



WANASTRA

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**MEMBANGKITKAN SPIRITUALITAS DAN MEMPOSISIKAN PUISI
SEBAGAI OBAT HATI DAN JIWA; KAJIAN PSIKOLOGI SPRITUAL
PUISI SHOBIR POER**
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WANASTRA VOL. VI, NO. 2 SEPTEMBER 2014

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WANASTRA

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Salah satu parameter yang digunakan untuk menilai suatu penerbitan berkala dengan keseriusan seluruh dewan redaksi, yakni adanya kesinambungan menerbitkan sesuai dengan komitmen kami untuk memberikan yang terbaik buat para pembaca, maka Jurnal Bahasa dan Sastra WANASTRA ini, kami usahakan selalu hadir sesuai dengan skala waktu yang telah diprogramkan.

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Redaksi

MEMBANGKITKAN SPIRITUALITAS DAN MEMPOSISIKAN PUISI SEBAGAI OBAT JIWA; KAJIAN PSIKOLOGI SPIRITUAL PUISI SHOBIR POER

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ABSTRACT

The aims of this research are explore spiritualism in poems of Shobir Poer and dig the meaning of poem for the human spirituality. By the textual analysis, the researcher finds the poems of Shobir Poer has the spiritual atmosphere which focus on issue of religion and belief. The poems able to enrich the spirituality of the reader or the listener. Moreover, the poems also become a soul medicine for the reader and listener. Using dictions and rhymes, adding specific topics, poems of Shobir Poer, ask the reader to rise and believe to the guide of the God.

Keywords: Spiritualism, Soul, Spiritual Psychology, Poem, Shobir Poer

I. PENDAHULUAN

Puisi bukan hanya sekedar bacaan. Lebih dari itu, puisi merupakan luapan ekspresi jiwa yang merepresentasikan apa yang dipikirkan oleh si penyair dan apa yang dirasakan oleh penyair. Tidak berhenti sampai di situ, puisi juga menjadi media perenungan dan pemikiran oleh pembaca terhadap apa yang ditulis oleh penyair. Pembaca puisi dapat menjadikan puisi itu sebagai refleksi dan cermin untuk mampu merangkai dan menyusun ulang kepingan-kepingan bagian kehidupan yang sama dengan apa yang dialami pembaca dan penulis puisi.

Puisi juga menjadi ajang penyampaian nilai-nilai spiritual yang dialami penyair. Nilai spiritual bukan hanya diperoleh penyair dari ajaran agama yang dianut. Melainkan, nilai spiritual juga berasal dari pengalaman batin yang bergetar pada jiwa dan batin si penyair.

Ketika dituangkan di dalam puisi, nilai-nilai spiritual itu bukan saja dipikirkan, tetapi dapat menjadi media untuk membangkitkan nilai-nilai spiritual bagi siapa saja yang membaca dan merasakan nilai-nilai di dalam karya puisi itu. Membangkitkan spiritual pembaca puisi menjadi kebutuhan di tengah kehampaan jiwa dan kekosongan batin

sebagian manusia yang berorientasi pada kehidupan duniawi. Puisi yang bernuansa spiritual mampu memberikan semacam petunjuk dan kompas yang bukan saja mengarahkan, tetapi juga memberikan bimbingan.

Lebih-lebih, puisi juga mampu menjadi obat hati bagi siapa yang luka. Bagi mereka yang memiliki luka di hati, puisi yang beratmosfir spiritual dapat menjadi obat dan penyejuk yang mampu menentramkan. Puisi memiliki kekuatan layaknya obat, karena puisi merupakan alunan jiwa penyair yang dapat ditransfer kepada jiwa orang yang membaca atau mendengar puisi itu.

Termasuk puisi-puisi karya Shobir Poer memberikan alternatif di tengah munculnya beragam genre puisi yang sangata beragam. Shobir Poer sepertinya tetap konsisten dalam mengusung genre puisi spiritual. Puisi-puisinya menjadi salah satu kumpulan puisi yang mampu memberi warna yang berbeda dalam dunia sastra di Indonesia.

Peneliti meneliti dan menelaah karya-karya puisi Shobir Poer dalam sudut pandang psikologi spiritual untuk membedah apakah puisi-puisi itu mampu membangkitkan jiwa dan menjadi obaat hati. Dengan tujuan penelitian itu, peneliti mengangkat judul "Membangkitkan Spiritualitas Dan

Menjadikan Puisi Sebagai Obat Hati Dan Jiwa; Kajian Psikologi Spiritual Dalam Puisi-Puisi Shobir Poer”.

Fokus penelitian ini adalah kumpulan puisi karya Shobir Poer (2013) bertajuk “MEMUJAMU DI TAHTA LANGIT”. Peneliti secara khusus memilih kumpulan puisi tersebut untuk dianalisis dan dikritisi karena Shobir memang dikenal penyair yang tetap konsisten di jalur puisi spiritual. Dipilihnya puisi spiritualitas juga karena genre puisi tersebut relatif jarang diminati oleh sebagian kalangan penikmat puisi.

Penelitian ini diharapkan menjadi informasi bagaimana puisi tidak hanya dinilai sebagai bacaan semata, tetapi sebagai media penyembuhan penyakit hati dan alat untuk membangkitkan nilai-nilai spiritualitas.

II. TINJAUAN PUSTAKA

2.1. Puisi

Sebagian besar puisi menggunakan bahasa yang kongkrit dibandingkan dengan penggunaan bahasa perumpamaan, khususnya imageri. Apalagi, kebanyakan penyair tidak berkeinginan untuk menggunakan bahasa yang abstrak, dan tujuan penyair adalah untuk artistik semata (Abrams, M.H, 1999:44).

Memang, puisi tetap dianggap sebagai rangkaian kata yang menjadi ekspresi penulisnya. Rangkaian kata itu disusun sedemikian rupa agar mampu mengikat dan menarik perhatian pembaca. Di dalam kata-kata yang dirangkai, puisi memiliki makna yang tidak hanya mendalam, tetapi menyentuh hati siapa saja yang mendengar dan membacanya.

Menurut Baldick (2001:198), puisi adalah bahasa yang bernyanyi, berbicara atau ditulis sesuai dengan pola yang menekankan hubungan antara kata-kata dengan dasar suara yang enak didengar. Puisi juga memiliki nilai yang mengombinasikan antara suara dengan kesegaran ide, baik dalam perenungan atau lelucon (Baldick, 2001:198).

Kehidupan manusia merupakan rangkaian sumber inspirasi yang mampu dituangkan ke dalam puisi. Selain manusia, lingkungan dan alam juga menjadi sumber

yang tidak akan pernah mati bagi penyair. Itulah yang menyebabkan puisi mampu hidup dan bertahan selamanya. Nilai-nilai yang diajarkan didalam puisi tidak akan pernah hangus dan pudar selama puisi itu ada, meskipun penyairnya telah tiada.

Menurut Hans Bertens (2001:53-54), umumnya mereka tidak ingin mendengarkan puisi karena bentuk dan struktur semata, karena mereka lebih mengutamakan spiritualitas dan kebebasan puisi atau novel yang mereka baca. Para pembaca buku bersentuhan langsung dengan perspektif humanis yang tidak lagi terpaku pada bentuk dan struktur yang umumnya mengabaikan sisi spritualitas dan kebebasan (Bertens, 2001:53-54).

Berbagai definisi tentang puisi itu sebenarnya selalu berkembang. Pasalnya, puisi akan selalu bergerak mengikuti zaman. Penyair, pembaca dan pendengar puisi juga berubah. Tidak ada yang tetap dan tergantung kepentingan dan motif yang mengusung puisi itu.

Dalam pandangan John Lennard (2005:318) dalam bukunya *The Poetry Handbook; A Guide to Reading Poetry for Pleasure and Practical Criticism*, puisi umumnya tidak terlalu kompleks dalam ontologis dan epistemologis dibandingkan dengan drama yang lebih menakan keterkaitan dengan pertunjukan atau pun prosa. Penyair umumnya menulis puisi dalam momen tertentu dengan ketertarikan individual sehingga mampu memberikan dampak yang nyata bagi pembaca yang dapat merasakan momen yang dialami penyair (Lennard: 2005:318).

Karena itulah, puisi tidak hanya dilihat dari sudut pandang kata-kata dan makna semata. Puisi juga dapat dilihat dari azas kemanfaatan dan aplikasinya dalam kehidupan. Bukan hanya sekedar dibaca dan direnungkan, tetapi puisi juga dapat menjadi media yang mampu memberikan pencerahan dan penyinaran dalam kehidupan manusia

2.2. Spiritualisme dalam Puisi

Robert McDowell (2008:2-3), manusia melihat puisi dalam kehidupan di sekitar kita dan kita dapat memasukkan puisi kedalam

kehidupan sehari-hari kita dan praktek spiritualitas kita. Semua manusia - baik Kristen, Yahudi, Hindu, Muslim, Budha, Tao, animisme atau pun atesi - mencari spiritualitas dalam kehidupan mereka apakah mereka tahu atau tidak. Kita mencari kebenaran yang lebih besar dibandingkan kita sendiri, sebagai makhluk hidup. Melalui puisi mampu membangkitkan semangat kedamaian dan inspirasi untuk membangkitkan para pemimpin spiritual di setiap masanya.

Gleen Hughes (2011:2) mengungkapkan, pada saat ini, cukup berasal disebut sebagai periode ketegangan spiritual. Ketegangan ini menyebabkan banyak akibat dan manifestasi. Selama lebih satu abad, perhatian banyak mengarah kepada "krisis agama", itu terjadi global, khususnya di Eropa dan Amerika Utara. Dunia yang telah terpengaruh oleh paham sekuler dan materi. Namun, sejarah tetap mencatat kalau gerakan spiritualitas tetap hidup.

Tak bisa dibantah, jika sisi kehidupan manusia selalu memiliki nilai spiritual. Nilai itu tidak akan pernah musnah. Nilai itu akan tetap kekal dan selamanya. Nilai spiritual merupakan nilai yang dititipkan Tuhan kepada manusia yang terlahir. Manusia yang dipisahkan oleh status, golongan, warna kulit, suku dan wilayahnya, mereka akan memiliki nilai spiritual dan tetap tumbuh dan mengakar.

Seperti diungkapkan McDowell (2008:6) bahwa puisi sebagai praktik spiritual bagi siapapun tanpa memandang agama dan latar belakang spiritual. Dengan begitu, ketika siapa saja mampu menganggap puisi sebagai praktik spiritual, maka mereka bakal mengingat dan menemukan bahwa puisi adalah bahasa agama.

2.3. Puisi Sebagai Obat

Eksperimen baru dengan bait-bait puisi telah dilaksanakan 150 tahun lalu sebagai indikasi evolusi puisi, tetapi juga merefleksikan perubahan pemahaman bagaimana dunia dan alam semesta bekerja (Fox:1997:89). Dalam buku *Poetic Medicine* karya John Fox (1997:89) menggambarkan peranan penulisan puisi sebagai pembaharuan dalam kehidupan manusia. Dia mengajarkan agar memanfaatkan energy kreatif untuk

membuat sebuah perbedaan di dunia. Melalui puisi, Fox mengajarkan agar memanfaatkan kekuatan spiritualitas untuk membangkitkan suara asli dan makna dalam kehidupan kita dengan tujuan untuk memuaskan dan membahagiakan. Fox menegaskan kalau puisi dapat membantu proses penyembuhan penyakit medis. Puisi juga diungkapkan Fox mampu membantu menemukan kebebasan untuk bertindak dan mampu memberikan pengaruh nyata dalam kehidupan.

Menurut Fox (1997:1989), puisi merupakan penyembuhan alamiah. Puisi bukan hanya sebagai seni semata. Namun, puisi sebagai media yang dapat memberikan manfaat sangat nyata. Apalagi, puisi spiritualitas yang memang secara khusus membangkitkan jiwa yang jatuh untuk kembali bangkit. Membangunkan perasaan yang selalu kalah dengan kedewasaan untuk menghadapi segala kenyataan dengan ketegaran hati.

Puisi menjabat obat hati dan jiwa karena puisi merupakan karya manusia yang tulus dan langsung bersentuhan dengan hati dan jiwa. Puisi ditulis dengan hati, bukan hanya dengan pemikiran semata. Ketika jiwa dan hati itu saling terkoneksi antar manusia, maka akan menjadi hal mudah memberikan kedekatan hingga menimbulkan keyakinan atas suatu hal yang positif.

Menurut Geri Giebel Chavis (2011:11-12) dalam bukunya *Poetry and Story Therapy: The Healing Power of Creative Expression*, mengungkapkan kata-kata memiliki kekuatan dan kata-kata menjadi suatu hal bagi orang. Ketika kata-kata mampu memberikan imajeri, mereka menyatu dalam visi di dalam imajinasi dan berdampak kepada pembaca.

Kata-kata khusus yang dipilih dapat menginspirasi pembaca. Selanjutnya, ketika kata-kata dalam puisi itu dibaca atau ditulis mampu mentransformasi pengalaman bagi psikologi. Bagaimanapun ketika manusia itu sendiri, kemudian dia membaca atau mendengarkan kata-kata orang lain, baik melalui puisi atau cerita, maka manusia itu bakal memasuki alam pikiran kreatif tersebut (Chavis, 2011:11-12).

Penyembuhan penyakit hati dan jiwa oleh puisi melalui kata-kata dan rima yang

dimainkan di dalamnya. Kemudian, ada pesan yang mampu menjadi inspirasi untuk kebangkitan. Itu karena manusia pada dasarnya dapat memasuki pemikiran dan perasaan yang ada di alami oleh penyair itu sendiri.

2.4. Psikologi Spiritual

Akbar Husain (1995:8) dalam bukunya berjudul *Spiritual Psychology* memaparkan kalau psikologi spiritual fokus pada pemahaman mengenai cara-cara spiritual (kepercayaan terhadap kesakralan, persatuan dan transformasi) pengetahuan diri, menggunakan doa, meditasi, praktek spiritual sebagai teknik pelatihan dan penilaian terhadap penyakit spiritual. Psikologi spiritual juga tidak bergantung pada agama, tetapi lebih mengarah pada metafisika dan terkait dengan tubuh, pikiran, hati dan jiwa (Husain, 1995:8).

Thor Johansen (2010:18) mengungkapkan, bagi mereka yang memiliki nilai-nilai agama dan spiritual dalam kehidupan mereka, spiritualitas dapat menjadi aspek utama dalam pekerjaan, cinta atau pun persahabatan. Terkadang, bagi individu tertentu, spiritualitas menjadi aspek penting dalam kehidupan yang terorganisir. Orang juga dapat menemukan spiritualitas dalam pekerjaan mereka, hubungan antar manusia di sekitar mereka, pada musik, film, olahraga, alam dan semua aktivitas manusia (Johansen, 2010:18).

Psikologi itu berkaitan dengan jiwa. Sedangkan jiwa itu identik dengan spiritual. Keduanya menjadi satu elemen yang mampu mendekatkan dan menjadi kajian yang saling menguatkan dan saling mendukung.

Rothberg (1993:112) mengungkapkan sosial juga bertautan dengan spiritualitas dimana secara simultan membutuhkan transformasi diri sendiri dan masyarakat, diri sendiri dan dunia, tidak hanya transformasi diri sendiri semata atau diri dunia sendiri saja.

Psikologi Spiritual bersentuhan langsung dengan jiwa. Sadra (2008:3) menyimpulkan bahwa jiwa adalah substansi di mana terbentuknya jiwa bersamaan dengan terbentuknya fisik. Baik jiwa maupun materi pada awalnya, sama-sama berawal dari materi. Jiwa memiliki beberapa aspek, seperti kekuatan, kesempurnaan dan bentuk.

Sedangkan Gary Zukav (2006:203), psikologi spiritual akan diorientasikan pada spiritualitas, dan krisis spiritual akan dianggap sebagai penderitaan yang masuk akal. Psikologi spiritual akan menelusuri dan memahami hubungan-hubungan fungsional antara karma, reinkarnasi, intuisi dan spiritualitas. Psikologi spiritual merupakan suatu disiplin ilmu dan studi sistemik tentang hal-hal yang diperlukan untuk kesehatan ruh. Psikologi spiritual akan mengidentifikasi perilaku-perilaku yang bertentangan dengan keserasian dan keutuhan, bertentangan dengan energi ruh (Zukav, 2006:203).

III. METODE PENELITIAN

Dalam penelitian ini, penulis menggunakan pendekatan kualitatif dengan metode analisis isi. Ini digunakan karena obyek penelitian adalah teks. Metode dalam analisis data umumnya ditujukan untuk memproses data dan menerapkan konstruksi analisis untuk menggali makna data sehingga mengerucutkan kepada kesimpulan yang valid. Dilanjutkan dengan proses analisis isi terdiri atas sembilan tahap, (Mayring, 1988:42) dalam Titscher et al. (2009:108): (1) penentuan materi; (2) analisis situasi tempat asal teks; (3) pengarakteran materi secara formal; (4) penentuan arah analisis; (5) diferensiasi pertanyaan-pertanyaan yang harus dijawab sesuai dengan teori yang ada; (6) penyeleksian teknik-teknik analisis (ringkasan, eksplikasi, penataan); (7) pendefinisian unit-unit analisis; (8) analisis materi (ringkasan, eksplikasi, penataan); dan (9) interpretasi.

IV. HASIL DAN PEMBAHASAN

4.1 Spiritualitas Puisi Ala Shobir

Tuhan milik semua orang yang mampu merasakan kehadiran-Nya dalam setiap nafas. Tuhan juga mampu membangkitkan semangat hidup dan kebangkitan jiwa yang selama yang terkungkung oleh hawa nafsu duniawi yang fana itu. Hanya Tuhan juga yang

mampu menolong manusia. Agar dapat ditolong oleh Tuhan, manusia juga harus mendekati-Nya, dengan segala cara. Kedekatan dengan Tuhan itulah yang dirasakan setiap membaca puisi-puisi karya Shobir Poer dalam Kumpulan Puisi “MemujaMU di Tahta Langit”.

Shobir menjadikan puisi sebagai media untuk menuangkan spritualitas dalam dirinya. Itu tepat. Spritualitas itu balutan antara jiwa, hati dan ajaran Tuhan. Balutan itu diungkapkan melalui kata-kata yang tersusun menjadi kalimat kemudian menjadi bait dengan bunyi dan irama yang menawan.

Membaca sebagian besar puisi-puisi Shobir mampu menghadirkan nuansa Tuhan yang sangat dekat. Meskipun si pembaca merasakan Tuhan selalu jauh dengannya, namun puisi-puisi Shobir mampu mendekatkan para pembaca dengan Tuhannya. Ada energi yang mampu mengeluarkan atmosfer seolah-olah berkata: Tuhan itu dekat, maka dekatilah Tuhanmu.

Jika ada orang yang merasa jauh dengan Tuhannya, maka bacalah puisi-puisi Shobir, dijamin Tuhan bakal terasa semakin dekat. Benar, membaca puisi sebagai latihan kesadaran spritualitas untuk merasakan kehadiran Tuhan. Puisi juga mampu menentramkan hati untuk selalu mengingat Sang Maha Penguasa.

Membaca puisi-puisi Shobir juga mengingatkan saya tentang puisi-puisi yang ditulis oleh Jalaludin Rumi. Melalui syair-syair Indah yang ditulis Rumi mampu menghidupkan hati yang beku dan menenangkan pikiran yang kusut. Itu terlepas karena atmosfer spritualitas tentang Tuhan yang kerap dihadirkan Rumi. Terkini, aku kerap mengaitkan antara karya-karya Shobir dengan Taufik Ismail yang menghadirkan sisi religiusitas dalam puisi. Tak ada salahnya, menurut saya, jika puisi-puisi Shobir juga layak disandingkan dengan puisi yang bersifat sufistik seperti karya Emha Ainun Najib dan Mustofa Bisri (Gus Mus).

Puisi nampaknya tak bisa dilepaskan dari sisi spritualitas yang melekat pada sosok yang menulisnya. Itu disebabkan karena spritualitas memang ada di dalam diri penyairnya sendiri dan tidak bisa dilepaskan.

Spiritualitas membekas dalam setiap langkah, sikap dan karya-karya penyair.

TAK MENYERAH

Oleh: H. Shobir Poer

....

Hanya karena cinta berakar
aku rela, jadikan diriku amunisi untuk
berkata,
menjagamu terhindar dari nestapa
akan kesombongan nafsunafsu
yang telah menyakiti
saudarasaudaramu sendiri
halmana kau korbankan anakanak,
ibuibu, mati siasia
dan kau sengaja menguburkannya

...

Sangat jelas dalam puisi adanya nilai moral dan intelektualitas yang menjadi identitas penyair, spritualitas juga menjadi identitas yang menjadi citra yang melekat pada kata demi kata serta bait demi bait. Bukan hanya moral dan intelektualitas saja yang mampu menjadikan puisi mampu menghipnotis pembaca, justru dengan spritualitas mampu menghadirkan pengalaman dan komoditas baru bagi pembaca.

MEMBUKA LANGIT JINGGA

Oleh: H. Shobir Poer

Tuhan,
Aku ingin terus menghamba sujud
padaMu
Menciumi bumiMu, berlamalama
tunduk
Harap ridha dan rakmat
Yang akan Kau aliri ke kedung jiwa
Selalu diintip sayangMu
Berlamalama mengayuh tasbih
bersama malam

.....

Jelas sudah, seperti dalam puisi berjudul “Membuka Langit Jingga”, Shobir menghadirkan puisi spritualitas dengan membawa tangan-tangan Tuhan dalam setiap kata dan bait puisi. Sama seperti moral dan intelektualitas yang selalu dianggap membawa kebenaran di masyarakat, spritualitas justru menciptakan posisi yang lebih tinggi dibandingkan kedua hal tersebut. Pada dasarnya, manusia bakal tunduk pada kekuatan

yang lebih tinggi, baik dalam intelektualitas, moral, demikian juga spiritualitas.

Umumnya, dalam penelaahan penulis, sebagian puisi-puisi Shobir yang mengutamakan unsur spiritualitas lebih banyak mengabaikan bentuk dan susunan. Puisi-puisi spiritualitas lebih menekan kepada makna dan kata-kata yang mampu menggetarkan hati. Puisi itu juga tidak mengikuti selera pasar dan jaman. Namun, puisi-puisi yang mengetengahkan sisi spiritualitas memang masih memiliki pembaca yang loyal.

Tetap hidupnya puisi-puisi spiritualitas karena jaman memang sudah edan. Masyarakat sudah jauh dari Tuhannya. Tuhan lebih banyak hanya sebagai simbol dan asesoris semata. Hati mereka kosong tanpa kehadiran Tuhan. Itu yang menjadikan puisi spiritualitas tetap dicari karena terdapat kekuatan magis di dalam puisi yang mampu menyadarkan sebagian masyarakat yang sudah tersesat dari Tuhannya.

MEMUJAMU DI TAHTA LANGIT

H. Shobir Poer

di tahtaNya,
Adam dan Hawa di surga
menceburkan diri memuja

kisah quldi terlarang
mengembara di bumi batu

.....

Tak dapat dibohongi kalau tafsir puisi-puisi Shobir juga menimbulkan makna baru. Elastisnya puisi-puisi Shobir menjadikan tafsirannya bisa ditarik ke mana-mana. Meskipun, semuanya ada keelokan dan keterbatasannya.

Nilai-nilai spiritual tak bisa dilepaskan dari puisi. Itu karena puisi merupakan ciptaan manusia. Namun, banyak penyair memang fokus dalam pengembangan nilai spiritual. Hingga muncul puisi spiritual.

Dalam perkembangannya, puisi spiritual mengalami penyempitan. Kebanyakan puisi spiritual mengungkap puisi-puisi yang bertema agama. Memang itu tidak salah. Tetapi penyempitan itu terkadang cukup

menyulitkan. Padahal, puisi spiritual sebenarnya sangat luas dan tidak hanya berkaitan dengan agama.

Puisi spiritual termasuk genre yang jarang diminati. Bukan karena kurang diminati. Bukan pula karena sedikit penyair yang mampu menulis dan berekreasi puisi spiritual. Tetapi nilai-nilai spiritual memang tidak mudah dibangkitkan. Karena nilai spiritual itu mengalir dan tidak dapat dipaksakan. Termasuk dalam membaca dan memahami puisi spiritual.

4.2 Keterbatasan Puisi Spritualitas Ala Shobir

Dunia itu hanya siklus. Semua apa yang terjadi di dunia hanya pengulangan dari apa yang sudah terjadi sebelumnya. Orisinalitas sangat jarang sekali terjadi. Begitu juga puisi-puisi Shobir juga dianggap oleh saya sebagai kebangkitan puisi spiritualitas. Namun demikian, puisi-puisi Shobir masih memiliki banyak keterbatasan sebagai puisi spiritualitas.

Pertama yang dapat dikritisi dalam puisi-puisi Shobir adalah penghambaan yang terlihat berlebihan kepada Tuhan. Itu terlihat dari banyaknya rasa berserah diri yang terlalu mendominasi. Memang rasa pasrah dianggap sebagai titik kulminasi keimanan seseorang kepada Tuhannya. Namun, dibanyak hal, hal itu kadang menimbulkan interpretasi yang salah bagi kaum yang belum memahami apa itu keimanan.

Dapat ditangkap dengan jelas sifat-sifat penghambaan itu di mana sang penyair memang sudah menjadikan Tuhan sebagai bentuk ketaatan dalam kehidupannya. Namun, itu juga terkesan adanya justifikasi yang berlebihan kalau dengan menyerahkan segala permasalahan kepada Tuhan, maka semua urusan dunia bakal selesai dengan cepat dan mudah. Menurut saya pribadi, tidak demikian. Permasalahan manusia tetap harus diselesaikan dengan manusia. Manusia sendiri sebenarnya menjadi penyebab utama permasalahan.

Kedua, sisi alamiah dan kemanusiaannya kurang ditonjolkan. Alamiah yang dimaksud penulis adalah sikap penyair sebagai manusia seadanya. Sikap manusia yang luput dari dosan. Sikap manusia yang selalu merindukan surga. Sikap manusia dalam

kehidupannya. Pada dasarnya, seorang penyair adalah manusia biasa. Dia bukan manusia super yang mampu menjawab semua persoalan Tuhan.

Sedangkan sisi kemanusiaan tidak mampu ditunjukkan karena sepertinya penyair terjebak dalam kerumitan dalam mendefinisikan manusia dan kehidupannya. Humanis atau perasaan kemanusiaan yang nampak hanya sebatas mata memandang saja. Tidak mampu terlihat dari jauh. Anehnya, setelah dipandang, rasa kemanusiannya pun hambar. Setelah disentuh, puisi-puisi Shobir tak mampu menjadi replika riak-riak kehidupan, namun hanya sebagai butiran embun yang ketika matahari telah menerpa langsung menguap.

Mungkin ribuan puisi telah peneliti baca, hanya sedikit puisi yang mampu menampilkan rasa kemanusiaan dan kealamiahannya. Puisi-puisi yang sukses umumnya menampilkan sisi kemanusiaan bukan hanya pada bentuk dan kata semata. Namun, rasa kemanusiaan itu telah menjadi jiwa dalam puisi tersebut.

Ketiga, ada hal lagi yang penting, puisi-puisi Shobir lebih banyak terinspirasi dari ayat-ayat suci dan hadis. Memang inspirasi dapat datang dari mana saja. Ketika orang yang membaca puisi-puisi Shobir tersebut memahami tentang arti penting hadis dan ayat suci, tidak masalah. Namun, ketika orang yang belum mengetahui ayat dan hadis tersebut, itu bakal menjadi suatu masalah. Apalagi, tidak ada catatan kaki dalam puisi-puisi Shobir yang terinspirasi dari ayat dan hadis. Alangkah eloknya, jika seorang penyair mampu jujur kepada pembacanya bahwa puisi yang ditulisnya itu sebagai bentuk interpretasi terhadap ayat dan hadis. Kejujuran itu sangat dihargai. Meskipun catatan kaki memang jarang dalam puisi di Indonesia, namun sudah ada jenis puisi seperti puisi esai yang kerap menggunakan catatan kaki.

Keempat, puisi-puisi Shobir juga belum mampu menghadirkan ritme baru dalam dunia kepuisian Indonesia. Memang susah untuk menjadi pelopor, namun semua sentuhan yang diciptakan Shobir dalam puisinya itu belum mampu membangkitkan kembali puisi spiritualitas yang saat ini masih redup. Dunia

puisi masih milik puisi-puisi ekspresionistis yang kerap hadir dalam rubrik sajak setiap minggu di koran-koran nasional.

Kelima, kekurangan puisi-puisi Shobir lainnya adalah minimnya penggunaan bahasa imajinasi yang mampu membangkitkan kegairahan para pembaca puisi. Bahasa kiasan tetap sangat dibutuhkan untuk selalu menimbulkan rasa ingin membaca puisi tersebut berulang kali. Bahasa imajinasi itu kerap melekat dan menyatu dalam puisi. Puisi-puisi yang hadir tanpa bahasa imajinasi yang luas, kerap tidak melegenda di kalangan masyarakat.

Dan keenam adalah puisi-puisi Shobir belum mampu menjadikan pembaca sebagai mitra berimajinasi. Bagaimanapun, pembaca puisi sangat memerlukan olahraga otak untuk dapat menggairahkan adrenalin dalam memicu semangat. Itu mungkin karena puisi-puisi masih dalam tataran hanya untuk dibaca oleh hati saja, bukan oleh otak juga. Padahal, puisi yang melegenda harus dapat dibaca otak dan hati.

4.3 Keelokan Puisi Spritualitas ala Shobir

Ketika ada negatif, maka di situ pasti ada positif. Keduanya dapat diidentikkan sama seperti hitam dan putih. Dibalik ketidaksempurnaan, pasti ada kesempurnaan. Itulah kehidupan. Itulah puisi. Itulah sastra. Tak ada yang mampu memuaskan semua kalangan. Itu karena puisi adalah selera.

