JLT

JURNAL LINGUISTIK TERAPAN

POLITEKNIK NEGERI MALANG

JLT

JURNAL LINGUISTIK TERAPAN

Jurnal Linguistik Terapan (JLT) terbit dua kali dalam setahun pada bulan Mei dan November yang berisi artikel ilmiah hasil penelitian atau kajian dalam bidang pengajaran bahasa, pembelajaran bahasa, pemerolehan bahasa, sosiolinguistik, psikolinguistik, penerjemahan, analisis wacana, pragmatik, bilingualisme, linguistik kontrastif, multilingualisme, komunikasi multilingual, leksikografi, linguistik komputasional, komunikasi berbantuan komputer, linguistik forensik, dan lain-lain, serta dan tinjauan buku dalam bidang-bidang tersebut.

JLT menerima tulisan yang belum pernah diterbitkan dalam media cetak lain. Syarat-syarat, format, dan aturan tata tulis artikel sebagaimana pada sampul belakang dalam. Penyunting dapat melakukan perubahan pada tulisan yang dimuat untuk keseragaman format tanpa mengubah maksud dan isinya.

DAFTAR ISI

KATA PENGANTAR

Sidang pembaca yang terhormat,

Di dalam edisi perdana ini, kami persembahkan empat artikel hasil penelitian, dua artikel artikel penerapan teori, dan dua artikel eksplorasi pemikiran. Di dalam artikel pertama, Esther Hesline Palandi berbagi hasil penelitiannya tentang penafsiran metafora yang dilatari perspektif stilistika dan estetika. Dari penelitiannya penulis menemukan bahwa metafora memiliki struktur makna yang berbeda-beda menurut versi Ricoeur (Nominal, Predikatif, dan Kalimatif), versi Wahab (Komparasional, Substitusional, dan Interaksional), dan versi Riffaterre (*Displacing, Distorting,* dan *Creating of Meaning*). Sementara itu nilai-nilai filosofi Metafora ditemukan mengandung unsur Etos (etika, moral, sosial, dan kultural), Logos (logika kematian dan kehidupan), dan Patos (simpati dan empati).

Di dalam terbitan perdana ini pembaca banyak disuguhi dengan artikel terkait pengajaran Bahasa Inggris untuk Tujuan Khusus (ESP, *English for Specific Purposes*). Dalam artikel kedua, Achmad Syaifullah menyajikan hasil penelitian pengembangannya berupa materi ajar Bahasa Inggris untuk "Speaking" di Program Studi Teknik Mesin, Politeknik Negeri Malang. Setelah divalidasi oleh ahli dan dosen terkait dan berdasar pendapat mahasiswa yang menggunakan materi hasil pengembangan ini, disimpulkan bahwa materi ajar ini layak untuk di pakai di Program Studi Teknik Mesin di program pendidikan politeknik di Indonesia karena penyusunan tujuan, pemilihan topik, pengorganisasian materi, bahasa dan latihan yang digunakan sesuai untuk mahasiswa yang diajar. Hasil penelitian kedua disajikan oleh Tutuk Widowati. Ini adalah hasil pengembangan materi "Reading" untuk Program Studi Teknik Sipil Politeknik Negeri Malang. Materi yang terdiri dari tujuh unit ini dikembangkan berdasarkan metoda "Contextual Teaching and Learning" (CTL), dan dilengkapi dengan aktivitas dan cara penilaian yang sesuai. Artikel berikutnya, dipersembahkan oleh Lia Agustina, yang berisi laporan penelitian tindakan kelas mengenai cara meningkatkan kemampuan mahasiswa di bidang "Speaking" dan "Reading" menggunakan Pembelajaran Berbasis Proyek.

Di dalam kategori artikel penerapan teori, dapat disimak artikel Hilda Chayani yang menyoroti penerjemahan film dan bagaimana cara menilainya dengan menggunakan pendekatan pragmatik. Di dalam artikel ke-enam, Kun Mustain menyajikan fenomena pencampuran kode dan alasannya. Di artikel ini, untuk mendukung pikirannya, penulis mengaplikasikan teori dalam kasus acara TV "Duduk Perkara". Artikel ke-tujuh berbicara tentang bagaimana kolom "Report Sections" dalam media massa (majalah dan Koran) dapat didayagunakan untuk meningkatkan kemampuan bahasa Inggris mahasiswa. Menurut penulisnya, Bambang Suryanto, artikel-artikel ini memiliki kelebihan sebagai bahan ajar, yaitu mutakhir topiknya dan otentik bahasanya.

Artikel eksplorasi pemikiran yang pertama tentang pengajaran dwibahasa di Indonesia. Dalam artikel ini Subekhi Hadi Purnomo mengulas posisi Bahasa Inggris di dalam pendidikan di RSBI (Rintisan Sekolah Bertaraf International) atau SBI (Sekolah Bertaraf International). Dalam artikel terakhir, Sugeng Hariyanto, berupaya memahami beberapa butir teori pemerolehan bahasa kedua yang kelihatannya tidak bertaut. Penulis ini berupaya memadukan butir-butir teori tersebut menjadi model teoritis tentang pemerolehan bahasa kedua yang berdasar empat aliran utama teori pemerolehan bahasa kedua.

Selamat membaca.
Tim Penyunting

ANALISIS MAKNA METAFORA BAHASA JEPANG:
KAJIAN TERHADAP STRUKTUR MAKNA
DAN NILAI-NILAI FILOSOFI

Esther Hesline Palandi

Politeknik Negeri Malang

ABSTRAK

Penelitian ini dilatar-belakangi fenomena perspektif stilistika dan estetika pada metafora. Analisis menunjukkan interpretasi makna Metafora bisa juga dilakukan berdasarkan intertekstualitas antar teks maupun konteks dalam cerita. Temuan yang diperoleh adalah struktur makna Metafora, yaitu: versi Ricoeur (Nominal, Predikatif, dan Kalimatif), versi Wahab (Komparasional, Substitusional, dan Interaksional), dan versi Riffaterre (Displacing, Distorting, dan Creating of Meaning); serta nilai-nilai filosofi Metafora, yaitu: Etos (etika (ethics) moral, sosial, dan kultural), Logos (logika (logic) kematian / kehidupan), dan Patos (emosional (pathy: simpati dan empati) yang positif, negatif, dan relatif). Dapat disimpulkan Metafora memiliki struktur makna tertentu; dan merupakan citraan nilai-nilai Moral, Sosial, Kultural, dan Emosional.

Kata-kunci: metafora, studi literatur, interpretasi, intertekstualitas, citraan, discourse (wacana), pragmatik, semantik, hermeneutik, semiotik.

Dalam hal berkomunikasi lisan maupun tulis, bangsa Jepang sangat menyukai estetika atau keindahan dan daya-tarik. Estetika atau keindahan dan daya-tarik dapat ditemukan dalam warna, bentuk maupun bunyi. Hal tersebut dikarenakan sifat dan manifestasi kehidupan jiwa (batiniah) dapat dituangkan dalam wujud lahiriah. Artinya, kehidupan dapat diekspresikan dalam berbagai eksistensi warna, bentuk, dan bunyi; sehingga wujud lahiriah mencitrakan sifat / watak kehidupan. Hal ini dapat dibuktikan pada karya-karya seni dan sastra yang memiliki *style* khusus, antara lain gaya metafora yang banyak digemari dan digunakan oleh para seniman dan sastrawan. Para sastrawan menyampaikan ide atau gagasan cerita dalam karyanya yang berisi teks & konteks, baik berupa narasi pengarang maupun dialog para tokoh dalam cerita. Mereka menyampaikan ungkapan-ungkapannya sedemikian rupa untuk menuangkan sifat dan manifestasi kehidupan jiwa atau batiniah dalam bentuk lahiriah melalui karya-karyanya. Fenomena inilah yang mendasari peneliti untuk mentransliterasikan ungkapan-ungkapan dalam bentuk metafora, terutama dalam novel *Norwei no Mori* karya Haruki Murakami. Di samping itu pula, pemikiran bangsa Jepang dipengaruhi oleh filsafat Cina, yaitu konsep "*Tao & Konfucianisme*". Ajaran Tao yaitu kehidupan manusia yang 'lemah-lembut' dalam bersikap dan berperilaku. Konfucianisme juga menekankan ajarannya agar manusia sebagai mahluk alam, lebih mementingkan hubungan dengan sesamanya.

METAFORA DAN PENAFSIRANNYA

Metafora secara umum didefinisikan oleh Elena Semino (1997:196), sebagai suatu fenomena simbolisme dari yang dipikirkan dan dikatakan mengenai sesuatu dan lainnya dalam keadaan bangun / sadar. Definisi atau penjelasan secara khusus disampaikan oleh Lakoff (1987:388), bahwa metafora adalah suatu ekspresi dari pemahaman satu konsep terhadap konsep lainnya, di mana terdapat kesamaan atau korelasi antara keduanya.

Petutur (pendengar/pembaca), dapat memaknai Metafora melalui proses perjalanan dari pikiran (*thought*) menuju konfigurasi makna / proposisi[1] (*proposition*). Proses perjalanan ini menurut Goatly (1997:18) adalah: (1) sebagai perkiraan / penaksiran (*approximative*) ketika jarak antara *thought* dan *proposition* dekat, dan (2) sebagai penggantian / pemindahan (*transfer*) ketika jarak tersebut jauh. Contoh:

1. 「働き蜂」 [*hataraki-bachi*] (*hatarakimasu* = bekerja, *hachi* = lebah)
   "lebah pencari makan dan pembuat sarang" mencitrakan "orang yang bekerja terus tanpa memperhatikan kesenangan"

sumber: Subandi (2000:201)

---

[1] cabang ilmu bahasa yang menelaah konteks sosial dan budaya atau ancangan makna dari mental para penuturnya dan memiliki informasi makna yang kompleks

Artinya, metafora tersebut (1) sebagai *approximative*, karena binatang 'lebah' dan sifat-sifatnya (dalam makna eksplisit) amat familiar dalam budaya petutur, sehingga dapat diterima dalam *thought* petutur, dan dapat segera diolah menjadi *proposition* (dalam makna implisit) oleh petutur. Namun, (2) menjadi *transfer*, karena melalui makna eksplisit petutur dapat memahami maksud penutur.

Ditinjau dari sudut pandang kultural, Wahab (1991) membagi Metafora menjadi dua kategori, yakni: (1) metafora universal, dan (2) metafora khusus.

<u>Metafora Universal</u> adalah metafora yang menggunakan simbol dan lambang dengan makna yang telah ada atau umum dan diketahui oleh siapapun. Dasar pemikiran metafora universal adalah keyakinan akan pendapat yang menyebutkan bahwa semua bahasa memiliki sejumlah fitur yang sama serta mampu menampilkan skema organisasi makna yang sifatnya mendasar atau sama. Perhatikan contoh di bawah in

> 2. dalam bahasa Jepang: 「時は金なり」 [*Toki wa kane nari*]; dalam bahasa Inggris: *Time is money*; dalam bahasa Indonesia: Waktu adalah uang
>
> Matsuura, 1994:1085

> 3. dalam bahasa Jepang: 「沈黙は金」 [*Chinmoku wa kin*]; dalam bahasa Inggris: *Silent is golden*; dalam bahasa Indonesia: Diam adalah emas
>
> Matsuura, 1994:108

Contoh-contoh tersebut membuktikan bahwa semua bahasa memiliki sejumlah fitur yang sama serta menampilkan skema organisasi makna yang sifatnya sama.

<u>Metafora khusus</u> adalah metafora yang terikat oleh budaya bangsa / suku-bangsa / kelompok tertentu, sehingga memiliki medan pragmatik dan semantik yang ter-batas. Dasar pemikiran metafora khusus adalah keyakinan akan adanya pengaruh lingkungan pada pengalaman fisik dan pengalaman kultural yang mencerminkan budaya pengguna bahasa itu. Pengaruh lingkungan, pada pengalaman fisik berhubungan dengan kehidupan flora & fauna, sedangkan pada pengalaman kultural berhubungan dengan kehidupan sosial, moral dan seni. Perhatikan contoh di bawah ini:

> 4. 「箸より重いものは持ったことがない」
> [*hashi yori omoi mono wa motanai*]
> "tidak pernah memegang sesuatu yang lebih berat dari sumpit"
> mencitrakan: "dibesarkan dalam kecukupan, tanpa harus bekerja"]
>
> sumber: Palandi (2005)

> 5. 「木で鼻を括る」 [*ki de hana wo kukuru*]
> "mengikat hidung dengan kayu (tidak bisa bernafas)"
> mencitrakan: "bicara tanpa tedeng aling-aling"
>
> sumber: Palandi (2005)

Sumpit (*chop-stick*) pada Contoh 4 adalah alat makan yang digunakan bangsa Jepang sehari-hari, dan sudah menjadi budaya turun-temurun hingga saat ini. Sehingga kelompok lain belum tentu menggunakan kata "sumpit" untuk ungkapan yang sejenis. Sedangkan Kayu (*ki*) pada Contoh 5 adalah benda keras yang tidak bisa digunakan untuk mengikat, apalagi mengikat hidung (*hana*) sebagai anggota tubuh yang sangat peka. Bangsa Jepang menggunakan ungkapan demikian, saat menyampaikan pesan *jangan berbicara sembarangan*. Kelompok lain (bangsa lain) akan menyampaikan pesan yang sama, namun dengan ungkapan berbeda, sesuai dengan budaya dan perilaku umum kelompoknya.

Pengetahuan atau informasi baru yang diterima petutur, hanya dapat diproses dalam *knowledge frameworks* (kerangka pengetahuan). Dalam aktivitas membaca & mendengar, tujuan dari fungsi pokok skemata adalah kemampuan petutur untuk menginterpretasikan isi teks melalui 'kerangka pengetahuan'nya, sehingga petutur perlu mengaktifasi skematanya selama membaca & mendengar guna membantunya dalam pengkodean teks dan menggambarkan simpulan. Jadi, yang diperlukan skemata adalah bagaimana 'pengetahuan' yang lebih dulu dari pembaca dapat mempengaruhi pemahaman & ingatannya terhadap isi, bentuk / struktur, dan bahasa pada teks. Dalam pemahaman makna metafora, klasifikasi skemata berupa isi, bentuk / struktur, dan bahasa pada teks tersebut digunakan untuk interpretasi. Klasifikasi Skemata kait dengan apa yang disebut Metakognisi, yang merupakan titik awal *metaphorical competence* seseorang.

Hubungan khusus antara kata (sebagai simbol verbal) dengan manusia, menghasilkan makna. Kata-kata, bukanlah tempat makna bernaung, namun kata-kata itulah yang membangkitkan makna dalam pikiran manusia. Maka, dalam pikiran

manusia itulah, hubungan kata-kata dan makna diciptakan. Hubungan tersebut digambarkan oleh C. K. Ogden dan I. A. Richards (1989:11) berikut ini.

Gambar 1. Segitiga Makna

Garis putus-putus menunjukkan bahwa tidak terdapat hubungan langsung antara simbol dengan referen. Dapat disimpulkan bahwa untuk menghubungkan keduanya maka dipmerlukan sebuah proses yang disebut *metaphorical competence* (kemampuan metaforis), yaitu kemampuan mencari persamaan sifat antar kata secara kontekstual. Selanjutnya teori ini juga diperkuat dengan teori segitiga makna yang telah dimodifikasi oleh Subandi (2000:199) guna menganalisis fenomena terjadinya makna idiomatikal kata majemuk bahasa Jepang ditinjau dari konsep Metafora.

Jadi, makna tercipta dengan munculnya simbol dan *reference* (referen) atau acuan dalam pikiran. Mengacu pendapat Spradley (1997:121), simbol adalah objek atau peristiwa yang menunjuk pada sesuatu. Semua simbol melibatkan tiga unsur: (1) simbol itu sendiri, (2) satu referen atau lebih, (3) hubungan antar simbol dengan referen. Semua itu merupakan unsur dasar bagi penciptaan makna. Sementara itu, makna muncul dari apa yang 'dirasakan' dan 'dialami' manusia, dan berada dalam pikiran. Demikian pula dengan makna metafora, muncul berdasarkan 'perasaan' dan 'pengalaman' serta dunia referen ci petutur itu sendiri.

Penafsiran atau interpretasi itu sendiri, menurut Aristoteles (dalam *de Interpretatione*, I.16a.5, dalam Sumaryono, 1999:24) adalah, apa yang diucapkan atau dituliskan seseorang, merupa-

kan konsep atau gambaran (*image*) dari apa yang dipikirkan. Sedangkan apa yang dipikirkan dan diucapkan serta dituliskan seseorang, disebut juga 'bahasa'. Jadi untuk dapat membuat interpretasi, terlebih dahulu diperlukan pemahaman, yaitu terhadap bahasa, terutama bahasa lisan dan juga bahasa tulis. Dari pemahaman yang baik, akan lahir interpretasi yang baik pula.

F. A. Wolf (dalam Sumaryono, 1999:40), mendefinisikan Hermeneutika sebagai suatu seni menemukan makna di balik teks. Teks itu sendiri adalah *image* dari pikiran. Pikiran pengarang, adalah pengalaman mental pengarang, yang menjadi bahan-baku teks. Sedangkan pikiran pembaca adalah gabungan dari teks dan pengalaman mental pembaca, yang kemudian menjadi bahan-baku interpretasi.

Menurut Larson (1991:293), jika metafora diterjemahkan secara harfiah, mungkin akan menimbulkan salah pengertian. Hal itu disebabkan karena pengalaman berbeda dari budaya yang berbeda, maka komunikasi lintas budaya yang akurat sulit terwujud, dan kesalah-pahaman sering terjadi. Demikian halnya metafora yang mengandung makna budaya masyarakat B-Su (Bahasa Sumber) belum tentu sama dengan budaya masyarakat B-Sa (Bahasa Sasaran). Contoh:

6. 「足を洗う」[*ashi o arau*] "membasuh kaki"
   Budaya Jepang, mencitrakan: "bertobat / insyaf"
   → 悪事やよくない仕事をやめて正業につく
   Budaya Barat, mencitrakan: "menghilangkan jejak"

sumber: Momiyama, 1997

Metafora pada Contoh 6 "membasuh kaki", mengandung pemahaman budaya, yang bagi bangsa Jepang merupakan perilaku yang membawa perubahan pada kebaikan; sementara bagi bangsa-bangsa Barat merupakan perilaku yang bukan membawa kebaikan atau merupakan kegiatan yang menutup keburukan.

Intertekstualitas dikembangkan oleh Julia Kristeva (Teeuw, 1984:145), untuk menjelaskan
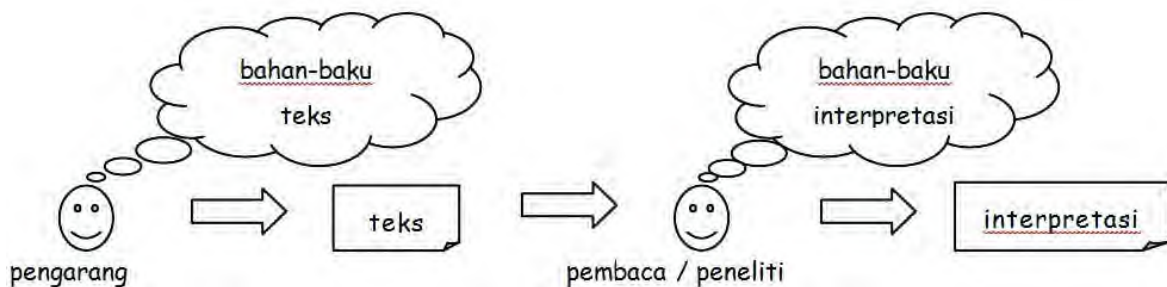
Gambar 2. Proses Interpretasi

fenomena dialog antarteks, kesalingtergantungan antara suatu teks dengan teks sebelumnya. Menurut Kristeva, setiap teks merupakan mozaik, kutipan-kutipan, penyerapan dan transformasi teks-teks lain. Prinsip intertekstualitas yang ditegaskan Kristeva adalah bahwa setiap teks sastra harus dipahami dengan latar belakang teks-teks lain, karena tidak ada satu pun teks yang mandiri. Dengan demikian, proses intertekstualisasi yang dilakukan analisis metafora kali ini adalah proses pemahaman intertekstualisasi.

METODE PENELITIAN

Penelitian ini adalah penelitian kualitatif dengan ciri-ciri menurut Moleong (1991:16), hasil pengolahan data disajikan dengan menggunakan kata-kata, bukan angka dan tidak diperlukan penghitungan sesederhana apapun. Ciri-ciri tersebut sesuai dengan pernyataan Bogdan & Taylor (1975:4), bahwa penelitian kualitatif adalah proses penelitian yang menghasilkan data deskriptif berupa data tertulis/lisan dari objek yang diamati/diteliti

Metode yang digunakan dalam penelitian ini adalah metode deskriptif, dan usaha yang dilakukan pada penelitian deskriptif ini adalah menciptakan deskripsi, gambaran, dan penjelasan secara sistematis, faktual, dan akurat mengenai makna metafora, yang merupakan hasil transkripsi, interpretasi dan intertekstualisasi serta deskripsi struktur makna dan aktualisasi nilai-nilai filosofi metafora.

Penelitian ini menggunakan kerangka pikir *phenomenologik interpretif* dengan pendekatan *Post-positivistik* karena sumber kebenaran sepenuhnya berasal dari realitas empiri sensual. Ini berbeda dengan pendekatan *Rasionalistik* (Muhajir, 2002:81-82) yang mencari kebenaran dari empiri logik serta empiri teoritik, misalnya: penelitian ruang angkasa dan jarak cahaya, merupakan realitas yang tidak mudah dihayati dengan empiri sensual, melainkan dengan logis dan teoritis.

Grand Concept (konsep utama) yang menjadi payung analisis untuk memahami fenomena sosial – termasuk sastra dan budaya– dalam penelitian ini, menggunakan konsep Retorika, agar data realitas empiri dapat dimaknai dalam cakupan yang lebih luas. Hal tersebut nampak dalam proses interpretasi. Retorika sebagai *Grand Concept* dalam penelitian ini berpijak pada integrasi teori Pragmatik dan Semantik sebagai logika makro, berbeda dengan penelitian kuantitatif yang biasanya berpijak pada teori-teori logika mikro.

Fokus penelitian ini adalah makna metafora, dan data dalam penelitian ini adalah metafora, dengan bentuk / wujud kongkrit berupa teks, sejumlah 80 data, dari 50 *discourse*, dalam 20 *fragmen*; yang diambil dari sumber data, yakni *Norwei no Mori*, novel asli berbahasa Jepang karya Haruki Murakami. Hal ini sesuai dengan pendapat Brown & Yule (1996:20) bahwa data yang digunakan dalam analisis wacana adalah diambil dari teks tertulis atau ujaran. Maynard (2004:25) juga menjelaskan bahwa semua yang berbentuk *discourse*, dapat dijadikan data penelitian.

Adapun alasan pemilihan data berupa metafora tersebut adalah, karena menurut pengamatan peneliti, dalam novel *Norwei no Mori* (sumber data yang dipilih) terdapat bermacam-macam metafora; di samping itu banyak pula metonimi maupun simili yang mendampinginya. Namun menurut kajian peneliti terhadap *Philosophical Language* (Bahasa Filosofis), metonimi dan simili menunjukkan signifikansi yang rendah dibanding metafora. Hal tersebut nampak jelas dalam frekuensi penggunaan ketiga majas tersebut. Seperti dalam medan istilah, yang digunakan adalah: (a) *metaphorical competence* (kompetensi metaforis), bukan *metonimical competence* atau *similical competence*; dan (b) *metaphorical meaning* (makna metaforis), bukan *metonimical meaning* atau *similical meaning*. Maka, dapat disimpulkan, bahwa kata Metafora: (1) secara gramatikal telah berkembang menjadi kata sifat di samping kata benda, namun tidaklah demikian untuk kata Metonimi dan Simili; (2) secara filosofis telah terbukti dari maknanya yang estetis dan stilistis dalam kajian bahasa dan sastra.

Sedangkan alasan pemilihan sumber data adalah, menurut pengamatan peneliti melalui beberapa *authorized reviewer* (pemberi resensi berotoritas) terhadap karya sastra tingkat dunia yang ternama, novel *Norwei no Mori* merupakan sebuah karya yang memperoleh *rating* relatif tinggi. Di samping itu, berdasarkan fokus penelitian ini, novel *Norwei no Mori* memiliki ciri-ciri yang unik dan mengandung bermacam-macam metafora.

Prosedur pengumpulan dan analisis data penelitian ini diuraikan secara rinci sesuai teori Miles and Huberman (1992:21-22), yang telah dimodifikasi sesuai kebutuhan penelitian dan digambarkan pada **Gambar 3**.

Analisis data pada penelitian ini, menggunakan langkah-langkah sesuai tujuan penelitian, diadopsi dari Miles & Huberman (1992:458), yakni: *Data reduction* (reduksi data: Seleksi & Identifikasi data), *Data display* (pemaparan data: Transkripsi & Interpretasi data), dan *Data conclusion* (penyimpulan data: Verifikasi & Deskripsi data), yang dimodifikasi dan digambarkan pada **Gambar 4**.

Untuk memeriksa akurasi (kebenaran/ketepatan) pada penelitian ini, peneliti melakukan beberapa metode. Memeriksa keabsahan data pada penelitian ini, peneliti melakukan metode sesuai pendapat Soenarto (2001:83) yakni Triangulasi (uji kelayakan dengan cara kaji silang) dengan pihak ke
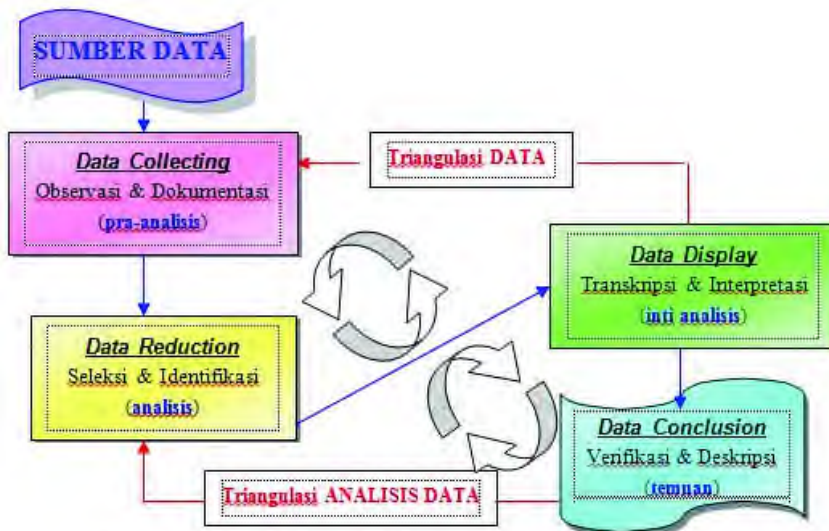
Gambar 3. Modifikasi Model Analisis *Miles and Huberman*

Gambar 4. Metode dan Teknik Analisis Data

tiga, dan *Peer-debriefing* (uji kelayakan dengan cara diskusi) dengan sesama pengajar bahasa Jepang lain, guna mengukur kualifikasi data, metode dan hasil analisis. Memeriksa keabsahan hasil penelitian metafora ini, sangatlah penting, oleh sebab itu kebenaran dan akurasi data yang diperoleh perlu diketahui. Hal tersebut sesuai dengan pendapat Guba (dalam Sudikan, 2001:83), penelitian metafora tersebut juga menggunakan teori *Qualitative Validity* (Validitas Kualitatif) dengan indikator: (1) *credibility* (kredibilitas/keterpercayaan), (2) *transferability* (transferabilitas/keteralihan), (3) *dependability* (dependabilitas/kebergantungan), dan (4) *confirmability* (konfirmabilitas/kepastian).

1. PEMBAHASAN

Pembahasan penelitian ini dapat digambarkan pada **Gambar 5**.

Pembahasan penelitian ini merupakan hasil konklusi dari **verifikasi** dan **deskripsi**. **Verifikasi** adalah proses penyimpulan hasil analisis data, yang berisi: (1) reduksi data, yaitu berupa *discourse* dan metafora; dan (2) paparan data, yaitu berupa transkripsi *discourse* dan interpretasi metafora. Ini mendukung jawaban dari permasalahan dan tujuan penelitian poin pertama, yaitu: Mentranskripsikan makna literal metafora yang telah diidentifikasikan dari frase / klausa / kalimat pada *discourse* dalam *Norwei no Mori* (*Norwei no Mori*); dan poin kedua, yaitu: Menginterpretasikan makna interaksi yang di-

Gambar 5. Pembahasan

negosiasikan pengarang kepada pembaca melalui pencitraan Metafora dalam *Norwei no Mori*. **Deskripsi** adalah proses penjabaran hasil analisis data yang berisi: (1) interpretasi data, yaitu memberikan makna pada metafora secara kontekstual, dan (2) intertekstualisasi, yaitu mengaitkan makna metafora dengan makna dari frase/klausa/kalimat pada *discourse* lain dalam satu cerita, untuk mendukung hasil interpretasi. Ini merupakan jawaban dari permasalahan dan tujuan penelitian poin ketiga, yaitu: Mengintertekstualisasikan hasil interpretasi makna Metafora dengan frase/ klausa/kalimat pada *discourse* lain dalam *Norwei no Mori*.

TEMUAN

Hasil penelitian berupa temu-an, diperoleh pada saat proses analisis dan pembahasan, dapat digambarkan pada **Gambar 6**.

Temuan yang pertama berupa struktur makna metafora oleh Haruki Murakami dalam *Norwei no Mori* dalam novel *Norwei no Mori*, antara lain: (1) struktur Ricoeur (metafora Nominal, metafora Predikatif, dan metafora Kalimatif); (2) struktur Wahab (metafora Komparasional/perbandingan makna, metafora Substitusional/ penggantian makna); dan metafora Interaksional/ perpaduan makna); dan (3)

struktur Riffaterre (metafora *Displacing of Meaning*/penggantian makna, metafora *Distorting of Meaning*/penyimpangan makna, dan metafora *Creating of Meaning*/pen-ciptaan makna). Struktur makna tersebut dijelaskan dalam **Gambar 7**.

Temuan utama berupa nilai-nilai filosofis yang terkandung dalam metafora yang diungkapkan pengarang (Haruki Murakami) dalam *Norwei no Mori*. Nilai-Nilai tersebut muncul sebagai ungkapan *Etos*, *Logos*, dan *Patos*. Hal ini merupakan jawaban dari permasalahan penelitian dan tujuan penelitian poin keempat, yaitu Mengaktualisasikan pesan-pesan filosofis yang diungkapkan oleh pengarang (Haruki Murakami) melalui Metafora dalam *Norwei no Mori*.

