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The Power Struggle Analysis of the Tories' Debate Speeches on Extending Airstrikes against ISIL in Syria through a Parliamentary Debate in the UK (Critical Discourse Analysis Approach)

Satya Setyoko¹

Abstract— This research is to analyse the power-struggle indicators, power relationship, and convention of struggling of Tories or members of the Conservative Party in the parliamentary debate held on 2 December 2015 in the UK. By using non-probability sampling in which purposive, criterion-based, and snowball sampling determine the source of data, this research is descriptive-qualitative through content analysis and Fairclough's technique in analysing the data: the transcripts of Crispin Blunt's, Owen Paterson's, and Gary Streeter's debate speech. The results show that (1) to be influential, the Tories use negative labelling to ISIL and medium-high modalities; (2) regarding the debate winning, the Tories assure others through argumentative-declarative modes, maintain relationships through formality and euphemism, and imply solidarity through inclusive pronoun 'we' to gain public sympathy; (3) to dominate the debate, some intertextual devices such as assertions, rhetorical questions, and controlling topic are employed by the Tories to control the contribution of the less powerful participants.

Keywords: power struggle, critical discourse analysis, parliamentary debate

I. INTRODUCTION

Discourse is constructed upon implicit propositions which are taken for granted by participants, and which underpin its coherence (Fairclough, 1992, p.23). As one of the weightiest discourse made by Member of Parliaments (MPs), a parliamentary debate in the UK is to retain, move, or create policies affecting social life inside and even outside the United Kingdom.

This debate is a legal and argumentative discourse due to its domain of law and the text structure (Thesis, Arguments, Reiteration, and Recommendation) shown in each datum. Additionally, it also constitutes a political discourse which relates to properties of political structures and processes (Dijk, 2002, p. 203).

This research deals with a debate forum in which hierarchical relation can be traced to the bench categorisation, sequence and duration of each debate speech. For instance, the Prime Minister as the proposer of the motion is a front-bencher MP whose debate speech is put at the first place with the longest floor of speaking

by the Speaker of the House of Commons. Therefore in the debate forum, it shows the hierarchically highest status of the Prime Minister.

In relation to an unequal relation in this debate, the proportion of contribution between the debaters or MPs as the text producer and the British citizens as the text consumer is different in which the parliamentary system requires the British citizens to give aspiration to the British government through contacting their representative MP who has the authority in parliament by face-to-face talking or email. The realisation of carrying out the aspiration by MPs is raising the aspiration inside or outside the parliament or writing it to the official (www.parliament.uk).

The debaters are the MPs whose duty is to represent constituencies in which each British citizen belongs to one constituency. The MPs have a privilege of delivering, neglecting, or even manipulating their British constituents' aspiration. Therefore, the British citizens whose aspiration is not covered can only watch the debate instead of directly interrupt it. This procedure clearly describes the debaters' power over the British citizens.

Regarding the selection of the debate forum as the research domain, the urgency of this debate was the globally greater threat posed by ISIL throughout European countries and especially to British safety and security than the one posed by al Qaida (www.mirror.co.uk) with the tangible evidence that 10 British tourists were killed in Tunisia by terrorist attacks which ISIL claimed responsibility for that tragedy (www.bbc.com).

Historically, the bombing campaign was initiated by the US-led coalition in September 2014. It has bombed ISIL from capturing Kobane on Turkish border, Kurdish stronghold of Irbil, and Baghdad in Iraq. With regard to the British side, the British government have conducted the debate related to bombing issue on 27 September 2014 and won it (www.theguardian.com).

By using Critical Discourse Analysis proposed by Fairclough as the approach to analyse the data, this study

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therefore is intended to further explore and analyse the indicators of power struggle, power relationship, and the convention of struggling in the debate speeches as the spoken discourse exercised by the three Tories who vote for the debate motion.

II. METHODOLOGY

This research is a qualitative and descriptive research employing purposive and snowball sampling in selecting the data. The source of data of this research is the debate transcripts of the Tories' (members of the Conservative Party) debate speeches comprising the speeches from Crispin Blunt, Owen Paterson, and Gary Streeter delivered in the parliamentary debate held on December 2, 2015 in the UK. The data of this research are in the form of clauses containing linguistic features needed as the basis of the data analysis. In attempt determine the samples and achieve the research objective, this research used content analysis and Fairclough's Critical Discourse Analysis (CDA) technique in analysing Margaret Thatcher's discourse through criterion-based sampling in sorting the samples.

The samples must fulfil the following criteria:

- They should be in the form of text of parliamentary-debate speeches.
- They should be only the text uttered by the Tories who vote for the debate motion.
- They should be taken from the MPs who are backbenchers.
- They should constitute a debate speech of a Tory who has the floor of speaking with two interventions in minimum from the fellow MPs.

The source of data: the debate transcripts and the audiovisual record were retrieved respectively from

- <http://www.publications.parliament.uk/pa/cm201516/cmhansrd/cm151202/debtext/151202-0002.htm>
- <https://www.youtube.com/watch?v=19ejZxRDsfY>

In analysing the power struggle and relationship, this research applied Fairclough's CDA version as the approach proposed in the book entitled *Language and Power* in which three stages of analysis: description, interpretation, and explanation stages are required in order to analyse the debate texts. The ten questions analysing textual aspects in the description stage are:

- What experiential values do words have?
- What relational values do words have?
- What expressive values do words have?
- What metaphors are used?
- What experiential values do grammatical features have?
- What relational values do grammatical features have?

- What expressive values do grammatical features have?
- How are (simple) sentences linked together?
- What interactional conventions are used?
- What larger-scale structures does the text have?

Those ten questions are needed to uncover the linguistic or formal features contained in texts within the levels of experiential, relational, and expressive values. On one hand, the interpretation stage analyses the interaction between the texts, participants, and analysts through four questions: *What's going on*, *Who's involved*, *In what relation*, and *What's the role of Language*. On the other hand, the explanation stage analyses and interdependently relates the texts with social legitimacy, context, and structure in institutional and societal levels.

The framework discussing the findings was by comparing the results of data analysis with parliamentary-debate studies, related theories, books, or thesis under the same approach, and international journals discussing about the indicators of power struggle and relation. Furthermore in attempt to reveal the social legitimation of the debate texts, this research also made use of conservative and the British values which are correlated one to another. The final projection is to find out the power-struggle indicators of the texts, the power relationships between participants, and the convention of struggling used as a cultural pattern in this research.

III. FINDINGS & DISCUSSION

According to Fairclough (1989), the power or language relationship is divided into two major aspects: power in discourse and power behind discourse.

A. Power in Discourse

Power in discourse is concerned with discourse as a place where relations of power are actually exercised and enacted (Fairclough, 1989) which in case of this research, the data which are debate speeches constitute face-to-face or spoken discourse. Moreover in this research, they tend to revolve around experiential and relational values as well as struggles in intertextual context rather than expressive values.

Experiential values of words from the three data show that the most dominant linguistic feature is negative labelling to ISIL (Daesh) which is a part of attribution as well e.g., *'evil people'*, *'the fanatics behind the butchery'*, *'ruthless barbarians'*, and *'evil force'*. Likewise, the experiential values of grammatical features show the attribution process as the most dominant one. These experiential values are done to create a negative mental model of ISIL and also to make the need of airstrikes against ISIL seem urgent and necessary so that the goal of passing the debate motion into a legal and legitimate policy can be achieved. Moreover, this aspect is also exemplified by Fairclough (1989) regarding Jenny Keeble who is explicitly attributed as *'a good wife'* in *Daily Mail 1 June 1982* by delineating the requirements

of how to be that 'good wife'. Besides, it is also supported by Wodak that the use of *predicational strategy* (attribution) is one of DHA strategies to attribute negative or positive, stereotypical characteristics to social actors (Wodak & Boukala, 2015).

The other aspects of the experiential values of words, rewording or repetition and overwording such as the repetitive wording '*authority*' and '*influence*', affirm the theory from Eemeren (2015) about one of the aspects, *topical choice*, in strategic maneuvering in argumentative discourse believing that there are the emphatic use of an argument from authority, the emphatic adoption of the other party's arguments for defending one's own standpoint, and the emphatic repetition of the standpoint (Eemeren, 2015).

On the one hand, synonymy and active clauses used by the analysed Tories suits to the emphasizing strategy (Rosulek, 2015) to drive the discourse into what the benefits of engaging airstrikes against ISIL for the British citizens are such as in the synonyms '*keep*', '*protect*', and '*defend*'; as well as into notorious stigmatisation of ISIL in the synonyms '*kill*', '*maim*', and '*enslave*'. Meanwhile, most of the active clauses put ISIL as the patient or recipient who need to be defeated and also as the agent who seem stark guilty in fomenting detriment to commonsensical societies.

On the other hand, the use of passive clauses and nominalizations in experiential values by the Tories is mainly to de-emphasize or even to silence (Rosulek, 2015) agents, causality, and responsibility related to the compulsory role of the Government side to find war-winning capabilities against ISIL, the history of the UN and the Middle East involvement in the world war, and the positive comment on the participation of MPs in the debate.

