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From the Editors

Dear readers,

This edition of our journal present seven articles which can be categorized into language teaching and non-language teaching related articles. In the first article, Oktavia Widiastuti reports her literature study concerning the advantage of on-line resource in improving language students' autonomy. She found that online resource facilitates learner autonomy. It involves the learner, teacher, materials, learning context, and what students want in an online environment. However, she mentioned that there is a great need for research that focuses on the relationship between particular forms of practice and the development of autonomy to support the theoretical assumptions. This kind of research would also fill a gap in the literature in the areas of students' self-perception as autonomous learners, the value of online resources as a learning aid for the autonomous learner, and the inherent features in online resources that empower the autonomous language learner.

In the second article, Arina Chusnatayaini and Eka Wulandari report their research on peer tutoring techniques. Taking the site of Universitas Islam Kediri (Uniska), adopting an experimental research design, they compare the effectiveness of peer tutoring and direct instruction in improving the student's learning gain in Reading class and self-esteem. To analyze the data, the researcher applied descriptive and inferential statistics using ANOVA and Tukey's test. The result of the study leads to the conclusions that Peer Tutoring is more effective than Direct Instruction, the students who have high self-esteem have better reading ability than those who have low self-esteem; and there is an interaction between teaching techniques and students' self-esteem to teach reading at the second semester students of UNISKA Kediri. Finally, the results of this research imply that Peer Tutoring is more effective than Direct Instruction to teach reading.

In the next article, Ermyna Seri, report her observation on the relation of risk taking and the success of English learning. First of all this article elaborates the characteristics of risk-taking learners on learning English, the learners' personal learning problems on learning English, and the methods of increasing risk-taking ability. After reviewing literature related to risk taking and English learning, she went to her English classes. She identified students with low achievement in English classes (in Speaking session) and identified the problems. Then, she tried out some techniques to improve the success where she changed the learning style in the class into language teachers should establish an encouraging class atmosphere or a non-threatening classroom climate in their classes to reveal risk takers

In the last article on language teaching, Mariana Ulfah Hoesny tried to refresh teachers and readers's mind on two important aspects in language teaching which may be confused by some of us, namely curriculum and syllabus. Syllabus and curriculum are known as two part of instructional activities. Based on her literature review, she summarizes that syllabus is can be defined as an outline and summary of topics that has to be covered in an education or training course. The syllabus sets the onward responsibilities of teacher to the students. Teachers are allowed to develop syllabus based on the curriculum. Curriculum itself is a broad notion covering the whole body of knowledge the students shall acquire in the school and general description of the teaching program. In short, curriculum is the general statement about the teaching program and syllabus is the about what actually happens in the classroom. Further, this article also presents kinds, components and functions of syllabus and how curriculum is developed. It also discusses about some problems encountered in the implementation of syllabus and curriculum.

The second part of the journal is dedicated to applied linguistics where three writers present their study report on translation, pragmatics and discourse analysis. Iwik Pratiwi present her discussion on the problems of non-equivalence at word level in the English translation of part 17 of the novel: *Rantau 1 Muara*, by Anwar Fuadi, which entitled *Maghrib Terhebat*, as well as some strategies for dealing with them. The discussion of the translation is mainly referring to equivalence presented by Baker (1992) in her book, *In Other Words*, providing the background knowledge and approaches related to non-equivalence before contrasting some typical conceptual and lexical semantic fields to prove that there is a considerable linguistic gap between Indonesian and English. The proposed

strategies for dealing with problems of non equivalence are mainly adopted from Chesterman (1997) in Hariyanto (2013). Although translators do not normally work on word-for-word equivalence, the discussion may serve as the basic step in dealing with non equivalence found in the source text.

In the next article, Andi Muhtar reports his analysis of some unique texts based on the theory of meaning. Firstly he states that there are three theories of meaning, namely, the mentalistic theory, the behaviorist theory, and the use theory. Criticisms, which are given to show dislikes toward another person's or other people's actions/utterances, contain meanings. Criticisms in Mr. Pecut's corner, which appear in the form of responses to statements made by public figures, are bitter but, by and large, humorous. This article helps understand how this is done and helps uncover the meaning based on some theories of meaning in linguistic philosophy.

Finally, the last article by Hanafi reports a result of a discourse analysis on how politicians comment on certain situations. This article aims at investigating the felicity condition on the Indonesian politician's performative utterances as written in newspaper and relating it to their credibility in society. The conclusion is that Indonesian Politicians are less careful in making uttering performative speech. Consequently the speeches are not so meaningful. By producing meaningless speech, Indonesian Politicians are considered to be less credible. The writer suggests that the Indonesian Politicians should, at least, mind linguistic aspects in their speeches.

Happy reading,
Editors

ONLINE RESOURCES AND LEARNER AUTONOMY

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ABSTRACT

There is a perceived relationship between technology and learner autonomy in the language teaching community. Students become increasingly empowered when using technology as they develop self-discipline and confidence through increased responsibility for their own learning processes. For language learning, computers offer rich volumes of text, pictures, sound, and video, they are also interactive, available at any time and place for individual or collective learners. It also facilitates learner autonomy, which is understood as the learner's learning capacity displayed both in the way the learner learns and in the way he or she transfers what has been learned to wider contexts. It involves the learner, teacher, materials, learning context, and what students want in an online environment.

Online learning offers many opportunities for students. Some research results showed that the students responded positively to this means of communication. The students' way of learning interaction is enriched through the computerized media. Furthermore, it can enhance their learning as it strengthens their understanding toward the language they learn and their self study, meaning that it makes this type of language learners more motivated than the non-autonomous ones. At present, however, there is a great need for research that focuses on the relationship between particular forms of practice and the development of autonomy to support the theoretical assumptions.

Keywords: learner autonomy, online resources, learning process, self-study

There is a perceived relationship between technology and learner autonomy in the language teaching community. Learner empowerment is a prominent feature of integrating the technology of online resources in a foreign language curriculum. Students are seen as becoming increasingly empowered when using such technology because they develop self-discipline and confidence through increased responsibility for their own learning processes (Warschauer, Turbee, and Roberts, 1994). Benson and Voller (1997) discussed these issues stating that "Computer software for language learning is an example of a technology which claims to promote autonomy simply by offering the possibility of self-study. Such claims are often dubious because of the limited range of options and roles offered to the learner". Benson and Voller go on to argue that all educational technologies including the textbook and the computer can be perceived to be more or less supportive of autonomy.

Computers have often been viewed as the perfect independent learning tool rather than simply a part of the autonomy/independence bigger picture. Why is that, and can technology really offer learners something unobtainable by other means? It could be argued that online resources are the ultimate engine for language learning. They offer volumes of text, pictures, sound, and video. They are also interactive and increasingly offer readymade self-access materials available at any time and place for individual or collective learners.

DEFINING LEARNER AUTONOMY

Autonomy has been described as "a *capacity* - for detachment, critical reflection, decision-making, and independent action. The capacity for autonomy will be displayed both in the way the learner learns and in the way he or she transfers what has been learned to wider contexts" (Little, 1991, p. 4). When the

instructor's role is examined within a certain educational setting, it would indicate whether a particular teacher tends to control the behavior of students or support their autonomy (Deci et al., 1981). Some other terms such as 'self-access,' 'independent learning,' 'open,' 'distance,' and 'flexible' learning have often been used to describe similar activities in which the teacher has more or less input in what goes on in the classroom. (The bottom line in all these uses is that teachers are encouraged to turn some power over to the learners and simultaneously take such roles as bystander, facilitator, guide, or helper.) One should be cautious, however, not to assume that all individuals are equally receptive to the notions of autonomous/independent learning.

THE LEARNER AUTONOMY PICTURE

There are four players in the learner autonomy picture: the learner, the teacher, the materials, and learning the context. Here is a look at each one of them in detail.

1. The Learner

Obviously, autonomous learners are perceived to possess unique characteristics that make them independent, self-efficient, and willing to take the risk and responsibility of relying more on themselves than on others. Dickinson (1993) identifies five characteristics of independent learners:

1. *they understand what is being taught, i.e. they have sufficient understanding of language learning to understand the purpose of pedagogical choices;*
2. *they are able to formulate their own learning objectives;*
3. *they are able to select and make use of appropriate learning strategies;*
4. *they are able to monitor their use of these strategies;*
5. *they are able to self-assess, or monitor their own learning (Dickinson, 1993, pp. 330-31).*

2. The Teacher

A variety of new roles have been proposed for teachers to play in autonomous or independent learning. These roles include bystander, facilitator, guide, helper, counselor,

and mentor. For example, an activity in which the instructor's role is to monitor the students' activities in pairs or small groups discreetly could be introduced to encourage learner autonomy. In such case, intervention is unnecessary unless learners need assistance. However, some teachers find these changes to be challenging and do not necessarily accept these new ideas easily. This is also a mistake that is commonly made in materials design for independent learning.

3. The Materials

Designing suitable materials for the autonomous learner can be a challenge. Motteram (1997) wrote about the many years teachers spend developing materials for their classrooms and adapting their teaching styles to that environment. He wrote that when teachers switch to an independent learning environment, they might expect the immediate transferability of the previous skills to the new learner-centered environment. This never happens because the nature of independent learning materials is different. Consequently, teachers may feel threatened that they have lost the value of their hard earned skills. Motteram added that many learners will feel cheated if they find that the material they are presented with in a so-called independent learning environment is the same as that presented in a regular class.

4. Learning the Context

Individuals are unique and their uniqueness should be emphasized because of their sociocultural background and the significance of allowing social reality to be a part of classroom teaching and learning. Social reality is not stable and because learners influence it, teachers cannot teach everything about a language. Learners influence the social context and the language in turn, or at least its use. For this reason, learners become more important members of a classroom. Therefore, classroom learning should take learners' backgrounds into account in order to provide a meaningful and stimulating learning environment. This view of social reality is consistent with the constructivist movement in cognitive psychology, which shows that individuals gradually build their own

understanding of the world through experience and maturation (Bruner, 1986).

Benson (1997, p.1-2) notes that the term *learner autonomy* can have at least five different connotations:

- a. *for situations in which learners study entirely on their own*
- b. *for a set of skills which can be learned and applied in self-directed learning*
- c. *for an inborn capacity which is suppressed by institutional education*
- d. *for the exercise of learners' responsibility for their own learning*
- e. *for the right of learners to determine the direction of their own learning* (Benson, 1997, pp. 1-2).

We often hear the term *self-direction* in connection with learner autonomy. This term refers to the type of learning that occurs when the learner makes a decision regarding the setting and content of the learned subject matter. While this could happen unconsciously, other learners consider self-directed learning as a conscious form of learning, thereby equating it with autonomous learning (Hammond & Collins, 1991). In sum, autonomy is a social construct that includes the ability to function effectively as a cooperative member in a group. Learning takes place in a social context and it is this context that learners have to be aware of and assume a role in.

5. What students want in an online environment?

The idea of a learner-centered environment is still unfamiliar to many students who grew up in a teacher-centered classroom. Asking those students to suddenly shift to a new setting that is totally or partially electronic might lead to a shock and great resistance. In order to ensure a smooth transition to a new reality, students should be asked what they want in the new environment. If adapting to a technologically enhanced classroom is inevitable in this era, researchers, curriculum designers, administrators, and teachers should obtain the students' feedback on what features of online resources appeal to them and are most helpful in their education. In addition, we know very little about how students actually use online resources. Students may not use the resources in the ways that the teachers had envisioned.

THE ADVANTAGES OF USING ONLINE RESOURCES AS AN EDUCATIONAL TOOL IN LANGUAGE PROGRAMS

Much of the published research on this topic shows that the advantages of using online resources as an educational tool far outweigh the disadvantages. Several researchers have mentioned many advantages. For example, according to Berge and Collins (1995), many opportunities are offered through online learning for such endeavors as course management, information retrieval, peer review, project-based instruction, personal networking, mentoring/tutoring, interactive chat, professional growth, and experience in using modern technology. Berge and Collins added that by writing online for an authentic purpose, students are motivated to communicate with a broader audience than what they are used to- the classroom. In addition, the digital revolution of the late 20th and early 21st has shifted the focus in the classroom from the teacher to the learner. In the new environment students are helped through online learning to find the necessary resources to carry on their learning outside the classroom and thus become lifelong learners.

Interaction was also discussed by many researchers. For example, Vilmi (1995) said that cultural awareness among students in different parts of the world is enhanced by the opportunities for interaction offered by online resources. Moreover, in searching for and retrieving information online, students have greater interaction with the course materials, providing them with a sense of ownership (Shetzer, 1995), as well as enjoyment of the course content (Opp-Beckman, 1995). In discussing the interaction of text and context, Kramsch and Andersen (1999, p. 31) said that using multimedia technology in teaching languages presents a double challenge for learners to observe and select "culturally relevant features of the context" and put linguistic features in context to understand language in use. The kinds of reflectiveness and interactivity that are mediated through asynchronous conferencing have also been researched. Lamy and Goodfellow (1999) concluded in their study of French learners that such an environment has "created the possibility for learners to interact with each

other and with teachers and native speakers--thus providing opportunities for practice and intrinsic feedback" (p. 43). Lamy and Goodfellow go on to argue that conscious reflection is still necessary even in such an interactive learning environment and that it should be combined with spontaneous interaction. In another study about computer mediated communication, Blake (2000), in a study on L2 Spanish interlanguage, found that "CMC can provide many of the alleged benefits ascribed to the Interaction Hypothesis" (p. 120), which states that the conditions for SLA are crucially enhanced by having L2 learners negotiate meaning (i.e., resolve their miscommunications) with other speakers, native or otherwise Long & Robinson, 1998), but with more possibilities for access out of the classroom. Blake added that "incidental negotiations commonly occurred in networked learner/learner discussions as well, especially with respect to their lexical confusions" (p.120). Blake's study showed "the value of synchronous chat records as a window for investigating interlanguage" (p.120).

Computer-assisted classroom discussion using networked computers was the topic of Healy Beauvois' (1992) dissertation. In her study, she explored the "interaction intermediate French students using a Local Area Network (LAN) for synchronous classroom discussion in French" (p. v). The findings suggested that student contributions in French fit "sound language learning pedagogy" where code switching and teacher intervention instances were low, whereas discourse was high in both quantity and quality, and students responded positively to this means of communication. Moreover, the effects of the communication context of synchronous interaction tools, such as Web chat between English non-native and English native speakers, on the process of acquiring a second language was studied by Negretti (1999). The main purpose of the author was to discover "patterns and conversational strategies used by participants in this on-line context" as well as "the machinery and the structure of social action in language". The study also analyzed whether Web chat implied a "reduction of the range in interactional practices, actions performance, sense making, and meaning

negotiation, thus affecting the SLA process". The analysis focused on "the overall structure of interaction and sequence organization in connection with the on-line communication setting features". It then passed to "turn-taking organization, with attention to recurrent structures and patterns as in openings and closings; turn design (or packaging of actions); expression of paralinguistic features in this on-line context; and some (interlanguage) pragmatic variables".

Computer-mediated communication was also studied by Sengupta (2001) who stated that it can be "a powerful tool towards literacy development as its text-based nature supports sustained reflection on classroom exchanges". Sengupta's described how students completing a BA in Contemporary English Language used "the available technology to interact with peers and their comment on how this mode of delivery extended their traditional notions of learning". Sengupta's data showed that the students were personally accountable due to their elevated exposure online- an issue viewed as an exceptional but intimidating part of this approach. This study evaluated how powerful online exposure can be in showcasing the students' experiences and comments. Collaborative Internet projects were studied by the EFL study of Braunstein et al. (2000). It was found that those projects provided "students with opportunities for completing authentic reading and writing tasks, for learning about other cultures, and for developing useful technical skills". In a paper examining "the two tenets of communicative language teaching--authenticity of the input and authorship of the language user--in an electronic environment", Kramsch et al. (2000) concluded, in their study of Spanish and English, that "a communicative approach based on the use of authentic texts and on the desire to make the learners author their own words has been changed by the physical properties of the electronic medium and the students' engagement with it".

Learner empowerment is another feature of integrating online resources in a foreign language curriculum. Students become empowered as they develop self-discipline and confidence by being more responsible for their own learning processes (Warschauer, Turbee, and Roberts, 1994). In addition, students are

judged by their production, not what their appearance or how they sound, thus making them more confident when communicating in the target language. Online learning can provide students with new, exciting, and challenging resources (Barron and Ivers, 1998). It creates opportunities for multicultural education, establishes authentic learning experiences, supports higher-order thinking skills, improves writing skills, and boosts motivation, achievement, and positive behavior. Reading and writing skills are promoted through electronic discussion lists, email keypals, and projects online by providing an authentic audience for students' writing (Gaer, 1999). In addition to having the flexibility to be used with students at any grade level and any proficiency level, these projects also help students develop computer literacy and online skills as they use the computer for authentic purposes. Online resources also provide an excellent language learning environment especially for the autonomous learner. This environment was described in Egbert, Chao, and Hanson-Smith (1999) and it listed eight conditions including opportunities interaction with an authentic audience to perform authentic tasks, encouraging learners to be creative, providing enough time and feedback for learners, guiding learners to be fully attentive during the learning process, having an ideal level of stress and anxiety, and supporting learner autonomy.

THE DISADVANTAGES OF ONLINE RESOURCES AS AN EDUCATIONAL TOOL IN LANGUAGE PROGRAMS

As with any teaching tool, along with the benefits come some drawbacks as well. A challenge facing teachers is the time requirements in learning new ways to give feedback online, teaching software programs to students (Opp-Beckman, 1995), and facilitating and participating in online projects which are just getting started (Vilmi, 1995). Shetzer (1995) also warned that the interaction between the student and text (or computer) might overwhelm that among students themselves. Learning and teaching online require great tolerance of ambiguity and even of chaos (Warschauer, Turbee and Roberts, 1994). In addition, students with low proficiency in

keyboarding, reading and writing might find it difficult to remain motivated, perceiving the virtual classroom as a hindrance to learning more than a benefit (Hiltz, 1990). Learning online was not designed to be, and is not, a complete language learning tool; it is merely one of many ways that we can learn and practice a foreign language. In particular, the material available on the Internet, with the exception of material produced for language learners, is not graded. Beginning students can easily be overwhelmed with the rich vocabulary and colloquial expressions that they find there. It is therefore an important task for instructors to guide students to material that not only is of interest to them, but also manageable at their current level of language proficiency. Using online resources is not one thing with narrow, uniform, and readily predictable outcomes. In practice, it is many things with many possible outcomes for different students. Furthermore, even a single category of using online resources, such as using them as an information archive, can produce tremendous variation in likely consequences. Schofield and Davidson (2002) looked at six kinds of outcomes of use of online resources that students experienced:

enhanced enjoyment and motivation, a better understanding of both computing and the Internet, a greater ability to produce work of quality, more access to career information and opportunities, exposure to a broader range of perspectives and experiences, and improved reading skills in both English and foreign languages (Schofield and Davidson 2002, p. 209).

As a result of the widespread effects of technology throughout the world, college-level educators are being challenged to rethink and revise their approaches and goals in teaching in order to effectively prepare students for what will be expected of them in the real world. Black et al. (1995) summarized the importance of using computers as educational tools because students like working on them and are motivated by the use of real data and the fact that this is a skill they will need in the future. Because the way in which we retrieve and interpret information is changing and evolving, so must the education which prepares students to successfully accomplish these tasks.

THE EDUCATIONAL APPLICATIONS OF ONLINE RESOURCES IN LANGUAGE PROGRAMS: COMMUNICATION AND RESEARCH

According to Barron and Ivers (1998), the educational applications of online resources can be divided into two very broad areas: communication and research. The communication category includes asynchronous communications such as e-mail and electronic publishing, and synchronous communications such as chat rooms, audio conferencing, and video conferencing.

The research category includes basic, advanced, and original research. Basic research involves finding, comparing, and reporting facts from one or more preselected sources. Advanced research includes a wider variety of sources such as several online sites in addition to print or CD-ROM sources. Another difference is that the sources are not preselected. Original research can be done using surveys and collaborative experiments.

After the information is compiled, it can be graphed, analyzed, and reported. Online resources can connect the teaching and learning of languages as described in Shetzer and Warschauer (2001) who wrote that learners should be taught the type of language that they would eventually use and that the language learners motivation increases if there is informational content being taught. They added that in order for teaching to be effective, prior knowledge, existing knowledge, the total academic environment, and learners' linguistic proficiencies should be taken into consideration and that that contextualized language use should be the focus of language teaching. Finally, they wrote that what benefits learners most is a focus on significant and relevant content.

LANGUAGE STUDENTS' ATTITUDES TOWARD AND PERCEPTIONS OF ONLINE RESOURCES

As to the attitudes of L2 learners toward the use of technology, Yang (2001), in a study about EFL students, reported that the experience was generally positive for learners. On the other hand, negative attitudes had to do with technical difficulties and information overload. Yang also reported that using online resources often stimulated incidental learning and that

seeking information online triggered both anxiety and excitement in learners at the same time. In concluding the study, Yang stated that computer networks could empower students especially in well-designed language learning environments and that providing scaffolding to guide learners in using online applications and orient them to the task is essential for the success in implementing and integrating technology into the curriculum. Researchers also studied student perceptions. In an important article, Stepp-Greany (2002) presented survey data from beginning Spanish classes using a combination of technologies: Internet activities, CD-ROM, electronic pen pals, and threaded discussions. Goals of the study were to determine students' perceptions of (a) the role and importance of the instructor in technology-enhanced language learning (TELL), (b) the accessibility and relevance of the lab and the individual technological components in student learning, and (c) the effects of the technology on the foreign language learning experiences. Students attributed an important role to instructors and perceived that cultural knowledge, listening and reading skills, and independent learning skills were enhanced but were divided in their perceptions about the learning or interest values of the individual components.

In addition, Kung and Chuo (2002) investigated the potential role of ESL/EFL Web sites as a means to supplement in-class instruction. They evaluated a program in which forty-nine students enrolled in a high-beginner EFL class were introduced to five Web sites and instructed to use them for a homework assignment and for self-study. The data revealed that despite some difficulties encountered, students had an overall positive attitude to using the teacher-selected Web sites in their learning of English. The students found that learning English through ESL/EFL Web sites was interesting and that the teaching strategies used by the teachers were effective and necessary.

