill at UT, process evaluation and learning outcomes evaluation. Process evaluation is carried out to examine the students learning activities during the learning process. Evaluation is given on the third, fifth, and seventh week. The objective of this evaluation is to determine students active participation during learning process. While learning outcomes evaluation is undertaken to measure students learning outcomes which are taken from tasks or assignments they do.

Key to successfully learn reading skill is by reading many texts. Therefore, tutors should keep motivating students to do much readings. This can be done by giving well-controlled extra reading tasks or assignments. Teachers/Tutors for reading course should explain in written form the objectives of the learning of language reading to students. They also must describe the benefits and the strategies on how to achieve it. They also need to inform or prepare references students will need and use in the course.

Tutors should create easeness for students to access appropriate reading resources. For example, by giving them links to external reading material resources and how to access them.

Students must have awareness that their learning success is not only the tutor's responsibility, but also, at most part, is the students own willingness.

Culture findings that are continuously occuring in the learning process show that teachers have new roles in an e-leraning based teaching. These roles include: (1) mastering the ICT and having the ability to handle technical problems on the technology; (2) having the ability to interact with students in written form; (3) becoming a motivator; and (3) giving written feedback to students.

IV. CONCLUSION

The learning of reading skill at Universitas Terbuka (literally *Open University*)is generally managed well in improving skill in academic reading that is comprehending English texts within academic environment.The reading skill is achieved through the use of different types of text; implementation of the reading phases, i.e. pre-reading, during-reading, and post-reading which facilitate students with interactive approach.

The successful implementation of an e-learning education is supported with the existence ofmaximum interaction between teacher and students, students and learning facilities, student and student, also the occurence of active learning pattern within the interactions. Some obstacles that hinder students in achieving their reading objective are caused by students' lack of awareness in making their function as the learning subject as much as possible. As the consequences, they have not yet been actively praticipating in online tutorial discussion and in completing tasks given by tutors.

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Social Dimension Of Slang Word In Film "Animal Kingdom"

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Abstract - *The research is aimed at finding out the social dimension of slang words which is uttered in film Animal Kingdom. The writer uses film as the main medium to analyze the construction of social dimension in slang utterance. The method of this study is descriptive content analysis. Data were collected with pursued based on unit analysis, identification, coding, and classification. The procedure of data analysis and interpretation adapted pattern made by Phillip Myring. Some problems will be analyzed in this thesis are the social factors and social dimension can influence the use of slang. In this analysis, the writer finds that slang usually used in an informal situation and in the certain social class of society. The use of slang relates with social factors that consist of the participant, setting, topic, and function meanwhile social dimension affected it in social distance scale, status scale, formality scale, and two functional scales.*

Keyword: Slang, Social Dimension, Film Animal Kingdom

I. INTRODUCTION

The film is a medium of entertainment and also education because, through the film, people can get entertainment as well as knowledge of the messages and values contained in the film. Through watching the film, people will be more open-minded and growth their imagination and expression about the life, social, economic, politics, and etc. The film which exceeds the standard of quality usually made with a high accuracy with a thorough research about the real state of what the film wants to be appointed of. Message in the form of film is visual messages or images, audio or sound message and the message that implicit or moral message. It is a part of language use for human.

A human being cannot be separated from language use in their life. Every people need language to communicate with others. That makes language can be seen as a tool to connect one people to another. In the communication process, language is needed to express the speaker's mind and feeling so the listener can understand what the speaker's means. Each has difference style in speaking or conversation.

Many factors that cause differences in the speaking style of a person at the time when communicating with each other. Differences in occupation, position, or duty of the speakers also led to the emergence of language variety. The language used by the labours, merchants, truck drivers, teachers, priests, or employer would be different. That's because the influence of their social environment and of what they do. Their language variety is mainly seen in areas of the vocabulary they use. It is in variety language like as dialect and social.

Dialect is a variety of a language that signals where a person comes from. The notion is usually interpreted geographically (regional dialect), but it also has some application in relation to a person's social background (class dialect) or occupation (occupational dialect). According to Farrkhan (2006:133), "The varieties of language that differ in some of pronunciation, words, and grammars from the others are known as a *dialect*. The dialect which is associated with regional factors is called *regional dialect*; while the one which is associated with social class status is known as *social dialect*". From the statement, it is clear that dialect is divided into two kinds, regional dialect and social dialect. The writer will focus on the issue of social dialect or sociolect.

Talk about a social condition that caused a social dialect to occur, Gumperz (1986:86) stated, " In many localities, dialectal differences are connected with social classes, educational levels, or both. More-highly educated speakers and, often, those belonging to a higher social class tend to use more features belonging to the standard language, whereas the original dialect of the region is better preserved in the speech of the lower and less-educated classes.." So, any variation in the language which is uttered by a person is inseparable from the social background, social role and situational condition that occur and affect the person's speaking style. In this case, the lower social classes tend not to use standard language and prefer to use their own regional dialect.

Social dialect or sociolect is a language variety which is associated with status, class and social class, age, education, sex, occupation, socioeconomic circumstances, etc. of the speakers. In sociolinguistics usually, this kind of variety is the most widely discussed because of its relation to the personal issues of speakers.

Humans have started to develop languages to communicate with each other since the prehistoric time. It is proved that early humans lived in groups and have been able to communicate with each other

to enable them organized their lives easier. That relates to the function of language as a tool of communication. Human use their natural communication devices that known as an organ of speech- to develop language.

There are about 5000 languages spoken in the world today (a third of them in Africa), but scholars group them together into relatively few families - probably less than twenty. All languages begin as speech, and many go on to develop writing systems. All can employ different sentence structures to convey mood. Languages variety is the subject of sociolinguistics which this branch of science has always tried to explain the characteristics of variations in language and set of the correlation between language characteristics and social characteristics. Because no one speaks the same way all the time and people constantly exploit the nuances of languages which spoken for a wide variety of purposes. A recognition of variation implies that people must recognize that a language is not just some kind of abstract object of study. It is also something that people use and often discusses in sociolinguistic fields.

Some sociolinguist has tried to describe language variety that occurs as a phenomenon of language. Wardhaugh (1986:22) said, "variety is defined in terms of a specific set of linguistic items or human speech pattern presumably, sound, words, and grammatical features which can uniquely associate with some external factors presumably a geographical area or a social group." So language variety occurs in a pattern in a particular class of society. The change of the language is focused on grammatical patterns and pronunciation which it is a result of the process, that human does by blend themselves with the surrounding circumstances.

Theory from Wardhaugh has been supported by Farkhan (2006:132) which is stated, "variety can be defined as a set of linguistic items including pronunciation, words, and grammar with similar distribution associated with geographical or social factors." From what is described by Farkhan, an explicit conclusion can be made that the language variety is a phenomenon of language that is local and occurs because it is influenced by the same cause, for example, because of geographical or social factors. And this phenomenon can be seen in a change in pronunciation, words, and sentence structure.
Of the theories above, it can be concluded that the language variety due to the continuous interaction between human and social environment, and changes occur in the pronunciation of the language that is pronounced by the language user.

Deeper analyze about language variety comes from Holmes (2001:6). that gave an explanation about this issue,

> variety is a sociolinguistics term referring to language in context. A variety is a set of linguistic forms used under specific social circumstances, i.e., with a distinctive social distribution. Variety is, therefore, a broad term which includes different accents, different linguistics styles, different dialects and even different languages which contrast to each other for social reasons.

From the explanation above, can be seen that the meaning of the language variety is extensive, every variation that occurs in the language can be called as a language variety. But the matter that makes differences between language variety with the other languages phenomenon is a language variety occurs because of the needs and social circumstances in a community that uses the same language. Language variety occurs more because of the social influences and social reasons.
Finch (2005:30) described language variety,

> a term used, most commonly in sociolinguistics and stylistics, to describe a particular form, or kind, of language. Geographical varieties of English, for example, would include regional dialects, such as Cockney and Glaswegian, whereas American English could be described as an international variety of English.

From the statement, Finch tried to explain that the language variety is one variety of language that emerges from a mother language and still have the same properties of its mother language. So the language variety does not form a new language, but just make a few changes from its mother language. Language variety can be local to international. Finch stated that the local dialects such as Glaswegian dialects or social dialects such as Cockney are included in the language variety. For the variety that goes international, Finch also took a sample of English which was until today had recently established many English variety, ranging from the most glorious like American English and Australian English to the newcomer like Singapore English.

Language has a complex structure that can be analyzed and systematically presented. Because of its vital function of language to human culture, so human starts to observe and study a language to gain more understanding about it. Linguistics is the scientific study of human language. Linguistics is the first developed as a subject in its own right in the eighteenth century. Before then, the language in the western world had been the interest largely of philosophers. But in the eighteenth century a number of scholars became interested in the relationship

between European language and those of the Orient. Today linguistics is a science that concerns itself with all aspects relating to language, examining it from all of the theoretical viewpoints.

Because of since the beginning of its appearance, language is a way people communicate each other, and to achieve a good standard in the communication process, people must use the correct variety of language according to the situation that they participate on while they are talking. So that language cannot be denied of its function that relates to social context. Language can be a representation of a social condition in a society. Some linguists started to realize the connection between the language use and the situation around the user that affects it. So they began to study this relationship.

Sociolinguistics is the descriptive study of the effect of any and all aspects of society on the way language is used, and the effects of language use on society. Sociolinguistics is a relative newcomer to the linguistic fold. It wasn't until the early 1960s, largely as a result of William Labov's work in America and Peter Trudgill's in Britain, that it developed into a recognized branch of linguistics.

Sociolinguistics is a branch of linguistics. It is the descriptive study of the effect of any and all aspects of society, including cultural norms, expectations, and context, on the way language is used, sociolinguistics in the West first appeared in the 1960s and was pioneered by linguists such as William Labov in the US and Basil Bernstein in the UK. In addition to studying the origin of languages variation that appears and is used by humans as part of the community, sociolinguistics is also studying the emergence of language variation that occurs because of human's interaction with their social environment.

As Holmes (2001:1) stated, "sociolinguistics is concerned with the relationship between language and the context in which it is used." The quote explains how the sociolinguist tries to find out how the context influences the language use. A child whose mother is a teacher who is also a lecturer for the child at the school, will speak in a different style when he was at home in the context that the teacher is the biological mother and in the school as the context is his/her mother currently serves as a teacher, not only for him but also for other students. Then the child will not use the same language style as he cuddles with her mother at home and when he interacts with his mother at the school.

Why do men speak differently in different contexts? It became one of the basic issues which are raised and explained in one of the branches of linguistics, sociolinguistics. Furthermore, about the description

of sociolinguistics, Holmes (2001:1) explained, "sociolinguists study the relationship between language and society. They are interested in explaining why we speak differently in different social contexts, and they are concerned with identifying the social functions of language and the ways it is used to convey social meaning." which means in carrying out their duties, sociolinguists tried to explain the factors that lead to the diversity of language, both on the use of vocabulary, the type and level of language used, when humans interact with each other after previously seeing and realizing its context. This means the use of the language used is associated with social relations and social conditions which are integrated with language speakers and receiver.

Farkhan (2006:131) defined, this branch of linguistics, named as sociolinguistics is the study of the effects of any and all aspects of society, including cultural norms, expectations, and contexts, on the way language is used; or it talks about how and why people use language to interact with others in their society. It also studies how varieties in differing between groups separated by certain social variables, e.g., ethnicity, religion, status, gender, level of education, etc., and how creation and adherence to this rules are used to categorize individuals in social class or socio-economic classes.

It is obvious that there is a close connection between social conditions, in this case, the social variables that affect a person's speaking style. In presenting his thought, someone who has a high social consciousness will previously think about what kind of the language style that he/she would use for people whom he/she want to communicate to. The way the people talk to strangers or to people whom just know will be different with the way the people talk with close friends or siblings. As the way the people talk to an elder is different to how the people talk to children. Similarly, there is a difference between people who are well-educated or come from higher social status with people who have no education or with a criminal or a gangster when they speak. That the issues which tried to explain by linguists.

There are several possible relationships between language and society. One is that social structure may either influence or determine the linguistic structure and/or behaviour may either influence or determine social structure as Holmes (2001:4) stated "sociolinguists are also interested in the different types of linguistic variation used to express and reflect social factors. Vocabulary or word choice is one area of linguistic variation." The quote above explains that sociolinguistics is a concern to variations that arise in the use of language to reflect social factors. As the variation is directly affected

also by the social factors. O'Grady (1996:541) defined social factors that influence social dialect or sociolects e.g: socio-economic status, gender, ethnic group, age, occupation, etc.

Social Dialect is a language variety that is due to social factors that form and affect a person while talking. It is the cause of diversity in the use of a language in a social community that eventually gave birth to certain and particular vocabularies which are also used by certain people only.

Many factors that influence a person when talking with others. In addition to social factors that affect a person's speaking style from the outside or external, there are also factors that influence the speaker of the self-related mental and feelings or called social dimension. The social dimension is a factor that affects the way a person speaks to the recipient. The social dimension is more associated with psychiatric conditions of the speaker, how the speaker sees the position or circumstances of the recipient. The more the speaker felt that the recipient exceeds the level or below the position of the speaker, it will affect the style of speaking the speaker.