Relational values of words from the three data show the tendency of using formal words to create the seriousness of the debate atmosphere as well as using euphemistic expressions to soften direct or explicit wordings. For instance, '*demurs*' and '*envisages*'. Furthermore, the strategy of formality is also to respect other participants and maintain the Tories' positive image whilst the euphemistic expressions are various in terms of the functions: to lessen directness such as '*be required to*' and to lessen explicitness such as "*not all of them would come back in one piece.*" meaning that there must be death toll in every war.

This finding is partly reinforced by Fauzan (2016) in the analysis of power in North America's legislature in explaining compensation stating that formality correlates with power struggle in convincing and ensuring the American citizens that the legislatures legally deserve to receive the compensation whilst the euphemistic expressions are to blur the agents and hide the intention of the legislatures to be financially compensated. Additionally, it is also partly supported by Umiyatun (2015) in the analysis of persuading strategies in Barack

Obama Weekly Addresses Year 2012 finding that formality is to respect and position the viewers as educated people.

On the contrary, the other Tory, Owen Paterson, uses the strategy of straightforwardness by employing less formal words and less euphemistic expressions to emphasise and show his objectivity of the war situation to the other participants including the British citizens. For example, the wording "*to stick their heads above the parapet*" is rather informal and less euphemistic. Most probably, it is rather different with the findings found by Umiyatun (2015) declaring that the less formal expressions conveyed by Obama is to show intimate atmosphere towards the interviewer.

In terms of relational values of grammatical features, the analyses of the three data generally show the same results in terms of the modes, modality, and pronoun 'we' used in the debate text. Since the nature of the debate is conflict-oriented, the dominant mode is predictably argumentative-declarative which the function is to defend the arguments of their own standpoint. For example, the *if clause* as one of the declarative modes generally shows that the requirements of keeping the people safe from ISIL should be after conducting the military intervention culminating in the need of British airstrikes against ISIL. It is strengthened by the previous studies stating that *if clause* is used to make the viewers (audiences) reflect on something which has been done before (Umiyatun, 2015) as well as can be considered as logical relation of consequence explaining causes of conditions under which an event may happen (Martin & Rose, 2003). Moreover, it is also included as the notion of topos or argumentative strategies which can be topos of definition, cause, aftermath, and so on (Wodak & Boukala, 2015).

The same results apply in the modality used in the texts showing that the high use of strong modality (relational modality of obligation) can be found in the crucially persuasive points such as in the arguments and recommendation which the function is not only to show strong suggestions for others but also to imply authority and thereby creating unequal power relation as exemplified by Fauzan (2016) in the use of strong modality exercised by the legislatures in the analysed statute.

Besides, the dominant use of expressive modality in the data is certainty which the function is to assuring the other participants to vote for or against the debate motion since it is the nature of the debate. It is totally supported by the characteristic of a parliamentary debate in which the epistemic modality tends towards certainty rather than probability (Bayley, 2004).

The other dominant aspect in relational values of grammatical features is inclusive pronoun 'we' used by all analysed Tories in their speech as the strategy to create solidarity and unity and thereby endorsing the finding of Umiyatun (2015) stating the same in terms of the function of the pronoun 'we' employed by Obama.

Furthermore, it can also be considered as identity building (Wodak & Boukala, 2015) by the inclusion of the participants who want to militarily fight against ISIL (in-group) and the exclusion of the opposing MPs (out-group). Additionally, it is a form of first-person plural pronoun which the function is to refer and construct the analysed Tories as equals of the other supporting or opposing MPs, and the British citizens as a single undifferentiated unit (Rosulek, 2015).

Concerning to expressive values of words, I found that Datum 1 generally shows the positive self representation through the wordings of *support, rescue, credit, mission, task, efficacy, capability*, etc; negative representation to the subject matter (ISIL) through the wordings of *horror, terror, threat, terrorist, a clear and present danger*, etc; as well as negative (e.g., *he was wrong*) and positive (e.g., *an excellent impression*) representations to the opposing MPs. Datum 2 shows the negative representation to the war situation through the wordings of *risk, reaction, nonsense, consequences, criticism, terrible, weak, regime, breakdown*, etc. Datum 3 shows positive self representation through the wordings of *magnificent Royal Marines, protecting, excellent security forces and police, and defend*; negative representation to ISIL through the wordings of *these evil people, the fanatics behind the butchery, a bunch of ruthless barbarians, this evil force*; and negative representation to the war situation through the wordings of *mistake, revenge, conflict, target, chaos, mess*, etc. Therefore, those representations converge into a conclusive urgency of the need to conduct bombing against ISIL in Syria.

The next struggles are in the intertextual context like allusion. Datum 1 shows that the allusion is intentionally given to one of the opposing MPs as a part of the opening (Thesis) of the debate speech and is to allude or criticise the lack of moral value in terms of opposing the decision to rescue Yazidi families from the menace fomented by ISIL in 2014. Due to the different context, this allusion does not support the finding (Puspitasari, 2014) stating that allusion is a form of refined satire that was used to reprimand certain behaviour of students in a classroom discourse.

The next one is refusing intervention (interruption) done in Datum 1 indicating the effort to dominate the floor or turn of speaking. It is similar to the case of the research (Puspitasari, 2014) preventing interruption is the Mrs. Gruwell's struggle to constraint students' contribution and stop resistance. Additionally, Datum 1 also shows reformulation evaluating the opposing MP's miscomprehended statement and again it supports the classroom discourse finding that formulation is to avoid misunderstanding whereas reformulation is to ensure the understanding (Puspitasari, 2014).

Another struggle is controlling topic on which as suggested by Fairclough (1989), the *topic* or topics of an interaction may be determined and controlled by the more powerful participant. Here in this case, it is done by all of the analysed Tories in determining and

formulating the topic of their speeches and hence, the Tories appear to be the more powerful participant in the debate.

Assertion and negative clauses are also the next struggles employed by all of the analysed Tories. This aspect is divided into emphatic and contrastive (realised through negative clause) assertions. The function of the emphatic assertion in this case is to support the assumption supporting for the debate motion while the one of the contrastive assertion is to refute the opposing MPs' assumption against the debate motion. Besides through assertive phrases such as '*by giving our government the authority it needs*', the Tories also represent the whole British government as already accepting their claims (Rosulek, 2015). The other researches (Astuti, 2015; Markhamah, 2015; Puspitasari, 2014) also endorse it in the case that the assertion is used for showing authority and power over other participants.

The last struggle is rhetorical questions, for instance, the wording "*how would we, the United Kingdom, exercise the greatest influence?*". In this research, rhetorical questions are to underline or emphasise the arguments of their own standpoint. Rhetoric is also one of the formal structures in parliamentary debates specifically about ethnic affairs and immigration in Western Europe and European racism (Dijk, 2005; Dijk, 2000). The mode of grammatical question proposed by Fairclough (1989) functions to demand information but in the case of this research, the function is shifted into as a device used for emphasizing the arguments of the Tories' standpoint.

B. Power behind Discourse

This aspect can be revealed through three types of mechanism in society. The first mechanism is the practice and discourse which are universally followed and necessarily accepted due to the no conceivable alternative related to the knowledge and belief, social relationships, and social identities. According to Fairclough & Fairclough (2012), the genre of a parliamentary debate especially in the topic of tuition fees is deliberation that is a process of critical examination of a normative proposition. Likewise in this research, the genre explains how the debate schema is conducted with the consideration of reasoning and reasonableness, burden of proof avoidance, argumentative movement, disagreement, and institutional majority vote as a final decision in creating policies.

Despite the genre of the text, the basis influencing the idiolect of the speeches from the Tories is affected by the personally distinctive background of each MP and generally the same values which the fellow members of Conservative Party hold dear. Each of the analysed Tories struggles for power and authority with a different degree in their speeches from which in reality, it can be affected by the Tories' political subject positions: Chairman of Foreign Affairs Select Committee for Crispin Blunt, Chairman of UK 2020 for Owen Paterson,

and pure conservationist for Gary Streeter. In connection with the Conservative values, they are much affected by the history of the Conservative Party and Margaret Thatcher as the past influential leader of this party. The historical constitution of the conservationists shows that Tories tend to focus on state authority, social hierarchy and private property (Lynch, 1999) implying the immense influence on the defence of nation state and the role of a patriotic party as the central values and self-image of the Conservative Party.

The second mechanism is the mechanism of *inculcation* which is related to power holder in dealing with the diversity in the interaction. As the dominant party in the British government, the Conservative Party whose its leader (the British PM) proposed the debate motion is the one of the power holders. The influence of Conservative values above make the analysed Tories incline to respect the other participants in the debate but strongly condemn ISIL which is the subject matter of the debate. It is supported by the dominant use of pronoun 'we' and the reference of 'British people' or 'British citizens' in the three data showing the unity and solidarity between the participants who fight against ISIL.

The other power holder is the House of Commons as the institution accommodating the debate. As we know that the Commons which is authoritative-parliamentary has a set of rules in conducting businesses (debates) which MPs must oblige and follow. However, the social classes of the analysed Tories who dominate the British parliament show more reliable justification or judgement related to ISIL issue on behalf of the British government reflected in the wording "*It is not in the interest of our country, or the people we represent, for this House to deny the government the authority it needs today.*" which in this sense, it is more legitimate than the judgement from the opposing MPs who are mostly the members of the opposing and inferior parties.