THE RELATIONSHIP BETWEEN USING ONLINE RESOURCES AND ENHANCING THE LEARNING OF LANGUAGE SKILLS

Many researchers have studied the relationship between using online resources and enhancing the learning of language skills. This line of research has established a high correlation between using this technology in the language classroom and high achievement in language proficiency. In the reading comprehension area, for example, Lomicka (1998) wrote about "how computerized reading with full glossing may promote a deeper level of text comprehension" (p. 41) for students of French. Moreover, reading comprehension practice and production practice in Japanese were studied by Nagata (1998) who investigated input versus output practice in educational software for second language acquisition. In addition, De Ridder (2002) found that when reading a text with highlighted hyperlinks, her subjects, native Dutch speakers learning French, were *significantly more willing to consult the gloss. However, this increased clicking does not slow down the reading process, does not affect text comprehension, and does not increase the vocabulary learned incidentally. The reading task does not seem to alter the clicking behavior of the students but seems to influence the reader's vocabulary learning: A content-oriented reading task decreases the reader's attention for vocabulary* (De Ridder, 2002, p. 123).

With regard to grammar, Collentine (2000), studying foreign-language learners of Spanish, demonstrated "how computer-assisted language learning (CALL) software containing user-behavior tracking technologies can provide important insights into the construction of grammatical knowledge" (p. 44). This satisfies the constructivist premises that are increasingly compelling teachers to employ exploratory and inductive tasks, stipulating that students should be "agents" who manufacture rather than receive knowledge. Sotillo (2000) investigated "discourse functions and syntactic complexity in ESL learner output obtained via two different modes of computer mediated communication: asynchronous and synchronous discussions" (p. 82). The results showed that *asynchronous and synchronous CMC have different discourse features which may be exploited for different pedagogical purposes. In the hands of*

experienced teachers, both modes of CMC can be used as novel tools to enhance the language acquisition process by encouraging interaction among participants, collaborative text construction, and the formation of electronic communities of learners (Sotillo, 2000, p. 82).

Hoven (1999) proposed an "instructional design model appropriate for humanistic multimedia Computer-Enhanced Language Learning (CELL) in a self-access environment for second language learning through listening and viewing comprehension" (p. 88). Hoven's model was "grounded in sociocultural theory, and set against a background of research into the complexities of listening and viewing, individual learner differences and learning styles, characteristics of self-directed and autonomous learning, and user-friendly instructional software design" (ibid.). Several researchers also highlighted the use of e-mail to promote foreign language learning in general and the writing skill in particular. When compared with oral production, L2 use generated through the electronic medium has several features according to González-Bueno (1998), who studied Spanish students. Those features are: "(a) greater amount of language; (b) more variety of topics and language functions; (c) higher level of language accuracy; (d) more student-initiated interactions; and (e) more personal and expressive language use" (p. 55). However, Biesenbach-Lucas and Weasenforth (2001) questioned the potential of electronic mail writing in improving academic writing abilities for ESL students because email engenders features of both the written and spoken forms of the language. In a comparative study, there were no obvious differences found between students' electronic mail and word-processed writing. However, the electronic mail texts were significantly shorter than the word-processed texts, and text-initial contextualization was more prominent in the word-processed than in the electronic mail texts. (Biesenbach-Lucas & Weasenforth, 2001). Other researchers were interested in investigating how the online resources would help in teaching culture. Osuna and Meskill (1998), for instance, concluded that the online environment was a suitable tool to increase language and cultural knowledge of Spanish, as well as a means to increase motivation.

Furstenberg et al. (2001) presented a “Web-based, cross-cultural, curricular initiative entitled *Cultura* designed to develop foreign language students’ understanding of foreign cultural attitudes, concepts, beliefs, and ways of interacting and looking at the world” (p. 55). The participants were French and American students, and the focus was on the “pedagogy of electronic media, with particular emphasis on the ways in which the Web can be used to reveal those invisible aspects of a foreign culture, thereby giving a voice to the elusive *silent language* and empowering students to construct their own approach to cross-cultural literacy” (ibid.). In another culture-related study, Müller-Hartmann (2000) compared three email projects between EFL high school classes in Germany, and English and Social Studies classes in the United States and Canada. The researcher concluded that:

A comparison between intercultural learning in the actual reading process and the negotiation of meaning in the network phases shows a close resemblance in the structure and use of tasks. Task properties, such as activity, setting, and teacher and learner roles, as well as the personal level (i.e., non-thematic exchange of information) in the asynchronous e-mail exchange, proved to be especially influential for intercultural learning in the design and management of task structure (Müller-Hartmann, 2000, p. 129).

In testing, Roever (2001) argued that “Web-based language tests were most appropriate in low-stakes testing situations; but with proper supervision, they can also be used in medium-stakes situations although they are not generally recommended for high-stakes situations” (p. 84). Perez Fernandez (2000) examined how the use of the World Wide Web (WWW) as a tool may change the contents as well as the teaching procedures and the material covered. In class he used the WWW as a source of authentic material for the study of English in the field of psychology. His students had “access to current online material, and they can work with such diverse web sites as departments of psychology web sites, on-line atlases of the brain, resource web sites, career orientation and professional information web sites, etc.” (p. 257). He reported that the students became proficient in English and

acquainted with vocabulary related to their main discipline, i.e. psychology. Perez Fernandez reported that the result was more dynamic approach to teaching English, so that the students gain autonomy, with the instructor acting only as coordinator, supervisor and tutor.

In another study on English for construction, Perez Fernandez (2001), studied the potential of the WWW to expand the possibilities of language teaching, particularly in the field of specific content areas, like engineering, architecture or the construction industry. He found that the Web facilitated “easy, instantaneous access to sources of information, specialized texts and data that were either unavailable in the past or took a considerable amount of time to access” (p. 119). He suggested that “in addition to providing these specific texts that can be used as teaching and practice material, and serving as an electronic board with information on classes, deadlines, contents, syllabus, etc., the WWW should also affect the way languages are taught, as well as the learning styles of the students” (ibid.). Perez Fernandez concluded that because online resources are being increasingly used as a teaching resource, “we should move from a phase of simply using the new media with the old content, on to developing not only new contents but also new teaching procedures and strategies based on these new media”.

This line of research still has a number of open questions about how to optimally utilize this modern technology and incorporate it into foreign language programs. LoCastro (2001), for example, recommended that this area especially needed more qualitative or multi-dimensional research learn more about learners' perceptions of the incorporation of online resources. She further suggested that future studies focus on individual learners' accounts without interference from the researcher. Moreover, Stepp-Greany (2002) concluded that more research is needed on student perceptions of multimedia instruction and the teacher's role in such environments. It is also hoped that further research in this topic confirms the prediction that foreign language learners exposed to this learning tool would become lifelong learners of the foreign language beyond the classroom context (González-Bueno, 1998).

FOSTERING AUTONOMY IN LANGUAGE LEARNING THROUGH USING ONLINE RESOURCES

Technology-based approaches to autonomy development are similar in many areas to other resource-based approaches, but can be differentiated from them through their focus on the technologies used to access resources (Benson, 2001). As Motteram (1997) points out, new learning technologies have a long association with autonomy. Many technology-based projects have been reported incorporating student-produced video (Gardner, 1994), computer-enhanced interactive video (Gardner and Blasco-Garcia, 1996), electronic writing environments (Milton, 1997), concordancing (Aston, 1997), hypermedia systems (Mayes, 1994), e-mail language advising (Makin, 1994), and computer simulations (Mak, 1994). In these projects it is either the interaction with the technology itself or the potential of the technology to facilitate interactions that is seen to be supportive of autonomy. Since the establishment of learner autonomy research, a number of misconceptions have occurred. Benson (2001) summarized these misunderstandings in two points. First, learner autonomy is not the same as self-instruction as the latter often fails to provide successful results.

Second, learner autonomy does not mean that the teacher yields all his/her authority to the students. A major influence on learner autonomy is the work of Vygotsky. The central term in his theory is the *zone of proximal development*, defined as "the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers" (Vygotsky, 1978, p. 85). Benson (2001) summed up the importance of Vygotsky's theory in studying learner autonomy by stating the importance of social interaction and collaboration in the learning process, which means using alternative learning environments that are not teacher-centered and that encourage student collaboration and interaction. Thus, external social interaction and internal cognitive interaction become inseparable and mutually influential.

This way, the learning environment is broadened and now includes the learner's responsibility for his or her own learning process as well as that of peers. Autonomy has been described as a *capacity* - for detachment, critical reflection, decision-making, and independent action (Little, 1991). The capacity for autonomy will be displayed both in the way the learner learns and in the way he or she transfers what has been learned to wider contexts (Little, 1991, p. 4). Egbert, Chao, and Hanson-Smith (1999) listed eight conditions that, when present in the language learning environment in some form and in some amount, seem to support optimal classroom language learning. Not surprisingly, supporting learner autonomy was one of those conditions.

In general, autonomous learners are more highly motivated than nonautonomous learners. In other words, autonomy leads to better, more effective work. The literature has provided evidence that learning autonomy increases motivation and consequently increases learning effectiveness. Knowles (1975), for instance, reported that "there is convincing evidence that people who take the initiative in learning (proactive learners) learn things and learn better than do people who sit at the feet of teachers, passively waiting to be taught (reactive learners). They enter into learning more purposefully and with great motivation," (Knowles, 1975, p. 14). In addition, Wang and Peverly (1986) reviewed findings of strategy research (in subjects other than language learning) and concluded that independent or autonomous learners were those who had the capacity for being active and independent in the learning process; they were able to identify goals, formulate their own learning strategies, and monitor their own learning. The advantages of learner autonomy can be summarized in three points according to Dickinson (1995): learning is more focused, purposeful, and effective; there are no barriers between learning and living; and learners are able to transfer their autonomous behavior to other areas of their lives.

CONCLUSION

There is a great need for research that focuses on the relationship between particular forms of

practice and the development of autonomy. The most pressing need is for empirical research that will support or undermine the theoretical assumptions on which forms of practice are based (Benson, 2001). There is also a gap in the literature in the areas of students' self-perception as autonomous learners, the value of online resources as a learning aid for the autonomous learner, and the inherent features in online resources that empower the autonomous language learner.

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THE EFFECTIVENESS OF PEER TUTORING TO TEACH READING VIEWED FROM STUDENTS' SELF-ESTEEM

*(An Experimental Research in the Second Semester Students of English
Department of UNISKA Kediri in the Academic Year of 2011/2012)*

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ABSTRACT

This research aims at finding out whether: (1) Peer Tutoring technique is more effective than Direct Instruction in teaching reading to the second semester students of English department of UNISKA in the Academic Year of 2011/2012; (2) the second semester students of English department of UNISKA who have high self-esteem have better reading skill than those having low self-esteem; and (3) there is interaction between teaching techniques and students' self-esteem in teaching reading. The method which was applied in this research was an experimental study.

The research was conducted at UNISKA Kediri in the academic year of 2011/2012. The population of the research was the second semester students of UNISKA Kediri. Two samples were taken by using cluster random sampling technique. Class B1 was used as the experimental class and class B2 as the control class. Each class consists of 22 students. The steps for the research were: (1) distributing self-esteem questionnaire to know students' self-esteem; (2) applying teaching techniques to the students; (3) distributing post test; and (4) analyzing the students' reading ability. The data were obtained from self-esteem questionnaire and reading test. Furthermore, to analyze the data, the researcher applied descriptive and inferential statistics using ANOVA and Tukey's test.

The result of the study leads to the conclusions that: (1) Peer Tutoring is more effective than Direct Instruction to teach reading for the second semester students of UNISKA Kediri in the Academic Year of 2011/2012; (2) The students who have high self-esteem have better reading ability than those who have low self-esteem; and (3) There is an interaction between teaching techniques and students' self-esteem to teach reading at the second semester students of UNISKA Kediri. Finally, the results of this research imply that Peer Tutoring is more effective than Direct Instruction to teach reading.

Keywords: reading, peer tutoring, direct instruction, self-esteem

Reading is one of four skills that must be mastered by students of English Education program. Reading taught in university becomes a demanded skill which students have to master. Through reading, they are able to comprehend the content of the subject matters and catch the information. Thus, it is very important for advanced level students to master

reading skill, because reading would give them knowledge, information, and indirect experience.

Therefore, students must have an ability to comprehend texts. The understanding of the text varies according to both one's knowledge of the word and the purpose one has in reading. It also varies according to one's knowledge of

language and of text types. A reader has several possible purposes for reading, and each purpose emphasizes a different combination of skills and strategies. Reading emphasizes many criteria that define the nature of fluent reading abilities, it also reveals the many skills, processes, and knowledge bases that act in combination, and often in parallel, to create the overall reading comprehension abilities. It is necessary to have adequate understanding to suit a purpose since it is central to reading.

However, many students have low reading skill which can be seen from their achievement. They have difficulties to know the words in the text and they have low understanding of the message from the text. The students probably know the words but they do not know the meaning of the text. Some students may know the meaning of the words or vocabularies of the text but they cannot get the message of the text. Even, there are some students who do not know the meaning of the text at all.

There are many factors influence teaching learning. The first factor is the technique of teaching. Technique of teaching is one of the important factors in the teaching learning process. There are many kinds of techniques. One of them is Peer Tutoring technique. Peer tutoring technique can be applied in teaching reading. Peer tutoring is a collaborative learning strategy in which students alternate between the role of tutor and tutee in pairs or groups.

Peer tutoring refers to students working in pairs to help one another learn material or practice an academic task. Peer tutoring works best when students of different ability levels work together (Kunsh, Jitendra & Sood, 2010). During a peer tutoring assignment, it is common for the teacher to have students switch roles partway through, so the tutor becomes the tutee. Since explaining a concept to another person helps extend one's own learning, this practice gives both students the opportunity to better understand the material being studied.

In addition, peer tutoring is a type of instructional strategy in which students are taught by their peers, who have been trained and supervised by the teacher. Peer tutoring involves having students work in pairs, with another student of the same age or grade. Peer

tutoring is an extremely powerful way to improve students' academic, social, and behaviors (Gresham, 2010).

However, many teachers still apply direct instruction technique in teaching reading. The activity in direct instruction technique is teacher-centered. Direct instruction technique encourages one-way communication. Students just become the followers and depend on the teacher during the teaching-learning process. It makes the students passively participate the teaching learning process. The students just receive the materials from the teacher without any discussion or sharing with other students

The second factor that influences the learning process is the affective domain. Affective as stated by Brown (2000: 143) refers to emotion and feelings. It is considered as the emotional side of human behavior. Affective factors in reading include attitude, motivation, self-esteem, and self-actualization (Davies, 1995: 73). Brown in Aebersold and Field (2000: 8) details several individual factors that influence language learning, including self-esteem, inhibition, risk-taking, anxiety, and motivation. They can be positive or negative factors. All of these factors operate in reading classroom as well. For this reason, researchers call upon reducing anxiety and inhibition and enhancing students' motivation and self-esteem in the classroom context.

Self-esteem is the evaluation which the individual makes and customarily maintains with regard to himself; it expresses an attitude of approval or disapproval, and indicates the extent to which an individual believes himself to be capable, significant, successful, and worthy (Coopersmith in Brown, 2000: 103). Such evaluation is built up through repeated experiences of success and failure, other people's impressions, and the self-appraisals in relation to ideal selves.

Self-esteem plays a crucial role in learning since it is the best predictors of academic success. It appears that high self-esteem is both a cause and a consequence of better academic grades (Biggs and Watkins, 1995: 75). Educators have long realized that self-esteem plays a crucial role in learning. Students with high esteem forge ahead academically while those with low esteem fall behind (Atwater, 1990: 155).

To make the students achieve adequate skill in reading, the writer applies Peer Tutoring technique on the consideration that it can improve the students' reading skill and encourage students' active role in the teaching learning process. It also to know whether peer tutoring technique is suitable for students who have high self-esteem or those who have low self-esteem, and to know whether expository technique is suitable for students who have high self-esteem or those who have low self-esteem. Since students' self esteem and the method of teaching applied by the teachers are important factors in teaching reading, the writers were interested in conducting a research entitled: THE EFFECTIVENESS OF PEER TUTORING TO TEACH READING VIEWED FROM STUDENTS' SELF-ESTEEM (An Experimental Research in the Second Semester Students of English Department of UNISKA Kediri in the Academic Year of 2011/2012).

RESEARCH OBJECTIVE

This research is find out whether:

1. Peer tutoring technique is more effective than direct instruction to teach reading in the second semester students of English Department of UNISKA Kediri in the academic year of 2011/2012
2. The students who have high self-esteem have better reading skill than those who have low self-esteem in the second semester students of English Department of UNISKA Kediri in the academic year of 2011/2012
3. There is an interaction between teaching techniques and self-esteem to teach reading in the second semester students of English Department of UNISKA Kediri in the academic year of 2011/2012

RESEARCH DESIGN

Experimental study is chosen in conducting this research. The purpose of experimental study is to determine cause-and-effect relationship. Through experimentations, cause and effect relationship can be identified. Because of this ability to identify caution, the experimental approach has come to represent the prototype

of scientific method for solving problems (Johnson and Cristensen, 2000: 23).

The experimental research in this study involves three kinds of variable. They are two independent variables and one dependent variable. The two independent variables are teaching techniques and the students's self-esteem, and the dependent variable is reading skill.

RESEARCH SETTING

This research was conducted in Universitas Islam Kadiri (UNISKA), Kediri which is located on Jl. Sersan Suharmaji no. 38 Kediri.

RESEARCH SUBJECTS

The population of this research was all second semester students of English Department, UNISKA Kediri in the academic year of 2011/2012. The total number of the population in this research was 75 students who were divided into 3 classes, B1, B2, and B3.

RESEARCH PROCEDURE

This research was conducted from January 2012 to July 2012. The factorial design was used in this experiment study because it allows the researchers to study the interaction of an independent variable with one or more variables. The factorial design is as follows:

Table 1.1. Factorial Design

Teaching Technique Self-esteem	Peer Tutoring A ₁	Direct Instruction A ₂	Result
High B ₁	A ₁ B ₁	A ₂ B ₁	$\bar{X} =$
Low B ₂	A ₁ B ₂	A ₂ B ₂	$\bar{X} =$
Result	$\bar{X} =$	$\bar{X} =$	$\bar{\bar{X}} =$

RESEARCH INSTRUMENTS

1. Questionnaire

Fraenkel and Wallen (1993: 79) say that questionnaire is an instrument that can be used for collecting data in a research. In a questionnaire, the subjects respond to the questions by writing or, more commonly, marking an answer sheet. The researchers gave a sheet of questionnaire dealing with students' self-esteem. It is a cloze questionnaire, where the students must answer some statements by choosing alternative answer given by the researcher. The questionnaire consists of 50 statements with four-point rating scale measuring their self-esteem.

The questionnaire must be valid and reliable before it is administered in the experimental and control class. To check the validity and the reliability of the questionnaire, firstly, the researchers tried it out to the students of the class which does not belong to the experimental and control class.

a. Validity

The validity of the questionnaire is analyzed by using the following formula (Biserial Point Correlation):

$$r_{it} = \frac{\sum x_i x_t}{\sqrt{(\sum x_i^2)(\sum x_t^2)}}$$

(Ary in Ngadiso, 2006: 2)

If r_o is higher than r_t , the item is valid.

b. Reliability

O'Malley(1996: 19) states that reliability is the consistency of the assessment in producing the same score on different testing occasions or with different raters. Brown (2004: 20) states that a reliable test is consistent and dependable.

Then, to know the reliability of the questionnaire, the following Alpha Formula is used:

$$r_{kk} = \frac{k}{k-1} \left(1 - \frac{\sum s_i^2}{s_t^2} \right) \text{ where } s_i^2 = \frac{\sum x_i^2}{n}, s_t^2 = \frac{\sum x_t^2}{n}$$

(Ary in Ngadiso, 2006: 2)

If r_{kk} is higher than r_t , the instrument is reliable.

The research uses a Likert scale using four points instead of five points, in which the interval between each point on the scale is assumed to be equal. The undecided point is omitted to avoid neutral answers, since mostly

students tend to choose the neutral answers. It is used to register the extent of agreement and disagreement to a particular statement.

The items of the questionnaire are in the positive and negative direction. The score is as follows:

Table 1.2. Likert Scale

Answer	Positive Item	Negative Items
SA	4	1
A	3	2
D	2	3
SD	1	4

Note: SA (Strongly Agree), A (Agree), D (Disagree), SD (Strongly Disagree)

2. Reading Test

Arikunto (2010: 139) defines that test is a set of questions or exercises or other means used to measure skill, knowledge, intelligence, ability, or talent of an individuals or group of people. Based on the definition above, a test is a profile of the study results in the written form. This profile is then used to know standard of students' achievement. For educators, this profile will be used to determine the next learning process. In administering a test, it is important to set and determine an understandable instruction.

The reading test is used to know the students' ability in reading. The reading test is in form of objective test with four options. Instruments, questionnaire and reading test must be valid and reliable. Therefore, the questionnaire and reading test are tried out to know the validity and reliability at the first step. It is done before the treatment. The try out is done to the other class which doesn't belong to experimental and the control one. At the end the valid and reliable items are used to get the data. The reading test is conducted after treatment.

The formula that is used to know the validity of reading test is:

$$s_t = \sqrt{\frac{\sum x_t^2}{n}}$$

$$r = \frac{\overline{X}_i - \overline{X}_t}{s_t} \sqrt{\frac{p_i}{q_i}}$$

If r_o is higher than r_t the item is valid.

Then, the reliability of the test is analyzed using the following formula:

$$r_{kk} = \frac{k}{k-1} \left(1 - \frac{\sum pq}{s_t^2} \right)$$

If r_{kk} is higher than r_{tv} the instrument is reliable.

After all instruments are valid and reliable, they can be used to get the data. The reading test was conducted after treatment as the post test.

TECHNIQUES OF ANALYZING THE DATA

The writers use a descriptive analysis and inferential analysis in this research. The descriptive analysis is used to know the mean, median, mode, and standard deviation of the score of reading. Meanwhile, the normality and homogeneity of the data should also be known, they must be done before testing the hypothesis.