For further analysis of social dimension that influences language use, Holmes (2001:9) describe four points of social dimension which is only implicit in the discussion. These are:
1) A *social distance* scale concerned with participant relationships
2) A *status* scale concerned with participant relationships
3) A *formality* scale relating to the setting or type of interaction
4) Two *functional* scales relating to the purpose or topic of interaction.

In social distance scale, the relationship between participants divided in high solidarity or intimate relationship, and low solidarity or distant relationship. Holmes (2001:9) said that the scale is useful in emphasizing that how well a person know someone is a relevant factor in linguistic choice. The more intimate the relationship of participants, the more straightforward style of speaking in them.

About the status scale, Holmes (2001:9) stated that the scale points to the relevance of relative status in some linguistic choices. Status scale explains the relationship status of participants in superior or high status and subordinate or low status. Both of these factors will also affect the linguistic choice of a speaker.

Formal scale influence the language used refers to the social setting. According to Holmes (2001:9), the formal scale is useful in assessing the influence of the social setting or type of interaction on language choice. In a formal transaction such as one with bank manager in his office, or at ritual service in the church, the language used will be different with one at the friendly chat.

Meanwhile, another theory from Holmes (2001:9), about the functional scales (that consist of referential and affective function scales) which the two identified in this scales are particularly pervasive and basic. Language can convey objective information of a referential kind (referential scale), and it also expresses how someone feeling (affective function scale). From the theory, it can be seen that the scales can be used to see the importance of a speech beneath and able to express the mental condition of a person while the person is talking. The more referentially oriented an interaction is, the less it tends to express the feeling of the speaker.

The points explained are the factors which are influence the way of the participants use the appropriate language relate to what dimension they experience while they communicate each other. It concluded that the role of social dimension that implied in language user will influence the way of their speaking style. When several age groups or social strata live within the same locality and especially when people speaking the same language live in separate communities, each of them has their own psychiatric condition so differences in speaking style are easily maintained as diversity.

The diversity of members in society is one factor that leads to the variation of language occurs. Because the society usually consists of members which have different social backgrounds such as origin, gender, age, and occupation, the language variation will emerge as they interact each other with the other person from another social background and as an adaptation process of their society. In sociolinguistics, a variation of language that occurs usually called language or speech. Dialect is one of language variety which occurred in speech society. Dialect is a variety of a language that signals where a person comes from. The notion is usually interpreted geographically (regional dialect), but it also has some application in relation to a person's social background (social dialect) or occupation (occupational dialect or register).

Slang is one of the informal language variety that emerges due to social factors that affect a group of people when they communicate. Because of slang appeared due to social background, slang can be grouped as social dialect or sociolect In the branch of sociolinguistics. This Informal language variety typically used in lower-middle-class people when they are communicating with their group. Since slang is a more specific and unusual than informal language, that caused not every member of society, even from the lower classes will abundantly know the meaning though.

Slang is unconventional words or phrases that express either something new or something old in a new way. Slang term is frequently used to describes an informal speaking style by used some vocabularies which are out of the standard language. Slang usually used in lower class society. Slang may be indecent or obscene. Its colourful metaphors are generally directed at respectability and frequently impertinent social criticism that gives slang its characteristic flavour. Slang, then, includes not just words but words used in a special way in a certain social context. The origin of the word slang itself is obscure; it first appeared in print around 1800, applied to the speech of disreputable and criminal classes in London. The term, however, was probably used much earlier. Other related types of nonstandard word usage include cant and jargon, synonyms for vague and high-sounding language. In England, the term cant still indicates the specialized speech of criminals, which, in the United States, is more often called argot.

Nowadays, slang is often applied in aspects of the language of adolescents or others who are perceived as speaking non-standard varieties of the language. Slang or colloquial language introduces many new words into the language by recombining old words into new meanings.

Kipfer (2007:9) defined slang as a tool to diverge a person as a member of a group from others. As Kipfer said, "resorts to slang as a means of attesting membership in a group or otherwise separating or distinguishing himself or herself from mainstream culture. " from the statement it can be concluded that slang is used to make a difference of member of a group from others and strengthen solidarity among the group itself.

Dealing with mental influence in using slang when they speak, Kipfer (2007:9) stated, "the act of using slang is an act of featuring and obtruding the self within the subculture – by cleverness, control, up-to-dateness, insolence, virtuosities of audacious, or satirical wit, aggression, et cetera. All this happened in the psyche." It can be seen that the use of slang can reflect a person's psychical intelligence as he/she interacts with his/her surroundings which are also means a person must be able to analyze his relationship to the recipient before he/she decided to use slang in conversation.

It can be concluded that slang is unconventional words or phrases that express either something new or something old in a new way. It is maybe indecent or obscene. Slang emerges because of the needs of a group of people or community to express their solidarity among them by differentiating themselves in the way their talking. They create or modify the vocabulary of a language and use it as an identifying mark of their group or community and the use of slang itself needs a deeper understanding of the relationship between the speaker and the recipient. The nature of slang is: informal, expressive, and limited.

The comparison with the standard language based on sociolinguistics references using an Australian film "Animal Kingdom" as the media. The writer is interested in analyzing the social dimension in use of slang in this film because there are so many slang words occur in the way of the characters express their feeling. That makes this film interesting because there is language style to analyze that implied in the movie. The setting of this movie is in Australia so it uses Australian slang in its dialogue that makes the film more interesting to be analyzed according to its language used.

"Animal Kingdom" is a 2010 Australian crime drama written and directed by David Michod. The film is loosely inspired by the real-life Pettingill family, and by the Walsh Street police shootings that occurred in Melbourne in 1988. Director David Michôd was interested in the criminal underworld in Melbourne and wrote a script titled *J* in December 2000. "Animal Kingdom," Tells the story of seventeen-year-old Joshua "J" Cody, as he navigated his survival amongst an explosive criminal family and the detective who thought he could save him. After his mother died in front of J's eyes from a self-inflicted heroin overdose, J, who was slightly detached from life, felt he had no choice but to contact his maternal grandmother, Janine "Smurf" Cody, the family matriarch, for a place to live, a Melbourne-based criminal relatives who he had not seen in years.

The writer is interested in analyzing social dimension in use of slang that occurs in this film that usually used especially in the lower class of society. From the accuracy of the vocabulary that chosen in the dialogue, the writer can see how the director of this movie, David Michod, built the characters and the social setting to be fit to the theme of the movie which draws an underworld crime situation of Australia and how the setting influence the story of the film as the style of language also.

The social setting from economic side, politic side, and the cultural side that can affect the language use also shown. The writer wants to catch how the film can affect the audience feels, and analyze how slang is being used by the speakers in this film. As a product of culture, language cannot be separated from the social condition of the language used that undoubtedly affects it. Social condition that surroundings the members of society generally influence the way how they create some codes and

characteristics of their language by adopting and combining some elements of society.

The development of language will never be separated from social influences. When interacting with one another, a human has a tendency and expertise to create or customize a language style to suit to their receptor environment and social conditions in which they interact. A child who grew up in slums or poor social background will have different styles of speaking with the other children who grew up in a wealthy social background for instance. The vocabulary that they use in everyday conversation would be different. Where the children that come from poor neighbourhoods will tend to be rugged slightly in speaking through that tendency is not occurring to all children because there are other factors that contributed to the development of the child's speaking style that is the smallest social groups and the core all at once, the family.

Based on the background above, the focus of research is to find out the social dimension and social factor of slang words in film "Animal Kingdom".

II. METHOD OF RESEARCH

The method of this study is descriptive content analysis. Data were collected with pursued based on unit analysis, identification, coding, and classification. The procedure of data analysis and interpretation adapted pattern made by Phillip Myring. The data is taken from dialogue of characters in the film. Validity techniques include serious reading, checking, and intensifying data analysis and confirmed in (confirmability) with experts or experts who are competent according to the object of study in research and peers or (triangulation of sources).

III. RESULT AND DISCUSSION

1. **Social Relation and Occupation in the Film** *Animal Kingdom*

In "Animal Kingdom", there is kinship or family relationship shown along with friendship and partnership. This kind of relationship will affect the use of slang in conversations and affect the meaning at the same time. The diagram below shows the social relationships among speech participants in film "Animal Kingdom".
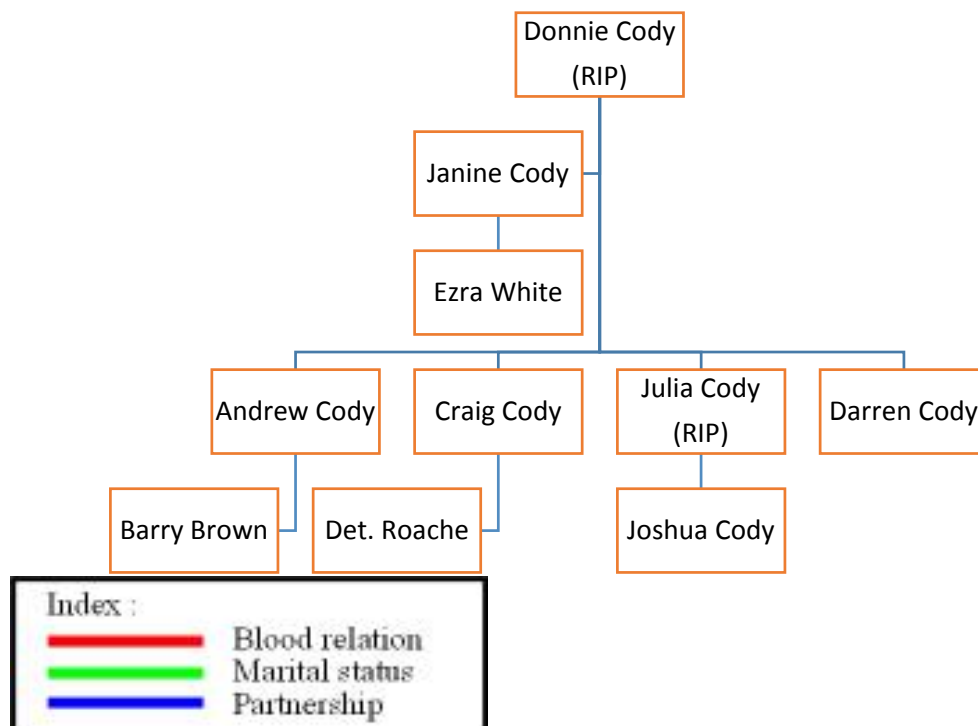

Figure 1. : Social Relation of Participants in the Film *Animal Kingdom*

The triumph of Cody is close to the underworld criminal based in Melbourne. Janine 'Smurf' Cody, though she was a mother and grandmother, she was also the matriarch of a notorious Melbourne crime family. The eldest son was an armed robber named Andrew 'Pope' Cody, and was in hiding from a group of renegade detectives called 'Armed Robbery Squad'. The middle son, Craig, was a successful but volatile drug dealer who had a mole and partner in selling drugs, Detective Roache; and the youngest son Darren followed the lead of his older brothers. The only daughter, Julia died from an overdose of heroin. She got one son named Joshua Cody. Barry 'Baz' Brown was Pope's best friend and

partner in crime and Ezra White was an attorney and a friend of the family.

2. The Social Dimension That Affects The Use of Slang

The writer classified the data based on participants, setting, topic, and function. (relate to situation) in data 1 to data 7, occupational context (relate to occupation) in data 8 – data 15, and based on similarity of the topic in data 15 – data 20 and slang words or phrase will be written in italic.

Data 1
Joshua : Hi, Uncle Darren.
Darren : Seriously, you've got to stop calling me 'uncle'. *It gives me the creeps.*
(00:06:29,774 - 00:06:34,615)

The participants are an uncle and his nephew. The social dimensions that occurred in this conversation is an intimate relationship between an uncle and his nephew as a social distance scale. Darren may not use slang if he talked with a person who has a distant relationship with him. The use of slang occurred because they feel intimacy each other. The use of slang in this conversation can be explained as follow: Darren as an uncle used slang to Joshua because he felt an intimate relationship with his nephew (social distance scale), they had the conversation at home which is informal situation (formality scale) and Darren tent to express his feeling to Joshua (affective function scale).

Data 2
Craig : Oh, Mum. *Fuck.* Seriously! What the fuck is going on? Who said you could bring that noise thing in my house?
Janine : It's yours.
Craig : It is not**.** *Bullshit.*
Janine : Yes, it is. I found it under the sink. Do you want a juice?
Craig : No.
Janine : Craig.
Craig : What?
Janine : Come here and give me a kiss.
(00:07:01,335 - 00:07:28,694)

The participants are a mother and the son. The social dimensions that occurred in this conversation is an intimate relationship between a son and his mother as a social distance scale. Craig used slang when he talked with his mother. It shows that he had a close relationship with his mother. Craig may not use slang if he talked with a person who has a distant relationship with him. The use of slang occurred because they feel intimacy each other. The social dimensions that affect the use of slang in this conversation can be explained as follow: Craig as a son used slang to Janine because he felt an intimate relationship with his mother (social distance scale),

they had the conversation at home which is informal situation (formality scale) and Craig tent to express his feeling to Janine (affective function scale).

Data 3
Craig : Did you wash your hands?
Joshua : No.
Craig : You had your hands on your *cock.* Your hands go anywhere near your *arse* or your cock, you wash them after.
Joshua : Jeez. Come on.
Craig : Bit of soap.
(00:12:58,175 - 00:13:29,095)

The participants are an uncle and his nephew. The social dimensions that occurred in this conversation is a relationship status of participants in superior and subordinate between an uncle and his nephew as a relationship status of participants. Craig may not use slang if he talked with a person whom he felt more superior than him. The use of slang occurred because Craig felt more superior than Joshua. The social dimensions that affect the use of slang in this conversation can be explained as follow: Craig as an uncle used slang to Joshua because Craig tent to show his superiority as an older man to Joshua (status scale) and they had the conversation at the restroom which is an informal situation (formality scale).