Dalam puisi spiritualitas ala Shobir dalam kumpulan puisinya mengandung banyak nilai-nilai keelokan yang layak ditiru oleh penyair generasi muda dan menjadi bahan refleksi bagi penyair yang telah malang melintang di dunia kepenyairan. Pertama adalah puisi-puisi mengajarkan tentang kerohanian tanpa menggurui. Shobir menghadirkan puisi yang mengandung ajaran agama tanpa memandang bahwa dirinya adalah ustad atau kyai. Dia tetap memposisikan sebagai penyair yang menyampaikan ajaran agama saja tanpa status yang melekat. Itu saja tidak lebih. Apalagi, ada anggapan kalau menyampaikan ajaran agama juga menjadi kewajiban bagi setiap penganutnya.

Dengan tanpa status gelar keagamaan yang melekat pada Shobir menjadikan puisinya lebih mengakar dan mengetahui akar permasalahan mengenai ajaran agama yang menjadi isi puisi tersebut. Dalam dunia kepenyairan, status orang yang menulis puisi juga kerap dipandang sebelah mata. Sebagian besar, mereka melihat puisinya itu sendiri. Terbukti, meski tanpa gelar, puisi-puisi Shobir tergolong berbobot sebagai syair keagamaan.

Kedua, kita tahu, banyak sekali ajaran Tuhan yang diajarkan hanya dengan pemaksaan kehendak. Tapi, dalam puisi Shobir ditunjukkan kalau ajaran agama itu menyangkut keyakinan di hati. Itulah kelebihan puisi. Didalam dunia kepenyairan, nilai toleransi sangat tinggi. Semua orang yang berkecimpung di dunia itu pun sangat menjunjung tinggi toleransi dan tenggang rasa.

Ketiga, puisi spiritualitas yang dihadirkan oleh Shobir mampu menghadirkan rasa ketenangan yang jika dirasakan mendalam dapat mengekang sifat hewan dalam diri manusia. Bahasa halus sifat binatang kerap disebut dengan hawa nafsu. Itu dikarenakan puisi Shobir mampu meredam permasalahan dasar manusia, yakni ketidak-puasan terhadap apa yang menimpa manusia. Itu karena puisi-puisi Shobir selalu menekankan sikap berserah diri mengenai apa yang terjadi pada manusia.

Keempat, tak ada salahnya, ketika puisi-puisi Shobir disebut dengan jam beker. Puisi-puisi yang mengingatkan setiap pembaca untuk mengenai kebangkitan rohani. Apalagi, urusan rohani tak sembarangan jam beker yang digunakan. Saya berpikir kalau puisi-puisi Shobir mampu menjadi jam beker yang tepat bagi mereka yang menginginkan jam beker. Puisi-puisi itu juga dapat dibaca kapan saja baik ketika rohani sedang kering kerontang, ataupun ketika rohani sedang diliputi kebahagiaan. Itu disebabkan puisi-puisi mampu hidup dan berkembang di hati dalam kondisi apapun serta tidak terikat dengan waktu dan situasional.

4.4 Puisi Spiritualitas Jadi Obat Hati dan Jiwa

Ketertarikan dengan sub-bab puisi spiritualitas sebagai obat jiwa, ketika saya membaca buku berjudul "The Secret of

Happiness" karya Richard Schoch (2008:63). Dalam salah satu bab di buku tersebut, menceritakan tentang filsuf moral John Stuart Mill (1806-1873). Pada halaman 63 disebutkan puisi memang menyebabkan titik balik Mill. Dia membaca puisi-puisi William Wordsworth ((7 April 1770 – 23 April 1850) untuk pertama kalinya, Mill akhirnya membebaskan dirinya dari "mesin alasan" logika berhati dingin Bentham. Merasa terpesona oleh ungkapan-ungkapan Wordsworth tentang alam dan keindahan alam, Mills menganggap puisi itu sebagai "obat bagi kondisi pikirannya" karena puisi itu mengungkapkan kepadanya "sumber abadi kebahagiaan ketika semua hal yang lebih jahat dari kehidupan disingkirkan." Dengan kata-kata penuh harapan itu, Mill memberikan sebuah tema Romantik familier pada kisahnya: kemenangan imajinasi atas alasan.

DIBUNUHNYA RINDU

H. Shobir Poer

...

baru saja kita melepaskan lelah,
kau telah mengajakku ke mimbar itu
dan di batas waktu kita berpisah,
dibunuhnya rindu
bersama memujaMu

Jelas sudah, jika puisi bukan hal baru dapat menjadi obat hati dan jiwa bagi semua orang yang membaca dan menulisnya. Puisi adalah luapan jiwa dan hati manusia. Di mana itu merupakan sebuah pengalaman spiritual. Dan pengalaman itu sama dialami oleh manusia di berbagai belahan dunia.

Menurut E.M Papper (1995:2), seni sastra atau teks klasik dan keagamaan dapat digunakan sebagai pencerahan dan sebagai obat untuk mengobati pengalaman rasa sakit. Selanjutnya adalah bagaimana pengembangan cara-cara berpikir mengenai sakit dan penderitaan, dan dikaitkan dengan kesiapan sosial. Apalagi, rasa sakit dan penderitaan ini dikenal sebagai karena sikap manusia dan tingkah lakunya.

PASUKAN NABI
Oleh : H. Shobir Poer

Anakku sayang,
Asahlah lidah, pikiran dan hatimu
Dengan lafadzlafadz Allah
Dengan penuh khusyu

Anakku sayang,
Basuhlah wajahmu dengan wudhu
datanglah jiwamu berhadaphadap ke
Allah
dengan patuh

....

Bagaimanapun juga, puisi "Pasukan Nabi" itu bukan hanya sekedar luapan perasaan yang berkecamuk di dalam hati. Sebenarnya puisinya juga dapat menjadi obat bagi jiwa-jiwa yang sedang terombang-ambing. Itu tidak lepas karena puisi merupakan bentuk pembelajaran kejiwaan dari pengalaman seseorang yang dibahasakan melalui kata-kata yang dirangkai menjadi kalimat dan disusun menjadi bait.

Puisi pasti menimbulkan inspirasi. Jika tidak, maka itu bukan karya sastra. Inspirasi itu dibangkitkan melalui kata-kata yang membangkitkan imajinasi baik atas pengalaman yang dialami pembaca atau peristiwa yang tergambar dalam puisi tersebut. Imajinasi itu langsung terkait dengan bayangan masa lalu dan membangkitkan harapan terhadap masa depan.

Anne Lamott (1994:237), dalam *Bird by Bird: Some Instructions on Writing and Life*, mengungkapkan dia mendapatkan kekuatan terapi bukan hanya dalam menulis, tetapi ketika membaca tulisan orang lain. Karena semangat, saya katakan. Karena juga masalah hati. Menulis dan membaca mampu menurunkan rasa isolasi. Keduanya mampu memperdalam dan memperluas perasaan kehidupan, mereka memberikan jiwa.

HAFALKAN ALIF LAM LAM HA
H. Shobir Poer
Anakku sayang
Sebelum kau pandai menari dan
bernyanyi
Untuk negeri ini,

Hafalkan dulu lisanmu
Atas nama Allah

....

Sudah jelas dan tak perlu diragukan jika puisi Shobir merupakan obat. Sudah banyak pengalaman dan teori yang membuktikan kalau puisi dapat menjadi salah satu sarana penyembuhan penyakit medis dan jiwa. Ini menjadikan ranah puisi bukan hanya sekedar hiburan dan eksistensi semata, tetapi puisi juga mampu memberikan dampak yang sangat nyata untuk kebangkitkan pribadi seseorang.

Benar apa yang diungkapkan Sapardi Djoko Damono (2005:viii), dalam pengantarnya dalam Kumpulan Cerita "Pengarang telah Mati"." Seperti ketika selesai menulis puisi, saya merasa ada sesuatu yang tersalur dari dalam diri saya setelah sekian lama tersumbat.

V. KESIMPULAN

Puisi-puisi karya Shobir Poer merupakan puisi bernuansa spiritualitas dengan topik tentang agama dan isu fundamental keimanan. Puisi itu mampu menjadi penyejuk spiritual bagi pembaca dan pendengar. Diksi dan rima yang dimainkan oleh Shobir Poer juga mampu menghanyutkan dan menentramkan.

Puisi spiritual yang diusung oleh Shobir Poer mampu membangkitkan spiritual para pembaca dan pendengar. Membangkitkan spiritual menjadi efek utama dalam puisi spiritual. Hanya saja, kebangkitan spiritual yang diinginkan oleh Shobir Poer adalah peningkatan keimanan dan ketakwaan, khususnya bagi yang beragama Islam.

Membangkitkan spiritualitas menjadi hal penting bagi pembaca puisi dewasa ini. Puisi bukan hanya sekedar bacaan hiburan semata. Tetapi puisi dapat menjadi wahana untuk merefleksikan pengalaman penyair dengan kehidupan sebenarnya yang dialami oleh pembaca.

Puisi-puisi Shobir Poer juga mampu menjadi media pengobatan hati dan jiwa yang sedang sakit. Penyakit jiwa dan hati tidak mampu disembuhkan oleh obat medis, puisi

menyodorkan pengobatan dengan pendekatan spiritual.

Melalui alunan kata-kata dan irama ditambah dengan topik yang mengenai, puisi-puisi Shobir Poer mengikat makna untuk mengajak pada kesadaran dan kebijaksanaan. Kembali kepada apa yang sudah digariskan Tuhan dan memupuk kepedulian dengan sesama. Selama manusia tetap berpegang dengan apa yang sudah menjadi ketentuan Tuhan, maka manusia tidak akan tersesat selamanya.

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ANALISIS KETERBACAAN BUKU DWIBAHASA SERI MENGENAL HEWAN: CERITA SI LABA-LABA

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ABSTRACT

Nowadays, there are many books aimed for children who are set as interesting as possible to attract and develop their reading skill as well as to give sources of knowledge and science. Usually, the attraction given is in the form of full picture and easy reading book which is specially made for children as beginner reader.. One of this kind of books is Seri Mengenal Hewan: Cerita Si Laba-laba which is a bilingual book specially made to attract as well as introduce English to the childre. However, does it really use a suitable language for children so that they are not easily bored because of the complexity of the language used? In this study, using Fry Formula and Graphic, and by analyzing the linguistics usage level and cultural side scoring column, the writer found that the readability of the source text (Bahasa Indonesia) is not suitable for children below sixth grade level of elementary school. Meanwhile, the readability in the target text is more suitable for children-but not less than the third grade level. However, the translation (English parts) needs some revision. After reading this study, hopefully the readers can be more careful in choosing bilingual books which have good readability quality.

Keyword: *Bilingual book, readability, Seri Mengenal Hewan: Cerita si Laba-laba, Fry Formula and Graphic*

I. PENDAHULUAN

Ilmu pengetahuan merupakan sesuatu yang telah menjadi keharusan manusia dalam menjalani hidup agar dapat mengetahui dunia yang dijalaninya. Cara mendapatkan ilmu pengetahuan tersebut pun beragam pada setiap orang. Ada yang mendapatkannya melalui pengalaman, ada yang mendengarnya dari orang, ada pula yang mendapatkannya dengan membaca.

Sebagai salah satu cara mendapatkan ilmu pengetahuan, membaca memerlukan ketelitian dan keterampilan tersendiri dalam memahami bacaan yang tersedia. mendapatkan keterampilan membaca tidaklah mudah apalagi jika tidak suka membaca. Oleh karenanya, membaca memerlukan latihan semenjak kecil. pembelajaran membaca dapat dimulai dengan memperkenalkan kesukaan anak-anak pada buku atau bahan bacaan. Sebab jika tidak menyukai membaca, pemaksaan membaca dalam bentuk apapun akan membuahkan keengganan, bahkan membenci bacaan (Ridla, 2010). Oleh karenanya, alangkah baiknya jika orang tua mengajarkan kecintaan terlebih dahulu pada anak sebelum ia bisa membaca.

Setelah mulai bisa membaca, anak biasanya masuk ke dalam dunia ilmu pengetahuan lebih cepat karena ia akan mulai membaca apa-apa yang ada di sekitarnya seperti kata-kata atau tulisan-tulisan yang ada di sekitarnya. Biasanya tulisan-

tulisan tersebut berupa kata-kata atau kalimat-kalimat paling sederhana yang mudah untuk dibaca dan dipahami oleh si anak (Fatoni, 2009).

Bacaan yang lebih didominasi oleh gambar dengan sedikit tulisan biasanya lebih diminati oleh anak-anak ketimbang bacaan yang berisi banyak tulisan. Oleh karenanya, orang tua seringkali memberikan berbagai jenis buku pengetahuan bergambar untuk merangsang keinginan membaca sang anak. Saat ini telah banyak beredar buku pengetahuan menarik yang sesuai dengan keinginan tersebut. Selain itu, buku pengetahuan bergambar menarik dan memiliki sedikit tulisan sederhana tersebut kini divariasikan dengan *bilingual* atau dwibahasa—termasuk buku Seri Mengenal Hewan: Cerita Si Laba-Laba yang dibuat oleh Jumi Haryani dan diterbitkan oleh Gema Insani. Buku ini dimaksudkan agar, selain anak tertarik membaca dan mendapat ilmu pengetahuan, ia juga dapat mempelajari bahasa kedua selain bahasa ibu yang dikuasainya.

Namun, apakah terjemahan dari bahasa sumber (Bahasa Indonesia) diterjemahkan dengan baik dan ringan oleh si penerjemah agar dapat dipahami oleh pembaca yang merupakan anak-anak? Hal inilah yang perlu diperhatikan dalam pemilihan buku bilingual.

II. TINJAUAN PUSTAKA

2.1 Kemampuan Membaca, Perkembangan Kemampuan Membaca dan Pembelajaran Bahasa Anak

Downing dalam Wrey (1994) mengungkapkan bahwa seseorang dituntut untuk bisa menghubungkan informasi bacaan yang ada dalam teks dengan pengetahuan yang ia miliki. Manusia Memiliki berbagai tahapan kemampuan membaca. Jeanne Chall (1979), dikutip oleh Fatoni H.R. (2009), menyatakan bahwa ada lima tahapan dalam perkembangan kemampuan membaca yang dimulai dari *pre-reading* hingga kemampuan membaca yang sangat tinggi yang dimiliki orang dewasa. Kelima tahapan tersebut adalah:

1. Menguasai prasyarat membaca, yakni membedakan huruf.
2. kecakapan merekam fonologi yakni menerjemahkan simbol-simbol ke dalam suara dan kata-kata
3. Belajar membaca dengan fasih
4. Perubahan dari "*learning to read*" menuju "*reading to learn*". Tahap ini adalah tahap anak memahami informasi dari materi tertulis
5. Kemampuan baca yang sangat fasih yang dimulai pada saat sekolah tinggi (Fatoni, 2009)

Dari keseluruhan tahapan membaca di atas, anak-anak baru mencapai tahapan yang ketiga—dan bisa masuk ke awal tahap keempat—, yakni tahapan belajar membaca dengan fasih dan mulai memahami isi dari bahan tertulis. Pada tahapan ini, mereka baru memasuki dunia pemahaman makna kata. materi tertulis yang mereka baca hendaklah tidak terlalu sulit sehingga dapat dipahami dengan mudah dan tidak terjadi ganjalan dalam pemahaman makna.

2.2 Penerjemahan

Masalah penerjemahan penting untuk dimasukkan dalam penelitian ini dikarenakan buku ini adalah buku dwibahasa di mana si penulis, meskipun dilakukan oleh dirinya sendiri, melakukan proses penerjemahan dari idenya (*langue*) yang diterjemahkan ke dalam bahasa lain (*parole 2* atau *other language*) yang bukan bahasanya ibunya (*parole 1* atau *mother tongue*). Nida dan Taber (1969: 12) menyatakan bahwa penerjemahan adalah penyampaian kembali pesan dengan padanan yang hampir mendekati pesan dalam bahasa sumber ke dalam bahasa target baik secara makna maupun gaya bahasanya. Menurut pernyataan di atas, kita dapat mengetahui bahwa fungsi dari penerjemahan adalah menyampaikan

pesan penulis yang memakai bahasa sumber dan menyampaikannya ke dalam bahasa target/sasaran. Pesan yang disampaikan dalam bahasa sasaran tidak bisa sama persis dengan pesan asli dalam bahasa sumber. Oleh karenanya, mereka menggunakan istilah 'menggunakan padanan terdekat' (the closest natural equivalent—red).

Larson (1998, p.3) mendukung pendapat ini dan menjelaskan lebih detail bahwa penerjemahan merupakan kegiatan mempelajari leksikon/makna kamus, struktur gramatikal, situasi komunikasi, dan konteks budaya dari bahasa sumber, menganalisisnya dengan tujuan menentukan maknanya, dan kemudian menyusun makna yang sama dengan leksikon dan struktur gramatikal yang cocok dalam bahasa sasaran dan konteks budayanya.

Dalam penelitian ini, bahasa Indonesia sebagai bahasa ibu dari si penulis dianggap sebagai bahasa sumber (Bsu) dan bahasa Inggris dianggap sebagai bahasa sasaran (Bsa).

2.2.1. Masalah-Masalah Penerjemahan

Ada berbagai macam kesulitan yang dihadapi penerjemah dalam melakukan proses penerjemahan. Nababan (2003) pada makalah yang disajikan dalam Kongres Nasional Penerjemahan, di Tawangmangu, 15-16 September 2003, menyatakan bahwa kegiatan penerjemahan dipengaruhi oleh klien dan pembaca. Ia kemudian menambahkan (2004) dalam makalahnya yang berjudul *Kecenderungan Baru dalam Studi Penerjemahan* bahwa pencapaian penerjemahan sebagai mediator yang menyampaikan pesan secara komunikatif dipengaruhi oleh konteks sosial-budaya serta ideology penulis teks bahasa sumber, penerjemah, dan klien atau pembaca teks bahasa sasaran. Ia juga menambahkan dalam makalahnya (2008) dalam *Translation Theory bertema Penerjemahan dan Budaya* bahwa ada tiga faktor yang mempengaruhi penerjemahan: (kompetensi) penerjemah, kebahasaan, dan budaya. Untuk unsur Budaya, House 92002, p.92) menyatakan bahwa dalam penerjemahan, penerjemah melakukan terjemahan atau pengalihan budaya, bukan bahasa.

Cahyadi (2008) dalam artikelnya, *Kesulitan-kesulitan dalam Penerjemahan*, menyatakan bahwa masalah-masalah dalam penerjemahan adalah:

1. Sistem Bahasa Sumber dan Bahasa Sasaran Berbeda
2. Kompleksitas Semantik dan Stilistik
3. Tingkat Kemampuan Penerjemah Berbeda-beda
4. Tingkat Kualitas Teks Bahasa Sumber
5. Masalah Keterbacaan Teks

Dari teori-teori di atas, kita dapat mengumpulkan masalah-masalah yang ada dalam penerjemahan sebagai berikut:

1. Bahasa Sumber dan Sasaran yang berbeda, termasuk di dalamnya sistem, semantik dan stilistik
2. Kemampuan penerjemah (penguasaan bahasa sumber dan sasaran, materi, pemahaman budaya)
3. Budaya yang meliputi system bahasa, perangkat mental atau apa yang dipikirkan dari kata yang disebutkan, ketiadaan padanan dan lain sebagainya
4. Keterbacaan teks baik materi aslinya (sumber) maupun hasil terjemahannya (sasaran)
5. Klien dan/atau pembaca

2.2.2. Unsur keterbacaan dalam terjemahan

Keterbacaan bukan hanya kualitas hasil terjemahan, tapi juga materi asli sebelum diterjemahkan. Kualitas keterjemahan materi asli yang tak baik akan menyulitkan proses penerjemahan. Gadamer (dalam Schulte dan Biguenett, 1992) menyatakan bahwa membaca sudah merupakan penerjemahan, sedangkan penerjemahan sendiri merupakan proses penerjemahan yang dilakukan untuk kedua kalinya. Oleh karenanya, unsur keterbacaan amat penting dalam proses penerjemahan. Penerjemah akan merasa amat sulit menerjemahkan teks yang memiliki ketaksaan dan ketidakjelasan maksud dari pesan yang ingin disampaikan. Cahyadi ((2008) menyebutkan faktor yang menyebabkan terjadinya keterbacaan yang buruk:

1. Penggunaan Kata -kata Baru
2. Penggunaan Kata atau kalimat Asing dan Daerah
3. Penggunaan Kata atau kalimat Taksa
4. Penggunaan Kalimat Taklengkap
5. Rata-rata Kalimat yang terlalu panjang
6. Penggunaan Kalimat Kompleks
7. Alur Pikiran Yang Tldak Runtut dan Tldak Logis

2.2.3. Masalah Penerjemahan Bagi Bacaan Anak

Oleh karena pembaca sasaran dalam buku bilingual Seri Mengenal Hewan: Cerita Si Laba-Laba adalah anak-anak yang baru memasuki tahap memulai pemahaman isi bacaan, unsur keterbacaan sangat penting dalam proses penerjemahan. Hal ini dimaksudkan agar anak-anak tidak menjadi bosan dan menghindari membaca buku yang menarik secara tampilan dan gambar. Apalagi selain keterampilan membaca yang masih memasuki tahap awal memahami informasi dari bahan tertulis, anak-anak Indonesia juga tergolong memiliki kemampuan membaca yang masih rendah. Penelitian yang dilakukan Progress in International Reading Literacy Study (PIRLS), yaitu studi internasional dalam bidang membaca pada anak-anak di seluruh dunia yg disponsori oleh The International Association for the Evaluation Achievement, menunjukkan bahwa anak-anak Indonesia (kelas IV SD/MI) menempati posisi keempat terbawah dari empat puluh lima Negara yang disertakan (Iboekoe, 2009).

Apakah terjemahan dari bahasa sumber (Bahasa Indonesia) dapat melewati permasalahan-permasalahan yang ada dalam penerjemahan dan memiliki unsur keterbacaan yang baik?

III. METODE PENELITIAN

3.1. Tujuan Penelitian

Penelitian ini bertujuan agar peneliti secara khusus dan pembaca secara umum dapat mengetahui apakah Buku bilingual Seri Mengenal Hewan ini memiliki tingkat keterbacaan yang cocok untuk anak-anak atau tidak. Selain itu, setelah membaca hasil penelitian ini, pembaca diharapkan dapat lebih teliti dalam memilih buku bilingual yang cocok dengan melihat sisi keterbacaannya.

3.2. Metode Penelitian

Penelitian ini merupakan penelitian konstruktivisme kualitatif yang melihat wacana, konstruksi, budaya, dan semiotika dalam wacana. Dalam mendapatkan data dan menganalisis data mengenai keterbacaan ini, penulis menggunakan tabel berikut ini:

Tabel 1 Pengelompokan Permasalahan

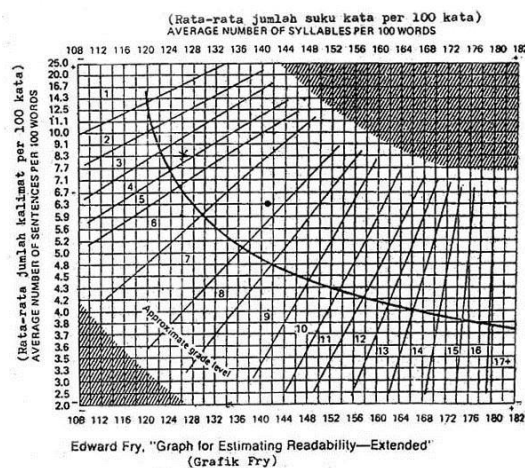
No	Bahasa Sumber	Bahasa Sasaran	Permasalahan		
			Grammar /lexical / Semantik / stilistik	Budaya	Keterbacaan Lain
1	Assalamualaikum, Kawan....	Assalamualaikum, friends....		V	
2	Selamat berjumpa lagi denganku si Laba-Laba.		V		

3	Aku terkenal hewan pembuat jaring.	I'm well known as a webmaker.			
4	Jumlah jenis laba-laba ada sekitar ratusan ribu spesies.		V		V
5	Allahu akbar, banyak sekali!		V	V	

Tabel di atas merupakan tolak ukur penilaian yang didasarkan pada terori-teori yang telah dijelaskan sebelumnya. Terori-teori tersebut dikategorikan ke dalam tiga masalah: *grammar*, *culture*, *other readability problems*. Dalam *grammar* atau tata bahasa, kita akan melihat berbagai kesalahan dalam tata bahasa yang tidak sesuai dengan kaidah Bahasa Inggris (BSa). *Culture* atau budaya terkait dengan kesalahan dalam unsur-unsur budaya dari Bahasa Inggris yang menjadi bahasa sasaran. Sedangkan *other readability problems* atau permasalahan keterbacaan lainnya terkait dengan permasalahan lain yang terkait dengan pengetahuan penerjemah, sasaran pembaca yang dalam hal ini adalah anak-anak, dan sebagainya.

Selain merujuk pada teori-teori di atas mengenai keterbacaan teks, banyak teori mengenai keterbacaan seperti Formula Fry dan Raygor. Penelitian ini juga akan menggunakan teori keterbacaan Fry yang telah menggolongkan peringkat baca menjadi 17 tingkat. Penggunaan teori ini dikarenakan kemudahan dalam penggunaannya. Formula Fry merupakan formula perkiraan yang mengukur tingkat keterbacaan yang dikenalkan Fry pada tahun 1977 untuk melihat keterbacaan suatu wacana dengan mengambil 100 kata sebagai sampel. Dengan suku kata sebagai penanda panjang-pendek dan tingkat kesulitan kata, Fry (dalam Pamungkas, 2010) menyusun langkah-langkahnya sebagai berikut:

1. Pilih 100 kata berurutan dari sebuah wacana
2. Hitung jumlah kalimat dari seratus kata yang telah dipilih. Jika kata keseratus tidak terletak pada akhir kalimat, maka kata keseratus tersebut dihitung desimal (persepuluhan). Contoh, jika kata keseratus jatuh pada kalimat ketujuh belas pada kata ketujuh dari sepuluh kata, maka kalimat terakhir itu dihitung 10/7 atau 0,7. Total kalimat yang ada jadi 16,7 kalimat.
3. Hitung jumlah suku kata pada seratus kata yang dipilih.
4. Cari titik temu koordinat dari hasil langkah kedua dan langkah ketiga dengan grafik Fry berikut ini



Sumber: Daud (2010)

Untuk penghitungan bahasa Indonesia, Harjasujana (dalam Pamungkas, 2010) menambahkan satu langkah tambahan. Langkah tersebut adalah mengalikan jumlah suku kata yang seratus tadi dengan 0,6.

Hasil akhir merupakan perkiraan dari hasil titik temu koordinat di atas yang memungkinkan hasilnya berada tepat pada titik koordinat atau turun satu level ataupun naik satu level. Misalnya, jika titik temunya terdapat pada level 5, maka tingkat keterbacaannya terletak pada level 4 hingga 6.

IV. HASIL DAN PEMBAHASAN

Setelah mengamati buku ini dengan memasukkan tiga masalah utama (kemampuan bahasa, budaya dan keterbacaan), peneliti menemukan cukup banyak permasalahan penerjemahan yang belum bisa ditangani oleh penerjemah dengan baik. Kesalahan atau permasalahan terbanyak terletak pada kemampuan/penguasaan bahasa yang meliputi *grammar* atau aturan bahasa, diikuti oleh keterbacaan dan budaya.

4.1. Penguasaan Kebahasaan

Terdapat cukup banyak kesalahan yang terjadi pada hal kebahasaan dari Bahasa Sumber (BSu) yang merupakan Bahasa Indonesia ke

Bahasa Sasaran (BSa), yaitu Bahasa Inggris. Sebagai contoh:

BSu Selamat berjumpa lagi denganku si Laba-Laba.

BSa *Nice to meet you. I'm the Spider.*

Pada kalimat sumber, penulis memberikan pemaknaan ada perjumpaan kembali dengan adanya kata "lagi". Namun penerjemah luput dalam memahami kata tersebut sehingga kalimat sasaran memiliki makna yang berbeda. Penggunaan kata 'lagi' menandakan bahwa sebelumnya penulis dan pembaca sudah berjumpa dan ini adalah kedua kali atau kesekian kalinya bertemu. Sedangkan, mereka belum tentu pernah berjumpa atau setidaknya pernah membaca tulisan sebelumnya dari penulis.

Contoh lain dapat kita lihat dari kalimat berikut ini:

BSu Tubuhku berbuku-buku atau disebut *arthropoda*.

BSa *My body is knuckled or it is called arthropode.*

Pada kalimat BSu, terdapat kata "berbuku-buku" pada "Tubuhku berbuku-buku..." yang merupakan ciri-ciri dari laba-laba yang dimaksud yang lazimnya dalam Bahasa Inggris bidang Biologi beristilah "segmentation." Namun penerjemah menerjemahkan dengan "my body is knuckled..." Knuckle sendiri sebenarnya bisa bermakna buku-buku pada jari manusia.

Contoh lain adalah:

BSu Aku tidak boleh sombong karena memiliki serat sutera yang kuat.

BSa *I must not be arrogant because of having the strong silk fibers.*

Pada kalimat di atas, penerjemah salah menggunakan *modal must*. Kata "Aku tidak boleh..." diterjemahkan menjadi "Aku tidak harus (I must not...)"

4.2. Keterbacaan dari Kata dan Panjang Kalimat

Berikut adalah contoh permasalahan keterbacaan yang tak bisa ditangani oleh penerjemah:

BSu Ternyata kami memiliki sepasang rahang bertaring besar dan alat bantu mulut seperti tangan bernama *pedipalpus*.

BSa *In fact, we have a pair of big tusk jaws and a device that is called pedipalpus.*

Pada kalimat BSu, alat bantu *pedipalpus* jelas diberikan penjelasan alat bantu mulut, yaitu

kata 'tangan'. Namun, dalam BSa, penerjemah tidak memberikan penjelasan apapun mengenai *a device* yang dimaksud. Hal ini dapat menimbulkan ketaksaan atau kemajemukan makna dalam kalimat tersebut. Selain itu, penggunaan kata *device* kurang cocok untuk dipakai dalam konteks yang terdapat dalam teks karena kata tersebut lebih cocok kepada suatu alat yang bukan bagian tubuh manusia. Sedangkan alat bantu mulut yang dimaksud di atas adalah bagian dari tubuh laba-laba.