The last mechanism is the mechanism of *communication* which deals with emancipation and struggle against domination through the process of rational communication and debate. The data of this research constitute two-way communication although the contribution of the interveners as the counterpart is slight. It is quite complicated to discuss all arguments used in the communication and debate of the three data, however, the tendency is that the analysed Tories always argue any arguments discouraging the UK to extend and conduct airstrikes against ISIL in Syria. Therefore, this mechanism is the most crucial one in struggling between the analysed Tories and their opposing MPs.

Furthermore, none of racial issue, gender inequity, or other discriminative issues is exercised by the analysed Tories. However, one of them still uses allusion to an opposing MP due to a strong reason justifying them to do so such as the values of freedom of speech, thought, and choice. The allusive remark itself is delivered by Crispin Blunt to the opposing MP, John Baron, implying that he has no mercy toward the Yazidi families rescued

by British forces and helicopters from the ISIL's terror. Lastly, the legitimization as one of the fundamentally societal and cultural values in British societies such as high tolerance, democracy, equality and equity of human rights, multiculturalism, and pluralism highly influence the way how the authority and power struggle in the debate speeches is arranged. For instance, the debate and voting activity is the realisation of democratic value; the freedom of being MPs from any races is as the high-tolerance realisation; formally decent and polite addressing as well as the use of euphemism between MPs is as the appreciation of equality and equity of human rights; and the inclusion of pronoun 'we' referring to the British citizens regardless ethnicity, religion, and local wisdom is one of the realisation supporting multiculturalism and pluralism in the UK.

IV. CONCLUSION

The conclusion drawn from the data analysis can be categorised into six aspects: experiential, relational, and expressive levels as well as interactional conventions, institutional and societal legitimation.

In terms of experiential level, the Tories tend to use repetitively negative labelling (attribute) and attribution process as well as more active and positive clauses in influencing fellow MPs to take a decision in voting for the debate motion. In relational level, the Tories tend to employ formality and euphemism indicating their cautious behaviour by respecting and maintaining their social relationships with others as well as argumentative-declarative mode, medium-high modality, and inclusive pronoun 'we' showing a conflict-oriented text, power exertion, gaining-sympathy effort. In expressive level, the Tories prefer praising themselves and stigmatizing the war situation and ISIL as the subject matter discussed in the debate.

In terms of interactional conventions used for controlling less powerful participants, the Tories prefer to use controlling topic and assertion rather than allusion, refusing intervention (interruption), reformulation of the opposing MPs' assertion, and rhetorical question. Controlling topic is about using the privilege of the floor of speaking by dominating the topic explored in the speech whilst assertion is about asserting the Tories' belief whether it is emphatic or contrastive regarding a common ground. Additionally, allusion is to allude the decision from the opposing side; refusing intervention is to constrain fellow MPs to take an interruption; reformulation is to evaluate other's conviction by giving a newly alternative truth value; lastly rhetorical question is to drive others' belief regarding what the most asked question i.e., the most crucial or urgent step needed by the UK to protect the British people and international peace.

Related to institutional and societal legitimation, the Tories' debate speeches are within governmental and legal institution, the Conservative Party, dominating the chair of parliaments nowadays in the UK. This therefore

is probably one of the motives for the Tories to impose power over others. Meanwhile, the Tories also make use of Conservative and British social values to justify every argument they deliver. As implied in the texts, the values of state authority, social hierarchy, nation state and patriotism blend together with the values of high tolerance, democracy, equality, equity, pluralism, and multiculturalism in the UK.

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Ideational Meaning on Angelina Jolie and William Hague Speeches (A Study Applying Systemic Functional Linguistics Approach)

Dyan Paramitha A. P.¹

Abstract—The objective of this article is to find out the similarities and the dissimilarities of ideational meaning expressed by Angelina Jolie and William Hague in order to discover their beliefs about the phenomenon of sexual violence in the warzone based on Systemic Functional Linguistics. This study applies descriptive qualitative and comparative study, total sampling technique and content analysis. The result indicates that both Angelina Jolie and William Hague similarly show their emotional feelings about the violence in the conflict zone. They propose the audiences to do some actions in order to prevent the effect of sexual violence. However, the difference lies on the way of both speakers delivered their speeches. Angelina Jolie's way in delivering her speech and the way Angelina Jolie thinks about the issue of sexual violence are simpler than the ways William Hague do.

Keywords: ideational meaning, speech, systemic functional linguistics, gender

I. INTRODUCTION

This article focuses on the ideational meaning interpretation of Angelina Jolie and William Hague speeches concerning the sexual violence in the warzone. According to Santosa (2003) and Halliday & Matthiesen (2004), the analysis of ideational meaning realizes the experiences and the logics of the participants through the use of transitivity, lexis, clause system, and nominal group. The analyzed aspects of ideational meaning reveals the way the participants deals with the world surround them.

The studies about ideational meaning have been previously done by some researchers in the world (Dwi, 2010; Cunanan, 2011; Nguyen, 2012). Dwi (2010) investigated the use of ideational meaning aspects in the children song lyrics to see the pattern of how the song writers tried dealing with the listeners through the use of transitivity and thematic structures in the songs. The other research of ideational meaning conducted by Cunanan (2011) and Nguyen (2012) aim to discover how the authors of the literary works build their characters by choosing particular language use. However, the previous studies about ideational meaning mainly focused on the use of transitivity processes without considering the other aspects of ideational meaning, such as transitivity circumstances, lexis system, nominal group and complex

clause to find out a deeper result in exploring ideational meaning use in texts.

In addition, the previous studies using speeches as the data have also been conducted (Feng & Liu, 2010; Briliani 2014). Feng and Liu (2010) conducted a research of interpersonal meaning on Obama speech commemorating his 100th day in the office. The result shows that Obama used interpersonal aspects to achieve his political purpose. Meanwhile, Briliani (2014) analyzed the presidential campaign speeches of Obama and Hillary Clinton to see the interpersonal meaning employed by the speakers based on gender. The study indicates that Obama and Hillary Clinton similarly have unequal status with the audiences. Nonetheless, the studies concerning speeches of influential people have not been discussing about ideational meaning that can represent someone's belief.

Consequently, the former studies about ideational meaning only focus on the analysis of transitivity processes in the written form without considering any other aspects of ideational realization, such as transitivity circumstances, lexis system, nominal group, and complex clause. Meanwhile, the studies using speeches as the primary data mainly focus on the interpersonal realization between the participants. Thus, this study is conducted to see the ideational meaning applied in the speeches of Angelina Jolie and William Hague that has not been investigated in the previous research. This study employs the gender comparison in applying ideational meaning aspects in the speeches. It aims to ascertain how the speakers apply such kind of language use to express their beliefs about the phenomenon of sexual violence in the conflict zone.

II. METHODOLOGY

This article belongs to a qualitative study applying descriptive and comparative study. The source of data is the speeches of Angelina Jolie and William Hague. The speeches were delivered in Sarajevo, Bosnia on March 28, 2014 for a United Nation Global Summit to End Sexual Violence in Conflict program. The data of this study is the clauses, groups and lexes realizing ideational meaning of the speeches. Moreover, content analysis

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method and total sampling techniques are applied to analyze the speeches to discover the similarities and dissimilarities of ideational meaning used, the beliefs of the speakers, and the its relationship to gender theories.

III. RESULT

This article analyzes transitivity, lexis system, complex clause, and nominal group of Angelina Jolie and William Hague speeches.

a. Analysis on Transitivity Process

Process Types	Angelina Jolie	%	William Hague	%
Material	18	29%	23	25.6%
Mental	9	14.5%	13	14.4%
Verbal	0	0	0	0
Mental Behavioral	5	8.1%	10	11.1%
Verbal Behavioral	1	1.6%	7	7.8%
Attributive Relational	21	33.9%	26	28.9%
Identifying Relational	6	9.7%	11	12.2%
Existential	2	3.2%	0	0
Total	62	100%	90	100%

From the table above, it can be seen that Angelina Jolie and William Hague mainly employs material processes, attributive relational processes and mental processes. Angelina Jolie shares 29 percent on material process, 33.9 percent on attributive relational process, and 14.5 percent on mental process. In addition, William Hague applies 28.9 on attributive relational process, 25.6 percent on material process and 14.4 percent on mental process.

b. Analysis on Transitivity Circumstance

Circumstance Types	A. Jolie	%	William Hague	%
Extent	1	5.3%	0	0
Accompaniment	1	5.3%	1	2.4%
Matter	0	0	1	2.4%
Role	2	10.5%	6	14.6%
Location				
Time	1	5.3%	7	17.1%
Place	5	26.3%	10	24.4%
Manner				
Means	3	15.7%	1	2.4%
Quality	3	15.7%	11	26.8%
Comparison	0	0	0	0
Cause				
Reason	1	5.3%	0	0
Purpose	1	5.3%	4	9.8%
Condition	1	5.3%	0	0
Concession	0	0	0	0
Behalf	0	0	0	0
Total	19	100%	41	100%

The table b displaying the analysis on transitivity

circumstance shows the result of the types of circumstance produced by the two speakers. It indicates that Angelina Jolie and William Hague attach almost the same types of circumstance. The difference of the circumstance expressed by the speakers lies in the total number of the used circumstance. William Hague concerns in attaching more circumstances if it is compared to Angelina Jolie.