Data 4
Andrew : I think...look if you're a *gay man*, if you are, and you want to make yourself a gay drink, just go ahead and make yourself a gay drink. You know what I mean? That's what I'm talking about, mate. I just want you to tell me things. You know, it just *kills* me to see you living a lie.
Darren : Look, will you *fuck off*? Seriously.
(00:29:46,017 - 00:30:02,688)

The participants are brothers. The social dimensions that occurred in this conversation is a relationship status of participants in superior and subordinate between an older brother and his brother as a relationship status of participants. Andrew may not use slang if he talked with a person whom he felt more superior than him. The use of slang occurred because Andrew felt more superior than Joshua. The social dimensions that affect the use of slang in this conversation can be explained as follow: Andrew as older brother used slang to because he felt more superior than Darren (status scale), they had the conversation at home which is informal situation (formality scale) and Andrew wished to express his consideration to Darren (referential scale).

Data 5

Joshua : Hey, Gus, um, would you be able to give me *a lift* somewhere, please?
Gus : Mate, I've got a *shitload* of work to do here. I'm sorry, mate.
Joshua : It's just that I'm a bit late and it's down near the shops and that.
Gus : Alright, just give us a moment. You're gonna have to turn that off, buddy. (speak to his son). Yep, we're gonna go for a ride. Here, whack that on.
(01:19:34,539 - 01:20:01,659)

The participants are relatives where Gus is a stepfather of Joshua's girlfriend. The social dimensions that occurred in this conversation is a peers relationship between a boy and his girlfriend's stepfather as a social distance scale. Joshua may not use slang if he talked with a person who has a distant relationship with him. The use of slang occurred because they feel intimacy each other. The social dimensions that affect the use of slang in this conversation can be explained as follow: Gus as a friend used slang to Joshua because he felt an intimate relationship with Joshua (social distance scale), they had the conversation at the living room which is informal situation (formality scale) and they both tent to show their feeling each other (effective function scale).

Data 6
Alicia : You're still at school, Nick. You're probably gonna make a mess of it as it is. And you shouldn't be asking me this right in front of J.
Nicky : Why? 'Cause you don't want him to see what a *bitch* you are?
Gus : Hey, hey, hey, come on.
(00:23:34,576 - 00:23:52,493)

The participants are a mother and the daughter. The social dimensions that occurred in this conversation is an intimate relationship between a daughter and her mother as a social distance scale. Nicky used slang when she talked with her mother. It shows that she had a close relationship with her mother. Nicky may not use slang if she talked with a person who has a distant relationship with her. The use of slang occurred because they feel intimacy each other.The social dimensions that affect the use of slang in this conversation can be explained as follow: Nicky as a daughter used slang to insult Alicia which expresses their distant relationship (social distance scale), they had the conversation at the restroom which is informal situation (formality scale) and Nicky tent to show his feeling to her mother (affective function scale).

Data 7
Darren : Look, mate, I don't know if you want to hear this or not but.... I would think pretty hard about giving her the flick.I don't know what you have or...Haven't been telling her anything. Life will be easier if you just *cut her loose*, J. Believe me.
Joshua : (remain silent)
(01:03:08,138 - 01:03:22,418)

The participants are an uncle and the nephew. The social dimensions that occurred in this conversation is an intimate relationship between an uncle and his nephew as a social distance scale. Darren may not use slang if he talked with a person who has a distant relationship with him. The use of slang occurred because they feel intimacy each other.The social dimensions that affect the use of slang in this conversation can be explained as follow: Darren as an uncle used slang to Joshua because he felt an intimate relationship with his nephew (social distance scale), they had the conversation at home which is informal situation (formality scale) and Darren wished to convey a message to Joshua (referential scale)

Data 8
Barry : *Mate*, I don't know what you're thinking about your future and that but I'm about done with this *shit*. I need some sort of change. The stock market's working. You know that 20 grand I put in there is 60 now? See, you get a *foot in that door*, there's serious money to be made, you know?
Andrew : I don't know anything about the stock market, mate.
Barry : So what? Neither did I. Doesn't matter. You get the paper, you learn it. It doesn't matter. Our game, it's over, mate. It's getting too hard.
(00:20:34,736 - 00:21:13,369)

The participants are partners. The social dimensions that occurred in this conversation is a peers relationship between a man and his friend as a social distance scale. Barry may not use slang if he talked with a person who has a distant relationship with him. The use of slang occurred because they feel intimacy each other. The social dimensions that affect the use of slang in this conversation can be explained as follow: Barry as a partner used slang to Andrew because he felt a solidarity with Andrew (social distance scale), they had the conversation at supermarket which is informal situation (formality scale) and Barry wanted to convey information to Andrew (referential scale).

Data 9
Det. Leckie: G'day, mate.
Det. Norris: Craig Cody's gone, mate.
Det. Leckie: Oh, what do you mean?

Det. Norris: We've had to *drop* him. He found the listening device In Bendigo.
He sounded unhinged so they went in to apprehend him.
He lost the plot. Had to drop him.
Det. Leckie: Why didn't anyone call me? I would've got the veggies up there.
Det. Norris: There was no time for that, mate. He just lost the plot.
Det. Leckie : Alright, give me a sec to think.
(00:56:07,858 - 00:56:29,816)

The participants are partners. The social dimensions that occurred in this conversation is a peers relationship between a man and his partner as a social distance scale. Barry may not use slang if he talked with a person who has a superior relationship with him. The use of slang occurred because they feel equal each other. The social dimensions that affect the use of slang in this conversation can be explained as follow: Det. Norris as a partner used slang to Det. Leckie because he felt an equality with Det. Norris (social distance scale), they had the conversation by phone which is an informal situation (formality scale) and Det. Norris wanted to convey information to Det. Leckie (referential scale).

Data 10
Darren : He's a big kid. He can look after himself.
Ezra   : Can he, now?
Can he handle police? It's a totally different *kettle of fish.*
Darren : What should we do?
Ezra   : I'd start by keeping *an eagle eye* on him, that's for sure.
(01:01:42,538 - 01:01:51,778)
The participants are a lawyer and the client. The social dimensions that occurred in this conversation is a relationship status of participants in superior and subordinate between a lawyer and his client as a relationship status of participants. Ezra may not use slang if he talked with a person whom he felt more superior than him. The use of slang occurred because Ezra felt more superior than Darren. The social dimensions that affect the use of slang in this conversation can be explained as follow: Ezra as a lawyer used slang to Darren because he wanted to show his superiority (status scale), they had the conversation at home which is informal situation (formality scale) and Ezra wanted to convey a message to Darren (referential scale).

Data 13
Ezra   : You just refuse to answer any of their questions, OK?
By law, these *cunts* can't make you say anything.
You don't even have to give your name, OK?

Now, this is very important. Don't let them push you around.
You just sit there in silence, at least, you know, till I get there.
Joshua :   (remain silent)
(00:49:04,217- 00:49:33,017)

The participants are a lawyer and the client. The social dimensions that occurred in this conversation is a relationship status of participants in superior and subordinate between a lawyer and his client as a relationship status of participants. Ezra may not use slang if he talked with a person whom he felt more superior than him. The use of slang occurred because Ezra felt more superior than Joshua. The social dimensions that affect the use of slang in this conversation can be explained as follow: Ezra as a lawyer used slang to Joshua because he wanted to show his superiority (status scale), they had the conversation at home which is informal situation (formality scale) and Ezra wanted to convey a message to Joshua (referential scale).

Data 14
Janine : Ezra says don't get your hopes up about the committal.
Andrew : But he said he...there were *strings he could pull*.
Janine : They're all pulled.
(01:23:58,420 - 01:24:08,180)

The participants are a mother and the son. The social dimensions that occurred in this conversation is an intimate relationship between a son and his mother as a social distance scale. Andrew used slang when he talked with his mother. It shows that he had a close relationship with his mother. Andrew may not use slang if he talked with a person who has a distant relationship with him. The use of slang occurred because they feel intimacy each other.The social dimensions that affect the use of slang in this conversation can be explained as follow: Andrew as a son used slang to Janine because he felt an intimate relationship with his mother (social distance scale), they had the conversation at prison which is informal situation (formality scale) and Andrew tent to make sure of an information (referential scale).

Data 15
Janine : They're gonna ask him all sorts of questions about everything he's ever seen or done.
Everyone he's ever met. The whole *shemozzle.*
And you've done some bad things, sweetie. Haven't you?
I want this part to be clear. This is not about you doing me a favour or...me blackmailing you, anything like that.
It's just a bad situation for everyone.

Roache   : (remain silent)
                    (01:27:25,420 - 01:27:58,420)

The participants are a matriarch of a notorious Melbourne crime family and a fraudulent police officer. The social dimensions that occurred in this conversation is a relationship status of participants in superior and subordinate as a relationship status of participants. Janine may not use slang if she talked with a person whom he felt more superior than her. The use of slang occurred because Janine felt more superior than Roache. The social dimensions that affect the use of slang in this conversation can be explained as follow: Janine as a matriarch of a notorious Melbourne crime family used slang to Roache because he wanted to show his superiority (status scale), they had the conversation at home which is informal situation (formality scale) and Janine wanted to convey a message and blackmail Roache (referential scale).

Data 16
Roache : Has your brother heard the noises Armed Robbery Squad
            have been making?
Craig   : Yeah. He said they're out to get him so he's *fucked off* somewhere. Is this the Anderis gear?
Roache : No, that's half. The other half's still in *lockup*.
Craig   : We'll talk about it later, mate.
            My kid's in the car. I've got to go to soccer practice.
                    (00:09:22,535 - 00:09:41,575)
The participants are partners. The social dimensions that occurred in this conversation is a peers relationship between a man and his friend as a social distance scale. Craig may not use slang if he talked with a person who has a distant relationship with him. The use of slang occurred because they feel intimacy each other. The social dimensions that affect the use of slang in this conversation can be explained as follow: they used slang to express their solidarity (social distance scale), they had the conversation at the fish shop which is an informal situation (formality scale) and they were exchanging information (referential scale).

Data 17
Roache : You know what these guys are like. They're *cowboys.*
            They do whatever they want.
Craig   : What's he supposed to do?
Roache : Just tell him to pull his fucking head in, mate. The whole thing's *falling apart* over there.
            Armed Robbery's about to be disbanded and everything will just go away. Just tell him to pull his fucking head in.

Craig   : His head's in. Your head doesn't get any more in than Pope's head.
Roache :Mate, even if I *gave a shit*, you'd be telling the wrong bloke.
Craig   : Fuck!
                    (00:09:57,055 - 00:10:18,850)
The participants are partners. The social dimensions that occurred in this conversation is a peers relationship between a man and his friend as a social distance scale. Craig may not use slang if he talked with a person who has a distant relationship with him. The use of slang occurred because they feel intimacy each other. The social dimensions that affect the use of slang in this conversation can be explained as follow: they used slang to express their solidarity (social distance scale), they had the conversation at the fish shop which is an informal situation (formality scale) and they were exchanging information (referential scale).

Data 18
Craig   : Can't you *cut 'em in*? Just *give 'em a drink*.
Barry   : It's the Armed Robbery Squad, mate. They don't do business.
Craig   : Mmm.
Barry   : Roache just says pull your heads in and it'll all go away.
                    (00:14:25,535 - 00:14:37,055)
The participants are partners. The social dimensions that occurred in this conversation is a peers relationship between a man and his friend as a social distance scale. Craig may not use slang if he talked with a person who has a distant relationship with him. The use of slang occurred because they feel intimacy each other. The social dimensions that affect the use of slang in this conversation can be explained as follow: Craig used slang to express solidarity between them (social distance scale), they had the conversation at home which is an informal situation (formality scale) and Craig was asking Barry to bribe the police (referential scale).

Data 19
Barry   : Cunt *motherfuckers!* What's that, Rich? What's that?
Rich   : I don't know. What is it, mate?
Barry   : It's a *bug*! There's a fucking bug on your house.
Rich   : I don't know about it.
Barry   : How can there be a bug in your house 24 hours after I told you I'm coming, huh?
Rich   : They're probably bugging your phone, mate.
                    (00:53:36,378 - 00:53:51,218)
The participants are friends. The social dimensions that occurred in this conversation is a peers relationship between a man and his friend as a social distance scale. Craig may not use slang if he talked with a person who has a distant relationship with

him. The use of slang occurred because they feel intimacy each other.The social dimensions that affect the use of slang in this conversation can be explained as follow: Craig used slang to express solidarity between them (social distance scale), they had the conversation at home which is informal situation (formality scale) and Craig was asking Barry to bribe the police (referential scale)

Data 20
Barry: They've got *bigger fish to fry*.
                  The Armed Rob's getting *shut down*.
                  Half those guys will get shuffled over to Major Crime Squad.
                  Rest will go, you know, wherever.
                  And their *whole club* will fall to bits.
Andrew   :   (listening)
                              (00:17:07,215 - 00:17:17,776)

The participants are partners. The social dimensions that occurred in this conversation is a peers relationship between a man and his friend as a social distance scale. Barry may not use slang if he talked with a person who has a distant relationship with him. The use of slang occurred because they feel intimacy each other. The social dimensions that affect the use of slang in this conversation can be explained as follow: Barry used slang to express solidarity between them (social distance scale), they had the conversation at home which is an informal situation (formality scale) and Barry was giving information to Andrew (referential scale).