Metafora Etos, mengandung nilai-nilai *ethics* (etika), berkaitan dengan *spirit*, yakni perilaku moral, sosial, dan kultural. Metafora Logos, mengandung nilai-nilai *logic* (logika), berkaitan dengan *mind*, yakni akal / pikiran tentang kematian, kehidupan dan keseimbangan. Metafora Patos, mengandung nilai-nilai *pathy*, (simpati / *sympathy* dan empati / *empathy*), berkaitan dengan *soul*, yakni perasaan / emosional positif, negatif maupun relatif. Perhatikan **Gambar 8**.

Gambar 6. Temuan

Gambar 7. Struktur Makna Metafora
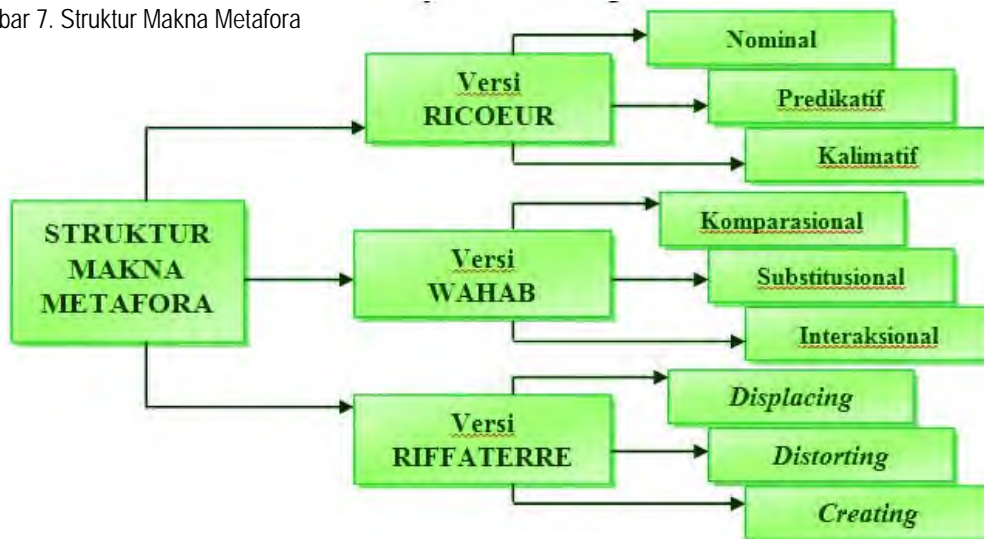
SIMPULAN DAN SARAN

Metafora merupakan hal yang membuat pengarang dapat mengekspresikan ide-ide serta pesan-pesannya. Untuk menganalisis makna dan pemahaman metafora, jelas merupakan kajian bahasa, yang memerlukan interpretasi berdasar atau mempunyai alasan dan pembuktian yang tepat. Demikianlah hasil analisis makna Metafora pada novel *Norwei no Mori* karya Haruki Murakami, sesuai dengan permasalahan dan tujuan penelitian ini, dapat disimpulkan antara lain:

1. <u>Hasil intertekstualitas</u>, yaitu berupa keterkaitan makna yang terjadi antar frase, kalimat, dan *discourse* lain untuk mendukung hasil interpretasi. Interpretasi yang dilakukan tidak hanya terbatas pada referen dan konteks, tapi peneliti menggunakan metode intertekstualitas. Proses **intertekstualitas** ini dalam penelitian lain bisa berupa alternatif lain, namun dalam

penelitian ini merupakan tahapan inti setelah proses interpretasi. Sesuai dengan metode kualitatif itu sendiri yakni bersifat deskriptif, proses ini mendeskripsikan interteks yang terjadi. Dalam proses ini, nampak ciri *sistematicity* pada metafora, sesuai pendapat Saeed (1997:306), yakni metafora mengambil makna dari sebuah titik perbandingan antara berbagai macam objek –frase, kalimat, dan *discourse* lain–, lalu membangun kerangka logis bagi dirinya sendiri. Perbandingan objek pada metafora Haruki Murakami dalam *Norwei no Mori*, dapat membangun kerangka logis, sehingga dapat dipahami oleh kalangan pembaca, khususnya pembaca novel *Norwei no Mori* yang berbahasa Jepang. Hal ini menunjukkan bahwa ciri *sistematicity* dalam *Norwei no Mori* tersebut, dapat diakui.

2. Struktur Makna Metafora yang diciptakan Haruki Murakami dalam novel *Norwei no Mori*, antara
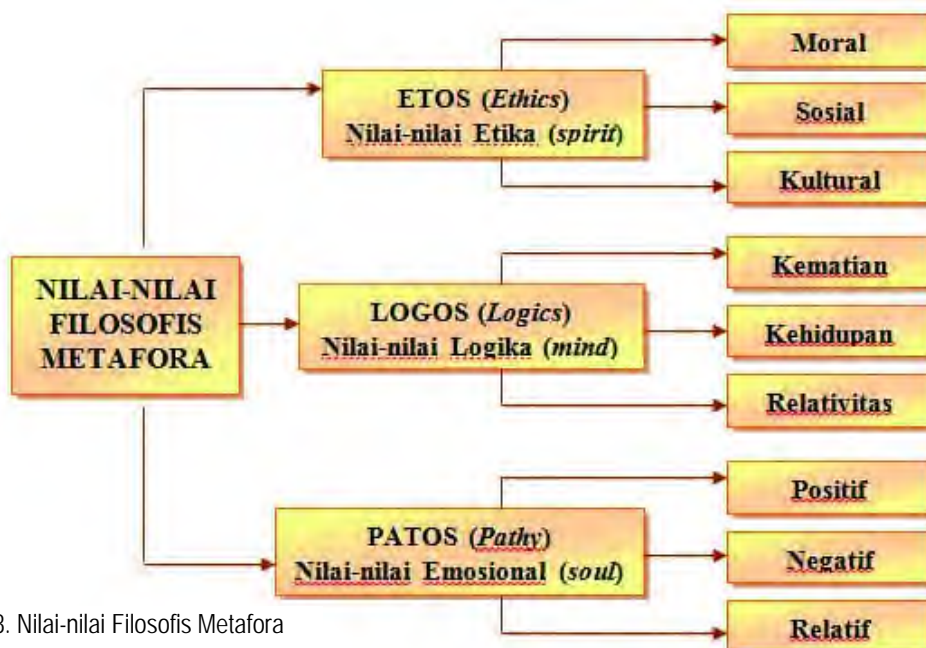
Gambar 8. Nilai-nilai Filosofis Metafora

lain: (1) struktur Ricoeur (metafora Nominal, metafora Predikatif, dan metafora Kalimatif); (2) struktur Wahab (metafora Komparasional / perbandingan makna, metafora Substitusional / penggantian makna); dan metafora Interaksional / perpaduan makna); dan (3) struktur Riffaterre (metafora *Displacing of Meaning* / penggantian makna, metafora *Distorting of Meaning* / penyimpangan makna, dan metafora *Creating of Meaning* / penciptaan makna). Proses **temuan** ini adalah tahap penyimpulan dari tahapan inti, yakni interpretasi dan intertekstualisasi. Dalam proses temuan ini nampak ciri *asymmetry* pada metafora, sesuai pendapat Saeed (1997:306), yakni metafora membandingkan dua objek bukan dari dua arah, melainkan dari satu arah, namun perbandingannya bersifat tidak umum. Metafora merupakan alat pendorong bagi pendengar (pembaca) untuk melekatkan ciri milik *source* (bahasa sumber) untuk *target* (bahasa target), dalam proses penerjemahan. Struktur makna pada metafora Haruki Murakami dalam *Norwei no Mori*, berasal dari perbandingan yang demikian, ini menunjukkan bahwa ciri *asymmetry* tersebut dapat diakui eksistensinya. Proses perbandingannya, merupakan bagian utama dalam penelitian ini; dan hasil perbandingannya diklasifikasikan untuk memperoleh gambaran yang lebih jelas.

3. Nilai Filosofis Metafora yang diciptakan Haruki Murakami dalam novel *Norwei no Mori*, antara lain: (1) nilai Etos (etika Moral, etika Sosial, dan etika Kultural); (2) nilai Logos (logika Kematian, logika Kehidupan dan logika Relativitas atau keseimbangan); dan (3) nilai Patos atau emosional (emosi Positif, emosi Negatif, dan emosi Relatif). Proses **aktualisasi** ini merupakan tahap akhir penyimpulan. Dalam proses ini nampak ciri *abstraction* pada metafora, sesuai pendapat Saeed (1997:307), yakni metafora berusaha untuk memindahkan sifat yang terdapat pada sesuatu atau perihal yang konkret kepada sesuatu atau perihal yang abstrak. Aktualisasi nilai-nilai filosofis pada metafora karya Haruki Murakami dalam *Norwei no Mori*, dilakukan dengan menggali sesuatu atau perihal yang konkret dipindahkan kepada sesuatu atau perihal yang abstrak yakni metafora, ini menunjukkan bahwa ciri *abstraction* ini benar-benar melekat pada metafora.

Intisari berdasarkan simpulan hasil analisis makna Metafora dalam sastra Jepang dalam penelitian ini, adalah sebagai berikut: (**1**) Metafora adalah salah satu *sosok* Retorika ber*wajah* Semiotika yang hidup di dunia Pragmatik. (**2**) Hermeneutika dan Semantik digunakan untuk memahami metafora secara komprehensif. (**3**) Metafora memiliki struktur makna: Komparasional, Substitusional, dan Interaksional, serta *Displacing*, *Distorting*, dan *Creating of Meaning*). (**4**) Metafora merupakan citraan nilai-nilai Moral, Sosial, Kultural, Logika, dan Emosional. Umumnya hal ini bermanfaat bagi pendidikan, khususnya bidang bahasa, sastra dan budaya.

REFERENSI

Bogdan, Robert C. & Steven J. Taylor (1975) *Introduction to Qualitative Research Method*. Canada: J. Willes & Sons Inc.

Brown, Gillian & George Yule (1996) *Discourse Analysis*. New York: Cambridge Univ. Press.

Goatly, Andrew (1997) *The Language of Metaphors*, London & New York: Routledge.

Lakoff, George. (1987) *Women, Fire, and Dangerous Things: What Categories Reveal about The Mind*. Chicago: Chicago Univ. Press.

Matsuura, Kenji (1994) *Nihon-go Indoneshia-go Jiten*. Kyoto: Kyoto Sangyo University Press.

Maynard, D. W. (2004) "On Predicating a Diagnosis as an Attribute of a Person" dalam Jurnal *Discourse Studies*, Vol.6.1, p.53-76.

Miles, Matthew B. & A. Michael Huberman (1992) *Analisis Data Kualitatif*. Judul Asli: Qualitative Data Analysis. Penerjemah: Tjetjep Rohendi Rohidi. Jakarta: Penerbit Universitas Indonesia, UI Press.

Moleong, J. Lexy (1991) *Metodologi Penelitian Kualitatif*. Cetakan ke 17. Bandung: PT Remaja Rosdakarya.

Muhajir, Noeng (2002) *Metodologi Penelitian Kualitatf*. Edisi IV. Yogyakarta: Rake Sarasin.

Ogden, C. K. & I. A. Richard (1989) *The Meaning of Meaning*. San Diego: Academic Press.

Palandi, Esther Hesline (2005) "Analisis Metafora dalam Wacana dan Tindak Tutur Bahasa Jepang" Makalah Seminar Internasional dan Workshop Realisasi Peningkatan Kompetensi Kajian Jepang, Bidang Bahasa, Sastra dan Pengajaran, oleh Nihon-go Gakkai Jatim, di Universitas Widya Mandala Surabaya, 26 Nopember 2005. Unpublished.

Semimo, Elena (1997) *Language & World Creation in Poems & Other Text*. London & New York: Longman.

Soenarto (2001) *Dasar-dasar dan Konsep Penelitian*. Edisi revisi (diktat kuliah) Surabaya: Program Pascasarjana Universitas Negeri Surabaya.

Spradley, James P. (1997) *Metode Etnografi*. Penerjemah: Misbah Zulfa Elisabeth. Yogyakarta: Penerbit PT. Tiara Wacana.

Subandi (2000) "Terjadinya Makna Idiomatikal Kata Majemuk Bahasa Jepang Ditinjau dari

Konsep Metafora" dalam Jurnal *Verba*, Vol.1 No.3 Juni 2000, p.196-205. Surabaya: Unesa Unipress.

Sudikan, Setya Yuwana (2001) *Metode Penelitian Kebudayaan.* Surabaya: Unesa Unipress dan Citra Wacana.

Sumaryono, E. (1999) *Hermeneutik*. Yogyakarta: Kanisius.

Teeuw, A (1984) *Pegawai Bahasa dan Ilmu Bahasa*. Jakarta: Pustaka Jaya.

DEVELOPING SPEAKING MATERIALS
FOR THE STUDENTS OF MECHANICAL ENGINEERING
AT STATE POLYTECHNIC OF MALANG

Achmad Sjaifullah
State Polytechnic of Malang

ABSTRACT

Developing teaching materials for the students of Mechanical Engineering of State Polytechnic of Malang is urgently needed by considering the fact that no such representative suitable material is available. For the time being, the teaching of speaking class in the Mechanical Engineering greatly depends on the commercial text books, the contents of which are mostly not always in line with communicative contexts of the Mechanical Engineering.

The research findings show that: (1) there are five aspects to be included in the developed materials, these are: the aim, the topic, the organization and design, the language, and the exercises. (2) Based on the evaluation from the experts, the lecturers and the students, this developed student book is considered appropriate for further use in the speaking class. At last, this developed student book is considered suitable and applicable because it contains basic concepts required in the speaking skill and simple exercises. The results of the try-out become clear evidence for the aforementioned suitability and applicability.

Key-words: material development, speaking skills

According to the National Center for Vocational Education Research Ltd/National Center for Competency Based Training, as quoted by National Education Ministry/Diknas (2007), teaching materials are referred to as information, instruments and texts needed by a teacher /instructor to plan and to examine the implementation of teaching-learning activities through which a favorable learning environment can be set up.

In a language-teaching context teaching materials are used to provide language inputs and language practices that occur in the classroom (Richards, 2001). For inexperienced teachers, materials serve as a form of teacher training, providing ideas how to plan and teach lessons as well as formats that teachers can use. Not only do materials provide the basis for the content of the lessons, the language skills taught, and the kinds of language practice students take part in but they also serve to supplement the teacher's instruction. For the learners, the materials provide a major source of the contact they have with the language apart from the teacher. It means that materials function as a teacher's substitute where students, in the absence of a teacher, can conduct self-study by doing such things as reading, reviewing, doing the exercises, etc.

Materials are commonly easy to find in the market and their number is plentiful. However, not all of those commercial materials are relevant with the needs of a teacher and students. According to Richard, there are some weaknesses that commercial materials have. For example, they may contain inauthentic language where contents are often not representative of real language use, merely tending to incorporate teaching points. Secondly, they may distort content where they often present an idealized view of the world and hence fail to represent real issues. Thirdly, they may not reflect students' needs. In this case, those books are often written for global markets, failing to reflect the needs and interests of students and hence need adaptations. Fourthly, they deskill teachers. Teachers are often trapped to use these teaching materials solely as the primary source of teaching. As such, their role becomes reduced to that of a technician whose primary function is to present materials prepared by others.

Even more, commercial materials, as stated by Hutchinson and Waters (1987), are often intended for non-educational reasons, for example, in order to enhance the reputation of an institution or an individual. Hence, such a book often loses its idealism to present new ideas, interesting tasks, and challenging exercises both for learners and a teacher in the process of teaching-learning in the class.

Providing relevant teaching materials is an important issue in the speaking class of the Mechanical Engineering of State Polytechnic of

Malang. Based upon preliminary study in the Mechanical Engineering of State Polytechnic of Malang it reveals few things. First, no speaking material is available at the Mechanical Engineering of State Polytechnic of Malang whereas speaking skill is much needed as soon as students graduate from the polytechnic. Furthermore, providing students with communicative skill has been prescribed in the curriculum of State Polytechnic of Malang (*Buku Pedoman Akademik*, 2005).

Second, the existing materials seem to give a few portions of speaking skill exercises. Finally, the language inputs in the aforementioned materials tend to be very limited in nature and authenticity.

Based on this empirical evidence, the study being reported here was carried out that specifically aims at developing an interesting, authentic and practical student book for speaking class at the Mechanical Engineering of State Polytechnic of Malang.

In connection with the background of the study, the general problem of this research was "what is an appropriate student's book for a speaking class at the Mechanical Engineering of State Polytechnic of Malang?

Therefore, the study basically aimed to develop an appropriate student book for a speaking class at the Mechanical Engineering of State Polytechnic of Malang.

THE IMPORTANCE OF MATERIALS

Teaching material is one of important components in teaching-learning process. According to Richard (2001) instructional materials generally serve as the basis for the language practice that occurs in the classroom. For inexperienced teachers, materials also serve as a form of teacher training, providing ideas how to plan and teach lessons as well as formats that teachers can use. Some teachers use instructional materials as their primary teaching resource. The materials provide the basis for the content of the lessons, the balance the skills taught, and the kinds of language practice students take part. In other situations, materials serve primarily to supplement the teacher's instruction. For learners, the materials provide the major source of contact they have with the language apart from the teacher.

THE TEACHING OF SPEAKING

It is widely known that the main goal of English teaching and learning process is to improve the learner's ability to communicate in English. So far, it is believed that compared with the four language skills, namely listening, speaking, writing and reading, speaking is considered as the most important skills to learn and as one of the primary goals of study (Omaggio, 1986:175). As a result, most foreign language learners are interested in learning to speak (Urr, 1996: 120).

However, to communicate in a new language successfully is not easy. Besides mastering the language itself, the learner should also really know a large number of things such as culture, social interaction, and the politeness norms prevailed in the society where the language is used. Therefore, to learn to communicate well in another language, a learner must change and expand identity as he or she learns the cultural, social, and political aspects (Hugges, 2002: 8-9). In this matter, the teacher should help the learner unify the aspects in order to communicate successfully in the new language. Besides making the learner knows the social, cultural, and political aspects, the teacher should facilitate the learners to have certain abilities required in order to be successful in spoken interactions.

Burns and Joice (1997: 30-31) propose five (5) abilities, namely (1) signaling that one wishes to speak, which involves many gestures, phrases or sounds; (2) recognizing the right moment to speak, namely be familiar with signals such as falling intonation or changes of pace or volume, pauses or changing discourse markers; (3) using one's turn without losing it before it finishes; (4) recognizing signals of other people's desire to speak, namely being aware of gesture and body language and initiating phrases or sounds and (5) letting someone else have a turn.

In order to grow such learners' abilities, the teacher should provide the learners with opportunities to speak in English. He should try to make the learners' speaking ability to be partly the natural result of English as the main means of communication in the classroom (Davies, 2000: 83). English in Indonesia is as a foreign language and for that reason; the learners learn the language in their own culture. It means that the learner particularly may practice their speaking in the classroom. In this case, a key word in developing their speaking ability in English is the opportunity given to the learners to speak in the language-promoting interaction (Summin in Richards and Renandya, 2002: 208).

Therefore, the teacher should design activities in such a way that all the learners can acquire a variety of communicative purposes. It means that learners may be able to use appropriate expressions in the right time and right context. The activities should (1) be based on authentic or naturalistic source materials; (2) enable learners to manipulate and practice specific features of language; (3) allow the learners to rehearse in class, communicative skills they need in the real world and (4) activate psycholinguistic process of learning.

Davies (2000: 82) proposed some guidelines to encourage the learners to speak. (1) Try to create a relaxed atmosphere in the class, so all learners are brave to speak in front of the audience. (2) Expose the learners as much as possible to naturally pronounced speech, and also integrate some pronunciation work in the lessons. (3) Accustom the learners to combining listening and speaking in real time, in natural interaction. The guidelines imply that the teacher should train their students to speak to other persons, model the right pronunciation and use English in real communication event. Moreover, the teacher should find speaking tasks that make the learners use all and any language at their command. There are three reasons for this. The first is rehearsal. The teacher gives a free discussion to give the learners a chance to rehearse outside the classroom. It is a way for learners to get the feel of what communicating in the foreign language really feels like. The second is feedback. It means that the teacher gives speaking tasks in which the learners try to use language they know. The teacher and the learners then get feedback. The last is engagement, meaning that good speaking activities can and should be highly motivating (Harmer, 1988: 87-8).

To facilitate the learners to improve their speaking ability, the teacher should create a successful speaking class. He should create successful speaking class activities. A speaking class is successful if it has the following characteristics. The first is that learners talk a lot. In this case, the learners should talk as much as possible during the class period. Teacher talk or pauses don't dominate the class. The second is that participation is even. All learners get a chance to talk and contributions are evenly distributed among the members of the class. The third is that motivation is high. It means that the learners have a high enthusiasm to speak. They are interested in the topic and have something to say about it. And the last is that the language is of an acceptable level. The learners may express themselves in utterances that are relevant, easily comprehensible to each other and of an acceptable level of language accuracy.

DEVELOPMENT RESEARCH DESIGN

This study adopts a Research and Development (RAD) design. As stated by Borg and Gall (1983), research and development refers to a process used to develop and validate educational products. The product of this research is student's book for speaking class for the students of Mechanical

Engineering of State Polytechnic of Malang.

This research uses research procedure by adopting model from Dick and Carey. This model is a continuum development cycle where each stage is subject to revision. For the sake of the research practicality, this model was adapted by the researcher. The adoption is done in such a way with consideration that each stage of development offers adequate information for the improvement of the developed materials.

The adapted model includes six steps: preliminary study, reference study, material development, expert Evaluation, empirical Evaluation and final product. The adaptation is done with the consideration that each stage can provide data to develop the product. The preliminary study was aimed at finding the information about current problems and the needs of learning English in the Mechanical Engineering of State Polytechnic of Malang. In the reference study, the writer studied the existing curriculum and reviews some text books. The purpose of reference study was to find out the objectives of the teaching of speaking and obtain data about appropriate topics to develop student's book. There are four steps to conduct in developing materials, that is, a) formulating general objectives, b) stating specific objectives, c) selecting topics, and d) developing topics into tasks.

Expert Evaluation is a stage that functions to assure the quality, the suitability, and the applicability of the developed book. There are some stages to conduct during the expert Evaluation, namely, a) giving a draft, b) obtaining feedback from experts and c) revising the draft. The try out is intended to obtain information of the applicability and the suitability of the student's book. There are some stages in the try out, namely; a) implementation, b) observation, c) reflection, and d) revision. The stages of research development are presented in Figure 1.

The subjects of the try-out are 40 students of Mechanical Engineering of State Polytechnic Malang. The students are interviewed after they finished their exercises. Some important information, such as, problems encountered by the students is noted down and analyzed. If the developed materials meet the criteria of success then the developed materials are considered appropriate to be used in the speaking class of Mechanical Engineering of State Polytechnic of Malang.

After fulfilling the criteria set up in the expert Evaluation, the developed materials are then ready for the try-out stage. The try-out is scheduled to implement from February 28, 2008 to March 15, 2008.
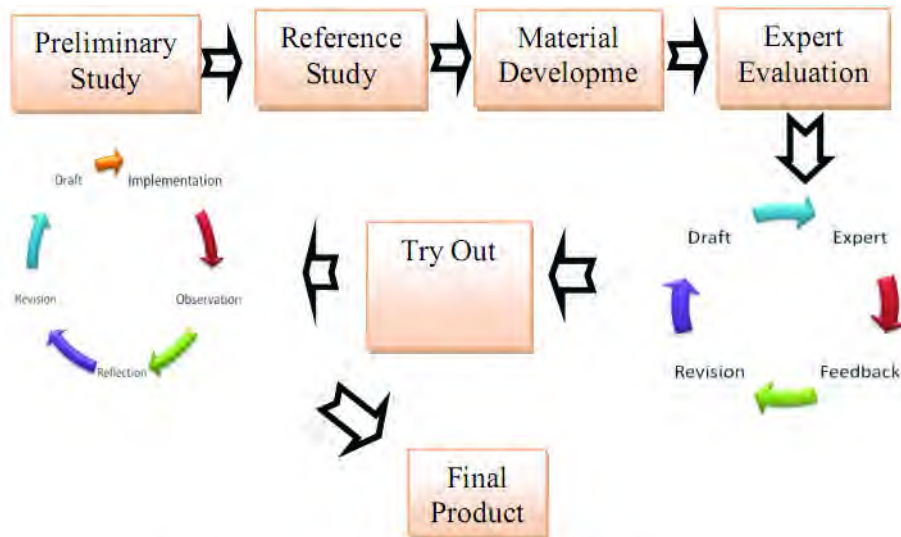
Figure 1: Development model adapted from Dick and Carey
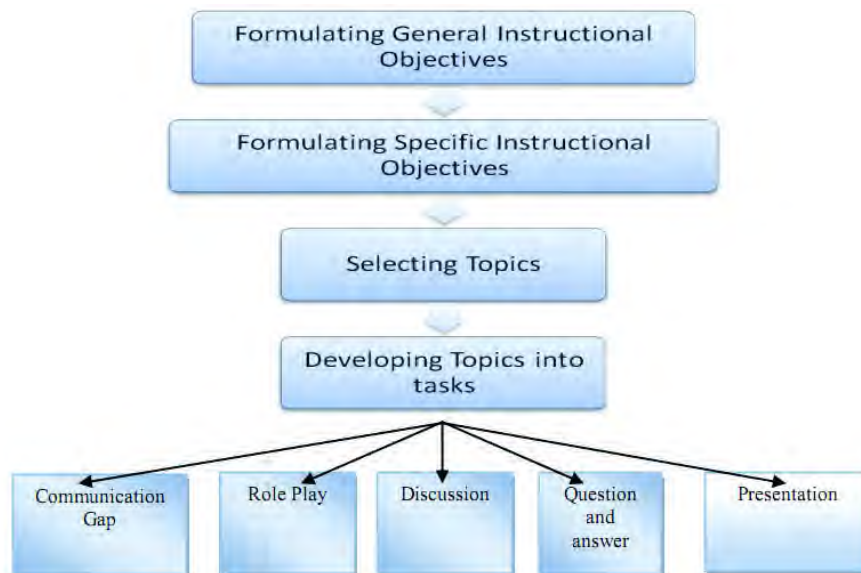
Figure 2: The steps of Material Development

The location of the try-out is in Mechanical Engineering of State Polytechnic of Malang. There are two classes for the developed materials to be tried out. Each class is attended by twenty students.

MATERIAL DEVELOPMENT

There are four steps to conduct in developing materials, namely, a) formulating general objectives, b) stating specific objectives, c) selecting topics, and d) developing topics into tasks. The steps are presented in Figure 2.

The general instructional objective of this material development is based on the curriculum of Mechanical Engineering of State Polytechnic of Malang which is to provide the students with the effective communication skill required in the professional environments. For that reason, the content of the teaching materials as the product of this research reflects relevant items needed in the Mechanical Engineering environments in terms of language functions, grammar, vocabulary, etc. While the specific instructional objectives of this material are a) to demonstrate their communicative competence in technical topics, b) to work on exercises.

The Results of Evaluation

Following the completion of the draft of the developed material, the researcher submits it to the experts for further evaluation. Two experts are invited to give their ideas and opinion about the quality of this developed student book. There are some aspects that become the focus of their evaluation, namely, the aim, the organization and design, the language, the topics, and the exercises.

The Aim
The aim, the first aspect of student book evaluation,

concerns the clarity of the objectives in each unit.

Figure 3. The Aspect of Evaluation
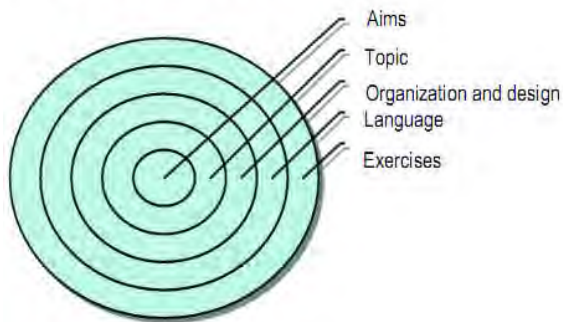
The clarity means the objectives are easily perceived so that the readers can directly understand the purpose of each unit.

According to the experts, the objectives written in the developed student book are generally acceptable. They say that 7 out of 9 units are considered excellent while the other 2 units need to be improved, i.e., unit 1 and 6. They say that unit 1 does not contain relevant objectives with its content. Asking questions about particular items related to job and giving responses on questions related to particular job that become the objectives of unit 1 are not explicitly written. By contrast, the content of unit 1 tends to stress on understanding and giving the answers to the question in the interview. For that reason, it is reasonable that the objectives of unit 1 needs to be corrected and adjusted to its content, that is, to understanding the questions and giving the answers to the questions in the interview.

The Topics
Furthermore, the attractiveness of the topic and their variation are two sub aspects of the topic. The former is intended to see if the developed student book has power to arouse the students' interest in learning. Besides that, the topics are also relevant with the need of Mechanical Engineering students. Meanwhile, the latter is focused on seeing how much the topics of this developed student book are varied. Variation means that something is presented in a slightly different form. The variation of the topics is intended to make the students always feel fresh and challenged with something new. Furthermore, variation can also keep them from boredom.

The attractiveness sub aspect is enhanced through careful selection of the topics relevant with Mechanical Engineering. Most of the topics are representation of concrete experience as commonly found in the world of Mechanical Engineering such as job safety, machine operation, work instrument, maintenance, problems with machine, engineering profession, etc. The fact that the topics are varied from one to topic to another is due to the requirements to keep students from boredom with having the same topic.

The Organization and Design
Based on the evaluation from the experts about the organization and design aspect, this developed student book in general has met the aforementioned sub aspects. However, the improvement needs to carried, especially the sequence of the content. One of the experts suggests that the numbering technique of unit 6 should be improved; otherwise, readers might find it difficult to follow the instructions. The other expert says that unit 9 ('Problem Solving') should be shifted to unit 8 ('Presenting something') because the latter is more difficult than the former.

The Language
Experts find that this developed student book has met both the correct use and the relevant use of vocabulary. The correct use of vocabulary in a sentence concerns how the words in the developed student book are properly chosen. Broadly speaking, the selection of the vocabulary should consider the common usage in the world of Mechanical Engineering. Meanwhile, the relevant use of vocabulary with Mechanical Engineering means that how words selected in the developed student book have a connection with the subject at issue (Mechanical Engineering). According to the experts, the vocabulary selected in the developed student book is already in line with the Mechanical Engineering. To some extent, this condition is promoted by the selection of authentic materials as the source of the developed student book.

The Exercise
There are some kinds of exercises in this student book such as question and answer, words matching, conversation gaps, work in pair, role-play, and pronunciation practice. These different kinds of exercises can be found in every unit. Nevertheless, according to one of the experts those exercises are considered less varied. As such, students will feel discouraged to do the exercises. For that reason, different format is needed.

THE TRY-OUT ANALYSIS

After the completion of the try-out session, all subjects were given interview guides or borrowing Miekley`s term the checklist (2005). Furthermore he says that the checklist provides educators with a valuable tool for evaluating textbooks for use in ESL/EFL classrooms. By using this method, it will make the textbook selection process more efficient and more reliable.