c. Analysis on Lexis System

Lexis Types	Angelina Jolie	%	William Hague	%
Descriptive	260	70.5%	500	81.7%
Attitudinal	109	29.5%	112	18.3%
Total	369	100%	612	100%

According to the table of analysis on lexis system above, it shows that Angelina Jolie and William Hague employ similar dominant types of lexis in their speeches. Angelina Jolie frequently shares 70.5 percent on descriptive lexis which is followed by attitudinal lexis on 29.5 percent. Meanwhile, William Hague applies 81.7 percent on descriptive lexis and 18.3 percent on attitudinal lexis.

d. Analysis on Complex Clause

Clause Types	A. Jolie	%	William Hague	%
Simplex	26	54.2%	16	25%
Complex: Paratactic				
Locution	0	0	0	0
Idea	0	0	2	3.1%
Elaboration	0	0	6	9.4%
Extension	5	10.4%	12	18.6%
Enhancement	2	4.2%	2	3.1%
Complex: Hypotactic				
Locution	0	0	0	0
Idea	2	4.2%	0	0
Elaboration	3	6.2%	2	3.1%
Extension	0	0	0	0
Enhancement	10	20.8%	24	37.5%
Total	48	100%	64	100%

Based on the table of analysis on complex clause above, the two speakers employs complex clause differently. Angelina Jolie dominantly uses simplex clauses while William Hague applies complex clauses frequently. The percentages of simplex clause and complex clause produced by Angelina Jolie are 54.2 percent and 45.8 percent. Meanwhile, the percentages of William Hague's clause system are 25 percent on simplex clauses and 75 percent on complex clauses.

e. Analysis on Nominal Group

Nominal Group	Angelina Jolie	%	William Hague	%
Simplex	136	82.4%	199	78.3%
Complex	29	17.6%	55	21.7%
Total	165	100%	254	100%

The table of the analysis on the nominal group shows that both Angelina Jolie and William Hague apply simple nominal groups in delivering their speeches. Angelina Jolie shares 82.4 percent on simplex nominal group while William Hague employs 78.3 percent on it. Moreover, in terms of complex nominal group, Angelina Jolie shares 17.6 percent and William Hague applies 21.7 percent.

IV. DISCUSSION

In terms of transitivity, there are two aspects investigated in this study, processes and circumstances. The analysis of the processes indicates that Angelina Jolie and William Hague apply transitivity processes in their speeches similarly. They mainly apply attributive relational process, material process, and mental process. The significant use of those processes explain the way the speakers experience the sexual violence in the conflict zone by using transitivity.

In the speeches, Angelina Jolie and William Hague give positive attributes to the program and negative attributes to the phenomenon of sexual violence by employing attributive relational processes. The two speakers express that sexual violence impact on the victims mentally and physically so that the program is held to help the victims. It aims to attract audiences' attention to do the objectives of the program conducted by United Nation.

Moreover, the material processes are used by the speakers to give emphasis in doing real action to prevent sexual violence as the weapon of war. The material processes are employed to show the roles of the peacekeepers and the purposes of the Global Summit to End Sexual Violence in Conflict program. It aims to convince the audiences that the problem of sexual violence needs a solution, in form of a will to do real actions. In line with the analysis of material processes, Santosa (2003) argues that material process deals with the happening that can be applied to represent physical action.

Additionally, the analyzed mental processes in this study prove that Angelina Jolie and William Hague use the processes to express their senses towards the phenomenon. It implies that both of the speakers concern in preventing sexual violence by showing their thought within the speeches. This finding is supported by Kondowe (2014) who claims that mental processes are applied to show the participant's sense of the phenomenon by using mental activities.

Furthermore, circumstances relate to the environment of where and how the process happens (Santosa, 2003). The use of circumstances reveals that Angelina Jolie executes smaller number of circumstances rather than William Hague. Angelina Jolie mainly states her clauses without using circumstances. On the other hand, William

Hague applies more circumstances in his speech. This betokens the detail of Angelina Jolie and William Hague in giving additional information relates to the participants of the happening. In other words, it can be said that William Hague is more detail rather than Angelina Jolie.

Based on the analysis of lexis, both Angelina Jolie and William Hague apply descriptive lexes more than attitudinal lexes. In line with the finding, Sayekti (2015) argues that lexes can be used to convey the way of how a text is presented. In this study, the use of descriptive lexes aims to show the way the perpetrators do the violence and the way the violence affects the victims in the conflict zone. By using descriptive lexes, their arguments to prevent sexual violence in the warzone are strengthened. Meanwhile, the use of attitudinal lexes directs to the opinion of the speakers about the problem they face. Attitudinal lexes are used to show their feelings about the brutality of the violence. Attitudinal lexes in their speeches play a role in arising audience's emotional feeling towards the victims. Therefore, Angelina Jolie produces a higher number of attitudinal lexes if it is compared to William Hague. This indicates that Angelina Jolie puts more effort in showing her feeling toward the Global Summit program and the sexual violence issue.

Halliday (1985) proposes that complex clause can be analyzed through the use of interdependency and logico-semantics. The complex clause analysis in this study signifies that Angelina Jolie and William Hague employ different kind of complex clauses in their speeches. The analysis shows that Angelina Jolie applies more simplex clauses rather than complex clauses in delivering her speech while William Hague uses mostly complex clauses. The result indicates that Angelina Jolie elaborates a comprehensible speech in a simple way as Wang (2010) argues that simplex clauses convey a familiar way to deliver a speech. In terms of the use of logico-semantics, both of the speakers employ paratactic and hypotactic relations. Furthermore, the type of logico-semantic relation that mostly expressed by the two speakers is hypotactic enhancement. This signifies that Angelina Jolie and William Hague tries to give enhancement in terms of reasons, conditions, and purposes in their speeches.

In this study, nominal group is also included in the analysis. The nominal group analysis proves that both Angelina Jolie and William Hague use mostly the same type of nominal groups. The two speakers dominantly apply simplex nominal groups. It can be seen that the way Angelina Jolie and William Hague elaborate the entity in their speeches is simple. Similarly, Marfina, (2012) and Briliani (2014) argue that simplex nominal group can be used to make the audiences understand the speeches easily. The use of simplex nominal group also signifies that the speakers think about how to deliver an

understandable speech to reach their purposes. This expresses that the speakers want to build a good communication with the audiences, as they want to persuade the audience to be a good peacekeeper in preventing sexual violence.

In terms of communication strategy, some researchers find out that man and woman have different ways in using language (Tannen, 1990; Holmes, 2005; McDermott, 2009; Briliani, 2014). Moreover, Tannen (1990) proposes that man talks to gain status while woman talks to maintain intimacy. On the contrary, this study discovers that man and woman can apply some language devices similarly when they talk about something taboo related to sexual violence. The result of the ideational meaning analysis shows that both Angelina Jolie and William Hague place themselves as the speakers who understand the pain of the victims. They express their emotional perception towards the issue by applying mental processes, attributive relational process, and attitudinal lexis. In this case, William Hague does not speak to gain his status but to show his sympathy.

Unlike the previous research done by Briliani (2014) and Sari (2009), the result of this study uncovers that both man and woman can have equality in applying processes. The analysis indicates that Angelina Jolie and William Hague have slightly different number of material processes and mental processes used in the speeches. Both of the speakers show their responsibility to propose real actions in preventing sexual violence by applying material processes. Meanwhile, the mental processes applied by the two speakers aim at emotionally arising the audiences' feelings. It is used to persuade the audiences mentally so that the audiences have a will to fight against sexual violence in the conflict zone by doing the Global Summit to End Sexual Violence in Conflict program's goals.

This study also analyzes the complexity of language applied by the male speaker and female speaker. According to Mills (1995) in Ufot (2012), woman uses more complex language as it is compared to man. On the other hand, the result of this study shows that man use more complex language devices. William Hague applies complex nominal groups and complex clauses in his speech frequently while Angelina Jolie uses simplex nominal groups and simplex clauses dominantly. Based on the result, it is found out that Angelina Jolie, as a woman, has simpler way in delivering her speech as compared to the way William Hague delivers his speech. This also implies that the way William Hague thinks about the sexual violence issue is more complex than Angelina Jolie. Thus, this article employs the aspects of ideational meaning on speeches expressed by man and woman in terms of sexual violence that has not been examined by the other researchers.

V. CONCLUSION

Based on the finding and the discussion of the lexicogrammar analysis, it is discovered that Angelina Jolie and William Hague have slightly different way in delivering their United Nation Global Summit to End Sexual Violence in Conflict speeches in Bosnia. Both of the speakers insist on preventing sexual violence as a weapon of war in a conflict zone. They need real future actions to prevent it by the help of the peacekeepers. The analysis also betokens that the two speakers involve their emotional feelings about this phenomenon. Besides, the way Angelina Jolie delivers the speech is simpler than the way William Hague delivers his speech. It is indicated by the details of language complexity that William Hague chooses to give in his speech. The result of the research shows that both Angelina Jolie and William Hague share the same belief, that sexual violence in the warzone should be prevented by the help of the peacekeepers. They propose a strong emphasis in preventing warzone sexual violence through their speeches.