From social dimension that affects the use of slang, the writer concludes that when the speaker uses slang, it depends on the distance of relationship which occurred. There are two kinds of relationship that tend to use slang in conversation, first is the relationship of the participants that have intimacy among them. They use slang to show their solidarity and to converge between them. The second is the relationship of superior and subordinate. The participant who feels more superior tends to use slang to create a pressure on his/her recipient. The superior one will gain more respect from the recipient.

The use of slang itself will be affected by social dimension scales but the use of slang in the speech act is never affected by all the scales which is consists of three scales and two functional scales. The use of slang itself reflects the will to simplify the speech act compared if the speaker used the formal language for instance (function). Though only use in the informal situation (setting) and for a specific speaker whom already known each other well (participants and social distance scale).

IV. CONCLUSION

From social dimension that affects the use of slang, the writer concludes that when the speaker uses slang, it will affect my social dimension scales but the use of slang in the speech act is never affected by all the scales which is consists of three scales and two functional scales.

Formality scale must occur because slang is always used in the informal situation, but social distance scale with status scale always never show up together. Because when a speaker feels intimate with the receiver (social distance scale), the speaker will not feel the social distance (status scale). Otherwise, if a speaker feels more superiority to the receiver (status scale) than the intimacy between them will never occur (social distance scale). And with the two functional scales, referential scale and affected scale, if a speech act happened because of the need to exchange information whether it is important or less important (referential scale), so the speaker will less convey about his/her feeling (affected scale). But if what happened is a speech act occurs because the speaker wants to express his/her feeling (affected scale), so the referential scale will be less dominant.

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The effect Analysis of Grammar Mastery towards Writing English Skill

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Abstract - The objective of this research is to know the correlation between grammar mastery and writing English skill of student Grade X SMK Selagan Jaya Jakarta. The population is taken from SMK Selagan Jaya Jakarta. The sample of research is twenty students. The method used correlative descriptive by sampling randomly technique which is writing test. The data is taken from grammar mastery 56 as lowest score, 96 as highest score; X = 73,3 and S = 15, 46. For writing English skill the lowest score is 52, the highest 92; X= 67, 6, and S = 13, 65. The next step is to know the effect of grammar mastery towards writing English skill, the writer uses correlation product moment by finding rxy = 0, 9889 on table significant 0,05 bigger than F t_{able} shown 0, 444. This criteria's shows the correlation was high. So, this research have been succeed to reject of zero hypothesis which is said no effect between grammar mastery towards writing English skill of student grade X SMK Selagan Jaya Jakarta. This result of the result been done can be useful for English teacher to increase their competence of grammar mastery and provide an appropriate task for students.

Keyword: grammar mastery, writing English, quantitative descriptive

I. INTRDUCTION

Nowadays, English cannot be ignored due to have important role to reach something or to be priority skill to compete in this era. People should have something they have mastered to get something they looked for. It is known also English as global language which is used almost more than half people around the world as international communication. Besides that, this language is a tool to reach economy and trading purposes, the relations of the nations, social and culture, and education for brighter career. Mastery grammar is an important condition to be learnt whether personal or society of nationality in preparing any challenge would be come in future. Successful communication in situations which simulate real life is the best test of mastery of language.

The grammar mastery is an acquired by any various learning program in school such as student learn grammar through puzzle, guessing word, or role play. These activities will stimulate their competence to do observation of grammar had been studied. Reflection in the past shown that English learning still left far behind of the goal needed. One of the issues of student learning is the mastery of grammar in writing skill. This can be found of student result which is still very lack of it. The condition, off course, as reflection of student result whereas still conventional and do not focus on student competence itself, how the learning should be.

Generally teacher is an agent of learning at present time. This means the teacher must able to make learning become contextual involving student directly and actively. No matter how good the learning mainly is, if teacher do not able to create in delivery well, so the mainly will be not reached by

student anyway. It will affect the student been bored, lack of responsibility, excitement of studying. Teacher is strived to be able to design the learning become interesting, effective, innovative, and at the end it will increase student's creativity.

The success of student learning is marked by student achievement. This is all people needed of achievement in learning process even though, somehow, still not all students can reach the learning successful. The learning situation in the class, especially for vocational high student, English is become less effective during teaching learning process. It because students unable or lack of English so cannot do the English exercises given by the hands book or teacher.

Many causes can make student lack of English one of them is lack of confidence they have and afraid while make something mistake. The students have to face their afraid when the teacher begins to point them one by one whether to answer the questions or to write the answer in white board. This still existed during the processes appear in the class. If this situation is continuously, of course will be decreased student's achievement. The proses teaching and learning between teacher and student are less effective. The learning achievement had been planned fail.

Student must concern about writing skill as their one of competence in English course. They realize that through education they would have skill to be chosen and being advantage for them to reach what they dream. In addition, the school will create student with high quality and bring the knowledge to the public. The parents will decided and send their children to study due to the reputation of the school itself. The difference among ability or skill

regarding to the writing can be referred to prove or fence for the teacher and student in teaching learning in the class.

Certainly those different is not appear on education level between one people to another have different each other include in learning English. Besides writing skill, reading skill will develop the reading skill itself through reading activity as same as to train the writing activity through writing practice. Through practicing, it will help student to improve writing skill and to figure out the best strategy for themselves in creating a writing English by using good grammar. This step surely can be found the location or the place of mistake what student been wrote by using grammar.

Recently people assume between grammar and structure has similar form. People are bale to write sentence without thinking about grammar they wrote. The fact is totally different because grammar is focused on the way to write it and the other side structure more focus on form of the sentence and time of the event. The time in structure know as tenses whereas the tenses show about adverb of time recognizing when an event appears, have appear, and will appear. The grammar and structure are two units cannot be separate in making of sentence.

The grammar consists of subject, predicate, an object, and adverb of time, place, or manner. Grammar and structure are an important point for English active communicating whether orally or write. Learning writing have to think carefully and accurately while make some good English sentence. Writing is a complexity process involving high mentality such as memorizing, imagination, arrangement, applied, and problem solve. Writing skill generally is acquired by unique skill and has important role developing the knowledge, communication tools for people. It because not all people are able to improve the skill they have as a tool to inventive themselves or more than that being culture for them own selves.

It needs some examination to measure how far student mastery of grammar called skill test. This test usually applied in reviewing the materials or having test English proficiency. The difficulties of student may be found while they learnt English grammar area. This can be happened of student result why do the student. It can thus be argued that fluency English generally – a with case, whether in grammar or writing, and the ability to understand what he or she hears and reads - can be measured by learning and test which evaluate performance in language skills.

Students should recognize of grammar mastery that it can be found through the writing the made.

Writing can be inferred to add the knowledge about everything plus the grammar itself, how to set the paragraph, topic chosen, the language style, and the main idea. By these circumstances of learning grammar, it acquired motivation of learning in English to assist student easier in facing the difficulties of understanding the grammar.

The habit of writing and understanding of grammar are those rarely comprehend by Indonesian people. This means caused by several things such as no culture-style of grammar mastery, unassisted an environment around. Writing skills have some purposes include involving the structure and grammar, raising the grammar, adding of grammar, having information of something or enjoying the literature masterpiece. In learning of language many factors should teacher noticed so purpose of the grammar mastery will be reached as well. Teacher is delivering the course can use any method of learning and also an appropriate approach based on the condition in the class and the students as well. This hopes the result of student learning especially of grammar has significantly reached.

The student of SMK Selagan Jaya Jakarta is still may found of mistaken in grammar mastery while write of English. The student always do mistake in completing some task of exercise especially in writing. Grammar is always as a top of lack in making of good writing due to grammar incorrect. By the information given above, it is important to look for how to increase the student learning result toward of grammar mastery in English writing and to find any effect of grammar toward writing English skill.

II. METHOD OF RESEARCH

This paper uses quantitative research method. It means the paper shown the data by using statistically form seeking an answer of problem been researched, (Kountur 2007:105). The form of X as independent variable can be viewed as a grammar while Y as dependent and represent of writing skill. The population in SMK Selagan Jaya is 47 students. Based on Arikunto references which is the sample used consisting of 20 students chosen randomly. The source of the data is taken from the result of grammar test and writing test. The research is shown the correlation between the variable of the object research. The technique of collecting data is chosen by using 20 multiple choice of grammar tests and five numbers of essay writing test.

Research Design

X = Grammar mastery (dependent variables)
Y = Writing (independent variables)
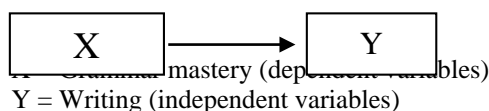
III. FINDING AND DISCUSSION
A. Data Description
1. Data of Grammar Mastery

The data of grammar mastery is given by the test of grammar-twenty multiple choices at tenth grade SMK Selagan Jaya. This test has had 96 as highest score and 56 as smallest score. Next, the mean can be counted as a follow:

a. Determine of distributing frequently

1. Determine the distance (R) begins the bigger onto the smallest: R = 96 – 40 = 40
2. Determine the length of class (K) by Struges's rule K = 1+3,3 log n
   = 1 + 3,3 (20), 1 + 3,3 log (1,30) = 5,29
   or 6
3. Determine the length of class interval (P)
   P = $\frac{40}{6}$ = 6,67 or 7

Table 1. Grammar's result Distributing of Frequency

No	Interval	Fi	fkum	Xi	Xi²	fiXi	fiXi²
1	56 – 62	7	7	59	3481	413	170569
2	63 – 69	3	10	66	4356	198	39204
3	70 – 76	2	12	73	5329	146	21316
4	77 – 83	2	14	80	6400	160	25600
5	84 – 90	2	16	87	7569	174	30276
6	91 – 97	4	20	94	8836	376	141376
	Σ	20		459	35971	1467	428341

b. Mean $= \frac{\Sigma FX}{n} = \frac{1467}{20} = 73,3$

c. Median $= b + p \left[\frac{\frac{n}{2}-F}{f}\right] = 62,5 + 7\ \frac{\frac{1}{2}20-7}{3} = 69,5$

d. Modus $= b + p\left[\frac{d1}{d1+d2}\right] = 55,5 + 7\left[\frac{7}{7+4}\right] =$

$$55,5 + 7\ (0,63) = 59,91$$

e. Standar deviation $= \sqrt{\frac{\Sigma(X-\bar{x})^2}{n}}$

$$= \sqrt{\frac{4028,8}{19}}$$
$$= \sqrt{212,04}$$
$$= 14,56$$

f. Varians $= 14,56^2 = 211,99$
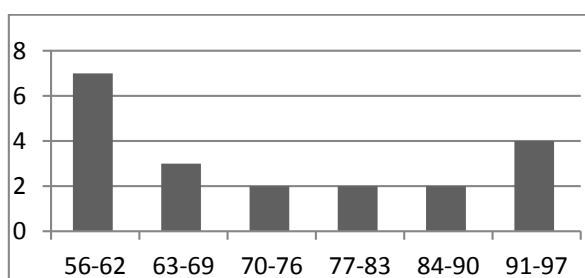
Figure 1. The Graph of Grammar Mastery

Based on the result above it said that from twenty students were found the highest score 96 and the lowest 56, from the counting result said was found an average 73,3, the median 69,5, the modus 59,91, and deviation standards 14,56. The whole data can be concluded that the data was good as a result.

2. Data of Writing Skill

The data of writing is taken from grammar test of five numbers of essay tests. The result of the test is 92 as the highest score of grammar and 52 as smallest score. It can be continued to seek Mean and the steps for the rest of scoring:

a. Determine of distributing frequently
   1. Determine the distance (R) begins the biggest into the smallest:
      R = 92 – 52 = 40
   2. Determine the length of class (K) by Struges's rule
      K = 1 + 3,3 log n
      = 1 + 3,3 log (20)
      = 1 + 3,3 log (1,30)
      = 1 + 4,29 = 5,29 or 6
   3. Determine the length of class interval (P)
      P $= \frac{r}{k} = \frac{40}{6}$ = 6,67 or 7

Table 2. Writing result of distributing frequency

No	Interval	Fi	fkum	Xi	Xi²	fiXi	fiXi²
1	52 – 58	7	7	55	3025	385	148225
2	59 – 65	5	12	62	3844	310	96100
3	66 – 72	1	13	69	4761	69	4761
4	73 – 79	2	15	76	5776	152	23104
5	80 – 86	2	17	83	6889	166	27556
6	87 – 93	3	20	90	8100	270	72900
	Σ	20		435	32395	1352	372646

b. Mean $= \frac{\Sigma FX}{n}$
$$= \frac{1352}{20}$$
$$= 67,6$$

c. Median $= b + p \left[\frac{\frac{n}{2}-F}{f}\right]$
$$= 58,5 + 7\ \frac{\frac{1}{2}20-7}{5}$$
$$= 58,5 + 7\ (0,6)$$
$$= 58,5 + (4,2)$$
$$= 62,7$$

d. Modus $= b + p \left[\frac{d1}{d1+d2}\right]$
$$= 51,5 + 7\left[\frac{7}{7+2}\right]$$
$$= 51,5 + 7\ (0,77)$$
$$= 51,5 + 5,39$$
$$= 56,89\ or\ 60$$

e. Standard deviation $= \sqrt{\frac{\Sigma(X-\bar{x})^2}{n}}$
$$= \sqrt{\frac{3539,2}{19}}$$
$$= \sqrt{186,27}$$

$$= 13{,}65$$

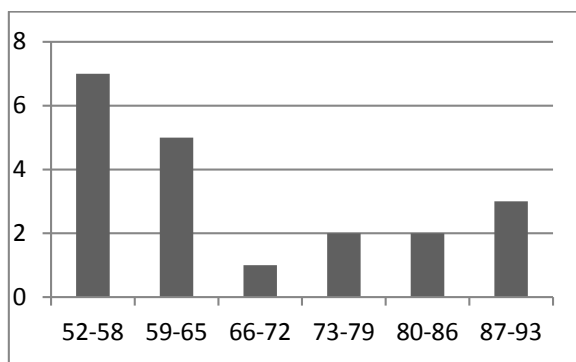f. Varians $= 13{,}65^2 = 186{,}32$

Figure 2. Graph of Writing

According to the result above it can be declared that from 20 students has 92 as the highest score and 52 as smallest score and from the resulting of calculation can be found the Mean 67,6, median 62,7, modus 60, and standard deviation 13,65. These were shown the data can be well categorized.