About 40 interview guides were distributed to the students and only 30 interview guides were given back to the researcher. The purpose of this activity is to find out additional information concerning the

applicability of the workbook. Before distributing the interview guides to the students, the researcher explains its objectives as well as some technical ways to fill in the questionnaire.

The Attractiveness of the Topics

Regarding the attractiveness of the topic, 12 (40%) students strongly agree that the topics are attractive. About 15 (50%) students agree that the student book contains interesting topics; meanwhile, 3 (10%) students say that the topics of the student book are quite moderate. The opinions of the students regarding the attractiveness of the topic are presented in the following diagram.

Diagram 1: The Attractiveness of the Topic
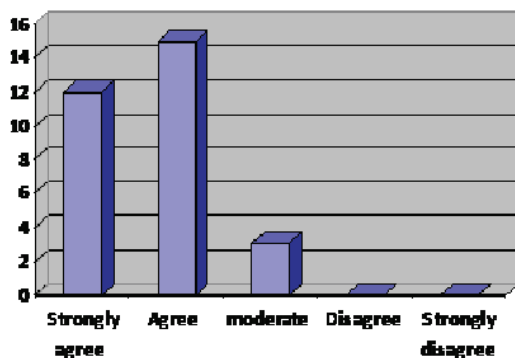
The accumulation of the students' scores on the aspect of the attractiveness of the topic total 241 (See Research Findings). The score of 241 indicates that the topics in the developed student book are considered "good" (See Table 1.)

The Suitability of the Exercises

The following aspect evaluated by the students is connected with the suitability of the exercises. In this case, suitability is defined as the appropriateness to a purpose or an occasion. From the result of the field study, the students have positive perception on the suitability of the exercises in the developed student book. Their positive perception can be seen from diagram 2.

Diagram 2: The Suitability of the Exercise with the Objectives
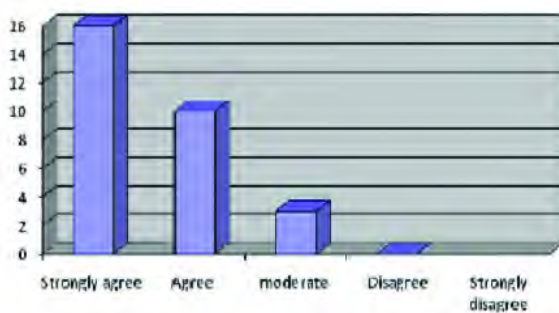
With regard to the results of questionnaires, 4

(13%) students say that the exercises at this developed book are moderately suitable with the objectives.

About 10 (33.3%) students agree that the exercises are suitable with the objectives. The rest, 16 students (53.3%), strongly agree that the exercises are suitable with the objectives. The accumulation of the students' scores on the aspect of the suitability of the exercises total 251. The score of 251 (See Research Findings), means that the exercises in the developed student book are considered "excellent" (See Table 1: Interpretation of Scores)

The Clarity of the Instruction

The clarity of the instruction in the exercises is also evaluated. It is quite close relationship with the comprehensible instruction used to the students so that the students can do the exercises as expected. Commonly the instructions presented at this developed book are stated in the form of simple and clear sentences. Moreover, the instructions are previously completed with an example in order to ease the students to do the exercises.

Based on the field study, almost not all the students have the difficulties to understand the instructions of the exercises in the developed student book. The positive perception of the students about the clarity of the instruction can be taken from the data of the research. Based on the results of the questionnaire given to the students, 8 (26.6%) students have moderate opinion, 11 (36.6%) students agree that the instructions of the exercise are clear. Meanwhile, the rest of the students, 11 people (36.6%), have strong agreement that the instructions in the exercises are clear. The accumulation of the students' scores on the aspect of the clarity of the instruction total 233 (See Research Findings). The score of 233 means that the clarity of the instruction in the exercises is considered "good" (See Table 1: Interpretation of Scores).

The Types of the Exercises

There are some types of exercise used at this book such as warm up, vocabulary, conversation gap, and ways to say it, pair up and practice, role-play, discussion, useful word and the sound of word. Based on the results of the questionnaires, about 19 (63.3%) students have strong agreement. 11 students (36.6%) agree that the exercises in the student book are varied and interesting. Only 1 (3.3%) student has a moderate opinion in that the types of exercises in the developed student book are varied and interesting. The accumulation of the students' scores on the aspect of the types of the exercises total 262 (Research Findings). The score of 262 means that the clarity of the instruction in the

Table 1. The Research Findings

No	Aspects	∑ Students giving the scores			TOTAL	SCORES	Inter-pretation
		strongly agree	agree	moderate			
1	The Attractiveness of the Topic	12 (40%)	15 (50%)	3 (10%)	30 (100%)	241	Good
2	the Suitability of the Exercises	16 (53.3%)	10 (33%)	4 (13%)	30 (100%)	251	Excellent
3	the Clarity of the Instruction	11 (37%)	11 (37%)	8 (27%)	30 (100%)	233	Good
4	Types of the Exercises	19 (63%)	11 (37%)	1 (3.3%)	30 (100%)	262	Excellent
5	the Level of Difficulty of the Exercises	10 (30%)	14 (23%)	6 (20%)	30 (100%)	232	Good
6	the Level of the Language	15 (50%)	12 (40%)	3 (10%)	30 (100%)	255	Excellent
7	The Advantage of the Exercises	18 (60%)	11 (37%)	1 (3%)	30 (100%)	262	Excellent
8	The Proper Use of the Student Book	17 (57%)	11 (37%)	2 (7%)	30 (100%)	258	Excellent

exercises is considered "excellent' (Table 1: Interpretation of Scores).

The Level Difficulty of the Exercise

The level of difficulty is connected with relative difficulty of completing a task or objective. From many types of exercises observed by the students, the warm up exercise is considered the most difficulty. They have this perception because it needs some skills to this exercise. These skills are the vocabularies and the science related to this topic. Moreover, if the activity of warm up exercise is transformed to be oral communication, the pronunciation skill is very essential to practice the language.

Diagram 3: The Clarity of the Instruction
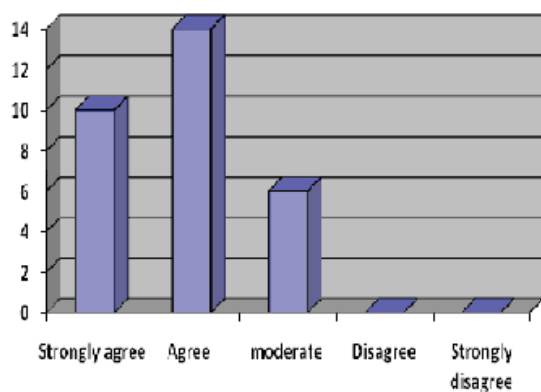
On the hand, the exercise supposed to be easiest one is connected with Vocabulary exercise. The students only fill in the blank with the appropriate words prepared.

When giving their evaluation the level of difficulty of the exercises, there are 6 students (20%) who have moderate perception. Furthermore, 14 students (23.3%) agree that the level of difficulty of the exercises is suitable with the students' English proficiency. 10 students (30%) strongly agree that level of difficulty of the exercises is suitable with the students' English proficiency. The accumulation of the students' scores on the aspect of the level of difficulty of the exercises total 232 (Research Findings). The score of 232 means that the clarity of the instruction in the exercises is considered "good" (See Table 1: Interpretation of Scores).

Diagram 4: The Types of the Exercise
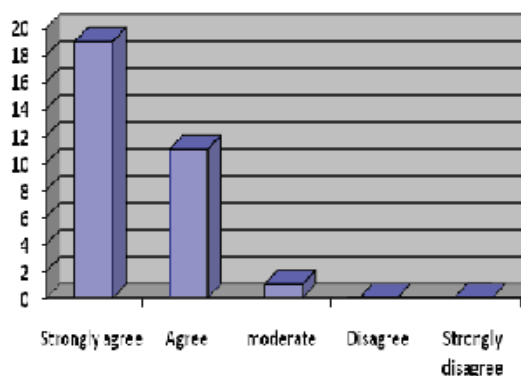
This fact indicates that almost all of the students have positive response to the level of difficulty of the exercise.

The Level of the Language

The level of language means that it deals with the types of vocabulary and the grammar used at

this developed book. The user of this book has the background of Mechanical Engineering so that the language used should be directed to the field of this study. The vocabularies of Mechanical Engineering presented and recognized to the students at every discussion at this book so that they are accustomed to using these words in every life. Furthermore, the use of grammar at this book is directed to the general of types of grammar that are commonly used at work. The examples are the use present tense, past tense, present continuous tense and future tense.

Diagram 5: The Level of Difficulty of the Exercise
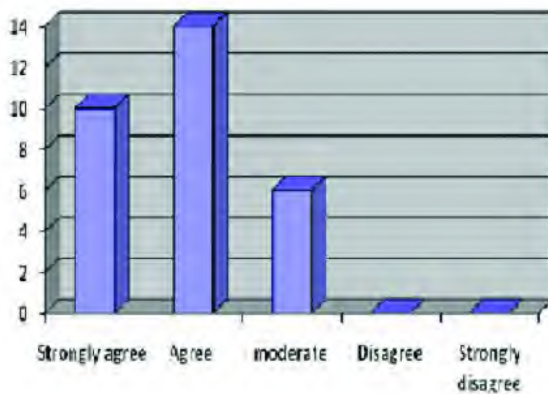
Diagram 6: The Level of the Language
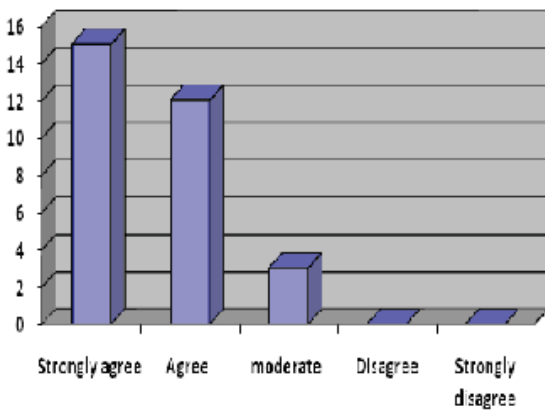
Based on the data collected from the research, almost all of the students give positive response to the levels of language used at this developed book. With regard to the level of the language, 3 students (10%) say that the level of language in this student book is moderate. 12 students (40%) agree that the level of language in this student book is appropriate to the students. In addition, the rest 15 students (50%) strongly agree that the level of language in this student book is appropriate to the students of Mechanical Engineering of polytechnic Malang. The students' scores on the aspect of the level of the language total 255 (Research Findings). The score of 255 means that the level of the language in the

developed student book is considered **excellent** (See Interpretation of Scores). From the data, it can be concluded that the levels of language used at this book suit to the students' competence.

The Advantage of Exercise
Students give different opinions on the advantage of the exercises in the student book. Based on the findings, there is only 1 student (3.3%) who says that this developed student book gives advantage to the improvement of students 'English proficiency. 11 students (36.6%) agree that this developed student book is advantageous to their English proficiency. 18 students strongly agree (60%) that this developed student book is advantageous to their English proficiency.

The students' scores on how the exercises in the student book helps them improve their English total 262 (appendix 1). The score of 262, according to table 6, means that the level of the language in the developed student book is considered **excellent**. From the data, it can be concluded that the exercise in this developed student book offer them advantages to improve their English.

Diagram 7: The Advantage of Exercise
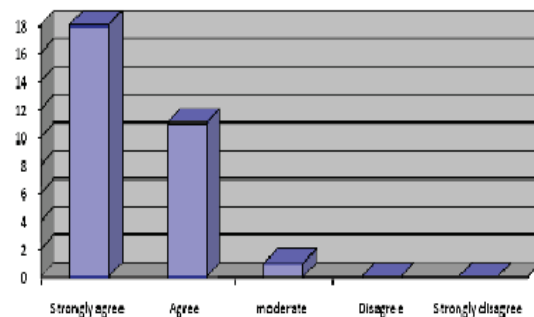
The Proper Use of the Student Book
The last aspect that the students evaluate in the questionnaires is the proper use of the student book. This aspect specifically focuses on the question if the developed student book is properly used as a reference book in the speaking class.

Based on the results of the questionnaires, 2 students (6.6%) say that the developed student book is quite proper to be used in the class. 11 students (36.6%) agree that this book is proper to be used in the classroom. 17 students (56.6%) strongly agree that this book is proper to be used in the classroom. The accumulation of the students' scores on this aspect is 258. Referred to table 6, the score of 258 means that the proper use aspect of this developed student book is considered excellent. In another word, this student book is very appropriate to be used as the textbook in the speaking class.

Diagram 8: The Proper Use of the Student Book
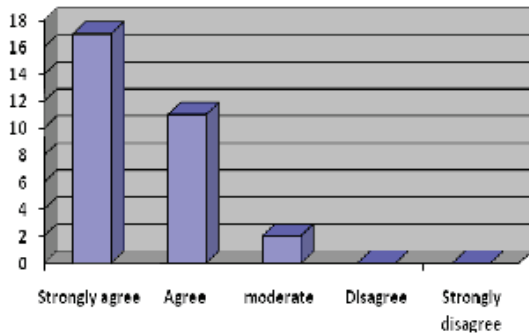
CONCLUSIONS AND SUGGESTIONS

This research on developing student book for the students of Mechanical Engineering in the speaking class is conducted because there is no such a material available specifically in State Polytechnic of Malang. The material is developed in accordance with some of the principles in the procedural models of Dick and Careya (1985) th consists of preliminary study, reference study, material development, expert evaluation and empirical evaluation.

The final product of this research is a student book which items are arranged according to the topics mostly selected from the students` workplace, namely, job interview, job safety, machine operation, work instrument, maintenance, problems with the machine, engineering profession, presenting something and problem solving. This topics in this material are exploited into several tasks that enable the students to develop their speaking skill that later will lead the students to the mastery of the language.

Furthermore, the developed student book is completed by a description of the student book, general instructional objectives, time allotment, a guide for the instructor, a guide for the student, course outline, specific instructional objectives, summary and examples of each topic. It is intended that the implementation of the student book in learning and teaching activities can be done easily by the users.

At last, this developed student book is considered suitable and applicable because it contains basic concepts required in the speaking skill and simple exercises. The results of the try out become clear evidences for the aforementioned suitability and applicability.

There are some points worth considering for those who want to use the material developed in this study or who want to do a similar study.

For the teachers who want to use this material, it is suggested that: (a) they have good command of English in order to implement the developed student book, (b) they have an appropriate knowledge of the topics. It is therefore advisable for them to do a lot

of reading about the topics, and (c) they should be creative in implementing the developed student book in the learning and teaching process. They should facilitate their students with the atmosphere that encourage the students to be active in their learning, especially by bringing the simulated objects to the classroom or by using the real objects outside the classroom.

For further researchers, it is suggested that (a) the do a site observation in the students` workplace before developing this material further so that the developed student book reflects the actual terms and activities used and done in real situation and (b) they conduct more complete and perfect evaluation, as for example, carrying out try-out of the units in larger group of students or holding seminar or workshop about teaching speaking skill using this developed student book. By doing so, it is expected that the product will be more tested and valid.

REFERENCES

Borg, W and Gall,M.R.,1983.*Educational Research* (5th Ed). London: Longman.

Burns, Anne and Joice, Helen. 1997. *Focus on Speaking.* Sidney. National Centre for English language Teaching and Research. Macquarie University.

Davies, Paul, 2000. *Success in English Teaching*. United Kingdom. Oxford University Press.

Dick, W. & Cary, L. (1990), *The Systematic Design of Instruction*, Third Edition, Harper Collins

Diknas.2007. *Sosialisasi KTSP: Pengembangan Bahan Ajar.*www.diknas.go.id

Harmer, Jeremy.1998. *How to Teach English*. England. Addison Wesley Longman Limited.

Hughes, Rebecca. 2002. *Teaching and Researching Speaking.* Great Britain. Pearson Education.

Hutchinson, Tom and Waters, Alan, 1987. *English for Specific Purposes.* Cambridge. Cambridge University Press.

Omaggio, C. Alice. 1986. *Teaching Language in Context*. Boston, Massachusetts 02116 USA. Heinle & Heinle Publishers, Inc.

Oxford, Rebecca. (2006). *Task-Based Language Teaching and Learning: An Overview.* http://www.asian-efl-ournal.com/Sept_06_ro. php

Politeknik Negeri Malang, 2005. *Buku Pedoman Akademik.* Penerbit Politeknik Negeri Malang

Richards, C. Jack and Rodgers, S. Theodore. 2001. *Approaches and Methods in Language Teaching.* United States of America. Cambridge University Press.

Ur, Penny. 1996. *A Course in Language Teaching.* Great Britain. Cambridge University Pres.

DEVELOPING COMMUNICATIVE SKILLS-BASED READING MATERIALS FOR TECHNICAL ENGLISH COURSE OF CIVIL ENGINEERING STUDY PROGRAM STATE POLYTECHNIC OF MALANG

Tutuk Widowati
State Polytechnic of Malang

ABSTRACT

Reading is the most suitable skill in English for Specific Purposes (ESP) teaching and learning process. However, other skills should be accommodated in it. This study aims at developing appropriate communicative skills-based reading materials for Technical English 1 (TE 1) Course at Civil Engineering Study Program (CESP) State Polytechnic of Malang. The proposed materials had to go through expert verifications and revisions. Then the revised materials experienced field try-outs and revisions to be validated as a final product. A recycle was done to strengthen the validation. There are 7 units of reading developed based on Contextual Teaching and Learning (CTL) method, completed with appropriate learning activities and assessment techniques. The implementation of CTL approach has brought about betterment in the teaching and learning process of TE 1 Course for CESP students State Polytechnic of Malang.

Key-words**:** skills-based, CTL, recycle, betterment

So far the teaching of TE 1 Course at CESP was not optimum as the method was teacher-centered with presenting a reading text, doing the exercises, and doing homework. The achievement of TE 1 Course of 2006 Academic Year was 52.80% dominated by grade C and the grade class average was from 2.39 to 2.58. Gebhard (2000:49) also states that some English as a Foreign Language (EFL) classes are taught in a fairly teacher-centered fashion.

In his unpublished paper Baradja (2004) states that the purpose of teaching ESP is to help students read and understand books, manuals, journals, etc. on their field of study. The time allotment of once a week for ESP teaching at the university is not sufficient. In such conditions he suggests the teaching be emphasized on reading and comprehension.

In Indonesia where English is taught as a foreign language, the learning-teaching of reading is of particular importance (Baradja, 1999:1). Learners are expected to read a lot if they are really serious in their effort to master English well. This is the cheapest, easiest, and most effective way to acquaint them-selves with the language, the customs, the political adherence, the kinship system, the educational sys-tem, the beliefs, etc. of the English speaking people.

Hutchinson and Waters (1987) say for some reasons, there is already an established tradition of ESP teachers producing in-house materials. It is teacher's awareness of knowing much about the situational condition of his/her class, students' type, students' needs, and students' ability that makes in-house materials developed.

As the teaching of English in Indonesia has been considered ineffective (Baradja, 2004; Latief, 2002), a radical revolutionary change in the educational paradigm has been done from Behavioristic to Constructivistic (Contextual) paradigm. Audiolingual method is not suggested, it must be replaced with communicative techniques in which Contextual Teaching and Learning (CTL) is included.

ESP teaching at CESP is best based on CTL. It can be defined as a learning concept which helps the teacher to connect the teaching materials with the students' real world and supports the students to connect their knowledge with the application in their daily lives.

ENGLISH FOR SPECIFIC PURPOSES

The scope and diversity of human thought and experience place great demands on language (O'Grady, 1989:1). Widdowson in Nunan (1993:24) says " … ESP is essentially a training operation which seeks to provide learners with a restricted competence to enable them to cope with certain clearly defined tasks".

According to Suryawinata (1993:4) teaching ESP is an activity which should involve the students, their minds, and their emotions. It should interest them and make them enjoy. In this way they will be motivated to use ESP to express their own ideas, and this induces their creativity, which in turn results in

real communication and learning.

Different interests and needs contribute to the rise of ESP and result in the development of relevant courses to the needs. The standard way of achieving relevance was to take texts from the learners' specialist area (Hutchinson and Waters, 1987).

Related to the needs, Algadrie (2002:106) states needs analysis is most often needed where the learners in need of specific situation face very similar difficulties. The purpose of the analysis is not only to identify elements but also to find relative importance: what is the most desired. For example Herbolics in Hutchinson and Waters gives five reasons for choosing an object of the project:"The mechanism should be (1) relatively new to the students; (2) related to a field of engineering; (3) a device which allowed the attainment of new lexis; (4) a device which actually would operate; and (5) enjoyable to construct and test".

In conclusion, to develop ESP materials needs analysis must be taken into account, and the concept of learning must be the root of the activities. Teaching aims at making the students learn.

CONTEXTUAL TEACHING AND LEARNING

"Contextual Teaching and Learning (CTL) is a holistic system that helps students see meaning in the academic material they are studying by connecting academic subjects with the context of their daily lives" (Johnson, 2002:25).

Johnson describes CTL as a teaching and learning process based on the philosophy that students will learn something when they find meaning in the instructional materials and be able to link new information with their prior knowledge and experiences. Contextual approach is a teaching method that emphasizes learning by doing.

Further she quotes that teaching should be offered in context. 'Learning in order to know ' should not be separated from 'learning in order to do' (*US Department of Labor* in Nurhadi, 2003). "Contextual" is derived from 'context' which replaces 'applied'. Contextual also directs thinking toward experiences. When ideas are experienced, used in context, they have meaning.

In conclusion CTL is a learning concept which helps the teacher to connect his teaching materials with the students' real world and supports the students to connect their knowledge with the application in their daily lives.

Latief (2002:254) sums up seven components of effective learning which characterize CTL. They are (1) constructivism, (2) questioning, (3) inquiry, (4) modeling, (5) learning community, (6) authentic assessment, and (7) reflection.

Constructivism

Constructivism is a philosophical basis believes that knowledge is constructed by humans degree by degree whose result is expanded through a limited context. It does not occur in a sudden. Latief says that the characteristics of constructivistic teaching paradigm is the active involvement of the students in learning process in accordance with one's ability, prior knowledge, and learning style with the teacher's help as a facilitator who helps them when they find difficulties in learning.

Questioning

Constructivistic paradigm is a specific characteristic of contextual-based learning in which the students raise some questions in the teaching and learning process (Latief, 2002:256). Such process able to build students' eagerness for quest is said to be a successful one. Questioning is a fundamental for the teacher and the students in an inquiry-based teaching and learning.

In other words, questioning is an essential strategy for both the teacher and the students. For the teacher it is a teaching activity able to encourage, guide, and assess the students' understanding skill; for the students it is an important means to obtain information, to bring information to their knowledge, and to nurture the vivid ideas. To question well is to teach well (Cooper in Nurhadi, 2003:45).

Inquiry

Inquiry is a scientist strategy in which the students are encouraged to do observing, questioning, answering, gathering information, and concluding (Latief, 2002:257). Beginning with observation, questioning which require answers follow. To answer the question, the students have to gather information through analyses to produce rational conclusions.

Inquiry learning gives active and concrete experiences to the students to take the initiative, to solve problems, to make decisions, and to conduct researches which lead them to life-long education. Hence, the students learn to use their critical and creative thinking.

Learning Community

Learning community is created based on the concept of collaborating. CTL encourage students to engage in a mutual learning activity to help each other by sharing one's different knowledge, experiences or skills to enlarge others'. In this case, everyone in the group is expected to be able to ask question and concern other's opinion. They have none of competition or domination. All of them are responsible to succeed their group instead (Latief, 2002:259). A student in collaboration with his/her

peers will gain better achievement than individual learning.

Modeling

Modeling refers to the existence of a model to imitate in the teaching and learning process (Nurhadi, 2003:49). Both the teacher and the students can be the model of the teaching and learning activities. At first the teacher should demonstrate or ask a student to demonstrate how to do something to the class so the others can imitate it. Besides, modeling can be given when finding difficulties or getting stuck. However, the teacher should let the students creatively find the most suitable way of learning for themselves.

Authentic Assessment

The right alternative to conventional technique of evaluating is authentic assessment (Latief, 2002:261). It is a process of evaluating the contextual-based teaching and learning process which does not only assess the students based on the standardized test but also on the inquiry learning process.

The term authentic assessment is to describe the multiple forms of assessment that reflect students learning, achievement, motivation, and attitudes on instructionally-relevant classroom activities (O'Malley, 1996:4).

Latief also mentions some characteristics of authentic assessment: (1) assessment is not separated from teaching and learning process, (2) the result of the assessment can be used to improve the teaching and learning process, (3) task is not too different from the real world.

Reflection

According to Latief (2002:262) reflection is a self-evaluation of the effectiveness of the teaching by the teacher and the effectiveness of the learning strategies by the students. By doing so, the teacher is able to see what activities are not appropriate and the student is able to see his/her own mistakes. These inputs are required to improve the teaching and learning process.

RESEARCH METHOD

Qualitative research is employed as the developer wants to nurture a specific style (Bogdan, 1998: 235). This study is a Research and Development which employs a series of activities to develop and validate reading materials.

Respondent and Sampling

There were 3 different groups of respondents consisting of about 90 CESP students each. The first was of the first year going to take the course called the prospective subjects; the second was of the second year taking the course called the present subjects; and the last was of the third year having got the course called the past subjects.

Ninety sets of questionnaires were returned by the present subjects. Random sampling is employed and the writer took 50 samples which represents more than 50% of the entire population to generalize findings.

Instruments

There were three different questionnaires. The first was given to the prospective subjects to reveal their needs of English materials and expectation of English teaching at CESP. The second was given to the present subjects to give feedback from the developed materials. The third was given to the past subjects to see the result of the developed materials.

Interviews about the marks, the background, the attitude, the motivation, the level of difficulty, the significance of English acquisition, and the preference of learning English style were given to the present subjects.

Data Collection

Try-out was employed to evaluate the effectiveness and efficiency of the revised materials. This was to obtain data of material validity including the appropriateness of the materials, strengths, and weaknesses. The first try-out was when experts re-viewed the materials. The second was field tryout in which the reviewed materials were implemented. On-going observations were conducted to validate the materials, and the results were used to revise the materials again.

The try-out design was first applied for opinions, comments, suggestions, or even criticisms from the experts to revise the proposed materials. The second was applied for feedback from the class who used the revised materials. Based on the feedback, the revised materials were revised again and implemented in the next class teaching. Observation was carried out to see whether the materials needed revising or not.

First of all, a survey was conducted to get the data of needs assessment. Based on the result of the needs survey, a set of reading materials completed with some techniques of delivery, learning activities, and assessment techniques were developed through selecting and sequencing.

The proposed materials were verified by experts who are a master in teaching ESP and a master in teaching material development. Then the result of the verifications was used to revise the materials and the revised materials were tried out in the classroom teaching to validate. In order to produce appropriate product for the designated

students, some revisions were made based on expert and empirical validations.

The first questionnaires addressed to the prospective subjects contributed crucial data to the materials development since they represented the students' needs.

The second questionnaires given to the present subjects were intended to see the attainment of each topic, the teaching technique, the level of difficulty, and the applicability.

The third questionnaires addressed to the past subjects also contributed important data to see whether the developed materials meet the needs or not. The questionnaires comprise the appropriateness, level of difficulty, interest, and the inclusion of the seven components of CTL.

Interviews were conducted to get some supporting information of the present subjects like the background, the attitude, the motivation, the preference of learning English style, etc.

Further, interviews and discussions were also carried out to the verifiers (experts) to gather information concerning the suggestions, comments, and opinions of the developed materials.

The first verification data presented the analyses of instructional objectives, material sequence, teaching and learning activities, and the presentation of the material.

Validation was done by discussing the data collected through questionnaires, observations, and interviews with the experts to revise the material.

Verification was done by revising the materials based on the feedbacks from both the experts and the subjects.

FINDINGS AND DISCUSSIONS

The findings cover results of: (1) needs analysis, (2) expert verifications, (3) field try-outs, (4) interviews, (5) validations, and (6) product of communicative skills-based reading materials.

Result of Needs Analysis
The findings of the needs are based on the data of the needs survey covering questionnaires for prospective subjects, interviews and questionnaires for present subjects, and questionnaires for past subjects.

Table 1 Priority of the Four Skills

Skill	Respondents	Percentage
Listening	6	12%
Speaking	36	72%
Reading	6	12%
Writing	2	4%

The finding shows that Speaking is the top priority and it is in line with the emphasized skill to acquire according to *Buku Pedoman Politeknik*

Negeri Malang. It implies that students realize the learning needs that will direct them from lacks to necessities. The ability of speaking can be used to measure one's language acquisition. That is why most job recruitments require the applicants' English speaking ability.

Table 2 Significance of Listening

Significance	Respondents	Percentage
TOEIC	13	26%
Songs/films	4	8%
Instructions	24	48%
Miscellany	9	18%

Students' needs for Listening mostly are for understanding instructions. Almost half of the respondents agree to acquire listening in order to understand instructions which reveal an idea of students' awareness of learning English. This is in line with the objective of teaching ESP that is to understand written or oral instructions. It means that the students already know the purpose of learning English.

Table 3 Significance of Speaking

Significance	Respondents	Percentage
Job interview	12	24%
Presentation/ Discussion	15	30%
Conversation	17	34%
Miscellany	6	12%

Conversation takes priority over presentation or discussion and job interview though the difference is slight. It is understood as most of the students are familiar with conversation.

The result pictures students as learners who consciously know the importance of speaking. Knowing the importance is a trigger for the students to speak. What the writer has to do is providing a conducive atmosphere (Murdibjono, 2001) in which the students are eager to share their knowledge and experience in a presentation or discussion.

Table 4 Significance of Reading

Significance	Respondents	Percentage
Test question	8	16%
Manual	16	32%
Textbook	22	44%
Miscellany	4	8%

Reading textbook is significant. It implies that students deal with some books in English. Compared to answering test question, reading manual is more important. It stands to reason as CESP students read a lot of manuals/instructions. Both evidence students' definite purpose of reading which is in line with the purpose of ESP teaching stated by Baradja (2004) and Suryawinata (1993).

Table 5 Significance of Writing

Significance	Respondents	Percentage
Test question	8	16%
Report	10	20%
Abstract	25	50%
Miscellany	7	14%

Abstract writing seems to dominate in the table as half of the respondents consider writing skill is significant to writing abstract. It is reasonable since at the end of the study CESP students to write abstract of their final project in English.

The second priority is for writing report. Students consider it is prior to answer test question due to their tasks of writing report after workshop or laboratory practice.

Table 6 Needs of English Material

English	Respondents	Percentage
General	9	18%
Technical	35	70%
Business	2	4%
Miscellany	4	8%

It is clearly shown in the table that most of the students agree to get technical English. When technical English is dominant, it means that the students already know what they need to support their study.