This study also investigates the relationship between gender and the use of ideational meaning in the two speeches. The result of this study identifies that man and woman may assign similar way in using language, specifically when delivering speeches about sexual violence in conflict zone. Based on the analysis of the transitivity, lexis system, clause system and nominal group, the way Angelina Jolie and William Hague deliver the speeches differs in terms of elaborating details of the topic. Besides, the other aspects of ideational meaning that have been analyzed, it is discovered that man and woman can have closely similar way in applying language aspects to persuade the audiences.

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English Quality of the First Year of Students of English Department, Faculty of Cultural Sciences, Universitas Sebelas Maret

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Abstract—This article aims at finding the English quality of 30 students in their first year studying in English Department, Faculty of Cultural Sciences, Universitas Sebelas Maret especially in their errors and mistakes of narrative writing test, and the factors causing their errors and mistakes. It employs descriptive, qualitative, and ethnographic research applying purposive sampling technique. Moreover, the output of narrative writing test made by the students was chosen as the source of data where the data were examined by using document analysis. The results reveal that the most type of error produced by the students is Substitution of Simple Non Past due to Ignorance of Rule Restriction. Meanwhile, the most type of mistake made by the students is Use of the Wrong Tense and Form because of Incomplete Application of Rule. It also shows that the group of male students dominates the errors, while the group of female students dominates the mistakes.

Keywords: English quality, error, mistake, psycholinguistics.

I. INTRODUCTION

Errors and mistakes are still commonly appeared in Indonesian students' second language whether in proper/formal or informal situation. These should be avoided in order to make us be proficient in English. Error analysis made by students is elaborated by several Indonesian researchers (Asfitri, 2009; Priswiyanti, 2009; Puspitaningrum, 2011; Listianingrum, 2013; Dari, 2014). Unfortunately, all of the previous studies only focus on error analysis specifically in general terms such as omission, addition, misformation, and misordering. Moreover, none of them analyzed the error analysis in word construction or in morphological error although there is a study examining morphological error in Nigerian learners' pronunciation (Akande, 2005). Therefore, it is also significant to identify the students' error in word construction to know their knowledge in the rules of past tense structure.

In addition, few researchers analyze about mistakes because they mostly focus on error analysis; therefore this research also elaborates the mistake analysis because not all students produce errors. It is believed that several students indeed make mistakes in their writing test.

Psycholinguistics approach is often used to make a research about English quality of the students, so mostly the source of data or the setting of the researches are done in the school especially in junior high school students (Asfitri, 2009; Priswiyanti, 2009; Puspitaningrum, 2011; Listianingrum, 2013; Dari, 2014) and also in elementary school (Sari, 2007). The research in college students is also important whether they still produce errors and mistakes in their English language because the first year of students who have enrolled in English Department are still uncertain about their English capability whether they choose English as their majority or it is only compulsion to enroll it. Moreover, students' English language capabilities after they graduate from Senior High School are diverse; for instance, there are students who have English proficiency and the one hand, students who have not.

Therefore, the research about English quality explicitly in errors and mistakes aims at carrying out the research gaps of the previous studies about error analysis and the stage/level of the students. It also fulfills the mistake findings in the English Department students' narrative writing test. In addition, this research aims at explaining the English quality of the first year of students of English Department, Faculty of Cultural Sciences, Universitas Sebelas Maret.

II. METHODOLOGY

This article is drawn for describing the English quality of the first year of English Department students which is represented in qualitative, descriptive and ethnographic study applying purposive and snowball sampling technique. It is located in the college specifically in English Department, Faculty of Cultural Sciences, Universitas Sebelas Maret where the output/result of narrative writing test done by the students becomes the source of data. The data were examined by using content/document analysis in order to find out the English quality of the first year of the English Department students.

III. FINDING & DISCUSSION

Chomsky states errors can be called as *competence errors* (Chomsky, 1965, in Dulay, Burt, and Krashen, 1982, p.139). It is universal that learners make errors

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especially when we are learning English because we are non-native English speakers. He also says that errors are the result from lack of knowledge of the rules of the language. Further, Ellis says errors should be avoided (Ellis, 1985, p.22). Therefore, errors happen when the learners have lack of knowledge of the target language rules and they are still developing the knowledge of it. In this article, it finds 196 errors produced by the students (54 errors in the group of female students and 142 errors in the group of male students). Moreover, the types of error that are analyzed in this research are based on morphological error by Politzer and Ramirez (1973) in Dulay et.al. (1982). It consists of Indefinite Article Incorrectness, Possessive Case Incorrectness, Third Person Singular Verb Incorrectness, Simple Past Tense Incorrectness, Past Participle Incorrectness, and Comparative Adjective/Adverb Incorrectness. This research uncovers 6 types of error; i.e. *substitution of simple non-past*, *omission of -ed*, *omission of 's*, *substitution of past participle*, *a used for an before vowels* and *omission of -ed (Past Participle Incorrectness)* as we can see in this table below:

Table 1. Types of Error Classification

Types of Error		Sex	Total Errors	
IAI	aan	Female	-	
		Male	1	
PCI	oms	Female	1	
		Male	8	
SPI	RPT	ome	Female Male	16 51
		aep	Female Male	- -
	IPT		ssn	Female Male
		spp	Female Male	1 2
	PPI		omd	Female Male
		CAI		ume
Σ			196	

It shows that the error of *substitution of simple non past* dominates the number of errors, i.e. 115 errors or about 58,68 %. This type of error appeared because of the simple present tense usage in narrative writing. As we all know that narrative writing or text uses simple past tense as the tense to explain or inform the reader about fiction story to entertain the reader. For instance, student 1 makes a sentence: "Soon on that, a hungry wolf **come** to their house to eat them". He uses simple present tense of the verb "come" which actually the subject of the sentence is a third person singular. The verb must be "comes"; however, in this case he must use simple past tense that is "**came**" as the verb.

Furthermore, there are 67 errors in *omission of -ed* (in Simple Past Tense Incorrectness – Regular Past Tense),

where the group of female students had 16 errors or about 8.16 % and there are 51 errors or 26.02 % in the group of male students. For example, student 2 writes a sentence: "One day, there **live** a man named Mangut"; as we can see that it uses a present tense of "live" which must be "**lived**". The student does not know the construction of the verb when it changes in the past event. Moreover, when he executes the writing test with his friend, he sometimes asks to his friend about the verb construction in the past event or text. He is still confused about narrative writing although the researcher has described what it is.

The third type of error that appears in the students narrative writing test is *omission of 's* which is about 9 errors or 4,59 %. *Omission of 's* emerges because the subjects forget to add the possessive marker of 's because they know that in first language (L1) there is no 's to show the possession. Student 3 writes a sentence: "He ran to the second **pig house**". It must use the possessive mark in the phrase of "Pig house", so the sentence becomes: "He ran to the second **pig's house**".

The next error is *substitution of past participle* which is the type of error that the subjects wrongly use past participle tense substituting past tense in their tenses. There are two male students produce error in this type of error; while, female students only produced one error. Moreover, student 4 as an example from the group of male students creates an error in this type of error. He uses past participle tense in "was passed away" which means it is the passive tense and not rational in his sentence that *mother was passed away*. Therefore, this sentence must be corrected into: "She was always happy until her mother **passed** away and her father married another woman whose already had two daughters".

In addition, it also appears the error of *a used for an before vowels*. This *indefinite article incorrectness* occurs because the subjects' failure to comprehend where the consonant and the vowels are. There is only one student (0,51 %) that produced this error in the group of male students. Student 5 writes a sentence: "Once upon a time there was lived **a old woman** named Sinem which did not have a child". He constructs a sentence that has an indefinite article. Unfortunately, he fails in using the article. The phrase of *a old woman* is incorrect because the adjective of *old* begins with a vowel, so he must apply article *an* instead of *a*. The article *a* itself is used before a consonant one. Moreover, there is some errors in his sentence which the correct sentence must be: "Once upon a time there lived **an old woman** named Sinem whose did not have a child".

And then, the last type of error occurred in the students' narrative writing test is *omission of -ed* (in Past Participle Incorrectness). The *omission of -ed* error came out because the subjects have not comprehended yet the structure of past participle tense or passive tense. They only use the past of *to be* and the present of verb. Female students only got one error (0,42 %), while there is no error of *omission of -ed* error of male students. Student 6 as the example of this error produce a sentence: "The red

riding hood and her grandmother **was save**". She thinks that either she uses "was" to sign that it is the past tense marker, so the verb "save" is added after that, or she wants to make a passive but forgets to add the suffix – *ed*. In a nutshell, the sentence must be: "The red riding hood and her grandmother **was saved**". Thus, according to those types of error above it finds some factors that can give the reason why errors occur in the process of studying of the students. There are four factors found based on Ellis (1994); i.e. Overgeneralization Error, Ignorance of Rule Restriction, Incomplete Application of Rule, and also False Concept Hypothesized. The table above classifies the factors causing errors in the students' narrative writing test:

Table 2. Factors of Error Classification

Factors of Error	Sex	Total
OVE	Female	2
	Male	-
IRR	Female	46
	Male	112
IAR	Female	3
	Male	26
FCH	Female	3
	Male	4
Σ		196

In the students' errors it shows that *Ignorance of Rule Restriction* is the factor which causes the students to produce errors in 158 data or about 81 %. It is because the students include the application of rules to context where they do not apply (Ellis, 1994). For instance, in the sentence: "He **makes** trouble and **runs** to get Timun Mas" where student 7 ignores the rule of past tense structure. Thus, it must be: "He **made** trouble and **ran** to get Timun Mas". In addition, the second factor that makes the students create the errors is *Incomplete Application of Rule* in 29 data. The learners fail to fully develop a structure (Ellis, 1994). The example is when the student 7 produces 2 clauses in a sentence: "Timun Mas **didn't like** the giant, so she **runs** away from her home". There are two different tense which it must be in the same tense, but she does not know it.