B. Technique of Prerequisite Data Analysis

In order to have significant and accurate data of this research, it required normality test of each variables to know whether both variable are having normal distributing. The next steps, both variables will be examined of coefficient regression and correlation. The coefficient data is a data take from grammar and writing test. This method used to know how correlation between grammar mastery and writing skill.

1. Normality Test Data

The test for normality will use to know whether the data is taken from the population normal distribution or not. The criteria of normality test are H_0 accepted if L_{count} smaller than L_{table}. This means the data of the research takes from population normal distribution. After the writer finished the calculation of normality test of grammar mastery then it was found the data shown L_{count} has 0,23 and L_{table} with $\alpha = 0{,}05$ has 0,190 and $\alpha = 0{,}01$ has 0,231. However, this can be concluded the sample was taken from normal population. Next step, it will counted of writing English test whereas found L_{count} has 0, 09 and L_{table} with $\alpha = 0{,}05$ was 0,190 and $\alpha = 0{,}01$ was 0,231. It can be concluded of writing English test that the sample was taken from normal population.

The next table shows L_{count} 0, 23 and L_{table} with $\alpha = 0{,}05$ is 0, 190, and $\alpha = 0{,}01$ is 0, 231. This can be concluded the sample' source of the population is normal distribution.

Table 3. Normality Test of Grammar

NO	Grade	Score	x-X	(x-X)^	z	F (z)	S (z)	IF (z) - S (z)I
1	14	56	-16.4	268.96	-1.13	0.156	0.30	0.14
2	14	56	-16.4	268.96	-1.13	0.156	0.30	0.14
3	14	56	-16.4	268.96	-1.13	0.156	0.30	0.14
4	14	56	-16.4	268.96	-1.13	0.156	0.30	0.14
5	15	60	-12.4	153.76	-0.85	0.156	0.30	0.14
6	15	60	-12.4	153.76	-0.85	0.156	0.30	0.14
7	15	60	-12.4	153.76	-0.85	0.221	0.45	0.23
8	16	64	-8.4	70.56	-0.58	0.221	0.45	0.23
9	16	64	-8.4	70.56	-0.58	0.221	0.45	0.23
10	17	68	-4.4	19.36	-0.30	0.298	0.50	0.20
11	18	72	-0.4	0.16	-0.03	0.476	0.55	0.07
12	18	72	-0.4	0.16	-0.03	0.571	0.65	0.08
13	19	76	3.6	12.96	0.25	0.571	0.65	0.08
14	20	80	7.6	57.76	0.52	0.813	0.75	0.06
15	21	84	11.6	134.56	0.80	0.871	0.80	0.07
16	22	88	15.6	243.36	1.07	0.871	0.80	0.07
17	23	92	19.6	384.16	1.35	0.913	1.00	0.09
18	23	92	19.6	384.16	1.35	0.913	1.00	0.09
19	24	96	23.6	556.96	1.62	0.913	1.00	0.09
20	24	96	23.6	556.96	1.62	0.913	1.00	0.09
	Total	1448		4028.8				
	Avarage	72.4						

Table 4. Normality Test of Writing

NO	Grade	Score	x-X	(x-X)^	z	F (z)	S (z)	IF (z) - S (z)I
1	13	52	-15.2	231.04	-1.04	0.149	0.15	0.00
2	13	52	-15.2	231.04	-1.04	0.149	0.15	0.00
3	13	52	-15.2	231.04	-1.04	0.149	0.15	0.00
4	14	56	-11.2	125.44	-0.77	0.209	0.30	0.09
5	14	56	-11.2	125.44	-0.77	0.209	0.30	0.09
6	14	56	-11.2	125.44	-0.77	0.209	0.30	0.09
7	14	56	-11.2	125.44	-0.77	0.284	0.45	0.17
8	15	60	-7.2	51.84	-0.49	0.284	0.45	0.17
9	15	60	-7.2	51.84	-0.49	0.284	0.45	0.17
10	16	64	-3.2	10.24	-0.22	0.371	0.50	0.13
11	16	64	-3.2	10.24	-0.22	0.464	0.55	0.09
12	16	64	-3.2	10.24	-0.22	0.552	0.65	0.10
13	17	68	0.8	0.64	0.05	0.552	0.65	0.10
14	18	72	4.8	23.04	0.33	0.802	0.80	0.00
15	19	76	8.8	77.44	0.60	0.802	0.80	0.00
16	20	80	12.8	163.84	0.88	0.802	0.80	0.00
18	22	88	20.8	432.64	1.43	0.862	0.90	0.04
19	23	92	24.8	615.04	1.70	0.908	1.00	0.09
20	23	92	24.8	615.04	1.70	0.908	1.00	0.09
	Total	1344		3539.2				
	Avarage	67.2						

The table above shows L $_{count}$ 0, 09 and L $_{table}$ with α = 0,05 is 0, 190, and α = 0,01 is 0, 231. This can be concluded the sample' source of the population is normal distribution. The next steps will do test of linearity from this sample.

2. Linearity Regression Test

Table 5. Coefficient Regression Test and Product Moment Correlation

The Respondent	X	Y	XY	X²	Y²
1	96	92	8832	9216	8464
2	96	92	8832	9216	8464
3	92	88	8096	8464	7744
4	92	84	7728	8464	7056
5	88	80	7040	7744	6400
6	84	76	6384	7056	5776
7	80	72	5760	6400	5184
8	76	68	5168	5776	4624
9	72	64	4608	5184	4624
10	72	64	4608	5184	4096
11	68	64	4352	4624	4096
12	64	60	3840	4096	3600
13	64	60	3840	4096	3600
14	60	56	3360	3600	3136
15	60	56	3360	3600	3136
16	60	56	3360	3600	3136
17	56	56	3136	3136	3136
18	56	52	2912	3136	2704
19	56	52	2912	3136	2704
20	56	52	2912	3136	2704
	1448	1344	101040	108864	93856
	∑X	∑Y	∑XY	∑X²	∑Y²

In searching of regression similarity by using $\hat{Y} = a + bx$. This formulation can be form to count coefficient regression test and correlation product moment as a follow:

$$a = \frac{1344(108864) - 1448(101040}{20(108864) - (1448)^2}$$
$$= \frac{1446313216 - 146305920}{2177280 - 2096704}$$
$$= \frac{7296}{80576}$$
$$= 0,091$$

$$b = \frac{20(101040) - 1448(1344)}{20(108864) - (1448)^2}$$
$$= \frac{2020800 - 1946112}{2177280 - 2096704}$$
$$= \frac{74688}{80576}$$
$$= 0,93$$

The X and Y of regression linearity have similarity $\hat{Y} = 0,091 + 0, 93$. An X variable or the grammar mastery and a Y variable or writing English is straight equivalent and to be positive position if an X has positive, so will produced Y positive, and having the correlation which is regressed to each other.

C. Hypothesis Test
1. The coefficient looks for a correlation product moment counting by using this following formulation:

r xy =

$$\frac{n.(\Sigma xy) - (\Sigma x).(\Sigma y)}{\sqrt{\{n.\Sigma x^2 - (\Sigma[x)^2]\}.\left\{n.\sum y^2 - \left(\sum[y)^2]\right)\right\}}}$$

$$rxy = \frac{20(101040) - 1448(1344)}{\sqrt{\{20.108864 - (1448)^2\}\{20.93856 - (1344)^2\}}}$$
$$= \frac{2020800 - 1946112}{\sqrt{\{2177280 - 2096704\}\{1877120 - 1806336\}}}$$
$$= \frac{74688}{\sqrt{80576.70784}} = \frac{74688}{\sqrt{5703491584}}$$
$$= \frac{74688}{75521,46} = 0,9889$$

2. The significant Count
$$t_{hitung} = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}} = \frac{0,9889\sqrt{20-2}}{\sqrt{1-0,9889^2}} = \frac{0,9889\sqrt{18}}{\sqrt{1-0,977}}$$
$$= \frac{0,9889\sqrt{18}}{\sqrt{0,023}} = \frac{4,196}{\sqrt{0,023}} = 27, 66$$

3. Coefficient Determination
CD = r^2 x 100 % = $0,9889^2$ x 100 % = 97,8 %

It can be concluded that grammar mastery gives significant contribution of 97, 8 % to the writing skills.

D. Testing of Hypothesis
This research is trying to find out he effect of grammar toward writing skill of tenth grade student of SMK Selagan Jaya Jakarta. Based on the analysis above been done, it can be interpreted that there is an effect of grammar toward writing skill with the score 0,9889. This point is higher enough so can be concluded it is having highest effect, plus the contribution additional of grammar variable is 97, 8%.
The grammar mastery is one of important thing of language skills to assist student able to understand English during teaching learning processes in the class. If the student is lacked of grammar so they cannot do write well of English writing.
The point of this analysis can be taken if the score of grammar test whether high or low on the progress must be have the correlation or effected by whether high or low of the writing test result.

E.   The Result Interpretations

The confession correlation through analysis result shows the data of 0,9889 which is mean above the table grade. The table grade on the standard significant 5% is 0, 444. This condition concludes the zero hypothesis of the research is acceptable.

There are some statements to indicate whether having the effect between grammar mastery variable with writing skills of student grade X SMK Salagan Jakarta.

1.   There are significant different of student ability in accomplishing an assignment. The student who has highest score of grammar mastery is similarity having highest score of writing skill. Moreover, the student who has lowest score of grammar mastery will having lower score also to writing skill. This means grammar mastery have effect to writing skill.

2.   Meanwhile, the student who has highest score of grammar mastery having also better skill rather than student who has lowest score. This shows the grammar's role help student to increase their ability in writing of English.

IV.   CONCLUSION

This research expresses of empiric data of grammar mastery and writing skill of student grade X of SMK Selagan Jaya Jakarta. From the result by using correlation product moment can be concluded that there are effect between grammar mastery to writing skill. The conclusion as a follow:

1.   The grammar mastery (X) have lowest score 56, highest 96, average score 73,3, modus 59,91, median 68,5, and standard deviation 14, 56. It can be referred that the standard of assessment or the scale can be categorized as sufficient scale.

2.   Writing skill (Y) have found the highest score 92, lowest 52, average score 67, 6, modus 60, median 62, 7, and standard deviation 13, 65. It can be referred that the standard assessment can be categorized as sufficient scale.

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PROFILE

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Terjemahan Aspek Budaya Dalam *Subtitle* Film *Date Night*

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Abstract – *The purpose of this study was to obtain a comprehensive picture of the cultural aspects in the movie Date Night subtitle translation. Translation is traced in terms of culture and translation. This study is a qualitative study using content analysis techniques. Object of this research is the translation subtitles on the movie Date Night, Shawn Levy's film which is in English and translated into Indonesian in the form of subtitling. The film highlights the social and cultural life in America, ranging from divorce, crime to political themes; it would not be surprised if this film had won several awards in 2010 and 2011. There are five aspects of the approach used in the research culture, including the ecological aspects, aspects of material culture, social cultural aspects, organizational aspects, customs, activities, concepts, beliefs and aspects of the habits and body language. Subtitle translation that has mixed with the cultural aspects of translation approaches and methods of translation strategies. The findings of this study as follows, aspects of culture found in the subtitle translation tends to refer to the translation of communicative strategies and make the target language as a direction for conveying information to readers. The key is the translator skills to establish an effective and concise language of the subtitle display.*

Key words: cultural aspects, subtitle translation, translation, film,

I. PENDAHULUAN

Penerjemahan sangat penting demi proses tukar-menukar informasi dan hasil penemuan. Tanpa penerjemahan, para calon ilmuwan ataupun para ilmuwan mungkin akan ketinggalan, tidak dapat mengikuti perkembangan ilmu pengetahuan, apalagi kalau mereka kurang mampu membaca teks berbahasa asing. Itulah sebabnya, penerjemahan tidak hanya perlu dikerjakan oleh negara berkembang, bahkan negara maju pun tetap giat menerjemahkan buku. Dick Hartoko dalam Widyamartaya (1989:9) berkata, "Kebutuhan menerjemahkan buku bukanlah tanda keterbelakangan. Justru sebaliknya, tanda keterbukaan, tanda kegiatan hendak ikut serta dalam tukar-menukar informasi."