Ada pula kalimat yang tadinya adalah dua kalimat sederhana, tetapi dirubah menjadi majemuk yang menyebabkan keterbacaannya menjadi menurun.

BSu Kami makhluk yang kecil dibanding hewan berbisa lain. Namun, Allah memberi perlindungan kami dengan serat yang kami hasilkan.

BSa *We are really smaller creatures than other poisonous animals, but Allah gives us protections with the fibers we produce.*

Pada kalimat bahasa sumber, keterbacaan tergolong tinggi karena hanya terdiri atas delapan kata. Pendeknya kalimat ini akan mudah dipahami, apalagi target pembacanya adalah anak-anak yang masuk ke dalam golongan pembaca pemula. Karena itu, panjang pendek kalimat ini juga berpengaruh besar dalam unsur keterbacaan ini. Sedangkan dalam kalimat bahasa target (Bahasa Inggris), keterbacaan wacana menjadi menurun karena kalimat tersebut mendapat tambahan kata serta berubah menjadi kalimat majemuk.

4.3. Keterbacaan dari Budaya

Permasalahan budaya yang terdapat dalam budaya yang ditemui oleh peneliti hanya terletak pada istilah yang berhubungan dengan agama seperti kata *Assalmualaikum* dalam kalimat berikut ini:

BSu Assalamualaikum, Kawan....

BSa Assalamualaikum, *friends*.... (TL)

Memang tidak ada padanan yang cukup sesuai dengan istilah ini karena yang ditujukan adalah pembaca anak-anak Muslim. Alternatif untuk penggantian ini adalah *In the name of Allah The Most Compassionate and Merciful*. Penggantian ini tentu memiliki arti yang sama meskipun kesan budaya yang didapat berbeda.

Seperti yang dikatakan di atas, alangkah baiknya jika diberi keterangan dalam tanda kurung mengenai maksud dari kata tersebut. Berikut adalah contoh yang diterjemahkan dengan mengubah langsung adalah:

BSu Kawan, semua keunikan laba-laba diciptakan oleh Allah Ar-Rahmaan.

BSa *Friends, all of spider uniqueness are created by Allah The Most Gracious.*

Jika istilah dirasa baik untuk dirubah langsung dan sesuai nilai-nilai yang terkandung, memang lebih baik melakukan perubahan. Namun, jika dalam istilah ini, istilah aslinya lebih baik dipakai, maka keterangan bisa dimasukkan di dalam tanda kurung.

4.4 Keterbacaan dari Segi Lain Kebahasaan

Selain permasalahan budaya, Permasalahan lain yang ditemui adalah permasalahan keterbacaan dalam bidang kebahasaan. Berikut adalah contoh dari permasalahan tersebut:

BSu Wah, bagaimana kami makan, ya?

BSa *How do we eat?*

Pada contoh di atas, terlihat ada perubahan atau pergeseran makna. Makna dalam bahasa sumber (Bahasa Indonesia) adalah untuk mendapatkan perhatian dan menimbulkan pertanyaan bagi pembacanya. Sedangkan dalam kalimat bahasa sasaran, pertanyaan itu justru seolah-olah muncul untuk diri penulis sendiri. Pergeseran makna ini tentu saja tak dapat diterima dalam penerjemahan.

Apalagi sebagai pembelajaran bagi anak-anak yang tentu saja berakibat akan memberikan kesesatan pembelajaran.

Contoh lain dari masalah kebahasaan ini adalah sebagai berikut:

BSu Untuk menangkap serangga, jenis laba-laba dapat menginjeksi melalui sepasang taring.

BSa *To snare an insect, we injects poison through our tusks.*

Pemilihan kata *tusks* di atas tidak tepat untuk padanan 'taring'. Penggunaan kata *tusk* adalah 'taring' yang dimaksudkan dari gajah laut. Maka akan lebih cocok jika memakai kata *fang*.

Contoh berikutnya muncul pada kalimat berikut ini:

BSu Aku juga disebut dalam Al-Qur'an, yaitu al-'Ankabuut.

BSa *I was also mentioned in The Qur'an. which is in the surah al-'Ankabuut.*

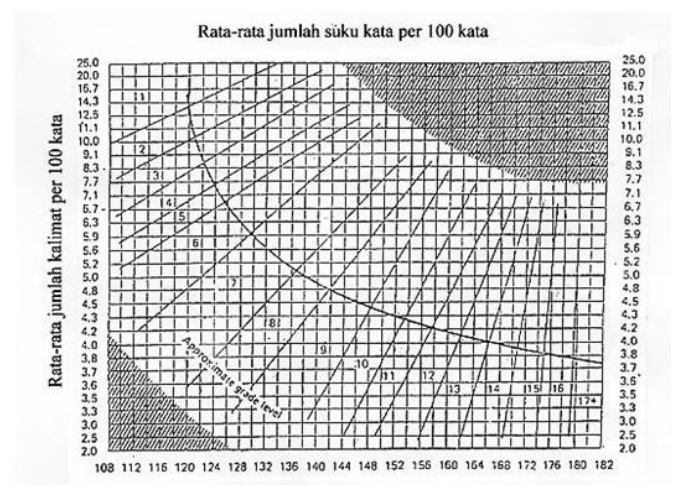
Kalimat terjemahan di atas mengandung kesalahan makna. Penerjemahandi atas merubah makna karena adanya pergeseran sintaksis. Penggunaan kata *was* tidak benar karena bermakna

'tidak lagi di waktu sekarang'. Sedangkan yang dimaksud adalah 'fakta' bahwa binatang laba-laba disebutkan di dalam Al-Qu'an.

Masih ada contoh-contoh lain dari kesalahan dalam bidang kebahasaan. Kesalahan ini seharusnya sudah diwaspadai sebelum diterbitkan.

4.5. Hasil Perhitungan Keterbacaan Berdasarkan Rumus dan Grafik Frey

Perhitungan keterbacaan berdasarkan Rumus Frey dimulai dengan menghitung kalimat yang berada pada seratus kata pertama yang ada dalam teks. Setelah mendapatkannya, penulis menghitung jumlah suku kata dari semua kalimat tersebut. Setelah didapatkan jumlah total suku katanya, penulis melihat letak keterbacaan hasilnya pada Grafik Frey berikut ini.



Sumber: Daud (2010)

Berdasarkan perhitungan rumus dan perhitungan formula Frey, dari hitungan 100an kata dalam 14 kalimat, Keterbacaan bahasa sumber yang juga dihitung untuk dijadikan tolak ukur berjumlah 255. Karena teks sumber merupakan bahasa Indonesia, jumlah tersebut dikalikan 0.6 agar sesuai dengan pengaturan perhitungan keterbacaan dalam bahasa Indonesia. Hasil yang dapat dihitung dari teks sumber adalah 153 yang berarti, menurut grafik Frey, bahwa wacana dalam bahasa sumber (Bahasa Indonesia) cocok untuk anak kelas 6 hingga kelas 8. Sedangkan dari 15 kalimat bahasa sasaran (Bahasa Inggris), total keterbacaannya adalah 143 yang berarti bahwa wacana teks sasaran cocok untuk kelas 3 hingga kelas 5.

Meski memiliki cukup banyak permasalahan penerjemahan yang belum bisa ditangani dengan baik, penerjemah sudah berusaha cukup baik untuk memperbaiki kalimat-kalimat yang tingkat keterbacaan dalam bahasa sumbernya

cukup rendah. Hal tersebut bisa terlihat dari contoh di bawah ini:

BSu Serat sutera itu dihasilkan dari kelenjar yang disebut *spinneret* yang berada di bagian belakang tubuh kami.

BSa *The silk fibers are produced from a gland which is called spinneret. It is in the back of our bodies.*

Dalam kalimat sasaran (BSu), penerjemah sudah cukup baik menangani kalimat sumber ini yang berbentuk kalimat majemuk. Hal ini dimaksudkan agar pembaca sasaran yang merupakan anak-anak dapat lebih mudah memahami bacaan ini. Contoh lain dari penyederhanaan kalimat majemuk adalah sebagai berikut:

BSu Tubuhku bagian depan yang disebut *prosoma* adalah gabungan kepala dan dada.

BSa *My front body is called prosoma. It consists of head and breast.*

Selain itu, penggunaan media visual gambar dapat memberi banyak bantuan bagi pemahaman para pembacanya untuk mengenali apa-apa yang dijelaskan oleh penulis dalam tulisannya. Misalnya, untuk menjelaskan istilah *prosoma*, selain memberikan penjelasan, gambar yang diberi penjelasan *prosoma* dapat sangat membantu.

V. KESIMPULAN

Buku bilingual *Seri Mengenal Hewan: Cerita Si Laba-Laba* ini mengandung pesan ilmu pengetahuan yang dikemas dengan sangat menarik untuk menarik minat baca anak-anak. Gambar dan plot cerita yang disajikan sangat menghibur.

Setelah mengamati dari tiga permasalahan utama dalam penerjemahan dengan menggunakan Tabel Pengelompokan Permasalahan (kemampuan bahasa, budaya dan keterbacaan), peneliti menemukan cukup banyak permasalahan penerjemahan yang belum bisa ditangani oleh penerjemah. Permasalahan utama yang muncul adalah permasalahan kemampuan bahasa. Hal ini bisa dilihat dari mayoritas kesalahan terdapat dalam kategori kebahasaan, seperti pemaknaan, aturan bahasa, leksikal, dan lain-lain. Meskipun penerjemah nampaknya tetap berusaha menyajikan bahasa yang mudah dipahami oleh pembaca sasaran yang merupakan anak-anak, terjemahan dalam buku bilingual ini belum cukup memenuhi criteria penerjemahan yang baik karena ada permasalahan-permasalahan yang belum tertangani dengan baik. Berdasarkan Formula dan Grafik Frey, meskipun terjemahan ke bahasa sasaran

menjadi lebih mudah, namun target pembaca adalah anak-anak yang tergolong usia pembaca pemula, yakni sekitar kelas 2 ke bawah. Karenanya, bacaan ini belum memenuhi persyaratan keterbacaan baik.

Dengan adanya penelitian ini, kita dapat memperhatikan dan memahami unsur-unsur terjemahan yang baik sehingga diharapkan di kemudian hari pembaca (baik penerjemah maupun bukan) dapat lebih teliti dalam menerjemah ataupun memilih bahan bacaan. Hal ini dikarenakan agar tidak terjadi pergeseran pesan yang ingin disampaikan oleh penulis.

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STUDENTS' LISTENING COMPREHENSION: EFFECT OF TEACHING MEDIA AND LEARNING MOTIVATION

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ABSTRACT

The objective of the research is to know the effect of using teaching media and learning motivation towards students' listening comprehension. The design of the study was experimental study. The population is all students in 4th semester at Academy Secretary and Management Bina Sarana Informatika and the sample who obtained a random sampling technique is 60 students. The class was taught listening comprehension by using Davitech Teacher Media. In collecting data, it was used multiple choices and questionnaire. The analysis data was used ANOVA Two-ways with significance level of 5%. It was found that the mean score of the experimental class with high learning motivation was 83,20 and low learning motivation was 66,73. For the conventional class with high learning motivation, the mean score was 77 and for the low learning motivation was 56,13. Thus, it is clear that the differences of the means gained score were significant. Therefore, it can be concluded that the application of Davitech Teacher Media and learning motivation on students' listening comprehension was much more effective.

Keywords: teaching media, motivation, students' listening comprehension.

I. INTRODUCTION

In the era of developing science and technology, language has become an important role for human life. By using language, people can express their ideas, emotions and desires, and it is used as a medium to interact or communicate with one another to fulfill their daily needs. It is supported by Setiyadi (2006:147) that language is a system for expression of meaning and has primary function that is for interaction and communication. From that statement, it means that every language is used as a tool to communicate. In fact, the primary language in the world is English. People must understand more than just their native language in order to communicate with other people. English now is officially considered as an international language and has been the most important language in international communication. Because of that, all countries in the world have set the language as one of the compulsory subject studied at school. Also, Indonesia as one of the developing countries has set its educational curriculum to include English as a foreign language which is studied from elementary up to university.

As all people in the world who study English had known that the four main skills in

English, they are listening, reading, writing and listening are the most important things to be studied. So, the final objective of teaching and learning process is students are expected to master them. Wirahadi (2012:4) stated that teaching English means teach students not only how to speak, how to read, how to write but also how to listen. Also, it is talking about how to communicate in English. From that statement, it can conclude that the four main skills in English should be mastered to create good communication. In addition, English also has many functions in educational world, for example to develop science, technology, art and so on.

Teaching and learning process will be success if it is supported by some factors such as completeness of teaching facilitation, interesting media and school environment. To ease students' comprehension in studying English, teachers are obligated to choose the suitable method and media in order to achieve teaching purposes. The interesting media will make the students to be more motivated to study and reduce stress in following the activities in learning process. In applying the media, the teachers, first, have to prepare many things such as; teaching material. It is intended to make students have strong interest and to help the

students' understanding about material that is explained.

As mention above, in learning language, there are four basic skills that students have to master. One of these basic skills is listening. Listening is the foundation of all human communication. Bowen (1985:74) Listening is attending to and interpreting oral language. It means that communication will not be effective without listening comprehension. Considering the importance of listening skill in daily communication, English learners should work hard to develop their listening ability.

Most of students consider that listening is hard to be mastered, because the ability to listen foreign language is more complicated. When they are studying Listening, they often ignore to use English as a medium of communication due to lack of listening comprehension, they could not get the meaning of the words or sentences which the speaker talk about. Heaton (1984:64), stated that an effective way of developing the listening skill is through provision of carefully selected practice material. From this statement it can be concluded that to improve listening comprehension of the students, the materials for teaching listening comprehension should be suitable to what is the students' need and want. The students will be interested to study if the teaching materials are interesting for them.

Style and Richard (2004:12) said that another problem in learning listening are students tend to spend more time evaluating what the speaker is saying or mentally composing their responses than they do actually "listening". It means that most students are terrible at listening and they just focus on the speaker's said. Another problem is the students have low motivation and are not interested in doing the task. The lack of interest and motivation of the students to study may be caused by the media and method that are not suitable with the students' need or students' interest. Of course, it can be serious problems for the students. As the result, they are not enthusiastic in learning English and it can influence their achievement in listening comprehension.

A researcher, Cassandra B. Whyte (2007:198) stated that, "Generally, motivation is conceptualized as either intrinsic or extrinsic. *Intrinsic motivation* occurs when students are internally motivated to do something because it either brings them pleasure, they think it is important, or they feel that what they are learning is significant. *Extrinsic motivation* comes into play when a student is compelled to do something or act a certain way because of

factors external to him or her (like a gift or good grades)."

Based on Cassandra's theory above, it means that teacher should maintain and increase students' motivation to learn by creating a comfortable atmosphere during teaching learning activities for example by using a media to teach. Media of teaching will help keep students focus and concentration on their studies and also may have improved the students' ability to participate, retain information during the class, keep motivated and willing to succeed academically.

Due to these problems, the researcher would like to introduce a media to improve the students' listening comprehension. It is called Davitech Teacher Media. It is a media which contains many functions,for students; they can watch videos or hear some voices individually and regularly, listen to the native speaker which is displayed with video player, record their voices, write their *self-test*, do their *self-study*, save their task and also access so many resources on their folder. For the teachers there are some good points that may find when using Davitech Media, they are: (1) the classroom activities, which is the teacher's centered so it can makes the teacher easier to manage students; (2) the usage of the target language in the classroom, which is meant to make the students have good ability in listening comprehension; (3) learning process focuses on pattern drills, certain topics and also supports leading to good pronunciation; (4) the materials can share easily to all the students (exercises, worksheet, resources and so on). It can help students work independently and /or within a group.

II. THEORETICAL REVIEW

2.1. Teaching Media

Arsyad (2011:81) said that," One of the characteristics of teaching media is the media contains and delivers message or information towards its receiver namely the students. Some media can explore message and students' response then is often called interactive media." The most important things is media should be provided to meet the needs of students' ability and hence students can actively participate in teaching learning process.

Meanwhile, Sudjana and Ahmad Rivai (2001: 21) stated that "Teaching media can enhance students' learning process and expected to improve achievement they reach".

In the multimedia teaching, with eyes looking, ears listening, mouth speaking, hands writing, brains keeping in mind, students will greatly improve their passion for learning, leading to higher class efficiency. (Li, 2009:42). Dong (2011:2) explains the advantages of multimedia teaching to support Li, they are: 1) Multimedia teaching makes English class more vivid, interesting and lively. 2) Multimedia teaching could create a language lively and harmonious environment, and 3) Multimedia teaching could create a practical English using environment.

Simply, teaching media or now popular with multimedia is very prominent and useful in education. Teaching multimedia can make students enjoy, explore students' mind, invites students to explore their potency, stimulate students' interest in learning, improve class efficiency and achieve more satisfactory teaching result. Teaching multimedia (pictures, sounds and animations, power point, texts) can provide a number of dynamic implicit information associated with communication, increase practice in four basic skills (listening, reading, writing and speaking) and enhance their ability to use English.

Learning English language is both verbal and written language. Both of them surely need the media to make students interested in learning. The media such as audio, visual and video will be very helpful. In this research, the writer would like to introduce a media which is called Davitech Teacher Media. It is a teaching multimedia that teacher use in language laboratory. In teaching learning process, the teacher uses Davitech Teacher Media to deliver audio materials, videos, presentations, exercises, worksheets and etc then the students practice by their own. Each student has their own computer and headset so they can learn, watch videos or hear some voices individually and regularly, listen to the native speaker which is displayed with video player, record their voices, write their *self-test*, do their *self-study*, save their task and also access so many resources on their folder. The primary use of the Davitech Teacher Media is as a reach and motivating source of information because it links to the internet.

2.2 Learning Motivation

Kimble and Garnezy (1966:133) cited in Brown, "Learning is relatively permanent change in a behavioral tendency and is the result of reinforced practice". While Brown (2000:7) broke down the definition of learning as follows:

1. Learning is acquisition or "getting"
2. Learning is retention of information or skill
3. Retention implies storage systems, memory, cognitive organization
4. Learning involves active conscious focus on and acting upon events outside or inside the organism
5. Learning is relatively permanent but subject to forgetting
6. Learning involves some form practice, perhaps reinforced practice.
7. Learning is a change in behavior.

Language is a skill, and a skill needs to be applied, not just stored in the head or admired at a distance. Teachers encourage language use through both intrinsic and extrinsic motivation. Some students have strong intrinsic motivation; they know the benefits of learning a particular language. Extrinsic motivation can come through rewards (Lewis, cited in Jack C. Richards and Willy A. Renandaya, 2002:42).

Motivation is personality factor which is probably the most frequently used catch all term for explaining the success or failure of virtually any complex task. Brown (2000:160). Giving various definition of motivation in three different perspectives emerges:

1. From a *behavioristic* perspective, motivation is seen very matter of fact terms. It is quite simply the anticipation of reward. Driven to acquire positive reinforcement, and driven by previous experiences of reward for behavior.
2. In *cognitive* terms, motivation places much more emphasis on the individual's decisions.
3. A *constructivist* view, of motivation places even further emphasis on social context as well as individual personal choices. Each person is motivated differently, and will therefore act on their environment in ways that are unique. But these unique acts are always carried out within cultural and social and cannot be separated from that context.

Gardner (1985) defined motivation as a combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes towards learning language. In his model, Gardner talked about two kinds of motivation, *the integrative and the instrumental*. The *integrative motivation* described students' or learners' who wished to integrate themselves into the culture of the second language group and become involved in social interchange in that group. *The instrumental motivation* refers to more functional reasons for learning the language such as getting a better job, a higher salary or passing an examination.

Students' learning motivation naturally has to do with students desire to participate in the teaching learning process. But it also concerns the reasons or goals that underlie their involvement or noninvolvement in academic activities. Although students may be equally motivated to perform a task, the sources of their motivation may differ. (Hermine Marshal,1987:127-128). Based on Carole Ames (1990:189), Learning motivation or motivation to learn is the meaningfulness, value, and benefits of academic tasks to the learner --- regardless of whether or not they are intrinsically interesting. It is characterized by long term, quality involvement in learning and commitment to the process of learning.

2.3 Listening Comprehension

The nature of listening comprehension means that the learner should be encouraged to concentrate on an active process of listening. Listening comprehension is a complex activity. Coordinating sounds, vocabulary, grammatical structures and background knowledge involves a great deal of mental processes on the part of listener (Vandergrift and Hui Fang Shang, 2008). In addition, Calce (2001:88) stated that listening comprehension describes comprehension of speaker's messages at the internal reproduction of that message in the listener's mind, so that successful listening reproduces the meaning intended. Some applied linguist argue that listening comprehension is at core of second language acquisition and demands a much greater prominence in language teaching.

O'Malley and Chamot made a conclusion by doing a research on listening comprehension in 1989, "Listening comprehension in an active and conscious process in which listener constructs meaning by using cues from contextual information and existing knowledge, while relying upon multiple strategic resources to fulfill the task requirement" (O'Malley and Chamot, 1989:420)

Good listening comprehensions are essential for academic success by students in classroom. In all too many cases, the primary emphasis on listening comprehension involves the students can takes notes or attends to the day's activities.

2.3.1 The Purpose of Listening Comprehension

Listening comprehension is regarded theoretically as an active process in which students concentrate on selected aspects of aural input, from meaning, from passages, and

associates what they hear with existing knowledge. Uses effective listening can help students capitalize on the language input they are receiving and help teacher facilitate the teaching process. Brown and Yale (1983:39) divided the purposes of listening comprehension into 2 (two), they are:

- a) Interactional uses of language are those in which primary purposes for communication are social. The emphasis is on creating harmonious interaction between participants rather than on communicating information.
- b) Transactional function of language is those in which primary purposes for human learning: are information gathering and pleasure, though there are other reasons, such as empathy, assessment and criticism.

2.3.2 Types of Listening

According to Nation and J. Newton (2009:40) there are two broad types of listening: 1) One-way-listening typically associated with the transfer of information (transactional listening); b) Two-way-listening typically associated with maintaining social relations (interactional listening). Traditionally, listening was associated with transmission of information that is with one-way listening. This can be seen in the extensive use of monologues in older listening materials. While this is fine if it is relating primarily to listening in academic contexts for example, it fails to capture the richness and dynamics of listening as it occurs in everyday interactions (two-way listening). Most contemporary materials reflect this re-emphasis with a move towards natural sounding dialogues.

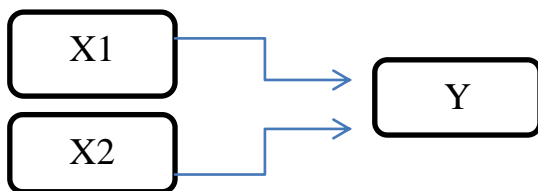
Wilson (2008a:10) engage in on a day-to-day listening; (a) Listening for gist: this refers to the occasion when people want to know the general idea. (b) Listening for specific information: this refers to the occasion when people do not need to understand everything, but only in a very specific part. (c) Listening in detail, this refers to the type of listening people do when find the errors or determine differences between one passage and another. People cannot afford to ignore anything because people do not know what exactly information will help us to achieve the task. (d) Inferential listening, this refers to the type of listening when people wish to know how the speaker feels. It may involve inferring, which.

III. RESEARCH METHOD

The method that used in this research is experiments. The research is used to know the effects of teaching media and learning motivation at fourth semester in Academy Secretary and Management Bina Sarana Informatika Jakarta.

In this study, the researcher divides the sample into two classes, consisting of the experimental class is the class given teaching method and a control class of the class given conventional teaching. End of instruction, students in both classes were given a test with about the same. The results of these tests be used as research data, then analyzed and compared to see the influence of different teaching media and learning motivation on listening comprehension of students between the experimental class and control class.

In accordance with the problem statement and objectives of this study, This method treated students in two different classes-an experimental class and a control class. The experimental class the teacher used Davitech Teacher Media in listening activities and for the control class, the teacher used conventional. Likewise, the students in both classes were also asked to answer the test at the end of the treatment is to find out the effect of it upon student's listening comprehension. The design in this study is:



Remark:

X₁= Teaching Media (independent variable)

X₂= Learning Motivation (independent variable)

Y = Listening comprehension

In this experimental study the researcher uses the 2 classes, namely the experimental class and control class. The experimental class is students at class SK 3A which consists of 30 students who are given Davitech Teacher Media. The control class is students at class SK 3B, which consists of 30 students who are given conventional.

The class received the material about listening for general situation with the same allocation of time and theme. The material

provided in accordance with that specified in the curriculum. The data in this study were obtained by giving the final test in each of the students who worked individually, either in the experimental class or control (conventional) class.

Learning motivation in this research is typically examined in terms of intrinsic and extrinsic motives of the students which is direct to create their attention, build relevance, confidence and satisfaction. To test learning motivation of the students in this research, they gave the numbers of the questions in a questionnaire. To know the high or low motivation of the students, the researcher used John Keller's theory.

The intrinsic and extrinsic motivation which appears in students' is involving attention, relevance, confidence and satisfaction (John Keller's theory). These four characteristics will applicable in the questions of the questionnaire. In this case, the researcher used Likert Scale that is divided into five categories: Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), Strongly Disagree (SD).

IV. DISCUSSION

After the test and questionnaire score collected, statistical computation using ANOVA Two-ways were utilized unearth the comparison between before and after treatments. The summary of the research are presented below:

Table 1. Descriptive Statistics

Descriptive Statistics				
Dependent Variable: Listening Comprehension				
Teaching Media	Learning Motivation	Mean	Std. Deviation	N
Davitech Teacher Media	High	83,20	9,623	15
	Low	66,73	12,775	15
	Total	74,97	13,915	30
Conventional	High	77,00	9,487	15
	Low	56,13	13,569	15
	Total	66,57	15,651	30
Total	High	80,10	9,904	30
	Low	61,43	14,026	30
	Total	70,77	15,281	60

Source: SPSS Output

From the data above, it can be explained that the listening comprehension subject which

is taught by using Davitech Teacher Media and students' who has high learning motivation (15 students) have the average score (mean) 83,20 with standar deviation 9,623. While, for students who taught by Davitech Teacher Media but have low learning motivation, the average score is 66,73 with standar deviation 12,775. For students in conventional class and have high learning motivation, the average score is about 77 and standard deviation 9,487. And student with low learning motivation have 56,13 average score and 13, 569 standard deviation.

The next step is to test the normality and homogeneity of the data. The normality test is needed to know what the next method of analysis is whether using statistic parametric or non-parametric. Homogeneity test is aim to determine whether the variance come from a homogeneous population or not. The data of normality test are below:

Table 2. One-Sample Kolmogorov-Smirnov Test

One-Sample Kolmogorov-Smirnov Test		
		Listening Comprehension
N		60
Normal Parameters ^{a,b}	Mean	70,77
	Std. Deviation	15,281
Most Extreme Differences	Absolute	,159
	Positive	,090
	Negative	-,159
Kolmogorov-Smirnov Z		1,233
Asymp. Sig. (2-tailed)		,096
a. Test distribution is Normal.		
b. Calculated from data.		

Source: SPSS Output

The table above describes the score in statistic Kolmogorov-Smirnov Z Test for listening comprehension equals 1.233 and Sig.=0.096>0.05. It means the data are in normal distribution.

Homogeneity test result is presented below:

Table 3. Levene's Test (Homogeneity Test)

Levene's Test of Equality of Error Variances ^a
Dependent Variable: Listening Comprehension

F	df1	df2	Sig.
1,570	3	56	,207
Tests the null hypothesis that the error variance of the dependent variable is equal across groups.			
a. Design: Intercept + A + B + A * B			

Source: SPSS Output

The Levene's test with significance level of 5% (0,05) was used to test the homogeneity of the data. From the data above, it shows that $F_0 = 1.570$ and $Sig. = 0.207 > 0.05$. In other words, all the data are homogeneous. Based on the result of normality and homogeneity test above, it can be concluded that all requirements for ANOVA Two-Ways technique is completed.

Summary of result the data analysis using ANOVA Two-Ways is showed in the table as follows:

Table 4. Tests of Between-Subjects Effects

Tests of Between-Subjects Effects					
Dependent Variable: Listening Comprehension					
Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	6357,667^a	3	2119,222	15,996	,000
Intercept	300475,267	1	300475,267	2268,023	,000
A	1058,400	1	1058,400	7,989	,007
B	5226,667	1	5226,667	39,452	,000
A * B	72,600	1	72,600	,548	,462
Error	7419,067	56	132,483		
Total	314252,000	60			
Corrected Total	13776,733	59			

a. R Squared = ,461 (Adjusted R Squared = ,433)

Source: SPSS Output

According to the data above, so the research hypothesis in this research is answered. The complete explanations about the table above are:

- First hypothesis:** Based on table above, the result of ANOVA test that $F_0 = 7,989$ and $Sig. = 0,007 < 0,05$, so zero hypothesis (H_0) is rejected and alternative hypothesis (H_1) is accepted. It means that there is a significant effect of teaching media towards students' listening comprehension in Academy

Secretary and Management Bina Sarana Informatika Jakarta, or in other words, there is a different result or score of students' listening comprehension that is taught by using Davitech Teacher Media with the conventional media.

2. **Second hypothesis:** The table above shows the result of ANOVA test $F_0 = 39,452$ dan $Sig. = 0,000 < 0,05$, so H_0 is accepted and alternative hypothesis (H_1) is rejected. It means that there is a significant effect of learning motivation towards students' listening comprehension in Academy Secretary and Management Bina Sarana Informatika Jakarta, or in other words, there is a different result or score of listening comprehension for students who have high learning motivation and low learning motivation.
3. **Third hypothesis:** The result of ANOVA test in table above presents that $F_0 = 0,548$ dan $Sig. = 0,462 > 0,05$, so H_0 is accepted and alternative hypothesis (H_1) is rejected. It means that there are interaction effect but not significant of teaching media dan learning motivation towards students' listening comprehension in Academy Secretary and Management Bina Sarana Informatika Jakarta.