The next is *False Concept Hypothesized* which there is 7 data of error. Ellis (1994) says that the learners do not fully comprehend a distinction in the target language, for instance the use of "was" as a marker of past tense in the sentence: "One day it **was happened**". The last is the factor of *Overgeneralization Error*. Moreover, a study about morphological error also finds that this factor causes the learners make morphological error (Akande, 2005). In this article, there is only 2 data that this factor makes the students create the error. It happens when the learners create a deviant structure on the basic of other structure in the target language (Ellis, 1994); for example, the sentence: "Timun mas ran into the jungle but before it, her mother give her somethings that **can to**

aware from the giant". The phrase of "*can to aware*" is ridiculous and the structure does not exist in the target language, so it must be changed into "**could her stay away**".

Mistakes by Chomsky can also be called as *performance errors*; he says that mistakes are caused by factors such as fatigue and inattention (Dulay, Burt, and Krashen, 1982) Therefore, the learners basically have already known the rule or the system of the target language, but because of some cases they make a mistake. The example is when a teacher asks a student to write a sentence: "Suddenly the **litle** girl came", the student fails to write *little* into *litle* because of inattention. Hence, the student misspells the word.

Furthermore, the researcher classifies types of mistake in several kinds which are got from some researchers. They have lots of common writing mistakes made by learners (Fitikides, 2002; Florentina, 2012; Williams, 2014). However, this article only chooses 12 types of mistakes which are suitable with the data to reduce the number of mistakes that must be analyzed by the researcher. Mistake findings in this article discover that there are seven types of mistakes as we can see in this table below that it found 92 mistakes done by the students which were in 48 mistakes of the group of female students and 44 mistakes of the group of male students.

Table 3. Types of Mistake Classification

Types of Mistake	Sex	Total
uwt	Female	16
	Male	31
pip	Female	-
	Male	-
otp	Female	-
	Male	-
opt	Female	3
	Male	1
opf	Female	4
	Male	3
ovp	Female	-
	Male	-
una	Female	-
	Male	1
udc	Female	1
	Male	-
sfr	Female	-
	Male	-
cpl	Female	-
	Male	-
miw	Female	23
	Male	8
oma	Female	1
	Male	-
Σ		92

In addition, the table shows that the types of mistake of *use of the wrong tense and form* dominates the mistakes done by the students in 47 data or about 51,09%. In this type of mistake, *use of the wrong tense and form*, most students tend to make a mistake by using present tense instead of past tense in their narrative writing; also, the other forms like the usage of modality + verb added suffixes, and so on. For example, a female student, student 8 writes a sentence: "But before he decided to pay, he suddenly **change** his mind". There are two clauses in her sentence; she uses past tense in the first clause, but she forgets to use it in the next clause where she applies present tense of the verb "change". She says it should be "changed" because it is still in the narrative writing. Therefore, the sentence must be replaced into: "But before he decided to pay, he suddenly **changed** his mind".

Moreover, the second type of mistake is *Misspell of Words*. Some students sometimes write a text carelessly which make them do misspelling of words. It happens probably because they do in a hurry and do not check their text twice. It finds that there are 23 mistakes in *misspell of words* made by the group of female students (25%) and 8 mistakes made by the group of male students (8,7%). Student 9 as the example from the group of female students makes *misspell of words* in several times about the word "little". When the researcher asks her, she only smiles and does not say anything; however, a friend next to her says there must be double "t" in the word "**little**". Therefore, she makes *misspell of words* mistake.

And then, the next mistake is *Omission of the -s, -es, or -ies of the Plural Form*. The students make the mistake since they forget to add the suffixes of *-s, -es, and -ies* in some of their words or nouns. For example, student 10 writes a sentence: "A long time ago there were **3 little pig**" which the phrase "3 little pig" is wrong because the pig in his story is more than one, so the word "pig" must be in plural form. Therefore, the sentence must be replaced into: "A long time ago there were **3 little pigs**". Further, the group of female students make this mistake in 4 data (4,35%), meanwhile, the group of male students make it in 3 mistakes (3,26%) from all mistakes.

The fourth mistake is where the *Omission of the -d or -ed of the Past Tense* mistake is similar with the *Use of the Wrong Tense and Form*, but it specifically analyzes the mistake when the students forget to add the suffixes of *-d or -ed*. There are only 4 mistakes (4,35%) made by the students; the group of female students made this mistake in 3 data (3,26%). Meanwhile, there is only one data (1,09%) in the group of male students. The students omitt to add the suffixes of *-d or -ed* because of their inattention or fatigue. For example, the sentence: "Again, the clothes seller insisted, "Yes, but you **haven't pay** for the waist coast either"". The rule of past participle must use the verb in adding the suffixes of *-d or -ed*; or, the verb must be changed into verb three or in irregular past tense. In this case, the student knows the

rule and forgets to add the suffix *-d* in the word "pay" which it must be "paid". Hence, the sentence is "Again, the clothes seller insisted, "Yes, but you **haven't paid** for the waist coast either"".

Moreover, the next mistake is *Unnecessary articles* which emerges because the students' lack of knowledge in the rule of definite/indefinite article usage. In this research, there is only one mistake of *unnecessary articles* made by one male student (1,09%). For instance, student 11 writes a sentence: "So Cinderella has a new step mother and step sisters". He inserts the indefinite article in his sentence above which it is not needed in this case. It is because the indefinite article used is applied with two terms; i.e. step mother and step sisters. The indefinite article (a/an) is used in singular noun. However, the student writes two terms as the researcher explained before. Therefore, the indefinite article her must be omitted. The sentence must be changed into: "So Cinderella had new step mother and step sisters".

The sixth mistake is *Using a Double Comparative*. Fitikides states that double comparatives are incorrect (Fitikides, 2002: 72). This mistake emerges because the difference of the diverse languages in the world. In addition, it happens between Bahasa Indonesia (L1) and English Language as the Second Language (L2); for instance, student 12 writes a sentence: "He often failed, but more failure he got make him tried **more harder**". As we know that the word *more* has the meaning of *lebih* which makes us think that it will be added before all adjective/adverb; besides it is incorrect because not all adjective/adverb can be attached by *more* before it. In the sentence above, therefore, it must be corrected becoming: "He often failed, but more failure he got made him tried **harder**". In addition, there is only one female student or about 1.09 % produces the mistake of *using a double comparative*.

And the last is *Omission of Articles*. Sometimes we as the students forget to add the indefinite or definite articles before the noun. One of the reasons is because we are confused whether it must be added the articles or not. The articles *the, a, and an* in English Language (L2) have the same meaning with *sebuah, seekor, seorang*, and so on; nevertheless, sometimes we do not need the article because it does not make different meaning in Bahasa Indonesia. The example is student 13 write a sentence: "Her mother gave permission and put some snacks into ^ basket to be brought by a red riding hood". It seems that it does not need an article before the noun of "basket". However, to show that the "basket" itself is a specific thing in this narrative story, it must be added an article before the word "basket". In a nutshell, the sentence must be changed into: "Her mother gave permission and put some snacks into **the** basket to be brought by a red riding hood". Furthermore, it finds 2 factors causing the students made mistakes as we can see in this table below:

Table 4. Factors of Mistake Classification

Factors of Mistake	Sex	Total
OVE	Female	-
	Male	-
IRR	Female	-
	Male	9
IAR	Female	48
	Male	35
FCH	Female	-
	Male	-
Σ		92

It shows that *Incomplete Application of Rule* causes the students to do the mistakes in about 83 data (90,22%). It happens because the students who made mistakes knew that their writing test must use past tense and the other appropriate form, but they forget to use it. In contrast, there are 9 data in *Ignorance of Rule Restriction* causing the students do the mistakes. It appears because the students do not fully comprehend about the rules of past tense structure, but when the researcher explained it during the interview, they realizes that it must use past tense.

Writing is a process of expressing our ideas into a written form. It is not only ideas, but also feelings and opinions. In addition, Coulmas says there are several meanings of writing term; writing is an activity of putting such a system to use, the result of an activity which is a text, a script style, and so on (Coulmas, 2003). There are several writing styles such as narration, description, recount, argumentation, hortatory, and so on. In this research, the writing style which is used is narrative writing. Tara McCarthy explains a narrative tells a story (McCarthy, 1998, p.5). Moreover, John Langan (in Anom, Seken, & Suarnajaya, 2011) states that narration is as storytelling that there are series of events happened in the story. Ulfayani tells a narrative text is a text which tells a story in order to entertain the reader (Ulfayani, 2012). Moreover, narrative writing or text tells a story consisting of series of events or it can be called as a fiction story or an imaginative story. In addition, Ulfayani also says that the language features of narrative writing are past tense which is characterized by adverb of time (once upon a time, one day, etc.), specific or famous character (such as Cinderella, Timun Mas, etc.), and time conjunction (and then, suddenly, etc.) Besides, the verbs are usually in action verbs like "walked", "ran", etc. (Ulfayani, 2012).