Penjelasan singkat mengenai definisi penerjemahan di atas menyimpulkan suatu konsep dasar bahwa penerjemahan harus memiliki hubungan kesepadanan antara dua teks sumber dan sasaran. Oleh karena itu, tugas utama seorang penerjemah adalah memperoleh kesepadanan ungkapan dari Bsu di dalam Bsa.

Dari sekian banyak tipe terjemahan yang berupa tulisan, baru-baru ini juga dikenal metode penerjemahan yang berupa terjemahan audiovisual, dalam hal ini terjemahan dipadukan tidak hanya dengan konjungsi tetapi juga dengan gambar di layar (bioskop, televisi, DVD atau permainan dalam komputer). (Hatim dan Munday, 2004:4). Salah satu bentuk terjemahan audiovisual yang populer saat ini adalah terjemahan *subtitle*.

Terjemahan *subtitle* sangat perlu dikembangkan mutunya karena *subtitle* memiliki peran dalam perkembangan film-film asing yang merambah perfilman nasional saat ini. Film *Date Night* salah satunya, sebagai sumber data penelitian ini, *Date Night* merupakan sebuah judul film yang memiliki kualitas cerita dan *subtitling* yang baik karena sudah diedarkan secara luas di Indonesia. Film ini bercerita tentang drama kehidupan sepasang suami istri yang hidup di pinggiran kota New York, keduanya merupakan pekerja keras namun mereka tetap memiliki *quality time* untuk keharmonisan rumah tangga mereka. Budaya barat sangat terasa dari awal sampai akhir film ini. *Date Night* adalah sebuah film karya Shawn Levy yang memakai bahasa Inggris dan diterjemahkan ke bahasa Indonesia dalam bentuk *subtitling*. Film ini menyoroti kehidupan sosial dan budaya di Amerika, mulai dari kasus perceraian, kriminalitas hingga tema politik, maka tak heran jika film ini sempat memenangkan beberapa penghargaan di tahun 2010 dan 2011.

Dalam hal ini penulis ingin memfokuskan diri ke dalam terjemahan *subtitle*. Terjemahan *subtitle* termasuk ke dalam salah satu prosedur penerjemahan yang dinamakan sebagai kesetaraan budaya (*cultural equivalent*) (Newmark, 1991:3). Budaya melibatkan nilai-nilai kehidupan dan pergaulan serta apa yang diyakini dari sebuah masyarakat. Atau dengan kata lain, budaya adalah gaya hidup manusia biasa yang menyangkut nilai-nilai, keyakinan, dan prasangka yang dimiliki bersama oleh sebuah masyarakat dalam wadah kebahasaan dan kelompok sosial tertentu yang membedakannya dengan kelompok yang lain. Nilai-nilai dan keyakinan serta prasangka budaya itu tentu saja akan terealisasikan dalam bahasa yang bersangkutan. Dengan demikian, menerjemahkan,

disadari atau tidak, tidak akan bisa lepas dari tindakan mentransfer budaya.

Berdasarkan latar belakang yang telah dijelaskan di atas, penelitian ini difokuskan pada Penerjemahan aspek budaya dalam *subtitle* film *Date Night* dari bahasa Inggris ke dalam bahasa Indonesia. Subfokus penelitian ini adalah bentuk-bentuk aspek budaya yang dipergunakan dalam terjemahan *subtitle,* bentuk-bentuk kesepadanan, strategi-strategi penerjemahan dan penyimpangan-penyimpangan yang ditemukan dalam terjemahan *subtitle* yang mempengaruhi tingkat kejelasan dari bahasa sumber terhadap bahasa sasaran dalam film *Date Night*.

1.1. Hakikat Penerjemahan

Penerjemahan selama ini didefinisikan melalui berbagai cara dengan latar belakang teori dan pendekatan yang berbeda. Penerjemahan adalah upaya mengalihkan pesan dari satu bahasa ke bahasa lain. Oleh karena itu, kita tidak dapat melihat penerjemahan sebagai sekedar upaya menggantikan teks dalam satu bahasa ke bahasa lain. (Sayogie, 2008:7). Beda bahasa, maka beda pula makna dan struktur penulisannya. Perlu adanya ketelitian dalam setiap proses penerjemahan agar didapatkan makna yang tepat dan akurat. Karena proses yang pelik itulah maka para ahli pun memiliki pendapatnya sendiri-sendiri tentang penerjemahan. Nida dan Taber (1982:12) mengemukakan bahwa *"Translation consists in reproducing in the receptor language the closest natural equivalent of the source language message, first in terms of meaning and secondly in terms of style."* Atau dengan kata lain penerjemahan itu mencakup pada upaya mereproduksi makna (prioritas utama) dan gaya bahasa yang secara alamiah paling sepadan dengan yang terdapat dalam Bsu ke dalam Bsa.

Menurut Newmark (1988:5), penerjemahan adalah pengalihan makna suatu teks ke dalam bahasa lain sesuai dengan apa yang dimaksud oleh pengarang. *"Translation is rendering the meaning of a text into another language in the way that the author intended the text."*

Kedua pendapat di atas memiliki kesamaan dalam hal mereproduksi makna yang sepadan dalam penerjemahan. Namun, pendapat Newmark lebih menitikberatkan terjemahan pada maksud si pengarang dibandingkan dengan pendapat Nida dan Taber yang lebih fleksibel yaitu hanya melihatnya dari kesepadanan alamiah antara Bsu dan Bsa.

Tetapi, pernyataan Newmark (1981 :7) sebelumnya itu ternyata juga Ia sempurnakan kembali di dalam bukunya yang lain, bahwa penerjemahan adalah suatu proses pengalihan pesan yang terdapat dalam teks bahasa sumber dengan padanannya di dalam bahasa sasaran. *"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." Sama halnya dengan apa yang diungkapkan Catford (1965:20) yang juga mendefinisikan penerjemahan sebagai penggantian teks dalam satu bahasa (bahasa sumber) dengan teks yang ekivalen dalam bahasa lain (bahasa sasaran). *"Translation is the replacement of textual material in one language (Source Language) by equivalent textual material in another language (Target Language),"*

Keempat pendapat ahli di atas nampaknya hanyalah menjelaskan penerjemahan dalam bentuk umum saja, berbeda dengan apa yang dipaparkan Larson (1989:3) bahwa penerjemahan itu berarti mempelajari leksikon, struktur gramatikal, situasi komunikasi, dan konteks budaya dari teks bahasa sumber, lalu menurutnya, menganalisis teks bahasa sumber itu bertujuan untuk menemukan makna dan mengungkapkannya kembali ke makna yang sama dengan leksikon dan struktur gramatikal yang sesuai dalam bahasa sasaran dan konteks budaya. Penjelasannya sangatlah detil dan menegaskan bahwa segala macam aspek kebahasaan juga turut serta dilihat ketika proses penerjemahan itu terjadi.

Berdasarkan definisi-definisi para ahli di atas dapat disimpulkan bahwa (1) penerjemahan melibatkan dua bahasa, yaitu bahasa sumber *(source language)* dan bahasa sasaran *(target language)*, (2) penerjemahan adalah upaya mengalihkan teks bahasa sumber dengan teks yang sepadan dalam bahasa sasaran, dan (3) yang diterjemahkan adalah makna sebagaimana yang dinyatakan oleh pengarang.

1. Strategi Penerjemahan

Strategi penerjemahan berkaitan dengan tataran lebih kecil dari suatu teks yaitu kalimat, klausa, frase, dan kata; sedangkan metode penerjemahan berkenaan dengan keseluruhan teks sebagai wacana yang utuh. (Newmark, 1988:81).

Strategi penerjemahan yang dikemukakan oleh Newmark menyerupai proses penerjemahan dalam metode penerjemahan *literal* (harfiah), yang dilakukan pada tataran klausa atau kalimat, di antaranya adalah hal-hal berikut:

a. *Transposition* (transposisi) yaitu mengubah struktur kalimat agar dapat memperoleh terjemahan yang benar. Pengubahan ini dilakukan jika terdapat perbedaan antara struktur bahasa sumber dan bahasa sasaran yang wajar. Pengubahan ini bisa bermacam-macam, bisa pengubahan bentuk tunggal ke bentuk jamak, posisi kata sifat, sampai pengubahan struktur kalimat secara keseluruhan. (Newmark, 1988:85). Transposisi bisa dipandang sebagai suatu keharusan atau sebagai pilihan. Transposisi bisa menjadi keharusan, apabila tanpa strategi ini makna bahasa sumber tidak tersampaikan. Transposisi menjadi pilihan apabila transposisi dilakukan karena alasan gaya bahasa saja.

Artinya, tanpa transposisi pun makna bahasa sumber bisa diterima oleh pembaca teks bahasa sasaran.

Contoh: *trade secrets and confidential* → rahasia dagang (Hoed, 2006:12).

b. *Modulation* (modulasi) yaitu memberikan padanan yang secara semantik berbeda artinya atau cakupan maknanya, tetapi dalam konteks yang bersangkutan memberikan pesan yang sama.

Contoh: BSu: *The laws of Germany govern this agreement.*

BSa: Perjanjian ini diatur oleh hukum Jerman. (Hoed, 2006:12)

c. *Descriptive equivalent* (penerjemahan deskriptif), yaitu membuat uraian yang berisi makna kata yang bersangkutan, karena tidak menemukan padanan kata bahasa sumber, baik karena tidak tahu maupun karena tidak ada atau belum ada dalam bahasa sasaran. Contoh: *Licensed software* → perangkat lunak yang dilisensikan (Hoed, 2006:13).

d. *Cultural equivalent* (padanan budaya), yaitu menerjemahkan dengan memberikan padanan berupa unsur kebudayaan yang ada dalam bahasa sasaran. Yang harus diperhatikan di sini adalah kata khas suatu bahasa itu artinya juga khas budaya bahasa tersebut. Oleh karena suatu budaya tidak pernah sama, maka kemungkinan besar strategi ini tidak bisa menjaga ketepatan makna. Walaupun begitu untuk teks yang bersifat umum, pengumuman atau propaganda, strategi ini bisa digunakan karena pembaca teks bahasa sasaran tidak begitu peduli akan budaya bahasa sumber. (Newmark, 1988:82-83). Contoh: *"A" level exam* → ujian SPMB (Hoed, 2006: 14).

e. *Transference* (pemindahan kata) merupakan salah satu prosedur penerjemahan yang memindahkan kata dari bahasa sumber ke dalam bahasa sasaran. (Newmark, 1988:81). Ini berarti bahwa tidak semua bagian dari kalimat bahasa sumber diterjemahkan ke dalam bahasa sasaran. Kata atau frasa yang tidak diterjemahkan itu dapat berupa aspek budaya pada bahasa sumber yang sulit dicari padanan katanya dalam bahasa sasaran, atau dikarenakan penerjemah ingin mempertahankan gaya bahasa dari karya asli pada bahasa sasaran.

Contoh: mall → mall

f. *Naturalization* yaitu membuat kata baru yang diambil dari bahasa sumber untuk disesuaikan dengan bunyi dan ejaan bahasa sasaran. (Newmark, 1988:82)

Contoh: *escalator* → eskalator

g. *Adaptation* (adaptasi) digunakan untuk mencari padanan kultural antara dua situasi tertentu. Beberapa ungkapan kultural yang konsepnya tidak sama dengan bahasa sumber dan bahasa sasaran memerlukan adaptasi. Hal ini dilakukan untuk mempermudah pembaca bahasa sasaran dalam memahami teks.

Contoh : *Dear Sir* → Yang Terhormat

h. *Addition* (penambahan kata) digunakan sebagai penjelasan lebih lanjut untuk kata yang berhubungan dengan aspek budaya bahasa sumber yang tidak dapat diterjemahkan begitu saja ke dalam bahasa sasaran. Dalam hal ini, penerjemah menambahkan penjelasan yang dirasa perlu pada terjemahannya untuk mempermudah pembaca memahami isi teks. Informasi tambahan ini dapat diletakkan langsung pada teks, pada catatan kaki (*footnote*), atau pada bagian akhir teks (*glossary*).

1.2 Klasifikasi Aspek Budaya dalam Penerjemahan

Menyadari pentingnya pemahaman lintas budaya dalam penerjemahan, berbagai ahli bidang penerjemahan telah berupaya meneliti perbedaan-perbedaan kultural diantara berbagai bahasa. Hasil-hasil penelitian itu sangat membantu pengembangan prosedur-prosedur penerjemahan dalam rangka mengatasi kesulitan-kesulitan yang timbul akibat perbedaan-perbedaan budaya. Salah satu konsep yang dilandaskan pada hasil-hasil penelitian tersebut adalah konsep '*cultural words*' yang diajukan Newmark. Konsep ini mengungkapkan bahwa dalam sebuah teks seluruh aspek budaya diungkapkan dalam '*cultural words*' tersebut. Aspek-aspek tersebut dapat diterjemahkan dalam berbagai cara sesuai dengan perannya dalam teks dan tujuan penerjemahan. Untuk mempermudah pemahaman, aspek-aspek tersebut dibagi ke dalam kategori dan sub-kategori seperti terlihat pada Tabel 1.