Meanwhile, the Adjusted R. Squared is 0,433. It means that teaching media and learning motivation give 43,3 % effect to increase students' listening comprehension in Academy Secretary and Management Bina Sarana Informatika Jakarta.

V. CONCLUSION

According to the result of the research above, the class that is using Davitech Teacher Media in listening comprehension subject has higher score than the class that is not using Davitech Teacher Media or just using conventional media. It can be proved that the average score of the students in experiment class (using Davitech teacher Media) is 74,97, while the average score of students in conventional class is 66,57. So, the conclusion is the teaching media give a significant effect towards students' listening comprehension in Academy Secretary and Management Bina Sarana Informatika Jakarta.

In implementing the teaching media, some factors must be considered especially those which are closely related to students' personality. Since there is an effect of teaching media on students' listening comprehension, teachers should use another media in one learning process in order to reach the goal of the teaching learning.

The usage of media should requires the characteristic of educational media such as: (a) less expensive, (b) have intellectual message, (c) be according to the type and student's needs, (d) consider the class level and formative, (e) achieve the objective required, (f) be capable in comparison with others, (g) be available and affordable, and (h) consider the condition of the classroom. Using media requires that the teacher step outside of the traditional teaching media and facilitate learning by encouraging students to learn through media. This approach work best when students are primed. If students are not adequately informed about what they are expected them to learn, they will struggle to make the connection between the learning objectives and the media that they are expose to.

Showing media before the discussion gives students an image to which they can compare the topics under discussion. This method provides students with a brief capsule of what the media is about and what to look for. The uses of the media sources help connect the students with event that are culturally relevant. As a result, a positive consequence of utilizing media is that the teacher must keep their materials and examples up-to-date. The most important point is teacher also should guides students to operate the media.

In language learning, motivation is more specific than in a content-based subject. Students' learning motivation naturally has to do with students desire to participate in the teaching learning process. But it also concerns the reasons or goals that underlie their involvement or noninvolvement in academic activities. In this research, learning motivation give the significant effect to increase students' listening comprehension in Academy Secretary and Management Bina Sarana Informatika Jakarta. Students who have high learning motivation is giving more attention to the learning activities in the class than the students who has low learning motivation. It is shown by their score in listening subject. The average score of high learning motivation students is 72,33, then the low learning motivation students average is 60,67.

Teacher should take some technique to increase students' motivation on classroom

activities. In general, these fall into the two categories: intrinsic and extrinsic motivation. To increase intrinsic motivation of the students, teacher must attract to, for example: (1) explain or show why learning a particular content or skill is important, (2) allow students some opportunities to select learning goals and tasks, (3) create or/and maintain curiosity, (4) provide games and stimulations, (5) set goals for learning, (6) relate learning to students need, (7) help students develop plan of action. Teacher should engage to build students' intrinsic motivation because it comes inside of an individual rather than from any external or outside rewards.

In contrast to intrinsic motivation, the extrinsic motivation comes from outside factors such as rewards. In this case, teacher should provide valuable rewards for simple task in order to make students enjoy in learning.

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FEMINISM OF ALICE PAUL IN *IRON JAWED ANGELS* MOVIE

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ABSTRACT

Most of women in the world are lack support for fundamental functions of a human life. They are less well nourished than men, less healthy, more vulnerable to physical violence and sexual abuse. They are much less likely than men to be literate, and still less likely to have professional or technical education. The objectives of this analysis are: (1) to know the characterization of Alice Paul as the main Character in Iron Jawed Angels Movie. (2) to find out the type of feminism in the main character. The method used is descriptive qualitative method and library research to collect the data and theories. The result of this thesis indicated that Alice has some great characterization such as smart, independent, brave, a great motivator, and educated woman. The type of her feminism in the main character is Liberal Feminism.

Keywords: Feminism, Characterization, *IRON JAWED ANGELS* Movie

I. INTRODUCTION

Most of women in the world are lack support for fundamental functions of a human life. They are less well nourished than men, less healthy, more vulnerable to physical violence and sexual abuse. They are much less likely than men to be literate, and still less likely to have professional or technical education. When they attempt to enter the workplace, they face greater obstacles, including intimidation from family or spouse, sex discrimination in hiring, and sexual harassment in the workplace.

Similar obstacles often impede their effective participation in political life. In many nations women are not full equals under the law: they do not have the same property rights as men, the same rights to make a contract, the same rights of association, mobility, and religious liberty. Women, in short, lack essential support for leading lives that are fully human. This lack of support is frequently caused by their being women. Thus, even when they live in a constitutional democracy, they are equals in theory but second-class citizens in reality.

In *Iron Jawed Angels* Movie, the movement started during the 1900s and it was a huge problem that occurred in America. Since

the laws were made by men, women were not allowed to vote. They were always seen as a certain role and known as the property. It means, men thought women had things to do like taking care of their children. It was difficult for women to fit in the society. Alice Paul a highly intelligent college graduate of the Progressive era was a key American suffragist and activist. She believes that the ruling class is those who have a voice, a voice is a vote. So Alice fights for women's suffrage. Women will be easy to go into the government and finally women can contribute in making laws to protect women's rights. Along with Lucy Burns and others, she led a successful campaign for women's suffrage that resulted in the passage of the Nineteenth Amendment to the U.S. Constitution in 1920.

Iron Jawed Angels, a movie in 2004 which won Golden Globe Award and Literary Award is a true story that tells the remarkable and little-known story of a group of passionate and dynamic young women, led by Alice Paul (Hilary Swank) and her friend Lucy Burns (Frances O'Connor), who put their lives on the line for American women's right to vote. The film begins as Alice Paul and Lucy Burns return

from England, where they participated in the women's suffrage movement. Once the pair becomes more active within the National American Woman Suffrage Association (NAWSA), they begin to understand that their ideas were much too forceful for the established activists, particularly Carrie Chapman Catt (Anjelica Huston). The pair leaves NAWSA and found the National Women's Party (NWP), a better way to fight for women's rights.

In *Iron Jawed Angels*, the background of feminist movement is a controversial theme made by the script writer that could trigger writer's curiosity since feminism, especially gender equality is a thing that still have to be fought for in this era.

Based on the explanation above, the writer chooses "**FEMINISM OF MAIN CHARACTER IN *IRON JAWED ANGELS* MOVIE DIRECTED BY KATJA VON GARNIER**" as a title of this research.

The problems that are encountered on the discussion of this thesis are:

1. How is Alice Paul portrayed in the movie?
2. What is the type of feminist movement led by Alice Paul?

II. THEORETICAL REVIEW

2.1 Feminism

Feminism gives a woman a chance to make a decision whether personal or social. But they cannot misuse the freedom that could end to their own destruction. Feminist is someone who knows there is gender discrimination in the society or in the house and opposes it. A feminist activist is not always a woman but it can be a man because feminism is humanity movement.

According to Haslanger (2012), "Feminism is both an intellectual commitment and a political movement that seeks justice for women and the end of sexism in all forms" (para 1). She tends to say feminism seeks justice for women and end the sexism in all form through intellectual commitment and a political movement.

In other side, Freedman (2001:1) says "Feminism is not one unitary concept, but instead a diverse and multifaceted grouping of ideas, an indeed actions." It means that a collection of ideas, beliefs and struggles for women's rights is called feminism.

Based on West (2014) "Feminism is the

radical notion that women are people. In other words, feminism is a commitment to achieving the equality of the sexes. This radical notion is not exclusive to women: men, while benefiting from being the dominant sex, also have a stake in overcoming the restrictive roles that deprive them of full humanity" (para 1). The writer assumes that feminism is a social concept or a kind of women's emancipation movement that focuses on the efforts of societies' awareness to the suppression and gender injustice upon woman society. It is not only meant for women but also men can get the benefit from it.

From those explanations above, the writer come to the conclusion that feminism is an underlying theory and commitment of ideas, beliefs and agendas of action that aimed to fight equal political, economic, cultural, and social rights for women.

2.1.1 Types of Feminism

Feminism ideology can take many different forms. In the 1970's, women started developing a theory which helped to explain their oppression. Pockets of resistance began to organize and challenge patriarchy. By the 1980's, however, feminists started disagreeing on particular issues linked to feminism. What was once one theory, began to branch out into many theories that focused on different feminist issues.

According to Freedman (2001:5), a basic version of feminism type divided into three loose groups, there are:

1. Liberal feminism: Liberal feminists include all those who campaign for equal rights for women within the framework of the liberal state, arguing that the theoretical basis on which this state is built is sound but that rights and privileges it confers must be extended to women to give them equal citizenship with men.
2. Marxist or socialist feminism: Marxist or also called socialist feminists link gender inequality and women's oppression to the capitalist with the system of production and the division of labour consistent with this system.
3. Radical feminism: Radical feminist see men's domination of women as the result of the system of patriarchy, which is independent of all other social structure – that is, it is not a product of capitalism.

The writer assumes that there are three basic versions of feminism types such as Liberal

feminism which campaign for equal rights for women, Marxist or socialist feminism that link to gender inequality and women's oppression and Radical feminism which fight to eliminate men's domination of women.

In the other side, Yagan says (2014) there are twenty seven types of feminism, but since this study is only focus on liberal feminism then the writer only takes three major types of feminism, namely:

1. Liberal feminism: Focuses on working within institutions to gain equality for women (e.g., the vote, equal protection under the law) but does not focus on changing the entire institution (e.g., doing away with government). Often at odds with radical feminism.
2. Marxist/socialist feminism: Attributes women's oppression to a capitalist economy and the private property system. Argues that capitalism must be overthrown if the oppression of women is to end. Draws parallels between women and "workers" and emphasizes collective change rather than individual change.
3. Radical feminism: Cutting-edge branch of feminism focused on sweeping social reforms, social change, and revolution. Argues against institutions like patriarchy, heterosexism, and racism and instead emphasizes gender as a social construction, denouncing biological roots of gender difference. Often paves the way for other branches of feminism.

As explanation above the writer draws a conclusion that there are twenty four subtypes of feminism namely, Amazon feminism, Anarcho-feminism, Cultural feminism, Difference feminism, Erotic feminism, Ecofeminism, Equality feminism, Essentialist feminism, Feminazism, Feminism and Women of color, Fourth-world feminism, French feminism, Individual/Libertarian feminism, Lesbian feminism Material feminism, Moderate feminism, Pop feminism, Postcolonial feminism, Postfeminism, Postmodern feminism, Psychoanalytic feminism, Separatist feminism, Socialist feminism, Third-world feminism. Each of the types have different goal to fight for woman's rights. The three major of feminism's types can be explained as follows: Liberal feminism focuses on gaining equality for women such as voting and equal protection under the law and does not focus on changing

the entire institution. Marxist/socialist feminism focuses on women's oppression and the private property system. While Radical feminism focuses on sweeping social reforms, social change, and revolution.

Regarding to all the types of feminism which the writer takes, it can be told that there are only three types of feminism which is the same in every source and it become a major type of feminism such as liberal feminism which primarily focuses on women's ability to show and maintain their equality through their own actions and choices. Marxist or socialist feminism focuses upon both the public and private spheres of a woman's life and argues that liberation can only be achieved by working to end both the economic and cultural sources of women's oppression through systems of capitalism. Radical feminism believes that the main rival of women is patriarchy, which guarantees male supremacy and the subordination of women at work and in the home.

2.2. Character

In literary works, character is the most important element because they build the story. A story could not be called as a story without any characters in it. Narrative or dramatic works usually use the term character to refer to human creatures that live in fictional story. In a good fiction, the words, behavior and the events which tell not only shown by the plot developments but also indicate the nature of selfhood as well as each character.

Pickering and Hoepfer (1981:24) say "Character applies to any individual in literary work." It means that character is a person that exists within a literary work.

According to Shaffer (2008:131), "a character is a person (or being given the characteristics of a person) who appears in, acts and/or speaks in, narrators or is referred to in a literary work." It can be said that a person or a being with a person's characterization (may be human, supernatural, mythical, divine, animal, or personifications of an abstraction) which roles in a literary work to act, to speak, to be a narrator, or being told in a story is called a character.

From those explanations above, the writer leads to the conclusion that a characters is Any of the persons involved in a story or play. Characters guide readers through their stories, helping them to understand plots.

2.2.1. Main Character

The character is the part of intrinsic element in the novel or drama that is firstly explored by the writer because it takes essential role to display any behavior of each character in literary work such as novel and drama. There are two or more characters come up in the *Iron Jawed Angels* movie. Referring to their degree of playing role in the movie, they can be grouped into two parts such as major and minor character.

As Beaty, et al (2002:100) states, "The major or main characters are those we see more of over longer period time; we learn about them, and we think of them as more complex and, therefore, frequently more "realistic" than the minor characters, the figure who fill out the story." It means that a complex character that appears and plays important role for long period in the novel or other literary work that make us learn about their characterization.

According to Nurgiyantoro (2011:176-177) main character is "Tokoh utama adalah tokoh yang diutamakan penceritaannya dalam novel yang bersangkutan. Ia merupakan tokoh yang paling banyak diceritakan, baik sebagai pelaku kejadian maupun yang dikenai kejadian. (Main character is a character in the novel that has the most important role. He or she is the most telling figure, both as perpetrators of the incident or vice versa)

It can be summarized that character shows up repeatedly as if it dominates every parts of the event in the novel. They can act as a subject that has capability in doing something or as an object that suffers the impact from treatment done by the subject or circumstances.

Another source DiYanni (2004:54) states that "Major character is an important figure at the center of the story's action or theme." It refers to the people who take part in most of the events to develop a story and resolve the conflicts in novel or drama.

Through all quotations above, it can be said that main character is a major or important character who plays a large role in a story that develop and resolve the conflicts. Major characters usually face some sort of obstacle, and they will be present throughout all, or almost all, of a story. A story can have one major character or several.

2.2.2. Minor Character

Minor characters are everywhere in fiction, and we will find them in every story. They are cute, funny, horrible, ugly, and everything in between. Many times their appearances are fleeting ones, bit parts in movie parlance. Yet they are integral in that without them we would not know the characters as well as we do and the story would stop or even fail. So the next time we run across one of these characters in the fiction we are reading or watching, we will know what role they are really playing, and recognize them for minor characters.

As Sky states (2004) "Minor characters enter the novel for a specific reason and may then not be heard of again - or they may exist throughout the novel "in the shadow" of the major character - they may be involved in a conflict with a major character and are essential to the plot, but only so that something can be learned or shown about the major character" (para 2). It means that people in a story who are not the main point of the story but still interact with or grab the attention of those main characters to make the story more interesting.

As another source Beaty, et al (2002:103) says "Minor characters may be less prominent and less complex, they are ultimately just as important to a story as major characters." They tend to say that the person who only plays a little role to complete the story, they might be momentarily involved in the action but still as important as the major character is called minor character.

DiYanni (2004:54) says "Supporting the major character are one or more secondary or minor characters whose function is partly to illuminate the major characters." It explains that minor character is a person who has only few scenes in a story and they are supporting the role of the main character to make the story line completed.

Based on the explanations above, the writer summarizes that minor character is a character who does not play a large role in a story. Minor characters usually do not face any obstacles during the course of the story, and they usually do not change during the course of the story. The reader does not usually learn much about minor characters. They are just there for the major characters to interact with and to help advance the plot.

2.3 Characterization

Characterization is the means by which author presents and reveal character. Character creation is the art of characterization what the author does to bring a character to life, to provide the reader with a sense of that character's personality, to make the character unique. Authors can characterize or develop a character directly or indirectly. Characterization, then, begins with discovering the character's motivating desire and process with breaking the role into small units each with a clearly understood intention, which will help in accomplishing the large purpose. It is a constant challenge throughout rehearsals and performance.

Warner (2014) says "Characterization in literature is the process authors use to develop characters and create images of the characters for the audience" (para 1). It means that refers the step by step process wherein an author introduces and then describes a character.

Based on DiYanni (2004:55) "Characterization is the means by which writers present and reveal character." It says that the way of writers the way of the writer in describing and picturing the character in their literary work.

According to Arp & Johnson (2006:103), "Characterization is the method to analyze the feelings and thoughts if characters, in analyzing the character itself besides describing plot and other element of movie." It can be told that how the reader or audience recognizes the feelings and thoughts of the character besides understanding the plot and other intrinsic element is called characterization.

Based on explanation above, the writer reaches to a conclusion that characterization is the way of creating characters' personality for a narrative in a story. Characterizations include any characters, placement and depiction in the story so that the reader clearly understand who the figures in the story. Through characterization, the writer can convey the message, moral and other thing that would like to be shared.

2.3.1 Methods of Characterization

The function of character is to bring to the story the qualities of characterizations necessary to convincingly act out choices. Put simply, a character must be credible: young enough or old enough, strong or weak, worldly

or naïve, educated or ignorant, generous or selfish, witty or dull, in the right proportions. Each must bring to the story the combination of qualities that allows an audience to believe that the character could and would do what he does. We know the truth about a character through attitude and action, rather than through philosophy and talk.

Characterization is one of the most difficult aspects of creative writing to master, because authors tend to naturally fall into the fatal trap of creating two-dimensional, cardboard characters. There are two major methods of characterization commonly used in written works: direct characterization and indirect characterization.

Based on Ervin (2011) when it comes to characterization, a writer has to option:

1. Direct characterization - the writer makes direct statements about a character's personality and tells what the character is like.
2. Indirect characterization - the writer reveals information about a character and his personality through that character's thoughts, words, and actions, along with how other characters respond to that character, including what they think and say about him. (para 1).

He tends to say that the character's personality can be described directly by the author in direct characterization while in indirect characterization can be seen through the actions, thoughts, and speech of the character.

According to Warner (2014) "With the direct approach, the author tells us what he/she wants us to know about the character. With indirect characterization, the author shows us things about the character to help us have an understanding of the character's personality and effect on other characters" (para 1). It can be concluded that in direct method, the author literally tells the audience what a character is like. This may be done via the narrator. While in indirect method, the writer helps the audience understand the character through a character's traits are revealed by action and speech.

Another source Pickering and Hoyer (1981:27) said there are two methods of characterization as below:

1. Direct methods of revealing character – characterization by telling – include the following:
 - a. Characterization through the use of names.

- b. Characterization through appearance.
 - c. Characterization by the author.
2. By contrast, there are essentially two methods of indirect characterization by showing.
- a. Characterization through dialogue (what characters say).
 - b. Characterization through action (what characters do).

Based on above statement, it can be summarized that direct characterization is telling the audience or reader about character's name, appearance directly or use another character or the writer himself as the narrator. Meanwhile, indirect characterization is showing the audience or reader about character's personality through their dialogue and action.

From all sources that the writer took, it can be concluded that there are two methods of characterization, direct characterization and indirect characterization. Direct characterization is used by an author in the narrative of a work and includes descriptions and comments that directly describe the nature and appearance of a character. In contrast to this, indirect characterization occurs outside of the narrative and usually includes dialogue, comments others make about a character, the actions of a character, and his or her thoughts.

2.4 Drama Movie

Drama is a form of literature. In drama, the writer wants to convey a message through the acting and dialogue. Drama usually displays something common place in our daily lives so that the audiences are invited to participate as if the witness and experience life and events in the community.

Movie also known as film is like drama, but the stage of movie can be anywhere. It depends on the script writing of the story. If the stage takes place in America, so the stage can be in America or the stage is built like its situation and condition. Movie is a modern drama form that can be watched anywhere and anytime.

As in drama play, movie has its point of view, style, setting, character, plot and point of view to present as the elements of fiction. These elements are presented not only to make the movie more interesting, but also to deliver a message from the script within to the audience who watch it.

According to Whitla (2009:122) "...the word means both doing a deed and playing

role." So, it means that drama is a literature work where all characters play specific roles according to the script written. These roles become such actions to play as characters inside the drama play.

Iwuchukwu (2008:4) says "Drama is an imitation of life. Drama is different from other forms of literature because of its unique characteristics." He tends to say that drama has its unique characteristics which different from other forms literature and usually drama is life's imitation.

The writer takes an opinion from the theories above, drama movie depends on emotional elements, interaction and character development. Drama has its unique characteristics which different from other forms literature and usually drama is life's imitation.

III. METHOD OF RESEARCH

This research uses qualitative descriptive method through content analysis. Lambert (2012) says that Descriptive research provides an answer to the questions of how something happened and who was involved, but not why something happened or why someone was involved (explanatory research). Qualitative descriptive research involves a broad research question. The goal of qualitative descriptive studies is a comprehensive summarization, in everyday terms, of specific events experienced by individuals or groups of individuals.

Qualitative research relies primarily on the collection of qualitative data. The data used are pictures and dialogues in *Iron Jawed Angels* movie as a form of main character's feminist movement. The writer searches the material from internet to make easy in analyzing this movie. Library research also used to search books, data and information related to Feminism and characterization. The whole research is elaborated through words, including the explanation of data analysis and interpretation of results or findings.

IV. DISCUSSION

1. Alice Paul's portrayal

This section tells about Alice Paul's portrayal as the main character in *Iron Jawed Angels* through her appearance, speeches, actions and also through others' character opinions about her.

A. Through her appearance

Pictures below describe Alice's appearance. It says that Alice Paul is 27-years-old. She has white skin and long curly brown hair but she always tie her hair to make it looked neat. She also has light brown eyes, just like the color of her hair. Her face is oval. She loves to wear natural make up. Her body is slim. Her height is about 170 centimeters, high enough for women's size. She wears a pink hat wherever she goes. She also likes to wear long skirt.



Figure III.1 Alice Paul's appearance

B. Through her speech and actions

Pictures and dialogues below tell Alice's personality through her speech and actions. Speech is expressing thoughts by words or articulate sounds while action means how the character behaves. Alice has six outstanding characterizations, both her strengths and her weakness as described as follows.

1. Smart woman

Dialogue below shows that Alice is the smartest girl in her whole school. She admits it when she has a conversation with Ben Weissman, the man who has just she met in the party events officials. Ben works for Washington Post and that becomes Alice's reason to talk to him. Alice shows her smart when they are having conversation about women's vote. From the conversation, it is clear enough to know that she is absolutely smart. From the way she talks and debates with Ben. It is really easy to audience for understanding it since smart means very good at learning and thinking about things.



Figure III.2 Alice Paul has a conversation with Ben Weissman

Ben : Were you *the smartest girl* in your class?
Alice: No. *In the whole school.*

(Time:00:19:27)

2. Great Motivator

It tells about Alice as a great motivator. According to Webster's Dictionary, *motivation* means the act or process of giving someone a reason for doing something. When Inez says that she cannot continue her trip to California because she is exhausted, Alice gives motivation to Inez. Alice wants Inez to continue their fight because she feels there is no one else to replace Inez, the woman on the horse. Alice thinks if the woman on the horse drops out what message that going to send the troops. Finally, Alice is able to persuade Inez to continue her trip, to campaigning over the country. It is clear enough to understand that Alice has ability to motivate people.



Figure III.3 Inez Milholland tells Alice Paul that she cannot continue her trip

Alice : Inez, this is an election year.
Inez : And you're wearing blinders.
Alice : I'm seeing around the corner. You hear that? It's a military band. You want a war, here's your war. This war's been going on for over half a century. The women who started it are dead and buried. Here is where it

ends, now is when we win. *You're tired, I'm tired. Who isn't tired? But don't sit down yet.* If the woman on the horse drops out, what message is that going to send the troops?

Inez : God. I can't say no to you.

Alice : Then why try?

(Time: 00:47:14)

3. Independent woman

In this conversation Lucy burns asks Alice whether she wants to get married or not. Then, Alice says that she is busy, she won't give anything away until she has it. She won't lose her right when someone loves her. It shows that she is an independent woman. She can live by her own life. Without any man accompany her. Independent means not requiring or relying on others (as for care or livelihood) and showing a desire for freedom. It is very clear that Alice has this characterization.



Figure III.4 Lucy asks Alice about marriage

Lucy : Don't you want to get married, Alice?

Alice : I'm busy that day.

Lucy : All the men I meet are idiots. Or terrified of me. But if I met someone like Weissman I would latch onto him like a mollusk.

Alice : It wouldn't be fair. To him or Michael, a little boy needs a mother. My whole heart's in this fight. *There's nothing to spare, not if I mean to win.*

Lucy : You underestimate your heart.

Alice : *When you're alone you can make any choice you want. But when someone loves you, you lose that right. I won't give anything away until we have it all. I can't.*

(Time: 01:09:59)

4. Forgetful woman

In this scene, Alice tries to find her dearest hat, her pink hat, because she forgets

where she put it. She asks to Mabel whether she knows where Alice's hat. Alice still cannot find her hat until the story ends. It shows that Alice is a forgetful woman because she is forgetting things often or easily. Alice has this characterization as one of her weakness.



Figure III.5 Alice tries to find her hat

Alice : I can't find my hat.

Mabel : Which hat?

Alice : What do you mean which hat? My hat.

Mabel : Where were you when you took it off?

Alice : *Jesus Christ, Mabel. If I'd remember, I'd know where it was.*

(Time: 01:25:39)

5. Stubborn woman

The conversation below shows that Alice is also a stubborn woman, another characterization of her weakness. She won't listen to Mabel when she tries to give Alice an advice about her picketing line. Mabel won't add her because police can lock her up, beside Mabel promised to Lucy for not letting Alice in picketing line. Alice refuses to change her ideas. It can be said that Alice is a stubborn woman.



Figure III.6 Alice asks Mabel to put her in picket line

Alice : Mabel, how many volunteers do we have for tomorrow's picket line?

Mabel : I have to check my list.

Alice : Okay, add my name.

Mabel : No, I won't. They'll lock you up and it won't be for a lousy 60 days, either. We need you out here. Besides, I promised Lucy I wouldn't until we were up a creek, dead in the water.

Alice : *Mabel, add my name.*
(Time: 01:28:48)

6. Brave woman

In these scenes show that Alice is a brave girl. She breaks the window to help her friend because she looks pale caused by the stuffy atmosphere of a poorly ventilated space in the room. Alice shows no fear to the guard. She throws her shoe towards the window and breaks it. Alice does it without knowing that Matron, the head of jailer will put her in solitary.



Figure III.7 Alice breaks the window

Alice : It's warm in here. Can we open a window?

Matron : Get to work.

Alice : Can't you see she looks faint? I'm only asking that you open a window

Lucy : Matron, my needle broke. May I have another? (*Throw her shoe at the window, praaang, the window broke*)

Alice : *That's better, isn't it?*

Matron : Put her in solitary.
(Time: 01:32:02)

Another scene tells about her courage choosing refuse to eat and better be dead. She believes that hunger strike is good way to get justice. Hunger strike is the act of refusing to eat as a way of showing that you strongly disagree with or disapprove of something. Here, Alice believes that she is sent by district commissioner for the charge of obstructing traffic. In fact, she and other women do not

break any laws. Alice also shows no fear to dead.



Figure III.8 Alice interviewed by Dr. White

Dr. White : You refuse to eat. Can you tell me why?

Alice : *The hunger strike was a tradition in old Ireland. You starve yourself on someone's doorstep until restitution is made and justice is done.*

Dr. White : It doesn't sound like a very effective method.

Alice : A stinking corpse on your doorstep? What will the neighbors say?

Dr. White : So you stand on the President's doorstep. He's treated you very badly, hasn't he?

Alice : *It's the law that treats women badly.*

Dr. White : But you picket President Wilson. He's the one who put you here.

Alice : We picket the office of the presidency. It has nothing to do with Mr. Wilson and everything to do with the position he holds.

Dr. White : But he's responsible for your treatment here.

Alice : *I believe I was sent here by a district commissioner.*
(Time: 01:34:36)

C. Through others' character opinions

The way other characters view a person often serves as an excellent means of characterization. Sometimes, a great deal of information about a character is already provided through such means before the character first appears on the screen. Conversation below shows other character's opinion about Alice Paul's characterization.

1. Educated woman

In this scene Harriet, member of NAWSA says that Alice is an educated woman because she has good education. Alice attends

Swarthmore College in United States and earns her B.A. in Biology. She also earns her Master degree in Sociology from University of Birmingham, United Kingdom. And she also gets her Ph.D. in Economics from the University of Pennsylvania, United States in 1912. It shows that Alice is an educated woman.



Figure III.9 Harriet tells Carrie about Alice

Harriet : She's here in Philadelphia. All she wants is half an hour. *She's a bright girl, Swarthmore and a doctorate from Penn.* Her family has money. Carrie, are you listening?

Carrie : Yeah.

Harriet : She wants to lobby for a constitutional amendment.

Carrie : She thinks Congress is going to suddenly roll over? I thought you said she was bright. Paula who?

Harriet : Paul, Alice Paul.
(Time: 00:01:04)

2. Strong-willed woman

Indirectly Ben says that Alice is a very strong willed person. Through the sentence "Even God rested on Sunday" shows that Alice never rested even on Sundays though. She always worked hard to achieve her goal. Alice always busy all the time. She never gave up.

Alice has a powerful will. Alice Paul dedicates her life's work to women's rights.



Figure III.10 Ben asks Alice to go

Ben : *Even God rested on Sunday.* Come on. I'll let you drive.

Alice : I'm busy.

(Time: 00:48:38)

3.3. Feminism of main character

The liberal feminist believes that all women are capable of asserting their ability to achieve equality. Therefore it is possible for change to happen without altering the structure of society. The liberal feminist also believe that the equality of men and women can only be achieved by changes being brought through political and legal reform. They want the eradication of institutional bias and implementations of fairer laws towards women. Some of the main issues of liberal feminism include reproductive and abortions rights, sexual harassment, voting rights, education, affordable childcare and affordable health care. The suffragette campaign for the vote is an example of liberal feminism in action.

Figure III.11 Example of Liberal Feminism



V. Conclusion

The characterization of Alice can be seen through her appearance, her speeches and actions as well as through other character's opinion. Through her performance can be described that Alice is a 27-years-old girl. She has white skin and long curly brown hair but she always tie her hair to make it looked neat. She also has light brown eyes, just like the color of her hair. Her face is oval. She loves to wear natural make up. Her body is slim. Her height is about 170 centimeters. She wears a pink hat wherever she goes. She also likes to wear long skirt.