Table 7 Needs of English Teaching

Base	Respondents	Percentage
Grammar	7	14%
High school-like	4	8%
Competence	35	70%
Miscellany	4	8%

Having the same number of respondents with material needs, the choice of English teaching is competence-based. It implies that the students smartly think about the need of skill able to support their hard skill.

Twenty out of fifty respondents stated that English teaching in high school was pleasing, yet only five want to have high school-like teaching. It means that they need refreshment in learning English.

The materials were developed to provide the third semester CESP students of State Polytechnic of Malang models and exercises designed to enliven the students' English skills.

In developing the materials, first the developer got the learning objectives of each unit which cover cognitive strategy, motor skills, and attitude domain (Gagne, 1985). Secondly, she chose the texts as the models that were suitable for the learning objectives.

Each unit comprises four types of exercises as the following: context analysis to assist students understand the text, language point to raise students' grammatical awareness of form and use, writing exercise to direct students to practice their knowledge in making a report, presentation to encourage the students to practice their English.

Data Analysis

The data obtained from the questionnaires were quantified, criticisms and suggestions were classified. Both the verification data from the questionnaires and suggestions from the experts were analyzed to revise the proposed materials. Revisions for the revised material were made when, of course, negative responses was greater than positive ones as the result of the questionnaires from the students and classroom observations. Respectively, the results of classroom observation were used to revise the teaching strategies.

Expert Verifications

With reference to the expert verifications, re-visions were carried out before the revised materials were tried out in the classroom teaching.

Result of Field Try-outs

Having been revised based on the expert verifications, the materials had to be tried out to the students for empirical validation. The questionnaires were randomly given to five present subjects of each class after the implementation of a unit to evaluate the materials. The following is the result with 70 respondents.

Most respondents (71.4%) rated the attainment 'sufficient', 'a lot' was rated by 10% and 'not too much' to learn by18.6%. According to 81.4% respondents the teaching was 'good', 18.6% stated 'moderate'. The complexity was judged 'sufficient' by 84.3% followed by 'too difficult' by 8.5% and 'easy' by 7.2%.

The developer had taken the texts and dialogue from the students' specialist area as suggested by Hutchinson and Waters, the materials were considered 'sufficient' by 64.3% respondents; 'interesting' by 34.3%; and 'not interesting' by 1.4%. According to them the teaching and learning process was not boring, but the comprehension must be cleared. The materials were understood, but the explanations were at a fast pace. Further, they suggested that the teacher should guide the students and be close to them.

They also stated the teaching method was good and interesting, so they were still enthusiastic to join the class in the last periods. Teacher was supposed to maintain the teaching style and give more vocabularies. In conclusion, the content and the method are already based on the student's reason for learning as stated by Hutchinson and Waters.

Result of Interviews

Interviews were also conducted to 30 present subjects from different classes to get the personal background. The interviews were about the English subject marks, the graduates, the attitude, the motivation, the acquisition, the difficulty, the significance, and the learning style. The following is the result.

Most (56.67%) of the students were good at English subject as they got 7- 9. It implies that they will be potential to get good marks in TE 1 Course.

Although vocational high school graduates are expected to enroll in Polytechnic, the numbers of senior high school have been dominant (60%). In such condition, the students' English achievement must be good too as it is noted that senior high school graduates achieve better than vocational high school graduates.

More than a half of the respondents (53.34%) acquire good attitude to English subject. Obviously, it is expected to be a trigger to learn TE 1 Course. While the poor (6.66%) contributes laziness as they were not sure of the benefit of English.

It seems that attitude and motivation are in line. When students acquire good attitude (53.34%) toward English subject, they are expected to be strong motivated to learn TE 1 Course. At the same time the low motivated (13.32%) contributes denial and tire-some as English is not a major subject.

To most students (66.66%) English is not too difficult to acquire. On the other hand, it is difficult to acquire by 16.67% of the respondents. After all it is still a good hint of good TE 1 Course achievement.

Further the difficulties vary from grammar (33.33%), vocabulary (30%), to speaking (20%). They become inputs to consider, especially the 16.67% who have difficulty in grammar, vocabulary, and speaking. The learning activities of the developed materials are expected to cover the difficulties.

According to 50% of the respondents English acquisition is significant, but not much for 13.32%. It seems that significance has a close relationship with attitude and motivation. Logically, when students know the significance, they will have good attitude and strong motivation.

Concerning the learning style, 63.34% of the respondents like to learn in group which is agreeable with a CTL component of learning community. However, 16.67% is still confident with teacher-centered style.

Result of Validations

The developed materials were verified by experts to get some feedback to revise the materials. Next, the revised materials were tried out in the classroom teaching, evaluated, and revised again when necessary to get expert and empirical validations.

Table 8 is the result of expert validations.

Table 8 Result of Aspects Validations

Aspect	Very good	Good	Poor
1.Instructional Objectives		vv	
2.Theory of Learning	v	v	
3.Theory of Language		v	v
4.Validity		vv	
5.Authenticity of Language		vv	
6.Appropriateness of Topics	v	v	
7.Currency of Topics		vv	
8.Proficiency Level		v	v
9.Variety from Control to Free		v	v
10.Clarity	v	v	

Having been discussed and revised, the validations result in good ranging of the tasks. The tasks provide authentic activities and contexts. In addition, they are challenging to think since the students have got some subjects dealing with the topics. As a result, students are able to link their learning with their daily lives. In other words, the learning activities are appropriate for the designated level.

Product of Developed Materials

Having been verified, revised, tried out, and re-cycled, the communicative skills-based materials were completed. Out of 50 respondents, 94% state the appropriateness is of high relevance as the reading materials supply topics relevant to civil engineering. The areas of good material criteria are indicated by 64% who agree that the complexity is moderate, 20% state that the materials are easy, and 16% state they are difficult. A material is said to be good when it is neither too difficult nor too easy for the learners (Baradja, 2004). It is supported by 54% who agree that the materials are applicable, 44% sufficient, and 1 respondent agrees they are less applicable.

Brain storming is sufficiently given in teaching and learning process according to 72% respondents and 20% say 'often'. It means that constructivism contained in the materials meets approval.

Question and answer of questioning component is said to be 'sufficient' by 52% and 'often' by 42%. Another CTL component of inquiry represented in problem solving is 'sufficient' according to 56% and 'often' according to 40%.

Group work and discussion—the representation of learning community—gets 58% for 'sufficient' and 22% for 'often'. It implies that learning com-munity has been sufficiently accommodated.

Concerning the instruction and example as modeling, 'sufficient' is in the first position with 50%, 'clear' with 44%. It means that modeling has been carried out well.

Following 'often' with 58%, 'sufficient' with 42% occupies the second position in authentic assessment which is represented in presentation. It means that authentic assessment has been conducted very well.

At the same time reflection—the last component of CTL represented in drawing conclusion—is more than enough. It is proved by 56% who state 'sometimes' and 32% state 'often'.

CONCLUSION

The practical understanding of CTL components has met the purpose of the research to develop 7 units of communicative skills-based reading materials appropriate for TE 1 Course of CESP State Polytechnic of Malang. As quoted by Nunan, it is a training operation to meet the demands and relevance of teaching and learning process, so it is completed with appropriate learning activities and assessment techniques.

The materials were developed based on needs analysis which shows speaking as the first priority. This is in line with the institutional objective of State Polytechnic of Malang. Further, this priority was taken into account in the framework of developing communicative materials. Besides, the topics are developed and adapted based on the students' specialist area and teacher's field experiences to make the teaching and learning process interesting and enjoyable as a result of involving students' minds and emotions as stated by Suryawinata.

The inclusion of writing and speaking skills enlivens meaningful learning activities which, in turn, will result in better understanding as they demand learning by doing. Based on the result of CESP judicial decision in the odd semester of 2007 Academic Year, grade B dominated TE 1 Course after the implementation of the developed materials. It shows betterment from C (52.8%) to B (59.1%) with Grade Class Achievement (GCA) of 2.45 to 3.13. the odd semester recycle to 2008 Academic Year

students also resulted better GCA of 2.74 to 3.33.

REFERENCES

Algadrie, L. 2002. *Needs Analysis: Strategic Issue on the Teaching of English for Specific Purpose for the Study of Sciences and Technology.* TEFLIN Journal, Vol. XIII, No. 1, February.

Baradja, M.F. 1999. *Learning-Teaching EFL Reading.* A paper presented at a Seminar on Teaching English in State Polytechnic of Malang.

Baradja, M.F. 2004. *Selayang Pandang Mengenai Belajar Mengajar Bahasa Inggris yang Efektif dan Efisien.* A paper presented in a Workshop on English Teaching and Learning. Civil Engineering State Polytechnic of Malang. June.

Bogdan, R.C, Sari Knopp Biklen. 1998. *Qualitative Research in Education. An Introduction to Theory and Methods.* Needham Heights, M A 02194. A Viacom Company. Third Edition.

Gagne, R. 1985. *The Condition of Learning.* New York: Holt, Rinehart & Winston.

Gebhard, J.G. 2000. *Teaching English as a Foreign or Second Language A Teacher Self-development and Methodology Guide.* The University of Michigan Press.

Hutchinson, T. and Waters, A. 1987. *English for Specific Purposes.* Great Britain. Cambridge University Press.

Johnson, E.B. 2002. *Contextual Teaching and Learning.* California: Corwin Press, Inc., Thousand Oaks.

Latief, M.A. 2002. *Pembelajaran Bahasa Inggris Berbasis Konteks.* Bahasa dan Seni, Jurnal Bahasa, Sastra, Seni, dan Pengajarannya. Tahun 30, Nomor 2, August.

Nunan, D. 1993. *Syllabus Design.* Oxford University Press.

Nurhadi, B.Y. dan Senduk, A.G. 2003. *Pembelajaran Kontekstual dan Penerapannya dalam KBK.* Penerbit Universitas Negeri Malang.

O'Grady, W., Dobrovolsky, M. and Aronoff, M. 1989. *Contemporary Linguistics An Introduction.* Canada. Copp Clark Pitman, Ltd.

O'Malley, J.M. and Pierce, L.V. 1996. *Authentic Assessment for English Learners.* Longman.

Suryawinata, Z. 1993. *Methods and Materials in ESP.* Paper presented at the 40th TEFLIN Seminar. February.

IMPROVING READING AND SPEAKING SKILLS
THROUGH PROJECT-BASED LEARNING FOR EFL STUDENTS
IN THE FORM OF STUDENT-MADE MAGAZINE

Lia Agustina
State Polytechnic of Malang

ABSTRACT

Students of the Accountancy Department of the State Polytechnic of Malang had limited knowledge of English, and it was determined much by inadequate strategy applied. Students who are studying at the second year at this department were exposed to English texts provided by the teachers, therefore, they were not prepared to read authentic texts, longer passages or let alone reading them independently. Furthermore, students also found hindrances in expressing themselves orally. They were frequently reluctant to express their ideas, even when they were asked by the teacher. These students also admitted that their main problem was their limited vocabulary skill. In this department, reading, speaking, and structure were taught separately, not integrated while vocabulary had never been given priority, as it was taught during the teaching of other skills. This article is a report of a research to see how the students-made newsmagazine through project-based learning can be implemented effectively to develop their English reading and speaking skills.

This action research was implemented for one semester of 14 meetings. The students were assigned to have extensive reading through which they would experience authentic reading exposure and collect new words. Then, the new words should be learned and memorized by putting them in sentential contexts on their summaries and synthesis of the articles the students had chosen, read and produced the oral report of retelling activities. The students were assigned to summarize 3 authentic articles based on their interest and level of difficulty. This strategy was proved effective in improving students' English reading and speaking skills. For further researchers, however, it is suggested that they conduct similar studies on integrated courses that emphasize on improving students English' proficiency. They are also suggested to implement the project for two semesters.

Key-words**:** extensive reading course, reading skill, speaking skill, individualized vocabulary learning, project-based learning, students-made magazine.

Perhaps the most important ability that non-English-speaking students need is reading. Reading is a crucial tool that aids the learning process. However, in some schools adequate strategies for teaching reading sometimes are not applied. Teachers who prefer traditional approach often stand in front of the class, enjoying their lectures but getting no feedback from the learners, as there is no interaction between the text and the learners or among the learners themselves. The teaching of reading may be viewed as a kind of dramatic monologue. This way, the teacher is the only speaker and the students are being passive recipients rather than active, who have got practically nothing to do other than listen to what the teacher says, whether they understand or not. The teaching strategy happens in grammar/translation classrooms. In these classrooms learners typically spent years of learning English and yet many of them were still unable to use the language effectively. They often knew a good deal about the language but were unable to use this knowledge to communicate appropriately and effectively outside the classroom. Students had a basic foundation of language knowledge but they did not know how to put that knowledge to active use.

A teacher, however, can create an ideal classroom situation by introducing a strategy in which the emphasis is on the student. As Collie and Slater (1987: 8) suggest, "Put fresh momentum into teaching of literature, by stimulating students' desire to read and encourage their responses." The use of the strategy would lead to greater sensitivity to the language learning process on the part of students and would make students to be more independent, to be critical thinkers, and to be lifelong learners (i.e., students learn to take responsibility for their own learning that will be the basis for working cooperatively and effectively with others).

The use of adequate strategy also supports of the materials given by the teacher. As stated by Richards and Renandya (2002:122) ".... strategies can facilitate the internalization, storage, retrieval or use of the new language." Strategies are tools for the self-directed involvement necessary for developing communication ability. Furthermore, they stated that language programs and the teachers who work in programs should therefore set out to provide learners with efficient learning strategies, to assist learners in identifying their own preferred ways of learning, to develop skills needed to negotiate the curriculum, to encourage learners to set their own objectives, to encourage learners to adopt realistic goals and time frames, and to develop learners' skills in self-evaluation.

To accomplish the importance of applying adequate strategy, Nunan (1999) stated that learning strategies are the mental and communicative procedures learners use in order to learn and to use language. Richards and Rodgers (1986) cited in Nunan (1999) stated that teachers should teach students the language, not about the language. So adequate strategies are needed as the use of the strategies will arise students' motivation in learning language. Motivation is another important aspect to be considered to achieve the goal of the course and to improve the students' knowledge. As said by Dulay (1982), motivation in second language acquisition may be thought of as the incentive, the need, or the desire that the learner feels to learn the second language. Gardner, et al. (1972) cited in Ur (1996) stated that various studies have found that motivation is very strongly related to achievement in language learning.

A lot of strategies could be implemented in the classroom. Project-based learning is one of the models which are different from traditional teaching since the focus is put on the learners. Learners have the opportunity to work more autonomously and build their knowledge as they personally construct meaningful facts that are representations of their learning. Project-based learning provides learners the opportunity in depth investigations of worthy knowledge.

One of the more prominent benefits of the research is how projects are used to encourage active inquiry and empower students to take part in their own learning. A project allows students and teachers alike to focus and to study a central idea in depth. Content is more meaningful to students because it is real world learning and students can look at their work in a way that is interesting to them. Students can collaborate together to explore ideas. The process of working on a project will help students display independence and construct their own knowledge through questions that they have or developed with the class.

The students of the Accountancy Department-State Polytechnic of Malang are not motivated in learning English. Some students feel that they have limited knowledge and lack confidence in practicing English. They feel they cannot appropriately comprehend the materials that are delivered by their teachers.

A project allows students and teachers alike to focus and to study a central idea in depth. Content is more meaningful to students because it is real world learning and students can look at their work in a way that is interesting to them. Students can collaborate together to explore ideas. The process of working on a project will help students display independence and construct their own knowledge through questions that they have or developed with the class.

The students of the Accountancy Department-State Polytechnic of Malang are not motivated in learning English. Some students feel that they have limited knowledge and lack confidence in practicing English. They feel they cannot appropriately comprehend the materials that are delivered by their teachers.

A project allows students and teachers alike to focus and to study a central idea in depth. Content is more meaningful to students because it is real world learning and students can look at their work in a way that is interesting to them. Students can collaborate together to explore ideas. The process of working on a project will help students display independence and construct their own knowledge through questions that they have or developed with the class.

The students of the Accountancy Department-State Polytechnic of Malang are not motivated in learning English. Some students feel that they have limited knowledge and lack confidence in practicing English. They feel they cannot appropriately comprehend the materials that are delivered by their teachers. There are a lot of causes of the case above but one of the possible causes is the strategy applied is not adequate enough, since some of the teachers still maintain the traditional approach. Ironically, Polytechnics is designed to emphasize the practice rather than the theory. To face the global era, the paradigm that has been applied for years needs to be changed. Project-based learning as a modern approach should be a solution to solve the Polytechnic's problem to exist and compete with other universities. The characteristics of the project-based learning are needed by Polytechnic students, because the projects allow students to empower their own learning. The project gives an opportunity to develop skills such as to work in a team, to solve problems, to do research, to manage times, to synthesize, to use technology tools, to be independent workers, to be critical thinkers and to be lifelong-learners; those skills are quite appropriate with the Polytechnic-students working

field later on. These difficulties were due to some factors, one of which was the inadequate teaching strategy applied in the classroom

A preliminary study was carried out to identify the students' problems. It was done by doing an observation and informal interview during the learning process of the reading class. The second preliminary study was done by giving a pre-test to the students to see the students' problem. From the data that have been taken it was found out that the students' reading comprehension and speaking skills were still poor. It was proved by the result of the students' pre-test which shows that all the subjects got below the score of 6 with the points 60 (for 23 students) and 80 (for 2 students). While the criteria of success of the reading and speaking' score should be 7 with the total points 125. Seeing the result of the fact above the students' ability has to be improved by employing an adequate strategy, and there a lot of strategies that could be implemented. Project-based learning is one of the models which are different from traditional since the focus is put on the learners.

PROJECT-BASED LEARNING
According to Bruner (1973) the basic ideas of project-based learning are based on various socio-constructivist schools of thought and other modern instructional theories. Socio-constructivism means an understanding of learning that stresses the importance of constructing knowledge based on previous knowledge and interaction with the social environment. Thomas, Mergendoller, and Michaelson (1999) said that socio-constructivism as a set of pedagogies uses strategies like project-based learning.

The Edu Tech Wiki online article (Project-based learning, 2007, 1-5) defines project-based learning as a model for classroom activity that shifts away from the classroom practices of teacher-centered lessons and emphasizes learning activities that are student-centered, and integrated with real world issues and practice. The projects usually require several steps and some duration-more than a couple of days and up to a semester. The projects also require cooperative group learning. The projects may focus on development of a product or performance and require students to conduct research, to solve problems, and to synthesize information. Although projects as a methodology are not a new concept, the model is an effective application to support many tasks facing teachers today by applying authentic assessment, infusing higher-order thinking skills, guiding life choices, and providing experiences that tap individual student interest.

Similar to the above definition, Collins, Brown and Newman (1989) define project-based learning as

a project which allows learners to identify and formulate their own problems. The goals they set as well as the unexpected discoveries they will make during interaction with the environment serve as guides. To accomplish the definition of project-based learning, Blumenfield (1994:1) describes project-based learning as "activities…conducted...as a way for students to learn subject matter concepts in depth as well as promote other life skill objectives". Chard (1995:2) explains that "the model for project-based learning is to shift away from the classroom practices of short, isolated, teacher-centered lessons and instead emphasizes learning activities that are long-term, interdisciplinary, student-centered, and hands-on".

Project-based learning should be based on the curriculum, as it is said by Thomas et al. (1999). Project-based learning is a teaching and learning model; it is a curriculum development and instructional approach that emphasizes student-centered instruction by assigning projects.

To get a clearer picture of the above definition, project-based learning is: engaging learning experiences that involve students in complex, real-world projects through which they develop and apply skills and knowledge. The learning require students to draw from many information sources and disciplines in order to solve problems. The outcomes can be identified up-front, but in which the outcomes of the student's learning process are neither predetermined nor fully predictable. The outcomes are also experiences through which students would learn to manage and to allocate resources such as time and materials.

In this approach, students create knowledge and understanding through learning activities that built intellectual inquiry and a high degree of engagement with meaningful tasks. Within the context of this approach, projects take the role traditionally afforded to assessments such as tests and quizzes.

The importance To Incorporate Project-Based Learning Into Classroom Instruction
Project-based learning is a teaching strategy that emphasizes on the students. This model could be implemented on the learning strategy by assigning projects. It gives opportunities to students to work more independently and realistically to generate products. The activities enable students to synthesize knowledge and to individually solve problems in a curricular context (Project-based learning, 2007, 1-4). The project creates problems that function as a curriculum organizer and a instructional strategy that presents a problem that is relevant and related to the context where students are the stakeholders. Students develop strategies to enable themselves and to direct their own learning.

When students experience a problem in context, they are more likely to make connection and thus see the value in what they are learning. Newberry and Hughes (2006) rigorously explain that project-based learning will:

- Help students develop skills for living in a knowledge-based world and society. Solving highly complex problems requires that students to have skills on reading, writing and also foundation skills (teamwork, problem solving, research, time management, information synthesizing, and using technology tools).

- Add relevance to the learning. By bringing real-life context and technology to the curriculum through project problems, teachers encourage students to become independent workers, critical thinkers, and lifelong learner. Students learn to take responsibility for their own learning. They will form the basis for working cooperatively and effectively with others in their adult life.

- Challenge students to high rigor. When working toward a solution to a problem, students often find themselves acquiring higher levels of academic skills and knowledge than if they were taught such skills in isolation.

- Promote lifelong learning. Exposure to activities, projects and problems teaches students to take control of learning, their first step as lifelong learners. Project-based learning promotes metacognition and self-knowledge. Student generate strategies for solving problems by gathering, analyzing, and testing their data, sharing their findings with determining solutions. Thus, students develop the abilities to work with peers, work in teams, and develop group skills.

Table 2.1 below shows a curriculum model that uses the three modalities. Students are engaged in three level thinking: the cognitive, the novice metacognition, and the expert metacognition. The curriculum is developed and designed to engage students in activities, projects, problems to incorporate all aspects that enable students to investigate and to explore the stated lesson. The best way for students to understand their learning is to experience the process in addressing the problem and in designing solution. For example, the direct experience of "walking in students' shoes" is to solve problems and to design projects that help teachers to reflect on the learning activities and to prepare teachers for their own teaching.

EXTENSIVE READING

Palmer (1991 cited in Day & Bamford, 2000:5) defines extensive reading as "rapidly reading book after book". In this reading activity readers' attention should be focused on comprehending of the text. Extensive reading is different from intensive reading which means "take a text, study it line by line, referring at every moment to dictionary and grammar rules, translating and retaining every expression that it contains."

Similar to Palmer's definition, West (1993 cited in Day & Bamford, 2000:6) defines "supplementary reading", or extensive reading as a reading activity that aims at the development to the point of enjoyment of the ability to read the foreign language and that involves the methodology of taking care of individual differences and encouraging the reading habit.

As stated in *Longman Dictionary of Language Teaching and Applied Linguistics*, 1974, extensive reading is intended to develop good reading habits, to build up knowledge of vocabulary and structure, and to encourage a liking for reading. This definition implies that extensive reading also affects the increased general second language competence.

For the present study, encouraging students to

Table 2.1 The Model of Curriculum Development Using Project-Based Learning

ACTIVITIES	PROJECTS	PROBLEMS
Level 1: Cognitive	Level 2: Novice Metacognition	Level 3: Expert Metacognition
students are engaged in designing, researching, investigating, computing and comprehending information in a directed learning environment.	students begin to monitor their own thinking and develop strategies to solve problems in an environment that is long-term, interdisciplinary, student-centered and integrated with real world issues.	students understand the nature of a problem and self assess their knowledge in an environment that promotes their investigating designing, testing, applying revising and explaining and developing strategies to enable and direct their own learning.

POWERFUL OPPORTUNITY FOR STUDENTS LEARNING

read extensively and maximizing the extensive reading course would hopefully result in an increased general second language competence. To be more specific, this extensive reading course will aim to gain students' comprehending, summarizing, synthesizing and finally students' improvement in both reading and speaking skills.

The Role of Extensive Reading

Some experts propose strong reasons for defining the effectiveness of extensive reading. Nation (2000:150), for example, points out three reasons why learners can develop best through extensive reading. First, reading is essentially an individual activity, and therefore, learners of different proficiency levels could be learning at their own level without being locked into an inflexible class program. Second, having an extensive reading activity, students are allowed to follow their interests in choosing what to read, and, thus increase their motivation for learning. Third, extensive reading provides the opportunity for learning to occur outside the classroom.

Bell (1998) mentions ten roles of extensive reading, some of which are put in this section due to their relevance to this study. First, it can provide "comprehensible input". An extensive reading activity will lead to language acquisition provided that certain conditions are met. These conditions include adequate exposure to the language, interesting material, and a relaxed learning environment. Second, extensive reading can enhance learners' general language competence. Some studies that the source is taken from Online English teaching Forum (2007) have proven that through extensive reading students' word cognition and reading skill as well as their oral and written skills are improved. Third, extensive reading can increase the students' exposure to the language. An exposure to the language is seen important since learners can acquire new forms from the input, and this requirement is more essential for foreign language learners who usually lack natural exposure from their environment. Finally, extensive reading can as well motivate learners to read. The reading materials of an extensive reading program that address students' needs, tastes, and interests will energize and motivate students to read the articles, and thus will advance the reading habit.

Because of the prominent roles of extensive reading, the present study tries to develop students' reading and speaking skills through project-based learning using newsmagazine which is assigned as extensive reading materials.

2.3 Oral Reports

Oral reports as the follow-up activity of an extensive reading course is considered appropriate in the case that extensive reading is aimed to improve students' production of spoken language. In this activity students were assigned to have an oral report on the articles they had read. The oral report was done in small groups.

To be a better speaker, a learner should practice speaking as much as possible. A rich input does not function effectively when it is not followed by a lot of speaking practice opportunities. Thus, in the present study, the follow up of the extensive reading course was an oral report that was expected to provide students with opportunities of speaking practice. Furthermore, as stated by Schmidt (1998), maximizing high interest input in any form is potential as a resource for communication in the classroom. When students spend their time for communicating, they need something to communicate about. Students' own thoughts, feelings, and experiences are common sources whereas reading can expose students to new experiences and points of view that can be shared and discussed. Extensive reading, thus, not only contributes directly to acquisition but also aids skill development by providing content for meaningful interaction in the classroom.

Retelling as one form of the oral reports was employed in the present study. This technique was considered appropriate due to some reasons. First, retelling could solve the problem of "having nothing to talk about". Students who hesitate to communicate would find retelling helpful since they did not need to make up their own stories; this activity could even enrich their schemata. Second, retelling could improve students' speaking fluency. A study conducted by Revert and Nation (1991:84) reveals that retelling the same stories three times to different listeners with decreasing time for each retelling could make substantial gains in speed of speaking and reduce the number of hesitations in the retelling. Finally, this technique allowed learners to perform at a level higher than their normal level of fluency.

In the present study, the oral reports as the follow-up activity of the extensive reading were performed for four times. As the students were asked to find three articles, every article should be summarized in the form of written and oral reports. The synthesizing of the three articles was presented in the performance of small seminar. Every group that contains six members presented each of their synthesis of their made magazines. There would be a moderator who helped run the seminar.

RESEARCH DESIGN
Below is a short description of the research design.

The Problem and Objective of the Study
In line with the background of the study, the formulated research problem is

"How can the students-made newsmagazines through project-based learning be implemented effectively to improve English Foreign Language students' reading and speaking skills?"

In accordance with the problem of the study, this study will be directed to develop a model of implementing students-made newsmagazines through project-based learning in improving EFL students' reading and speaking skills effectively.

The Significance of the Study

This study is expected to give contributions as the following:

a. The model will be used to improve EFL students' reading and speaking skills and later to enhance further learning of English in general.

b. Theoretically, the result of the study can enrich teachers' knowledge of alternatives/variations in the teaching of extensive reading and speaking skills.

c. Other classroom researchers could consider the implementation of this procedure in the years to come, and experimental studies are recommended to find out whether or not project-based learning could be more successful than conventional learning course.

English reading and speaking are taught separately at Accountancy Department-State Polytechnic of Malang. In the reading subject, the teacher creates questions to see the students' comprehension and asks students to find some new vocabularies in the dictionary from the texts given. For in depth step, the teacher asks the students to memorize the new vocabularies and the teacher tests the students' memorization, but sometimes the teacher asks the students to find the synonym/antonym and use the new vocabularies in the sentences. While for the speaking subject, the students are given topics, such as the topic of *likes, dislikes, preferences*, and asked to practice the topic given with a partner or in a group of three.

Accountancy Department-State Polytechnic of Malang does not apply thematic or integrated method. The topics among the structure, reading, speaking and writing subjects do not relate to each other. Every subject works independently.

In the new model, the teacher-researcher proposes to ask students to be critical thinkers, to work independently, to work in teams, to share ideas, to appreciate some one's ideas, to manage times, to do research, as well as to find problems and solutions. The result of the project given is reported in the form of written and oral report. From one project the students learn four skills in at time: reading, writing, listening and speaking as well as apply the skills at the same time.

This study is an action research, which focuses on a certain class. As defined by Carr and Kemmis (in Mc.Niff, 1993:2) action research is a form of self reflective inquiry undertaken by educational participants (teacher, student, or principals) in order to improve the rationality and justice of (a) their own educational practices, (b) their understanding of these practices, and (c) the situations in which these practices are carried out. The linking of the terms 'action and research' highlights the essential features of the approach: trying out ideas in practice as a means of improvement and as a means of increasing knowledge about the curriculum, teaching and learning.

Figure 3.1 the steps on the action research
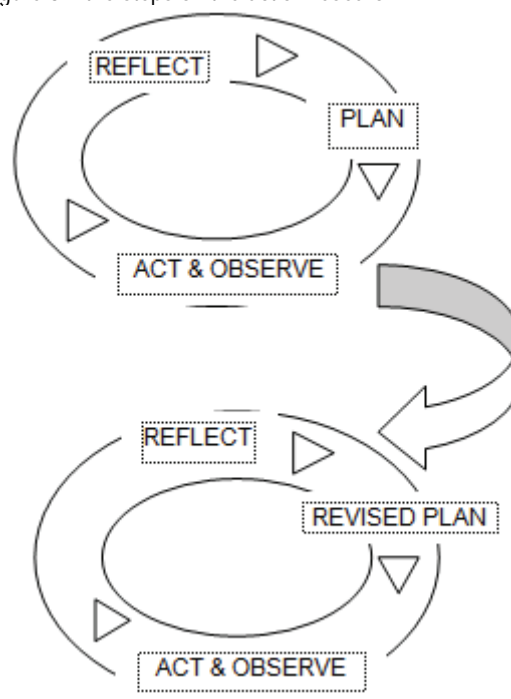
Lewin (in Kemmis and Taggart 1992:8) described action research as proceeding in a spiral of steps, each of which is composed of planning, action and the evaluation of the result of the action. Kemmis and Taggart (1992:11) define planning as constructed action and by definition must be prospective to action-it must be forward looking. It must be recognized that all social action is to some degree unpredictable and therefore somewhat risky. The general plan must be flexible enough to adapt to unforeseen effects and previously unrecognized constraints. While action is deliberate and controlled-it is a careful and thoughtful variation of practice, and is critically informed. Furthermore, they mention that observation has the function of documenting the effects of critically informed action and reflection recalls action as it has been recorded in observation, but it is also active. The last step in a circle is reflection. Reflection seeks to make sense of processes, problems, issues and constraints made

manifest in strategic action. Action research is a dynamic process in which these four moments are to be understood as moments in the action research spiral of planning, action, observing and reflecting.