Then, multifactor analysis of variance 2x2 (ANOVA 2x2) was used to test the hypothesis. H_o is rejected if $F_o > F_t$ and if H_o is rejected the analysis is continued to know the difference of the groups by using Tukey Test. The design of multifactor analysis of variance is as follows:

Table 1.3. The Design of Multifactor Analysis of Variance or 2X2 ANOVA

Teaching Technique	Peer Tutoring	Direct Instruction	Result
Self-esteem	A ₁	A ₂	
High B ₁	A ₁ B ₁	A ₂ B ₁	
Low B ₂	A ₁ B ₂	A ₂ B ₂	
Result			

Note:

A₁B₁ : the mean score of reading test of students having high self-esteem who are taught by using peer tutoring

A₂B₁ : the mean score of reading test of students having high self-esteem who are taught by Direct Instruction technique

A₁B₂ : the mean score of reading test of students having low self-esteem who are taught by using peer tutoring

A₂B₂ : the mean score of reading test of students having low self-esteem who are taught by using Direct Instruction technique

A₁ : the mean score of reading test of experimental class which is taught by using peer tutoring

A₂ : the mean score of reading test of control class which is taught by Direct Instruction technique

B₁ : the mean score of reading test of students having high self-esteem

B₂ : the mean score of reading test of students having low self-esteem

After analyzing the data by ANOVA 2x2, the writer uses Tukey test to find the level of mean difference. The finding of q is found by dividing the difference between the means by the square root of the ratio of the within group variation and the sample size.

STATISTICAL HYPOTHESIS

The statistical hypotheses for this research were as follow:

- a. The difference between Peer tutoring technique and Direct Instruction technique to teach reading to the second semester students of UNISKA Kediri

Ho: $\mu A_1 = \mu A_2$

H₁: $\mu A_1 > \mu A_2$

Note:

Ho : There is no significant difference in reading ability between the students who are taught by using Peer tutoring technique and students who are taught by using Direct Instruction technique.

H₁ : The students who are taught by using Peer tutoring technique have better reading ability than students who are taught by using Direct Instruction technique.

- b. The difference in reading ability between students who have low level of self-esteem

with the students who have high level of self-esteem in reading.

Ho: $\mu B_1 = \mu B_2$

H₁: $\mu B_1 > \mu B_2$

Note:

Ho : There is no significant difference in reading ability between the students who have low level of self-esteem and students who have high level of self-esteem

H₁ : The students who have high level of self-esteem have better reading than the students who have low level of self-esteem

c. The interaction between teaching techniques and students' self-esteem in teaching reading.

Ho: $\mu A \times \mu B = 0$

H₁: $\mu A \times \mu B > 0$

Note:

Ho: There is no interaction between teaching techniques and students' self-esteem in reading. It means that the effect of self-esteem level on writing ability does not depend on teaching technique.

H₁: There is an interaction effect between teaching techniques and students' self-esteem in teaching writing. It means that the effect of self-esteem level on reading depends on teaching techniques.

RESULT AND DISCUSSION

The data collected in this research were analyzed using ANOVA followed by Tukey Test. The hypothesis testing is to know whether the null hypotheses (H₀) will be rejected or accepted. The data analysis by using ANOVA can be summed up as follows:

1. $F_{\text{observation}}$ (F_o) between columns, the comparative analysis between the effect of teaching reading using peer tutoring and direct instruction, shows the value of 6.86. The F_{table} (F_t) at the level of significant $\alpha = 0.05$ (F_{t(0.05)}) is 4.08. F_o (6.86) is higher than F_{t(0.05)} (4.08). H₀ stating that there is no

significant difference between Peer Tutoring and Direct Instruction is rejected. Then, a conclusion can be drawn that there is a significant difference between Peer tutoring and Direct Instruction to teach reading. The mean score of the students taught peer tutoring technique (62.09) is higher than the mean score of the students who are taught by using direct instruction (56.90). *It means that peer tutoring technique is more effective than direct instruction to teach reading.*

2. The value of F_o between rows, the comparative analysis of the learning achievement between the students having high self esteem and those having low self esteem, is 123.77. F_o (123.77) is higher than F_t at the significance level $\alpha = 0.05$ (F_{t(0.05)}(4.08)). H₀ stating that there is no significant difference between students' high and low self-esteem upon the students' reading skill is rejected. It means that there is a significant difference between students' high and low self-esteem upon the students' reading ability. The mean of reading scores of students who have high self-esteem (70.05) is higher than the mean scores of students who have low self-esteem (48.05). It can be concluded that students who have high self-esteem have better reading competence than those having low self-esteem.

3. The value of F_o interaction, the interaction between teaching techniques and self esteem, is 42.61. So, F_o interaction (42.61) is higher than F_t at the significance level $\alpha = 0.05$ (F_{t(0.05)}(4.08)). H₀ stating that there is no interaction between teaching technique and the self-esteem upon the students' reading ability is rejected. It means that there is an interaction between the teaching techniques and self-esteem. It can be concluded that the effect of teaching techniques on the students' ability in reading depends on students' self-esteem.

From the findings above, it can be concluded that:

Peer tutoring is more effective than direct instruction to teach reading.

Peer tutoring is a type of collaborative learning strategy in which students support each other's learning rather than relying solely on an adult teacher, it is one of the types of collaborative approaches where pairs of students interact to assist each other's academic achievement by one student adopting the role of a tutor and the other has the role of a tutee. Peer tutoring has also been well validated for promoting the development of low-level skills, such as reading.

Peer tutoring can enhance learning by enabling learners to take responsibility for reviewing, organizing, and consolidating existing knowledge and material; understanding its basic structure; filling in the gaps; finding additional meanings, and reformulating knowledge into new conceptual frameworks. In either co-peer or near peer situations, both learners are likely to understand the material better by applying it in the peer tutoring setting.

When peer tutoring is used, the instructional environment usually becomes more learner (as opposed to the teacher) directed, and the learners have a more significant role in helping model of the learning. The teacher becomes a co-learner and facilitator, acting as a guide and a coach. The teacher is no longer the person with all answers; instead, the teacher talks with learners and offers opinions, explores strategies, and helps set goals.

In conclusion, peer tutoring gives teacher specific instructional techniques to help students improve their skill and critical thinking abilities. It can become an important learning element that assist the students in learning how to solve problems, collaborate with others, and think creatively.

On the other hand, direct instruction is the oldest teaching technique. The activity in direct instruction technique is teacher-centered. Direct instruction technique encourages one-way communication. Students just become the followers and depend on the teacher during the teaching-learning process. It makes the students passively participate the teaching learning process. The students just receive the materials from the teacher without any discussion or sharing with other students. Since reading process requires the students for being active and not depending to the teacher, it will not

gain best result if direct instruction is applied in the teaching reading because it does not give enough challenge for the students to develop their achievement. Finally, the result of this study shows that peer tutoring technique is more effective than direct instruction to teach reading.

The students who have high self-esteem have better reading ability than the students who have low self-esteem.

Self-esteem is the evaluation which the individual makes and customarily maintains with regard to himself; it expresses an attitude of approval or disapproval, and indicates the extent to which an individual believes himself to be capable, significant, successful, and worthy (Coopersmith in Brown, 2000: 103). Such evaluation is built up through repeated experiences of success and failure, other people's impressions, and the self-appraisals in relation to ideal selves.

Self-esteem plays a crucial role in learning since it is the best predictors of academic success. It appears that high self-esteem is both a cause and a consequence of better academic grades (Biggs and Watkins, 1995: 75). Educators have long realized that self-esteem plays a crucial role in learning. Students with high esteem forge ahead academically while those with low esteem fall behind (Atwater, 1990: 155).

In addition, self-esteem is considered as one of the important affective factors because success or failure of a person depends mostly on the degree of one's self-esteem. The students who have high self esteem will be encouraged if the teacher gives them a chance to involve in teaching learning process. They have better attitude in joining the teaching and learning process. They have high interest to pay attention to the teacher and all of the activities in the class and always do the reading task well. They are not bored in joining the class because they are more active than the students who have low self esteem. It means that the students who have high self esteem will have high ability in understanding the text.

The students who have low level of self esteem don't have any interest in joining the learning process and they do so since they don't have desire to learn more. They have little

attention to the teacher and the material that is given. They are passive in the class and tend to listen the teacher's explanation during the lesson rather than express the opinion and ask the question. Their low self esteem makes them unable to express their ideas better. This can be seen from the results of their reading ability in which the scores of both control and experimental groups are lower than those having high level of self esteem from both groups given treatment.

There is an interaction between teaching techniques and self-esteem in teaching reading.

In reading process, the teacher also needs to use suitable technique that motivates the students to join the class. Direct instruction can't motivate the students because this technique just focuses on the academic content. The students are passive in learning. On the other hand, peer tutoring technique requires the students to be active in learning process.

In addition, peer tutoring is a type of instructional strategy in which students are taught by their peers, who have been trained and supervised by the teacher. Peer tutoring involves having students work in pairs, with another student of the same age or grade. Peer tutoring is an extremely powerful way to improve students' academic, social, and behaviors.

The fact shows that the students having high self esteem perform very well in the class when they are taught by using peer tutoring, they attempt to be active in teaching learning process and do the task better. The students will not depend on the teacher and they try to find the meaning and messages from the text by themselves. This technique makes the students develop their social relation with other students. The students who have high level of self esteem will have high ability in reading many texts. They can read anything that the teacher gives to them. They will be active in joining the teaching learning process especially in reading because they have high level of self esteem. So, peer tutoring technique is more effective for the students having high self esteem in reading skill.

On the contrary, the students taught by using direct instruction learn reading material as

usual. They don't need to be more active, and just wait for their teacher's translation and explanation to know the message of the text. They are passive in joining reading class and they are slower in doing the task. The students having low self esteem, therefore, will be suitable when they are taught using direct instruction in their classroom activity.

Finally, the result of this research shows that teaching techniques and self esteem play an important role to the students' reading ability. This can be seen from the finding that the students who have high self esteem and who are taught by peer tutoring technique are able to get a better reading ability than those having low self esteem and taught by using direct instruction.

CONCLUSION

Referring to the result of this research, in general, Peer Tutoring is an effective technique to teach reading. Therefore, it is good to be applied in teaching reading for some reasons. First, Peer tutoring is very good way to get students involved in learning so that they are not just passive learners receiving the information. Second, students receive feedback and error correction immediately and more frequently. Third, students are able to work together in equal position and gain better understanding of the materials by learning from each other.

Self esteem determines the success of learning. Students with high self esteem perform better learning than those with low self esteem. This is because students with high self esteem perform harder effort to gain the goal of learning than those with low self esteem. Teachers, therefore, should always promote and stimulate students' self esteem through various activities in which they can interact and share ideas with peer students.

Viewed from students' self esteem, Peer tutoring is an effective technique of teaching reading for students with high self esteem. The students having high self esteem who are taught by using peer tutoring have higher score than the students having high self esteem who are taught by using direct instruction, while the students having low level of self esteem that are taught by using peer tutoring have lower score

than the students having low self esteem who are taught by using direct instruction. It means that peer tutoring is well used for high self esteem and direct instruction is effective for low self esteem.

SUGGESTIONS

This research is expected to be useful for teachers, students, and future researchers, therefore, some suggestions are listed as follows:

1. For the teachers

Referring to the result of study, Peer Tutoring is effective for students' reading skill. Teacher should use this model to improve the students' reading skill. In choosing the technique of teaching, the teacher should consider some factors. One of the factors is students' psychological condition including students' self esteem. Self esteem influence the students in teaching learning process. The teacher has to know the students' self esteem, so he/she can choose the appropriate technique for their students.

2. For the students

Students have to be more active in teaching learning process in order to improve their reading skill. For low self esteem student, they must be aware of the importance of active involvement in teaching learning process and their teacher is not only source in learning, then they have to encourage themselves. They also need to find other learning resources out of the given material in the classroom, such as from internet. This can be done by reading books related to the lesson or learning from electronic media such as TV, cassette, or CDs.

3. For the future researchers

- a. A replication of this research design using Peer Tutoring can be done with some revisions.
- b. A similar research with different population characteristics is also possible.
- c. It may be worthwhile to have another research with different attributive variables such as students' habit or interest.

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RISK-TAKING AS A CONTRIBUTING FACTOR TO MAKE SUCCESS OF LEARNING ENGLISH

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ABSTRACT

The success of language learning can be affected by internal and external factors. One of the internal factors is risk-taking. This factor drives learners to be able to gamble a bit, to be willing to try out hunches about the language and take the risk of being wrong. This article elaborates the characteristics of risk-taking learners on learning English, the learners' personal learning problems on learning English, and the methods of increasing risk-taking ability. The methods discussed here directly address the learners' personal learning problems which include inhibition to speak, low self-esteem, lack of motivation, and low risk-taking ability. Considering the significant role of risk-taking to the success in learning English, language teachers should establish an encouraging class atmosphere or a nonthreatening classroom climate in their classes to reveal risk takers.

Keywords: success, English learning, risk-taking

English is one of the languages widely used in the world by the speakers whose first language is not English. Besides its function as a means of communication with other speakers, it is also used as a medium to get some information or read materials in English about issues, advancement of technology and knowledge, and understand about different nation or people's culture.

In Indonesia English is often considered as a foreign language or second language. English is one of the subjects taught in school starting from primary to university level. English is the subject on the school curriculum, and it is compulsory for students to take and pass the examination in order to be graduated from school.

To pass from this period, students have to go through the process of learning. Learning process is the path to reach success in which the students have to go through several stages in order to understand something that he or she has not known yet before. Furthermore a student who can carry out the learning activity can be assumed that he understands about something he or she has learnt about something (Rooijackers, 1991:14). One individual's learning process is called internal process. This

internal process can be seen from the student's individual behavioral change or action that reflects the learning (Rooijackers, 1991:5).

Some students learn English faster and more easily than the others in school and they tend to be more successful than the others. Success is perceived from two perspectives, namely the internal and external factors, but in this article, the internal factor would be discussed. Therefore the title chosen is "*Risk-Taking as Contributing Factor to Make Success of Learning English*".

THEORETICAL REVIEW

Learning according to Oxford Advanced Learner's Dictionary is knowledge obtained by study. Dimiyati and Mudjiono (2006) said that this knowledge obtained by study, or done through a learning activity in any places such as at school, or out of school. Learning can be seen from two perspectives. The first perspective is from teacher's side and it is designed through learning instructions, while from the student's side, it comes from the student's desire to learn.

Dimiyati and Mudjiono define learning is an student's act and student. As an act, learning is only experienced by the student himself/

herself, and determined by the student whether the learning process happens or not (Dimiyati and Mudjiono 2006:7). Furthermore they say that the learning process happens because the student gets something from his/ her learning environment, and this can be seen from the act of learning from outside (Dimiyati and Mudjiono 2006:7).

According to Djamarah (2008:15) learning is an activity that we do to gain knowledge).

Jakobovits (1970:44) learning a language means learning the whole new pattern of habits,..... A little learning like to play the piano or the violin, except that it is easier. Therefore, it is important to practice, to practice, and to practice. The practice should be intensive and enthusiastic in class and out silently to oneself while reading or to fellow students. Involve all your senses as you learn a language by using your ears, mouth, eyes, fingers and use your imagination.

According to Brown learning is a relatively permanent change in a behavioral tendency and is the result of reinforced practice. The components of the definition of learning are : learning is acquisition or getting, retention of information or skill, retention implies storage system, memory, cognitive organization, active, conscious, focus on and acting upon events outside or inside the organism, relatively permanent but subject to forgetting, involves some form of practice, perhaps reinforced practice, change in behavior (Brown, 1994:7).

Definition of Success

Success by the Oxford Advanced Learner's Dictionary definition is the achievement of a desired aim (Hornby 1995: 1193). Success in learning interpreted as a student's desire to achieve something. Key to get a success in learning is to study harder and sacrifice for something to reach the goal (Djamarah 2008, 10-11).

Risk-Taking as a contributing factor to make a success of learning English

Many researches show, the key point to accomplish second language learning depend on the personality differences among learners. There are two contributing factors to make a success of learning the language such as internal and external. The internal factors consist of

natural talent, age, exposure to native speakers, high motivation, risk-taking, strong self-confidence, high self-esteem. Brown uses the term as the affective domain (Brown 1994:134). Obviously students who have these factors are better than the students who do not.

Whereas the external factors are teachers, instructional materials, approach, method, teaching strategies (Shoebottom 1996-2012). According to Walqui, internal factors deal with personality and motivation. They vary from one student to another. External factors refer to the institutional contexts in which language learning takes place; contextual factors in second language acquisition.

According to Brown, there are two aspects contributing to the success of language learning such as of the cognitive and affective domains. The first aspect of the affective domain is called intrinsic that deals with the personality factors within a person and the second aspect is that encompasses extrinsic factors such as socio-cultural variables that emerge as the second language learner brings not only the two languages into contact but also the two cultures, and in some sense, he/she must learn a second culture along with a second language (Brown 1994:134).

Affective domain according to Brown is the emotional side of human behavior, and it may be juxtaposed to the cognitive side (Brown 1994:135). Further Brown says the development of affective states of feelings involves a variety of personality factors, feelings both about ourselves and about others with whom we come into contact.

According to Djamarah, there are some factors contribute to the success of learning such as : (A) obeying learning guide : regularity, be discipline and have a good motivation, focus, good time management such as to rest and to sleep (Djamarah, 2008:15-27); (B) avoiding learning difficultness : determining the learning objective, recognizing the remembering system, recognizing the remembering system range, recognizing the learning type, recognizing the rate of difficulties of book read, avoiding laziness, fulfilling recent wish, note taking for the future wish, writing any unfinished assignments, not to push yourself to study if you are not ready, staying healthy, taking a rest whenever necessary, emptying any unnecessary

memory, mastering the language (Djamarah, 2008:28-42); (C) having intellectual mentality : be honest in any way, smart in thinking and action, reliable, self confidence, optimistic, not to hesitate in taking action, be brave to face the challenge, patience and never give up, take a change in any opportunity, willing to do something in any circumstances, learning effectively, learning while praying, never get satisfied easily on success achieved; (D) mastering the learning method well (Djamarah, 2008: 43-58).

Jakobovits a psycholinguist cited that the Modern Language Association of America sponsored a conference in 1964 which resulted in a statement entitled "Advice to Language Learners" in which consists of ten statements. Then these statements were revised by teachers and linguist. The ten claims about the psychology of foreign learning have been extracted from the 1966 revised statements (Jakobovits 1970:43).

The extracts of statements related to the language learning are: (1) learning a FL facilitates subsequent learning of another FL; (2) any intelligent student can learn a FL provided there are present 'hard work', a good teacher, and a good textbook; (3) a helpful strategy in learning FL is to avoid making direct comparisons between it and English; (4) learning a language means a whole new pattern of habits... a little like learning to play the piano or the violin. Therefore, it is important to practice, to practice, and to practice. Practice should be intensive and enthusiastic in class and out, silently and loudly, to oneself while reading, and to fellow students; (5) there are three techniques in language learning: imitation, analogy, and analysis. Imitation consists of repeating what you hear as closely as you can by listening carefully to your teacher and the other models. Learning how to create by analogy is the purpose of pattern drills and other exercises. (6) As one grows older, he/she begins to lose capacity for easy imitation but he/she gains the advantage of being able to reason: to analyze language, information of this sort given in grammatical explanations or rules can help you to learn the language faster; (7)memorizing sessions should be broken up into several intense short periods; (8)reading and writing are learned more easily if one first

learns to speak the language; (8)practicing to speak should be done right from the start; (9)when reading a FL, one should at first read only what has been previously practiced, and do so out loud; (10)English translation of words or phrases should never be written on the page in the reading book (Jakoboits, 1970:43-45)

Theoretical Approach

There are two theoretical approaches in relation with the success of learning the language as proposed by Brown and Jakobovits discussed in this article. Brown outlines a risk-taking factor as part of aspect of the affective domain or called intrinsic and how this factor influences the success of the language learning. Whereas Jakobovits a psycholinguist outlines learning theory from psycholinguistic perspective adopted in the discussion of the techniques in language learning this article are points (4) and (5) as mentioned above.

Personality Factor

Personality is the characteristics and qualities of a person seen as a whole. An individual's personality is the complex of mental characteristics that makes her/him unique from other people and the qualities make somebody different from other people and interesting. Personality factors according to Brown is the intrinsic side of affectivity that affects in learning English are *self-esteem; inhibition risk-taking; anxiety; empathy; extroversion; motivation* (Brown 1994:136-156). But in this article, I will focus on the risk-taking as contributing factor to make a success of learning English.

DISCUSSION

In this article, I would focus on one particular psychological dimension such as risk-taking. To improve students' learning process towards success, I outlined three components that involved in the discussion of this article such as the first part of this article presents the *overview of characteristic risk-taking learners on learning English and its effects*. The second part is *personal learning problems on learning English*, The third part is the *Method of increasing risk-taking ability*

Overview of the Characteristic of Risk-taking Learners on Learning English and Its Effects

The literature review of risk-taking behavior appeared in the literature of psychology in 1960s (Kogan & Wallach, 1967), and 1970s (Bem, 1971) and it appeared in literature of linguistics and English as a Second Language (ESL) in 1960s, (Labov, 1969), 1980s, (Beebe, 1983, Ely, 1986a). Kogan and Wallach correlated two personality dimensions, motivation and risk-taking behavior to this basis McClelland – Atkinson position, which is a theory of achievement motivation developed by McClelland, Atkinson, Clark and Lowell in 1953, (cited in Beebe, 1983).

Risk-taking is an important characteristic of successful learning of a second language. Learners have to be able to gamble a bit, to be willing to try out hunches about the language and take the risk of being wrong (Brown 1994:140). Related to the characteristics of a “good” language learner, risk-taking is also recognized as important factor in successful language learning. Risk-taking is not only one of the dimensions of individual differences (IDs), but also, it is one of the important parts in second language learning process; moreover, it is a language learning strategy for good language learners who are willing to take risks (cited in Gass & Selinker, 2000).

A risk-taking student is typically student who actively participates in discussion in the class room and answers the questions without being waited to be called by the teacher. This type of student is usually not afraid of speaking in front of his/her classmates and not afraid of making mistakes, and they are willing to take part in class discussions without any fear and they also get involved in language learning activities very quickly and easily. This involvement helps them to learn more and better and more successful. Besides, risk-taking students usually speak more, and talk much in the classroom and therefore they are better than shy students. Furthermore, risk-taking typical students are willing to make a try to produce words or sentences or guess and not be discouraged by making mistakes and being appeared foolish in order to progress. By this way these students will improve their learning from the mistake they made. So the key to the success in second language learning is the

students should be willing to make a try or guess and not be discouraged by making mistakes and appearing foolish.