Meanwhile through her speech and actions can be explained that she has four strengths characterization such as smart, a great

motivator, independent and a brave woman. The other hand, she also has two weakness characterization such as is a forgetful and stubborn woman. Others character's opinion are also important to show other of Alice characterization such as educated and strong-willed woman. If we see from the characterization, Alice has good qualities as a leader and a feminist that can be emulated by women today.

As mentioned in previous before, the types of feminism of the main character is Liberal Feminism that focuses on women's ability to show and maintain their equality through their own actions and choices. The suffragette campaign for the vote can be said as an example of liberal feminism in action because Liberal Feminism is a term used to assert gender equality through legal and political reforms.

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SLANG EXPRESSIONS ANALYSIS IN *GROWN UPS 2* MOVIE

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ABSTRACT

*Language is a tool of communication it means as a tool of communication there are many variations in the development styles of language one of them is slang that is becoming a new style of language among young people, especially teenagers. Talking about slang expressions can not be separated from linguistics because it is the scientific study of human language and slang is part of linguistics. current slang expressions is easy to find in various media, one of them is movie. The usage of slang in the movie is found in the dialogue script, one movie that use slang expressions is *Grown Ups 2* movie. The method that is used by the writer is descriptive qualitative method which is collecting the data from watching movie, analyze the data and give conclusions. After analyzing the slang expressions in the movie script, the writer find two findings. First, there are two types of slang, primary slang *dude*, *gangsta* and *fella* and then is secondary slang *deadbeat*, *chicken* and *fugly*. Second, type of slang mostly used in this movie is primary slang.*

Keywords: Slang Expressions, Linguistics and Movie Script

I. INTRODUCTION

In globalization era nowadays people need to be able to speak more than one language in order to adapt with current era, language as a tool of communication to deliver what is in mind again to change ideas and interaction is needed. By using a language people are able to introduce themselves, convey their ideas and feeling. English as one of languages that is used in many countries to communicate in the world for the last few years millions of people.

English plays important role in communication among people because as one of international languages which is used throughout the world and also it is used in many aspects of life such as Politics, Economics, Social and Education important to be mastery. Talking about English and Language can not be separated from linguistics which is linguistics is scientific of human language, linguistics does not discuss

Grown ups 2 realeased in 2013, this movie is enjoyable because the story tells about young people and teen life which is familiar

about how to use language itself but why a language used..

There are many subfield in linguistics one of them is slang, slang is a kind of language consisting of very informal words, slang is more common in speech than in writing. The aim of people use slang mostly is in order to be accepted in a group and mingle with others. Slang as one of language varieties phenomena comes from the diversity of the speakers in one environment.

Current slang has often found in any media such as television, movies and song lyrics, slang appears in the movie that reflects social life from the movie itself also there are so many movies that used slang to express the expressions in the dialogue, one of them is *Grown Ups 2* Movie. In daily life, especially among teenagers and young young children sometimes there is a dialogue that using slang to express their ideas.

with the usage of slang in their daily conversation.

Script Directed by Dennis Dugan” as the research analysis. The writer formulates the problems in the questions as follow:

1. What are types of slang found in Grown Ups 2 movie?
2. What is the most type of slang used in Grown Ups 2 movie?

II. THEORITICAL REVIEW

2.1 Definition of Slang

According to Yule (2010:260) “slang is an aspect of social life that is subject to fashion. especially among adolescents. It can be used by those inside group who share ideas and attitude as a way distinguish themselves from others”. It means as an aspect of social life and subject to fashion among adolescents slang can be used as a way to share ideas and attitude to distinguish them from others.

Mattiello (2008:31)states “Slang show a tendency towards a sociological view of the phenomenon, this view is accepted among others, basically regard slang as a social means of indentification and cohesiveness within a group”. It means slang viewed as sociological phenomenon of identification and cohesiveness within a group.

“Slang is deliberately selected for its striking informality and consciously used in preference to ‘proper’ speech (or, morerarely, writing) It usually used in small social groups. Forthese groups, it is a private code that embodies their particular values and behaviour and reinforces their exclusivity”. (Throne 2007:5). It means slang selected as striking informality and used in speech than writing , the words in slang assumed as bad and rough usually used in small groups as private code that embodies particular values and reinforces exclusivity.

Description of slang by Akmajian (2001:303) states “slang is sometimes referred to as vernacular (especially when it is associated with a particular group) , and some form of slang fall under the term colloquialism, referring to informal situational styles of language”. This description means slang occasionally assumed as vernacular that associated in particular group as colloquialism in informal situational again style of language.

From the definitions above the writer concludes slang as an aspect of social life that subject to fashion among adolescents used as a way to share ideas and attitude to distinguish them from others, another expert

said slang viewed as sociological phenomenon of identification and cohesiveness within a group. But based on another expert said slang selected as striking informality and used in speech than writing. Based on another expert also said slang occasionally assumed as vernacular that associated in particular group as colloquialism in. So it can be concluded the definition of slang is an aspect of social life that subject to fashion among adolescents mostly used in speech than writing, again as social phenomenon that identification cohesiveness striking informality that assumed as bad and rough words that occasionally associated in particular group.

2.1.1. Characteristic of Slang

Battistella (2005:83) states “as unique and rare language slang has characteristics itself that make different”.

1. Its presence will markedly lower, at least for the moment, the dignity of formal or serious speech or writing.
2. It is used implies the user’s special familiarity either with the referent or with that less satisfied or less responsible class of people who have such special familiarity and use the term.
3. It is a taboo term in ordinary discourse with persons of higher social status or greater responsibility.
4. It is used in place of the well-known conventional synonym,especially in order (a) to protect the user from the discomfort caused by the conventional item or (b) to protect the user from the discomfort or annoyance of further elaboration.

Based on the definition above the writer concludes there are four majors characteristics of slang that stated by Battistella. This definition gives specific information about characteristic of slang language. In other hand, There are another experts said different about characteristicss of slang but, in this analysis the writer only focus on charecteristics of slang by Battistella.

2.1.2. Types of Slang

According to Chapman (1998: 263)

”Types of slang can be divided in two types”, they are:

1. Primary Slang

States “Primary slang is the pristine speech of subculture members so very natural to its speakers that it seems they might be mute without it. Of course they would not be, since we know that slang is definitined always an alternative idiom, to be chosen rather than required, much of teenage talk, general expression used by people in their daily communication, those slang expressions are generally used in everyday talk the speech of urban street gangs, would be examples of primary slang”. It means primary is general slang expressions that used by people in their daily communication are called primary slang.

2. Secondary Slang

Furthermore states “Secondary slang is chosen not so much to fix one group as to express one’s attitudes and resourcefulness by pretending momentarily, in a little stick of guerilla theatre, to be the member of street gang or criminal or gambler or a drug user or and hence to express someone’s contempt, superiority, slang word is used to express something in secret way where just restricted people who understand the meaning of that word”. It means secondary is slang word that used to express something in secret way where just restricted people who understand the meaning of that words.

Based on definition of Chapman there are two types slang first primary slang is common slang expressions it means slang expressions that used in primary are expressions that often hear or used and second type is secondary slang this type slang used to express something in secret way where just restricted people who understand the meaning of that words . In other hand, there are different definitions about types of slang but the writer only focus on types of slang by Chapman.

2.1.3. Definitions Usage of Slang

State by Matiello (2008:53) “Slang generally creates a sense of intimacy among in-group members, but at the same time it may

create a sense of exclusion or even rejection among those people who are not part of the group”. It means the usage of slang can be two sides one side the usage of slang can create familiarty among group and one other side the usage of slang can casuing denial from outside group.

Ober (2007:20) states “Using slang in everyday speech presents no problem; it covey precise information and may indicated group membership”. It means slang will not make serious problem even slang can be a differentiator indicate among group.

According to Dooly (2006:61) “It is mostly young people who use slang, generally because it is ‘cool’ using slang shows that the speaker is in tune with the time”. It means the usage of slang language usually used by young generation in order to look cool among others.

Based on definitions above people using slang language in communication because they want to looked cool and also in order to create intimacy each other again to help them identify member group among people.

2.2. Definition of Movie

Victoria University of Wellington (2008:1)states “As an art of audio-visual storytelling, film is a medium of communication rich with social implications,created within different social, historical and cultural contexts. University studies explore the significance of cinema in society, and articulate a number of key questions”. It means movie is an art visual that recorded and made by story that reflect social aspects such as culture and history in human being life that sohwn to public with some media such as theater and television.

Josef (2005:5) states that “movie is a work of art when motion comes from to a perceptible rhythm with pause and part and where all aspect at the continuous images related to whole”. As Josef states movie is a work of art motion to preceptible rhyhm and all aspect continuous images continous related to whole.

Giannetti (2003:104) states “Film also called ‘movie’ ,’motion’ ,’picture’ ,’moving picture’ , and the last ‘cinema’, Cinema drives from Greek word for movement. As do the word kinetic, Kinesthesia, and Choreography term usually associated with the art of dance”.

As Giannesti's states there are many term for film again film is considered as an art of visual movement and can not be separated with kinesthesia and choreography as content.

From the definitions above the writer concludes movie is an art visual media movement that recorded and made by story of human include social and culture again film as one of art works of art motion to perceptible rhythm is considered as an art of visual movement and can not be separated with kinesthesia and choreography as content

2.2.1. Definition of Movie Script

Kooperman (2010:2) states "A film script, or document (regardless of the length), containing dialogue and directions the actor, designers, directors and producers use to make a film, is called screenplay". It means movie script is document that contain dialogue for direct the actor and used by director and producer to make a film.

Szilas (2008:211) states "A script is a document that outlines every aural, visual, behavioral, and lingual element required to tell a story" As Szilas states movie script is that outlines elements that required to tell a story.

Dethiredge (2003:1) states "the screenplay often begins as a personal idea - the passionate outcome of the writer's solitary labour or collaboration between the writer and another writer, director or producer". Movie script is outcome of idea and collaboration from one writer to another writer even director or producer.

Based on the definitions above movie script is document that contain dialogue for direct the actor and outlines elements that required to tell a story also outcome of idea and collaboration from one writer to another writer even director or producer.

2.3. Definition of Linguistics

Linguistics is the systematic study of the nature, structure, and variation of language. "Linguistics is concerned with the nature of language it is the scientific study of natural language is acquired and used by humans. The structure of human language is highly complex a fact that is not always apparent to speakers because of the ease with which it is learned and put to use in daily communication". (Olsen 2007:4)

It means linguistics as scientific study of nature language that acquired and used by humans in daily communication highly complex that is not always easy to be learned.

"Linguistics are engaged in the scientific study of language, the approach language 'dispassionately,' preferring to describe it in an unbiased and objective manner. However, linguistics have their biases too, and the next section explores the ideological basis of language the idea that all views of language are grounded in beliefs about how language should be valued". (Meyer:2002:3)

It means Linguistics is scientific of language that dispassionately describe section explores the ideological basis of language grounded in beliefs about how language should be valued.

"Fundamentally, linguistics field is concerned with the nature of language and communication it is apparent that people have been fascinated with language and communication for thousands of years, yet in many ways we are only beginning to understand the complex nature of this aspect of human life". (Akmajian 2001:5)

From Akmajian's definition linguistics concerns with the nature of language and communication that has been fascinated people but in fact only the beginning the complex nature that be a aspect of human life.

Based on explanation above the writer concludes linguistics as scientific nature language that acquired and used by human, another expert said linguistics is scientific of language that dispassionately describe section explores the ideological how language should be valued. But according another expert said linguistics concerns with the nature of language and communication complex nature that be a aspect of human life, based on another expert said means linguistics is nature language that concern with study particular languages. So it can be concluded linguistics is scientific nature language concern with nature of language and communication with study particular language.

III. METHOD OF RESEARCH

This research uses descriptive qualitative method. It means that the writer does two steps in finding out the data there are Library research and internet sources. In order to get the data, the writer reads several books which is related to the analysis and taken out the data of it, then to find out another sources that can give relevant information for this research. All books are using to complete the section of this research are listed. The goal of descriptive qualitative method is to comprehend summarization in every single data terms of specific events which is experienced by individuals or groups of individuals.

IV. DISCUSSION

3.1. Analysis Slang Expressions

3.1.1. Primary Slang

Primary slang is general slang expressions that used by people in their daily communication are called primary slang. The Primary slang found in *Grown Ups 2* is as follow:

1. Moron

The expression *moron* is a slang expression used to curse someone this expression has meaning idiot usually used to call someone who doing stupid things mostly american used this expression. In this movie *moron* used to curse kurt who almost causing incident. This expression associated as primary slang because the expression common used in daily conversation. This expression can be found on 00:52:06

2. Deadbeat

The slang expression *deadbeat* many used in United States this expression has meaning coward used to curse someone this slang expression is kind of rough mostly used by young people. In this movie the usage of *deadbeat* many used one of them is on dialogue marcus, he phoned his ex girlfriend and his ex girl girlfriend called him as *deadbeat*. Mostly white people that use this expression. This expression on 00:07:02 minutes of this movie.

Qualitative method relies primarily on the collection of qualitative data. This data is used from the picture and dialogue taken from *Grown Ups 2* movie as a form of main characters appears in this movie. The writer also looks for internet sources to make easy in analyzing for this research. Library research also used to find out any books sources related to the topic which have been discussed. The whole research is elaborated through words, including the explanation of the data analysis and interpretation of the result or findings.

3. Sucks

Sucks is a slang expression used to curse someone or situation the usage of suck used by young people even teenagers sometimes using this expression in daily communication. In this movie, 00:21:38, many dialogues use *suck* to curse situation or someone. One of example dialogue between group wife who curse someone *suck* because he does something that make the group of wife uncomfort.

4. Lame

Lame is a common slang expression, this word has some meaning as stupid and old-fashioned this word mostly used among young or teenagers groups, in this movie the expression *lame* used in dialogue between marcus and his son, marcus use lame to express himself who still old-fashioned in doing many things especially in take action for his son he still using old-fashioned. *Lame* can be found on 00:56:44.

5. Chicken

In dictionary *chicken* refers to an animal but as develop of slang expression *chicken* has two meaning, first to call a son and second used to call a man who does not has confidence. This slang expression has same meaning as coward but this slang expression used only for fun among school students. In this movie the slang expression *chicken*, set on 00:10:00, used in some dialogues to call

someone as coward and make someone turn into less confidence.

6. Fugly

Another slang found in this movie is *Fugly*. It is used to call someone who has appearance fat and ugly the diffusion of this expression found in United States, the users mostly are school students but sometimes young people using this expression, the usage of *fugly* common used by school students to mock or bully someone usually in school environment., this slang expression does not to express anger or curse someone this expression only show tendency for have fun among teenagers. One of example used by Lenny's son to call his brother as *fugly* because his brother has appearance fat and ugly. The *fugly* can be found on duration 00:10:15.

7. Gangsta

The next slang *gangsta* spread in young groups of United States this commonly expression used to call someone who in one group to indicate group membership or to show familiarity. The usage of this expression in this movie quite often used in conversations . In duration 00:14:04 one of the example when the dialogue between Lenny and Kurt at school bus Kurt called Lenny as *gangsta* to show familiarity among them.

8. Chick

The slang of *chick* is developed in United State and this has meaning beautiful girl, the usage of this expression commonly used by young people than teenagers to call beautiful girl. *Chick* is so popular in United States and Asia. In this movie *chic* used in some dialogue one of them between Lenny and Kurt. Kurt calls beautiful girl as *chick*. It can be seen on 00:13:42.

9. Fella

Fella is one of common slang expression that many used either young people or teenagers to call friend to express the user special familiarity, thus *fella* can be categorized as one of characteristics of slang by Battistela. In this movie *fella* used in many dialogue, one of them when Lenny calls his friend as *fella* to create familiarity among them. The time is around 01:10:12.

10. Bumpty

The bumpty is common slang expression to call those who act like an idiot, this word fall under common slang word because this slang expression common used especially in United State many people use this expression among them. In this movie the usage of *bumpty* many used by young groups to call stupid people, 00:23:44.

11. Scully

Scully is a slang expression used by teenagers groups, this expression commonly used by students college to call student of senior high school. The usage of this expression mostly found in public places, college students use this slang expression *scully* to mock. In this movie the expression *scully* often used one of them in conversation between college student with Kurt's son. Duration 00:53:34

12. Frat

Frat is slang expression that has meaning fraternity. This expression fall under primary slang because this expression common used to show tendency fraternity in a group and mostly the users are men, the usage of this expression is to show familiarity. In this movie the word *frat* only appears once on dialogue among Lenny's friend, they use *frat*, 01:24:44, to show tendency fraternity among them.

3.1.2. Secondary Slang

Secondary slang is expressions that created by group of people to express something in secret way where just restricted people that understand the meaning of the expressions that used. The Secondary slang found in *Grown Ups 2* is as follow:

1. Bedazzled

Bedazzled in dictionary means stunned but in slang expression has meaning create something new with your own style, people who hear this expression may think this expression has meaning same as in dictionary but actually this expression has another meaning. This expression was created by particular group in United States only people who in the groups that understand the special

meaning. In this movie the word *bedazzled*, 00:05:23, appears in dialogue between Eric and his daughter at home.

2. Preepy

Preepy falls under old slang expression. This slang expression commonly used to describe the style old fashioned student between 80s- 90s. This slang used by young people in particular group only some people that know the meaning of this expression. In this movie *preepy* used by college students group to call Lenny's group who old fashioned the diffusion of this expression is restricted and only used by some people. The time to catch of *preepy* in this movie on 01:26:00.

3. Bulgy

In this movie *bulgy* has meaning cool. The usage of this expression is kind of rare in daily conversation among people because only restricted people use and know this expression, this expression usually used among member group. In this movie the expression *bugly* that has meaning cool used by Marcus to attract his woman who has cool muscle, 01:11:56.

4. Noogie

Noogie is slang expression that used to show painful of the act rubbing on a person's head so to produce a mildly painful sensation. It is commonly used in small social groups in United States that is why only restricted people who understand the meaning of this expression. In this duration 01:26:00, *noogie* used by college student when give head pain to lenny friend.

5. Bozo

In common dictionary easily found *Bozo* has meaning as clown but it also has slang meaning commonly black people used this expression to call someone who is incompetent, *bozo* expression is seldom used because the usage most common used by black people they usually used this expression among black people so for those are not black people may be think *bozo* has meaning as clown but honestly this expression used to mock someone. One of the usage in this conversation in living room where kurt's

mother-in-law was talking on the phone with kurt's wife. Kurt's mother-in-law using. 00:55:48.

3.2.The Type of Slang Most Used in Grows Ups 2

In this movie the usage of primary slang is more used than the secondary slang, this is due primary slang has more expressions and varied again in primary slang the expressions that commonly used in daily conversation either public figure or society used this expressions in daily conversation, here are some of examples common slang expressions that most people used in daily life.



Figure 3.2.1
Fugly

The slang expression *fugly* most common used to mock someone this expression common used by teenagers in daily conversation.



Figure 3.2.2
Sucks

The usage of *sucks* most common used to mock this expression is kind of rough.



Figure 3.2.3
Moron

Moron is common expression that used to express someone's anger this expression is kind of rough but common used.

Different with primary slang that use common slang expressions that used by people in daily conversation, secondary slang use expressions where just restricted people who understand the meaning of the expressions that used, that is why this expression rare used. From discussion before it can be seen the usage of slang expression in *Grown Ups 2* movie more used by men than women, here are some examples of slang expressions that found in the *Grown Ups 2* movie:



Figure 3.2.4
Bedazzled

Bedazzled used in particular group and rare used in daily conversation.



Figure 3.2.5
Bozo

The expression bozo used in among black people that is why only black people who understand the real meaning.

IV. CONCLUSION

Based on the analysis the writer found that there are two types of slang in *Grown Ups 2* are primary and secondary slang. The primary slang is often appropriated into general expressions, the general slang expressions that used by people in their daily communication are called primary slang. The second type is secondary slang is chosen not so much to fix one group to express one's attitudes and resourcefulness, mean the usage of this type expression is restricted, many group of people use secondary slang to express something in secret way where just people in group who understand the meaning of expressions that used..

Type of slang that most used in this movie is primary slang this due the expressions that used are common used, people understand also often hear and use the expressions in daily communication so they do not have problem when hear expressions of primary slang. It is of course different with secondary slang the expressions that used is kind of rare some people who hear this expression wondering what are the meaning of the expressions that used also may be think this queer because the unique of expression that used. People use secondary slang in public places to express something in secret way where just restricted people who understand the meaning of the expressions.

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PENERJEMAHAN LABEL PRODUK MAKANAN, OBAT-OBATAN DAN KOSMETIK

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ABSTRACT

The purpose of this study is to investigate and to find a crystal clear picture of label products translation especially in foods, drugs and cosmetics. This study is a qualitative study using content analysis techniques. The objects of study are foods, drugs and cosmetics product labels which have Source Language in bahasa Indonesia and translated into English. All products are produced by Indonesia companies and have bilingual product labels. The data of the study which are foods, drugs and cosmetics label products were analyzed with translation theory. Viewed from the aspect of translation equivalence, the formal equivalence dominates than dynamic equivalence. The benefits of this research could be used as additional information and reference for anyone who wants to study translation especially translation of label products foods, drugs and cosmetics.

Keywords: *Cosmetic, Drugs, Food, Label Products, Translation.*

I. PENDAHULUAN

Kesehatan merupakan salah satu hal penting dalam kehidupan manusia selain pendidikan, pekerjaan dll. Kasus daging sapi gila (*mad cow syndromes*), racun pada susu formula dan formalin yang santer menghiasi media massa misalnya membuat para konsumen semakin berhati-hati membeli produk yang mempunyai pengaruh terhadap kesehatan secara langsung. Karena hal diatas itulah maka para badan pengawas makanan di beberapa negara telah mengatur secara ketat peraturan mengenai label produk. Peraturan yang utama adalah mengharuskan suatu produk melampirkan label produk yang memberikan keterangan akurat yang berkaitan dengan produknya dan label tidak boleh berisi informasi salah atau informasi yang rancu karena label produk yang tidak jelas bisa mengakibatkan salah penggunaan, sakit, atau kematian.

Selain itu, penggunaan beberapa versi bahasa pada label produk sangat diperlukan untuk mendapatkan perhatian para konsumen sehingga para konsumen mengerti label produk dalam bahasa mereka. Karena sering kali, beberapa konsumen tidak mengerti informasi pada label produk dan mereka pun tidak memahami bahasa para produsen produknya. Dengan kata lain,

label produk harus diterjemahkan. Penerjemahan sangat diperlukan konsumen yang tidak memahami bahasa produsen produknya.

Mempertimbangkan pentingnya label produk dan penerjemahan maka informasi yang ada pada label bahasa sasaran haruslah sepadan dan sedapat mungkin menghindari penyimpangan makna sehingga para konsumen bisa mendapatkan haknya atas informasi tepat tentang produknya sebelum membeli. Sementara itu, kebanyakan ahli penerjemahan menyatakan bahwa tujuan dari penerjemahan adalah untuk mencari dan mentransfer makna atau pesan dari Bahasa Sumber (Bsu) dengan menggunakan bentuk alami Bahasa Sasaran (Bsa) seperti yang dikemukakan Larson (1998: 6) *...the best translation is the one which (1) uses the normal language of the receptor language, (2) communicates, as much as possible, to the receptor language speakers the same meaning that was understood by the speakers of the source language, and (3) maintains the dynamics of the original source language text.* Bila disimpulkan, bahwa ketika menerjemahkan teks, penerjemah berhadapan dengan dua hal yaitu bentuk dan makna. Untuk melakukan penerjemahan yang efisien, penerjemah

harus menemukan makna Bsu dan menggunakan bentuk Bsa yang menampilkan makna secara alami. Lalu, dalam menemukan makna Bsu, penerjemah harus dapat menentukan makna lalu mentransfer ke makna terdekat yang alami dan sepadan sehingga pembaca Bsa memberikan respon yang sama dengan pembaca Bsu.

Berdasarkan penjelasan diatas maka akan dibahas tentang label produk yang diteliti hanya difokuskan pada produk yang mempengaruhi kesehatan secara langsung dan diproduksi oleh perusahaan Indonesia antara lain: makanan, obat, dan kosmetik. Ketiga produk tersebut pun diawasi oleh BPOM karena pengaruhnya sangat besar terhadap kesehatan.:

1. Bagaimana bentuk kesepadanan yang digunakan dalam penerjemahan label produk?
2. Strategi apa saja yang digunakan dalam penerjemahan label produk sehingga kesepadanan tercapai?
3. Penyimpangan apa saja yang terdapat pada penerjemahan label produk?
4. Faktor apa saja yang menyebabkan penyimpangan dalam penerjemahan label produk?

II. LANDASAN TEORI

A. Hakikat Penerjemahan

Lima pengemuka teori penerjemahan yaitu Eugene A. Nida, Charles R. Taber, Mildred L. Larson, Roger T. Bell dan Hoed mengemukakan bahwa inti dari menerjemahkan adalah penggantian sebuah teks dengan yang sama. Pesan harus dialihkan secara sama walaupun bentuk kedua bahasa berbeda.

Nida dan Taber (1982: 12) mengatakan bahwa penerjemahan terdiri dari re produksi ke dalam Bsa sedekat mungkin pesan Bsu, pertama dalam bentuk makna dan kedua dalam bentuk gaya. Pesan dan gaya yang sepadan lebih diutamakan dalam melakukan penerjemahan. Sehingga pembaca Bsa mendapatkan pesan dan gaya yang sama. Dari penjelasan di atas dapat juga ditegaskan bahwa kewajaran Bsa menjadi kunci utama penerjemahan. Untuk bisa mencapai kewajaran pada Bsa maka perlu ditegaskan bahwa penerjemah harus bisa mencari kesepadanan tata bahasa, leksikal atau unsur budaya dalam Bsa. Hal

ini perlu dilakukan karena setiap bahasa mempunyai karakter berbeda.

Sedangkan Larson (1998: 169) mengatakan bahwa penerjemahan terdiri dari leksikal, struktur tata bahasa, situasi komunikasi dan konteks budaya Bsu, menganalisis dengan tujuan menentukan makna lalu mereproduksi makna yang sama menggunakan leksikal dan tata bahasa yang tepat dengan Bsa. Hal ini bisa juga dikatakan bahwa penerjemahan mentransfer makna yang sama dan hasil penerjemahan bisa berubah bentuknya atau tidak sama dengan bentuk Bsu. Seperti contoh di bawah ini:

Tsu : *Is it your book?*

Tsa : Apakah ini bukumu?

Menurut Alwi (2003: 245) dalam bahasa Indonesia, kata ganti kepunyaan berada setelah kata benda sedangkan Azar (1999: 182) menyatakan dalam bahasa Inggris sebaliknya, kata ganti kepunyaan berada sebelum kata benda. Dari contoh tersebut dapat disimpulkan bahwa walaupun bentuk kalimat berubah, namun makna yang ditransfer dengan tepat.

Hal lain yang dibutuhkan penerjemahan adalah kewajaran dan tidak tampak seperti hasil terjemahan. Larson menambahkan bahwa penerjemahan mengkomunikasikan pesan yang sama dengan Bsu namun menggunakan tata bahasa dan leksikal sesuai dengan Bsa yang disebut sebagai *idiomatic translation* seperti yang diungkapkan oleh Larson (1998: 18-19). *Idiomatic translation* terkesan seperti ditulis secara original dalam Bsa.

Lebih lanjut lagi, Bell (1991: 5) mengansumsikan bahwa penerjemahan adalah ungkapan Bsa dengan apa yang telah diungkapkan Bsu atau dia sebut sebagai *semantic* dan *stylistic equivalence*. *Semantic equivalence* atau kesepadanan semantik yang diungkapkan Bell bahwa makna dan pesan yang sama diterima oleh pembaca Bsa. Menurutnya kesepadanan stilistik juga penting sehingga tidak kehilangan karakter Bsu ketika Tsu diterjemahkan ke Tsa.

Lebih lanjut Hoed (2006: 24) menyatakan bahwa penerjemahan adalah pengalihan pesan (*message*) dari Tsu ke Tsa. Sehingga secara ideal Tsa mempunyai pesan yang sama dengan Tsu. Untuk menghasilkan pesan yang sepadan, penerjemah harus

memahami dan menyesuaikan terjemahannya dengan (calon) pembaca atau pendengarnya. Dengan kata lain, penerjemah harus bisa berpikir sebagai pembaca Tsu sehingga bisa menghasilkan terjemahan sepadan yang dimengerti pembaca Tsu.

Sementara Newmark (1988: 17) mengatakan bahwa penerjemah adalah ahli kiat yang harus memahami bahasa asing sehingga dia bisa menentukan sampai tingkatan mana norma kebahasaan bisa diturunkan. Sehingga dia mampu mencapai teknik pengalihan yang lebih halus antara dua dasar proses penerjemahan.

Berdasarkan pemaparan para ahli penerjemahan diatas maka dapat disimpulkan bahwa penerjemah harus dapat menciptakan terjemahan yang tidak hanya dapat menyampaikan makna secara benar namun juga dapat menciptakan efek yang sama dengan yang dihasilkan Tsu. Penerjemah juga diperbolehkan untuk membuat penyesuaian untuk memproduksi terjemahan komunikatif sehingga hasilnya dapat dipahami dan tidak ada kesalahan makna.

B. Kesepadanan dalam Penerjemahan

Dalam penerjemahan, seorang penerjemah dituntut untuk mendapatkan kata-kata yang sepadanan sehingga terjemahan yang dihasilkan menjadi akurat. Dalam hal kesepadanan dalam penerjemahan, Mona Baker konsep kesepadanan, yaitu (1) kesepadanan di tingkat kata; (2) kesepadanan di atas kata; (3) kesepadanan gramatikal; (4) kesepadanan teks; serta (5) kesepadanan pragmatik.