Taking into consi deration of the students' poor reading and speaking' skill that the teacher-researcher's face in the classroom, the present study tried to apply project-based learning to develop students' reading and speaking skills. Thus, the classroom action research in this study was implemented for the purpose of improving the rationality and justice of the practice of project-based learning through students-made newsmagazine that can improve students' reading and speaking skills, the understanding of this practice and the classroom situation in which this practice was carried out. This study was initiated with the general idea of how students' reading and speaking skills could be improved. Then the reconnaissance (facts and findings analysis) was conducted. Following the reconnaissance was the designing of the general plan. The general plan then implemented and monitored.

Finally, the reflection was conducted in order to identify all facts including the success and the failure in the implementation as well as the effects of the teaching strategy.

Individual teacher-research approach was implemented in this action research. In this approach the teacher-researcher herself took the role as the classroom teacher.

THE ACTUAL CLASSROOM ACTION

This study was initiated with the general idea of how students' reading and speaking skills could be improved. Then the reconnaissance (facts and findings analysis) was conducted. Following the reconnaissance was the designing of the general plan. The general plan was then implemented and monitored. Finally, another part of reconnaissance was conducted in order to identify all facts including the success and the failure in the implementation as well as the effects of the teaching strategy applied. The writer uses the action research procedure adapted from Elliot, 1992.
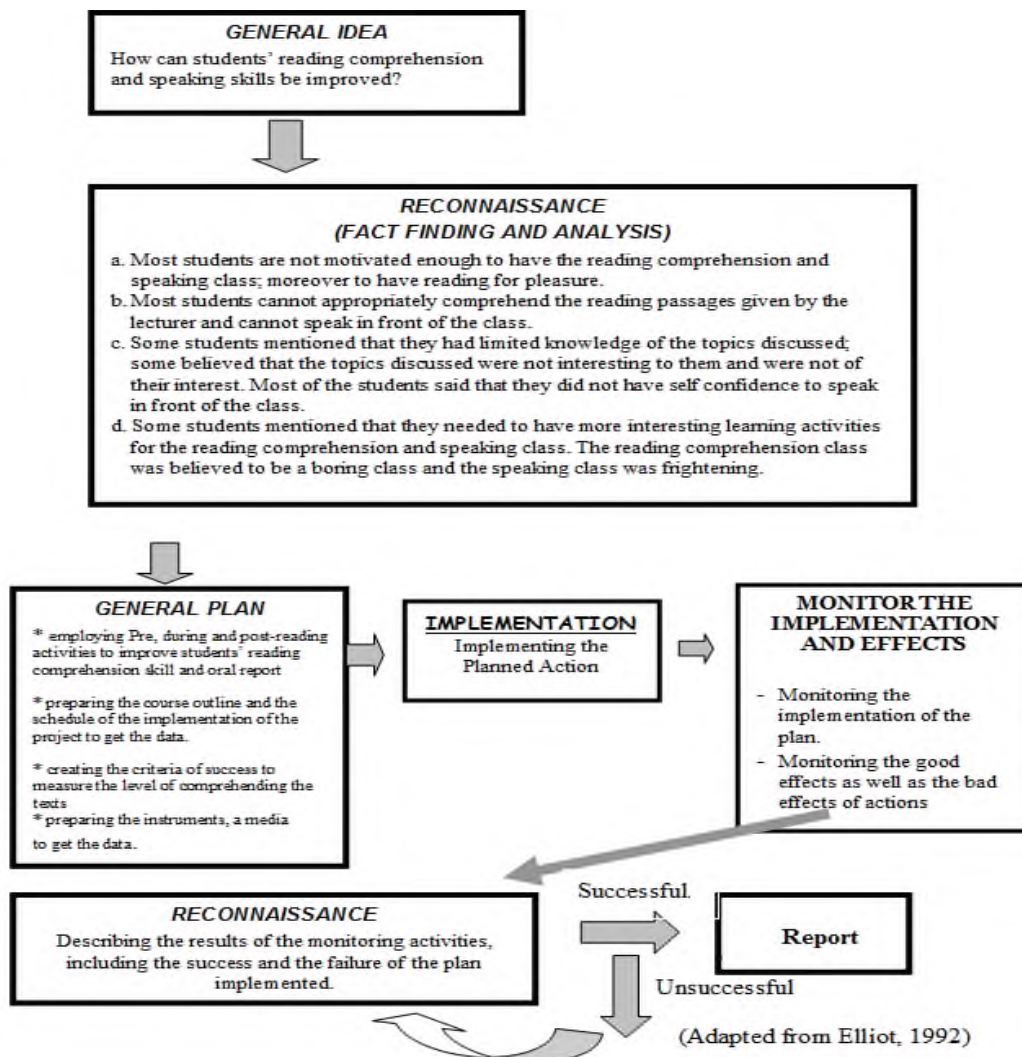

Figure 3.2 The Classroom Action Research Procedure.

The plan was implemented for one semester of 14 meetings with two meetings for doing the pre-test and four meetings for having the post test.

The initial implementation of the plan was on the fourth meeting since the first and the second meetings were for the project information and the pre-test to see the students' ability and the source problems. The third meeting was for informing the project-implementation. The result of the pre-test showed that the students 'ability was in the level of very unsatisfactory either on reading skill or on oral report. The students got problems on comprehending texts and on delivering spoken language. One of the source problems of the students was on their limited vocabulary. To overcome this problem, the teacher-researcher initiated to apply word memorization based on the words-articles they had chosen and expected those words would be implemented on their summaries and oral report. The word memorization was initiated on the consideration that by having more vocabularies the students would find it easier to comprehend the articles and easier in producing spoken language. This idea worked well as the teacher-researcher also built the students 'personal responsibilities for their own learning or developing students 'long-term motivation to accomplish the tasks for the students' own needs. This was in accordance with Ur's idea (1996) that teacher's authoritative demand alone would not lead to higher motivation and better achievement. Teacher's authoritative demands should be accompanied with students 'involvement in the decisions.

The task of collecting at least 25 words for every meeting was successfully accomplished by the students. When they were absent, not attending the class on the session of the quiz, they would try to keep the target in the following meetings. This meant that the teacher-researcher was successful in motivating students to accomplish all of the given tasks. Furthermore, this good result could be the result of how the teacher-researcher gave reinforcement toward students' work and of how she gave reward and punishment to her students. She rewarded her students' good works by granting excellent scores and gave punishment in the form of warning and poorer scores. Getting good scores would increase the students' motivation to accomplish the next tasks. In other words, the reinforcement became the new stimulus for the students to do better in the future. Brown (1980) suggested that "students who could not retrieve the meaning of certain words were allowed to see the context without seeing the meaning of those words." It was used to keep the students' motivation otherwise the students would get bored in opening the dictionary for every time the students faced new words.

The new words put in sentential contexts were also fruitful for the students to retrieve their memory. The students directly implemented what they had learned to the real practice, either in the written or spoken form.

Regarding the plan implementation in meeting four, all students found problems in reading authentic texts taken from English magazines or in the texts from the internet. Most of them could not summarize the news articles appropriately. In filling out the students- activities' sheet they just quoted sentences from the authentic text. Thus, it could be concluded that these students were not capable enough to read authentic texts. Their language proficiency, in this sense, their reading ability was adequate for reading simplified materials only, and it was not for authentic texts. This finding motivated the teacher-researcher to ask the students to adopt the language of the authentic materials with the simplest language they could find in the English magazines or texts from the internet. This solution was in accordance with what was stated by Day and Bamford (2000) who said that when language learners found problems with difficult language in the reading text, simple language is considered the solution.

In the teacher-researcher's mind authentic materials were considered important and needed to be continued on finishing the project because these authentic materials helped the students to improve their reading skills as well as to introduce them to content that was interest to the students. This finding is the same line with Wikipedia online article (Project-based learning, 2007, 1-4) that said that content is more meaningful to students because it is real world learning.

Applying the steps on developing students 'reading skill in comprehending texts (including applying the technique of summarizing) was very fruitful to the students to keep their project. The students were really helped with that guidance. That guidance provides students with opportunities to practice a variety of reading subs skills as well as strategies for dealing with new topics, long passages, difficult passages, and unfamiliar vocabulary. Thus, the students could develop flexible reading skills and strategies that will vary according to the purpose of the reading task and the nature of the reading passage. The activities on the development of reading skills could also serve as a stimulus for the oral report they had to do.

Students' interest in certain topic played important role in motoring them to keep on their project. All students completed the students-activities' sheets happily. The sheets included short summary, students' personal response toward the

article to be read and the strategies used to develop reading skill. To the teacher-researcher's detailed observation on the subjects' summary in the project planning form (students- activities 'sheets), it turn out that some students were good enough in writing the summary but some did not write the summary appropriately. The good point was that all students tried to write their own short summaries. This good point could be the result of students' high enthusiasm in doing the tasks as well as the teacher-researcher's success in motivating her students to work at their own attempt. Furthermore, this success was also the result of students-teacher close relationship that was believed able to increase students' intrinsic motivation to learn (Brown, 2001).

Writing summary using new words memorization for extensive reading seemed to be a good practice as stated by Bell (1998), summary writing in extensive reading was a valuable practice because it allowed learners to control both the main factual or fictional content of a story, and of the grammar and vocabulary used to express it. Moreover, this summary helped them elevating their speaking fluency since students already equipped themselves with correct content of the story as well the control of grammar and vocabulary to be used in the retelling activities.

The oral report activities as the following activity from the extensive reading were proven very effective in anticipating common problems encountered by students to produce oral language. First this technique could anticipate *"the having nothing to talk about problem."* All students of the present study participated in the oral report activity since they always had report to be told either to the teacher, to the partner or to the audience. Second, all students did not hesitate to do the oral report since they did not need to make up their own stories. Third, by practicing at least 4 times to do the oral report, students had the chance to improve their speaking fluency. In short, to do the oral report as the follow –up activity of extensive reading was effective in improving students' speaking' skill. All of these findings were in the same line with Schmidt' finding (1998) that discovered the success of extensive reading followed with conversation activities.

Students' self confidence was believed influential to their speaking performance, and this was observed by the teacher-researcher. Some students who actually possessed good speaking skill could not perform adequately due to their poor self-confidence. To solve this problem, the teacher-researcher ensured all students that they actually could perform better when they possessed higher self-confidence. She further stated that to be able to improve their speaking skill, students should be brave enough to practice and should not be afraid of

making mistakes. Mistakes were informed as common things that could be tolerated and even the students could learn from the mistakes made. In short, increasing students' self-confidence was believed to be very essential in building their intrinsic motivation to learn (Brown, 2001).

Furthermore, based on what the teacher-researcher observed, giving a project to the students was the right strategy to be implemented. This is a learning strategy that gives opportunities to the students to work more independently and realistically to generate a product. These activities enabled students to synthesize knowledge and to solve problems individually. The students developed strategies to enable themselves and to direct their own learning. This finding is supported by Newberry and Hughes (2006) that said "when the students experienced a problem during the process of their learning, they were more likely to make connection and thus see the value in what they were learning."

The Wikipedia online article (Project-based learning, 2007, 1-4) informs that there has been a lot of research conducted by researchers about project-based learning. One of the more prominent benefits is how projects are used to encourage active inquiry and empower students to take a part in their own learning. A project allows students and teachers alike to focus and to study a central idea in depth. Content is more meaningful to students because it is real world learning and students can look at their work in a way that is interesting to them. Students can collaborate together to explore ideas. Student ownership is the true drive of project work. The process of working on a project will help students display independence and construct their own knowledge through questions that they have or developed with the class.

As stated in chapter III, one of the criteria of the present study was that students' reading and oral report scores should at least get 125 points with the score 7, the maximum criteria was 200 points and for the score 10. Then, when reflected to this criterion of the success of the present study, the results of the reading test revealed that twelve students met the target of the criteria while the rest of the students (thirteen students) met above the criteria. The students' increased scores from the pre-test to the post-test indicate that this strategy was helpful to improve students' reading and speaking skills. Thus, what these students really needed was a longer implementation of the plan.

The suggestion to prolong the implementation of the procedure to two semesters was considered important. Students started with very poor vocabulary and low exposure to reading and speaking experiences; thus they need more time to improve their skills. The procedure developed in the present study was considered effective to elevate

both students' reading and speaking skills, and this project needed to be implemented longer than one semester. Two-semester implementation was considered long enough to reach the predetermined criteria.

Table 3,2 The average Score of the Students' Improvement.

pre-test	article 1	article 2	article 3	post test
63	85	91	106	141
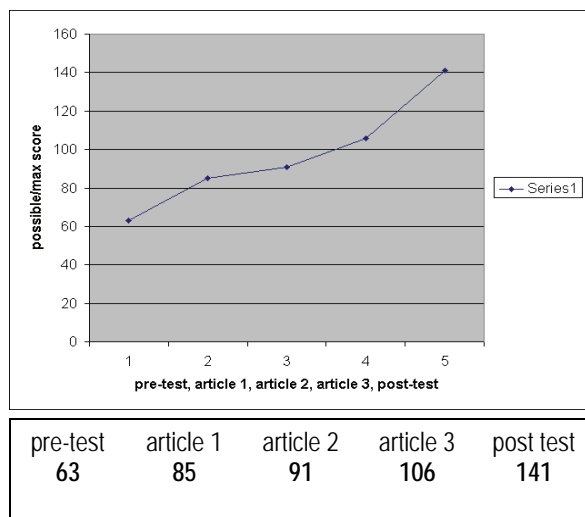
The subjects' reflection as pictures in the questionnaire revealed that most of them believed the implemented plan was quite satisfactory to them. They were quite motivated in conducting the extensive reading, collecting new words, memorizing the collected words, summarizing, synthesizing and participating in the oral report activities. This confirms the filling of the first criterion of the present study.

The average total point of the students pre-test was 63, with the score below 6, while the total point of the criteria of success should be 125 with the score 7. In article 1 the students' ability increase, the total point was 85 with the score still below 6. In article 2 the students' total point was 91 with the score below 6. In article 3, the achievement of the total point was 106 with the score above 6. On the post-test the average of the total point was 141 with the score above 7.

CONCLUSION

Based on the discussion presented in the previous chapter, project-based learning in the form of students-made newsmagazine was done successfully; the model could improve the students' reading and speaking ability, it might be caused by a) the students' involvement on their own learning. Since the students function as the actor of the project who had responsible on generating products in this case producing students-made newsmagazine. b) the result of the products were very attractive, it might be caused by the students' responsibility and

the students' great enthusiasm. c). the students great enthusiasm might be caused by the atmosphere conducted since the teacher-researcher function as a facilitator not a teacher who had a big power in the class. d) the product trained the students became independent students, critical thinkers and promote students to become life-long learner

RECOMMENDATIONS

There are some points worth considering the implementation of the plan of the present study or to conduct a similar study. The suggestions are presented below:

1. Other classroom researchers could use this procedure of improving students' reading and speaking skills through project-based learning in the form of student-made newsmagazine or using other variations with similar issues such as producing a wall magazine. A wall magazine would also be a worth doing.

2. The result of the present study show that students 'reading and speaking study was improved but not to a significant point. Thus, it is recommended, for the following study, to implement the plan in more than one semester.

3. As it was evident in the present study that speaking and extensive reading could be taught in one integrated course, other classroom researchers could also set up an integrated course like this.

4. The Accountancy Department of the State Polytechnic of Malang could consider the implementation of this procedure in the years to come, and experimental studies are recommended to find out whether or not project-based learning could be more successful than the conventional learning course.

REFERENCES

Bell, T. 1998. Extensive Reading: Why? And How? *The internet TESL Journal*, 4 (12) 12 December 1998.

Bruner, J. 1973*. Going The Information Given.* New York: Norton.

Bigge, M.L. 1982. *Learning Theories for Teachers* (4th ed). New York: Harper & Row Publisher Inc.

Burke, K. 1999. *How to assess Authentic Learning*. USA. Published by SkyLight Professional development. United States of America.

Blumenfield,, P.C., Soloway, E.M., Krajcik, R.W., Guzdial, M., Palinscar, A. *Motivating project-based learning: Sustaining the doing, supporting the learning*. Retrieved February 10, 2007 from http://pblmm.k12.ca.us/PBLGuide/ AssessPBL.html

Bogdan, R.C., & Biklen, S K. 1992. *Qualitative Research for Education-An Introduction to Theory and Methods* Needham Heights. By Allyn and Bacon-A division of Simon & Schuster, Inc.

Collie,.J., & Slater, S. 1987. *Literature in the language classroom*. USA. Cambridge University Press.

Collins, A., Brown, J.S., & Newman, S.E. 1989. Cognitive Apprenticeship: Teaching the craft of reading, writing and mathematics*,* in L.B Resnick (ED),*Knowing, Learning and Instruction: Essays in Honor of Robert Glase.* Hillsdale, NJ, Lawrence Erlbaum Associates, p.453-494.

Day, Richard R & Bamford, J. 1997. *Extensive Reading:What is it? Why Bother?* Retrieved January 02, 2007 from http:/langue.hyper. chubu.ac.jp/jalt/pub/tlt/97/may/extensive.html

Day, Richard R & Bamford, J..2000.*Extensive Reading in the Second Language Classroom.* New York:Cambridge University Press.

Dillenbourg, P.D. S & Synteta, V. 2002. *Virtual learning environment,* on line article-Website Home page-2007. Retrieved February 10, 2007 from www.yahoo.com.

Dulay, H., Burt, M., & Krashen S. 1992. *Language Two.* U.S.A. New York Oxford University Press, Inc.

Elliot, J. 1992. *Action Research for Educational Change.* British. Philadelphia: Open University Press Milton Keyness.

Education Up Close-Engaging Students With Project-Based Learning. New York Published by Glencoe/McGraw-Hill Companies, Inc., 1221 Avenue of the Americas, Retrieved February 10, 2007 from http://projects.coe.ugaedu/epltt/ index.php.

Hughes, E and Newberry P. 2006. *Project lead the way.* Clifton Park NY. Retrieved February 10, 2007 from http://projects.coe.ugaedu/epltt/ index.php.

Hess, N.1991. Headstarts: One hundred original pre-text activities. New York:Longman

Nation, I.S.P. 2000. *The language learning Benefits of Extensive Reading*. Retrieved January 02, 2007 from http://langue.hyper.chubu.ac.jp/jalt/pub/ tlt/index.htm.

Nunan, D. 1999. *Second Language Teaching & Learning.* Boston, Massachusetts. U.S.A Heinie & Heinie Publishers. An International Thomson Publishing company.

Project Lead The Way. Retrieved March 08, 2007 from http://www.pltw.org/APPBL.Learning. shtml.

Project-Based learning. Retrieved January 02, 2008 from http/www.Edu Tech Wiki.unigue.ch/en //project-based learning.

Richards, J.C. & Renandya W.A. 2002. *Methodology in Language Teaching-An Anthology of Current Practice.* U.S.A Cambridge University Press

Rieber, L.P., Smith, L.& Noah, D. 1998 *The value of serious play,* Retrieved February 10, 2007 from Educational technology. HTML (http://itech 1.coe.uga.edu%7Elrieber/valeofplay.htm)

Revers, W.M. & Nation. 1981 *Vocabulary Teaching in the Fopreign Language Classroom.* In English teaching Forum. Vol.XXIV.No3 New York: Graphichouse, Ltd.

Schmidt, K.1998. *Extensive Reading in English Communication Course*. Retrieved December 17, 2007 from (http://www.extensivereading. net/ er/Schmidt.html.

Thomas, J.W., Mergendoller, J.R., & Michaelson, A.1999 *Project-based learning: A handbook for middle and high school teachers*, Novato, CA: The Buck Institute for Education. Retrieved February 10, 2007 from http://projects.coe. ugaedu/epltt/ index.php

Ur. P. 1996. *A Course in Language Teaching-Practice and Theory.* U.S.A.Cambridge University Press

Wallace, C.1992. *Reading*. New York: Oxford University Press. *What is Project-Based Learning?* Retrieved February 10, 2007 from Htpp://edutechwiki unigech/en/project.based. *What is Project-Based Learning?* Retrieved February 10, 2007 from htpp://www.sun-associates.com/lynn/pbl/pbl.html.

PENERJEMAHAN FILM DAN TANTANGANNYA
STUDI KASUS SERIAL FILM *"SEX AND THE CITY"*

HILDA CAHYANI
Politeknik Negeri Malang

ABSTRAK

Ditengah menggeliatnya industri film di Indonesia, kebutuhan akan subtitling tak bisa dihindari. Subtitling, atau terjemahan film, berfungsi membantu penikmat film dalam memahami cerita. Makalah ini mengupas uniknya penerjemahan film dan mengevaluasi ketepatan penerjemahan dalam film "Sex and the City", suatu serial drama komedi TV HBO yang terkenal. Pendekatan pragmatik dilakukan dalam mengevaluasi ketepatan terjemahannya dan dibuktikan bahwa kualitasnya baik. Meskipun demikian, beberapa ungkapan yang syarat dengan muatan budaya seperti ungkapan humor dan vulgar hendaklah menjadi perhatian seorang subtitler untuk memelihara aspek pragmatiknya disamping mereka juga harus mempertimbangkan ruang dan waktu (segi tampilan) dalam subtitling.

Kata kunci: subtitling, makna, gaya dan aspek teknis.

Subtitling yang merupakan suatu wujud terjemahan di era global dewasa ini makin marak dibutuhkan dalam industri perfilman. Subtitling adalah terjemahan dialog film yang biasanya muncul di bawah layar.Dalam menerjemahkan terjemahan film seorang subtitler menghadapi suatu tantangan untuk menampilkan sebuah terjemahan yang sesuai dengan aturan yaitu sesuai dengan pembatasan waktu dan tempat, yaitu setiap pemunculan suatu teks film (subtitle) tidak lebih dari dua baris yang terdiri 30-35 huruf setiap barisnya (Gottlieb, 1997; Hatim &Mason,1997). Disamping itu, pemirsa memiliki waktu yang relatif pendek dalam membaca subtitle yaitu 2,5 sampai 3 detik untuk satu baris subtitle atau 5-6 detik untuk dua baris subtitle. Selain itu perbedaan budaya dan bahasa juga membawa kesulitan bagi penerjemah saat dia harus menerjemahkan film dengan genre yang berbeda-beda. Dengan adanya tantangan tersebut membuat penerjemahan film berbeda dengan bentuk penerjemahan yang lain.

PENERJEMAHAN FILM DAN MASALAHNYA

Menerjemahkan film bukanlah suatu hal yang mudah. Selain harus menyelaraskan gaya dan mood suatu film, kategori pemirsanya juga harus dipertimbangkan. Jika film tersebut untuk orang dewasa dan berpendidikan, wajarlah jika subtitle dibuat panjang dengan melibatkan banyak kata dan kalimat yang rumit. Sedangkan film khusus anak-anak, harusnya subtitle dibuat singkat dan tidak rumit. Berikut adalah contoh subtitling untuk orang dewasa yang terlihat padat dan sarat isi.

Teks Asli	Subtitle Bahasa Indonesia
We're gonna find you a gown that's black and slimming and you're gonna look great	Kita akan carikan gaun hitam yang melangsing-kanmu dan kau akan terlihat cantik (Film Desperate Housewives)

Akan sedikit berbeda jika penonton film adalah anak-anak, maka subtitling akan lebih efektif jika lebih singkat dengan bahasa yang sederhana.

Teks Asli	Subtitle Bahasa Indonesia
You know, horrible things are going to happen. It could happen to you..to you and you!!!	Sesuatu mengerikan akan terjadi padamu!! (Film The Simpsons)

Karena subtitle harus dibaca singkat dalam beberapa detik, maka janganlah membuat pemirsa sibuk membaca subtitle. Penerjemah film yang baik haruslah mampu menolong pemirsa untuk menikmati dan memahami film, bukan membuatnya sibuk membaca subtitle yang terlalu panjang. Oleh karena itu, seorang penerjemah haruslah dapat memastikan bahwa suatu subtitle dapat terbaca dan dipahami dengan mudah dalam suatu unit, seperti layaknya kita memahami teks yang komplit.

Walaupun penerjemahan film ini harus singkat, padat dan penuh arti, adanya gambar dalam layar yang memuat adegan pemainnya akan membantu pemirsa untuk lebih memahami cerita. Dengan kata lain, konteks yang ada di film juga membantu

pemirsa memahami subtitle. Seperti dalam film komedi, bukan hanya dialog saja yang bisa membuat penonton tertawa, tetapi adegan dalam film juga membantu terlekatnya pesan kepada pemirsanya, seperti pada contoh subtitling dalam film komedi "Friends" berikut ini:

Teks Asli	Subtitle Bahasa Indonesia
Monica: Rachel, you just put an empty carton back in the fridge?	Rachel, kau taruh bungkusan kosong kembali ke kulkas?
Rachel: I know but the garbage was full.	Aku tahu, tapi sampahnya penuh. (Film Friends)

Gambar yang ada dilayar film secara tidak langsung memang dapat membantu penonton memahami pesan film, tetapi tidaklah mudah untuk menerjemahkan film yang bermuatan humor karena perbedaan budaya dari kedua bahasa akan membawa perbedaan kesan pada penonton dalam menanggapi suatu gurauan, seperti pada contoh di bawah ini:

Teks Asli	Subtitle Bahasa Indonesia
If you see a liitle version of me in the map, kill it!	Jika kau lihat versi kecilku dipeta itu, bunuh dia! (Film Friends)

Jika yang menonton film tersebut adalah penonton yang mengerti bahasa Inggris, maka dia akan tertawa karena memahami konteks humor dalam film tersebut. Akan tetapi, jika si penonton hanya mengandalkan terjemahan saja, maka sulit baginya untuk tertawa dan menganggap bahwa ungkapan di atas adalah lucu.

Kesulitan menerjemahkan film kemungkinan juga terjadi saat menerjemahkan teks lagu yang memiliki aliterasi dan rima yang biasa kita temukan dalam permainan kata, seperti dalam terjemahan berikut ini:

Teks Asli	Subtitle Bahasa Indonesia
I want a revelation And sweet salvation	Aku ingin sebuah wahyu Dan keselamatan
Like sitting meditation You give me elevation	Seperti meditasi duduk Kau berikan aku anugrah (Lagu dalam Film "Music and Lyrics")

Jika kita rasakan, terjemahan lagu di atas terasa kaku dan penerjemah tidak bisa memelihara rima atau sajak dalam syair film tersebut. Memang tak mudah untuk menerjemahkan lagu agar terlihat sama indahnya jika diterjemahkan. Memelihara rima

kata dalam terjemahan walaupun sulit memang perlu dilakukan untuk memberi kesan sama bahwa yang diterjemahkan adalah lagu dan bukan teks biasa.Kenyataannya,kenikmatan sebuah lagu bisa didapat dari asonansi liriknya. Oleh karena itu, penerjemah harus mempertimbangkannya saat menerjemahkan lagu, seperti dalam contoh di bawah ini:

Teks Asli	Subtitle Bahasa Indonesia
When you left me all alone at the record hop	Ketika kau tinggalkan aku sendiri dalam lantunan lagu
Tell me you were going out for a soda pop	Katakan tak akan kau tinggalkan aku demi secangkir madu (Lagu dalam Film Lipstick on Your Collar)

Dibandingkan dengan dubbing, subtitling dewasa ini lebih disukai. Selain bisa belajar bahasa, pemirsa dapat mendengarkan suara asli pemain film tersebut. Dengan bantuan subtitle, pemirsa dapat mendengar suara asli sambil menikmati film. Subtitling mengubah sulih suara kedalam teks film yang ditampilkan dalam layar. Walaupun berupa tulisan, subtitling hendaknya sama dengan maksud ujaran yang ditampilkan oleh pemainnya. Oleh karenanya sifat subtitling haruslah komunikatif. Seperti yang dituangkan oleh Newmark bahwa terjemahan komunikatif adalah terjemahan yang mampu membawa efek yang sama kepada penikmatnya (Newmark, 1988). Dengan kata lain, subtitling yang komunikatif mampu membawa pemirsanya mendapatkan pengalaman yang sama dengan pemirsa asli bahasa tersebut saat menikmati film. Jika yang dilihat adalah film komedi, maka pemirsa harus bisa tertawa. Jika yang dinikmati adalah film *thriller* yang menegangkan, penonton haruslah ketakutan. Jangan sampai pengalaman tersebut terlewati karena bisa mengurangi kesan dalam film tersebut.

Ada beberapa aturan yang harus diperhatikan oleh penerjemah film (Lina Ho, 2005).
1. Nama sutradara, produser, aktor dan tim kru yang muncul di opening dan ending-title tidak perlu diterjemahkan.
2. Lirik lagu hanya diterjemahkan jika merupakan bagian dari isi film. Kalau sekedar merupakan musik ilustrasi, tidak perlu diterjemahkan.
3. Kalau ada repetisi kata, cukup satu yang diterjemahkan. Contoh: "come on, come on, come on…" cukup diterjemahkan "ayo".
4. Kalau kalimatnya tidak jelas, cukup menerjemah-kan kalimat yang jelas.
5. Tulisan di papan nama, surat, e-mail, dll. yang ada kaitannya dengan isi cerita harus diterjemahkan.

6. Ungkapan dan peribahasa jangan diterjemahkan secara harafiah, namun dicari padanannya dalam bahasa Indonesia.

7. Tidak perlu menerjemahkan semua detil. Kalimat boleh disederhanakan. Detil-detil yang tidak penting boleh dihilangkan. Contoh: "oh, eh, ha ha…"

8. Dalam subtitling, yang harus diperhatikan adalah timeframe pemunculan subtitle yang didasarkan pada timecode (ukuran waktu dalam hh:mm:ss:ff). Pemunculan subtitle amat ditentukan oleh penentuan in-point dan out-point timecode. Waktu pemunculan subtitle adalah antara 2-7 detik.

9. Satu subtitle maksimal terdiri dari 2 baris, dan 1 baris maksimal 35 karakter. Pemenggalan kalimat perlu diperhatikan, dengan mempertimbangkan tatabahasa dan logika dalam 1 kalimat.