Personal Learning Problems on Learning English

I taught my students in Banking and Finance study program at Politeknik Negeri Medan in the semester 6. On the first day of the week in the beginning of the semester my students and I just met in the classroom. At the first meeting I introduced about the syllabus, methods, communicative activities and other rules and regulations in class room and then started my lesson with the topic of ‘Introduction’. In this topic, the students talked about making a self-introduction. Before it got started, I introduced my self then I called their name one by one to know them better then I introduced the syllabus and topics to be discussed within the semester. After a few weeks, I got to know the students better by their names and started to observe their characters.

In general I found the students have diversities in characters among other students in many individual characteristics. Mostly the students were very quiet, shy, inhibited, low learning ability and were passive learners and listeners. The students only listened to the lecturer and were not even brave enough to give opinion or to put comments or to raise questions. They waited for the Lecturer to call their name in order to speak. I tried to find out why they behaved in this way. Through my observation in class, later I identified some problems faced by the students such as : (1) the students were inhibited; (2) the students had low self-esteem; (3) the students were lack of motivation; (4) had low risk-taking ability in a spoken language.

Method of increasing risk-taking ability

After I identified the students’ learning problems, I tried to solve their problems. The following learning problems are presented and methods used:

(1) the students were inhibited to speak

Inhibition by the Oxford Advanced Learner’s Dictionary definition is a feeling that makes one nervous and embarrassed, and unable to relax or behave in a natural way (Hornby 1995:613).

Brown said Anyone who has learned a foreign language is acutely aware that second language learning actually necessitates the making of mistakes; If we never ventured to speak a sentence until we were absolutely certain of its total correctness, we would likely never communicate productively at all (Brown 1994:139).

I found from several students why the students were inhibited to speak because they were afraid of making mistakes. The classmates often laughed at the student who made mistake in pronouncing the words, and this has made the students were lack of confidence. So the mistake was often viewed as threats. This student was descended from Batakist ethnic group who came from the village where they always use Batakist language ethnic group every day. This student usually has very accent of first language. This strong accent had influenced him from pronouncing the word in English. For example: What are the requirements to *open* a new bank account? The word open phonetically must be pronounced as [əʊpən] but it was pronounced [əʊpæn]. Batakist has strong phonetically sound of [æ] instead of [ə]. This strong accent of his/her first language had influenced his/her speech production of how the word is supposedly pronounced. As the result, the pronunciation sounded awkward and funny to the other students' ears. This condition made the students laughed at their classmate. Therefore, the students were inhibited to speak because they didn't want to be looked stupid, or being embarrassed by their classmates when making mistakes.

In the condition of this problem, I told the students not to laugh because they might make the same mistake. I encouraged the students in their learning to be brave to speak out and neglects whatever circumstances his/her classmates may behave. I drilled the students to practice the pronunciation and gave more examples of words which have similar sounds until they pronounced the word correctly. I told the students not to worry making mistakes, because learners learn from mistake. If the students never tried, they would never know they made mistakes and never know how to improve.

I also recommended the students to use English-English dictionary. The students can

look up the word and learn how the word is read and pronounced with its phonetic transcriptions. Other than that, I instructed the students to participate in the discussion when they were given tasks to do in class. I told the students that I would ask them after they had finished discussing. if the first student could not answer the questions, the other students will be given a turn to answer. I rewarded the students' when they could answer the questions and did well and made improvement in their study. I assured this atmosphere in their class happened. With this learning condition I made, the students could be risk-takers in many situations, because the students now became relax and not nervous anymore when they talked and expressed their ideas. As the result the students were willing to take part in the class and did well on learning English unconsciously.

(2) the students had low self-esteem

Self-esteem is according to Coopersmith cited by Brown, it expresses an attitude of approval or disapproval, and indicates the extent to which an individual believes himself to be capable, significant, successful and worthy. In short, self-esteem is a personal judgment of worthiness that is expressed in the attitudes that the individual holds towards himself (Brown 1994:137).

In general, I found the students had low self-esteem and were lack of self-confidence. Mostly these students were weak in structure or grammar and had limited vocabulary. For example the students did not know how the sentence(s) constructed correctly and this had made them were not able to produce sentences correctly, and also the students had limited vocabulary, and knowledge. All of these students' weakness had made them lack of confidence.

In the condition of this problem, I was patience and reviewed the structure and grammatical explanations or rules in which area the students were not capable to do the communicative activities. I wrote some points where the students made mistakes. I explained the structure and grammar after the students had finished practicing the conversation. This way aims to refresh students' mind as they have actually learned it before at school. In doing this review, I demonstrated the use and the usage of

the language expressions through its communicative functions and I gave them varieties of sentence pattern related to its communicative functions. I always encouraged the students to try out what they knew and took the risk of being wrong. By practicing the conversations with their pairs, the students may increase their self-confidence, because the students were given the opportunity to speak their learned language in English in real life situations. Because of these important reasons, as Woolfolk (2001) noted and advised that activities can be done in order to increase the confidence of silent students in the classroom; give plenty of practice in the class room.

In order to increase students' self-esteem, I asked the students to practice by using the imitation technique. With this technique the students repeated what they heard and the models of sentence pattern learned. When the students were capable enough to do the activities then I asked them to continue the practice by making analogy. With this analogy technique, the students were asked to create sentences by using the learned pattern drills. At last I asked the students to practice activities with analyzing technique. With this technique, the students were asked to create sentences and use the language of giving reasons. With these given techniques, I helped the students to rebuild their self-confidence and gradually they gain knowledge and skills and developed self-confidence. Finally, the students were able to produce words and sentences correctly and learned the language faster.

(3) the students were lack of motivation;

Motivation by the Oxford Advanced Learner's Dictionary definition is to cause somebody to want to do something (Hornby 1995: 758). According to Brown, motivation is commonly thought of as an inner drive, impulse, emotion, or desire that moves one to a particular action (Brown 1994:152). Robert Gardner and Wallace Lambert (1972) had made studies of foreign language learners in Canada, United States and Philippines in an effort to determine how attitudinal and motivational factors affect language learning success. Motivation was examined as a factor of a number of different kinds of attitudes. They had put two clusters of attitudes divided two basic types of motivation: instrumental and Integrative motivation.

Instrumental motivation refers to motivation to acquire a language as means for attaining instrumental goals such as furthering a career, reading technical material, translation, and so forth. An integrative motive is employed when learners wish to integrate themselves within the culture of the second language group, to identify themselves with and become a part of that society (cited by Brown, 1994:153-154).

I found the students were lack of motivation. This problem was caused of the students were in semester 6 and they were tired and bored a little bit after they passed five semesters studied and were busy writing reports after doing their on the job trainings and started again writing final assignments before they were graduated. Having this kind of condition, the students were lack of motivation in learning English.

In the condition of this problem, I stimulated their motivation again by telling them if they have capability in English, they would be able to work in International organizations. I also gave them a suggestion of learning strategies and tried to create a good encouraging class atmosphere in the class to reveal risk takers. I gave challenging communicative activities for speaking in the forms of role-plays or simulation. These communicative activities gave the unmotivated students to participate from passive into active learners. I encouraged students to take risk by asking the students to practice the conversation. Before I conducted the communicative activities, I gave them the example. This example of the conversation I put in one particular situation and context, so the students can use their learned knowledge in real life situations. I picked up one topic related to the banking and finance context. Then next I asked the students to choose one of the topics listed in their handouts such as: Opening a new bank Account; Withdrawing Money; Making a Deposit; Enquiring about credit facilities, requirements and procedures; Applying for a credit card; Buying travelers' cheques; Exchanging foreign currencies. These activities, especially to improve students' oral skills, reduce anxiety level, and risk-taking ability improves. During the students practiced the dialogues with their partners, they looked more relax and not worried or nervous, because they

had more freedom to express out what they knew and thought. I walked around the class and took note for any area the students might make mistakes. After the practice, I wrote the mistakes on the whiteboard and asked if any student might know the answer. I encouraged the students to speak and say what they knew and thought about the answers. All the students' answers were written on the whiteboard and to be checked together. If they got stuck with the choice of words or sentence patterns and were not able to express out in a correct English grammar, then I helped. Finally, I wrote the correct answer on the whiteboard and the students copied. That was the way they increase again their motivation. If they got motivated, they would increase their risk-taking ability and became good risk-takers. Then I gave them language learning techniques, strategies, styles, and conducted the classroom as the student-centered and I told them being a risk taker in many situations would advantage the students in learning the language.

By doing this practice through the communicative activities, the students who never spoke in class or during conversational and oral practice before became motivated. I also conducted quiz and told the students if they could answer they would be given an additional score of English Subject. More students participated to answer the questions. I think this competition also has an important role to play in the development of oral skills, motivation during the language learning process. Over all activities, I gave the students feedback and specific praise.

I also asked the students to do assignments for the project work by interviewing the tourists. The students worked in group of 4 people. They conducted an interview to the tourists and recorded the conversation. The students were motivated to speak with the native speakers than with their classmates. The reason is because they were more relax and not to be looked stupid when making mistakes.

However, some of the students still were not motivated. I tried to identify the students' learning problem specifically concerning about their learning situation. After I found the problem, I used another method to help them and encouraged students to take risk (Oxford, 1992). I didn't scold the students, and didn't

put them in embarrassment or punishment and I also told the students not to sneer their classmates.

(4) had low risk-taking ability in a spoken language.

I found the students had low risk-taking ability in a spoken language. This situation happened because they didn't get enough practice and practice the language.

In the condition of this problem, I practically observed the students' behavior among some students in the speaking class. There were a few students were silent and looked like stressful throughout the lesson. After the lesson, I asked the reason why they did not participate in the conversations, their explanation was that their friends might laugh at them and this situation could disturb their psychology and learning enthusiasm. This is a common student thought about them.

I also found some students were talkative and sociable ones in their peer group. They were quiet because they didn't have ability to express out their ideas correctly and appropriately. Therefore they didn't dare enough to take a high risk in speaking with their lecturer or teacher or because the students did not want to be looked foolish in the classroom. I made sure to call on everyone, and gave each student a chance to practice until the students mastered how to use and know the usage of the language.

Beebe (1983) states that all of these three strategies are related to risk-taking, for example willing to guess is a part of risk-taking and willingness to appear foolish is willing to take risk. Therefore, I reinforced the students to be risk-taking, Furthermore, Beebe made another study about classroom participation and risk-taking ability, and tried to find the reason why L2 learners are shy a second language around peers or classmates from their mother tongue group than around native speaker and teachers is that they perceive the risk of looking foolish as a greater in the presence of peers from their own country.

CONCLUSION

In the conclusion, risk-taking has a significant role to the success in learning English. Risk-taking is a contributing factor associated with

willingness to make a try or experience, or to be wrong or to be embarrassed, or to gamble, not to be shy, to be active learners, to learn from mistakes, and not to be discouraged by making mistakes and appearing foolish.

Language teachers should be aware of who their students are, what the individual differences among their students are. Language teachers should establish an encouraging class atmosphere or a nonthreatening classroom climate in their classes to reveal risk takers. Language teachers should reward and respect to boost the students learning style. Language teachers should encourage students to be risk-takers in many situations and classroom should be student-centered. Language teachers should be patient to review the structure and grammar such as the use and usage of the language. The language teachers should stimulate the students' motivation by telling them if they have capability in English, they would be able to work in International organizations and give a suggestion of learning strategies and try to create a good encouraging class atmosphere in the class to reveal risk takers, and conduct communicative activities for speaking in the forms of role-plays or simulation. Language teachers should give each student a chance to practice until the students mastered how to use and the usage of the language.

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FROM SYLLABUS DESIGN TO CURRICULUM DEVELOPMENT

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ABSTRACT

Syllabus and curriculum are known as two aspects of instructional activities. Syllabus is can be defined as an outline and summary of topics that has to be covered in an education or training course. The syllabus sets the onward responsibilities of teacher to the students. Teachers can develop syllabus based on the curriculum. Curriculum itself is a broad notion covering the whole body of knowledge the students shall acquire in the school and general description of the teaching program. In short, curriculum is the general statement about the teaching program and syllabus is the about what actually happens in the classroom. Further, this article also presents kinds, components and functions of syllabus and how curriculum is developed. It also discusses about some problems encountered in the implementation of syllabus and curriculum.

Keywords: syllabus, curriculum, instructional activities

Education is crucial in developing a nation's personality. Education plays an important role to improve knowledge, skill and moral. Therefore, a good education system is needed not only to build a nation character but also to develop a country physically and mentally.

Education consists of many elements that are complimentary. It is a system that works with the support of the elements around it. Curriculum and syllabus are two elements that support an education to be a good system and later result a good output.

In Indonesia education system, English is one prerequisite subject that is taught from elementary school until university. English is considered important to be mastered since it is one of international languages. The globalization era demands people to have good ability in English so they can compete in the job world and in other fields like science and technology. To reach this goal a good planning - in this case syllabus and curriculum- in English language teaching is needed.

In language teaching and learning two terms are known, they are syllabus design and curriculum development. Syllabus is a specification of the content of a course of instruction and lists what will be taught and tested. While syllabus design refers to the

process of developing a syllabus (Richards, 2001:2), curriculum development is a more comprehensive process than the syllabus design. It includes the processes that are used to determine the needs of a group of learners, to develop aims or objectives for a program to address those needs to determine an appropriate syllabus, course structure, teaching methods and materials and to carry out an evaluation of the language program that results from these processes (Richards, 2001: 2).

Thus, syllabus and curriculum are two different terms that closely related in teaching and learning process. Curriculum is a broader concept that includes all activities in which students do in school. It includes what students learn, how they learn it, how teacher help them learn, what supporting materials are needed, styles and methods used in teaching and learning process. Syllabus is smaller than curriculum since it only covers the content of a course and the lists of what materials are going to be taught and how it will be tested.

This paper is going to discuss about syllabus design and curriculum development. These two terms are considered to be important in teaching and learning process. Their roles deal with how a teaching and learning activity is planned and can run well.

DISCUSSION

1. Syllabus

The term “syllabus” is usually used more customarily in the United Kingdom to refer to what is called a “curriculum” in the United States (Brown, 2001:16). However, what is meant with syllabus here is different with what has been mention by Brown. There are three strong beliefs associated with a course syllabus. First, the syllabus is the key tangible evidence of planning from instructor to the world. Second, the planning manifested through the syllabus can reduce, before a class even meets, about half the work for teaching a course. And the last, the syllabus serves as a communication device and contract to shift the responsibility for learning to the students.

In accordance with the main purpose of syllabus that is to break down the mass of knowledge to be learnt into manageable units, the role of syllabus varies from different points of the teaching material which inspires the production of texts and exercise and the basis on which proficiency will be evaluated. It is the determiner of entire course (Hutchinson and Water in Lolita, 2001:14).

Another source explains syllabus as the representative of both an end and a beginning, a final product of the course planning and a valuable way to introduce the course to the students. The syllabus is one of the few formal, tangible links between teachers and the students since it will be referred to throughout the semester (Jennifer Sinor and Matt Kaplan in crlt.umich.edu).

Rodgers (in Savitri 2009:31) states that syllabus prescribes the content to be covered by a given course. It forms only a small part of the total of school program. Nunan (in Savitri 2009:30) states that syllabus defines the goals and objectives, the linguistic and experiential content, instructional materials can put flesh on the bones of these specifications.

From the definition of syllabus stated above it can be concluded that syllabus is not the same with curriculum. It is smaller part of curriculum that contain the description of what is going to be taught, what goals and objectives are going to be reached, what exercises have to be given and what proficiency is going to be gained. Instructional material is the instrument to fulfill the goals of the syllabus.

The principal purpose of a syllabus is to inform students in a formal and timely way of the nature and content of the course, policies and procedures that will apply, and equipment involved in participating in classes. In addition to being informative, however, a syllabus is also a promise of teachers or lectures that is both explicit in what it states will be part of the course, and implicit in what it infers -by not including- will not be part of the course. The syllabus needs to be consistent with the latest approved curriculum action, and everything done or required in the class at any time throughout the term should be in agreement with what the syllabus states or does not state. Syllabus has 17 possible functions that will be stated in the following:

1. Describing course content scope
2. Communicating course focus
3. Suggesting prerequisites
4. Detailing logistics
5. Identifying course goals
6. Sequencing/scheduling instruction
7. Identifying performance objectives
8. Constituting a contract
9. Identifying reference material
10. Providing modifications base
11. Motivating students
12. Permitting self monitoring
13. Facilitating optional learning activities
14. Establishing evaluation system
15. Advertising/promoting/recruiting clientele
16. Serving as an articulation tool
17. Meeting accreditation requirements (Daniel E. Vogler in www.honoluluhawaii.edu)

In theory, a language teaching syllabus can be designed in many different ways, depending on the designers’ view of language and view of language learning and teaching. In the past few decades, the grammatical syllabus, the lexical syllabus, the skills syllabus, the functional-notional syllabus, the content syllabus and the task based syllabus have been proposed and attracted more or less attention. Below is a brief description of some influential types of syllabuses.

- a. Grammatical syllabus: the underlying assumption behind grammatical syllabus is that language is a system which consists of a

set of grammatical rules; learning language means learning these rules and then applying them to practical language use. The syllabus input is selected and graded according to grammatical notions of simplicity and complexity. These syllabuses introduce one item at a time and require mastery of that item before moving on to the next.

- b. Lexical syllabus: lexical syllabus identifies a target vocabulary to be taught normally arranged according to levels such as the first 500, 1000, 1500, 2000 words. Lexical syllabuses were among the first types of syllabuses to be developed in language teaching (Richards, 2001:154)
- c. Skills syllabus: skills syllabus is organized around different underlying abilities that are involved in using a language for purposes such as reading, writing, listening or speaking. Approaching a language through skills is based on the belief that learning a complex activity such as "listening to a lecture" involves mastery of a number of individual skills or micro skills that together make up the activity.
- d. Functional-notional syllabus: in functional-notional syllabus, the input is selected and graded according to the communicative functions (such as requesting, complaining, suggesting, and agreeing) that language learners need to perform at the end of the language program. The functional-notional syllabus reflects a broader view of language provided by philosophers of language and sociolinguistics.
- e. Content syllabus: in content syllabus, the content of language learning might be defined in terms of situations, topics, themes or other academic or school subjects. The stimulus for content syllabus is the notion that, unlike science, history or mathematics, language is not a subject of its own right, but merely a vehicle for communicating about something else. This syllabus is also called the topical syllabus.
- f. Task based syllabus: Task based syllabus are more concerned with the classroom processes which stimulate learning than with the language knowledge or skills that students are supposed to master. This syllabus consists of a list of specification of

the tasks and activities that the learners will engage in class in the target language (Nunan in Savitri, 2009: 33).

On the other hand, Hutchinson and Waters (in Lolita 2001:15) describe types of syllabus based on criteria of content as illustrated below:

- a. Topic syllabus
- b. Structural Syllabus/ situational syllabus
- c. Functional syllabus/ notional syllabus
- d. Skill syllabus
- e. Situational syllabus
- f. Functional/ task-based syllabus
- g. Discourse/ skill syllabus

The types of syllabus described by Hutchinson and Waters above are different in terms with those proposed by David Nunan. Both terms used by Nunan and Hutchinson and Waters have similar definition. All the terms used refer to the same types of syllabus as have been explained. It is possible to create a syllabus by combining two types of syllabus as described above. Actually most syllabuses in language teaching are combinations of two or more of the syllabus types explained in the previous part. However, one type of syllabus usually dominates, while other types of content may be combined with it. By combining two or more types of syllabus, teachers and lectures can perform instructional activities in a more integrated way.

Syllabus design is a process of developing a syllabus (Richards, 2001:2). Syllabus design involves two or more types of syllabuses since there is no single type of syllabus that can be suitable for all teaching settings. Therefore, creating the combination of syllabuses is recommended. In line with this Tarey Reilly proposes ten steps of practical syllabus design (www.ericdigest.org) as follows:

1. Determine, to the extent possible, what outcomes are desired for the students in the instructional program. That is, as exactly and realistically as possible, defines what the students should be able to do as a result of the instruction.
2. Rank the syllabus types presented here as to their likelihood of leading to the outcomes desired. Several rankings may be necessary if outcomes are complex.
3. Evaluate available resources in expertise (for teaching, needs analysis, materials choice

and production, etc.), in materials, and in training for teachers.

4. Rank the syllabi relative to available resources. That is, determine what syllabus types would be the easiest to implement given available resources.
5. Compare the lists made under No 2 and 4. Making as few adjustments to the earlier list as possible, produce a new ranking based on the resources' constraints.
6. Repeat the process, taking into account the constraints contributed by teacher and student factors described earlier.
7. Determine a final ranking, taking into account all the information produced by the earlier steps.
8. Designate one or two syllabus types as dominant and one or two as secondary.
9. Review the question of combination or integration of syllabus types and determine how combinations will be achieved and in what proportion.
10. Translate decisions into actual teaching units.

To decide about syllabus design, it has to be taken into consideration of all the possible factors that may influence the implementation of a particular syllabus. By examining each type of syllabus, choosing and integrating types of syllabus, a solution to the problem of whether a syllabus is appropriate or not can be found.

2. Curriculum

Curriculum stems from the Latin word for race course, referring to the course of deeds and experiences through which children grow to become mature adults. However in teaching and learning process the definition of curriculum has extended. Curriculum is the set of courses, course work, and content offered at a school or university (www.wikipedia.com). A curriculum may also refer to a defined and prescribed course of studies, which students must fulfill in order to pass a certain level of education (www.oppapers.com).

According to Richards (2001:39) a curriculum in a school context refers to the whole body of knowledge that children acquire in schools. While Rodgers (in Richards 2001:39) said that curriculum is all those activities in which children engage under the auspices of the school. This includes not only what pupils learn,

but how they learn it, how teachers help them learn, using what supporting materials, styles and methods of assessment, and in what kind of facilities.

Stern (1983:434) proposed the definition of curriculum as follows.

The term 'curriculum' is commonly used in two related senses. It refers, first to the substance of a program of studies of an educational institution or system. Thus, we can speak of the school curriculum, the university curriculum, the curriculum of French schools, or the curriculum of Soviet curriculum. In a more restricted sense, it refers to the course of study or content in a particular subject, such as the mathematics curriculum or the history curriculum. It is therefore, used as a synonym of what in British universities and schools is sometimes referred to as the 'syllabus' for a given subject or course of studies. In recent years, however, the term curriculum has come to refer not only to the subject matter or content, but to the entire instructional process including materials, equipment, examinations and the training of teachers, in short all pedagogical measures related to schooling or to the substance of a course of studies.