C. Strategi Penerjemahan

Dalam menerjemahkan sebuah teks Newmark mengusulkan beberapa jenis strategi penerjemahan, yaitu: (1) *transference*; (2) *naturalisasi*; (3) *cultural equivalent*; (4) *functional equivalent*; (5) *descriptive equivalent*; (6) *synonymy*; (7) *shift* atau transposisi; (8) *modulation*; (9) *compensation*; (10) *componential analysis*; (11) parafrasa. Sebagai tambahan dari jenis strategi penerjemahan, terdapat pula strategi yang dikemukakan oleh Molina dan Albir (2013: 498-512): (1) amplikasi; (2). *calque*; (3) kompensasi; (4). Penggantian; (5) kreasi diskursif; (6) generalisasi; (7) amplikasi linguistik; (8) kompresi linguistik; (9) penerjemahan literal; (10) partikulasi; (11) reduksi; (12) substitusi; (13) variasi.

D. Penyimpangan dalam Penerjemahan

Menurut Peter Newmark (1991: 11-12), bahwa penyimpangan di dalam penerjemahan dapat terjadi ketika: (1) pergeseran kalimat dalam penerjemahan kerap menimbulkan keganjilan semantik karena adanya penerjemahan leksikal dengan adanya perubahan susunan kata; (2) umumnya ada kata-kata atau frasa atau kalimat yang tidak diterjemahkan; (3) penerjemah menggunakan bahasa individu dibandingkan bahasa sosial yang lazim digunakan di dalam masyarakat; (4) perubahan sudut pandang yang berbeda dengan bahasa sumber; (5) banyaknya kesalahan gramatikal dan leksikal. Sehingga dengan kata lain dapat dinyatakan bahwa hasil penerjemahan menjadi salah.

E. Label Produk

Penelitian ini akan menfokuskan pada 3 jenis produk yaitu makanan, obat dan kosmetik. Label produk untuk ketiga barang diatas di Indonesia diatur oleh Badan Pengawas Obat dan Makanan (BPOM). Pada 30 Agustus, 2010 di Antara News (<http://www.antaranews.com/labelproduksi-aturan.htm>) Pemerintah RI menyatakan bahwa mulai 1 September 2010 sesuai dengan ketentuan Badan Pengawas Obat dan Makanan (BPOM) dan Kementerian Perdagangan mewajibkan label pada produk pangan dan nonpangan dicantumkan dalam bahasa Indonesia. Pelaku usaha yang memproduksi atau akan mengimpor maupun barang produsen yang mengeksport barang yang akan diperdagangkan di pasar dalam negeri harus menggunakan label produk dalam bahasa Indonesia. Penerapan aturan yang mewajibkan pencantuman label berbahasa Indonesia pada produk pangan dan nonpangan ditujukan untuk melindungi konsumen dari produk yang tidak memenuhi standar mutu dan keamanan.

Sementara itu Zulham (2013: 31-37) mengutip Kennedy dalam bukunya mengenai hak-hak para konsumen yang saat ini konsumen telah semakin modern dan berkembang, antara lain: (1) Hak memperoleh keamanan (*the right to safety*); (2) Hak memilih (*the right to choose*); (3) Hak mendapatkan informasi (*the right to be informed*); (4) Hak untuk didengar (*the right to be heard*).

F. Jenis Teks Penerjemahan

Newmark (1988: 39-41) berkata bahwa ada beberapa tipe teks dalam penerjemahan. Ia mengklasifikasikan bahwa tipe teks menjadi 3 tipe yaitu: teks ekspresif atau otoritatif yang meliputi teks kitab suci dan juga teks sastra seperti puisi, drama dan juga novel. Teks informatif yang bertujuan memberikan informasi kepada pembaca sebagaimana artikel ilmiah dan juga surat kabar dan tipe yang terakhir teks vokatif yang bertujuan mempengaruhi pembaca seperti teks pada propaganda, brosur, selebaran dan juga teks iklan.

Kemudian Newmark (<http://resources.transbahasa.com/2013/10/07/newmark>) sebagaimana juga dikutip oleh Sugeng juga menyarankan tiga proposi terkait dengan apakah bentuk linguistik BSu harus dipertahankan pada BSa. Proposisi pertama mengatakan bahwa jika suatu teks mementingkan bentuk linguistiknya, maka terjemahannya harus sedekat mungkin dengan TSu dalam hal bentuk linguistik. Contoh teks seperti ini misalnya karya sastra. Kedua, jika bentuk linguistik bahasa suatu TSu kurang begitu dipentingkan, maka terjemahannya tidak perlu dibuat sedekat mungkin dengan TSunya dalam hal bentuk linguistik. Contoh teks jenis ini adalah artikel di ensiklopedia. Yang terakhir, semakin baik sebuah teks ditulis, semakin dekat bentuk linguistik dalam teks terjemahannya dengan teks BSu, tanpa memandang apakah bentuk linguistik di dalam teks itu dipentingkan atau tidak.

Berdasarkan pemaparan Newmark di atas maka dapat disimpulkan bahwa penerjemahan label produk termasuk ke dalam jenis penerjemahan informatif yaitu terjemahan yang tidak mementingkan TSunya.

III. METODOLOGI PENELITIAN

Dalam melakukan penelitian ini, peneliti memilih metode analisis isi yang bersifat deskriptif. Adapun tujuan penelitian ini mencakup beberapa hal: (1) mengidentifikasi kesepadanan kata atau kalimat di BSu dan BSa dalam terjemahan label produk makanan, obat-obatan dan kosmetik; (2) mengidentifikasi strategi penerjemahan yang digunakan oleh penerjemah dalam label produk makanan, obat-obatan dan kosmetik; (3) menemukan penyimpangan-penyimpangan yang mungkin terjadi dalam proses terjemahan

label produk makanan, obat-obatan dan kosmetik; (4) mengetahui sebab-sebab terjadinya penyimpangan yang terjadi dalam terjemahan label produk makanan, obat-obatan dan kosmetik.

Penelitian yang bersifat deskriptif ini menganalisis isi data yang ditemukan. Adapun tempat penelitian yang dilakukan oleh peneliti adalah bertempat di Jakarta. Lalu masalah waktu penelitian, peneliti memulai kegiatan penelitiannya dari bulan Agustus 2013 hingga Maret 2014. Dalam penelitian ini, peneliti akan memaparkan strategi-strategi yang digunakan oleh penerjemah dalam proses penerjemahan label produk makanan, obat-obatan dan kosmetik. Dalam penelitian ini, peneliti akan merangkum seluruh data (terjemahan label produk) dan mendeskripsikan setiap unsur yang akan dianalisa. Sehingga penelitian ini merupakan bentuk kajian teks atau analisis isi. Dan dalam penelitian ini menggunakan beberapa sumber kepustakaan dan melalui observasi dan analisis.

Data penelitian ini meliputi kalimat yang diperoleh dari terjemahan label produk makanan, obat-obatan dan kosmetik. Data yang berbentuk kalimat-kalimat dikumpulkan. Kemudian, peneliti mengelompokkan seluruh terjemahan label produk makanan, obat-obatan dan kosmetik.

Dalam pengelompokan data pada penelitian ini, peneliti memasukkan data-data yang diseleksi sesuai jenisnya masing-masing ke dalam table-table. Dalam table itu akan dimasukkan kalimat label produk makanan, obat-obatan dan kosmetik yang berbahasa Inggris, dan kalimat terjemahan label produk yang berbahasa sumber, bahasa Indonesia.

IV. HASIL DAN PEMBAHASAN

Dalam sub bab ini akan menguraikan atau menjawab pertanyaan-pertanyaan penelitian yang telah disampaikan sebelumnya yang terdapat pada terjemahan label produk sesuai dengan pertanyaan penelitian lewat deskripsi terjemahan label produk bahasa Indonesia ke dalam label produk bahasa Inggris.

A. Kesepadanan dalam Penerjemahan Label Produk Makanan, Obat-obatan dan Kosmetik

Berdasarkan data kalimat yang diperoleh oleh peneliti, dan berlandaskan konsep kesepadanan yang dikemukakan oleh

Nida dan Taber, maka kesepadanan dibagi menjadi dua yaitu kesepadanan dinamis dan kesepadanan formal yang ditemukan di dalam terjemahan label produk makanan, obat-obatan, dan kosmetik. Berikut adalah contoh pembahasan kesepadanan dinamis.

TSu: Menjaga daya tahan tubuh, saat pergantian cuaca, kurang tidur, bekerja keras dan perjalanan jauh.

TSa: Keeps up stamina due to bad weather, lack of sleep, hard working and far travelling.

Pembahasan: terjemahan di atas dapat dilihat pada label produk obat Sirup Herbal Antangin tepat pada bagian khasiat dan kegunaan. Pada frase “saat pergantian cuaca” tidak diterjemahkan secara formal atau kata per kata. Penerjemah hanya mengambil makna dari frase di atas lalu mengubah ke dalam TSa dengan bentuk yang berbeda yaitu “due to bad weather”. Penerjemah secara pasti menafsirkan bahwa sirup herbal Antangin ini pasti dibutuhkan ketika cuaca sedang buruk atau dalam TSa tertulis “*bad weather*”. Hal ini sangat umum diucapkan oleh masyarakat Indonesia secara tersirat bahwa kondisi badan dapat memburuk ketika cuaca sedang dalam proses pergantian.

Kesepadanan dinamis pada label produk obat-obatan tidak banyak atau hanya 4% dari total keseluruhan data yang diteliti. Hal ini menunjukkan bahwa kesepadanan dinamis hanya dapat diaplikasikan pada bagian tertentu dan tentunya bukan pada bagian indikasi suatu obat yang hanya terdiri dari kata-kata. Kesepadanan dinamis hanya dapat dilakukan jika TSu berbentuk frase sehingga kesalahan dalam mengalihkan makna dapat terhindari. Kesepadanan dinamis dengan kata lain dapat dikatakan kurang cocok jika dipraktekan pada label produk obat karena faktor kepentingan dari label produk obat itu sendiri. Oleh karenanya peneliti hanya menemukan 4% kesepadanan dinamis pada label produk obat-obatan. Kesepadanan dinamis ini juga digunakan untuk menerjemahkan 12 data label produk obat lain yang termasuk ke dalam kelompok ini.

Sedangkan contoh kesepadanan formal adalah: **TSu:** Indikasi: Membantu meringankan sakit perut, perut kembung, rasa mual, dan gatal-gatal akibat gigitan serangga/nyamuk.

TSa: Indication: Help to relieve stomachache, flatulence, nausea and itches by insect/mosquito bites.

Pembahasan: terjemahan ini dapat dilihat pada label produk minyak kayu putih cap lang, tepatnya pada bagian indikasi atau acuan untuk menggunakan produk tersebut. Penerjemah menerjemahkan secara sepadan dan tepat untuk tiap-tiap indikasi sakit pada TSu. Arti kata sakit perut, perut kembung, rasa mual dan gatal-gatal akibat gigitan serangga/nyamuk terpindahkan secara tepat TSa yaitu *stomachache, flatulence, nausea* dan *itches by insect/mosquito bites*. Ada empat indikasi masalah kesehatan pada TSu dan pada TSa pun diterjemahkan sama yaitu empat indikasi. Hal ini dapat juga disimpulkan bahwa kata pada bagian indikasi minyak kayu putih cap lang yang diberikan pada TSu bukanlah kata yang khas dan sulit sehingga kata yang bermakna sama pada TSa dapat digunakan. Namun pada terjemahan di atas dapat dilihat adanya kesalahan gramatikal pada TSa yaitu penggunaan kata *by* yang tidak tepat yang seharusnya kata *by* diikuti oleh kata kerja ketiga karena *by* merupakan tata bahasa pasif. Hal ini mungkin disebabkan karena ketidaktahuan penerjemah akan tata bahasa BSa. Terlepas pada kesalahan penggunaan kata ‘*by*’ dapat juga dikatakan secara gamblang bahwa kata tersebut di atas merupakan kesepadanan formal sesuai dengan apa yang diungkapkan oleh Nida dan Taber.

Kesepadanan formal yang dipilih penerjemah sangatlah tepat karena menurut peneliti terjemahan pada bagian indikasi pada label produk obat sangat penting. Jika kesepadanan formal tidak digunakan maka kemungkinan kesalahan makna dapat terjadi dan tentu hal ini sangat berbahaya bagi konsumen. Kesepadanan formal ini juga digunakan untuk menerjemahkan 128 label produk obat lain yang termasuk ke dalam kelompok ini.

B. Strategi Penerjemahan dalam Penerjemahan Label Produk Makanan, Obat-obatan dan Kosmetik

Berdasarkan data yang diperoleh, terlihat bahwa strategi penerjemahan yang paling banyak digunakan oleh penerjemah dalam menerjemahkan kalimat pada label produk makanan, obat-obatan, adalah strategi transposisi. Jumlah strategi transposisi sebanyak 56%, strategi penambahan sebanyak 13%, strategi penerjemahan modulasi sebanyak 9%, strategi penerjemahan pengurangan/penghilangan

sebanyak 8%, strategi penerjemahan penerjemahan literal sebanyak 7%, strategi pemindahan data/transference sebanyak 6%, strategi deskriptif hanya sebanyak 1% berikut adalah contoh pembahasan kalimat pada label produk makanan, obat-obatan dan kosmetik.

Berikut merupakan salah satu contoh strategi transposisi:

TSu: Asifit adalah suplemen herbal yang mengandung **serbuk daun katuk**, dilengkapi dengan **vitamin B1, B2, dan B12** yang membantu melancarkan air susu ibu (ASI) selama proses menyusui.

TSa: Asifit is supplement herbal that contains **dry leaves of Sauropus androgynous**, Merr, completed by **vitamins B1, B2, and B12** that could assisting to increase breast milk production nursing period.

Pembahasan: terjemahan di atas terdapat dalam produk obat Asifit, tepatnya pada bagian awal label produk Asifit. Teks tersebut di atas merupakan penjelasan secara umum mengenai produk dan juga informasi mengenai bahan utama obat Asifit. Sehingga secara fungsi, teks di atas sangat penting dan teks tersebut merupakan teks pertama yang akan dibaca konsumen sebelum konsumen membeli karena letaknya dibagian awal dari label produk Asifit itu sendiri. Sehingga jika ada kesalahan penerjemahan atau kesalahan strategi yang digunakan dapat membahayakan konsumen secara langsung atau makna TSu tidak tersampaikan. Seperti apa yang diungkapkan oleh Newmark bahwa transposisi adalah strategi yang mengubah struktur kalimat, tata bahasa TSu sesuai dengan TSa. Maka penggunaan strategi transposisi dapat terlihat jelas pada contoh di atas.

Strategi penerjemahan label produk yang digunakan penerjemah adalah transposisi. Hal ini dapat dilihat adanya perubahan bentuk dari bentuk awal kata nomina yaitu tunggal menjadi bentuk jamak pada kata “vitamin” dan “serbuk daun katuk”. Penerjemah menerjemahkan dua kata tersebut menjadi bentuk jamak karena dalam bahasa Inggris ada perbedaan antara kata nomina jamak dan kata nomina tunggal. Agar membuat TSa benar secara tata bahasa Inggris maka perubahan bentuk kata benda tunggal untuk dua kata benda diatas menjadi bentuk jamak sangatlah tepat karena adanya perbedaan penggunaan atau pengungkapan bentuk jamak dalam kata nomina di bahasa Inggris yang berbeda dengan bahasa

Indonesia. Strategi tersebut juga menegaskan bahwa penggunaan transposisi untuk kalimat TSu diatas sangat benar agar cakupan makna pada kedua konteks BSu dan BSa dapat tersampaikan dengan tepat dan juga benar secara gramatikal.

Hal ini menunjukkan bahwa terdapat perbedaan tata bahasa yang tidak sama dengan BSu. Sehingga diperlukan strategi transposisi untuk menjembatannya. Strategi penerjemahan ini juga digunakan untuk menerjemahkan 200 data label produk lain yang termasuk ke dalam kelompok ini.

Selain itu, strategi yang paling sedikit dan hanya berjumlah 1% adalah strategi deskriptif dengan contoh sebagai berikut:

TSu: SOTO AYAM

TSa: YELLOW CHICKEN CLEAR SOUP

Pembahasan: terjemahan di atas dapat ditemukan pada Indofood bumbu instant Soto Ayam pada bagian muka label produk. Melihat terjemahan “yellow chicken clear soup” pada produk bumbu instant Indofood yang cukup menjelaskan bahwa tidak ada padanan kata untuk “soto ayam” sehingga penerjemah menerjemahkannya menggunakan strategi penerjemahan deskriptif. Terjemahan TSa yang digunakan oleh penerjemah merupakan sifat atau ciri dari kata “soto ayam” sehingga para konsumen yang hanya mengerti TSu atau bahasa Inggris dalam hal ini mempunyai gambaran jelas mengenai bumbu instant yang ditawarkan. Selain itu label produk bumbu instant Indofood juga menampilkan gambar soto ayam itu sendiri.

Sekali lagi diinformasikan bahwa strategi deskriptif sangat cocok untuk menerjemahkan kata khusus TSu yang kemungkinan sama dengan hal atau konsep yang adap pada TSa. Hal ini menunjukkan bahwa konsep ketidaksamaan antara BSu dan BSa tidaklah terlalu besar sehingga kata TSu dapat diterjemahkan ke TSa namun dengan definisi yang lebih jelas. Prosedur penerjemahan hanya digunakan satu kali dari total data sebanyak 358.

C. Penyimpangan Penerjemahan dalam Label Produk Makanan, Obat-obatan dan Kosmetik

TSu: Cara Pemakaian: **Tiap pagi** dan **sore** 10 pil sekali minum, diminum dengan air hangat (matang).

TSa: Recommended dosage: Take 10 pills **every morning** with warm water, or may be taken as long as desired.

Pembahasan: terjemahan di atas dapat ditemukan pada label produk obat Pil Jamu Galian Rapet yaitu pada bagian cara pemakaian. Terjemahan ini merupakan kalimat pertama pada bagian cara pemakaian dan mempunyai fungsi yang sangat penting untuk konsumen. Fungsi kalimat diatas adalah sebagai informasi waktu kapan obat harus diminum dan juga berapa banyak pil yang dapat diminum. Terjemahan di atas merupakan salah satu bentuk penyimpangan yang penulis temukan di dalam terjemahan label produk obat. Keterangan waktu untuk meminum obat pada TSu yaitu pagi dan sore tidak diterjemahkan secara lengkap. Hal ini dapat dilihat pada TSa bahwa hanya ada keterangan waktu “every morning” sedangkan kata “sore” tidak diterjemahkan. Penghilangan kata “sore” pada TSa sangatlah fatal karena makna sesungguhnya tidak teralihkan dan hal ini secara pasti sangat merugikan konsumen TSa yang tidak paham sama sekali bahasa TSu dan dapat membahayakan kesehatan konsumen yang mengkonsumsi obat tersebut.

Jika dilihat makna penerjemahan yaitu kegiatan mengalihkan makna BSu sedekat mungkin ke dalam bentuk BSa, maka kalimat di atas sudah menyimpang keutuhan TSu, sebab penerjemah dengan sengaja tidak menerjemahkan kata “sore” pada label produk obat Pil Jamu Galian Rapet. Penyimpangan penerjemahan ini juga penulis temukan di 29 data label produk lain yang termasuk ke dalam kelompok ini.

D. Sebab Penyimpangan Penerjemahan dalam Label Produk Makanan, Obat-obatan dan Kosmetik

Dalam terjemahan terkadang ada beberapa penyimpangan yang terjadi. Jenis penyimpangan di dalam penerjemahan menurut Newmark (1990: 11-12) yaitu, (1) adanya pergeseran kalimat dalam penerjemahan yang sering menimbulkan keganjilan semantik karena adanya penerjemahan leksikal yang disebabkan perubahan susunan kata. (2) pada umumnya masih ada kata-kata atau frase bahkan kalimat yang tidak diterjemahkan. Dalam penerjemahan teks non-sastra, penerjemah seharusnya mampu untuk menyampaikan semua fakta yang ada dari BSu ke dalam BSa. (3) penerjemah masih lebih banyak

menggunakan bahasa individu dibandingkan dengan bahasa sosial yang lazim digunakan di dalam masyarakat. (4) adanya perubahan sudut pandang yang berbeda dengan BSu. (5) banyaknya kesalahan kesepadanan gramatikal dan leksikal.

Pada penelitian ini penyimpangan yang paling banyak terjadi adalah penyimpangan kata, frase dan kalimat yang tidak diterjemahkan yaitu sebanyak 30 kalimat atau 59%. Kata atau frase yang tidak diterjemahkan mempunyai makna penting dan akan menyebabkan perbedaan makna pada TSa oleh karenanya disebut sebagai kategori penyimpangan. Kata atau frase yang tidak diterjemahkan dapat disebabkan oleh kealpaan penerjemahan, tidak adanya padanan kata yang mempunyai makna sama pada TSa atau karena terbatasnya tempat dimana terjemahan itu berada karena penelitian ini fokus pada penerjemahan yang terdapat pada label produk makanan, obat-obatan dan kosmetik. Sehingga tempat terjemahan itu berada bervariasi dan bergantung kepada besar kecilnya ukuran suatu produk.

Penyimpangan kedua yang paling banyak terjadi adalah penyimpangan kesalahan kesepadanan gramatikal dan leksikal yaitu sebanyak 16 kalimat terjemahan label produk atau 31% dari keseluruhan penyimpangan. Adanya 31% kata/kalimat yang mempunyai kesepadanan gramatikal dan leksikal tidak sesuai. Hal dapat terjadi karena ketidaktahuannya penerjemah mengenai tata bahasa/hukum TSa yaitu bahasa Inggris dalam hal ini, kurangnya penelitian yang dilakukan penerjemah sebelum penerjemahan dilakukan dan juga karena terkadang adanya perbedaan struktur kalimat atau susunan frase antara bahasa Indonesia dan bahasa Inggris.

Jenis penyimpangan terakhir yang terjadi dan juga yang muncul tidak terlalu banyak jika dibandingkan dua jenis penyimpangan sebelumnya adalah penyimpangan keganjilan semantik/perubahan susunan kata. Penyimpangan ini terjadi hanya pada 5 kata/kalimat atau sebanyak 10% dari total keseluruhan penyimpangan.

V. KESIMPULAN

Berdasarkan analisis penerjemahan label produk makanan, obat-obatan dan

kosmetik di atas, maka dapat disimpulkan bahwa kesepadanan terjemahan label produk dari bahasa Indonesia ke dalam bahasa Inggris menggunakan sudut pandang teori kesepadanan Nida dan Taber yaitu menuntun peneliti menemukan kesepadanan formal dan kesepadanan dinamis.

Adapun tujuh strategi penerjemahan yang digunakan oleh penerjemah adalah transposisi, modulasi, penambahan, deskriptif, pengurangan, pemindahan kata/transference, literal. Namun, dari tujuh strategi tersebut, strategi yang jumlah penggunaannya tertinggi adalah strategi transposisi yang berjumlah 199 kalimat, dilanjutkan dengan strategi penambahan dengan jumlah 48 kalimat, dan strategi yang berada di urutan tertinggi ke tiga adalah strategi modulasi dengan jumlah 33. Setelah itu, strategi pada urutan keempat adalah strategi pengurangan sebanyak 30 kalimat. Strategi setelahnya adalah strategi literal sebanyak 24 kalimat lalu strategi pemindahan kata/transference sebanyak 21 kalimat. Adapun strategi peminjaman hanya dilakukan pada tiga kalimat saja sehingga termasuk dalam jumlah paling sedikit yaitu strategi deskriptif.

Dari penelitian ini pun ditemukan beberapa penyimpangan yang terjadi dalam terjemahan label produk makanan, obat-obatan dan kosmetik. Penyimpangan yang ditemukan dikelompokkan menjadi beberapa kelompok yaitu penyimpangan kata, frase dan kalimat yang tidak diterjemahkan, penyimpangan kesalahan kesepadanan gramatikal dan leksikal, dan penyimpangan keganjilan semantik/perubahan susunan kata.

Penyimpangan terjadi karena kurangnya pengetahuan penerjemah mengenai TSA bahasa Inggris dalam hal ini. Hal ini juga dapat terjadi karena faktor terburu-burunya penerjemah dalam menerjemahkan sehingga ada susunan kata dan pemilihan kata atau kelas kata yang tidak sesuai. Selain itu, dapat juga terjadi karena sulitnya TSu sehingga padanan katanya tidak dapat ditemukan pada TSA. Penyebab penyimpangan penerjemahan pada label produk makanan, obat-obatan dan kosmetik terjadi karena adanya kesalahan semantik atau kata TSA yang dipilih tidak sepadan dengan TSu. Lalu adanya istilah atau idiom yang diterjemahkan menjadi kosakata sehingga makna tidak tersampaikan. Selain dua hal sebab yang disebutkan, penyebab penyimpangan pada

kelompok tidak diterjemahkannya TSu adalah tidak adanya padanan kata pada TSA atau kata-kata yang diterjemahkan merupakan kata yang tidak penting sehingga tidak perlu diterjemahkan.

Dalam terjemahan label produk makanan, obat-obatan dan kosmetik ini penyimpangan tidak terjadi banyak, hal ini terjadi karena cara dan strategi yang dilakukan penerjemah agar mampu menghasilkan terjemahan label produk yang berkualitas berhasil. Persentase antara penyimpangan yang terjadi dan kalimat yang tidak menyimpangan adalah 86% dan 14%. Seharusnya penyimpangan yang terjadi pada penerjemahan label produk makanan, obat-obatan dan kosmetik adalah 0% karena pentingnya peranan label produk tersebut untuk konsumen.

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THE ANALYSIS OF TEACHING THINGS THROUGH ORAL REPETITION

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ABSTRACT

Every single teacher has different style of using method and the techniques of teaching English as the topic. Talking about techniques, one of them is the using of oral repetition. The use of this technique had been applied to the level of beginner level of the elementary students at a private English course at Cibinong. At that time, that teaching opportunity was entitled the things in the classroom where the teacher takes from the closest things from the life of the students. Absolutely, as the result is amazing and works well. From the side of the passion of the learners, they were zealous and felt enthusiastic. The pupils really had their time during learning activity occurred. They had to speak together, especially they had to open their mouth and speak loud at the same time with the others. From that activity, it can be concluded that it also has the equal effect of the assessment. Certainly, the score overall was great and awesome.

Keywords: *Teaching English, Oral Repetition.*

I. INTRODUCTION

Learning and also practicing English are important in order to increase the ability in speaking English in the early age. There are four elements that include in learning English, such as writing, reading, speaking and listening. Those elements also can be used in any level of education, including in the Elementary School.

Invention of new classroom practices and approaches to design the language programs and materials reflects a commitment to find more efficient and more effective ways of teaching language. The classroom teacher and the program coordinator have a wider variety of methodological options to choose from than ever before. They can choose methods and materials according to the needs of learners, the preferences of teacher, and the constraint of the school or educational setting.

One of the problems of teaching English for the students is the lack of the students' vocabulary which is reflected by their misuse of English word. So, the role and the function

of vocabulary are important in teaching English and also it is the main basic of learning English. After understanding and mastering vocabulary, the students are able to develop the four basic skills in English.

To make the students understand, the English teacher must be able to organize teaching learning activities. He/she has to master the lesson and gives the materials by using a suitable subject. A good technique can make students understand and master the lesson. Asking children to memorize words with their meaning is usually ineffective. But sometimes, most of them are easily to forget it.

To overcome this problem, the writer gives an alternative technique to make the students have more vocabularies. Through the Oral Repetition technique, the participation of the students will be better than the students who only watch the theory or listen to the sound of what the teachers says.

Elementary school students come in several different varieties. There are some students who are too shy to even tell their

name and of course. There are also some students who just would not stop talking to the writer in Indonesian language. The writer believes that by following principles and procedures that grammar is taught inductively, concrete vocabulary is taught inductively, concrete vocabulary is taught through demonstration, objects, and picture the student will be more active in learning process.

II. THEORETICAL REVIEW

2.1. Definition of Teaching

Teaching is not an easy job because it requires a big responsibility and enough capability. As the teacher, the teaching ability is the first thing because the achievement in teaching and learning process depends on him/her.

Based on Cremin (2009:1), "Teaching and learning English is, at its richest, an energising, purposeful and imaginatively, vital experience for all involved, developing youngsters' competence, confidence and creativity as well as building positive attitudes to learning." Teaching and learning English must be imaginative, purposeful, energizing and also the teacher has to create a competence, confidence, creativity as well as a building positive attitude of the learners to learn English.

A statement from Cameron (2001:11) states: "Teaching and learning are not two sides of the same coin, but are essentially different activities, although they both take place in the public arena of the classroom." Teaching and learning are different. In teaching, the teachers transfer knowledge to the students and as the students receive the knowledge of the teachers.

Concerning to a definition of teaching, there is also another argument. Mangal (2009:174) argues: "Teaching is a quite serious task or activity undertaken by the teachers to produce desirable changes in their students." Teaching is an activity which is undertaken by the teachers to give the changes for the students.

So, there is a conclusion about the definitions of teaching above, teaching is giving or transferring the knowledge to the learner in order to gain and acquire a

capability to understand and also comprehend of a certain material. The setting and manage of the place where the learning activity occurs should be arranged well and also the teacher itself must be creative and innovative to create an impressive result of the students.

2.2. Definition of Vocabulary

Calhoun (1999:21) argues: "The PWIM is an inquiry-oriented language arts strategy that uses pictures containing familiar objects and actions to elicit words from children's listening and speaking vocabularies." PWIM stands for Picture Words Inductive Model. It is a kind of strategy to teach children through pictures and the pupils will elicit new words from that picture, especially vocabulary and also listening.

A definition of vocabulary comes from Harris and Turkington (2000:26) who argues: "Standardized tests in first grade gauge a child's ability to either name objects (expressive pictures vocabulary) or recognize objects (receptive picture vocabulary) that he sees in pictures." In standardized tests there has a fact. The fact is children more easily understand and recognize to guess or answer a vocabulary question through picture

Based on the statement from Watch (2003:1): "Vocabulary is the collection of words that you hear throughout your life. Your own vocabulary will never stop growing. The larger your vocabulary is, the more you will understand what you hear and read. Your writing and speaking will improve, too." Vocabulary is a group of collecting words. If the learners want to enlarge more vocabulary, they have to read and hear about new words frequently. Learning vocabulary also will increase the skill of writing and speaking.