> *Contoh pemenggalan yang tidak baik:*
> Sambil nonton TV, ia makan nasi
> goreng buatan ibunya.
> *Contoh pemenggalan yang baik:*
> Sambil nonton TV, ia makan
> nasi goreng buatan ibunya

Dalam makalah ini dibahas bagaimana suatu aliran linguistik, yaitu pragmatik diaplikasikan untuk menilai produk terjemahan. Sebagai obyek penelitian, diambillah suatu film serial *"Sex and the City"* yang mendapat penghargaan sebagai film drama komedi dengan rating tertinggi yang mendapat pengharagaan Golden Globe Awards (Enrimak, 2006). Serial film ini menceritakan gambar kehidupan di New York yang dipotret dalam enam wanita single yang berusia tiga puluhan. Film ini berisi penuh kebudayaan, gaya hidup, persahabatan dan kehidupan cinta masyarakat New York. Jelaslah, dengan menonton film, selain belajar bahasa, si penonton juga mempelajari budaya suatu masyarakat yang terpotret dalam suatu film dan tujuan tersebut dapat secara maksimal dicapai salah satunya dengan bantuan subtitling.

Subtitling adalah cabang terjemahan yang menarik untuk dikaji. Sayangnya, belum banyak di Indonesia yang tertarik untuk menelitinya. Kualitas subtitling (dari bahasa Inggris ke Indonesia) dapat dikatakan buruk. Beberapa penelitian menunjukkan bahwa kualitas penerjemahan film perlu dipertanyakan. Seperti terjemahan film "A Few Good Men" format VCD yang didarkan oleh distributor film terkemuka di Indonesia menunjukkan bahwa kualitas terjemahannya sangat rendah. Hal ini dikarenakan terlalu banyaknya kesalahan penerjemahan menyebabkan penonton mendapat pesan menyesatkan dari film (Cahyani, 2003). Alfons Taryadi dalam harian Kompas membeberkan bahwa banyak sekali produk terjemahan film yang tidak memuaskan. Untuk itu, penelitian di bidang ini masih perlu untuk dilakukan dikarenakan masih jarang dan penerjemahan film ternyata belum banyak mendapat perhatian (Jaskanen, 1999).

PENILAIAN KUALITAS PENERJEMAHAN FILM

Sebagaimana yang dinyatakan oleh Nida & Taber (1969) bahwa penerjemahan adalah menciptakan kembali makna dalam bahasa sasaran padanan yang paling mendekati pesan dalam bahasa sumber, pertama dalam hal makna dan kedua, dalam hal gaya. Pernyataan tersebut berarti penerjemahan yang terpenting adalah pemahaman makna, sebelum sampai pada gaya menerjemahkan.

Pragmatik adalah suatu cabang ilmu linguistik yang menghubungkan sistem tanda dengan si pengguna bahasa. Dalam mengkaji suatu makna, pragmatik merujuk pada apa yang dikatakan oleh si penutur, untuk apa penutur mengutarakan suatu kata, frase atau kalimat. Dengan kata lain pragmatik mengkaji maksud ujaran penutur dengan konteks situasi yang dibangun dalm suatu ujaran. Oleh karena itu, kaidah pragmatik sangatlah cocok jika dihubungkan dengan subtitling yang dalam penerapannya pengkajian suatu makna tidak hanya berdasar pada nilai semantis suatu ujaran/ dialog, tetapi unsur lain seperti situasi, karakter dan jenis film yang dapat mempengaruhi suatu makna. Ada beberapa komponen pragmatik yang bisa dipakai dalam menganalisa terjemahan. Seperti teori tindak tutur oleh J. Austine (1962), prinsip kerja sama (Grice, 1975), teori relevansi (Brown and Levinson, 1987) yang sekarang dikembangkan oleh Sperber dan Wilson (1995).

Penerjemahan dalam pendekatan pragmatik berurusan dengan bagaimana prosedur, proses dan produk terjemahan melihat dari sudut pandang apa yang dimaksudkan oleh penulis di dalam dan diluar teks yang ditulisnya (Hickey, 1998). Apabila suatu teks asli mampu untuk membujuk, menghibur, memohon maaf bahkan menagih hutang, maka penerjemahan dengan pendekatan pragmatik haruslah memiliki kemampuan yang sama. Sehubungan dengan penerjemahan film, penerjemah harus memiliki sensitifitas dalam memahami konteks agar mampu menciptakan terjemahan yang sepadan dengan pesan yang dimaksudkan. Sebagai subtitler, dia harus memelihara koherensi komunikasi antara si pemain film dengan penonton, atau si penulis naskah film dengan penonton. Berbeda dengan teks non literer, penerjemahan karya film (subtitling) perlu melihat suatu makna ujaran bukan hanya dari konteks semantis yaitu makna kata, frase dan kalimat, tetapi juga harus makna yang tersirat, yaitu untuk apa suatu ujaran itu dikomunikasikan.

Makalah ini melibatkan aspek pragmatik dalam

menilai produk terjemahan yang berangkat dari teori dasar penerjemahan oleh Nida dan Taber (1969) yang dilanjutkan oleh pakar subtitling Diaz Cintas (2001) dan James Heulwen (1998). Beberapa aspek penilaian terjemahan tersebut adalah:

1. Makna: kriteria ini berfokus sebaik apa penerjemah menuangkan pesan dari bahasa asli ke bahasa sumber. Bagaimana dia memelihara makna yang dimaksud oleh penulis naskah dengan kesulitan-kesulitan seperti dalam area humor, ungkapan yang sarat akan budaya, dsb. Untuk mengkaji hal ini, analisa terfokus pada teori implikatur (Grice, 1975) yang memuat: kuantitas, kualitas, manner (cara) dan relation (hubungan).

2. Gaya: berhubungan dengan cara penerjemah mengungkapkan terjemahannya dalam bentuk kalimat (Gutt, 1991). Elemen gaya meliputi:
   a. Struktur teks: penerjemah mampu menciptakan terjemahan yang paling alami dalam bahasa sasaran.
   b. Idiom: penerjemah mampu menerjemahkan idiom dengan sempurna dalam bahasa sasaran.
   c. Diksi : penerjemah berhasil memilih kata yang sesuai dengan konteks yang dimaksud di film.

3. Aspek Tekhnis: Aspek ini meliputi beberapa aspek yang secara teknis harus dijalani dalam perampungan suatu produk subtitling, yaitu:
   a. Kode waktu: 2,5 sampai 3 detik untuk satu baris subtitle atau 5-6 detik untuk dua baris subtitle
   b. Kesingkronan: pemunculan dan hilangnya subtitle di layar kaca harus sesuai dengan apa yang sedang terjadi dalam film
   c. Susunan: pemunculan suatu teks film (subtitle) tidak lebih dari dua baris yang terdiri 30-35 huruf setiap barisnya
   d. Pemotongan baris: pemotongan baris berdasar pada koherensi subtitle yang muncul dan sebaiknya baris atas lebih pendek dari baris bawah untuk memfasilitasi penonton dalam membaca subtitle.
   e. Huruf: huruf yang digunakan jelas dan berwarna terang sehingga terbaca dengan mudah.

MENGEVALUASI PRODUK TERJEMAHAN FILM

Sumber data utama dalam makalah ini adalah subtitle film "Sex and the City" dalam DVD yang terdiri 336 teks terjemahan film dan naskah asli film dalam episode 1 (Anchors Away) season 5. Dalam pengumpulan data, dilakukan beberapa prosedur yaitu pertama menonton film dan mengambil subtitle film dengan media *subrip* (software untuk mengambil subtitle), dan yang terakhir men-

download naskah film dari internet. Di dalam fase analisa, ada beberapa langkah yang dilakukan:

1. menentukan kriteria penilaian terjemahan yaitu: makna, gaya dan aspek tekhnis
2. menentukan kriteria ketepatan penerjemahan
3. mengevaluasi ketepatan penerjemahan
4. memberikan alternatif terjemahan

Untuk menentukan kualitas terjemahan film, peneliti memformulasikan suatu kriteria ketepatan penerjemahan yang dipertimbangkan dengan skala kualitatif yang akhirnya dapat diambil suatu kesimpulan umum mengenai kualitas subtitling secara keseluruhan. Kriteria penilaian penerjemahan tersebut terbagi dalam beberapa tingkatan:

1. **Terjemahan tepat:**
   a. Subtitler dapat mengalihkan pesan dari bahasa sumber ke bahasa sasaran dengan setia dengan mempertimbangkan konteks pragmatik dalam cerita.
   b. Subtitler dapat menerjemahkan dengan gaya bahasa yang dituangkan dalam kalimat idiomatis dan alami dalam bahasa sasaran dalam konteks: ungkapan, dan pemilihan kata yang tepat.
   c. Teks terjemahan film sesuai dengan kaidah teknis subtitling, yaitu dalam hal: kode waktu, singkronisasi, susunan, pemotongan baris dan huruf.

2. **Terjemahan kurang tepat**
   a. Subtitler dapat mengalihkan pesan dari bahasa sumber ke bahasa sasaran dengan setia dengan mempertimbangkan konteks pragmatik dalam cerita.
   b. Subtitler tidak/ kurang dapat menerjemahkan dengan gaya bahasa yang dituangkan dalam kalimat idiomatis dan alami dalam bahasa sasaran dalam konteks: ungkapan, dan pemilihan kata yang tepat.
   c. Teks terjemahan film tidak/ kurang sesuai dengan kaidah teknis subtitling, yaitu dalam hal: kode waktu, singkronisasi, susunan, pemotongan baris dan huruf.

3. **Terjemahan tidak tepat**
   a. Subtitler tidak dapat mengalihkan pesan dari bahasa sumber ke bahasa sasaran dengan setia dengan mempertimbangkan konteks pragmatik dalam cerita.
   b. Subtitler dapat /tidak dapat menerjemahkan dengan gaya bahasa yang dituangkan dalam kalimat idiomatis dan alami dalam bahasa sasaran dalam konteks: ungkapan, dan pemilihan kata yang tepat.
   c. Teks terjemahan film sesuai/ tidak sesuai dengan kaidah teknis subtitling, yaitu: kode waktu, singkronisasi, susunan, pemotongan baris dan huruf.

KASUS PENERJEMAHAN FILM PADA SERIAL FILM "SEX AND THE CITY"

Dalam menerjemahkan satu tampilan teks film, penerjemah harus mempertimbangkan ruang dan waktu tanpa meninggalkan tujuan untuk membantu pemirsa memahami cerita dengan mudah. Dalam kasus film serial "Sex and the City" ada terjemahan yang dinilai tepat dipertimbangkan dari tiga aspek: makna, gaya, dan aspek teknis, yaitu seperti dalam kasus di bawah ini.

Teks Asli	Subtitle Bahasa Indonesia
Carrie: The time before the **baggage** and babies began to weigh us down	Masa-masa sebelum **putus hubungan** dan bayi mulai membebani kami

Dalam terjemahan di atas, kata *baggage* (koper) diterjemahkan putus hubungan dalam bahasa Indonesia. Pertimbangan diksi kata tersebut baik sekali dikarenakan kata tersebut membawa makna yang sama. Hanya saja, dalam bahasa sumber, kata "baggage" adalah metafor yang artinya "break up", sedangkan dalam bahasa Indonesia, si penerjemah dengan mudahnya menggantinya dengan kata "putus hubungan". Disamping memiliki kualitas makna dan gaya memadai, terjemahan ini juga mempertimbangkan aspek teknis, yaitu kode waktunya memadai (5,19 detik), pemunculan teks dengan dialog yang ada di layar singkron, susunan dan pemotongan kata yang sesuai, dan bentuk teks yang menguntungkan pemirsa untuk membaca dengan mudah.

Untuk kasus penerjemahan yang kurang tepat, perhatikan dua dua contoh berikut.

Teks Asli	Subtitle Bahasa Indonesia
Charlotte: It's tragic you were in love and **it didn't work**	Ya. Tragis sekali bahwa kau jatuh cinta dan **tidak berhasil**

Kasus di atas menunjukkan bahwa, dalam segi makna terjemahan tak bermasalah, tetapi dalam segi gaya dapat kita rasakan bahwa kata "tidak berhasil" tidak dapat kita sandingkan dengan konteks orang jatuh cinta karena terasa kaku dan aneh. Oleh karena itu, haruslah penerjemah mempertimbangkan keidiomatisan suatu ungkapan dalam bahasa sasaran agar teks terbaca alami bukan seperti terjemahan.

Teks Asli	Subtitle
Samantha: and **I caught him eating another woman's pussy.** Police woman: **Carry on, mam**	Dan **aku memergokinya tidur dengan wanita lain**./ lanjutkan, bu.

Contoh terjemahan film di atas menunjukkan bahwa penerjemah memutuskan untuk memperhalus kata vulgar *'eating another woman's pussy'* kedalam bahasa Indonesia *'memergokinya tidur dengan wanita lain'*. Keputusan tersebut kurang tepat karena dapat mengurangi efek pragmatik dari film tersebut. Konteks di dialog ini terjadi saat ada seorang perempuan bernama Samantha yang sedang memasang gambar pacarnya 'Richard' dan menuliskan kata 'pengkhianat' di tempat-tempat umum di New York. Tentu saja perilaku Samantha mengundang seorang polisi wanita untuk memperingatkan bahwa hal tersebut melanggar hukum. Tetapi dengan mudahnya Samantha memberitahu polisi itu bahwa dia menempel gambar pacarnya karena dia memergokinya tidur dengan wanita lain. Sehingga, polisi tersebut yang merasa sama wanitanya menyuruh Samantha melanjutkan pekerjaan itu. Mungkin secara pintas, memperhalus kata vulgar bisa membuat pemirsa menerima kata yang dijinakkan tersebut dengan baik. Tetapi, yang harus juga dipertimbangkan adalah efek pragmatiknya. Jika suatu ilokusi dari suatu ungkapan dalam terjemahan diabaikan, maka akan menghasilkan suatu tindakan perlokusi yang tidak relevan. Jadi, jika terjemahan yang dimaksudkan adalah *'aku memergokinya mengulum anunya wanita lain'* kenapa harus diperhalus dan akibatnya akan tidak relevan pula saat polisi wanita itu langsung menyuruh Samantha melanjutkan pekerjaan itu jika ia tidak mendengar kata-kata vulgar yang diucapkan Samantha.

Dalam kasus penerjemahan yang tidak tepat, dapat dilihat dari dua contoh berikut.

Teks Asli	Subtitle Bahasa Indonesia
Carrie: have we missed the boat?	Apakah kami sudah ketinggalan kapal?

Subtitle di atas membawa makna ungkapan (idiom) yang lazimnya tidak diterjemahkan secara literal. Ungkapan 'apakah kami sudah ketinggalan kapal?' itu tidak ada dalam bahasa Indonesia yang dampaknya bisa membingungkan penonton. Karenanya, akan lebih baik jika penerjemah mencari idiom sepadan dalam bahasa Indonesia, atau jika tidak ada menuangkannya dalam kalimat yang bermakna sam, seperti menerangkannya dalam kalimat 'Apa kami sudah tak pantas lagi?'.

Teks Asli	Subtitle Bahasa Indonesia
Carrie: and it made me feel desperate. **I was now fresh out of great loves.**	Dan itu membuatku putus asa. **Kini aku siap mencari cinta sejati.**

Terjemahan di atas dapat dikatakan tidak tepat karena pesan yang terkandung dari bahasa sumber ke bahasa sasaran tidak sepadan. Hal ini terjadi mungkin karena penerjemah salah menginterpretasi suatu kata, seperti kata 'fresh out' berarti 'siap' (ready). Hal tersebut dapat mengakibatkan perubahan pesan, yang nantinya berdampak pengertian yang berbeda pada penonton film tersebut.

KESIMPULAN DAN SARAN

Mengevaluasi penerjemahan film dapat dilihat dari segi pragmatis yang bertumpu pada: makna, gaya dan aspek teknis. Dalam aspek makna, terjemahan haruslah memiliki kualitas makna yang sepadan, sehingga banyak aspek yang perlu dipertimbangkan seperti presuposisi, dalam situasi apa suatu dialog terjadi dan tujuan dari suatu teks. Janganlah gara-gara terbatasnya ruang dan waktu, penerjemah mengorbankan makna yang penting dari dialog. Hal tersebut dapat mengakibatkan terlewatnya pesan dari film. Dalam hal gaya, penerjemah haruslah menstruktur kalimat yang alami kedalam bahasa sasaran sehingga dapat meningkatkan kualitas makna dari terjemahan tersebut. Dengan gaya yang tepat, si penerjemah dapat menjembatani maksud dari penulis asli sehingga terciptalah kontak yang efisien diantara penonton dan cerita dalam film. Sebagai penentu akhir, aspek teknis adalah yang membawa tampilan produk subtitling. Secara keseluruhan, ketiga criteria tersebut memiliki poin penting dalam penentuan ketepatan penerjemahan.

Hasil evaluasi ketepatan penerjemahan menunjukkan bahwa kualitas subtitling dalam film "Sex and the City" adalah baik dikarenakan ketepatan penerjemahan yang ditemukan lebih dari separuh dari keseluruhan subtitles yang ada di film (56,55%). Selain itu, terjemahan kurang tepat hanya ditemukan lebih sedikit daripada terjemahan yang tepat (39,58%) dan akhirnya terjemahan yang tidak tepat ditemukan dengan prosentase terkecil, yaitu 3,87%.

Bahasan di atas menunjukkan bahwa produk subtitling film "sex and the City" adalah baik, tetapi hendaklah kita membuka mata lebar-lebar bahwa pembuktian satu penelitian saja tidak cukup, sehingga penelitian-penelitian lain masih sangat dibutuhkan untuk memperkaya kritik terjemahan. Kasus penerjemahan film di film ini menunjukkan banyaknya ungkapan vulgar yang dijinakkan atau diperhalus dengan harapan dapat diterima dalam bahasa sasaran. Keputusan si penerjemah dalam melakukan hal itu kurang benar karena pemirsa drama komedi ini adalah orang dewasa. Walau memilki perbedaan budaya, bukan berarti penjinakan bisa dilakukan. Pertimbangan audien adalah yang terpenting bagi penerjemah untuk menentukan register penerjemahannya. Selain itu, penerjemah film hendaknya lebih sensitif dalam memahami makna pragmatik dalam adegan film. Bukan hanya butuh kemampuan berbahasa dalam bahasa sumber dan sasaran, subtitler juga butuh kejelian dalam memahami konteks cerita dan pemahaman akan budaya bahasa sumber dan memiliki kompetensi dalam berbahasa sinema, yaitu berbahasa singkat, padat dan bermakna.

DAFTAR PUSTAKA

Erinmak's TV synopses Sex and the City.mht. 2006. Last updated on: 15/05/2006 06:40:30

Gottlieb, Henrik. 1997. *You Got the Picture- On the Polysemiotics of Subtitling Wordplay. In Dirk Delabastita (ed)* Essays on Punning and Translation. Manchester: St.Jerome: 206-232.

Hatim, B & Mason.1997. The Translator as Communicator. London&New York: Routledge.

Hickey, Leo. 1998. *The Pragmatics of Translation*. Clevedon: Cromwell Press Ltd.

James, Heulwen. 1998. *Screen Translation Training and European Co-operation*. Papers from the International Conference Languages & The Media, Berlin, 22-23 November 1996. Ed. Yves Gambier. Turku: University of Turku,. 243-258.

Jaskanen, Susanna. 1999. *On the Inside Track to Loserville, USA: Strategies Used in Translating Humour in Two Finnish of Reality Bites.* Unpublished Post Graduate Thesis: University of Helsinki.

Newmark, Peter. 1988. *Approaches to Translation.* London: Prentice Hall.

Nida, Eugene, A., & Taber, Charles R. 1969. *The Theory and Practice of Translation.* Leiden: E.J. Brill.

Ho, Lina. 2005. *Penerjemahan Film Televisi. Sebuah Gambaran Umum.* PT Indosiar Visual Mandiri.

Sex and the City. 1999-2004. DVD movie. Time Warner Entertainment Company, HBO. Movie Line Entertainment Indonesia.

Sex and the City film script. 1999. TWIZ TV l Sex In The City Episode Transcript.htm

SWITCHING AND MIXING CODES

Kun Mustain
State Polytechnic of Malang

ABSTRACT

The aim of this article is to provide an overview over the phenomenon of code-switching and code-mixing. The history of code change has undergone various periods that have shown the phenomenon of code switching and code-mixing. In the research of code change it is clear that code-switching and code-mixing can be investigated from different perspectives. One can see that there is a unique phenomenon of how language is used. The Code-mixing and code-switching can deliberately occur both in informal and formal situation. These phenomena are connected to the varying motivations and purposes of code-mixing and switching. The codes to be mixed and switched may be not only languages but also styles, or even dialects. The most important thing, in conducting code-mixing and switching, speakers must select the code related to the social contexts and social dimensions.

Key-words: code, witching, mixing, dialect, style, register

In talking about bilingual or multilingual society, one will never set aside of phenomena called code-switching and code-mixing. In conducting code-mixing or switching, a speaker has to consider the social context and dimensions, the varieties of language, including registers and styles, linguistics' constraints, and so on. In this case, speakers must select codes to be used in any specific context. In general, one may agree to Wardhaugh's opinion that "... when you open your mouth, you must choose a particular language, dialect, style, register, or variety - that is, a particular code" (1998: 86). In addition, the code-choice depends on the social-context, social dimension, and the purposes.

There are many things to be considered in explaining code-mixing, particularly. The factors are complex, the purposes are also varying. People, in the meantime, keep improving their abilities to master more than one language either to get much information or merely social purposes.

CODE

The 'neutral' term code can be used, Wardhaugh (1998: 86) explains, to refer to any kind of system that two or more people employ for communication. He, therefore, refers codes to language, dialect, style, register, or variety. People always deal with choosing an appropriate code when they speak. According to Holmes, it involves different dialects of a language, or quite different languages (1992: 6). However, choosing code is not done at random, at any which, any when or anyhow a speaker likes. Holmes (ibid: 2) says that ones choose words carefully according to who they are talking to.

Moreover, she says it includes how well we know the person and whether they are socially superior. Nonetheless, people are not quite conscious in choosing one code or more in a situation and another. It is also a matter of solidarity dimensions as Myers-Scotton (1983b and, Scotton, 1983) stated,

"Speakers choose, not always consciously by any means, how they say what they want to say. They are generally aware of the power dimensions in the situations they find themselves in and they also know who they want to be identified with, the solidarity dimension. They have some idea too of how they want to appear to others and how they want others to be have toward them..."
(in Wardhaugh, 1998: 109 -110)

One thing to be considered is the code choice undoubtedly includes linguistic variation as well. Holmes (1992: 6) describes that vocabulary or word choice is one area of linguistic variation. More precisely she says, linguistic variation occurs at other levels of linguistic analysis too: sounds, word-structure (or morphology), and grammar (or syntax) as well as vocabulary. Within each of these linguistic levels there is always variation which offers the speaker a choice of ways of expression. Holmes, further, relates it to the social contexts in which the variation provides speakers with different linguistic styles for use in different social contexts (ibid). Linguistically speaking, in choosing code one must also consider its appropriateness in his utterance and purpose towards the interaction.

Choosing codes may be based on some factors. Holmes (1992:44) says one of them as, "the technical

topics are firmly associated with a particular code and the topic it self can trigger a switch to the appropriate code. "She assumes that people may select a particular code because it makes them easier to discuss a particular topic, regardless of where they are speaking (ibid:29). However, Wardhaugh says that one's language choices are part of the social identity he claims for himself (1998: 95). Certain codes, therefore, are deemed more appropriate for certain messages than other codes. It means, code and message are inseparable. Consequently, when a choice between codes exists, one must exercise that choice with great care since it can affect what happens to the message one wishes to communicate (Wardhaugh,ii: 112).

Registers

Relating to the codes, the appropriate registers and styles of speaking also have to be considered. The term register is widely used to deal with 'varieties according to use', in contrast with dialects, defined as 'varieties according to user' (Halliday, Mclntosh & Strevens, 1964 in Hudson, 1980: 48). More technically, Ferguson (1994: 20) in Wardhaugh (1998:48) describes registers as sets of language items associated with discrete occupational or social groups. For examples, he suggests that surgeons, airline pilots, bank managers, sales clerks, jazz fans, and pimps employ different registers. Associated with these all, Trudgill (1983: 100-1) explains that registers are characterized solely by vocabulary differences either by the use of particular words, or by the use of words in a particular sense. Therefore, registers will relate independently to styles, in which Trudgill says as terms to describe "formality". He makes an example as "the register of football ... could co-occur with a formal style (as in a report in a high status newspaper), or with an informal style (as in a discussion in a bar). In short, by considering the registers and styles, one can speak very formally or very informally, depending on the circumstances.

Dialect

Considering the external factor of the varieties, ones will never get separated with the term dialect. People from different social and geographical back grounds use different kinds of language. Trudgill (1983: 14) gives the examples as there is an Englishman which, "...comes from Norfolk, for example, he will probably use the kind of language spoken by people from that part of the country. If he is also a middle-class businessman, he will use the kind of language associated with men of this type."

Kinds of language of this sort are often, he says, referred to as dialects, the first type in this case being a regional dialect and the second a social dialect. In Indonesia, some good examples to describe these two types of dialects are, Jakartanese and Javanese as regional dialects and Ngoko and Bahasa Gaul as social dialects. These dialects are used in some cases. In general, Trudgill (1983: 15) explains that there is often a mutual intelligibility when someone decides which language to be spoken. He says, if two speakers can not understand one another, then they are speaking different languages. Similarly if they can understand each other, we could say that they are speaking dialects of the same languages. Subsequently, it is defined that the term dialect refers to differences between kinds of language which are differences of vocabulary, and grammar as well as pronunciation (ibid). Overall, the reason of using varieties or codes, Holmes (1992:26) says as, "...a feeling of equality that people have with one another."

Styles

There are two major divisions of styles, they are formal and non-formal. However, a Dutch linguist, Martin Joos divides them into five categories. They are frozen, formal, consultative, casual, and intimate. However, here, the writer will try to discuss the two major divisions of styles, the formal and informal. Trudgill (1983:107) says that style range from the formal to the informal. However, formality is not, in fact something which it is easy to define with any degree of precision, largely because it subsumes very many factors including familiarity, kinship-relationship, politeness, seriousness, and so on. Moreover formality may relate to the choice of grammatical and lexical variation as well. Korean, for example, may have one of the following suffixes attached to the verb forms depending on the relationship between the participants (in Trudgill, ibid: 105-6):

intimate	:	-na
Familiar	:	-e
Plain	:	-ta
Polite	:	-e yo
Deferential	:	-supnita
Authoritative	:	-so

The degree of style can also be characterized by vocabulary differences (Trudgill, 1983: 107). For example:

(1)   *I require you to be punctual*
      I want you to come on time
(2)   *Father was some what fatigued after his lengthy journey*
      Dad was pretty tired after his long trip

These styles more or less resemble the levels of Javanese, which are also signalled by vocabulary differences. Along with scale of formality style, there

are also phonological changes. Overall, Trudgill (1983: 111) concludes that these styles can be characterized through differences in vocabulary, including address-forms and pronouns, and in grammar and pronunciation. Thus, in most if not all linguistic communities, differences in social context lead to the use of different styles.

Written Language Style

One of the informal style features in written language is the use of emotions and signs. This style consists of regular vocabulary used in specific ways. It can also make use of the regular word formation devices to create new words. Usually, it is only understood by member of group who use it.

One example of written language style is the English acronym used in plain text chat coined by net speakers. In this case, the effect also refers to certain vocabularies that will rapidly change as well as the use of them. Therefore, this vocabulary is not used in spoken language and some of them are only understood by the community who use them. Also, one will find some mixing numbers and letter, for example: "h3 13Ft" substitutes the 3 with an E,the caps are ignored, and one will have "he left". A few notes on how styles in chatting or in mobile phone messaging are created will be presented in the following lines:

(1) People tend to extend letters and capitalize them in chatting via text to convey emotion, so HEYYYYYYYY BILLLLLLLL, simply means someone is expressing a lot of emotion in saying hello to Bill.
(2) Vowels get left out a lot, for example: that's wrd. In this case, it refers to weird.
(3) One will see the letter "z" every where. Usually it replaces "s" or "es" (the plural of something) i.e.: many billz means many bills. Also "z" gets tossed around a lot, as in hugzzzz, thankz, or kkz for OK, and soon.
(4) Some phrases are formed from their initials or very rarely, from letters in the middle of the words, i.e. laugh out loud becomes LOL, O my God becomes OMG, and so on. These are some common web acronyms that ones can find in chat room.

But it is also stated to be the acronyms in text messages on a mobile phone (Bookbug, 1998-2000,http://www.geocities.com/Athens/Forum/8078/huh.html:

AAMOF	As a matter of fact
AAR	All About Romance
AB	Automatic buy
AFAIK	As far as I know
AKA	Also known as
ARC	Advance reading copy

ASAP	Assoon as possible
B&N	Barnes and Noble
BB	Bulletin Board
BBL	Be back later
BEG	Big evil grin
BF	Boy friend
BG	Big grin
BIL	Brothet-in-law
BRB	Be right back

SOCIAL CONTEXT AND SOCIAL DIMENSIONS

Language is a social phenomenon. Therefore, Trudgill (1983: 32) says, "a study of language to tally without reference to its social context inevitably leads to the omission of some of the more complex and interesting aspects of language and to the loss of opportunities for further theoretical progress. "In other words, the approach to sociolinguistics should include everything from considering "who speaks (or writes) what language (or what language variety) to whom and when and to what end" (Fishman, 1972 in Wardaugh, 1998: 16). It means that the same speaker may use different varieties in different situations, for different purposes, or different people, and indifferent functions.

Related closely to this context, Holmes (1992: 12) also proposes social dimensions, consisting of:
1) A social distance scale concerned with participant relationships,
2) A status scale concerned with participant relationships,
3) A formality scale relating to the setting or type of interaction and the last,
4) Two functional scales relating to the purpose or topic of interaction.

She explains the social distance scale which emphasizes that how well one knows someone will affect this linguistic choice (Holmes, 1992: 13). It, therefore, triggers a speaker to choose a common language to express solidarity. Holmes emphasizes that switches motivated by identity and relationship between participants often express a move along the solidarity/ social distance dimension (ibid: 42). The more intimate participants are, the higher solidarity will be expressed, and vice versa. A status scale is associated to this first dimension, which concerns with the relationships among participants. This scale also points to the relevance of relative status in some linguistic choice. It can be shown by an example provided by Holmes below:

> The choice of sir...for instance, signaled that the school principle was the higher status and entitled to a respect term. Similarly the use of Ms by her secretary and Mrs by the caretaker reflected the highest status of Margaret

Walker-Billington, since she called both of these people by their first names. (*ibid*)

The examples imply that a status scale can be inferred by the use of address forms, whether it is respectful or intimate. This status scale can be identified also by the educational and occupational back ground. By providing a simple chart, Holmes (1992: 13)tries to say that the more superior a person is, the higher status he is to be, And vice versa. Holmes therefore says, a switch may also reflect a change in the other dimensions, such as the status between people or the formality of their interaction ibid:42).