Tabel 1: Lima Kategori Aspek Budaya Menurut Newmark (1988:95-102)

No	Kategori	Sub-Kategori / Elemen
1.	Ekologi	flora, fauna, gunung, angin, daratan, dll.
2.	Kebudayaan Material	makanan, pakaian, rumah, kota, sarana transportasi
3.	Kebudayaan Sosial	pekerjaan, liburan
4.	Organisasi, adat-istiadat, Aktivitas, Konsep-konsep, kepercayaan	Sistem pemerintahan, politik, nilai-nilai artistik, acara-acara keagamaan.
5.	Kebiasaan dan bahasa tubuh	Gerak-gerik tubuh, kebiasaan

1. Proses *subtitling*

Subtitling adalah proses transfer informasi dari bahasa sumber (SL) ke bahasa target (TL) dan rekonstruksi informasi dalam TL. Ketika struktur SL

dan TL memiliki pola kalimat yang sama, atau bahasa sumber yang pendek, dengan jeda sering, *subtitling* bisa sehalus mungkin menginterpretasikannya berturut-turut. Perbedaannya adalah bahwa output dalam *subtitling* ditulis sedangkan dalam penafsiran berturut-turut secara lisan.
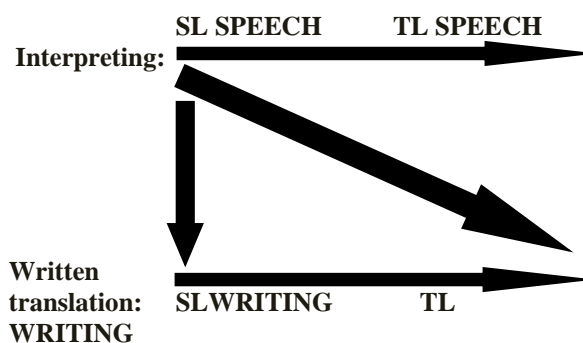
Gambar 1. Penerjemahan Subtitle

Namun, ketika perbedaan dalam struktur antara dua bahasa muncul, *subtitler* harus mundur dan merevisi terus-menerus. Selama proses *subtitling*, berdasarkan gambar-gambar di layar, soundtrack dari karakter, ucapan para karakter, transkripsi, atau informasi lainnya dalam bahasa sumber, mental *subtitler* dipatahkan dari sumber bahasa ke dalam unit-unit pemikiran, mentransfer mereka satu per satu ke dalam bahasa target sesederhana mungkin dan sesuai dengan ekspresi sehari-hari yang tepat dalam hal penggunaan dan gaya, dan menggunakan TL sebagai alokasi, frasa, dan idiom. Setelah itu, *subtitler* yang merevisi target bahasa dan mencoba untuk memastikan bahwa *subtitle* itu sesuai dengan struktur sintaksis, dan ekspresi yang sederhana, lancar, akrab dengan situasi sehari-hari, dan *up-to-date*, tanpa meninggalkan jejak terjemahan. Akhirnya, *subtitler* mengikuti aspek-aspek lain dari norma-norma linguistik. Bagian-bagian dari seluruh proses kadang-kadang berjalan bersamaan, dengan frekuensi *backtracking*. Seorang *subtitler* berpengalaman dapat mengurasi resiko menerjemahkan dengan revisi dan *backtracking*. (Chen, 2004:122).

II. METODOLOGI PENELITIAN

Penelitian ini menggunakan metode analisis isi yang bersifat deskriptif untuk mendapatkan pendalaman empat hal utama: *pertama* bentuk-bentuk aspek budaya yang dipergunakan dalam terjemahan *subtitle* dari bahasa Inggris ke dalam bahasa Indonesia dalam film *Date Night*, *kedua* bentuk-bentuk kesepadanan budaya yang dipergunakan dalam terjemahan *subtitle* dari bahasa Inggris ke dalam bahasa Indonesia dalam film *Date Night*, *ketiga* memahami strategi-strategi penerjemahan

yang dipergunakan untuk menerjemahkan *subtitle* film *Date Night* dari bahasa Inggris ke dalam bahasa Indonesia, dan *keempat* mengetahui penyimpangan-penyimpangan di dalam terjemahan *subtitle* yang mempengaruhi tingkat kejelasan dari bahasa sumber terhadap bahasa sasaran dalam film *Date Night*. Dengan menggunakan pendekatan kualitatif dan metode analisis isi, penelitian ini diharapkan mampu memaparkan unsur kesepadanan budaya dari teks terjemahan *subtitle* dari bahasa Inggris ke dalam bahasa Indonesia. Setiap analisis yang dilakukan, diobservasi melalui data dan studi kepustakaan sehingga metode deskriptif yang dilakukan melalui kajian teks dapat terfokus pada tujuan penelitian.

IV. HASIL DAN PEMBAHASAN

A. Pembahasan tentang jenis aspek budaya yang ditemukan dalam film Date Night dan prosedur penerjemahan yang digunakan

Berdasarkan data yang diperoleh, terlihat bahwa aspek kata budaya yang banyak digunakan oleh penerjemah dalam menerjemahkan *subtitle* bahasa Inggris ke dalam bahasa Indonesia adalah prosedur penerjemahan adaptasi, naturalisasi, tansference atau pemindahan kata dan padanan budaya. Berikut adalah contoh pembahasan *subtitle* dan prosedur penerjemahannya.

a. **Aspek budaya yang diterjemahkan menggunakan prosedur penerjemahan adaptasi.**

TSu : - I love you!
TSa : -   Aku sayang Ibu!

Pembahasan : Terjemahan di atas merupakan salah satu bentuk ungkapan yang diucapkan oleh Charlotte saat ia membangunkan Ibunya Claire Foster di pagi hari. Setelah ia membangunkan Ibunya, Ia lalu mengatakan "I love you!" kalimat tersebut merupakan ungkapan yang ditujukan untuk Ibunya. Penerjemah menangkap pesan tersebut sebagai ungkapan kasih sayang seorang anak kepada Ibunya dengan terjemahan "Aku sayang Ibu!". Arti *Love* dalam kamus adalah cinta, asmara, kecintaan, kasih dan kasih sayang. Melihat makna tersebut maka ungkapan "Aku sayang Ibu!" dalam terjemahan *subtitle* di atas merupakan wujud aspek budaya yang mengarah pada konsep-konsep kekerabatan. Hal ini sangat perlu digunakan dalam penerjemahan agar terjemahan yang dihasilkan dapat menyalurkan pemahaman lintas budaya dalam bahasa yang berbeda.

Strategi penerjemahan *subtitle* yang diterapkan adalah adaptasi. Strategi tersebut terlihat dalam bahasa sasaran bahwa kata "You" diterjemahkan menjadi kata "Ibu". Hal ini menunjukkan bahwa terdapat ungkapan kultural yang konsepnya tidak sama dengan

bahasa sumber. Oleh karena itu, bahasa sasaran memerlukan adaptasi akan hal itu. Pada budaya barat mereka tidak mengenal adanya sistem kekerabatan yang erat serupa budaya Indonesia. Prosedur penerjemahan ini juga digunakan untuk menerjemahkan 37 data lain yang termasuk ke dalam kelompok ini.

b. **Aspek budaya yang diterjemahkan menggunakan prosedur penerjemahan naturalisasi.**
   TSu : give them a bath and get them into their pajamas,
   TSa : ...memandikan mereka dan memakaikan piyama...

   Pembahasan : Ungkapan di atas diucapkan oleh Claire Foster yang sedang menjelaskan kegiatannya sepanjang hari kepada suaminya Phil Foster. Calire setiap hari melakukan kegiatan layaknya ibu rumah tangga lainnya dengan mengungkapkan "give them a bath and get them into their pajamas," Penerjemah menerjemahkan pesan tersebut dengan terjemahan "...memandikan mereka dan memakaikan piyama..." dalam terjemahan *subtitle* di atas merupakan wujud aspek budaya yang mengacu pada budaya material.

   Strategi penerjemahan *subtitle* yang diterapkan adalah naturalisasi. Strategi tersebut terlihat dalam bahasa sasaran bahwa kata "pajamas" diterjemahkan menjadi kata "piyama...". Strategi tersebut dilakukan dengan padanan kultural yang terdapat dalam bahasa sasaran. Prosedur penerjemahan ini juga digunakan untuk menerjemahkan 3 data lain yang termasuk ke dalam kelompok ini.

c. **Aspek budaya yang diterjemahkan menggunakan prosedur penerjemahan transference atau pemindahan kata**
   TSu : drinking a Diet Sprite, by myself.
   TSa : Meminum Diet Sprite sendiri.

   Pembahasan : Terjemahan di atas merupakan bentuk pernyataan yang diucapkan oleh Claire Foster kepada suaminya saat ia menjelaskan impiannya jika sedang sendiri di kamar hotel dengan meminum minuman favoritnya dengan mengatakan "drinking a Diet Sprite, by myself.". Penerjemah menerjemahkan pesan tersebut dengan terjemahan "Meminum Diet Sprite sendiri.". Melihat pernyataan "Meminum Diet Sprite sendiri." dalam terjemahan *subtitle* di atas merupakan wujud aspek budaya yang cukup menjelaskan bahwa "Diet Sprite" adalah nama sebuah minuman soda yang populer di Amerika serikat sebagai wujud kata budaya material.

Strategi penerjemahan *subtitle* yang diterapkan adalah transference (pemindahan kata. Strategi tersebut terlihat dalam bahasa sasaran bahwa kata "Diet Sprite" diterjemahkan tetap menjadi kata "Diet Sprite". Strategi tersebut adalah pemindahan kata dari bahasa sumber ke dalam bahasa sasaran, hal ini berarti bahwa tidak semua bagian dari kalimat bahasa sumber bisa diterjemahkan ke dalam bahasa sasaran. Karena kata atau frasa yang tidak diterjemahkan itu merupakan aspek budaya pada bahasa sumber yang sulit dicari padanan katanya dalam bahasa sasaran dan di satu sisi penerjemah juga ingin mempertahankan unsur budaya dari bahasa sumber pada bahasa sasaran.

Hal ini menunjukkan bahwa terdapat ungkapan yang konsepnya tidak sama dengan bahasa sumber. Oleh karena itu, bahasa sasaran memerlukan strategi Transference (pemindahan kata) akan hal itu. Prosedur penerjemahan ini juga digunakan untuk menerjemahkan 10 data lain yang termasuk ke dalam kelompok ini.

d. **Aspek budaya yang diterjemahkan menggunakan prosedur penerjemahan padanan budaya.**
   TSu : Claire, they have our IDs.
   TSa : Claire, mereka memiliki KTP kita.

   Pembahasan : Terjemahan di atas merupakan ungkapan yang diucapkan oleh Phil Foster kepada istrinya Claire Foster yang bergegas ingin pulang, namun Phil berhasil meredakan emosi Claire tersebut dengan menjelaskan bahwa mereka tak akan bisa bebas dari polisi preman yang sedang mengejar mereka, sebab polisi gadungan tersebut telah memiliki kartu identitas mereka, dan Phil membujuk Claire agar ia tidak bersikeras lagi untuk pulang, dengan mengatakan "Claire, they have our IDs. They know where we live." Penerjemah menerjemahkan pesan tersebut dengan terjemahan "Claire, mereka memiliki KTP kita. Mereka tahu di mana kita tinggal". Melihat ungkapan "mereka memiliki KTP kita" Dalam terjemahan *subtitle* di atas merupakan wujud kata budaya material.

Karena kalimat "they have our IDs" pada bahasa sasaran memiliki perbedaan makna, maka inisiatif penerjemah untuk menyesuaikannya dengan konteks "mereka memiliki KTP kita" dirasa sangatlah tepat untuk menerjemahkan ungkapan tersebut.

Strategi penerjemahan *subtitle* yang diterapkan adalah padanan budaya. Strategi tersebut terlihat dalam bahasa sasaran bahwa ungkapan "they have our IDs" diterjemahkan menjadi "mereka memiliki KTP kita". Strategi tersebut memberikan padanan berupa unsur

kebudayaan yang ada dalam bahasa sasaran. Dalam hal identitas pada bahasa sasaran lebih akrab menggunakan istilah "KTP (Kartu Tanda Penduduk)" dibandingkan "ID (Identity/Identitas)". Hal ini menunjukkan kekhasan suatu bahasa. Karena suatu budaya tidak pernah sama, maka kemungkinan besar strategi ini tidak bisa menjaga ketepatan makna. Walaupun begitu untuk teks yang bersifat umum, pengumuman atau propaganda, strategi ini bisa digunakan karena pembaca teks bahasa sasaran tidak begitu peduli akan budaya bahasa sumber. Hal ini menunjukkan bahwa terdapat ungkapan yang konsepnya tidak sama dengan bahasa sumber. Oleh karena itu, bahasa sasaran memerlukan strategi padanan budaya akan hal itu. Prosedur penerjemahan ini juga digunakan untuk menerjemahkan 16 data lain yang termasuk ke dalam kelompok ini.

B. Pembahasan Strategi Penerjemahan Dalam *Subtitle Date Night*

Berdasarkan data yang diperoleh, terlihat bahwa prosedur penerjemahan yang paling banyak digunakan oleh penerjemah dalam menerjemahkan *subtitle* bahasa Inggris ke dalam bahasa Indonesia adalah prosedur penerjemahan yaitu 214 strategi modulasi, 68 reduksi atau pengurangan dan 23 amplifikasi atau penambahan. Berikut adalah contoh pembahasan *subtitle* dan prosedur penerjemahannya.

a. *Subtitle* yang diterjemahkan menggunakan prosedur penerjemahan reduksi atau pengurangan.
TSu : Best fucking decision I ever made.
TSa : Keputusan terbaik yang pernah aku buat.