Nunan suggests (1988:3) that a curriculum is concerned with making general statements about language learning, learning purpose and experience, and the relationship between teachers and learners, whereas a syllabus is more localized and is based on the accounts and records of what actually happens at the classroom level as teachers and students apply a curriculum to their situation.

It is clear that curriculum and syllabus are two different terms but they are closely related since both of them are part of an education system. Curriculum covers a broader aspect of an education system, while syllabus functions to interpret what is intended by a curriculum and apply it in the classroom. Curriculum includes materials, teaching methods, styles and methods of assessment, facilities, learning purposes and experience and the relationship between teachers and students.

As an important part of an education system, curriculum needs to be developed in

order to make it match the needs and challenges faced by students. Developing a curriculum involves some stages. It is not an easy task since it deals with a lot of elements and activities that have to be covered. Curriculum development here refers to the range of planning and implementation processes involved in developing or renewing a curriculum. These processes focus on needs analysis, situational analysis, planning learning outcomes, course organization, selecting and preparing teaching materials, providing for effective teaching, and evaluation (Richards, 2001:41).

Curriculum development is considered important and has been established since 1980s. It was aimed at reviewing and developing national language teaching curriculum based on a curriculum development perspective. For example, Lim (1988 in Richards 2001:41) states that curriculum development includes needs analysis, goal setting, syllabus design, material design, language program design, teacher preparation, implementation of program in schools, monitoring, feedback and evaluation.

Tyler (in Richards, 2001:39) stated four fundamental questions that must be answered in developing any curriculum and plan of instruction as follows.

1. What educational purposes should the school seek to attain?
2. What educational experiences can be provided that is likely to attain these purposes?
3. How can these educational experiences be effectively organized?
4. How can we determine whether these purposes are being attained?

The four questions reduced to a simpler model below.

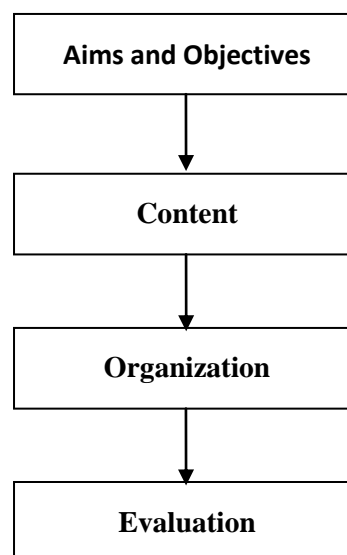


Figure 1. Curriculum development model by Riller

Tyler’s model of curriculum development raised a number of objections. One of critics to Tyler’s model was proposed by Nicholls and Nicholls (in Richards 2001:39). Nicholls and Nicholls describe curriculum development in four stages as follows.

1. The careful examination, drawing on all available sources of knowledge and informed judgments, of the objectives of teaching, whether in particular subject courses or over the curriculum as a whole.
2. The development and trial use in schools of those methods and materials which are judged most likely to achieve the objectives which teachers agreed upon.
3. The assessment of the extent to which the development work has in fact achieved its objectives. This part of the process may be expected to provoke new thought about the objectives themselves.
4. The final element is therefore feedback of all the experience gained, to provide starting point for further study.

Actually, the two models proposed contain almost similar elements. Aims and objectives stated in Tyler model can be interpreted as the first stage in Nicholls and Nicholls. The careful examination in Nicholls and Nicholls stage is directed toward determining objectives as well. The assessment and feedback that are used in Nicholls and Nicholls model are resembled with evaluation proposed by Tyler. The different between these two models is the absence of organization in Nicholls and Nicholls model. To substitute the organization element, Nicholls and Nicholls proposed the development and trial of methods and materials used to achieve objectives.

3. The Problems of English Curriculum and Syllabus Design in Electronic Engineering Study Program

The development of curriculum and syllabus is required since it is made to meet the demand of the needs and situation, the development of science and technology, the global trend and the requirements of stakeholders. State Polytechnic of Malang is a vocational education institution that also put English as one of courses that must be taken. State Polytechnic of Malang has seven departments that consist of Business Administration, Accounting, Civil Engineering, Mechanical Engineering, Electro Engineering and Chemical Engineering. Each department has study programs with Diploma III and Diploma IV degree.

Electronic Engineering is a study program in Electro department. In Electronic Engineering English is taught in four semesters and it has one credit. It is given in the second until fifth semester and it is taught once a week with 90 minutes per meeting. The curriculum implemented is 5+1 curriculum that means 5 semesters are held in classroom, workshop and laboratories, while 1 semester is spent for doing the final project and on the job training.

The curriculum demands that Electronic Engineering students must be able to communicate in English both oral and written. Another demand is students must pass Polytechnic English Competence Test that is held every year for third grade students. Polytechnic English Competence Test equals with TOEIC-Test of English for International Communication -, the term is used to substitute

the TOEIC since it is a patent name and it cannot be misused. However, the demands of curriculum are not fulfilled by the English syllabus created by lectures. Lectures tend to create grammatical syllabus that contain grammar material only. They do not focus on how students can use the grammar rules for practical use and communication; instead they force students to do 'on paper' exercises.

The facts stated above make it difficult for students to reach the goals as required by the curriculum. These later cause students to be fail in doing job interview or after they work in the companies. Most stakeholders, in this case the companies that accept the alumni of Electronic Engineering study programs, complain that they do not have good speaking and writing ability. The low ability is caused by the fact that the syllabus design does not support the teaching of the two abilities needed.

The 5+1 curriculum also influence the teaching of English in Electronic Engineering study program. Since the curriculum is implemented, the duration of English is reduced. Before the implementation of 5+1 curriculum, English is taught in five semesters. After the 5+1 curriculum is implemented English is only taught for four semesters. This certainly brings a lot of disadvantages mainly for students. Usually, English V-in this case English that is given in fifth semester- contains about how to perform job interview and how to write good application letters. The deletion of English V causes students to lose time to practice their English to prepare job interview and to enter the job world.

Actually, the problems stated above can be solved by revising the syllabus design used in the teaching of English. Instead of using grammatical syllabus, the combination of skill, Functional-notional, and task-based syllabus can be used. The three syllabuses focus more on the communication purposes needed by the students of Electronic Engineering. However, it is difficult to be performed due to a lot of factors, for example the lectures skills, another demand that has to be fulfilled by students that is to pass the Polytechnic English Competence Test and the old paradigm about studying English which tend to be meant with learning the grammar rules.

CONCLUSION

Syllabus and curriculum are two different terms that are complementary to each other. They are part of an education system which have to developed and revised to meet the demand of situation, need and the global trend. Syllabus design usually does not only focus on one type, since they can be combined in accordance with the need of language teaching and learning. In line with this, curriculum also needs to be developed. The development here doesn't mean that it has to be changed every five year or so, but it has to be revised and renewed to make it suitable with the students' needs and future challenges.

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NON EQUIVALENCE AT WORD LEVEL IN THE ENGLISH TRANSLATION OF ANWAR FUADI'S RANTAU 1 MUARA

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ABSTRACT

Rantau 1 Muara is the last novel of the trilogy is the last trilogy of *Negeri 5 Menara*, written by Anwar Fuadi. The novel settings include, one of them, the unique life of *pesantren*. Because it is so unique, the translation into English may face problems as many of the concepts talked about are bound to Javanese or Islamic culture. Thus, it can be predicted that some problems should appear. To prove this, the writer translates one chapter and report the problem and how to solve the problems. This "translator researcher" kind of research shows that the problems of non-equivalence are resulted from not only the author's uses of local dialects and Arabic Islamic terms also the lexical and semantic field of the source words or expressions. More specifically the problems include cultural specific context, source text not lexicalized in target text, semantically complex source text, source text and target text making different distinction in meaning, differences in expressive meaning, differences in form, and loan words in source text. To make the translation of the text into English readable and relatable as possible, syntactic, semantic and pragmatic strategies are adopted.

Keywords: Source Text (ST), Target Text (TT), equivalence, semantic field, lexical set, strategies

In Translation Studies, equivalence is an important concept. There are many levels of equivalence, and word level equivalence is the lowest level. Although translators do not normally work on word-for-word equivalence, the discussion may serve as the basic step in dealing with non equivalence found in the source text.

EQUIVALENCE AT WORD LEVEL

Baker (1992) defines word as the smallest unit of language which we would expect to possess individual meaning. In translation, everything would be easier if there were a one-to-one relationship between words and meaning in the various languages. But it isn't so.

According to Cruse, in Baker (1992), there are four types of meaning on words and utterances: propositional meaning, expressive meaning, presupposed meaning and evoked

meaning. Presupposed meaning arises from selectional and collocational restrictions, while evoked meaning arises from dialect and register variation which covers field, tenor and mode of discourse. All types of the above lexical meaning contribute to the overall meaning of utterance or a text. In case of problems of non equivalence, Baker suggests that it is useful to view the semantic fields and lexical sets of a language. Understanding the semantic field and lexical sets can be useful to appreciate the value that a word has in a given system and to develop strategies for dealing with non equivalence.

CONCEPTUAL AND LEXICAL SEMANTIC ASPECTS OF THE SOURCE TEXT (ST)

General Overview of the Novel

Rantau 1 Muara is the last trilogy of *Negeri 5 Menara*, written by Anwar Fuadi, whose writing has inspired millions of people. The trilogy is

inspired by the author's enlightening education experience at *Pondok Modern Gontor*, an Islamic boarding school in East Java. The first novel has been translated into English by Angie Kilbane and published in 2011. The translation of the second and third sequels are still in question. Part 17, *Maghrib Terhebat*, describes Alif's first meeting with Dinara, the girl he falls in love with. The author of the novel who puts himself as the main character, is a member of Islamic community and spent some years in Islamic boarding school or *pesantren*. His utterances are mostly informal mixed with Islamic terms. He also uses many highly expressive items in this part, such as: *enaknya, sebel, lega, salah sendiri, ini gawat, gombal, hebat juga dia*, etc.

Concept of Islamic Prayers

The title of part 17, *The Greatest Maghrib*, refers to one of five most well-known Islamic prayers performed daily: at dawn (*shubuh*), midday (*zuhur*), afternoon (*'asr*), sunset (*maghrib*) and evening (*'isha*). At the five appointed times, a muazin announces a call to prayer (*azan*), traditionally from a mosque's minaret. *Shalat* must always be preceded by ablutions (*wudu'*) of ritually washing the face, hands, and feet. This can be done with sand when water is not available. (Qur'an 5:6; also 2:222, 4:43.) *Shalat* is always directed in the direction (*qiblat*) of the Ka'ba shrine in Mecca. It may be performed individually, but it carries special merit when done with other Muslims (*jama'ah*). A prayer mat (*sajada*) is commonly used during the *shalat*.

When performing *salat jama'ah* at the mosque, worshippers are aligned in parallel rows behind the prayer leader (*imam*), who directs them through the *rak'as* (prescribed postures and recitations). Islamic prayer begins in a standing position with a glorification to God which called *takbir*, then moves through several simple postures until the supplicant is kneeling.

Specified recitations are said in each posture. The content of prayer is glorification of God, recitations of the Qur'an, and blessings on the Prophet. *Shalat* concludes with the *taslim* (greeting), "Peace be upon you," even when praying alone.

Shalat and other Islamic rituals and practices can be easily observed in various

aspect of Indonesian culture. As many other Islamic countries, Indonesian selectional and collocational restrictions are also typical and need to be treated carefully to avoid awkward wording in English, since English does not normally have equivalence for: *memimpin doa, shalat berjamaah, mengirim doa, membaca tartil, mengambil wudhu*, etc.

Differences in the structure of semantic field in Indonesia and English is notably challenging, therefore, assessing the value of given item in a lexical set is always desirable. The word *malu* in ST, for example, has at least three different meanings in TT: shy, embarrassed, ashamed. Also, while ST differs *sholat* from *doa*, TT has a single equivalent: prayer.

RESEARCH METHODS

This paper is a report of a small research. This is a kind of annotated translation, where the translator reports the translation problems and how to solve them while she was translating.

The data are taken from a novel by Anwar Fuadi, namely Part 17 of the novel: *Rantau 1 Muara*, by Anwar Fuadi, which entitled *Maghrib Terhebat*. Because the novel is so unique, the translation into English may face problems as many of the concepts talked about are bound to Javanese or Islamic culture. Thus, it can be predicted that some problems should appear. To prove this, the writer translates one chapter and report the problem and how to solve the problems.

Then, the writer discusses the problems of non-equivalence at word level in the translation she did as well as some strategies for dealing with them. The discussion of the translation is mainly referring to equivalence presented by Baker (1992) in her book, *In Other Words*, providing the background knowledge and approaches related to non-equivalence before contrasting some typical conceptual and lexical semantic fields to prove that there is a considerable linguistic gap between Indonesian and English. The proposed strategies for dealing with problems of non equivalence are mainly adopted from Chesterman (1997) in Hariyanto (2013). Finally, the writer also presents the result of the translation to show the different side of *pesantren* that are not widely seen by people throughout the world, especially in the

post 9-11 world, when *pondok* or *pesantren* often gets unfairly stereotyped.

DISCUSSION

Problems of Non Equivalence in the Text

The local dialects and the uses of Arabic widely used in the novel are the main challenge due to non equivalence at word level in the translation of the text into English, that is to say that the TT has no direct equivalent for a word which occurs in ST. The followings are the problems of non equivalence found in ST, referring to Baker's classification:

- a. Cultural specific context, i.e.: *kampungan, bukan basa basi, mengirim doa, membaca secara tartil, sandal jepit*, etc.
- b. Source Text (ST) is not lexicalized in Target Text (TT), i.e.: *shalat, azan, wudhu, mukena*, etc.
- c. The ST is semantically complex, i.e. : *saling menjajaki, gombal, enakny*, etc
- d. ST and TT make different distinction in meaning, i.e. : *malu* (may means shy, ashamed or embarrassed in TT)
- e. Differences in expressive meaning: *menambat hatiku, mencuri pandang, bergelung* etc.
- f. Differences in form : *narasumber, berpikir ulang, kampungan, malasmalasan*, etc.

- g. Loan words in ST : *Maghrib, tartil, jamaah*, (borrowed from Arabic)

TRANSLATION STRATEGIES

To deal with the above problems of non equivalence, syntactic, semantic and pragmatic strategies, following Chesterman (1997) in Hariyanto (2013), are adopted to make the translation of the text into English readable and relatable as possible. The discussion is presented in a table of three columns consisting strategy, hint and example of language item found on ST. The examples are provided with the line number of the language items to provide easier review on the text development. Although only strategies used for dealing with non equivalence at word level will be presented, a full linguistic account of its meaning is somehow desirable.

Syntactic Strategies

Following Chesterman (1997) ten syntactic strategies which involve pure syntactic changes 1) literal translation, 2) loan: Calque, naturalization, 3) transposition, 4) unit shift, 5) phrase structure change, 6) clause structure change, 7) sentence structure change, 8) cohesion change, 9) level shift and 10) scheme change), the translation of the text applies the followings:

Table 1: Samples of Syntactic Strategies

Syntactic Strategies	Hints	Language Items
Literal Translation	The TT formal feature is very close to ST but still grammatical as the following example:	<p>Line 18</p> <p>ST : <u>Besoknya dia membawa banyak soal TOEFL yang kami bahas bersama sambil makan siang.</u></p> <p>TT : <u>The next day, she brought me piles of TOEFL exercise books which we discussed while having lunch.</u></p>
Borrowing	Syntactic string of words that forms a part of some larger syntactic unit. Calque is the strategy used in translating TT uses same syntactical string in ST,	<p>Line 219</p> <p>ST : "Ini <u>Maghrib</u> terhebat dalam hidupku."</p> <p>TT : "It was the greatest <u>Maghrib</u> of my life."</p> <p>Line 18</p> <p>ST : "...bahwa aku <u>anak kampung</u> yang tidak kampungan."</p> <p>TT : '...that I was a <u>'kampung' guy</u> who wasn't.'</p>

<p>Transposition</p>	<p>Some change of word-class</p>	<p>Line 145 : (from verb into adjective) ST : Tampaknya dia <u>belum pulang</u> dari liputan. TT : I guessed she <u>wasn't yet back</u> from her reporting. Line 116 (from noun into verb) ST : Kelihatannya <u>pengetahuan olahraganya</u> lebih unggul daripada aku. TT : She seemed <u>to know sports</u> better than me.</p>
<p>Unit Shift</p>	<p>ST unit is translated into a different unit in TT</p>	<p>Line 214 (from two sentences into one): ST : Benar-benar aneh. Tapi juga membuat aku terkagum kagum. TT : Weird, but somehow amazing. Line 104 (from one sentence into two sentences): ST : <u>Gue cewek yang beda dong.</u> TT : <u>I do. I'm different.</u></p>
<p>Phrase Structure Shift</p>	<p>The changes of internal structure of a phrase in TT</p>	<p>Line 7 : (from transitive verb into intransitive verb) ST : Aku tidak pernah <u>menyangka</u>,.. TT : I never <u>had the slightest idea</u>,..</p>
<p>Sentence Structure Change</p>	<p>There is a change that affect the structure of the sentence unit as long as it is made up of clause units. It includes the change of status between main and sub clauses and among sub clauses.</p>	<p>Line 44 (from two sentences into one main clause and one sub clause) ST : <u>Sebenarnya , aku serba salah menyebut kata "cantik" yang aku sisipi di akhir kalimat ini. Malu juga aku kalau ketahuan sebetulnya aku menyanjung dia.</u> TT : <u>I uttered the last word nervously, thinking how it would be so embarrassing if she figured out my admiration for her</u></p>
<p>Cohesion Change</p>	<p>There is a change that affect intra textual reference, ellipsis, substitutions, pronominalization and repetition, or the use of connectors of various kinds</p>	<p>Line 174 (explicit connector): ST : Selesai mengatupkan kedua tanganku di wajah sebagai penutup doa, aku ambil Alquran kecilku di rak musala. TT : I rubbed my face with my both hands to complete the ritual, <u>then</u> took the small Holy Qur'an from the bookshelf. Line 147 (general reference): ST : Tidak memiliki, kok kehilangan. TT : <u>You</u> don't miss someone <u>you</u> don't belong to.</p>

Scheme Change	There is a change in the translation of rhetoric scheme, parallelism, repetition, alliteration, etc.	Line 123 (repetition) ST : Kami mengobrol <u>sambil</u> mengetik laporan, <u>sambil</u> mengedit berita, <u>sambil</u> liputan, <u>sambil</u> makan siang, <u>sambil</u> menonton bareng teman sekantor di Metropole TT : We talked <u>while</u> typing our reports, editing, reporting, having lunch, and watching movies together with friends at the Metropole.
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Semantic Strategies

Chesterman suggests changes mainly related to lexical semantics and sometimes aspects of clause meaning such as emphasis which includes: 1) synonyms, 2) antonyms,

3) hyponyms, 4) converses, 5) abstraction change, 6) distribution change, 7) emphasis change, 8) paraphrase, 9) trope change and other semantic changes.

Table 2: Samples of Semantic Strategies

Semantic Strategy	Hints	Items
Synonyms	The selection of not the obvious equivalent but a synonym or near synonym for word in TT	Line 48 TS : Cemberutnya <u>sekejap</u> sirna, TT : Her mood shifted <u>suddenly</u> Line 93 TS : “Kalau media baca apa?” tanya dia. TT : “And what newspapers do you read?” shewondered
Antonyms	Selecting an antonym and combines this with a negation element.	Line 91 ST : Dinara <u>tidak berkedip</u> sejenak TT : Dinara <u>stared</u> for a second Line 128 ST : Menurutku, <u>di balik diskusi</u> kami berdua,.. TT : I guess, we were <u>not just talking</u> ,....
Hyponyms	One or more shifts within hyponymy relation are done	Line 69 ST : Dia itu kan bisa <u>bertualang</u> ke mana saja, mengungkapkan berbagai misteri dan kejahatan sebagai seorang wartawan. TT : Being a journalist, he can <u>go</u> anywhere, revealing many mysteries and crimes.
Converses	Pairs of (usually) verbal structures which express the same state of affairs from the opposing viewpoints.	Line 181 ST : Dia masih <u>belum</u> beranjak juga dari sajadah. TT : She was <u>still</u> there on her praying mat.
Abstraction change	The change in abstraction level.	Line 168 ST : Mushalla kecil yang sumpek, <u>tempat aku bergelung</u> pada malam hari bersama Pasmus, tiba-tiba terasa lebih teduh dan sejuk.

		<p>TT : The small damp mushalla where I used to spend the nights and <u>share it</u> with Pusus, suddenly seemed more enjoyable and refreshing.</p>
Distribution change	<p>The change in distribution of the same semantic components over more items (expansion) or fewer items (compression)</p>	<p>Line 134 : ST : <u>Azan</u> dari masjid belakang kantor lamatlamat mengalir udara senja. TT : <u>The call for prayers</u> was echoing from the mosque behind the office, flowing softly through the sunset air. Line 44 ST : Sebenarnya , aku serba salah menyabut kata “cantik” yang aku sisip di akhir kalimat ini. TT : <u>I uttered the last word nervously.</u></p>
Emphasis change	<p>Adding, reducing or altering the emphasis or thematic focus for one reason for another</p>	<p>Line 104 (added emphasis) ST : “Gue cewek yang beda dong.” TT : “<u>I do. I’m different.</u>” Line 140 (added emphasis) ST : Laporan yang menyeretku ke kenangan ketika aku melihat Jakarta dibakar dan bergolak. TT : <u>dragging me back to the memories when I saw burning flames and churning riots in Jakarta.</u> Line 224 (added emphasis) ST : Dinara punya <u>banyak</u> sisi yang membikin aku penasaran dan terpesona TT : Dinara had <u>many more</u> interesting sides, making me curious and enchanted</p>
Paraphrase	<p>TT version is described as free, loose or even under translated. Semantic component at the lexeme level tend to be disregarded, in favor of the pragmatic sense of the higher linguistic unit.</p>	<p>Line 117 TT : <u>Daripada nanti merembet dan membuatku tampak kalah pengetahuan tentang sepak bola, aku belokkan saja pembicaraan ke arah lain.</u> TS : <u>To prevent from further discussion which would only reveal my insufficient knowledge of sports, I decided to shift the topic.</u> Line 12 TS : Aku merasa, dia mulai menganggapku bukan sekedar <u>anak kampung dan lulusan pesantren saja.</u> TT : I had the feeling that she began to take me not merely as a bumpkin from a ‘<u>kampung</u>’, a small isolated village, and a graduate of ‘<u>pesantren</u>’, an Islamic boarding school.</p>

Trope change	A set of strategies applied to the translation of rethorical tropes (i.e. Figurative expressions)	<p>Line 41 (from figurative into plain expression) ST : “Din, kamu kenapa sih mau jadi <u>kuli tinta?</u>” TT : “Why did you take this (<u>journalist</u>) <u>job?</u>”</p> <p>Line 7 (from plain into figurative expression) ST : “Aku tidak pernah <u>menyangka,...</u>” TT : “I never <u>had the slightest idea, ..</u>”</p>
Other semantic changes		<p>Line 48 (from visual to mental sense) ST : <u>Cemberutnya</u> sekejap sirna, TT : <u>Her mood</u> shifted suddenly,</p>

Pragmatic Strategies

Unlike the previous strategies which manipulate meanings, these strategies manipulate message and tend to involve bigger from the ST, and typically involve syntactic and /or semantic changes as well. Chesterman (1997) categorizes

pragmatic strategies into : 1) cultural filtering, 2) explicitness, 3) information change, 4) interpersonal change, 5) illocutionary change, 6) coherence change, 7) partial translation 8) visibility change, 9) transediting, and 10) other pragmatic changes.