Formality scale is useful in assessing the influence of the social setting or type of interaction on language choice. Holmes further explains that the language used will be influenced by the formality of the setting. For a friendly chat, people use colloquial language. Interestingly, Holmes concludes, "...often degrees of formality are largely determined by solidarity and status relationships" (ibid: 13-4). It is certainly true, since "more formal relationships involve status differences too"(ibid:42). Of course it will be different in a friendly relationship which involves minimal social distance such as neighbour or friend.

The last is the functional scales, they are referential and affective. Language certainly serves many functions, but those two are identified as particularly basic and persistent. Topic, therefore, relates to the function dimension. Of course, in a serious topic, like monetarism for example, the interaction will be quite referential. In general, Holmes says, the more referentially oriented an interaction is, the less it tends to express the feelings of the speaker. By contrast, interactions which are more concerned with expressing feelings often have little in the way of new information to communicate (ibid: 14). Therefore, these factors are also influenced by the code choice to be mixed in a sentence.

CODE-SWITCHING AND CODE-MIXING

Most sociolinguists state that code-mixing is a kind of code-switching. Poplack (1980) in Romaine (1989: 122-3) observes three kinds of switching as follows: tag-switching, inter-sentential and intra-sentential-switching. Tag switching is found when a speaker inserts a tag in one language e.g. English: maybe, I *think* into an utterance which is otherwise entirely in another language, e.g. Indonesian: *may be* dia ada di rumah. Meanwhile, inter-sentential-switching involves a switch at a clause or sentence boundary, where each clause or sentence is in one language or another. In other words, a bilingual or multilingual who demonstrates inter-sentential-switching must

be more competent in mastering the codes than the one who conducts the tag- switching. The last type is intra-sentential-switching, which occurs within the clause or sentence boundary. This type is what one calls as mixing. It associates with Wardhaugh in identifying the code-mixing as "a switch of codes within a simple utterance without any associated topic change... (and) this is called intra-sentential code-switching, or code-mixing."(1998: 108).

In further, Wardhaugh (1998) then, describes that code-mixing occurs when conversations use both languages together to the extent that they change from one language to the other in the course of a single utterance, (p. 103). Thus, intra-sentential switching is called as code-mixing where it involves the insertion of single word or a phrase within a sentence. In addition, Fasold (1984) in Lee states, "if some one uses or inserts one word or phrase from another language, he has conducted code-mixing (in Afendras, 1980: 186). The description bring us to an understanding about code-mixing, in which it can be called a switching of codes by inserting one word or phrase words within a single sentence.

Inter-sentential-switching is somehow a language phenomenon which is considered as appositive ability; while intra-sentential switching which will further be called code-mixing, tends to be the opposite. Trudgill (1983: 75) describes code-switching as "...switching from one language variety to another when the situation demands (something most non-standard-English-speaking children are quite often quite good at any way). In line with Trudgill, Holmes states, code-mixing suggests the speaker is mixing up codes indiscriminately or perhaps because of the incompetence, where as the switches are very well-motivated in relation to the symbolic or social meanings of the two codes (1992: 50). Basically, conducting code-switching is encouraged and considered as a good ability, but code-mixing is the opposite. Code-mixing, therefore, is commonly used in an informal situation, but it is possible that a person conducts it in a formal situation.

Possible Purposes Triggering Code-Mixing and Switching

There are several reasons for code mixing. The main purpses can be seen in the following paragraphs.

Expressing solidarity and intimacy

This is a reason to reduce differences to the addressees. Wardhaugh says, code-mixing/switching can allow a speaker to do many things: assert power, declare solidarity; maintain certain neutrality when both codes are used; express identity and so on."(ibid: 110) It maybe done by using a close-distant address-form, for instance in a regional dialect. Example: the use of *mas* (Javanese) and *bang*

(Jakartanese) or call the first name rather than *pak, tuan* and *ibu* to show close solidarity. Hudson agrees as he says, an easy example of this is the English use of personal names,

> *The range form is available for the use in referring to John Brown when he is not the addressee, and much the same rules govern the choice of form. Thus, if the speaker sees him as a close subordinate, he will refer to him as John, whereas he will refer to him as Mr. Brown if he sees him as a distant superior.* (1980:pp. 127-8)

Of course, it is a good way to get closer with the addressee to whom the speaker can also sign his ethnicity. Holmes says, a speaker may similarly switch to another language as a signal of group membership and shared ethnicity with an addressee (1992:41). Further, she says, "even speakers who are not very proficient in a second language may use brief phrases and words for this purpose"(ibid).

This purpose can also be done by sharing the same idea with the addressee. For example by using the Jakartanese particle, "*gitu*" or repeating the common language used by the previous speaker. It is part of asking an agreement and getting intimate with the addressee in a conversation. In this case Brown and Levinson (1978:17) in Brown and Yule (1983:4) point out the importance of social relationships of establishing common ground and agreeing on points of view, and they illustrate the lengths to which, speakers in different cultures will go to maintain an appearance of agreement, and they remark 'agreement may also be stressed by repeating part or all of what the preceding speaker has said'.

Asserting Status, Pride and Power

This purpose is done by mixing another code which is considered more prestigious. It is to make superiority expression which will increase the speaker's status and power. In this case, confidence and pride may also trigger the mixing/ switching of codes as Nababan says, "another reason is also because the person wants to show his status or to show his being educated" (1986: 32). In accordance, Wardhaugh states, "the ability to mix codes...is now often a source of pride..." (1998: 109). In addition, Holmes (1992:48) adds the word "confidence" referring to this purpose. This purpose usually triggers a speaker to switch/mix codes which are more prestigious, in which he can not obtain when using his previous code. The mixing word usually is not related specifically to the topic and there is always a word to substitute it in the first language. Example: the use of English instead of Bahasa: 'convert' replaces *ubah*,

'timing' replaces *waktu*, to be more confident and prestigious.

Lexical Needs

This purpose occurs since there is no proper word or expression in the Language being used. Holmes (1992: 50) states people may also borrow words from another language to express a concept or describe an object for which there is no obvious word available in the language they are using. Borrowing of this kind generally involves single words –mainly nouns-and is motivated by lexical need. In addition, this mix occurs since the term will have no exact meaning if it is translated to another language. Example: *Spot box, The Fed*, etc.

Nababan says that English is used commonly in international social-politic and scientific communication also in trade (1986:4). Richards-Schmidt then relates this as"...English has more appropriate lexical items for something they (the speakers) want to express in a particular situation and they incorporate these into the grammatical structure of other language."(2002:80)

Incompetence

This reason occurs since there is a lack of vocabulary knowledge in the language being used. Holmes (1992: 50) states clearly that code-mixing suggests a speaker to mix up codes indiscriminately or perhaps because of the incompetence. It means, when a speaker does not know how to say a word in a language, he will mix another language in his utterance. Holmes further says that this switch is triggered by lack of vocabulary {ibid).There is an example of Chinese students flatting together in English speaking countries which shows this purpose. In speaking with each other, they use Cantonese, but in discussing their studies they switch to English. Holmes (ibid: 44) describes this is partly because they have learned the vocabulary of their study in English, so they do not always know the words for certain terms in Cantonese. The incompetence in mixing a code, further, is identified by the occurrence of pause or filler (*erm..., apa namanya...,* etcetera) which is also preceded by no well-organized structure. Example: A: "*Saya rasa itu meng... erm...* create *sebuah masalah baru ya.*

Expressing Self-Emotion

This purpose occurs when a code-mixing is conducted to express a speaker's self-emotion, such as sadness, happiness. Yet, sometimes, a speaker can even switch or mix another code to show his anger and disapproval. A language switch in the opposite direction, from the low to the high variety, is often

used to express disapproval so a person may switch language because they are angry (Holmes, 1992: 47). But a speaker usually uses regional dialects to express sadness and happiness.

Making Jokes

The purpose occurs when a code-mixing is conducted to set a humorous effect. This purpose also indicates the formality of a conversation. An example in Paraguay shows that Guarani, the low variety is considered more appropriate for joking and humorous anecdotes (Holmes, 1992:46).In any means, the more often the occurrence of making jokes, the less formal the conversation.

Being More Informative

This purpose occurs when a code-mixing is conducted since the speaker is message-oriented. For instance, it happens because his occupation and education use the codes often. Holmes(1992:29) says that people may select a particular variety or code because it makes it easier to discuss a particular topic, regardless of where they are speaking. It can also be done by quoting an important recitation. In this case, "the speaker wishes to be accurate-the exact words are important" (ibid: 45). Yet, here, the purpose is more neutral, no status-oriented motif, for instance. Example: a speaker who is a pilot may mix some English terms while telling about an aerial matter.

These reasons may only be slightly different one to the other. In addition, ometimes, one code mixed may show more than one purpose but there will be only one which is more dominant. Furthermore, such purposes need not to be at all conscious, for apparently many speakers are not aware that they have used one particular variety of a language rather than another or sometimes even that they have switched languages either between or within utterances (Wardhaugh, 1998: 102-3). In other words, the tendencies of the speaker mix codes are important to the choice. Also, by switching or mixing two or more codes, a speaker can convey affective meaning as well as information (Holmes, 1992: 50). Moreover, to classify the purpose of code-mixing properly, one has to look carefully to the discourse fragments.

CASE

This is a dialog in "Duduk Perkara", December 6, 2004. The topic is Indonesian Air flight. The speakers invited are Oetarjo Diran, the professor of Aeronautical Department of ITB; Dudi Sudibyo, the director of Dirgantara Angkasa Magazine, and Chappy Hakim; the General of TNI AU (Air force Defense). Here, one may see that these speakers are the experts of air flight, and they are needed to discuss the Indonesian Air flight related to the Lion Air accident.

The presenter:	...Betulkah bandara domestik atau internasional di Indonesia *runway*-nya kurang panjang?
Chappy Hakim:	... Seorang penerbang tidak akan membawa pesawatnya menuju suatu *runway* yang tidak cukup untuk dia *landing*...
Oetarjo Diran:	... anda bisa melihat dari kepan-jangan landasan, *what air* kah *can land there*, kalau perlu *restrictively.*
Dudi Sudibyo:	...tetapi pada umumnya kalau *runway*-nya tidak mencukupi ya kita larang.

From the examples above, it can be seen that all those utterances draw to a certain topic, which is about air flight, mixed with English words and phrases. The words and phrases are run *way, landing, what air, can land there*, and *restrictively*. In this case its insertion of English words and phrase is a sociolinguistic phenomenon that is called code-mixing. Some English words inserted by the speakers, run way and landing are somehow their preference to explain air flight terms. Even one knows that Indonesian words can replace those words as *landasan* and *mendarat*, but the experts are commonly used those words in their occupational field term (as related to the topic). While, the other phrases such as *what air, can land there*, and *restrictively* are merely a matter of the speaker's preference. He chooses those words as he is speaking to some experts who have ability in English. Yet, here he does not complete his whole English sentence as he is aware that people (the participants) from various educational background see and may not understand him. Indeed, he actually can use Indonesian words *pesawat tipe apakah yang dapat mendarat di sana*, and *dibatasi*. In this case, the contexts of doing code-mixing in those utterances are participant and topic.

From the examples above, one can see that there is a unique phenomenon of how language is used. It will also include the use of vocabulary of certain language in the conversation taking place among the group members. In this case, English as an international language which has been acknowledged since years ago is commonly used. Nababan says that English is used commonly in international social-politic and scientific communication also in trade. (1986:4) Mean while, the main factors of how language is used are participants, situation, topic, and function of interaction. In other to, what he is talking about,

where the conversation is taking place, and also, what is the purpose of the conversation.

CONCLUSION

One can see that there is a unique phenomenon of how language is used. Code-mixing and code-switching can deliberately occur both in informal and formal situation. These phenomena are connected to the varying motivations and purposes of code-mixing and switching. The codes to be mixed and switched may be not only languages but also styles, or even dialects. The most important thing, in conducting code-mixing and switching, speakers must select the code related to the social contexts and social dimensions.

REFERENCES

Brown, G and Yule, G. 1983. Discourse Analysis. Cambridge: Cambridge University Press.

Brown, P. and Levinson, S. C. 1978. Universals in language usage: politeness Phenomena in (ed.) E.N. Goody.

Bookbug on the Web. 1998-2000. Acronyms Used by

  .

Romance Readersand Chatters.

Gumperz, J.J. 1970. Language in Social Groups. Stanford: Stanford University Press.

Holmes, Janet. 1992.An Introduction to Sociolinguistics. London: Longman Group UK Limited.

Hudson, R.A. 1980. Sociolinguistics. Cambridge: Cambridge University Press.

Lee, Koh Beng and Liamazon, Teodoro A. Patterns in the Acquisition of Bilingual Ability and Language Use in Three South East Asian Countries in Evangelos A. Afendras (Ed). 1980. Patterns of Bilingualism. Singapore University Press.

Richards, Jack and Richard Schmidt. 2002. Longman Dictionary of Language Teaching and Applied Linguistics (3rdEd). Pearson Education Limited.

Romaine, Suzane. 1989. Bilingualism. Oxford: Blackwell Publishers.

Trudgill, Peter. 1983. Sociolinguistics: An Introduction. England: Penguin Books Ltd.

Wardhaugh, Ronald. 1998. An Introduction to Sociolinguistics (Third Edition). Oxford: Blackwell Publishers Ltd

REPORT SECTIONS IN ENGLISH MAGAZINES: AN ALTERNATIVE READING MEDIA FOR THE ENGLISH IMPROVEMENT

Bambang Suryanto
State Polytechnic of Malang

ABSTRACT

One of the factors that can boost the students' vocabulary expansion of English rapidly is reading. As the students are limited to reading texts provided in their daily English class, they may find it is boring to read English passages. They can get maximum benefit from their reading, the teacher may encourage the students to choose for themselves what they read and to do so for pleasure and general language improvement (Harmer: 2007). It would be a good idea if they are introduced to more varied genres of reading text, say, English newspaper and magazines. Besides these texts provide more up-to-date discourse, they are also easily obtained. Moreover, newspapers and magazines are authentic in terms that they are not simplified reading texts as the students find in the classroom. With an extensive activity of reading these kinds of materials they are trained to cope with the same kinds of reading that are encountered by native speakers of the target language (Ur: 1996).

Key-words: reading, vocabulary expansion, reading text, newspaper, magazine

In this article, the writer is introducing several aspects related to the magazine articles such as the types, the viewpoints and/or perspectives, and finally the special report, a typical part of today's newspapers or magazines especially for the students who are interested in more exposure to a wider variety of English texts available around us and hopefully for the English teachers who are keen on finding more resourceful reading materials for the enrichment of their daily teaching practice.

To begin with, let us see the variety of magazine articles. The great number and wide variety of occurrences happen every day, and many types of articles are written based on them. Although a writer may not need to classify his article each time he begins writing, we, readers, need to be aware of the availability of different types of articles in magazines. There are many types of articles, and new types may keep arising.

The types of magazine articles can be roughly described into twelve types based on the content (Writers' Encyclopedia). First, *informational article* is one that primarily contains facts. Second, *how-to article* is an article that describes the method to accomplish something. Third, A *service article* is an article about a consumer product or service. Fourth, a *personal experience* article is an article that, like what the name suggests, tells an experience, especially special, meaningful or entertaining, of a person. A success story belongs to this type. Fifth, the *interview article* is article based primarily on an interview with one person. Sixth, the *think article* is one that contains an analysis of facts, events or trends, as the writer perceives them. Sixth, the

historical article is an article that contains a historical account of events. Seventh, the *travel article* is article that tells the travel experience. It may focus on the beauty of a place or the excitement of traveling to a certain place. Eight, *spot-news article* is an article about a piece of current news described in depth. Ninth, the *expose article* is article written as the result of the writer's intensive research and investigation. It may include a factual element of shock. Tenth, a *seasonal article* is one that is written about a holiday, season of the year or timely observance. Eleventh, the *inspirational article* is an article about the successful efforts of an individual or group to improve a situation that affected them. Different from success story, this type of article often has a philosophical or religious theme. Twelfth, the *humorous article* is article about a topic with good humor, and it is said to be one of the most difficult kinds to write.

Furthermore, we need to know that there are two basic types of mass media writing; they are news story and feature story. News story is the fundamental form of writing for the mass media. It is said to be news story as it has news value. News value consists of any of seven elements: impact, timeliness, prominence, proximity, conflict, uniqueness and currency. News value has an impact quality, meaning that the event written in the news affects people's lives. The news that does not have such an impact is said not to have news event; thus, it has no news value. News value also depends on the recency of the event; that's why; a journalist is always under pressure of a deadline. Another news value is prominence. Often an activity, program, or

another casual happening becomes an event if it is done by the prominent people such as a famous public figure and a celebrity. The people belonging to the latter are called the "newsmakers" even if they only do something very casual and trivial. Next, by proximity, the events that occur close to home are more likely to have news value than the same events that occur elsewhere. If the story contains two opposing or competing forces, it is more likely to have news value because it draws attention. Another attractive quality is the uniqueness of a story. When the news presents something unique such as something bizarre or unusual, it has more potential to attract readers' attention. Finally, the news that bears current interest of the readers often has news values. For example, the time approaching to the change of millennium and sometime after the moment, the discussion of Y2K in many mass media still held attention a lot of people. In short, any of the seven elements of news value must be present in news story. Even there are attempts to enrich a story that has already had news value from different perspectives such as the ones in the special report sections in many different publications in the world. This can add the quality of the news value.

The second type is feature story. There is no essential difference between feature and news story. The main difference lies in the emphasis. It gives more details and description as the feature story writers assume that the readers have more time to read and deserve an interesting side of an event that may not be covered in the news story type. This type varies in styles and structures. Stovall proposes three kinds of feature story. The first type is anecdotal feature. In the anecdotal feature, the article presents quotations, anecdotes, and facts that collaborate to create an interesting piece of news. The second is suspended interest features. This kind of feature story tries to give an effect that works like a short story. The writer of this kind of feature can skillfully lead readers through a series of paragraphs and embrace them into the story plot until the unexpected ending. The last is question and answer. The article begins with an explanatory paragraph and is followed by question and answer dialogs to the end. It is an effective to show the readers an unfiltered use of the interviewee's language. In short, feature story seems to give more relaxed style and more detailed descriptions, assuming that the readers have more time to read, than news story does. Hence, more craftsmanship in writing is required besides the ability to present factual accounts. It can be concluded that this type of story is more likely found in magazines, while the news story style is more adopted by newspaper writers although in some part of the daily newspaper feature stories can be found, especially in the middle pages. Even one of Indonesian leading daily newspapers,

Kompas, presents a series of feature collection in its special issues such as the commemoration of 100 years of Bung Karno and the Indonesian economic review, in which it presents a series of feature stories from notable politic and economic authorities.

There may be other types of articles accommodated in magazines as the creativity of the writers develops. Many magazines demand different types of articles in one issue as it can accommodate the needs of a wide variety of audience. The types previously mentioned can help a writer structure his work and accommodate the needs of the editors of the magazines.

It is important to note here that the article in the magazine is factual piece of writing. It is written more for the purpose of giving information or presenting news. However, its factual quality is still strong although there is freedom of using some narrative dialog or anecdote made up by the writer, for instance, in the introduction. It is common as an article is not fiction although it might contain semi-fictious anecdotes or imaginary dialog to illustrate certain points in conveying the information.

Beside the types of the magazine articles based on the contents, there is another important aspect of the articles, that is, point of view or viewpoint. It is the way the writer perceives an event or an issue. The choice of point of view determines the voice of writing and impacts the way the writer develops the story. Point of view is the perspective from which a narrative is presented; it is analogous to the point from which the camera sees the action in cinema. Point of view in writing an article is like a camera in TV and movie. The camera direction indicates that the audience sees the scene as if they were looking through the eyes of the actor in that scene. In photography, it is called angle. The angle that is formed from a certain camera position can be used to highlight a dramatic scene. In writing, the point of view is employed by the writer to facilitate his approach to the topic of his writing. It can also be used to create a certain effect on the readers as the choice of viewpoint influences the way the readers look at the topic. It is also defined as the person through whose eyes the reader is seeing the story. Those eyes might belong to a character, or to a non-character narrator, that is, a narrator who isn't in the story.

The point of view in many fictions belongs to one or more characters but in essays the point of view is a non-character narrator, who is often the author herself. A non-character narrator is also referred as the omniscient third person. To clarify the issue of point of view, let us see the points of view employed in narratives as narrations have more facility to employ different points of views.

There are two broad categories of viewpoint, objective and subjective viewpoints. The objective

viewpoint is one where the narrator relates facts but avoids emotion, and *subjective viewpoint* is one where the narrator incorporates a character's thoughts and emotions into the storytelling. The reader thus shares in the character's emotional life. The first type is mostly used in essays while the latter in fictions.

Viewpoints can also be categorized in terms of the narration method. The first type is first-person point of view. With this manner of writing the writer makes use of the pronoun "I" so that the reader can experience events through the viewpoint either of the main character in a piece of fiction or through the nonfiction writer himself. This method is not only well applied in fictions. In nonfiction, this manner can be applied to create better effect when writing about personal experiences, inspiration, and nostalgia. The second type is third-person point of view. In this method of narration, the author follows only what the main character sees, hears, feels and thinks. The description of the storyteller plays a very determining role to tell the story. The third type is the *omniscient viewpoint*, an author can relate the perceptions of any of his characters or detach himself from them to serve as narrator. The *detached viewpoint*, on the other hand, lets the reader sense that he is watching the story as it unfolds; the author gives descriptions and impressions, but never through the perception of a character. Finally, almost the same as this type of viewpoint is the *multiple-character viewpoint.* This is used to tell a story from the perspectives of different characters, one at a time. Unlike works using the omniscient viewpoint, this viewpoint stays with one character for a considerable length—for example, a chapter in a novel. This technique is useful when the story must make an extreme change of scene.

Not only in narratives, in essays, the variation of using point of view can enliven the account. The coverage of point of view is not only on the way the writer perceives an event, whether it is from the first, second or third person, but it also covers the perspective how an issue or event is told. An issue might be seen from its historical perspective. The perspective the writer takes also describes the attitude toward an issue. Hence, an article can be perceived from its perspective. Point of view tends to refer to the involvement of a writer in a story, whether he sees an event from the first, second, or third person, and perspective refers more to how his whole perception is on the event, whether he sees it from historical, political, economical, or even psychological perspectives.

SPECIAL REPORT SECTION

One of the typical features found in many magazines is the special reports. Special report section is a section in one issue of a magazine that discusses one common topic and usually consists of several articles devoted to the topic. Notable newsmagazines such as *Newsweek* and *Time*, always feature special reports in every issue. Each special report edition does its coverage in depth. It may have several featured news or articles discussing one same topic with different approaches (at least this can be read from each title, for example, in one issue featuring the crash between a US spy plane and a Chinese fighter, *Newsweek* wrote on its cover 'Collision Course with China')---whether from its historical, economic, or cultural angles (Newsweek, April 16, 2001). This special report consists of five articles related to the topic: *After the Showdown, A Crash in the Clouds, How the Two Nations Match Up, Beijing's Next Big Battle*, and *Face to Face with China*. Another example is taken from *Newsweek's* special report on September 15, 1997. It presents a long special report section devoted to the event of Lady Diana's death, 'Farewell Diana'. The section consists of 17 articles discussing the issues related to Diana, for example, her short biography, her relationship with the other royal members and people involved in her life, her death, and her funeral ceremony.

The wide coverage of topics in a special report section is due to different perspectives used by different writers in viewing one particular event. Related to perspectives, Renkema (1993) states that information can be presented from several different perspectives. Furthermore, he compares the different perspectives or points of view in a text to different angles taken by a camera in the cinematic art. There are three approaches in discourse to study this matter: they are (1) vision (sociologically-inspired research into the ideological perspective), (2) focalization (oriented research into the narrator's perspective), and empathy (syntactically-oriented research into the speaker's attitude).

The different perspective entails different approaches toward an event and it results in a comprehensive coverage of a topic, so that the presentation of a special report can be more interesting and in depth. Take a look at Table 1 below. It shows the richness of perspective on one similar topic. The articles are taken from *Newsweek,* April 7, 1997, on the mass suicide by the cult "Heaven's Gate" in California.

In addition, there are possibly more perspective the reader can find in any special report section such as social, economic, political, legal, historical, organizational, geographical, technological, financial, biographical, and personal (Suryanto, 2006). And, interestingly, among the articles in one special report section, there may be an article that functions as a rebuttal article among the other articles that discusses a trend. It is like the balancer of opinion.

Table 1. Richness of a Topic in Terms of Perspectives

Article	The Title of the Article	Brief Descriptions of the Content	Perspectives
1	The Next Level	The account about the emergence of the cult until the time the mass suicide happened	Chronological perspective
2	A Last Stop before Heaven	Brief pieces of information chronologically arranged from the time the cult purchased a farm until the time they used it for the suicidal ritual	Historical Perspective
3	Blaming the Web	The account of how the cult use the internet to spread their beliefs	Technological perspective
4	Christ and Comets	The account about the cult's belief	Ideological perspective
5	Sensing Trouble in the Skies	The account of how the cult connects the celestial objects (especially comets) to their beliefs	Scientific perspective

FOR THE FURTHER DEVELOPMENT IN ENGLISH CLASSES

The knowledge of the nature of the English magazine above is very important in many aspects. Firstly, in English reading class, especially in advanced levels, the teacher can introduce this type of writing discourse, where one topic is discussed in several different articles is important. The students can learn the perspective of each article. They can learn that one topic can be richly seen from different ways. Secondly, the teacher can also emphasize that this writing type is authentic reading material from the field of journalistic. This is positive for the students' motivation as many students are more interested in current issues, especially those having cultural or political aspects commonly offered by journalistic texts. Thirdly, the exposure to the different vocabulary, grammatical forms, and discourse presentation from what they commonly encounter is valuable to their reading competence. Moreover, text structure awareness has a strong impact on efforts to improve reading instruction. The introduction of rhetorical patterns in a text is essential to their reading skill improvement. Fourthly, the additional results about heading or title making for the article can be used as one of interesting point in the discussion of reading comprehension classes. The mastery of this discussion can relate the students' background knowledge or schemata as some interesting titles or headings are usually connected to other already-known piece of knowledge.

Furthermore, in writing class, the teacher can teach the students in intermediate English learners the existence of different perspectives to a single topic in writing because it can broaden the students' possibility for writing with creativity. There is limitation, of course, in introducing this type of writing discourse. The limitation of the use of vocabulary and grammatical structure of mass media is they are complex and sophisticated, especially to learners of English as the Second Language. In addition, the additional results about heading or title making for the article can also be of enrichment material in teaching writing.

REFERENCES

Basthomi, Yazid. 2005. The Rhetoric Of Research Article Introduction Written in English by Indonesians.

Fink, Conrad, and Fink, Donald E., 1994. Introduction to Magazine Writing. Boson: Allyn & Bacon

Harmer, Jeremy. 2007. The Practice of English Language Teaching. Harlow: Pearson Education Ltd

Holsti, Ole. 1969. *Content Analysis for the Social Sciences and Humanities.* MA: Addison-Wesley.

Kweldju, Siusana. Lexically-Based Language Teaching: Metaphor for Enhancing Learning. 176.

Renkema, Jan. 2004. Introduction to Discourse Studies. Philadelphia: John Benjamins Publishing Company

Suryanto, Bambang. 2006. The Perspective and rhetoric of English magazine articles in the special report section: Unpublished Thesis. Universitas Negeri Malang

Susilo 1999. Rhetorical Patterns as Reflected in Argumentative Discourse in the Jakarta Post Articles. Unpublished Master *Thesis*. Malang: PPS

Ur, Penny. 1996. A Course in Language Teaching. Cambridge: Cambridge University Press

Zuhairi, Alfan. *2002*. The Effectiveness of Text Mapping in Improving Students Reading. Skill. Universitas Negeri Malang: Unpublished *Thesis.*

ENGLISH TEACHING AND "RSBI" SCHOOLS

Subekhi Hadi Purnomo
State Polytechnic of Malang

ABSTRACT

Bilingual education programs in Indonesia are becoming popular and many parents are very keen on sending their children to these bilingual classes. Bilingual classes which are offered by many schools, which usually have the label of RSBI or SBI have not been running without criticisms. Critics ask about the effectiveness of the bilingual learning. Questions are also raised about the issues of high rates of school fee and the English competence of the teachers. Nevertheless, parents believe that bilingual classes can provide their children with better education because these classes are equipped with better facilities and technologies and more qualified teachers. Then, what can be the trend of the bilingual classes in the future?

Key-words: *bilingual, bilingual classes, RSBI/SBI, English*

What so called bilingual school or class is now becoming popular among parents who hope to get better education for their children. More and more parents registering their children to enter these bilingual classes which more and more schools are offering to meet this increasing "demand."

Bilingual classes are usually offered by a school which has been appointed to be an RSBI (Rintisan Sekolah Bertaraf International) or SBI (Sekolah Bertaraf International). However, some schools which are not RSBI or SBI are also offering bilingual classes, and they are always looked forward to by many parents. According to UU No. 20/2003 (Sistem Pendidikan Nasional) each municipal must have at least one school to be an SBI (Article 50 Verse 3). This requires the local government (lit. Dinas Pendidikan) to choose one school or more which has met some certain criteria set up by the Ministry of Education.

There are some questions that should be raised about this bilingual education. These questions are (1) what is actually bilingual education, (2) why parents want their children to go to the bilingual classes, (3) the problems with bilingual education, and (4) what will this kind of education look like in the future? This article attempts to answer these questions. This article is summarized from many different sources.

BILINGUAL EDUCATION OF RSBI/SBI

What is actually a bilingual education program, and why was it established? Bilingual education is the practice of teaching the core subjects in at least two different languages as the media of instruction (Subadi, 2009). In bilingual education where English is used as a second or foreign language, the students are taught math and sciences in the foreign language and social studies in their native language (Williams, 2009).

Now then, why is this bilingual education is implemented? In the Indonesian context, the purpose of this program is to improve the quality of the human resources to compete in the global era. We have already realized that education in Indonesia is not as good as that in other countries, even the ASEAN countries. According to the report of *Monitoring Global Report* issued by the UNESCO in 2005, Indonesia was the 10th of 14 developing countries in Asia-Pacific area, and the first rank was Thailand. A survey of *World Competitiveness Year Book 2007*, Indonesia ranked 53 among 55 countries being surveyed. Thus, the quality of human resources is still very low, and this has become the concern of the Ministry of Education.

For this reason, the Ministry of Indonesia launched a Government Regulation (PP) 19/2005 about the National Standard of Education in which each municipal must have at least one international school as stated in Article 61 Verse (1):

> "Pemerintah bersama-sama pemerintah dae-rah menyelenggarakan sekurang-kurangnya satu satuan pendidikan pada jenjang pen-didikan dasar dan sekurang-kurangnya satu satuan pendidikan pada jenjang pendidikan menengah untuk dikembangkan menjadi satuan pendidikan bertaraf internasional."