So, from those elaborations above, vocabulary is one of the language aspects which should be learnt. Learning vocabulary is important because the learners are able to speak, write, and listen in order to know the meaning of each vocabulary.

2.3. Definition of Oral Repetition

The definition of oral repetition comes from Hossein and Potos (2011:42)

argues: "Repetition is useful textual enhancement device because it not only makes certain from perceptually salient but it also allows the learner to have a longer time to process the incoming input." The oral repetition can make easier for the learner to absorb or comprehend the particular material which is given by the teacher.

Cohen and Cowan (2006:463) say: "Repetition helps to develop automatic knowledge of word meaning that is important to reading comprehension. A limited knowledge of vocabulary meaning could interfere with reading comprehension." Repetition is also useful for reading aspect, too.

Susan (2006:242) argues: "Repetition, at appropriate intervals, is a key strategy to use with low-literate clients. Review information often, and set aside time to remind learners of what has already been learned and to prepare them for what is to follow." Repetition is a strategy key to use for the low-literate clients. The review of information occurs frequently and it sets time to remind the learner of what have the learners learnt and preparing what will happen next.

Thus, oral repetition is mostly useful for students and also has awesome effect of the result of learning activity because; the students will listen and comprehend again of what the teachers say about. It is same like giving the second chance for the students to master the certain material.

2.4. Principles Underlying the Teaching Technique

Teachers may face different condition and situation of managing the class that he/she is going to teach. Teaching English as the subject and also the several of students' behavior or attitude in the classroom are influence the learning activity. The attention of the teacher must be universal and not specific to only one or several students. But, if the teacher does not care about the condition and atmosphere of the students, it can be a useless in learning activity.

Therefore, the teacher has adopted principles of two teaching methods. Those are from Communicative Language Teaching and Direct Method. The roles of methods are needed in teaching process. That is why, the

teacher must decide the most proper and suitable methods of teaching English, more specifically teaching English for children.

The first method is Communicative Language Teaching, there are several explanations of its principles come from Jack and Roger, (2006:145) but the writer only takes five of its principles from them, those are:

1. Communicative is the desired goal
2. Drilling may occur but peripherally,
3. Effective communication is sought
4. Language learning is learning to communicate
5. Translation may be used where students need or benefit from it.

So, the principles of the teacher's technique can be found during teaching activity happened at those five explanations above.

Beside Communicative Language Teaching, there is also Direct Method. It comes from Larsen and Freeman (2003:22), in Direct Method, there are some particular principles underlying the chosen technique, but the writer only keeps focus on six principles; such as:

Objects (e.g. realia or pictures) present in the immediate classroom environment and also it can be used to help students understand the meaning.

The teacher demonstrates, not explain or translate. It is desirable that students make a direct association between the target language and meaning

The purpose of language learning is communication (therefore students need to learn how to ask question as well as answer them)

Pronunciation should be worked on right from the beginning of language instruction

The syllabus is based on situations or topics, not usually on linguistics structures.

2.5. Characteristics of Young Learners

Beginner students are the same like children. The grade of beginners are about the third to the forth class. There are some various and variants characteristic of the children. The dominant factor of the children' characteristics, such as; shy, naughty, active, passive, loner, quarrelsome, and etcetera. So,

the teacher must be able to take the attention of the students.

According to Jayne (2008:61) says, "Young pupils are still developing; their bodies are still developing, their minds are still developing, some aspects of their first language are still developing." All aspects of children's growth are growing.

Scott and Ytreberg (2006:6) states: "There is a big difference between what children of five can do and what children of ten can do. Some children develop early, some later. Some children develop gradually, others in leaps and bounds. It is not possible to say that the ages of five can do x , the age of seven they can all do y , or that at the age of ten they can do z ." For instance, children of five can do x or over the x or even under the x . X itself can be indicated that it is a limit

Cremin (2009:25) states: "The oral artistry of the spoken word is important to recognize and develop in the classroom; it can enrich children's confidence and competence as effective language users." The oral artistry of the spoken word is important, this thing can enrich two aspects of the students, those are confidence and competence.

Thus, the characteristic of children are totally varieties and different to each other. Children love to play than learning. It must be a strong motivation to make a habitual for children to study. The supporting of parent are strongly needed in order to the children have a desire to love and also study English.

III. METHOD OF RESEARCH

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

IV. DISCUSSION

3.1. Teaching Description

In arranging this paper, the writer is as a teacher at The Independent Center Course Cibinong. The teacher taught at a course. The levels of students were Beginner. For beginner level of the students were the same like the third or fourth class of elementary school. The ages are around eight or nine years old. The allocation time was one hour. In this course, practicing was higher than theory. It can be said that practicing was about seventy-five percent and the rest is theory. The first thing to teach, the teacher must prepare a lesson plan. The lesson plan contains; title of the material, learning material, media, learning process and the exercise.

The teacher taught vocabulary, more specifically, the teacher taught things in the classroom through oral repetition. The teacher used many kinds of picture the thing in the classroom as the media.

Beginning of the learning activity, the teacher let the students to come into the classroom and let them to have a nice sit. But, before entering the material, there were two important things, those were greeting and praying. Both of them were important for learning activities; that was rather impolite if both the teacher and the pupils started the material directly and immediately. So, greeting and praying were the same like a bit of courtesy. Sometimes, the children were still playing and did their own activity, therefore greeting and pray were able to distract their attention to start studying.

The Teacher : "Hello, students..."

The Students : "Hello, Mister ..."

The Teacher : "*Do'a dulu, ya...* (Let us pray first, ok)"

The Students : "Pay attention, please! Let us pray together, start! Finish! Greeting to the teacher!"
Assalammu'alaikum wr. wb"

The Teacher : "Wa'alaikumsalam wr. wb
Good morning, students ..."

The Students : "Good morning, Mr. Octa"

The Teacher : "How are you today?"

The Students : "I am fine, thank you"

After praying then, the teacher asked them the basic questions. In this course, Basic question has the important criteria and requirement for the students. The basic

question was the same like a foundation or basic skill that must be had of all the students of The Independent Center Course Cibinong. The basic questions are; asking the students' personal identity, status, and educational information. Each of the students must be able to answer the basic questions first. If the students could not answer the basic questions, so they had to go out to memorize it. After memorizing and capable to answer, so the student was able to join and follow the material.

The Teacher : "Ok students, what is your name?"

The Students : "My name is ..." (variants answers)

The Teacher : "What is your full name?"

The Students : "My full name is ..." (various answers)

The Teacher : "What are you?"

The Students : "I am a student"

The Teacher : "Where do you go to school?"

The Students : "I go to school at SDN ..." (depend on the pupils)

The Teacher : "Now, what class are you in?"

The Students : "I am in the (some students answer) third/fourth class"

The Teacher : "Where do you live?"

The Students : "I live at..." (different answers)

The Teacher : "Students, talking about hobby, what is your hobby?"

The Students : "My hobby is ..." (several hobbies of them)

The Teacher : "And know, what do you want to be?"

The Students : "I want to be a/an ..." (various answers)

The third and fourth grade of students are children, so because they were still children, so it is impossible for the English teacher to use one hundred percent full of speaking English to the student, so the percentage of speaking in Bahasa was about forty percent.

The Teacher : "Ok students, now I will give you the title of today's material.

(Baiklah anak-anak, sekarang saya akan memberikan judul

materi kita hari ini)

"Are you ready?"

The Students : "Yes!"

The Teacher : "Say it again, loudly!"
(Katakan sekali lagi, lebih keras!)

The Students : "YES, MISTER!"
(The students looked so enthusiastic and zealous)

The Teacher: "The title of today's topic is "THE THINGS IN THE CLASSROOM"
(Judul materi kita hari ini adalah: "Benda-benda diruang kelas")

The Students : "Ooohhh..."

The Teacher: "Now, I please to you to mention the things in the classroom as much as you can. Understand?"
(Sekarang saya minta kalian untuk menyebutkan benda-benda didalam ruang kelas sebanyak yang kalian bisa. Mengerti?)

The Students : "Ok!"

The Teacher : "Mention it, now!"
(Sebutkan itu, sekarang!)

Sometimes, the teacher pointed, touched and gave the clues concerning some particular things in the classroom. It is for helping them thinking, translating and answering loudly.

The Students : "Chair, whiteboard, table, pen, pencil, bag, ..."
(They say at the same time)

The Teacher : "Come on, students! Again!"
(The teacher does a gesture to them)

The Students : "Chair, whiteboard, table, pen, pencil, bag, book, marker"

The Teacher : "Is that all, students?"
(Hanya itu saja, anak-anak?)

The Students : "Iya, Mister"
(Yes, sir)

The Teacher : "Ok, now please listen to me! All of you must be quiet and pay attention to me! Ok!"

(Baiklah,sekarang dengarkan saya! Kamu semua tenang dan perhatikan saya, oke!)

In this session, the teacher mentioned the things in the classroom and the students were paying attention, absorb and calm. All of the students really used their brain maximally.

The Students : “Yes, Mister” (The students focus)

The Teacher : “The total of the things in the classroom are thirteen. They are: Chair, map, pencil, flower vase, ruler, protractor, pen, clock, book, calendar, ceiling fan, table and compass”

The Students : (The students totally listen and comprehend quietly)

The Teacher : “Ok students, now please repeat after me!”
(Sekarang ikuti kata-kata saya, oke!)

Afterwards, the teacher pronounced the name of the things in the classroom and the students repeating of what the teacher says. The words were totally short, so they must pronounce quickly not slowly. The teacher asked them to shout and said the words loudly. Although the pronunciations of the children were not so clear and clear, so the teacher must correct the pronunciations of them. In this point, the teacher made sure that they must be able to pronounce so well. The students must speak and shout several times until they were able to pronounce it.

The Teacher : “CHAIR!”
The Students : (The students repeat it)
“CHAIR!”

The Teacher : “MAP!”
The Students : (The students repeat it)
“MAP!”

The Teacher : “PENCIL!”
The Students : (The students repeat it)
“PENCIL!”

The Teacher : “FLOWER VASE!”
The Teacher : “That’s pretty good, students! Your voice was loud!” *(Bagus anak-anak! Suara kalian keras!)*

The Teacher to : “Well, students! I want you to translate into either English into Indonesia! Or into Indonesia into English! Ok! Get ready, students! Please shout!”

(Baiklah,anak-anak! Sekarang saya ingin kalian menterjemahkan kedalam Bahasa Indonesia atau Bahasa Inggris.)
Oke, anak-anak! Teriaklah)

The Students : “Ok, Mister!”

The next activity was translating together. All of the students translated the words given by the teacher directly. It must be two languages; those are both English to Indonesia and Indonesia to English. It has a purpose, the purpose is to measure and test how far do they know and capable to translate about the things in the classroom.

If they could not translate, they may open their dictionary. In this point, the using of dictionaries was allowed to be used by the students to look for the certain answers.

The Teacher : “What is “Buku” in English?”

The Students : “Book!”

The Teacher : “Now, “Pulpen”!”
(So far, the students are able to translate it easily)

The Students : “Pen!”

The Teacher : “What about “Peta”?”

The Students : (One student answered, the rest just copy) “Map!”

The Teacher : “Ok, now “Bangku”!”

The Students : “Chair!”

The Teacher : “Emmm, What about “Sapu”?”

The Students : “Broom, Mister!”

The Teacher : “Ok! Enough! That was quite nice about your vocabulary.”

(Oke!Cukup! Pembendaharaan kalian lumayan juga)

The Teacher : “Now, I want to point some of you to translate into either English or Indonesia! Have you got it?”

(Sekarang, saya akan tunjuk beberapa dari kalian untuk menterjemahkan ke dalam

Bahasa Indonesia atau Bahasa Inggris! Mengerti?)

The Students : “Yes, mister!”

Not all the pupils had a good behavior and attitude during learning activity was occurred. Sometimes, the teacher found a student who did not pay attention the material. So, the teacher acted quickly, the teacher pointed the particular student who did not pay attention, and then the teacher gave a question as the punishment.

Thus, they were still children; of course some of them looked playing something or they did not pay attention fully. Their attention was easy to distract by the other.

In this part, the teacher looks the certain students who did not paying attention. So, the teacher points him/her.

The Teacher : (The teacher sees and points Johnny, because he is quite naughty) “Johnny! Listen to me and answer with a loud voice! Ready!”

Johnny : “Yes!” (He responds a bit of shamefully while the others are seeing at himself)

The Teacher : “What is “Buku” in English?”

Jhonny : “Book!”

The Teacher : “Outstanding! Now, “Peta!””

Jhonny : “Emm... Map!”

The Teacher : “You are great! Please, Translate “Penggaris!””

Jhonny : “Ruler!”

The Teacher : “Hmmm, that was rather good!”
(*Hmmm, Agak bagus!*)

The Teacher : (There is one mischievous student again, her name is Rhyzma)

“Hello, Rhyzma...”

Rhyzma : “Hello, Mister Octa...”

The Teacher : “Rhyzma, the English of “Bangku” is ...

Rhyzma : “Chair, Mister!”

The Teacher : “Are you sure? Is it chair? Oh, come on girl!”
(*Yakin kamu? Chair, ya? Yang benar saja, nak!*)

Rhyzma : “Emm ...
Chair, Mister... Table,
Mister... “

(She answered unsurely)

The Teacher : “You must be sure and convince, Rhyzma!”

(*Yakin dong, Rhyzma!*)

Rhyzma : “Iya, Mister Bangku tuh
Bahasa Inggrisnya Chair.”

(Yes, sir. The English of
“Bangku” is Chair.)

The Teacher : “Absolutely, Rhyzma!

Focus, ok!”

(*Tepat sekali, focus ya, oke!*)

So far, the students paid attention to the teacher. When the teacher was pointing some students, it will make an effect to them, because while the teacher was pointing, the other students will focus on the student that was being pointed. The result, the student will feel regret that they did not pay attention or too much joke with the other.

The next session, the teacher displayed kinds of picture. In this part, they may relax but they have to focus. The students will use their visual to see the picture of the things in the classroom together. With their dictionaries still opened, they translated it together.

The Teacher : “Look! I have got something for you.”
(*Lihat! Saya ada sesuatu untuk kalian*)

The Students : (The students are curious...)

The Teacher : Please, guess it ... (*Ayo tebak...*)

The Students : *Apaan sih, mister? ...*
(What is that, sir?)

The teacher : “I have thirteen pictures of the things in the classroom”

(*Saya mempunyai tiga gambar benda-benda di ruang kelas*)

The Teacher : “Ok, now! Please pay attention!
(*Baiklah! Sekarang perhatikan*)

The Teacher : (The teacher previews the picture of a book)

The Teacher : "Ok! As you can see, this is ... what?" (*Seperti yang kamu lihat, ini adalah ... apa?*)

The Students : "Book!"

The Teacher : "That is nice!" (*Bagus*)
"Now, take a look!" (The teacher displays a picture of pen)

The Students : "Pen!"

The Teacher : "Excellent!
This one is a..." (The teacher gives a preview a picture of ruler)

The Students : (The students are seeing it and shout...) "Ruler!"

The Teacher : "This thing is" (The teacher shows a picture of flower vase)

The Students : "Flower vase!"

The Teacher : "Now, what is this?" (*Ini apa?*)
(The teacher shows a picture of calendar)

The Students : (Some of the students answered...) "That is a map"
(Some of the students only said) "Map"

The Teacher : "This one is ..." (The teacher appears a picture of pencil)

The Students : "Pencil!"

The Teacher : "That is so easy, huh! What about this one?"
(The teacher displays a picture of compass)

The Students : "*Entar dulu mister, aku cari dulu*"
(Wait for a moment, sir. me look for it, first!)

Let

The Students : "Compass!"

The Teacher : "Good job!"

The Students : "What picture is it, students?"
(The teacher displays a picture of clock)

The Teacher : "Clock!"

The Students : "Absolutely!" (*Tentunya!*)

The Teacher : *Hap!* "This picture is ..."
(The teacher tries to give an image of protractor)

The next day, the teacher came back again to the course. The teacher wanted to make a test as a measurement. The student had to answer the written question on the papers. So, the students did the question very carefully and quietly. After finishing to answer the questions, the papers must be collected to the teacher.

3.2. Teaching Analysis

There are many reasons of each learning activity that the teacher has done from the beginning to the end of the learning activity.

The first thing done by the teacher is praying. The praying has purpose. It is for making a good habitual for them to do everything. The teacher told them praying is not only for studying to pray first, but also for the entire of the students' activity. Hopefully, that it will be given an easier thing in learning process. The next step is asking basic question. The basic questions are; asking the students' personal identity, status, and educational information. Basic questions are the same like an obligation or a foundation that must be having and capable to be answered of all the Independent Center students. The basic questions are for making the students to speak basically. (The basic questions really depend on the level of the pupils).

After the pupils mentioning, it is time for the teacher to mention the things in the classroom. The students totally focus and pay attention very carefully to the teacher. The students used their ear as the listening media to absorb and memorize of what the teacher said. Setiawan (2007:67) says, "Keberanian kognitif dalam mengajar akan tumbuh berkembang serta terlihat, ketika guru memberikan proses pengulangan informasi yang disampaikan secara lisan." (*A cognitive meaning in teaching will grow, amend and be seen when a teacher gives a process of information repetition which is delivered orally*). So, mentioning orally to the young learners will have positive things; such as: The students' capability will grow, amend and be seen.

It is almost like of the previous activity, that was repeating the things in the classroom, but this repeating is rather

different. The students must repeat it in a short word. That was not allowed to shout in long word. This repetition had an objective, in order to them to be more understand in pronounce first then go on to the next aspect. As explained by Susan (2006:242) that "Repetition, at appropriate intervals, is a key strategy to use with low-literate clients. Review information often, and set aside time to remind learners of what has already been learned and to prepare them for what is to follow." Thus, the beginner students are the similar with low-literate clients. They review the information occurs frequently and it sets time to remind the learner of what the learners have learnt and preparing what will happen next.

This was a translating session where the pupils translate into either English to Indonesia or into Indonesia to English together eagerly and directly. The louder voice was needed in this session. This session made an effect of them, in order to them understand and know about it. Mangieri et al. (1984:106) which argues: "Helping students to develop an extensive speaking vocabulary should be a major aspect of teaching oral communication skill". Translate into either English or Indonesia directly will develop or build an extensive speaking vocabulary. After translating together, the teacher saw a particular student who had a less of paying attention to the teacher. So, the teacher pointed him/her to answer the question as the punishment. Pointing of the student has a purpose; it is for testing the sensitiveness of the students and also increasing their behavior to be more pay attention

In this activity, the teacher showed the pictures to them. They translate it together with the picture showed at that time. So, not only mentioning, but also they used their visual to see the images. By displaying some pictures, it will help them to be easier to understand it. Calhoun (1999:21) argues: "The PWIM is an inquiry-oriented language arts strategy that uses pictures containing familiar objects and actions to elicit words from children's listening and speaking vocabularies." PWIM stands for Picture Word Inductive Model. The role of pictures really makes the learners to be easier to listen and elicit vocabulary speaking.

Before going home, the teacher made a game. The game was still related to the material. It had a purpose, did the students still understand or forget concerning the material. The teacher knew where was the student which has understood or no. If the students could not answer, the teacher gave another question until the certain student was able to answer.

One last thing, the next day the teacher gave a written test. The written test had a purpose, it is for measuring about the progress and development of the students and how far did they understand about the material which was given by the teacher.

3.3. Teaching Evaluation

Teaching elementary school children is not easy, especially teaching English for them. Perhaps for them, English lesson is something that hard and complicated. Most people said that teaching elementary school children is the most easily. But the fact, it is difficult especially elementary school children in third or fourth grade. Thus, the writer thinks that teaching English through oral repetition was effective. The students were attracted and enjoying the lesson. It is like a wise word which said that it is not a burden to study English, but it is an entertainment. So, the teacher gave a motivation and belief to them that studying English is an amusement or solace.

There are some negative and positive results when the learning activity was occurred. It can be found at three aspects; those are: the students, the teacher and the material.

Now, there are the positive results below. For the students, the students were participating and enjoying. At that learning process, they also pronounce the topic directly. The teacher pronounces and gives examples for several times, so, it deserved that they know how to pronounce it well. The role of images gives a real benefit to them. It helps them to be easier to understand the material. The positive result of the teacher, the teacher feels like a bit of easier to teach them. The existence of pictures really makes a proof to them. So, it can be said that, the students do not have to think what was the thing look like. One word, they just see the picture.

The other positive result, the teacher thinks that it is not a kind of monotone learning activity; it is like a kind of teaching variation. It could be said that, teaching is activity not only writing, but also doing variants things.

Here are the score lists of the students:

No	Name	Score
1	Amar Amri Yahya	90
2	Ardina Damayanti	90
3	Faiz Ridha	90
4	Fajar Prasetyo	80
5	Fanni Fajarani	90
6	Ivvi Izzati	100
7	Rhyzma Ardinalia	100
8	Vartan Octavianus	100

IV. CONCLUSION

4.1. Conclusion

Using the oral repetition as the technique that is being used by the teacher is so effective and has splendid result. The pupils are interest and looked enthusiastic. The class is so alive and active. That is study English. So, within this technique, it takes two aspects at the same time, those are speaking, listening. Students were false in pronunciations.

Students were false in pronunciation. So, for the students who had mispronunciations, the teacher told them to listen the example of real pronunciations of the teacher. After listening well, the teacher allowed them to pronounce. Once they were still wrong, they must repeat for many times until they were able to pronounce it well.

Not all the wits of the students were the same. It can be proved, that the wits or the intelligence of the students were different each other, for the students who had a less of it, they must pay attention fully, repeat and memorize. These processes of learning English are slowly but it will be seen surely.

Noise will disturb the others' concentration. Noise must be stopped immediately and quickly. Sometimes, prohibitions cannot make them to be silent. So, the teacher told them to move from their

seat away for some students who were too noisy.

Besides learning of thirteen vocabularies about the certain material and in order to increase or upgrade the students' capabilities, the teacher told and gave them strongly suggestion to learn and of course practice it at their students' home each other nicely. So, they will learn it at their home.

Teaching English use an oral repetition technique has a benefit. The students use their eyes for seeing the images, ears for listening the correct pronounce and the last one is brain for memorizing. In short, because of using those three media, the young learners feel like easier to absorb and understand about the material.

4.2. Suggestion

Most people say and assume, the lesson of English is something that is scared and complicated for the students, especially young learners. To overcome and make it clear and in order to make them interest, there must be varieties and innovation to teach English for them. So, the writer suggests that, teaching English through oral repetition is fun and effective. It is much better, if the teachers use many appropriate media for teaching English, such as flash cards, things imitations, imaging, visual aids, models and etcetera. The role of those things will change their perception that studying English is not difficult anymore.

Using images as the tool of teaching are so effective and it will make the students feel like a bit of easier to learn of comprehending English. If there are no images to display to the students at all, the real things around the classroom can be used as the replacement media for learning English directly.

For reader who concern at teaching English, especially teaching English for young learners, it is better to use many appropriate media and many other sources. The first thing before teaching, the teacher must make a preparation, be confident and be ready either mentally or physically.

Thus, for the next writer who has an intention to be an English teacher, he or she should be creative and innovative in developing the teaching-learning activities inside of the classroom and try to make the class alive, active and energetic, especially in

learning vocabulary that usually makes bored for the students.

The writer suggests for the next English teacher, the teaching-learning process can not be done or success without the cooperation between the teacher and the students. Moreover, the English teacher certainly has the most responsibility to the students as the target of the learning process.

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TEACHING PAST TENSE THROUGH DISCUSSION TECHNIQUE

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ABSTRACT

Grammar is central to the teaching and learning of languages. Grammar helps us in several phenomena. For example, if we want to translate sentence or paragraph into English, we need grammar in order to the meaning is clear and easy to understand. Grammar is often taught and learnt by every grade or level at a school or a course. Grammar is also one of difficult aspects of language to teach well. Because of that, the teacher must have the solution. Teacher has a significant role for this case because he or she is one of mediator of students getting knowledge. Teachers must have some good techniques for teaching grammar especially past tense, for example discussion. A research to know the effectiveness of teaching English Past Tense through Discussion technique has been conducted at the third grade of SD Pelita Insani Bogor. The data were collected through observation, interview, teaching-learning process, pre-test and post-test. The implementation of technique was the students had to discuss about past tense material which has been prepared by the teacher in a group. Discussion technique makes the students share their knowledge with their friends. Using discussion can make the third grade students in SD Pelita Insani Bogor more easily understanding and using past tense correctly. The students of Pelita Insani also can do the post-test which is a mean to evaluate the technique and teaching-learning process well and become more active in the teaching-learning process. The result of the post-test showed that teaching English past tense through discussion technique is one of good solution to improve the Pelita Insani's students' comprehend about past tense.

Key words: teaching past tense, discussion technique

I. INTRODUCTION

Language learning is important for human's social development. As a language which is used by more than a half of population in the world, English holds the keys as international language. English is a tool of communication among people of the world to get trade, social cultural, science, and technology goals. English competence also important in career development, therefore students need to understand and use English to improve their confidence to face global competition.

Today, based on School based Curriculum (Kurikulum Tingkat Satuan Pendidikan) English as a formal subject is given to Elementary School level start from fourth grade, but some school have taught English from first grade. The goal of teaching and learning English in elementary level is

improving the English skill (reading, writing, speaking and listening) within a specified word level and relevant grammatical structures and notions, in the context of the specified themes which are enclosed for elementary students. It means grammar is also important.

There is a problem that always appears in learning grammar. That problem is Some students still consider that it is difficult to master grammar. Moreover, each student has different capability to comprehend the material. As Harmer (2004:197) said that "one of the biggest problems teacher face is classes where the students are at different levels some quite competent English, some whose English is not very good, and some whose English is only just getting started." In this case, teacher has a significant role to make students interest to learn grammar.

The writer found that students still confused how to use and comprehend past tense in the daily life. Usually, the students use past tense to tell about their experiences in the past. The writer decided to use discussion technique to make the students will become more active and communicative in the class. Discussion will make the students understand the material easily because they share their knowledge with each other and the class becomes more active.

In this analysis, the writer chooses the third grade students because the third grade students can be controlled easily. The writer also wants to make an innovation in teaching grammar by using discussion. That is why the writer chooses **TEACHING PAST TENSE THROUGH DISCUSSION TECHNIQUE; A Field Research at SD Pelita Insani..** The purpose of this analysis is to know the effectiveness of teaching English Past Tense through discussion technique at the third grade students of SD Pelita Insani Bogor. Based on the title above, the writer would like to analyze the following problems:

1. How to teach simple past tense to students effectively?
2. What kinds of technique are some English teachers used to teach simple past tense in SD Pelita Insani?
3. How does the writer apply the discussion technique to teach past tense?
4. How effective is teaching simple past tense through discussion technique?

II. THEORETICAL REVIEW

2.1 Teaching Theory

Teaching is a process which aims to optimize children's learning. It is an interactive process between child and teacher that is extremely complex, dynamic, and demands that early childhood staff reflect on children's response to their program and respond in the ways that they believe will most assist children's learning (Glenada and Gillian:2004). Teacher should be creative in managing class. Johnson (2010) explained that creative teachers are teachers who: are able to provide original and creative activities, make real impact on the children they teach, have good subject and pedagogical knowledge and pedagogical skill, have an infectious enthusiasm that motivates children, provide learning environment

which meet children's individual need, involve children as active participants in their own learning.

2.2 Past Tense Theory

There is a set of rules which govern how units of meaning may be constructed in any language: we may say that a learner who 'knows grammar' is one who has mastered and can apply these rules to express him or herself in what could be considered acceptable language from. (Penny:2006)

Tenses are parts of grammar. Tenses commonly refers to the time of the situation which relates to the situation of the utterance or at the moment at speaking. King (2003) divided tense become three different times or aspects, that are:

1. NON-PAST time
2. PAST time
3. UNREALITY

Non-past may be taken to mean present or future, through to all tenses and purposes predominant sense in which inflections are used nowadays is future. Some instances of this ending with present meaning will be pointed out. Past carries the sense not only of time, but also of completion of the action. Unreality is used in hypothetical situation, or where the action is thought unlikely to happen, or is impossible. So, past tense is tense that used to express idea or action or event that started and completed or finished at specific time in the past.

2.3 Discussion Technique Theory

Discussion is one of teaching technique that can be used in teaching-learning process. Discussion in the teaching learning process is divided into two, discussion between teacher and students or discussion among the students. Research done by Hallam *et, al* conclude that teacher should consider forming specific group for the task at hand, so as to suit both those who benefit from mixed ability learning, equally with those who are better suited when learning with their academic peers. (Scoot:2009).

There are some principles that teacher should pay attention,:

1. Friendship

A key consideration when putting students in pairs or groups is to make sure that we put friends with friends, rather than risking the possibility of people working with others whom they difficult or unpleasant.

2. Streaming

Much discussion centers whether students should be streamed according to their ability. One suggestion is that pairs or groups should have mixture of weaker and stronger students.

3. Chance

One way of grouping people is to have students who are sitting next or near to each other work in pairs or group.

4. Changing Group

Just because the teacher put the students in group at the beginning of an activity does not mean that they have to stay in these group until end.

Discussion as the teaching technique can develop linguistic intelligence and interpersonal intelligence (there are eight intelligences based on Gardner). The students develop their ability using language to express their idea. Their interpersonal intelligence also will develop because they learn how to interact with the others and how to comprehend their friend. Whitebread (2008) stated that relationship between peers were described as relationship of co-operation, typified by reciprocity and mutuality and seen by Piaget as being conducive to the co-construction of new ideas and meanings usually in the form of open-ended problem solving. The co-operation between students is needed to create new knowledge.