Table 3. Samples of Pragmatic Strategies

Pragmatic Strategies	Hints	Language Items
Cultural Filtering	ST items, particularly culturalan specific, are translated into TT cultural of functional equivalents, so that they conform to TT norms (naturalization, domestication or adaptation). The opposite is called exoticization, foreignization or estrangement	<p>Line 26 ST : R.A Kosasih, <u>pembuat komik wayang Mahabharata yang sangat terkenal itu.</u> TT : R.A. Kosasih, <u>the creator of the legendary Mahabharata comic books.</u></p> <p>Line 32 ST : “Dinara yang sedang lewat di belakangku menyeletuk, “<u>Enaknya yang udah selesai.</u>” TT : Dinara, passing behind me, said <u>enviously, “So you’ve finished it already</u></p>
Explicitness Change	A meaning in the ST is made either more explicit or more implicit.	<p>Line 102 (from implicit into more explicit) ST : “Nggak ada cewek yang baca itu.” TT : “Girls don’t read that stuff.”</p>
Information Change	Addition or omission of information which is thought to be relevant to TT readership but which is not present in the ST.	<p>Line : 143 (omission) ST : Ujung jari kakiku mengail-ngail <u>sandal jepit</u> di bawah mejaku. TT : My tiptoes tried to hook a pair of <u>sandals</u> under the table.</p>

		<p>Line : 149 (addition) ST : Aku menggelenggelengkan kepala sendiri. TT : I shook my head, <u>feeling silly</u>.</p>
Interpersonal Change	This refers to altering the formality level, the degree of emotiveness and involvement, the level of technical lexis, etc.	<p>Line 116 ST : <u>Ini gawat</u>. TT : I <u>was alarmed</u>. Line 52 ST : "Ih, <u>gombal, nih!</u>" TT : "<u>You're only flattering</u>."</p>
Illocutionary Change	It refers to changes of speech acts, for example from statement to request	<p>Line 105 ST : "Pasti nyarinya berita olahraga basket ya?" TT : "I bet you read nothing but basketball news."</p>

CONCLUSIONS

The translation of part 17 : *Maghrib Terhebat*, under the principles of equivalence is basically aimed at producing the English version of the text that is equivalent with the source text which is written in Indonesian. The problem of equivalence in translating this novel into English is quite significant not only because the author uses a lot of local dialects and Arabic Islamic terms in his novel, but the lexical and semantic field of the ST also has all kinds of non equivalence. Retaining it as much of the original flavor would be impossible without adequate insight about culture and ability to choose the most equivalent language items.

Although the strategies dealing with the problems of non equivalence is adopted for word level, the discussion of sentence level is unavoidable, since translators are not normally looking at every word in isolation and always expected to present the translation with a full linguistic account of meaning. Other strategies and differences between the ST and TT are preferably studied for further discussion.

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Maghrib Terhebat
The Greatest Maghrib
 (Rantau 1 Muara by Anwar Fuadi, Part 17)

Translated by : Iwik Pratiwi

Source Text	Line	Target Text
Satu bulan pertama sejak mengenalnya, aku habiskan untuk menerka-nerka dia dari jauh. Bahkan tidak kuanggap dia di level yang serius, sekedar anak kota pintar yang manja saja. Boleh jadi dari keluarga kaya karena warisan turun-temurun.	1	In the first month since I knew her, I had been trying to figure out from a distance what kind of girl she was. I didn't take her seriously, for she was just a smart and spoiled downtown girl. She might have come from a rich family with inherited wealth.
Aku tidak pernah menyangka, tugas piket yang kuawali dengan malas-malasan kemarin mengubah peta hubungan kami. Berbincang di meja rapat dalam gulita mengubah cara pandangku. Sejak malam itu, kami lebih sering mengobrol. Aku merasa, dia mulai menganggapku bukan sekedar anak kampung dan lulusan pesantren saja. Ceritaku tentang impian S-2 di Amerika tampaknya membuat dia berpikir ulang, bahwa aku anak kampung yang tidak kampungan.	5 10 15	I never had the slightest idea that the map of our relationship had changed right after I unwillingly began my job yesterday. Speaking to her at the meeting table in the darkness had shifted my point of view. Since then, we spent more time talking. I had the feeling that she began to take me not merely as a bumpkin from a 'kampung', a small isolated village, and a graduate of 'pesantren', an Islamic boarding school. My dream of taking a graduate program in the United States seemed to make her reconsider that I was a 'kampung' guy who wasn't.
Besoknya dia membawa banyak soal TOEFL yang kami bahas bersama sambil makan siang. Aku senang sekali mendapat teman yang menyemangati proyek beasiswa. Tawarannya untuk membantuku bukan basa-basi. Rasanya aku tidak berjuang sendiri lagi.	20	The next day, she brought me piles of TOEFL exercise books which we discussed while having lunch. I was so glad to find someone who encouraged me to strive for my scholarship. She had made an offer to help, and it was not merely a lip service. I felt like I was not alone anymore in my efforts.
"Legaa!" teriakku sambil meregangkan kedua tangan ke atas. Akhirnya selesai juga laporan wawancara panjangku dengan R.A Kosasih, pembuat komik wayang Mahabharata yang sangat terkenal itu. Sebagai penggemar berat komiknya sejak masih di kampung, aku senang sekali usulanku disetujui rapat untuk meliputi keseharian seniman komik ini.	25 30	"What a relief!" I cried while stretching both my arms upward. I finally completed my report on a long interview with R.A. Kosasih, the creator of the legendary <i>Mahabharata</i> comic books. I had been a big fan of him since I was in my village, and I was so glad that my proposal to write about the daily life of this comic artist was approved in the meeting.
Dinara yang sedang lewat di belakangku menyeletuk, "Enaknya yang udah selesai. Gue baru dapat jadwal wawancara besok nih. Narasumber ganti-ganti jadwal terus. Sebel". Dia menarik kursi dan duduk di dekat kubikelku. "Salah sendiri mau jadi wartawan," kataku bercanda.	35	Dinara, passing behind me, said enviously, "So you've finished it already. Mine will be scheduled tomorrow. The interviewee keeps changing the time. So frustrating." She grabbed a chair and sat next to my cubicle.
Mukanya rusuh dan cemberut. Menurutku ini cemberut pura-pura. Aku teruskan bertanya.	40	"It's your fault for wanting to be a journalist." I teased. She looked upset and frowned. I thought she was just pretending. I continued, "Din, why

<p>“Din, kamu kenapa sih mau jadi kuli tinta? Kan banyak peluang kerja lain. Kamu anak Jakarta, kuliah di Komunikasi UI, dan... cantik pula,” kataku. Sebenarnya, aku serba salah menyebut kata “cantik” yang aku sisipi di akhir kalimat ini. Malu juga aku kalau ketahuan sebetulnya aku menyanjung dia.</p>	<p>45</p>	<p>did you take this job? Obviously you’ve got more chances. You live in Jakarta, study Communication at the University of Indonesia, and... you’re pretty.” I uttered the last word nervously, thinking how it would be so embarrassing if she figured out my admiration for her.</p>
<p>Dia terdiam sejenak. Cemberutnya sekejap sirna, dia menekuri ujung kakinya sambil tersenyum tipis dan rona wajahnya agak merah.</p>	<p>50</p>	<p>She gasped. Her mood shifted suddenly. She looked down on her tiptoes, smiling and with a flushed face.</p>
<p>“Ih, gombal nih,” katanya malu-malu. Aku juga malu dan berdebar-debar. Untuk mengalihkan rasa gugup, kuulangi lagi bertanya.</p>	<p>55</p>	<p>“You’re only flattering,” she blushed shyly. I was shy too and shaking. I repeated my question to hide my nerves.</p>
<p>“Ini pertanyaan serius. Kenapa mau susah-susah jadi wartawan?”</p>		<p>“I’m serious. Why do you bother to work in journalism?”</p>
<p>Matanya berkedip-kedip mengerling ke atas. Makin indah.</p>		<p>She blinked her eyes and glanced upwards. So pretty.</p>
<p>“Hmmm. Mungkin karena Tintin. Dia itu kan bisa bertualang ke mana saja, mengungkapkan berbagai misteri dan kejahatan sebagai seorang wartawan. Dari kecil gue pingin kayak Tintin. Makanya jadi wartawan,” kata Dinara.</p>	<p>60</p>	<p>“Hmmm. Maybe it’s because of <i>Tintin</i>. Being a journalist, he can go anywhere, revealing many mysteries and crimes. I’ve always wanted to be like <i>Tintin</i> since I was very young. So I became a journalist.”</p>
<p>“Kamu suka yang judulnya apa?” tanyaku. Untung aku sendiri pernah baca beberapa komik Tintin, jadi tidak kelihatan clueless.</p>	<p>65</p>	<p>“Which ones did you read?” I asked. Luckily, I’ve read some of the <i>Tintin</i> comic books, so I didn’t look clueless.</p>
<p>“Oo banyak sekali. Gue nggak akan pernah bisa lupa, mulai Tintin di Tibet, Lotus Biru, Perjalanan ke Bulan, sampai Tongkat Raja Otokar,” lanjutnya sambil menghitung-hitung dengan jari.</p>	<p>70</p>	<p>“Many of them. I’ll never forget them: <i>Tintin in Tibet</i>, <i>The Blue Lotus</i>, <i>Destination: Moon</i>, and also <i>King Ottokar’s Sceptre</i>,” she continued as she counted with her fingers.</p>
<p>“Kalau bacaan waktu kecilku adalah serial Album Cerita Ternama, mulai dari Jules Verne, sampai <i>The Last of the Mochians</i>. Aku juga membaca karya Enyd Blyton, mulai dari Lima Sekawan, Mallory Tower, sampai Si Badung. Aku bahkan membaca <i>The Adventures of Tom Sawyer</i>, <i>Huckleberry Finn</i>, dan <i>Winnetou</i>,” kataku tidak mau kalah. Walau dari kampung, aku beruntung punya keluarga yang suka membaca. Buku <i>The Adventures of Tom Sawyer</i> dan <i>Winnetou</i> itu bahkan buku yang juga dibaca Ayah ketika masih kecil. Tulisannya masih pakai ejaan lama dan telah dijilid ulang oleh Ayah. Kalau Ayah dan Amak tidak bisa membelikan buku, aku membaca buku di Perpustakaan Bung Hatta di Bukittinggi.</p>	<p>75</p>	<p>“When I was a child I read the ‘<i>Album Cerita Ternama</i>’ series, from Jules Verne to <i>The Last of the Mohicans</i>. I also read the Enid Blyton series, from <i>The Famous Five</i>, <i>The Malory Towers</i>, and <i>The Naughtiest Girl</i>. I even read <i>The Adventures of Tom Sawyer</i>, <i>The Adventures of Huckleberry Finn</i>, and <i>Winnetou</i>.” I boasted. I may have come from the village, but I was lucky, growing up in a family who were fond of reading. In fact, <i>The Adventures of Tom Sawyer</i> and <i>Winnetou</i> were books that my father read as a child. They were printed in the old spelling style and my father had re-bound them. When Mother and Father could not afford to buy books, I could still read at the Bung Hatta Library, in Bukit Tinggi.</p>
<p>Dinara tidak berkedip sejenak. Mungkin dia terkesan dengan bacaanku.</p>	<p>90</p>	<p>Dinara stared for a second. She seemed impressed with my reading history.</p>

<p>"Kalau media baca apa?" tanya dia. "Tempo, Prisma, Panjimas, Haluan, Singgalang dan koran lain."</p>	95	<p>"And what newspapers do you read?" she wondered. "Tempo, Prisma, Panjimas, Haluan, Singgalang and some others."</p>
<p>"Ah, boring... dulu gue nggak tertarik politik. Jadi baca tabloid Bola aja," katanya tersenyum</p>		<p>"How boring... I was never interested in politics, so I read the tabloid <i>Bola</i>," she snickered.</p>
<p>"Bola?" "Emangnya kenapa?"</p>	100	<p>"Bola?" "Got a problem with that?"</p>
<p>"Itu kan tabloid olahraga. Nggak ada cewek yang baca itu."</p>		<p>"But that's a sport tabloid. Girls don't read that stuff."</p>
<p>"Gue cewek yang beda dong." "Pasti nyarinya berita olahraga basket ya?" tanyaku menguji.</p>	105	<p>"I do. I'm different." "I bet you read nothing but basketball news." I tested.</p>
<p>"Gak juga. Semua cabang olahraga, terutama sepak bola. Boleh diuji, gue masih hafal siapa saja yang ada di skuat Inggris, Spanyol, Italia, Belanda, Jerman. MU? Arsenal? Real Madrid? AC Milan? Ajax Amsterdam? Bayern Munich? Hafal juga. Pemain bola favorit gue Van Basten. Di rumah gue juga masih ada jersey Marc Overmars," Balasnya dengan cepat penuh semangat.</p>	110	<p>"Not really. I read all kinds of sports, especially soccer. Try me, I still remember all the players in any squad: England, Spain, Italy, Netherlands, Germany. MU? Arsenal, Real Madrid? AC Milan, Ajax Amsterdam? Bayern Munich? I know them all. My favorite player is Van Basten. I still keep a jersey of Marc Overmars," she replied enthusiastically.</p>
<p>Ini gawat. Kelihatannya pengetahuan olahraganya lebih unggul daripada aku. Daripada nanti merembet dan membuatku tampak kalah pengetahuan tentang sepak bola, aku belokkan saja pembicaraan ke arah lain.</p>	115	<p>I was alarmed. She seemed to know sports better than me. To prevent from further discussion which would only reveal my insufficient knowledge of sports, I decided to shift the topic.</p>
<p>Pelan-pelan, Dinara menjadi kawan bicara yang serius. Dia bagai kawan lama yang hilang selama ini. Kami mengobrol sambil mengetik laporan, sambil mengedit berita, sambil liputan, sambil makan siang, sambil menonton bareng teman sekantor di Metropole. Topik bicaranya juga sangat luas, mulai remeh-temeh, sampai membahas soal tentang grammar di TOEFL. Menurutku, di balik diskusi kami berdua, kami saling menguji, saling menajaki, kadang-kadang saling berkompetisi. Sejauh ini aku terkesan.</p>	120	<p>Eventually, Dinara became my serious sparring partner. It was like finding a long-lost friend. We talked while typing our reports, editing, reporting, having lunch, and watching movies together with friends at the Metropole. We talked about many different things, from trivial ones to the grammar questions on the TOEFL. I guess, we were not just talking – we were testing each other, sometimes competing. So far, I was impressed.</p>
<p>Dia mungkin bisa jadi my best friend. Atau, mungkin lebih dari itu?</p>	125	<p>She could be my best friend. Or maybe more than that!</p>
<p>Azan dari masjid belakang kantor lamat-lamat mengaliri udara senja. Aku meluruskan badanku yang pegal karena duduk hampir dua jam di depan komputer untuk menuntaskan transkrip wawancara dengan saksi mata kerusuhan Mei 1998. Laporan yang menyeretku ke kenangan ketika aku melihat Jakarta dibakar dan bergolak.</p>	130	<p>The call for prayers was echoing from the mosque behind the office, flowing softly through the sunset air. I stretched out my exhausted back. I had been sitting in front of my computer for more than two hours, finishing the transcript of an interview with a witness of the May 1998 tragedy, dragging me back to the memories when I saw burning flames and churning riots in Jakarta</p>
<p>Ujung jari kakiku mengail-ngail sandal jepit</p>	135	<p>My tiptoes tried to hook the pair of sandals</p>

<p>di bawah mejaku. Sambil menyeret kaki ke mushalla, mataku mencuri-curi pandang ke meja Dinara. Tampaknya dia belum pulang dari liputan. Aku menertawakan diri sendiri yang akhir-akhir ini kadang merasa kehilangan dia. Atas dasar apa aku merasa kehilangan? Tidak memiliki, kok kehilangan. Aku menggeleng-gelengkan kepala sendiri.</p>	<p>145</p>	<p>under the table. While dragging my feet to the musholla, my eyes were secretly peering over Dinara's table. I guessed she wasn't yet back from her reporting. I laughed at myself for missing her lately. Why should I miss her? You don't miss someone you don't belong to. I shook my head, feeling silly.</p>
<p>Air wudlu masih rintik-rintik dari wajahku ketika aku terlonjak, campuran antara senang dan kaget. Di depanku tahu-tahu telah berdiri Dinara, yang juga terkejut melihat aku sampai tersentak. Aku merasa kulit muka dan kupingku memanas.</p>	<p>150</p>	<p>The water from <i>wudhu</i>, a washing ritual before prayers, was still dripping down my face, when I was suddenly stunned, a mixed feeling of surprise and excitement. For all I know, Dinara was standing right before me. She was startled, too, and frozen. I felt the heat flowing through my face and ears.</p>
<p>"Eh mau ke toilet juga?" kataku mencoba sok tenang.</p>		<p>"Uh, going to the bathroom, too?" I asked, trying to remain calm.</p>
<p>"Enggak, mau wudhu." Dia tersenyum manis. Sebenarnya sudah beberapa kali aku lihat dia menuju musala. Tapi baru kali ini kami benar-benar bertemu pas waktu salat.</p>	<p>160</p>	<p>"No, I'm going to take a <i>wudhu</i>." She smiled nicely. I had seen her going to the musholla, a small prayer room, a couple of times. But this is the first time we actually met at a prayer time.</p>
<p>"Eh, eh Lif."</p>		<p>"Um, um, Lif."</p>
<p>"Ya?"</p> <p>"Tungguin ntar, kita berjamaah salat Magrib-nya ya."</p>	<p>165</p>	<p>"Yeah..?"</p> <p>"Would you wait for a second? Why don't we have prayers together?"</p>
<p>"Sip, aku tunggu." Degup berpacu di dadaku. Tentulah aku mau menunggunya, Mushalla kecil yang sumpek, tempat aku bergelung pada malam hari bersama Pusus, tiba-tiba terasa lebih teduh dan sejuk. Aku kuatkan lafaz takbirku agar tidak kentara getar suaraku. Aku pimpin doa setelah salat dan diamini oleh suaranya dibelakangku.</p>	<p>170</p>	<p>"Sure, I'll wait." My heart was racing in my chest. Of course, I was willing to wait for her. The small damp mushalla where I used to spend the nights and share it with Pusus, suddenly seemed more enjoyable and refreshing. When I started the prayer, I raised my voice to keep it from shaking. When the prayer was over, I took the lead to make wishes and I heard her voice behind me answering, "Amen."</p>
<p>Selesai mengatupkan kedua tanganku di wajah sebagai penutup doa, aku ambil Alquran kecilku di rak mushalla. Hari Kamis malam Jumat biasanya jadwalku membaca Yasin. Aku niatkan mengirimi kebaikan bacaan mulia ini untuk almarhum Ayah dan Keluargaku yang telah mendahului kami.</p>	<p>175</p>	<p>I rubbed my face with my both hands to complete the ritual, then took the small Holy Qur'an from the bookshelf. Thursday night was my routine to recite the <i>Surah Yasin</i>, some verses from the Holy Qur'an. I dedicated these glorious verses to my deceased father and relatives.</p>
<p>Aku lirik ke belakang. Dia masih belum beranjak juga dari sajadah. Aku bergumam pelan ke Dinara, "Duluan aja ya, aku ngirim buat ayah dulu." Lalu tanpa menunggu jawabannya, pelan-pelan, aku baca Yasin secara tartil. Tidak keras, tapi cukup terdengar. Dengan irama seperti kami pelajari di Klub Jam'iyatul Qura, di Pondok Madani dulu.</p>	<p>180</p>	<p>I looked back. She was still there on her praying mat. I whispered, "You can go. I'm sending a prayer to my deceased father." Before she answered, I started reciting the <i>Surah Yasin</i>. I didn't read it loudly, but it was clear enough to be heard. I recited with the rhythm as we learned it at <i>Jam'iyatul Qura</i>, our <i>pesantren</i> in Madani.</p>
<p>Setengah halaman pertama surat Yasin</p>	<p>185</p>	<p>Half of the <i>Surrah</i> went by. I could see with</p>

<p>telah berlalu. Aku lirik dengan ujung mata, Dinara ternyata masih belum beranjak dari mushala. Ah, mungkin dia mau mendengar aku mengaji. Aku lanjutkan ayat selanjutnya, tapi lambat-lambat di belakangku ada suara yang mengikuti aku mengaji. Aku berhenti, dia juga berhenti, aku meneruskan, dia mengikuti. Aku berhenti di tengah ayat, tapi dia masih terus bergumam sampai akhir ayat.</p>	190	<p>the corner of my eyes, Dinara was actually still in the musholla. I supposed she wanted to know how I recite the holy book. I could hear her voice softly following my recital. When I stopped, she stopped, and when I continued, she followed. I paused between words, and she continued to the end of the line.</p>
<p>Wah, hebat juga dia mau ikut mengaji. Satu halaman lagi berlalu. Aku mengambil jeda sebentar dan menoleh ke dia. Dinara yang dibalut mukena biru tersenyum manis, aku pikir dia pasti tadi juga membuka Alquran. Tapi ditangannya tidak ada Alquran.</p>	195	
<p>“Gak bawa Alquran?” “Enggak, kalo Yasin aja nggak perlu.” Gaya betul jawabnya. “Emang hafal diluar kepala?” “Sejak dari SMP gue Alhamdulillah sudah hafal Yasin, Emangnya kenapa?”</p>	200	<p>Wow, it was great to know that she was willing to recite the verses. There was another page to finish. I paused and looked back. Dinara was in her blue praying clothes, smiling beautifully. I thought she was holding the Qur’an, the holy book, but there was nothing in her hands.</p>
<p>Aku bingung. Profilnya tidak cocok. Bagaimana mungkin gadis ibu kota yang sekolah di SMA 6 dan masuk Komunikasi UI serta bergaya gaul ini hafal Yasin. Benar-benar aneh. Tapi juga membuat aku terkagum kagum. Kok ada, ada gadis seperti ini.</p>	205	<p>“You don’t have the Qur’an with you?” “Nah, It’s only Yasin anyway.” She answered confidently. “Have you memorized it?” “I have memorized it since I was in Junior High. Why?”</p>
<p>Aku teruskan membaca Yasin dengan perasaan tidak menentu. Dia terus mengikuti sampai tamat. Hatiku berdetak-detak. Berirama menyaingi jam dinding musala. Ini Magrib terhebat dalam hidupku.</p>	210	<p>I was confused. She didn’t fit her look. How could a metropolitan girl, studying at State Senior High School 6, admitted to the Communication Department of the University of Indonesia, and fashionable, recite the <i>Yasin</i>? Weird, but somehow amazing. How could there be a girl like her?</p>
<p>Mungkin Raisa benar, Dinara memiliki banyak kecocokan denganku. Bahkan dibanding Raisa yang dulu pernah menambat hatiku, Dinara punya banyak sisi yang membikin aku penasaran dan terpesona Raisa memang pernah menyentuh hatiku tapi Dinara yang mulai melelehkannya.</p>	215	<p>I continued reciting with mixed emotions. She kept following to the last word. My heart was racing with the tick of the clock. It was the greatest <i>Maghrib</i> of my life.</p>
	220	
	225	<p>Perhaps, Raisa was right; Dinara and I had lots of things in common. Compared to Raisa who previously filled my heart, Dinara had many more interesting sides, making me curious and enchanted. Raisa touched my heart, but Dinara was the one who melted it.</p>

INDIRECT CRITICISMS IN MR. PECUT'S CORNER OF JAWA POS DAILY NEWSPAPER

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ABSTRACT

There are three theories of meaning, namely, the mentalistic theory, the behaviorist theory, and the use theory. Criticisms, which are given to show dislikes toward another person's or other people's actions/utterances, contain meanings. Criticisms in Mr. Pecut's corner, which appear in the form of responses to statements made by public figures, are bitter but, by and large, humorous. This article will analyze the criticisms in Mr. Pecut's corner of Jawa Pos daily newspaper and relate them with theories of meaning in linguistic philosophy.