This PP covers eight key standards which are the standards of (1) content, (2) process, (3) competency of graduates, (4) educators and educational human resources, (5) facilities, (6) management, (7) financing, and (8) educational evaluation.

These standards are parts of the requirement that a school should meet to be labeled as an RSBI or SBI. When these are not met they are required to improve themselves to meet the requirements. To enrich the requirements, the curriculum for the RSBI or SBI should refer to the one which has been roughly outlined in the PP and to the curriculum adopted from the education system of a developed country. By doing this, it is hoped that the graduates will have better qualification and can continue their study to a school or university overseas.

The main purpose of the RSBI/SBI is to develop awareness toward the importance of continuous learning and better achievement due to the changing and developing sciences and different cultures. The teacher of RSBI/SBI are designed to be a figure who understands well the meaning of learning concepts such as deep-learning, higher order thinking skills, and contextual learning and knows well different characteristics of his/her students (Fahriza, 2009). The students are eventually led to develop independent learning, responsibility, cooperation with other students, honesty, and tolerance. With these they can be better human resources who can compete globally.

PARENTS' EXPECTATIONS

RSBI or SBI seems to have become a magnet to many parents who want to register their children to these schools. They have the understanding that these schools are more qualified than the regular ones. They may be right about this but is it because these schools use English as the language of instruction? Or are there other reasons for entering these schools.

There are several pieces of eminence, which make RSBI or SBI better than the regular schools. Some of them are described here.
1) The use of English as a medium of instruction in the classroom can improve the students' mastery of English. Though there have been debates over this issue, it still attracts many parents.
2) With enough fund from the government and high rates of school fee the school can improve the facilities for the teaching-learning process. Most of the RSBI or SBI classrooms are equipped with LCD projectors, or television sets with DVD or VCD players. The laboratories are also renewed with more sophisticated tools or machines. This can eventually improve the quality of the teaching-learning process where IT is applied in the classes.
3) The requirements set for RSBI or SBI by the government require the schools to improve all things related to the school management and the learning. The eight national standards make the schools to fix everything, which will eventually also change the mindset of the teachers and educational staff. It, of course, will increase the quality of the schools.
4) The adoption and/or adaptation of the curriculum and teaching-learning methodologies from a developed country make the graduates possible to achieve international standard of education. As a result they may continue their study overseas to any school or university which has similar standards.

Despite the four advantages above, more issues about RSBI/SBI can be added to the list. Prestige is one of them. Parents feel to have more prestige when their children can go to RSBI/SBI, sometimes not considering the cost that they have to pay.

PROBLEMS WITH RSBI OR SBI

The implementation of RSBI or SBI has not been successful without criticisms. Many criticisms have been expressed by people of many different professions, from the students themselves to experts of education. The following are some points of the problem which are summarized from many different references.

Some of the problems with the bilingual program (lit. RSBI or SBI) that follow the birth of this program can be listed as follows:
1. The government, through the Ministry of Education, seems to make the program as to meet the requirements that have been stated in the national act (lit. Undang-undang), and they did not look carefully at the readiness of the schools to do the program. This could have made the program not run well because it was not prepared well either.
2. The schools, on the other hand, accept to do the program because of the finance that they will get when they do it even though they might not be ready and do not have enough facilities to meet the requirements.
3. In practice, the local government (lit. municipal education agency) tends to distribute the opportunity evenly to the schools without looking at the quality of those schools. Usually it prioritizes the state schools, not private ones though they are better.
4. The school fees of RSBI and SBI are so high that only rich parents will be able to send their children to these schools. For this reason the abbreviation RSBI is frequently slipped to be "Rintihan Sekolah Bertarif International (lit. a moan for an international school fee).
5. According to Santoso (2010) the RSBI or SBI schools are not well implemented and organized. The person(s) in charge are not able to complete

the reports which are needed for evaluation. From all RSBIs or SBIs in Indonesia (136 SDs, 300 SMPs, 320 SMAs and 118 SMKs), there were 139 schools last year which could not complete the report on time. It may show that when these schools are not well organized, their quality may deteriorate.

Furthermore, according to Pillai (2005), the problems with the bilingual schools are as the following. Though his opinions are not related directly to RSBI or SBI in the Indonesian context, they may be applicable to this kind of school. There are five points that he raises.

1. The system of bilingual education requires special teachers with certain criteria of competence and special classrooms with certain facilities to facilitate leaning. This causes gaps between the teachers and different treatment and facilities which as a result causes social gaps amongst the students, teachers, and parents.
2. The bilingual education program in the USA eventually increased the drop-out rates. The bilingual program was unsuccessful which resulted in 35% rate of drop out. This makes people feel that this rate doesn't justify the costs involved in providing bilingual education.
3. Bilingual education requires a number of trained teachers who are proficient in both English and their native language, in which English is one of the mediums of instruction in most cases. However, the available number of these teachers is not equal to the demand. In Indonesia, many teachers were not brave enough to teach in the bilingual classes.
4. As mentioned previously, the bilingual program requires special classrooms that can accommodate the bilingual learning. In the teaching and learning process the students and the teachers are expected to use optimally the facilities which can facilitate the use of the second or foreign language.
5. Bilingual program requires a lot of money for the facilities which are needed. These include the development of the curriculum, the materials, the classroom equipment, etc. Nevertheless, the schools do not usually have enough money to afford them. School fees are not enough, thus government funding is very necessary.

THE FUTURE OF RSBI OR SBI

What will this kind of education be like in the future? Looking at the advantages and disadvantages of these schools, parents will still choose them as the place for their children to study, regardless the high school fees that they have to pay. In spite of the disadvantages mentioned earlier, the schools are developing to achieve all objectives that have been set up by the government.

This kind of school will still be implemented until the government of Indonesia finds that the quality of human resources is better than or at least equal to that of ASEAN countries. The quality of Indonesian human resources should be continuously improved as required by the relevant legal acts; therefore, RSBI or SBI will be continuously implemented and improved along the way. With the government financial support the schools will be able to make progressive improvement.

At the earlier stage of the establishment of RSBI/SBI problems and constraints may have existed along the way, but as it is progressing and developing these problems and constraints are solved and eliminated. Better design and format of the teaching-learning process will also be achieved which leads to better accomplishment of the objectives of the schools.

When RSBIs or SBIs can eventually provide significant evidence that they are qualified schools, parents will keep sending their children to the schools.

REFERENCES

Abuja, Gunther. --. *European Centre for Modern Languages: Bilingual Education – Resume of the work from 1995 to 1998*. Centre for School Development, Graz, Austria.

Fahriza, Fahmi. 2009. Tentang Sekolah Bertaraf Internasional. Harian Sinar Harapan, Selasa 12 Mei 2009 [online] from http://www.sinarharapan.co.id/ detail/article/tentang-sekolah-bertaraf-internasional/

Pillai, Prabhakar. 2005. *The advantages of bilingual education*. Retrieved from http://www.buzzle.com/articles/advantages-of-bilingual-education.html

Pillai, Prabhakar. 2005. *The disadvantages of bilingual education*. Retrieved from http://www.buzzle.com/articles/disadvantages-of-bilingual-education.html

Rumongso. 2010. Rintisan Sekolah Bertarif Mahal. Harian Joglo Semar. Retrieved from: http://www.harianjoglosemar.com/berita/rintisan-sekolah-bertarif-mahal-17419.html

Santoso, Paulus Waris. 2010. (Rintisan) Sekolah Berstandar Internasional Itu. Retrieved from: http://www.kompasiana.com/waris_santoso-11 May 2010.

Subadi. 2009. RSBI Terus SBI, Gurunya Bagaimana? Harian Jambi Ekspress. Senin, 13 Juli 2009. Retrieved from: http://www.jambiekspres.co.

id/index.php/guruku/4330-rsbi-terus-sbi-gurunya-bagaimana.html

What is bilingual education? Retrieved from: http://www.proenglish.org/issues/ education/What is bilingual education1.mht – Feb 24, 2010

Williams, Margaret M. 2009. Teach ESL Students in Native Languages or Through English Immersion. *U.S. Bilingual Education Controversy Continues.* Retrieved from http://esllanguageschools.Suite 101.com/ article.cfm – Sep 13, 2009.

SLA MAJOR THEORETICAL VIEWS:

Putting the Jigsaw Pieces Together

Sugeng Hariyanto
State Polytechnic of Malang

ABSTRACT

Second language acquisition is a complex internal process. There no guarantee that what it is known now is the complete picture. In other words, there may be some other aspects that have not been revealed. This article tries to briefly review the major theories in Second Language Acquisition (SLA). Behaviorists sees human language is acquired and maintained via stimulus-response-reinforcement sequence. Innatist theory first of all states that conditioning model is not appropriate to explain how human language is acquired based on the fact that children can produce novel sentences in new combination that has never been heard. Interactinists point out that LAD/UG or innate capacity alone does not help much. Finally, cognitivist view sees that in acquiring a language, a human being needs a mental capacity. All theoretical views will not argue the claim that human being needs mental capacity to acquire language. This article ends in its effort to put "the jigsaw pieces" from the schools of SLA theory to form a picture of how second language is theoretically acquired.

Key-words: second language acquisition, behaviorist, innatist, interactionist, cognitivist

As a relatively new field of study, SLA has advanced through research with various theoretical underpinnings. The results often seem contradictory to each other. This article reviews the theoretical view that have influence people understanding on SLA, namely behaviorist theory, innatist theory, interactionist theory and cognitive theory, and the result of major research with the theoretical views. Finally, the writer proposes a way of understanding the theoretical views and result results to yield a complete picture of SLA based on them. In other words, he would state that the seemingly contradictory research finding and theories are actually complementary to each other in explaining different aspects of SLA.

BEHAVIORIST THEORY

Behaviorism is a school of psychology. Its key concept of behaviorism is human behavior is a product of the stimulus-response interaction. Accordingly, behaviorists also see language learning (acquisition) as a matter of "stimulus-response" mechanism. This model assumes that human mind is a blank slate when he is born.
Within this school, B.F. Skinner proposes a theory about language acquisition which he states in his writing "Verbal Behavior" (Schunk, 1991: 72-73). For him, verbal behaviors can be classified as mand, tact, echoic. Mand is a verbal operant in which the

response is reinforced by a characteristic consequence and under the functional control of relevant conditions of deprivation or aversive stimulation. The word "mand" is found in the word "command" and "demand". In other words, the person will repeat the verbal behavior—for example, "take it"—if the command or demand is met by other person.

The second type of verbal behavior is tact, which mean the verbal operant in which a response of a given form is strengthened by a particular object or event. For example, mom says "Daddy" to the child each time Dad comes. The child learns to associate the word "Daddy" and the person. Then, he/she produces word by imitating other people. After the sound production is praised, his/her word learning is reinforced.

The third verbal type is echoic. One of the instances is simple imitation. For example, a father says to his child "Daddy", and his child repeats it. Afterwards, the father hugs the child or smile to him to reinforce it.

Thus, in all three types, the important sequence in learning is stimulus – response – reinforcement. According to Schunk (1992: 74), *Verbal behavior* presents a theoretical analysis of how human language can be acquired and maintained. The issue is not whether human being acquire language via reinforcement as it is

undoubtedly plays a role. Rather, the issue, according to Schunk, is whether reinforcement is the mechanism primarily responsible for language acquisition.

INNATIST THEORY

The Father of innatist theory in Second Language Acquisition (SLA) is Chomsky. He started by criticizing *Verbal Behavior,* maintaining that a conditioning model is inappropriate for explaining language acquisition and comprehension (Schunk, 1992: 74). The most influential idea contributed by Chomsky to SLA is the concept of innate hypothesis (LAD/UG)[1] and then principle and parameter. Language Acquisition Device (LAD) or Universal Grammar (UG). The LAD or UG is endowed to human being at birth. This is something innate. This position is generally referred to as innate hypothesis. This innate mechanism is activated when appropriate stimulation (input) is posed.

For Chomsky, since birth human LAD starts receiving input by which the human being stimulated to construct rules of the language. The output (utterance) he/she produces is a result of the application of the rules produced by this LAD. See the following illustration for a better picture.

research and came up with the conclusions stating that the process of SLA is very similar to that of first language acquisition (FLA) as they found that second language learners creatively construct the rules of second language in the same way as those in first language and the errors produced by SLA learners also resemble those produced by first language learners. Their theory is known as *creative construction hypothesis*. Based on this, many research were conducted and another theory came up to the surface, named "natural order hypothesis", which claims that second language learners acquire second language morpheme in the same order as the first language learners do (Gass and Selinker, 1994: 82).

Another major theory based on LAD concept is the one developed by Krashen. This theory consists of several hypotheses—together known as the monitor model—namely: acquisition-learning, natural order, input, monitor and affective filter hypotheses (Gass and Selinker, 1994: 144-150 and Cook, 1993: 51 - 55). According to acquisition-learning hypothesis, human beings have two ways in developing competence in second languages: acquisition and learning. Acquisition is the subconscious process of acquiring new language
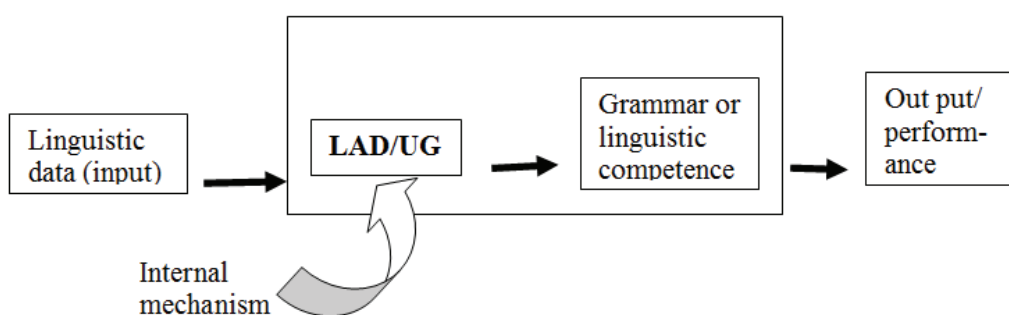

Figure 1 LAD in Language Acquisition

In the illustration above, we see a green box, showing that LAD/UG and grammar are not observable and the process is a mental process happening in the human mind. Therefore, this approach is also called rational approach. LAD and UG is about the same thing for Chomsky. In his 1965 publication, he refers it as LAD but in 1980-s onward, he calls it UG.

Triggered by research on natural order of English morpheme acquisition as a first language, Dulay and Burt (in Gass and Selinker, 1994: 80) did a

system. On the other hand, learning is a conscious process of obtaining knowledge of a new language. Monitor hypothesis states that learning will only result in knowledge to monitor or edit the language production by the learner. According to natural order hypothesis, all element of the new language is acquired in a predictable order called natural order. Second language learner will acquire the new language system if he/she is exposed to comprehensible input (*input hypothesis*). This comprehensible input should be a bit above the current state of the learner knowledge. This is defined as i + 1, where the current state of the knowledge is "i" and the next stage shall be i + 1.

The model proposed by Krashen in presented in Figure 2 below by Cook (1993: 54).

---

[1] Some experts classify LSD/UG theory into cognitive category is LAD/UG process the input. However, the writer thinks that this is best classified into "innatist" or "nativist" category as Chomsky seems to emphasize on the innate nature of this language-specific mental capacity.
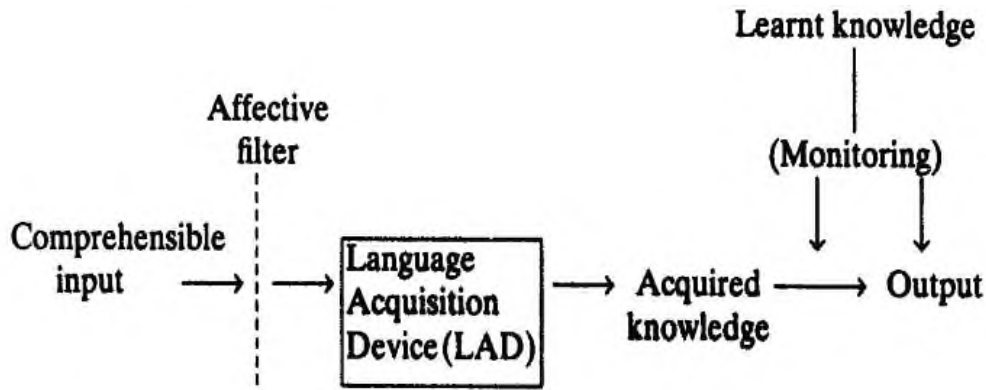
Figure 2. Second Language Acquisition Model by Krashen

From the picture, it is known that the process is quite simple. There is input, the input is process by LAD, than knowledge is acquired. Out can be generated from the knowledge acquired. While the knowledge obtained from formal learning is used to monitor the production of output.

In conclusion, this view sees that human being is indeed endowed with specific mind faculty to acquire language (LAD/UG). With LAD/UG, human being is very creative. He just needs input, and LAD/UG will process it to result in the system of the language being studies.

INTERACTIONIST THEORY

The Father of this theory is Vygotsky. He state that social interaction plays an important role in the learning process and proposed the zone of proximal development (ZPD), where learners construct the new language through socially mediated interaction (Brown in Shenon, 2005). Vygotsky's social-interactionist theory was proposed about 80 years ago, and still serves as a strong foundation for the interactionists' perspective today (Ariza and Hancock in Shanon 2005).

The basic concept in interactionism, or sometimes called social-interactionism, states that children have some innate knowledge of the structure of language, but also require meaningful interaction with others. Different from innatist view, interactionists thinks that environmental factors are more dominant than innate factors (Shanon, 2005).

Although it is different from innatist view, it recognizes the extreme differences found between behaviorists and innatists views. Its view stating that children have some innate knowledge of the structure of language represents its recognition of innatist view and the one stating that interaction with other person is important represent the importance of reinforcement, which is a behave-oristic view. Interactionist and innatists share the

idea that comprehensible input is important. Further, Interactionist maintains that the comprehensible input is achieved by simplifying the input to the right level for the language learners and the input must be interactive. As a matter of fact, the modified input or negotiation of meaning concept is the major concept in interactionist theory in SLA.

In short, the claim about modified input is as follows. In talking to a language learner, a speaker needs to simplify or modify the interaction to suit the language mastery level of the language learners. Modified interaction will lead to comprehensible input; comprehensible input will entail language acquisition (Lightbown and Spada 1993 in Shanon, 2005). Then, we know the term foreigner talk (Gass and Selinker, 1994: 197) and teacher talk.

Negotiation of meaning refers to the instances in conversation when the participants interrupt the flow of the conversation so that both of them understand the conversation (Gass and Selinker, 1994: 208).

As interaction is always two-way communication, Swain proposes comprehensible output (Gass and Selinker, 1994: 212). For her, input and output is equally important. The importance of the output or interaction can be seen in the example below:

> NNS: so I went to shopping yesterday
> NS : oh you went shopping?
> NNS:yes I went- I went shopping

From this instance, comprehensible input is as important as comprehensible output.

Comprehensible output hypothesis claims that output makes learners aware of language knowledge gaps, experiment with language forms and structures, and obtain feedback from others about language use (Ariza and Hancock, 2003 in Shanon, 2005).

Comprehensible output provides learners with a forum for several important language learning function: (Gass and Selinker, 1994: 213):

(1) testing hypothesis about the structure and meanings of the target language,
(2) receiving feedback for the verification of these hypotheses,
(3) developing automaticity in IL production, and
(4) forcing a shift from more lexical and semantic processing of the second language to a more syntactic mode.

In short, interactionists see that human being has a particular capacity to acquire language. However, this mind faculty does not help much if there is no helpful interaction. The mind cannot do anything useful for language acquition without interaction.

COGNITIVIST VIEW

Cognitive model claims that learning language is the same with learning any other knowledge. Language is acquired by means of a common mental faculty, not a specific one. There are two main models in this category: information processing models and connectionism model.

There are two information processing models: McLaughlin's information processing model and Anderson's ACT* model. According to McLaughlin, human being is an information processor limited by both how much attention he/she gives to a task and by how well he/she can process the information. This psychologist differentiates 'automatic' from 'controlled' processes (in Cook, 1994: 253-254). Controlled processes often involve new information, are under the control of attention. On the other hand, automatic processes are quick and need little attention; they have been built up by practice and therefore need little attention or capacity to perform. As learning a new language is learning new information, learners logically go through controlled process first.

The most outstanding research in SLA in this line shows that attention has an effect, while time pressure does not; extra time helps both those who know the rules of grammars explicitly and those who do not. In other word, control (attention) is not related to whether the subjects know the rule explicitly or not (Hulstijn and Hulstijn in Cook, 1994: 254-256).

The second model in cognitive school is Anderson's SCT* model (Cook, 1994: 246-249). ACT stands for Adaptive Control of Thought. And the symbol (*) represents the ultimate version in the development of the model. Like Information Processing model, this also emphasizes the automatization process. ACT* distinguishes three form of memory: working memory, procedural memory, and declarative memory. Working memory is used for the performance of the production rule based on declarative memory and procedural memory. Declarative memory is used to store actual information and procedural memory consists of processes to check the part of the rules against declarative memory. In other word, declarative memory stores the knowledge of "what" and procedural memory stores the knowledge of "how".

How do these memory work? According to Anderson, a production system consists of production rules, such as: *IF the goal is to generate a plural Noun and the Noun ends in a hard consonant, THEN generate the* Noun + s. The working memory is used to produce "Noun + s". Declarative memory stores the concept of plural and hard consonants. The procedural memory relates the concept of plural and hard consonants.

In learning a new production rules, including language rule, someone starts from obtaining declarative knowledge, then he proceduralizes it (procedural knowledge) and finally generalizes the rule. When this is achieved, the production can be done quickly and automatically.

Anderson illustrate his idea using classroom L2 learning (Cook, 1994: 249), where the learners get the declarative knowledge from the teacher. This model is supported by O'Malley and Chamot's research done in 1990 (in Cook, 1994: 249), stating that learning strategies are a set of productions that are compiled and fine-tuned until they become procedural knowledge and L2 learners follows Anderson's three stages.

Another cognitive theory of SLA is Connectionism. Conecctianism sees the human mind as a single highly complex network through which spread (Cook, 1994: 265). Unlike ACT, connectionism denies the need for separating declarative and procedural memory and there is no production system convention. Connectionism views language learning as recognition of patterns in the input by learners. (ppt). Learning is based on construction of association pattern in the brain and creation of link or connection among them. The link become stronger as the association keeps recurring (happens in high frequency).

When applied to SLA, learners build up language knowledge through exposure to thousands of linguistic input. The pattern of association among linguistic items become stronger each time the learner is exposed to more linguistic input. For example, a learner hears "I read" and "She reads" so often that he develop a pattern of association between the addition of "s" with "I" and "she".

However, there were no many research studies yet on this concept. Rumelhart and McLelland (1986 in Cook, 1994: 265) support this model with their research on the simulation of past tense learning. At

least up to 1993, no other research on this concept has been done.

In conclusion, cognitive theories believe that human being employs their mind mind to learn all things, including language, in the same manner; speech-production is a matter of information processing process. Then, learning a new language is establishing patterns of connection among linguistic input received by the learners. Learning itself can progress from a declarative knowledge to procedural knowledge. When a learner produces speech, it may be controlled or not controlled, depending on the connections or type of memory involved. Finally, this view is about how human being obtain, store, and retrieve knowledge, be it language knowledge or other knowledge.

DISCUSSION
Summary

In shorts, the above discussion can be summarized into several points. Behaviorists sees human language is acquired and maintained via stimulus-response-reinforcement sequence. This can happen in informal and formal situation. As a matter of fact, behaviorist view has influenced language teaching field with the birth of Audio-Lingual Method and the use of language laboratory.

Innatist theory first of all states that conditioning model is not appropriate to explain how human language is acquired based on the fact that children can produce novel sentences in new combination that has never been heard. This theory centers on the existence of LAD/UG. Many research support the existence of natural order of morpheme acquisition.

Interactinists point out that LAD/UG or innate capacity alone does not help much. Children should interact in order to acquire the language he/she is learning. Here, reinforcement is needed. Input should be manipulated to suit the learners' current level of language mastery.

Finally cognitivist view sees that in acquiring a language, a human being need a mental capacity. However, this is not the one specific for language acquisition. This is the same mental capacity to learn mathematic and how to cook. As a matter of fact, in the discussion, the dominant topic is on how knowledge is perceived, stored and retrieved.

Putting the pieces together

Second language acquisition is a complex internal process. There no guarantee that what it is known now is the complete picture. In other words, there may be some other aspects that have not been revealed. However, based on the current understanding of SLA, the following statements are made.

1. In order to acquire a language, human being must have a mental capacity, which can be the same or different from the one used to acquire other skills or knowledge.
2. Human being use language to interact with children and adult alike, with purpose of social interaction or instructional.
4. Interaction involves stimulus and response; where certain responses can be seen as positive or negative reinforcements.
5. Interaction can be held in formal as well as informal setting.
6. There are many aspects of language to acquire, namely: (a) syntax, morpheme, (b) vocabulary, and (c) pragmatic and sociolinguistic competence.

Now lets put the pieces together.

All theoretical views will not argue the claim that human being needs mental capacity to acquire language. Behaviorist emphasizes the stimulus-response-reinforcement chain, while innatist and interactionist views believe it is a specific kind of mental capacity. Meanwhile, cognitivist state that it is the same kind of mental capacity. In this position, all are correct. The specific mental capacity is the "development" of certain aspect of the main capacity. The analogy is the capacity of our hand. We believe that some people is keen at drawing, some others are skillful in playing basketball. They all use the capacity of hand. The person can show shooting tricks that are never taught to them. This is also something creative like children speaking the novel sentences.

Innatists never talk about reinforcement, but as interaction always involves responses that can be reinforcement, we can say that reinforcement plays roles especially in maintaining the language.

When the learning of the new language takes place in informal setting, Krashen hyotheses are acceptable. When the learning is in formal setting, behaviorist view and cognitivist view can be used explain the process more adequately.

In summary, all the theories are complementary and useful for us to understand the nature of second language acquisition.

REFERENCES

Cook, Vivian. 1993. *Linguistics and Second Language Acquisition*. New York: St. Martin's Press

Gass, Susan M. and Selinker, Larry. 1994. *Second Language Acquisition: An Introductory Course.* Mahwah, NJ: Lawrence Erlbaum Associates

Myles, Florence. *Second Language Acquisition (SLA) Research: Its Significance for Learning and Teaching Issues*. Retrieved on Febryary 5, 2011, from http://www.lang.ltsn.ac.uk/resources/

goodpractice.aspx?resourceid=421

Schunk, Dale H. 1991. *Learning Theories: An Educational Perspective*. New York: MacMillan Publishing Company.

Shannon, Fred. 2005. *Interactionist Theory in Second Langauge Acquisition*. Retrieved on February, 6, 2011, from: http://fredshannon.blogspot.com/ 2005/11/interactionist-theory-in-second-language-acquisition.html.

ATURAN TATA TULIS ARTIKEL
Jurnal Linguistik Terapan

Syarat dan Ruang Lingkup
Artikel yang disulkan untuk dierbitkan di jurnlak ini belum pemah dipublikasikan secara tertulis pada jurnal atau majalah ilmiah di manapun. Jurnal Linguistik Terapan (JLT) menerima artikel tentang pengajaran bahasa, pembelajaran bahasa, pemerolehan bahasa, sosiolinguistik, psikolinguistik, penerjemahan, analisis wacana, pragmatik, bilingualisme, linguistik kontrastif, multilingualisme, komunikasi multilingual, leksikografi, linguistik komputasional, komunikasi berbantuan komputer, linguistik forensik, dan lain-lain, serta dan tinjauan buku dalam bidang-bidang tersebut.

Bahasa
Naskah yang dimuat dalam jumal ilmiah ini menggunakan bahasa Indonesia atau bahasa Inggris yang baik dan benar. Penggunaan istilah-istilah mengacu pada kaidah yang benar.

Pengetikan Naskah
Naskah diketik menggunakan perangkat lunak pengolah kata Microsoft Word dengan ukuran kertas A4 dengan jarak 1,5 spasi dengan huruf Times New Roman ukuran 12. Tata letak halaman tegak (portrait) dengan jarak sembir (margin) kiri 3,5 cm; kanan, atas dan bawah 2,5 cm. Panjang naskah antara 15-20 halaman termasuk gambar dan tabel. Naskah dan CV penulis dikirim ke Redaksi dalam bentuk softcopy pada sebuah CD (compact disk) atau dikirim via email.

Isi Naskah dan Sistematika Penyajian
(1) Artikel ditulis dengan gaya esai, menggunakan sub-judul untuk masing-masing bagian, kecuali bagian latar belakang atau pendahuluan.
(2) Artikel hasil penelitian meliputi: (a) Judul; (b) Nama lengkap penulis (tanpa gelar) dan lembaga atau afiliasinya; (c) Abstrak (maks. 100 kata); (d) Kata kunci; (e) Pendahuluan (tanpa judul, termasuk tujuan penelitian) (f) kajian kepustakaan; (f) metode penelitian, (g) Temuan; (h) pembahasan, (i) Kesimpulan dan Saran; (j) Referensi; dan (k) Lampiran, jika ada.
(3) Artikel bukan hasil penelitian meliputi: (a) Judul; (b) Nama lengkap penulis (tanpa gelar) dan lembaga atau afiliasinya; (c) Abstrak (maks. 75 kata); (d) Kata kunci; (e) Pendahuluan (tanpa judul); (f) Isi Bahasan; (g) Referensi.
(4) Referensi disajikan secara alfabetis dan kronologis, dengan urutan Nama, tahun, judul buku, kota penerbit, nama penerbit (Judul dicetak miring).

Judul dan Nama Pengarang
Judul harus berupa ungkapan dalam bentuk kalimat pendek yang mencerminkan isi penelitian atau artikel konseptual/kajian. Jika penulis lebih dan seorang, hendaknya diurutkan dimulai dengan penulis utama/sesuai dengan kode etik penulisan.

Tabel dan Gambar
Tabel dan gambar diberi judul singkat dan jelas. Setiap tabel dan gambar diberi nomor urut (1,2,3,...dst). Nomor dan judul tabel berada di atas, sedangkan untuk gambar berada di bawah. Bila gambar berupa foto, maka kualitas foto harus baik. Agar memudahkan proses editing, dianjurkan gambar di"*group*".

Daftar Rujukan
Daftar Rujukan yang ditampilkan hanya yang dikutip saja. Penulisan daftar rujukan disusun menurut abjad nama penulis. Urutan penulisan sebagai berikut; Nama belakang, nama depan, Tahun, Judul (dicetak miring), Edisi, Kota: Penerbit.

Alamat Redaksi
Alamat Penyunting dan Tata Usaha: UPT BAHASA, Politeknik Negeri Malang, Gedung AF Lantai 3, Jl. Soekarno-Hatta 09 PO Box 04 Malang 65141 Telp. (0341) 404424-25 ext. 1412; Fax (0341) 404420; dan e-mail: kunmustain@ymail.com.