Constructivist theories of learning also underlie the discussion technique. Students must construct knowledge in their own minds. The teacher can facilitate this process by teaching in ways that make information meaningful and relevant to students, by giving the students opportunities to discover or apply their ideas (Slavin:2006). In addition Piaget stated that social interaction with peers, especially argument and discussion, help to clarify thinking, and eventually to make it more logical. The students actively build systems of meaning and understandings of reality through their experiences and interaction. The students construct knowledge by continually assimilating and accommodating new information.

2.4 Characteristic of Young Learners

Students in elementary school are between six and eleven years old. It can be concluded that the elementary students are young learners. Scoot and Lisbeth (2004) divided the children into two main groups throughout the book- the five to seven year olds and the eight to ten year olds. They are assuming that the five to seven year olds are all at level one, the

beginner stage. The eight to ten year olds may also be beginner, or they may have been learning the foreign language for some time, so there are both level one and level two pupils in the eight to ten age group.

Children of eight to ten have characteristics:

1. Their basic concepts are formed.
2. They can tell the difference between fact and fiction
3. They ask questions all the time
4. They have definite views about what they like and do not like doing
5. They are able to work with others and learn from others

III. METHOD OF RESEARCH

a. Method

This research uses a descriptive method because it describes situations when the writer taught in the classroom. The writer also uses field research method because the writer taught and observed students in the classroom by herself.

b. Data Source

This research studies the effectiveness of discussion technique to teach simple past tense to third grade students Pelita Insani Elementary School Bogor.

c. Data Collection

In this research, the writer uses the primary source, that is documents that made by the writer when the writer observed and taught the students. There are steps that the researcher takes to analyze the data:

1. Observing the students
2. Conduct the pre-test
3. Teaching the students through discussion technique
4. Conduct the post-test
5. Analyzing the result of pre-test and post-test

d. Data Analysis

The data analysis is the process of identifying and classifying the data. As mentioned before, the main objective of this research is to know the effectiveness of discussion technique to teach past tense for third grade students Pelita Insani elementary school.

For these reasons, there are several steps taken in analyzing the data. The first is to analyze the observation report that the writer has arranged. The second is to analyze the pre-test score. The third is to analyze the teaching-learning process where the writer using discussion technique to explain about simple past tense. And the last is to analyze and compare the result of pre-test and post-test.

IV. DISCUSSION

4.1 Teaching Description

There are several things which must be prepared when the writer started to teach English in third grade at SD Pelita Insani Bogor. First, the writer prepared lesson plan. The writer made lesson plan based on syllabus and curriculum that are given by the original English teacher. The lesson plan was content of the title of meeting, the subtitle meeting, and basic competence, learning material, media and learning process. The writer has read in syllabus that the school applies thematic curriculum and School Based Curriculum. Thematic curriculum is a curriculum which students learn a theme for two months. This theme will be applied for all subjects. The theme for July and August is environment. A theme consists of many topics. The topic changes every week or a topic is used for week.

Grammar also inserted in each topic, but it was just an introduction. Each month the students learn one material. The writer taught grammar as interesting as possible so the students could understand it and the motto of school which is to make fun, warm and interesting atmosphere could be created.

Beginning the class, the writer gathered the students into the classroom, made a line and checked the uniform, after that, the students sat nicely on the carpet (usually called by carpet time). The students and the writer sat and made a big semicircle. The class started with praying that led by one student who has chosen as the leader of the week. After praying together, the writer greeted the students and asked the students about their condition and feeling. From this activity the writer knew the students' mood and if there was a problem with the students, the writer would solve the problem first.

Next activity, the writer did warming up activity. The writer usually sang a song, or played game as the warming up activity. This activity would make fun and warm atmosphere in the class.

The main activity was explaining the material. The writer explained the simple past tense through picture first. The picture shown about past activity. The writer tried to make discussion with the students through the picture. The writer asked about the picture and pattern of simple past tense.

After giving the explanation, the writer asked to the students about her explanation. The purpose was to identify that the students have been understood the material or the students have not understood the materials yet.

Then, the writer gave the story to the students and asked the students to read the story and look for the simple past sentences in that passage and retell the story whether use English or bahasa Indonesia. The students have to work in a group. Each group consists of three students. The writer walked around the class to check each group. The writer came from one group to another group and evaluated their discussion. The writer also would help the group if there was a problem. Sometimes, there were some students who can not cooperate with their friend. They disturbed their friend and did not want to discuss the material.

The students could do the task well. They discussed the passage, and wrote the result in the paper. They have been confident to share their opinion. Group discussion made the students sharing their knowledge to another. Usually, the students feel afraid to ask question to their teacher, so the writer made group discussion in order to make the students ask the question to their friends. The discussion activity also helped the students to construct and to build their own comprehension.

After finishing the discussion, the students sat on the carpet and presented the result of discussion in the front of classroom. The writer would discuss all results that have been presented by the students. Sometimes, the writer gave additional information to the students and evaluated the presentation.

The writer gave exercises about simple past to measure the student's comprehension. The result was good and satisfying. It is better than the pre-test result. Most of

students got a good score; it meant that the students have understood simple past tense.

The writer closed the class with games. They played “the whispering game”. While playing a game, the writer asked their feeling after learning the material. Some of them said that they were enjoy the class and could understand the material easily. The rest enjoyed the class but they have not understood the material. The writer realized that each students has different ability to absorb the material.

4.2 Teaching Analysis

Everything has each reason. Everything that the writer applied or did in the teaching-learning process has reason. Every classroom activity from greeting until closing that had been done also has reason.

The first thing done by the writer was asking the students to enter the classroom. The students made a line and entered the classroom orderly. Students learned to be disciplined and the classroom will not be chaotic and noisy from this activity. The students from the habit of praying before and after doing something. The praying activity is usually led by the student who has been chosen as the leader of the class. every students has their own chance to be leader. It purposes to drill the students managing and controlling the class. it will improve their interpersonal intelligence. They also learn how to be a leader and to responsible. The writer tried to build their leadership spirit. Then, the writer opens the class through greeting the students.

Greeting the students is a must. It can make the students’ mood increase. Greeting also is done gloriously and with a smiling face. The writer made the students felt as comfortable as possible. Greeting the students is usually done on the carpet. It is called carpet time. The students and the writer sat on the carpet. The students made a semicircular and the writer sat at the tip of semicircular. It made the writer could keep eyes on all students. Carpet time also makes the relationship between students and the writer closer.

The writer also asked about their condition and their feeling. If there is student who feels unhappy, the writer tried to make the student happy and interested to teaching-learning process. The writer gave warming up activities such as singing, playing games, and story telling.

After getting the students’ attention, the writer reviews the last material. It intends on measuring the students’ comprehension. The

writer will know whether the students understand and remember the last material or not. It also can be instrument to measure whether the teaching- learning process is successful or not.

The main activity was analyzing passage in group. The purpose of this activity is to measure the students’ comprehension. They have known the formula of the past tense and the writer would know whether they could apply their knowledge to analyze passage in past form or not. The students also have to explain the reason and the characteristics, if the passage is in the past tense form. They did this exercise in group, so they could share their knowledge each other. They also could interact with their friend. They learn to respect their friends and to accept the critical. They could ask about the material that they have not understood to their friends, if they felt shy to ask to the writer or the teacher. They sat on the chair with their group.

After the students finished the discussion, the writer asked the students to sit on the carpet. Each group should present their result of discussion. Then, the other group gave comment about the result. This activity made the students learning from mistake that they did and accepted the critical and advises.

Display plays an important part in the organization of primary classroom. When the writer and the students decorate the class with the students’ work, the students feel satisfied and proud. They think that their effort can be showed off to their friends from the other class, their teachers, and their parents when parents visit day. That is the reason why the writer asked the students to displays their diary.

Usually the writer made game after the teaching-learning process to refresh the students’ mind. The game was still related with the material. It purposed to recall the students to the material.

4.3 Teaching Evaluation

In this chapter, the writer gives the report concerning the data description. The writer compares the achievement of the pre-test and post-test, to know whether discussion technique is effective in teaching past tense. The scores will be calculated and analyzed.

The writer has done post-test twice and the result are most of the students got better score after learning past tense used discussion technique. Although most of the students got good score, the writer still consider to some students who got bad

score. The writer has to find the reason why they got poor score. The writer did personal approach to each student. The writer has to find the reason why they got poor score. The writer did personal approach to each student.

Some students prefer if the teacher explains the material to the students. They prefer to be focus of the material to the students. They do not like work in group because they like work alone. They get difficulty to interact with their friends. The writer tried to make them familiar with work in group.

Some students, who are slow to understand the material, need individual treatment. The writer should explain to those special students individually and in many times. The writer usually used more simple exercise to test those students. The writer also had given more exercises to be done at home. The writer wrote a message that informs the exercises to their parents on their communication book. It purposed asking the parents to help the teaching-learning process at home. The students' achievements are result from cooperation between itself, teacher, and parents.

V. CONCLUSION

After getting the result, the writer concludes that teaching English Grammar especially past tense should be in the ideal condition where the students feel safe and comfort, and use simple explanation. The students should be taught with fun activities and relax situation. The writer have proved that if the writer taught the material with long and complicated explanation, the students will be confuse and bored because the writer should teach the students based on their capacity and capability. However, if the writer taught with simple explanation and use activities such as group discussion, song, story, etc, the students could understand the material easily.

The writer found that the teachers in SD Pelita Insani still used long explanation with full English and many exercises to teach past tense to the students when the writer did training job in SD Pelita Insani. The teaching aids that the teacher used are good but it is better if the teachers combine English with students' native language which is Indonesia because each student has different ability to comprehend the material. Long explanation

also makes the students confuse and bored because the students still moody and their feeling are changeable.

Teaching past tense through group discussion is one of alternative ways to teach grammar at elementary school. The writer gives the students passage or question. Then, the students discuss it in group discussion. Finishing their discussion, the students present their discussion result. After that the writer and students evaluate and discuss the presentation from every group. This activity helps the students to adapt and get long with their friends. The students could share their knowledge with their friend and they could express their ideas to their friends.

Based on the analysis of the data, the writer concludes that teaching past tense through discussion in SD Pelita Insani is effective. More over discussion makes the students feel enjoy and do not feel bored. Most of them have increasing score after getting material by group discussion. They also could apply the theory of past tense to write their diary or retell their experience.

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THE SPEECH ACT IN KID OF 5 YEARS OLD

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ABSTRACT

In conveying something, the speaker indicates an action. Such measures can facilitate the speaker to make the listener know what the intent or desire of the speaker. This is referred to as a speech act. Speech acts can also be found in the speech of children aged 5 years. In delivering the speech, a person unconsciously produces certain actions that his/her wishes were conveyed through speech can be realized. This study intends to explain the forms of speech acts which are in children aged 5 years within pragmatics study. The writer uses a speech of the child as the data of this study. Data collection was carried out either in the form of participation or just listen to conversation of the child. The results showed that the form of speech acts which are used by 5 years old kid are: directive, assertive, and expressive. The directive illocutionary act is mostly used. It indicates, in conveying meaning and intention, the 5 years old kid is already able to produce the indirect speech act. This shows that their cognitive has developed.

Keywords: children language, pragmatics, speech act.

I. INTRODUCTION

In order to communicate with others, people use language. They always share their ideas to the others. This also happens to the kid under five years old. They use their first language to communicate with the people around them. In the age under five years old, the kid have mastered approximately 200- 300 words. After getting their first language acquisition, they try to talk to the others. However, what the kid speak or utter always depends on what they needed or what they wanted. In the other words, it is all about them, about their ego. The kid under five years old will use their first language acquisition to get the attention of the people around them. They try to utter in the way that they know. In order to convey the meaning or intention, they also show an act in their speech. This is called as a speech act. Speech act is the things which people usually do while they are speaking. Speech acts also known as the minimal unit of speaking. Besides showing the act of their speech, the kid under five years old also use strategy in their speech.

There are a lot of ways in analyzing the kid speech by looking at the pragmatics point of view. It can be the study of implicature, speech act, politeness, and the conversation structure. In this research, the writer is focusing on the speech act in the kid speech, especially the kid in the age of 5 years old. Hence, the writer tries to find out what types or speech act are used by kid.

II. THEORETICAL REVIEW

2.1. Types of Utterance

Austin (2004: 380) in Sumarsono mentions two kinds of utterance in communication: performative and constative utterance. A performative utterance is an utterance which is used to form an action. Yet, a constative is an utterance which the verb is expressing something and the truth of the utterance can be proved. The following is the Austin's example (2004:380) in Sumarsono to differentiate two kinds of utterances above:

- 1) *I named this ship "Dewa Ruci"*
- 2) *I promise to meet you at 04.00*
- 3) *I promise to send you some money.*

All of those utterances above are the examples of performative utterance. Those utterances are the realization of some action and not the report of an action. When a person utters, "I promise...", it means that a person do something that is making a promise. That utterance cannot be evaluated whether the fact is true or false at the moment of speaking. In the other hand, if a person utters, "*He promised to send me some money*", the hearer can see the fact at the moment of those words being uttered.

2.2. Speech Act

According to Searle in Yule (1996: 47), speech act is the actions performed via utterances. Austin in Yule (1996: 48) mentions the types of act which is performed in a conversation, they are: locutionary, illocutionary, and perlocutionary act. The following are their explanations:

1. Locutionary Act

A locutionary act is an act of how a person produces the utterance or to produce a meaningful linguistic expression. When the speaker uses his/her organ of speech to produce utterance, then, indirectly there is the locutionary act in his/her utterance. In the other words, locutionary act is the act of the speaker in using his/her organ of speech to produce utterances. For example, "I promise to give you some money", the moment when the utterance is being said by the speaker by using the organ of speech is called locutionary act.

2. Illocutionary Act

In every utterance, there must be a function in it. The function which is found in the utterances is called the illocutionary act. For instance, "I promise to give you some money", that utterance is not only a statement but it also binds the speaker to what s/he has just said. This is because that utterance intention is the fact that the speaker will do something in the future or we can say, the speaker promising something. Therefore, the illocutionary act of an utterance above is the act of promising.

3. Perlocutionary

Act Perlocutionary act is the effect of the utterance which the speaker said to the hearer.

The following is the example:

I promise to give you some money.

The effect of the utterance above can be a happy one. This is a result of the fact that the hearer really needs some money. Yet, it can also give the opposite effect to the hearer. The hearer may feel angry because of that utterance. This is because the hearer is a very rich person who does not need any money from the speaker. The hearer will feel as if he is being mocked.

2.3. Types of Illocutionary Act

The illocutionary act in speech act itself has its classification. Both Austin and Searle give

its classification. Basically, their classifications of illocutionary act in speech act are just the same. They are only different in the name. The following are the classifications by Searle in Mey (1993:163).

1. Declaration

This illocutionary act is the kind of illocutionary act which can change the world by the utterance that is produced. The word "change" here refers to any situation. It can be the change of the status of a person. It can also be the ownership of something. The following is the example of declaration:

I declare you husband and wife

The utterance above changes both the two person's status. The status of the man change from someone who does not have any rights to the woman becomes someone who has rights to the woman. That is also happened to the woman, her status changes.

2. Representative (Assertive)

Representative is the illocutionary act which states what the speaker believes to be the case or not and commits to the speaker truth. It shows the truth condition of the meaning of the utterance. The following is the example:

The sun rises in the East

That utterance shows the fact that the sun really rises in the East. This is a common fact that everyone knows.

3. Expressive

Expressive is kind of illocutionary act which can show what the speaker feels. It expresses the psychological states. The example is shown by the following utterance: *I'm sorry to hear that.*

The utterance above shows the empathy of the speaker to the hearer condition. The speaker tries to feel what the hearer feel. Therefore, the hearer will at least lose a bit of their tension.

4. Directive

Directive is a kind of illocutionary act which is used by the speaker to get someone else to do something. This kind of illocutionary act can make the hearer under an obligation. The example of directive illocutionary act:

Don't be too noisy!

That utterance contains a prohibition. It makes the hearer to be in silent. Maybe this is because the

speaker feels annoyed with the crowded made by the hearer.

5. Commissive

Commissive illocutionary act is an act which makes the speaker to commit what s/he said. It is also a future action of the speaker.

I promise to give you some money.

The utterance above is the example of commissive illocutionary act. It shows a promise of the speaker. It also shows what the speaker has to do in the future.

D. The Components in Determining an Illocutionary Act

According to Vanderveken (1990: 104), there are six components for determining an illocutionary act. They are:

1. Illocutionary Point

The illocutionary point refers to the point of utterances for determining the content of utterances. In uttering an utterance, the speaker always tries to relate the world to the content of his utterance. This is for determining a direction of fit between language and the world. "Fit" here means the relation between the word (language) and the world (reality). Vanderveken mentions that there are four direction of fit, they are:

a. The words-to-world direction of fit.

In this direction of fit, the utterance which produced by the speaker is appropriate to the world or the fact itself. It can also said that the words-to-worlds direction of fit represents how the content of speech acts (words) fit to state of affairs existing in the world. Usually, this happens in the type of illocutionary act of assertive.

b. The world-to-words direction of fit.

In the world-to-words direction of fit, the world or the fact can be changed according to the words uttered. In a simple way, the utterance which is produced by the speaker can affect the fact. The world or the fact is transformed to the content of the utterance. It means that the world is changed to fit the content of speech acts (words). This direction of fit can be found in directive and commissive illocutionary act. In directive (the hearer) and commissive (the speaker) try to transformed the world or the fact in order to match the content of an utterance.

c. The double direction of fit.

It means that the world is changed to fit the content of speech acts (words) and the content (words) match a state of affairs (world). This kind of fit called as the double direction of fit. This usually happens in the illocutionary act of declarative.

d. The null or empty direction of fit.

In this direction of fit, the utterance which is produced by the speaker does not represent the state of affairs, it can also said that the speech act says nothing about the world and does not change anything. The illocutionary act of expressive usually uses this direction of fit.

2. Mode of Achievement

The mode of achievement is the way of how the speaker conveys or utters his meaning or intention. It determines how an illocutionary point must be achieved in the propositional content. For example, in a request, the speaker must leave the option of refusal to the hearer in making his attempt to get him to do something.

3. Propositional Content Condition

The propositional content condition is the content of the utterance itself. For example, the propositional content of a promise must represent a speaker's future course of action.

4. Preparatory Condition

The preparatory condition is the presupposition of the speaker for the utterance which is produced by him. In this case, the speaker knows his capacity or the hearer's capacity to accomplish what he said.

5. Sincerity Condition

The sincerity condition is a condition which shows the mental states of certain psychological modes of the speaker about the state of affairs represented by the propositional content. It refers to the honesty of the speaker to perform something. For example, when a speaker promises something, he shows an intention to do what he promised.

6. Degree of Strength

The mental state of the speaker in sincerity condition represents different degree of strength depending on the illocutionary act. It can also be said as the strength level of an utterance

produced by the speaker called as the degree of strength. For example, the speaker who supplicates something has the greater strength than the other who requests for something. The speaker who has a stronger desire is having a greater strength than who has not.

E. The Speech Act of Five Years Old Kid

The speech act of kid under five years old, according to Dore in Owen (1988: 228) is using the primitive speech acts. The primitive speech acts are labeling, repeating, requesting an action, requesting an answer, calling, greeting, protesting, and practicing.

This theory is also supported by Halliday in Owens (1988:229). There are some early pragmatics functions according to Halliday. First, the instrumental function, for example, "I want, I need", which has a meaning that the child attempts to satisfy needs or desires. Next, there is a regulatory function and the example is "Do as I tell you". That utterance means the child attempts to control the behavior of others. The third function is interactional function. The example of this function is "You and me". In this function, the child establishes and defines social relationships and attempts to participate in social intercourse. The next function is personal function, for example, "Here I come". It means that the child expresses individuality or gives personal opinion or feelings. There is also an imaginative function, for instance, "Let's pretend". In this function, the child expresses fantasies or creates imaginary word. Then, the heuristic function means the child seeks information, for example, "Tell me why". The last function is informative function. This function means that the child provides information, for example, "I've got something to tell you." Yet, the act of the kid can also be influenced by their age.

III. RESEARCH METHOD

3.1. The Type of Research

In this research, the writer conducts a descriptive qualitative research. This is a descriptive research because it describes the data. Then, the data are explained in order to get the information about illocutionary act in kid speech.

3.2. The Data Source

The data used in this research is a primary data in kid speech. The data are taken from the

recording of the speech. The kid who is studied by the writer is named Raihan (5 years old). The writer is also used the secondary data to support the research. After getting the recording or the note of the conversation, the writer consults it to his parent. Therefore, it becomes the secondary data.

3.3. Method of Collecting Data

In this research, the writer uses the secondary source, that is documents to support the descriptive method. There are steps that the researcher takes to analyze the data:

1. record
2. have a conversation with the kid
3. convert the recording into text

The writer records the kid's conversation. The recording technique is done without being known by the object of the research. While record the conversation, the writer also takes note of the conversation of the kid.

3.4. Data Analysis

The data analysis is the process of identifying and classifying the data. This research uses *padan* method to analyze the data. According to Sudaryanto (1993:13) in *Padan* method, the determination used in a research is the aspect outside the language itself. It is a method in which the indicator device is the outside factor of the language. The technique which is used in this research is *Padan Pragmatik*. *Padan pragmatik* is used in the research because the indicator device of the research is the kid's utterance.

IV. DISCUSSION

The writer describes the speech act in five years old kid. This chapter contains the discussion of the speech act in five years old kid.

4.1. The Speech Act of Kid in the Age of 5 Years Old

The types of speech act which is found in the kid of 5 years old conversation are directive, assertive, and expressive. Those will be explained as the following by using the theory of the components analysis of illocutionary act by Vanderveken:

1. Requesting

R: *Aku pengen minum.*

R: I want to drink.

M: Tu di kulkas.

M: That is in the refrigerator.

R: Sepi ya?

R: It's quite, isn't it?

M: Iya.

M: Yes, it is.

R: Anterin...

R: Take me there...

The illocutionary act analysis according to Vanderveken:

a. Illocutionary point

The form of utterance of Raihan is the declarative, but the speaker (Raihan) does not mean to say how things are. The speaker tries to request something from the hearer. The speaker hopes that the hearer understand what he wants. Since the hearer does not fulfill what the speaker (Raihan) wants, Raihan utters the utterance. This utterance is in the form of imperative. The speaker (Raihan) tries to request the hearer to accompany him by using the imperative utterance. And if his request is not being fulfilled, then he will be disappointed.

b. Mode of Achievement

Raihan as the speaker conveys his utterance in the form of declarative. He uses it to request something to his mother. Raihan uses declarative in requesting something for getting his request accomplished. Finally, when the hearer does not fulfill what he wants, he utters his request once again in a direct form.

c. Propositional content

It can be seen from the illocutionary point of the utterance that this utterance is a form of effort from the speaker to request something from the hearer. In this case, Raihan (the speaker) requests his mother as the hearer to accompany him to get some drink in the refrigerator.

d. Preparatory condition

The utterance of Raihan is the utterance which is assured by the speaker that the hearer is able to do what he wants. He knows that the hearer usually fulfills what Raihan wants.

e. Sincerity condition

The utterance of is not really able to make the hearer to fulfill what the speaker wants. Since, the hearer possibly considers that Raihan's utterance is just a statement.

f. Degree of strength

The utterance has a lower strength. Since, the utterance does not give a satisfied effect to the speaker. It can be seen from the second request that is produced by Raihan that is "Anterin" which can give the satisfied effect to him, his request is being fulfilled. In sum, the utterances of Raihan above belong to the illocutionary act of directive that is requesting. Since, Raihan wants the hearer to do something for him, to accompany him.

2. Stating

W: Dek, punya mainan gak?

W: Dek, do you have toys?

R: Punya. Aku punya Lego.

R: I do. I have Lego.

W: Mana? Coba aku lihat.

W: Where is it? Can I see?

R: Di situ. (menunjuk ke arah tempat mainan)

R: It's over there. (Pointing the drawer where he keeps all his toys)

The analysis of illocutionary act of the above utterance are in the following:

a. Illocutionary Point

This utterance shows that the speaker just tries to give a direction to the hearer. The speaker utters something to represent how the things are. In this case, the speaker (Raihan) utters where his toys are to the hearer.

b. Mode of Achievement

The utterance states how things are. The speaker utters it in the form of declarative sentence. This utterance can be considered as a successful utterance since it is only stating something.

c. Propositional Condition

The utterance consists a statement from the speaker. The content of the speaker's utterance represents the thing as it is. In this case, the speaker (Raihan) utters where her toys are.

d. Preparatory Condition

In uttering the utterance, the speaker (Raihan) already knows where his toys are. He just wants the hearer to know it. Therefore, he utters the utterance to tell the hearer the fact where his toys are.

e. Sincerity Condition

The utterance is a sincere utterance. It is a result of the fact that the speaker (Raihan) is success in giving a direction of where his toys are to the hearer.

f. Degree of Strength

The utterance has no strength. This is because this utterance is only a statement. The speaker does not need to convince the hearer about what he said. In sum, the utterance above is the utterance of assertive illocutionary act. Since, it does not give the speaker or the hearer any obligations.

3. Inviting

R: Ini Lego aku.

R: It is my Lego.

W: Bisa bikinnya emang? Coba bikin mobil.

W: Can you build something? Try car!

R: Bisa. Ayo bantuin bikin yuk!

R: Sure I can. Would you mind helping me?

The illocutionary act analysis above:

a. Illocutionary point

The utterance above is the utterance in the form of imperative. Raihan wants the hearer to do something for him. The speaker tries to invite the hearer to join building Lego.

b. Mode of achievement

In producing the utterance, Raihan uses the imperative form. It can be seen from the meaning of that utterance itself that is asking someone else to do something together with the speaker.

c. Propositional Content condition

The utterance of is an inviting from the speaker to the hearer. It is as a result of the fact that the speaker (Raihan) is playing something with the hearer at the time of Raihan utters that utterance. Here, he invites the hearer (the writer) to join with him.

d. Preparatory condition

The speaker's utterance above is believed by the speaker that the hearer is able to join with him. Raihan is sure that the hearer is able to do what he wants from the fact that the older might be able to fulfill what he asked. The hearer is also sure that the invitation from the speaker is not a difficult thing to do.

e. Sincerity condition

It can be seen in the utterance that the speaker has a desire to invite the hearer to join with him. The invitation that is repeated with the word "Yuk!" in the end of utterance shows that the speaker really wants the hearer to play together with him. Moreover, the hearer is able to fulfill the invitation of the speaker.

f. Degree of strength

The utterance that is uttered by the speaker has a great strength, since the hearer wants to fulfill his invitation. In sum, the utterance of Raihan above is a kind of directive illocutionary act. As a result of obligation that is put on the hearer.

4. Suggesting

W: Dek, ini kok Legonya gak bisa masuk gimana?

W: Dek, how can it be like this? The Lego won't stick.

R: Ini dipasin dulu... trus diteken kaya gini yang kenceng.

R: You have to match it first then press it a little hard.

The conditions which are in the utterance are:

a. Illocutionary Point

The utterance of the speaker shows the world-to-words direction of fit, as the speaker tries to make the hearer to do something. The speaker tries to give a suggestion to the hearer. The speaker (Raihan) wants the hearer follow what he suggested.

b. Mode of Achievement

The utterance can be considered as a successful utterance due to the fact that the utterance can convince the hearer to do something as the speaker does. It can be seen from the use of the direct utterance in conveying her suggestion.

c. Propositional Condition

The utterance consists a suggestion for the hearer. Raihan as the speaker wants the hearer (the writer) knows how to build Lego. This suggestion is able to be done by the hearer at the time.

d. Preparatory Condition

Before uttering the utterance, the speaker already has the presupposition that the hearer will do what he suggested. The speaker (Raihan) knows that the hearer (the writer) could do his suggestion.

e. Sincerity Condition

The utterance is sincere to the hearer as it can convince him to do the suggestion of the speaker. The suggestion of the speaker is very possible for the hearer to do it.

f. Degree of Strength

The utterance has a great strength. Since, it can make the hearer try the suggestion of the speaker. The utterance of the speaker (Raihan) can make the hearer understand about how to build a Lego. The suggestion which is supported by an action, is able to make that suggestion stronger. Finally, it can be considered that the utterance of Raihan above is an utterance of the directive illocutionary act, due to the fact that this utterance tries to transform the reality to match to it.

5. Expression

M:(Mencubit Raihan)

M:(*Pinch Raihan*)

R: **Ah... sakit tau!**

R: (*Aw.. That hurts!*)

The conditions of the utterance above are:

a. Illocutionary Point

The utterance above has the null or empty directive of fit. Since, this utterance only expresses the feeling of the speaker. The speaker utters his feeling and it does not matter if the hearer does not give any respond.

b. Mode of Achievement

The utterance is uttered by the speaker in the form of declarative sentence. It can be considered as a successful utterance since the speaker is able to express her feeling to the hearer.

c. Propositional Condition

The propositional content condition of the utterance above is an expression of the speaker's feeling. The speaker only tries to express his to the hearer.

d. Preparatory Condition

In uttering the utterance, the speaker knows that the hearer would listen to what he said. This utterance also does not give any obligation to the hearer. Therefore, the speaker utters it.

e. Sincerity Condition

The utterance is a sincere utterance. Since, the speaker is success to tell the hearer about his feeling.

f. Degree of Strength

The utterance has no strength, as it does not give any obligation either for the speaker or the hearer. Finally, it can be said that the utterance above is an utterance with the expressive illocutionary act. As it shows the expression of the speaker's feeling.

V. CONCLUSION

This chapter contains some significant points as the conclusion of the writing of the research. From this research, it is concluded that the kid in the age 5 years old have shown the act in their speech. The types of speech act which is found in the kid of 5 years old are directive, assertive, and expressive. From the descriptions above, it can be seen that kid under 5 years old is already able to produce speech act. The directive illocutionary act is mostly used according to the research. This is as result of the fact that in the age under 5 years old, kids are still having a big ego. They still do not care about their surroundings. They just pay attention on their needs and make everything for pleasure. However, in conveying meaning and intention, the 5 years old kids are already able to produce the indirect speech act. This shows that their cognitive has developed.

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