Keywords: philosophy of language, theories of meaning, criticism

When a person communicates, he communicates meaning by realizing it through phonological representations. What is communicated is then accepted by the listener or the interlocutor in the form of phonological representations and then changed into semantic representations. Based on the meaning understood, the listener may respond back to the message. In this case the two people exchange messages or meanings. The messages communicated are of various kinds. Likewise, the responses given are various, one of the kinds of which is criticisms. This paper will analyze the criticisms which are found in Jawa Pos daily newspaper, especially those found in Mr. Pecut's corner of the paper.

THEORIES OF MEANING

According to Cooper (1973: 14-16), there are three theories of meaning in the philosophy of language. The first is the mentalistic theory. This theory holds that an expression is meaningful if and only if it is associated, in some manner, with a certain mental item – an image, say, or thought, or an idea. Correspondingly, the theory holds that two expressions are synonymous if and only if they are associated with the same mental item. So, for example, it might be held that 'puppy' is meaningful because it is connected with a certain mental image; and that 'puppy' is synonymous with 'young dog'

because both are connected with the same image. On this view to examine meaning is essentially to examine people's mental states or processes.

The second is the behaviorist theory. This theory holds that an expression is meaningful if and only if utterances of it produce certain behavioral responses in people and/or are produced in response to certain stimuli. Two expressions will be synonymous, correspondingly, if and only if utterances of them produce the same responses and/or are produced in response to the same stimuli. On this view, examining meaning is essentially a matter of examining the behavior connected with utterances of expressions.

The third is the use theory. This theory holds that an expression is meaningful if and only if people can use it for certain purposes, and in certain ways. Two expressions, correspondingly, will be synonymous if and only if they can be used in the same ways, for the same purposes. On this view, examining meaning is essentially a matter of examining the role that expressions have in human activities.

LANGUAGE IN ITS DIVERSITY

Lehmann (1983: 217-224) discusses five types of language use. Each of the types is explained below.

The Politician's Use of Language

Political use of language is often highly ambiguous. Politicians flourish by devising expressions that their audiences interpret as favorable to themselves. An example of this ambiguity use of language is given by Lehmann (1983: 217) as follows:

According to Herodotus, when Croesus, King of Lydia, asked the oracle at Delphi whether he should attack the Persians, the oracle answered ambiguously, that if he did he would destroy a great empire. Croesus, as a confident ruler, misinterpreted the reply. The attack resulted in the destruction of his own empire rather than that of the Persians.

The Poet's Use

While the politician seeks ambiguous language, the poet aims at precision. For Pope in his "Essay on Criticism":

True wit is Nature to advantage dressed,
What off was thought, but ne'er so well
expressed.

Ambiguous and meaningless words are avoided. A poet has a specific concept; the poem is designed to have the reader understand this directly, as though images. Pope does not say: an actual insight corresponds to reality in the world; rather, he directly confronts two concepts presented in concrete images with nature.

The Scientist's Use

Scientists also insist on precision in use of language. But they emphasize facts, not people and their feelings. Moreover, the facts must speak for themselves. Ideas are not to be conveyed through images or affected by human origins. Even living beings are stripped of their animation, including the scientists themselves. These aims lead to characteristic scientific styles of expression.

The Priest's Use

The priest on the other hand employs many pragmatic devices, directing his message to a specific audience. This aim encourages patterns comparable to the poet's. Sequences are repeated, often exactly, as in Matthew 5:7-9:

Blessed are the merciful: for they shall obtain mercy.

Blessed are the pure in heart: for they shall see God.

Blessed are the peacemakers: for they shall be called

The children of God....

The repetitions engage the attention of the audience, as well as their participation, through established sequences, such as *amen; hallelujah; Glory, glory, hallelujah*. The priest raises emotions, though with somewhat different aims and devices from those of the poet.

The Average Speaker's Use

Few of us use language as effectively as the consummate poet, politician, scientist, or priest; yet we employ the same devices as they, and we apply language in accordance with their various purposes.

CRITICISM

Criticism is the expression of disapproval of someone or something by stating an opinion on their faults, weaknesses, or disadvantages in speech or writing (Collins Cobuild English Language Dictionary, 1987: 336). Criticism can be divided into two kinds. The first is direct criticism. This criticism is given directly by the critic to the criticized. The second is indirect criticism. This kind of criticism is directed to the criticized, but it is given publicly through mass media. The target of criticisms is either an individual or an institution, or both an individual and an institution.



Mr. Pecut

Mr. Pecut is the name of a rubric in Jawa Pos daily newspaper. It is situated in the upper-left-hand corner of page four. Under the title *Mr Pecut* there is a picture of a person covering his

two ears using his index fingers. The word *pecut*, which means a whip, is very suitable with the function of the criticisms. Criticisms are expressions which are not nice to our ears although they are actually useful in that they make us aware of our mistakes. Mr. Pecut will always remind us to always behave well. In each issue Mr. Pecut highlights three pieces of news and gives three comments or criticisms.

Although most of the criticisms are bitter, they are always communicated in humorous ways. The humor sense appears because of the evidence of the unexpected twist of the comment or criticism in response to the news. Tresnadewi (2005: 20) states that "What makes people laugh at a joke is usually the unexpected twist at the end of the joke." Similarly, what makes a criticism humorous is the unexpected twist of the comment.

Let's read the example below:

Pollycarpus divonis 14 tahun penjara.
(Pollycarpus was sentenced of 14 years imprisonment)

Dan tanpa ditemani pramugari
(And without being accompanied by stewardesses).

To understand the sense of humor in this statement-and-comment pair, we have to understand the background of the statement or the news. Pollycarpus was a pilot of Garuda Indonesian Airlines. The sentence was imposed because he was accused of murdering a well-known human rights activist Munir. Munir died, according to a laboratory report in the Netherlands, because of *arcenicum* poison which, according to the judge, was poured by Pollycarpus into Munir's glass. Munir died while he was on the plane taking him from Singapore to the Netherlands. Because he was a pilot, he must have had a lot of friends who are stewardesses. However, the stewardesses would not accompany him in prison. Clearly, the comment is unexpected.

DETAILS OF CRITICISMS

The data were chosen randomly from Jawa Pos daily newspaper available. Criticisms in Mr. Pecut's corner can be classified into five types:

authority-directed, individual-directed, illogical, humorous, and common. In the following section, criticisms in the form of single sentences are explained. Explaining a sentence is part of philosophy, as stated by the Australian positivist philosopher, Schlick, as follows: "philosophy is an activity through which the meanings of statements is asserted or explained."

Authority-directed Criticisms

1. Tahun depan akan ada gelar kota terkotor.
(Next year there will be an evaluation in terms of the dirtiest towns)

Pasti kota yang banyak koruptornya
(They must be towns with the most corruptors)

We expect that the comment will deal with efforts used to make cities free from garbage. The comment is really unexpected because it talks about corruptors, those who abuse the authority given to them. The critic regards corruptors as something which dirties towns.

2. Hermawan Kertajaya: Kepala daerah adalah pemasar.
(Hermawan Kertajaya: Heads of districts are marketing people)

Tapi, sebelumnya adalah pembeli, pembeli suara
(But, previously they were buyers, buyers of votes).

The news implies that Heads of districts should promote their districts in order that more businessmen invest their capital in the areas. In other words, they must 'sell' their areas.

The critic reminds us that the Heads of Local Governments bought votes in order to become Heads of Local Governments. This is what is called 'money politics'. This accusation is not easy to prove, however.

3. Rapat paripurna setelah Lebaran, separo lebih anggota dewan bolos.
(General Meeting (of the House of Representatives) was held after Idul

Fitri break; more than half of the members were absent)

Meski Lebaran, kelakuan ini tidak perlu dimaafkan.

(Despite Lebaran (Holiday atmosphere), this attitude cannot be forgiven!)

The news implies that members of the House of Representatives are not responsible because they did not do what they should have done namely attending meeting. They may have thought that they might be excused or forgiven because it was still holiday atmosphere.

The response or criticism says that the members' attitude should not be forgiven. Working for other people must be prioritized.

4. Noordin M. Top pernah sembunyi dekat markas Polwil Pekalongan.
(Noordin M. Top, once, hid near the Head Quarter of Police District in Pekalongan.)

Dan terbukti aman

(And they were proved to be save)

The news shocks us because Noordin is a number-two wanted person and he hid near the police station.

The response saying that he was safe shows that the police are not very sensitive to their environment.

5. Penyimpangan keimigrasian dinilai sangat serius.
(The immigration anomaly is evaluated to be very serious)
Begitu seriusnya, sampai sudah jadi kewajara ...
(It is so serious that it has become a common place)

The response shows that it seems hopeless to return the situation into a normal one. It indirectly suggests that this situation cannot be tolerated any longer.

6. Kepala BIN: Teroris berencana culik pejabat.
(Head of National Intelligence Body: Terrorists plan to abduct officials of high ranks)

Kalau pejabat yang korup, silakan!

(If they are corrupting ones, please do!)

It is the duty of the police to protect officials of high ranks. However, if the officials are those who corrupt, the police should not protect them. Let them be abducted by the terrorists.

7. Ketua DPR kecewa kunjungan BURT ke Mesir.
(Chair of the House of Representatives is disappointed with the visit of BURT (the Body of Logistic Affairs) to Egypt).

Mestinya ngelencer ke mana, dong?

(Where should they have gone for a vacation, then?)

The news implies that BURT should not have gone to Egypt. The visit is in vain. The response implies that it is alright to go for a vacation although it actually supports the Chair.

8. Parpol dan DPR lembaga terkorup di Indonesia.
(Political parties and the House of Representatives are institutions which are the most corrupt in Indonesia)

Lembaga lain, lumayan korup ...

(Other institutions are not very corrupt)

The response shows that corruptions also take place in other institutions though not the worst.

9. Pimpinan DPR: Kunjungan anggota BURT ke Mesir sudah sesuai rencana.
(Hheads of House of Representatives: The visit of the members of BURT to Egypt has been in accordance with the plan)

Rencananya memang mau ngelencer, kok!

(The plan was that they wanted to go for a vacation!)

The plan was to meet members of the House of Representatives of Egypt in order to know how Egypt deals with laws concerning gambling. The response shows that the main objective of visiting Egypt was having a vacation.

10. Rencana impor beras Januari dibatalkan.

(The plan to import rice in January has been dropped).

Itu yang resmi, yang nggak resmi jalan terus ...

(That is what is legal, the illegal is going on)

The response shows the weakness of the government because the policy is not carried out perfectly. The authority does not seem to do anything to prevent the influx of rice illegally)

11. Usman Hamid: Kasus Munir, Polri belum serius.

(Usman Hamid: Munir case, the Police have not been serious)

Takut barangkali ...

(They may be afraid ...)

The criticism says that the police are afraid. The police should be serious in fighting crime whatever the risk they may find. They should not be afraid. They are paid to protect the citizens, aren't they?

12. Parpol ramai-ramai berkorban sapi dan kambing.

(Political parties sacrifice cows and sheep demonstratively)

Setahun sekali, bukan rakyat yang dikorbankan.

(Once a year, it is not people who are sacrificed)

The response shows that political parties usually take advantage of their positions while making the people victims.

13. Masa kerja KPU diperpanjang.

(The working term of KPU (General Election Committee) is lengthened.)

Wah, bisa korupsi lagi, dong?

(Then, they can commit corruption again?)

The response implies that KPU is the place where corruptions often take place and are not detected. This is actually also a warning that the police should be alert toward wrongdoings done by those given authority to carry out government matters.

Individual-directed criticisms

14. Puluhan dokter di Kediri tak punya izin praktek.

(Tens of doctors in Kediri do not have permission letter.)

Nggak beda dong, dengan dukun!

(Not different from astrologers, then!)

The response implies that doctors are jobs which need proficiency and professionalism. They have to obtain a certificate from the government before they treat patients. Otherwise, they are the same as astrologers.

15. Akbar: Kalla jangan ceplasp-ceplos.

(Akbar: Kalla, don't speak without evidence.)

Kalau nggak begitu, nggak ngetop, Bung!

(If I don't, I won't become a celebrity, Friend!)

Akbar's advice is wise, that is, Kalla should think first before he speaks. The comment implies that it is by speaking whatever is in his mind that makes Kalla popular.

16. Djoko Edhi: Kunjungan BURT ke Mesir sia-sia

(Djoko Edhi: The visit of BURT to Egypt was in vain)

Kunjungannya sis-sia, tetapi ngelencernya tidak.

(The visit was in vain, but the vacation was not.)

Edhi's statement implies that he was disappointed with his visit. The response implies that he was not disappointed because he had the opportunity to go abroad and have a vacation with some of the members of the House of Representatives.

17. Paskah Suzzeta: Jadi menteri, bobot turun 3 kilo.

(Paskah Suzzeta: Becoming a minister, his weight drops 3 kilograms)

Jangan kuatir, toh bobot kantong nambah!

(Don't worry. The weight of the pocket increases, doesn't it?)

Suzetta's statement implies that because he has to work hard as a minister, he loses weight, which means that something he does not want happens. The comment however, reminds him that he is richer now!

18. Amien: Lawan koruptor sejati butuh keberanian

(Amien: To fight against true corruptors needs courage)

Sebenarnya butuh Pak Amien, gitu loh.

(Actually, Mr. Amien is needed. That's it.)

The statement implies that Mr. Amien is a courageous man. The comment implies that people should choose Mr. Amien to fight the crime of corruption because he is brave. It sounds that Mr. Amien is disappointed for not being chosen as president the last presidential election.

Illogical criticism

19. Diusulkan ada tempat penitipan anak di DPR.

(Proposed: There is a crèche in the House of Representatives)

Lama-lama bakal ada usul penitipan WIL, nih!

(Slowly but surely, there will be a proposal for a crèche for WIL (Other Adored Women), right?)

The proposal in the statement was made in conjunction with the increasing bad treatment to children by their family. It is illogical to set up a crèche in the House of Representatives. Responding to the illogical proposal, the critic also proposes a more illogical proposal, that is,

having a crèche for Other Adored Women, who are likely possessed by some members of the House of Representatives.

20. Golkar gelar donor darah masal.
(Golkar held mass blood donation)

Darahnya pasti kuning!

The blood must be yellow!

The response that the blood is yellow is wrong. However, because Golkar is synonymous with yellow, the color of the flag, people will remember that the community service is worth doing.

Humorous criticisms

21. SBY perintahkan Kapolri ungkap dalang pembunuh Munir.

(SBY ordered the Chief of the Police to reveal the mastermind behind Munir murder)

Yang jelas bukan Pak Manteb!

(Obviously, he is not Mr. Manteb!)

The statement uses the word *dalang* a person who performs leather puppets, and Mr. Manteb is a *dalang*. However, *dalang* in the statement is different from what the profession of Mr. Manteb is. *Dalang* in the statement refers to the person who is most responsible for the Munir murder; it does not have anything to do with the show of leather puppets.

22. Kepala Bea Cukai Manado terlibat penyelundupan HP.

(Head of Customs in Manado is involved in HP smuggling)

Ketik A (spasi) copot saja!

(Type A (space) dismiss him. That's all!)

The way the response is written is unique. The type of writing the response resembles that of sending answers to TV quizzes. However, the content is very firm and direct.

23. Pimpinan Jemaah Eden mengaku sebagai Malaikat Jibril.

(Head of Eden Congregation acknowledges that she is Angel Gabriel).

Malaikat kok digerebek ...
(Angel, but how could she be attacked?)

Angel belongs to creatures who cannot be touched. If she were an Angel, the police would not have been able to catch her!

Common criticisms

24. Bentrok antarmahasiswa terjadi lagi di Makassar.
(A brawl among university students broke again in Makassar)

Status mahasiswa, otak masih TK!
(The status is university student, the brain is still kindergarten!)

It is a shame that university students are involved in a fight using physical strengths, not intellectual power. Their brain is the brain of kindergarten pupils!

25. Bantuan langsung tunai tahap kedua diperkirakan tertunda.
(It is predicted that the second phase of direct aid will be delayed.)

Berarti keruwetan tahap kedua masih agak lama.
(It means that irregularities of the second phase are still relatively long to come.)

It implies that we did not anticipate problems arising out of the new policy. The problems will happen again in the future.

CONCLUSION

Indirect criticisms which appear in the rubric *Mr. Pecut* of Jawa Pos daily newspaper are very concise and direct in their efforts to change people's behavior. The criticisms can be classified as authority directed, individual directed, illogical, humorous and common. In one of his opinions, Mochtar Lubis, a well-known Indonesian laureate, says that 'no criticism is bad'. Therefore, we must be open to criticisms if we want to maintain our loyalty to truth and justice. Related to diversity in language use which is discussed by Lehmann, we propose one more type, namely, the critic's use of language.

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Data sources

1. 18 June 2005
 - Tahun depan akan ada gelar kota terkotor
Pasti kota yang banyak koruptornya.
 - Pengacara Hendropriyono menilai undangan TPF Munir tidak sopan.
Padahal, tak menyebut hantu beliau ..
 - Hermawan Kertajaya: Kepala daerah adalah pemasar.
Tapi, sebelumnya adalah pembeli, pembeli suara.
2. 15 November 2005
 - Rapat paripurna setelah Lebaran, separo lebih anggota dewan bolos.
Meski Lebaran, kelakuan ini tidak perlu dimaafkan!
 - Bungker di Bojonegoro ternyata milik lembaga Javanologi.
Wah, bisa kwalat kalau dibongkar!
 - Noordin M. Top pernah sembunyi dekat markas Polwil Pekalongan.
Dan terbukti aman.
3. 19 November 2005
 - Burhanuddin: Serahkan Kalla, reshuffle pasti segera beres.
Wah, bisa-bisa jadi kabinet Golkar!
 - Bantuan langsung tunai tahap kedua diperkirakan tertunda.
Berarti keruwetan tahap kedua masih agak lama ...
 - Puluhan dokter di Kediri tak punya izin praktik.
Nggak beda dong, dengan dukun!
4. 20 December 2005
 - Mega yakin Pemilu 2009 PDIP kalahkan Golkar.
Caranya, bikin posko yang banyak!
 - Penyimpangan keimigrasian dinilai sangat serius.
Begitu seriusnya, sampai sudah jadi kewajaran ...
 - SBY: Kita harus menjadi the winner, bukan the looser.
Sudah Pak, khususnya untuk urusan korupsi!
5. 21 December 2005
 - Kepala BIN: Teroris berencana culik pejabat.
Kalau pejabat yang korup, silakan!
 - Ketua DPR kecewa kunjungan BURT ke Mesir.
Mestinya ngelencer ke mana, dong?
 - Akbar: Kalla jangan ceplas-ceplos.
Kalau nggak begitu, nggak ngetop, Bung!
6. 22 December 2005
 - Djoko Edhi: Kunjungan BURT ke Mesir sia-sia.
Kunjungannya sia-sia, tapi ngelencernya tidak.
 - Pollycarpus divonis 14 tahun penjara.
Dan tanpa ditemani pramugari.
 - SBY perintahkan Kapolri ungkap dalang pembunuh Munir.
Yang jelas bukan Pak Manteb!
7. 23 December 2005
 - BIN juga diperintah presiden tuntaskan kasus Munir.
Kalau nggak bisa, ya kebangetan!
 - Jika tak hati-hati, diprediksikan 2006 kredibilitas SBY-Kalla bisa jatuh.
Jika mau hati-hati, ya agak lama dikitlah ...
 - Aa Gym rekrut 1.000 mantan anggota GAM.
Sekarang boleh dipanggil Aa GAM!
8. 24 December 2005
 - Kasat Narkoba Polres Sumbawa mati overdosis.
Benar-benar narkoba makan tuan!
 - Kasus Munir, SBY minta Kapolri serius ungkap pelaku lain.
Pelakunya sedang serius berusaha agar tidak terungkap.
 - Parpol dan DPR lembaga terkorup di Indonesia.
Lembaga lain, lumayan korup ...
9. 27 December 2005
 - Pimpinan DPR: Kunjungan anggota BURT ke Mesir sudah sesuai rencana.
Rencananya memang mau ngelencer, kok!