Eventually, based on the gender of the students, the researcher finds the difference in each female and male student. The group of female students in this article produce fewer errors than the group of male students in about 54 errors or data (27,55%), while the group of male students produce errors in 142 errors or data (72,45%). Meanwhile, the group of female students make many mistakes in 48 mistakes (52,17%) than the group of male students which there are 44 mistakes made by them or in about 47,83%. It is because most female students know

that they make the mistakes instead of the group of male students who they produce more errors in this research.

Tannen (1990, in Kennedy, 2007) says that women speak a language of connection and intimacy, while men speak a language of status and independence. Moreover, Maltz and Borker (in Kennedy, 2007) created the diverse characteristics of boys and girls, as follows:

1. Boys tend to make their groups which have a leader. And then, the story or the game should have winners and losers; and also, it boasts about skills, ability, and size.
2. While Girls tend to make the center of a girl's social life is a best friend. Many of their activities do not have winners and losers like boys do; and also, they inspire the others to be humble. (ibid.)

It can be shown that most female students' narrative writing test tend to write about close relationship or linking of people or things, such as student 14 who writes about relationship between Putra and Putri, student 7 who creates a story about a giant falling in love with Timun Mas, student 9 who writes about Bawang Merah Bawang Putih, and the others.

In contrast, most of male students' narrative writing tests are likely to write about prestige, who will win or loss, and freedom. For instance, student 14 who creates a story about a sheep family fighting with a wolf, student 15 who writes about the struggle of Light to beat Darkness, student 16 who writes about a lonely boy who committed suicide because of his loneliness, student 17 who creates an imaginative story about two different people named U.S. and U.N. who always want to be the best in the world, and so on.

IV. CONCLUSION

There are several conclusions which can be revealed from the analysis of English quality by the first year of English Department students. First, it shows that the students mostly produce error in *Substitution of Simple Non Past* because they have lack of knowledge in the rules of narrative writing where the students must use past tense instead of present tense, so *Ignorance of Rule Restriction* is to be the factor causing their errors.

Second, the type of mistake of *Use of the Wrong Tense and Form* dominates the students' mistakes for they forget and even fail to pay attention that narrative writing must use past tense; therefore, the factor causing their mistakes is *Incomplete Application of Rule* due to their failure to develop the structure of past tense fully. In addition, a study which examines about narrative writing also finds that most students still use present tense (Anom, Seken, & Suarnajaya, 2011).

And the last is there are comparisons between the group of male and female students in their English quality; the group of male students construct more errors because they have lack of knowledge in past tense and word construction. On the one hand, the group of female students create more mistakes because of their fatigue and failure to pay attention when they make the narrative writing conducted by the researcher.

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A Comparative Analysis of Appraisals on Presidential Campaign Speeches of Barack Obama and Hillary Clinton in New Hampshire Primary in 2008

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Abstract—This research aims to explore the attitudes of Barack Obama and Hillary Clinton in New Hampshire Primary in 2008 and how they amplify and source their attitudes as well as to fill the gap of the previous researches. Furthermore, it explores the traits Barack Obama and Hillary Clinton choose to represent their image. The result shows that both Barack Obama and Hillary Clinton show the same ideology yet different ways in appealing the audiences. In addition, their alignment and disalignment to certain people are expressed as part of their campaign to take the audience's side. Also, they express different characteristics in appealing their audiences.

Keywords: SFL, Appraisals, US Presidential campaign speeches, Political speeches

I. INTRODUCTION

Politics of a nation depict the image of that nation while at the same time it depicts the nation's existence. Ademilokun (2015) says that politics are given a central place in every nation in the world as it covers all human affairs. To handle those human affairs, politicians usually make use of political speeches to deliver their intentions to the citizens. Therefore, political speeches are essential things for politicians. Oftentime, they have their speeches written by a professional speechwriter to arrange their speech and how they deliver it. It also indicates that they can choose what kind of traits they want to expose to represent themselves as presidential candidates in front of public in order to get their attention and vote. It is important to analyze the characters or traits of politicians seen from the linguistic elements as it may help them persuade the audience (Jalilifar & Savaedi, 2012).

Actually, there are some studies about politics from linguistics and appraisals perspective, such as Castella et.al (2009), Fengand Liu (2010) and Ye (2010), Zhang (2012) and Ademilokun (2015; 2016). All the researches mentioned are conducted to find out how the politicians utilize language to do their speech, so are this research. However, none of them discuss how the language can represent the characteristics of the politicians and discuss

the attitude from the three elements of appraisals, namely: attitude (affect, judgment, and appreciation), engagement, and graduation.

This paper uses the speech of Barack Obama and Hillary Clinton in New Hampshire Primary in 2008 to find out how they utilize their attitude as well as the how they source and graduate it as part of their campaign. In this primary, Barack Obama lost against Hillary Clinton, yet he managed to get supports to be the representative from the Democratic Party in the race.

This paper seeks to analyze what kind of attitude that Barack Obama and Hillary Clinton choose to represent themselves in public as presidential candidate.

II. METHODOLOGY

The source of data in this research was two videos of Barack Obama and Hillary Clinton in New Hampshire Primary in 2008 retrieved from YouTube. In addition, those speeches were transcribed. Then, the transitivity, nominal group, modality, and attitudinal lexis categorized from the transcripts were used as data.

The data retrieved were used to classify the attitudes. The transitivity can classify the affect, the nominal group can classify the judgment and appreciation, the modality can classify the judgment, and the attitudinal lexis can classify the three of them, affect, judgment, and appreciation. Then, the engagement and the graduation of Barack Obama and Hillary Clinton can be classified by grammar (projection, modality, polarity, concession, and comment adverbial) and lexis.

III. FINDING & DISCUSSION

The research of presidential campaign speeches identify that Barack Obama and Hillary Clinton express three kinds of attitudes, they are: affect, judgment, and appreciation. In addition, both of them raise their attitudes. Hillary Clinton also softens her attitude, though. Moreover, they express their attitudes in monogloss and heterogloss expressions. In expressing their attitude, both of them use different linguistic resources such as attitudinal lexis, modality, polarity, etc.

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This finding is similar to Feng and Liu (2010) and Ye (2010) when they look at Barack Obama's speech as US President. Besides, both of them also utilize a range of different linguistics resources to express their attitude.

A. Affect

Findings show also that in terms of affect, Barack Obama and Hillary Clinton express their feelings along their speech. Opstaele (2008) argues that both of Barack Obama and Hillary Clinton mostly share their supporters' feeling instead of their own personal feeling. However, they share their own personal feelings, although they are invoked or implied, more than they evaluate their supporters' feeling. They share their own feeling when greeting, thanking, the audience and talking about their intention. Both of them also evaluate their supporters' feeling.

Their feeling of happiness is shown in the opening of their speech when they greet the audience and when they evaluate their supporters' feeling. Their feeling of satisfaction is shown when they thank and compliment to their supporters. And in matter of feeling of security, Barack Obama shows it when he shares feeling to the veterans of Iraq war, while Hillary Clinton shows it when she expresses her trust to US citizen and when she defends US citizen from the problems they face.

Barack Obama and Hillary Clinton's feeling of happiness is shown in their greeting to the audience. Greeting is a formality in a speech yet it is important part of a speech which can engage the audience with them. It can be assumed the feeling of happiness they state is to lift up the mood. Also, in sharing their feeling of happiness both of them raise the force of it, yet Barack Obama's expression is heterogloss while Hillary Clinton says it with bare assertion.

Barack Obama raises the force of his feeling by raising the degree of the lexis. And he uses bare assertion to show that he agrees with the chanting of his supporters as it is also unproblematic and uses counter voice by using lexis "still" when he expresses his feeling as if he wants to explain the assumed question about him in the presidential race. By the counter voice, he wants to challenge the other voice, in this case, the expectation from the audiences that he will lose his spirit as he loses in the primary. He wants to show them that he still fights for his candidacy despite of his defeat. From the graduation and the engagement in his feeling of happiness, it can be seen that Barack Obama tries to get closer with the audience from the very first beginning of his speech. His happiness feelings can be seen in:

- (1) "*I love you back*" [clause 12 [00:00:39]].
- (2) "*It is also about what you, the people who love this country, the citizens of the United States of America, can do to change it.*" [clause 54a [00:08:29]].

Meanwhile, Hillary Clinton raises the force by repeating the intensifier of her attitude. In saying it, she

does not use any other voice since the proposition she states is a kind of self-evident and not an issue. Her feeling of happiness can be seen in:

- (3) "*I come tonight with a very, very full heart*" [clause 8 [00:01:16]].
- (4) "*They all have put themselves on the line day and night on behalf of this country we love so much.*" [clause 5b [00:11:36]].

In addition, their feeling of satisfaction is shown when they express their gratitude and give compliments to their supporters. They feel satisfied with the support of their supporters so that they thank and compliment them. In expressing it, both Barack Obama and Hillary Clinton raise the force of their propositions. Yet, not only feeling of satisfaction, Barack Obama also expresses his dissatisfaction feeling in his speech when he talked about his campaign progress. Barack Obama expression is heterogloss and Hillary Clinton, again, expresses it with bare assertions.