Pembahasan : Terjemahan di atas merupakan salah satu bentuk pernyataan yang diucapkan oleh Haley salah satu teman dari Claire Foster yang sedang bercerita mengenai kondisi rumah tangganya. Haley menceritakan betapa hancurnya rumah tangganya karena tidak pernah adanya kebahagiaan hingga Ia pun berkata perceraian adalah keputusan yang terbaik dengan ungkapan "Best fucking decision I ever made" Melihat pernyataan itu penerjemah pun menerjemahkan pernyataan tersebut dengan "Keputusan terbaik yang pernah aku buat".

Strategi penerjemahan *subtitle* yang diterapkan adalah reduksi. Strategi tersebut terlihat dalam bahasa sasaran bahwa terdapat penghilangan kata "fucking" dalam kalimat "Best fucking decision I ever made" dengan terjemahannya "Keputusan terbaik yang pernah

aku buat". Hal tersebut perlu dilakukan sebab pada bahasa sasaran tidak mengenal budaya ungkapan kasar seperti halnya yang diungkapkan dalam bahasa sumber. Sehingga penerjemah mengambil inisiatif untuk menghilangkan terjemahan kata "fucking" dalam terjemahannya. Strategi tersebut menegaskan bahwa perlu adanya pengurangan informasi teks bahasa sumber ke dalam bahasa sasaran agar cakupan makna pada kedua konteks Bsu dan Bsa dapat tersampaikan pesan yang sama.

Hal ini menunjukkan bahwa terdapat ungkapan yang konsepnya tidak sama dengan bahasa sumber. Oleh karena itu, bahasa sasaran memerlukan strategi reduksi akan hal itu. Prosedur penerjemahan ini juga digunakan untuk menerjemahkan 67 data lain yang termasuk ke dalam kelompok ini.

b. *Subtitle* yang diterjemahkan menggunakan prosedur penerjemahan modulasi.
TSu: Hey. Just gonna catch the sports.
TSa : Aku cuma mau nonton tayangan olahraga.

Pembahasan : Terjemahan di atas merupakan salah satu bentuk ungkapan yang diucapkan oleh Phil Foster kepada istrinya Claire Foster. Istrinya tersebut mengajaknya untuk beranjak ke tempat tidur saat Phil sedang menonton televisi seusai mereka pulang dari restoran malam itu. Lalu Phil menolak ajakan itu dengan ucapan "Hey. Just gonna catch the sports." Penerjemah menangkap pesan tersebut sebagai respon spontan Phil terhadap ajakan istrinya tersebut dengan terjemahan "Aku cuma mau nonton tayangan olahraga.". Karena kalimat "Hey. Just gonna catch the sports." pada bahasa sasaran memiliki perbedaan makna, maka inisiatif penerjemah untuk memadankannya secara semantik dengan konteks "Aku cuma mau nonton tayangan olahraga." dirasa sangatlah tepat untuk menerjemahkan ungkapan tersebut.

Kesepadanan yang digunakan pada bahasa target adalah komunikatif. Itu disebabkan karena metode komunikatif lebih berorientasi kepada bahasa sasaran. Ungkapan "Hey. Just gonna catch the sports." diterjemahkan menjadi "Aku cuma mau nonton tayangan olahraga.".

Strategi penerjemahan *subtitle* yang diterapkan adalah modulasi. Strategi tersebut terlihat dalam bahasa sasaran bahwa ungkapan "Hey. Just gonna catch the sports." diterjemahkan menjadi "Aku cuma mau nonton tayangan olahraga.". Strategi tersebut memberikan padanan yang secara semantik atau cakupan maknanya berbeda, tetapi dalam

konteks yang bersangkutan memberikan pesan yang sama.

Hal ini menunjukkan bahwa terdapat ungkapan yang konsepnya tidak sama dengan bahasa sumber. Oleh karena itu, bahasa sasaran memerlukan strategi modulasi akan hal itu. Prosedur penerjemahan ini juga digunakan untuk menerjemahkan 213 data lain yang termasuk ke dalam kelompok ini.

c. *Subtitle* **yang diterjemahkan menggunakan prosedur penerjemahan amplifikasi atau penambahan.**

    TSu : 00:18:23,936 --> 00:18:26,354
           and I only have a 20,

    TSa : 00:18:23,936 --> 00:18:26,354
           dan aku hanya punya uang 20 dolar...

Pembahasan : Terjemahan di atas merupakan salah satu bentuk pernyataan yang diucapkan oleh Phil Foster kepada dua orang yang Ia anggap sebagai penipu, sebab di perkotaan sangat umum orang menggunakan alasan atau karangan cerita fiktif sebagai alasan meminta uang kepada orang yang ditemuinya di jalan. Phil Foster yakin bahwa orang yang menemuinya adalah penipu yang sedang berusaha untuk meminta uang darinya. Awalnya menolak, namun, Phil merasa kasihan kepada orang tersebut dan tetap memberikan uang kepadanya dengan mengatakan "And I only have a 20", Ungkapan tersebut meyakinkan bahwa meskipun orang tersebut meminta hanya 5 dolar, namun Phil berbaik hati dengan memberikan mereka sebanyak 20 dolar. Melihat pernyantaan itu, penerjemah pun menerjemahkan pernyataan tersebut dengan "Dan aku hanya punya uang 20 dolar...". Dalam terjemahan *subtitle* di atas merupakan wujud aspek kata budaya material.

Strategi penerjemahan *subtitle* yang diterapkan adalah amplifikasi. Strategi tersebut terlihat dalam bahasa sasaran bahwa terdapat kata tambahan "dolar" dalam kalimat "Dan aku hanya punya uang 20 dolar...". hal tersebut dilakukan oleh penerjemah untuk menekankan ungkapan dari bahasa sumber "And I only have a 20,". Strategi tersebut menegaskan bahwa perlu adanya penyertaan detail yang tidak tercantum dalam bahasa sumber, dalam bentuk informasi maupun parafrase eksplisit agar cakupan makna pada kedua konteks Bsu dan Bsa dapat tersampaikan pesan yang sama. Hal ini menunjukkan bahwa terdapat ungkapan yang konsepnya tidak sama dengan bahasa sumber. Oleh karena itu, bahasa sasaran memerlukan strategi Amplifikasi akan hal itu. Prosedur penerjemahan ini juga digunakan untuk menerjemahkan 22 data lain yang termasuk ke dalam kelompok ini.

C. P**embahasan Penyimpangan Penerjemahan Dalam** *Subtitle Date Night*

a. **Penyimpangan penerjemahan yang disebabkan oleh kata, frase, atau kalimat yang tidak diterjemahkan.**
    BSu : Katy, I don't have time to talk right now. I'll pay you double to stay.
    BSa : Katy, aku tak punya waktu. Akan kugandakan bayaranmu jika menginap.

Pembahasan : Terjemahan di atas merupakan salah satu bentuk penyimpangan yang penulis temukan di dalam *subtitle* film *Date Night.* Ungkapan yang diucapkan oleh Phil Foster kepada pengasuh anaknya tersebut terjadi lewat telepon, potongan percakapan di atas menegaskan bahwa saat itu Ia sedang dalam masalah besar, jadi Phil harus memaksa pengasuh anaknya, Katy, untuk mengajak anak-anaknya untuk menginap dirumahnya, dengan mengatakan "*Katy, I don't have time to talk right now. I'll pay you double to stay.*" Melihat pernyantaan itu, penerjemah pun menerjemahkan pernyataan tersebut dengan "Katy, aku tak punya waktu. Akan kugandakan bayaranmu jika menginap.". Dilihat dari keutuhan makna, maka penggalan percakapan tersebut sebenarnya sudah dapat dipahami dengan jelas, oleh karena itu penerjemah menghilangkan salah satu frase yang menunjukkan keterangan waktu yaitu "*to talk right now*".

Namun, Jika dilihat dari sisi penerjemahan profesional, maka terjemahan penggalan percakapan tersebut sudah menyimpang keutuhan teks sumber, sebab penerjemah dengan sengaja tidak menterjemahkan frase "*to talk right now*" sebagai penunjuk waktu dalam penggalan tersebut. Tetapi karena penerjemahan ini ditujukan untuk *subtitle*, maka penerapan pola ringkas dan jelas dalam sebuah tampilan *subtitle* nampaknya menjadi acuan si penerjemah untuk kasus tersebut, sehingga hal ini terjadi dalam proses penerjemahannya. Penyimpangan penerjemahan ini juga penulis temukan di 29 data lain yang termasuk ke dalam kelompok ini.

b. **Penyimpangan penerjemahan yang disebabkan karena Perubahan sudut pandang.**
    BSu : We have to get near people immediately.
    BSa : Kita harus dekati mereka secepatnya.

Pembahasan : Terjemahan di atas merupakan salah satu bentuk penyimpangan perubahan sudut pandang yang penulis temukan di dalam

subtitle film *Date Night.* Ungkapan yang diucapkan oleh Claire Foster kepada suaminya Phil Foster ketika mereka disandera oleh dua orang polisi bayaran di rumah perahu di Central Park itu mengandung suatu kejanggalan dari segi makna jika disesuaikan dengan makna yang terkandung di dalam bahasa sumber. Saat itu Calire mempunyai gagasan kepada suaminya Phil bahwa mereka harus mencari pertolongan segera ke orang-orang terdekat di taman yang sunyi tersebut dengan mengatakan "*We have to get near people immediately*". Perubahan sudut pandang terjadi ketika penulis memaknainya dengan terjemahan "Kita harus dekati mereka secepatnya". Penulis menyadari bahwa hal tersebut adalah kekhilafan penerjemah ketika menerjemahkan *subtitle*, mengingat data yang banyak dan harus di kejar deadline, sehingga hal ini terjadi dalam proses penerjemahannya. Penyimpangan penerjemahan ini juga penulis temukan di 5 data lain yang termasuk ke dalam kelompok ini.

c. **Penyimpangan penerjemahan yang disebabkan karena Kesalahan kesepadanan leksikal.**
   BSu :   industrial intel, dealing with rogue governments,
   BSa :   ...informasi industrial, berurusan dengan pemerintahan kotor...
   Pembahasan : Terjemahan di atas merupakan salah satu bentuk penyimpangan kesepadanan leksikal yang penulis temukan di dalam *subtitle* film *Date Night*. Ungkapan itu adalah ucapan Holbrooke kepada Claire dan Phil Foster. Ia menjelaskan bahwa pekerjaannya cukup berbahaya dan sangat erat hubungannya dengan kasus-kasus penggelapan melalui ungkapan "*industrial intel, dealing with rogue governments,*" Melihat pernyataan itu, penerjemah pun menerjemahkan pernyataan tersebut dengan "...informasi industrial, berurusan dengan pemerintahan kotor...". Dilihat dari keutuhan makna, maka penggalan percakapan tersebut sebenarnya sudah dapat dipahami, tapi untuk terjemahan frase "infomasi industrial" nampaknya penerjemah belum bisa memadankannya dengan bahasa sasaran sebab makna tersebut terlihat rancu dan susah untuk dicerna maksudnya. Hal ini akan membingungkan penonton yang membaca frase *subtitle* tersebut. Nampaknya penerjemah terlalu terburu-buru untuk memadankannya sehingga hal ini terjadi dalam proses penerjemahannya. Penyimpangan penerjemahan ini juga penulis temukan di 6 data lain yang termasuk ke dalam kelompok ini.

V. KESIMPULAN

Berdasarkan analisis aspek budaya dalam terjemahan *subtitle* maka dapat disimpulkan sebagai berikut.
1. Aspek budaya dalam terjemahan *subtitle* dengan sudut pandang teori penerjemahan menuntun penulis untuk menemukan beberapa aspek budaya di dalam terjemahannya. Di dalam terjemahan *subtitle* ditemukan aspek budaya (1) kebudayaan Material, (2) kebudayaan Sosial, (3) organisasi, adat istiadat, aktivitas, konsep-konsep, kepercayaan dan (4) kebiasaan dan bahasa tubuh.
2. Bentuk kesepadanan komunikatif lebih banyak digunakan daripada kesepadanan semantis dalam terjemahan *subtitle*.
3. Mengenai strategi penerjemahan *subtitle*, ada tujuh jenis strategi yang ditemukan dalam terjemahan *subtitle* film *Date Night* tersebut yaitu strategi adaptasi, padanan budaya, modulasi, reduksi atau pengurangan, amplifikasi atau penambahan, transference atau pemidahan kata, dan naturalisasi. Kesemuanya tersebut dianggap efektif untuk menerjemahkan *subtitle* menjadi bahasa yang efektif dan ringkas dalam tampilan *subtitle*.
4. Dari penelitian ini pun di dapat beberapa penyimpangan yang menyebabkan ketidaksepadanan, bisa dikelompokkan menjadi beberapa kelompok yaitu penyimpangan yang disebabkan oleh adanya kata-kata, frase atau kalimat yang tidak diterjemahkan, kesalahan kesepadanan gramatikal dan leksikal, adanya perubahan sudut pandang yang berbeda dengan bahasa sumber.

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