- Paskah Suzzeta: Jadi menteri, bobot turun 3 kilo.
Jangan kuatir, toh bobot kantong nambah!
 - Pollycarpus mengajak tiga anaknya surati SBY.
Mbok ya SMS saja ...
10. 28 December 2005
- Pramono Anung: Saat ini PDIP sedang solid-solidnya.
Buktinya, pada keluar sama-sama dan bikin partai baru!
 - Manipulasi pulsa, Telkom kebobolan triliunan rupiah.
Bisa jadi alasan untuk naikkan tarif, nih!
 - Prihatin judi, Rhoma Irama temui Kapolri.
Judi No! Dangdut Yes!
11. 29 December 2005
- Rencana impor beras Januari dibatalkan.
Itu yang resmi, yang nggak resmi jalan terus...
 - Usman Hamid: Kasus Munir, Polri belum serius.
Takut barangkali...
 - Kepala Bea Cukai Manado terlibat penyelundupan HP.
Ketik A (spasi) copot saja!
12. 30 December 2005
- Alasan berobat, Tommy Soeharto ke Jakarta lagi.
Ah, paling juga mau tahun baruan!
 - Good Governance, Indonesia terendah di Asia.
Good... Good... Good...!
 - Pimpinan Jemaah Eden mengaku sebagai Malaikat Jibril.
Malaikat kok digerebek ...
13. 9 January 2006
- Gus Dur: Soros sekarang beda dengan yang dulu...
Iya, dulu George yang bikin soro (sengsara)...
 - Di Malang, seorang pemancing tewas tertimbun tanah longsor.
Bencana kok rutin...
- KRHN: 95 persen hakim agung tak layak.
5 persen sisanya di bawah standar, ya?
14. 10 January 2006
- Penggantian pimpinan TNI, 11 panglima minta tidak dipolitisasi.
Ah, mana mungkin?
 - Ketua PC NU Jember: Jangan tutupi penyebab banjir.
Toh penyebabnya sudah jelas: Air!
 - Menteri Kehutanan: Hutan lindung di Jawa kritis.
Nggak bias buat sembunyi penjahatnya Unyil lagi...
15. 11 January 2006
- Palsukan faktur pajak, tiga petugas pajak diperiksa.
Yang belum ketahuan masih serombongan!
 - Kasus bom Palu masih gelap.
Semoga tidak habis gelap terbit bom lagi!
 - Parpol ramai-ramai berkorban sapi dan kambing.
Setahun sekali, bukan rakyat yang dikorbankan.
16. 13 January 2006
- Denny Indrayana: Korupsi sudah masuk kejahatan luar biasa.
Yang ditangkap yang kelas biasa-biasa saja...
 - Diusulkan ada tempat penitipan anak di DPR.
Lama-lama bakal ada usul penitipan WIL, nih!
 - Ketua DPR dinilai kurang tegas menyikapi impor beras.
Kalau tegas, ya bukan ketua DPR, dong!
17. 31 December 2005
- Prediksi 2006, Kamtibmas berat, tapi kondusif.
Jangan-jangan, kondusif juga buat teroris?
 - BLT tahap II mulai 2 Januari.
Selamat datang kaum miskin baru!
 - Golkar gelar donor darah masal.
Darahnya pasti kuning!

18. 2 January 2006

- Pelaku bom Palu konon teroris lama.
Lama atau baru yang jelas harus ditangkap!
- Amien: Lawan koruptor sejati butuh keberanian.
Sebenarnya butuh Pak Amien, gitu loh...
- Garuda maskapai terlemah di Asia.
Wah, nomor satu lagi kita...

19. 3 January 2006

- Ketua MPR minta SBY evaluasi kinerja BIN.
Kalau perlu, ya di-reshuffle saja!
- Pembayaran BLT tahap II dimulai.
Musim kaum kere berebut lagi...
- Kasus formalin dinilai karena keteledoran pemerintah.
Dan kelihaihan tukang bakso!

20. 4 January 2006

- Longsor dan banjir bandang landa Jember.
Tahun baru, bencana baru...
- Solidaritas longsor Jember, pimpinan MPR-DPR potong gaji.
Kok cuma pimpinan, anggotanya mana, dong?
- BPOM janji tindak tegas penyalahgunaan formalin.
Baru sekarang. Kemarin-kemarin ke mana?

21. 5 January 2006

- Kontras: Polisi peringkat kesatu pelaku tindak kekerasan.
Dan paling sering lolos...
- Amien: Sutanto capres kuat 2009 mendatang.
Pak Amien sendiri masih kuat nggak?
- Penulisan sejarah G 30 S PKI berjalan alot.
Minta petunjuk Pak Harto, dong!

22. 6 January 2006

- Bentrok antarmahasiswa terjadi lagi di Makassar.
Status mahasiswa, otak masih TK!
- Tujuh wilayah rawan bencana karena cuaca buruk.
Tapi yang pasti, karena nasib buruk...
- SBY: Inflasi 2005 lebih baik dari 1966.
Korupsinya juga jauh lebih hebat!

23. 7 January 2006

- Direktur LBH: Hak perempuan masih diabaikan.
Maklum, masih dijajah pria sejak dulu...
- Masa kerja KPU diperpanjang.
Wah, bisa korupsi lagi, dong?
- DPR pastikan tolak impor beras.
Mending impor beras, daripada ngelencer nggak jelas!

CREDIBILITY OF INDONESIAN POLITICIAN AS REFLECTED IN THEIR SPEECH

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ABSTRACT

Politician plays a very important role on the condition of our country especially related to communicating government's programs or other phenomena happen in society. Politicians need not only knowledge and skills in their fields, but also strategies of communication. Demonstrations happen recently are, in part, caused by the failure of politicians in communicating some issues. It is the communication strategies, which determine whether or not a politician would positively or negatively impress the society. It is apparent that a language places an important role in determining his credibility. Using language adequately or appropriately is a prerequisite for them to look credible in the community. This article aims at investigating the felicity condition on the Indonesian politician's performative utterances as written in newspaper and relating it to their credibility in society.

Keywords: credibility, performative, constative, politician, felicity condition

A success politician needs not only knowledge and skills in his field, but also strategies of communication. Politicians, like other public figures such as artists, religious leaders, need followers. It is communication strategies which whether or not their followers would impress them. Language places a relatively important role in politician's daily life. The worse language they use, the more negative impression they gain from the public and vice versa. Using language adequately and appropriately is a prerequisite for politicians to look credible in their public.

Politicians, as a public figure, often have to do something according to situation and condition. The performative utterances they make should have felicity condition in which the followers or public believe on what they say. Austin (1962) states that a performative may be "unhappy" if a person does not follow the correct procedure. Related to politics, Orwell (1945) states that politics is a mass of lies, evasions, folly, hatred, and schizophrenia. When the general situation is bad, language must suffer. The obvious characteristic of suffering

language is the fact that language is often manipulated for the sake of their needs and government's in interest. The manipulation of language by politician indicates that they are aware that using language is one of determining factors in their success and failure related to their career.

The politician credibility is influencing factor in the success or failure of their career. The term credibility of believability refers to whether or not someone is believable, sincere, and consistent. The more credible the politician, the more followers he gain from public. The characteristics can be gained from their believable action in society. The characteristics can be measure by detecting the meaningfulness of someone's speech. Thus, to be accepted as credible public figure, the politician should produce meaningful utterances in his speech. When the utterances serve to state, describe, or report facts, they are called constative utterances (Austin, 1962). In this case the term "meaningfulness" refers to whether they have truth-value or not. If the utterances serve to perform or to do an act, they are called

performative. In this case, the term "meaningfulness" refers to whether those utterances have felicity condition or not.

Truth-values exist when the utterances are constatives. It is easy for us to find meaningfulness of utterances since we can judge whether the utterances are true or false. However, when the utterances are performatives, we cannot find out whether they are true or false because the performatives are truth free. In this case, investigating felicity condition (the condition of happiness of unhappiness of the utterances) is the way to determine the meaningfulness of those utterances.

The speech of politician usually gets more attention than the common people's. The speech, both constative or performative, as written in the newspaper, has hidden power. Usually, the speech of politicians, whether they are from government, parties, or parliament, is always written in newspaper since it has impact to the public. The impact can be positive or negative depending on the meaningfulness of the speech. That is why it is assumed that the speech determines the politicians' credibility.

This article investigates the felicity condition of the Indonesian Politicians' performative utterances as written in the newspaper and to relate it to their credibility. The data are taken randomly from the "Jawa Pos" newspaper published on November 20, December 18, and December 25, 2005 and "Surya" newspaper published on December 4, 2005. To focus the discussion, the article tries to answer the following question.

1. How do the Indonesian Politicians produce the felicity condition behind their performative utterances?
2. How is the credibility of Indonesian Politicians based on their speech (performative utterances)?

CONSTATIVES AND PERFORMATIVES

Traditionally, sentences are divided into three kinds namely: indicative, imperative, and interrogative (Cooper, 1973). But J.L. Austin classified sentences into two namely constative and performative. Constative sentence, according to Austin (1962) is an utterance that roughly serves to states a fact, report that

something is the case, or describes what something is (1962:4). For example, "the house is red". This type of sentence is truth sensitive. It means that the sentence is true if only the house is red (Kempson, 1977). Consequently, if the house is not red, the sentence is false.

The second type is performative sentence. According to Austin (1962), performative sentences are utterances that have the characteristics, like this: 1) they do not describe or report or constate anything at all, are not true or false, and 2) the uttering of the sentences is, or is part of, the doing of an action, which again would not normally be described as saying something (1962:4-5). Unlike constatives, this type of sentence is truth free. For example the sentence, "I promise to come tomorrow" does not state the information that I promise to come tomorrow, but it is "doing promise" itself. It is obvious that this sentence cannot go to be true or false until the promise has already been done. That is why felicity condition is very important in guaranteeing whether performative utterances are meaningful or not.

To make clearer and to differentiate the two kinds of utterances, let's pay attention on several examples below:

- I name this ship "Dewa Ruci"
- I say "welcome" to you.
- I suggest that you study hard
- I promise to meet you at 4.00 o'clock
- I promise to send some money (Joko Wicoyo, 1997: 34)

Those sentences are the examples of performative utterances. The utterances are the implications of action and not reports about an action. In this case, it is difficult to state whether these utterances are right or wrong. The sentence "I promise to send some money", for example, does not describe a fact. By saying those words, "I" has done something. There is something happens because of the sentence.

Furthermore, Austin (1971) proposed six conditions. If any one of them we cannot meet, our performative utterances will be unhappy (in one way or another). The six conditions are:

1. There must exist an accepted conventional procedure having a certain conventional effect, which procedure includes the uttering of certain words by certain persons in certain circumstances.

2. The particular persons and circumstances in a given case must be appropriate for the invocation for the particular procedure invoked.
3. The procedure must be executed by all participants correctly.
4. The procedure must be executed by all participants completely.
5. Where the procedure is designed for use by persons having certain thoughts and feelings, or for inauguration of certain consequential conduct on the part of any participant, then a person participating in and so invoking the procedure must in fact have those thoughts or feelings, and
6. The participants must intend so to conduct themselves subsequently. (Austin, 1971: 13-22).

Moreover, Austin classified the performative utterances into five classes. First, what we called verdictives, the ones that are typified by the giving of verdict, i.e. by a jury, arbitrator, or umpire. The example of this class is the words like: decide, reckon, etc. Second, exercitives are the exercising powers, rights, or influence. The example of this class is such words as: appoint, order, vote, etc. The third is commissives are typified by promising or otherwise undertaking; they commit you to doing something, to include also declarations or announcement of intention, which are not promises, and also rather vague things, which we may call espousal, as for example, siding with. The forth, behabitives are a very miscellaneous group, and have to do with attitudes and social behaviors. Example of this class is the words like: apologize, congratulate, commend, etc. The fifth, expositives make plain how our utterances fit to the course of our argument, or conversation, how we are using words or in general, are expository. Example of this class is the words like: "I reply", "I argue", "I concede", etc.

Felicity Condition behind the Performative Utterances Produced by the Indonesian Politician

For the purpose of measuring Indonesian politician credibility through their speech, in this article the writer tries to analyze the performative felicity condition in the Indonesian

politician's performative utterances written in newspaper and relate it to their credibility. During four-day publication of the "Jawa Pos" and "Surya", the writer finds 10 utterances which are analyzed. In the process of analysis, felicity condition instrument is formulated on the basis of the six condition proposed by Austin. This instrument is used to analyze the data.

Table 1. Instrument of Felicity Condition

No	Utterances	FC from the Speaker Viewpoint	FC from the Audience Viewpoint	FC from the Substance Viewpoint

Furthermore, in line with the six conditions proposed by Austin, Bertens (1983) in Wicoyo (1997:35), states that there are specific rules for performative utterances, are not valid for other kinds of utterances. There are three ways that break the rules of performative utterances:

1. Performative utterance can be said unhappy (inappropriate) when incompetent persons produce them. For example, "I give my collection of painting to the museum". This utterance is unhappy if a person who has no painting at all produces it.
2. Performative utterance can be said unhappy if the persons speaking show insincere attitude (no honest). For example, a person makes a promise but he does not intend to fulfill it.
3. Performative utterance can be said unhappy if the persons speaking are doing bias actions against what they speak. For example, a person says, "I point you to be treasurer of this club". But in fact he still governs everything related to the club's money himself He is inconsistent on his words.

Based on the qualitative analysis, some of the performative utterances in the selected data meet the felicity condition, while some other do not in variations of the three point of views. See the following table of the data taken from the "Jawa Pos" newspaper published on November 20 (utterances no 1 and 3), December 18 (utterances no 5, 6, 7, 8), and December 25

(utterances no 4, 9, 10), 2005 and "Surya" newspaper published on December 4, 2005 (utterances no 2).

Table 2. Table of utterances from the data

No	Politician	Utterances	FC from the Speaker Viewpoint	FC from the Audience Viewpoint	FC from the Substance Viewpoint
1	Jusuf Kalla	Golkar ingin PNS kembali berpolitik	Happy	Unhappy	Unhappy
2	KH A Mudjib I. (NU Leader)	NU jamin Ponpes bebas teroris	Unhappy	Unhappy	Unhappy
3	DPRD Leader (East Java)	Dewan tolak PDAM jadi PT	Happy	Unhappy	Unhappy
4	Marzuki Alie (Sekjen DPP Partai Demokrat)	Demokrat-PDIP amankan Natal	Happy	Unhappy	Unhappy
5	Brigjen Pol Suharto	Banyak tersangka illegal logging divonis	Happy	Unhappy	Unhappy
6	Abdurrahman Wahid	Gus Dur - Imin deklarasikan Islam for Peace	Happy	Unhappy	Unhappy
7	Bambang kuncoko (Mabes Polri)	Nurdin Halid disidik ulang, Polisi tak mau disalahkan	Happy	Unhappy	Unhappy
8	Susilo Bambang Yudhoyono (Presiden)	SBY instruksikan usut penyimpangan di Pajak Imigrasi, dan Bea Cukai	Happy	Happy	Happy
9	Muhaimin Iskandar (DPP PKB)	DPP PKB mewajibkan anggota BURT yang ikut ke Mesir mengembalikan uang perjalanan ke kas negara	Happy	Happy	Unhappy
10	Agung Laksono (DPR Leader)	Agung Laksono Terima DPR dianggap Korup	Happy	Unhappy	Happy

From the speaker point of view, of the 10 utterances, 9 of them (90%) are considered happy condition, and another 1 (10%) are considered unhappy condition. From the audience point of view, 2 utterances (20%) are considered happy and 8 utterances (80%) are considered unhappy. From substance view point, there are 2 utterances (20%) considered happy and 8 utterances (80%) under the unhappy condition. The clear description of the result can be seen in the following table.

Table 3. Percentage of the Result of Felicity Condition Analysis

Felicity Condition	View Point		
	The Speaker Viewpoint	The Audience Viewpoint	The Substance Viewpoint
Happy	9 utterances	2 utterances	2 utterances
Unhappy	1 utterances	8 utterances	8 utterances
Total	10 utterances	10 utterances	10 utterances

It is clear that utterances in all viewpoints have different numbers. It is found that on the basis of the numbers of viewpoints being under happy and unhappy conditions there are four

patterns. **First**, utterances that have all viewpoints under the happy conditions (3 viewpoints happy and 0 viewpoints unhappy) are included to happy performative utterances. **Second**, utterances that have 2 points under the happy condition and 1 point under the unhappy conditions are still included into the happy performative utterances. **Third**, utterances that have only one viewpoint under happy conditions and 2 viewpoints under unhappy conditions belong to unhappy performative utterances. Fourth, utterances that have no viewpoints under the happy condition belong to the unhappy performative utterances. We can see all the patterns as follow:

1. Pattern 1: 3 viewpoints happy + 0 viewpoint unhappy
2. Pattern 2: 2 viewpoints happy + 1 viewpoint unhappy
3. Pattern 3: 1 viewpoints happy + 2 viewpoint unhappy
4. Pattern 4: 0 viewpoints happy + 3 viewpoint unhappy

Based on the criteria it is found that of the 10 utterances 7 utterances (70%) are considered to be unhappy performative utterances, and 3 utterances (30%) are considered to be happy performative one. The clear description is on the table 4.

Table 4. Table of total utterances from all view point

Felicity Condition	Total number of utterances	
	Number	Percentage
Happy	3	30
Unhappy	7	70
Total	10	100

The following are the discussion of performative utterances as written in the selected source data.

In utterance 1, the utterance is uttered by a competent person, since Jusuf Kalla is the leader of Golkar. From the audience viewpoint, it seems difficult for the audience to support his idea because the condition of social and politic in Indonesia does not seem to support it. The experience of PNS doing political action in Soeharto's era does not support this idea either (unhappy substance viewpoint).

In utterance 2, the utterance is uttered by incompetent person since KH A Mudjib is

considered to have no access about terror. He is just one of teachers in "Pondok Pesantren" which has possibly a little experience and information related to terror. From the audience viewpoint, it seems difficult for the audience to believe that KH Mudjib can guarantee that there is no terror in all "Ponpes" since he is just familiar with one "Ponpes" he leads. In substance view point, it is also difficult to believe that KH Mudjib can detect all "Ponpes" since he does not have access to all of the institutions in Indonesia.

In utterance 3, the utterance is uttered by competent person (happy). DPRD Leader has power and access related to the case. But in the audience's viewpoint, the audience seem do not support the action since it is not for the sake of the success of PDAM, but because the member of DPRD will lost "their part" if PDAM is changed into PT. In substance view point, the utterance is unhappy utterance since the fact states that the profit of PDAM will be higher when the institution becomes PT than that of current condition.

In utterance 4, the utterance is uttered by competent person (happy), since he is the leader of Partai Demokrat. From the audience's viewpoint and substance view point it seems that it is unhappy utterance since public know that the situation is governed by police and the contribution of Demokrat-PDIP is just in political issues.

In utterance 5, the utterance is uttered by competent person (happy). But in the audience viewpoint, it is something difficult to believe since it is very rare that the suspects are brought to the court. From the substance viewpoint, it seems to be an unhappy utterance since the facts show that the suspects are released not because of the court but because the police or other power.

In utterance 6, the utterance is uttered by competent person (happy) since Gus Dur is one of the Leader of Islam. From the audience viewpoint, it seems that is it difficult for audience to believe Gus Our because of the reputation and the fact that the movement is just a "show off" movement to show that PKB of his version survive. From the substance viewpoint, it also seems to be an unhappy utterance since the declaration is really more a political action than Islam for peace.

In utterance 7, the utterance is uttered by competent person (happy). Bambang Kuncoro is one of the leaders in "Mabes POLRI". But the fact that Nurdin Halid case is reinvestigated is something difficult to believe for the audience. The statement that the Police are no wrong in this case, seems to be unhappy performative utterance. The police do the process, consequently, they know anything and responsible on everything happens.

In utterance 8, the utterance is uttered by competent person (happy). SBY as a President has access and power to give instruction to investigate some case in tax, and immigration. The audiences believe on the utterance since the credibility of SBY for the time being is still good. From the substance viewpoint, it seems that the utterance is happy utterance since some facts support the utterance.

In utterance 9, the utterance is uttered by competent person (happy). Muhaimin is the leader of PKB. From the audience viewpoint, it seems that the audience support the utterance, but in the substance view point, it seems to be unhappy utterance since the facts, temporary, state that they go to Egypt with the permission of DPR leader and have something to do in Egypt.

In utterance 10, the utterance is uttered by competent person (happy). Agung laksono is DPR Leader which knows a lot about what happened in DPR. But from the audience viewpoint, the statement seems to be something unusual. It is very strange that a leader of an institution admits that his institution is regarded to be a corrupt institution without official proofs. The audience will suspect that he has another "thing" behind his statement. From substance viewpoint, the utterance can be regarded to be happy since there are some events or information support the utterances although they are not officially proved by law.

CONCLUSION

Based on the data analysis above, the writer proposes conclusions and suggestions. First, Indonesian Politicians are less careful in uttering performative speech as it is seen in the felicity condition. Consequently the speeches are not so meaningful. However, small number of them

produces meaningful utterances since their utterances meet the felicity condition.

Second, by producing meaningless speech, Indonesian Politicians are considered to be less credible. From the result of the data analysis, the writer can say that most of Indonesian Politicians are not credible.

Seeing these phenomena, the writer suggests that the Indonesian Politicians should, at least, look at linguistically the speeches that produce before they appear in front of public. If necessary, they should take a short linguistic course because using language appropriately and adequately needs specific knowledge on linguistics.

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