The finding also shows that Barack Obama shows maturity trait. This finding is supported by Ademilokun (2016). He suggests that the politician who loses vote in electoral state gain public's sympathy by showing maturity trait. In this research, Barack Obama shows maturity shown by his positive judgment to Hillary Clinton (can be seen in datum 29) and consiliatory statements to his supporters like this. He raises the force of his invoked feeling of satisfaction by raising the degree of the ideational meanings or the lexis he uses as the attitude. Although he does not state directly, it is clear to see that Barack Obama gives his gratitude for his supporters who keeps supporting him despite his lost. In saying the propositions, Barack Obama, again, uses voices which counter the expectation. He challenges the other voice which may think Barack Obama's supporters will not support him anymore due to his defeat. Using concur-counter, he thanks his supporters who, are beyond expectation due to his defeat, still care and support him to build a closer relationship with them. This indicates that Barack Obama wants to express his position in a positive light and wants to elicit the sympathy of their supporters as he had many race left in different states. This also indicates that Barack Obama wants to be seen a wise person. Seeing there are still many race ahead, he appeals the audience by exposing his maturity as shown in:

- (6) "***We always knew** that our climb would be steep. **But** in records number, you came out and spoke up for change*" [clause 26 [00:01:43]]." [clause 26 [00:01:40]].
- (7) "***And** with your voices and your votes, you made it clear that....*" [clause 27a [00:01:49]].

Moreover, Barack Obama also expresses his implicit dissatisfied feeling when he talks about the bad progress of his campaign caused by his defeat. He raises the degree of the lexis in his attitude. His proposition is monogloss. His defeat in the New Hampshire primary is

a fact. And by this monoglossic propositions, it indicates that he does not avoid that topic and he rather speaks up about it. The proposition can be seen below:

- (8) “*For most of this campaign, we were far behind*” [clause 24 [00:01:37]]

On the other hand, in her feeling of satisfaction, Hillary Clinton expresses it by high volume of lexis which shows how satisfied she is with the victory. Unlike Barack Obama, Hillary Clinton expresses her evaluation more directly. She thanks and compliments her supporters for their contribution they make in her victory with bare assertions. Here, she does not need other voices to support the propositions since her victory is a fact that everyone is agreed upon. The significant instances can be seen below:

- (9) “*...They voted their hearts and their minds.*” [clause 51b [00:10:45]].
 (10) “*And I really appreciate it.*” [clause 51c [00:10:46]].
 (11) “*and I am so gratified that you responded*” [clause 11b [00:01:59]].

Additionally, they express their feeling of security along with their speech. Barack Obama’s feeling of security is shown when he expresses his sympathy to the veterans of the Iraq war, while Hillary Clinton expresses her feeling of security when she states her promises to US citizen, when she promotes her campaign, and when she shares her trust feeling towards America. Their expressions of feeling of security are heterogloss and they raise the force of it.

Barack Obama expresses his sympathy towards the veterans of Iraq war. It is an indication that he does not support the war. Also, Barack Obama’s feeling of security is revealed only when he talks about the veterans in Iraq war. Unlike Hillary Clinton who talks about the veterans by judging them, Barack Obama uses affect in this topic. This proves that Barack Obama’s speaking style is more rhetorical and emotional (Opstaele, 2008). The instances are provided below:

- (12) “*we will care for our veterans*” [clause 47 [00:07:12]].
 (13) “*we will bring our troops home*” [clause 45 [00:07:04]].

In expressing his feeling, he raises the force of the attitude and says it by involving the authorial intervention or pronounce multi-voiced as the propositions he shares confronts the third party who supports the war, in this case, the Republican. Thus, he contracts the voice from the oppositions.

On the other hand, Hillary Clinton’s feeling of security can be seen in her promise to US citizen to solve the problems she states in her speech. Here, she raises the force of her propositions by repeating her promises. In the datum (14), she denies the issue that disadvantages US citizens. She challenges the opposition, in this case Bush administration, who causes US citizens invisible. Then, in datum (15) she says it by involving authorial

emphases which depicts her certainty to contract the other voice from the oppositions who she thinks are responsible for the problems she states. It is also to show her alignment with the putative addressees. The excerpts are shown in:

- (14) “*Well, you are not invisible to me.*” [clause 22 [00:04:16]].
 (15) “*There will be no more invisible Americans.*” [clause 29 [00:05:29]].

Moreover, her feeling of security also can be seen when she does her promotion about her campaign. In saying it, Hillary Clinton also makes space for the alternatives voices in the propositions she states by using entertain multi-voice. By lexis “I felt like” in datum (16) and conditional sentence in datum (17), Hillary Clinton validates the alternative voices for those who opposes the proposition or holds the alternatives viewpoints. This way, she wants to establish the solidarity with those who do not support her yet. The instances are provided below:

- (16) “*I felt like we all spoke from our hearts*” [clause 11a [00:01:56]].
 (17) “*And if you join in this call to greatness, we will, together, answer.*” [clause 36 [00:07:38]].

Also, her feeling of security can be seen when she expresses her trust feeling towards America and its citizen. Again, her confidence is shown by raising the force of the lexis she uses in her monogloss attitude. Her monogloss proposition indicates that she holds the value of her propositions strongly. The examples are shown below:

- (18) “*I believe deeply in America...*” [clause 26 [00:05:14]].
 (19) “*I believe in what we can do together*” [clause 27 [00:05:23]].

B. Judgment

Next, in the matter of judgment, both Barack Obama and Hillary Clinton judge themselves and their team, the other presidential candidates, US citizens, and people who support them positively to build social networks either with people around him (social esteem) and judge some people or policies within Bush’s Administration negatively to conduct their civic duty as presidential candidate (social sanction).

Both Barack Obama and Hillary Clinton judge their own behavior. They express their invoked tenacity to promote themselves to be US President as they supposed to do in a campaign speech. Barack Obama raises the force of his judgment in stating it. Also, he allows the alternative voices of those who may not support him using entertain multi-voiced in the form of conditional sentence. Besides, Barack Obama expresses it by entertain heteroglossic statement which expose his open character to invite the supporters work with him. as shown in example:

- (20) “*And **when I am president of the United States, we will end this war in Iraq and bring our troops home.***” [clause 43 [00:07:00]].

In judging herself, Hillary Clinton also raises the force of her attitude. Yet, unlike Barack Obama, Hillary Clinton’s monoglossic proposition indicates that Hillary Clinton is strongly aligned with the proposition and very confident about it. Hillary Clinton expresses her evaluation by monoglossic expression which expose her firm character. The instances can be seen below:

- (21) “*I **intend to be that president, ...***” [clause 25a [00:05:00]].

Furthermore, Barack Obama and Hillary Clinton also evaluate themselves and their teams. Their expressions of judgment are heterogloss and the force of their evaluations are raised.

Barack Obama evaluates his and his team incapacity when he talks about his campaign progress. It indicates that he wants to be seen as fair person. He raises the force of his evaluation and uses bare assertion and acknowledgement voice when evaluating his incapacity. His bare assertion is used when he evaluates his defeat as it is a fact and is unproblematic as seen in below:

- (22) “*For most of this campaign, we were **far behind***” [clause 24 [00:01:37]]. (Obama)

Meanwhile, his acknowledgment and counter voice is used when he evaluates the bad thing about his campaign from other’s point of view as seen below:

- (23) “***We have been told** we cannot do this by a chorus of cynic*” [clause 60 [00:09:29]].

- (24) “***We’ve been asked to pause for a reality check.***” [clause 62[00:09:37]].

- (25) “***We’ve been warned against offering the people of this nation false hope.***” [clause 63[00:09:38]].

Then, he defends himself and his team by countering those statements in datum (23), (24), and (25). Using acknowledgment, he anticipates the alternative voices which may and have occurred for then he counters it to defend himself and his campaign team as shown in datum (26). These statements are necessarily needed to make up his lost. Below are the significant propositions:

- (26) “***But in the unlikely story that is America, there has never been anything false about hope.***” [clause 64[00:09:39]].

Unlike Barack Obama, Hillary Clinton does not share her negative evaluation of her and her team. She judges the tenacity of her and her team as she talks about their programs when she is the President of US. She raises the force of her attitude. The clauses are monogloss indicating that she is strongly aligned with the value of the propositions. The significant propositions are provided below:

- (27) “***We are determined to tackle our toughest problems....***” [clause 40a [00:08:29]].

- (28) “***Because we are determined to make America work again for all of our people***” [clause 40b [00:08:35]].

Seeing from the evaluation of Barack Obama and Hillary Clinton’s tenacity that they state to themselves, it can be seen that Hillary Clinton says her

proposition without the reference or support of other voices, unlike Barack Obama who makes space for other voices who may not support him to build solidarity with the alternative voices. This means that Hillary Clinton is very confident when stating her inclination to be the President of US. It can be happened since she is the winner in the primary while Barack Obama is lost. This also proves that Hillary Clinton has more confidence in showing her inclination to be US President.

To the other presidential candidates, they evaluate their capability in the form of compliments. Also, they show their alignment to their fellow Democratic politician in their judgment. All of their evaluations are in high force and bare asserted.

Barack Obama’s compliments are intended to Hillary Clinton and the other presidential candidates in general. In complimenting them, he raises the force of his evaluation by raising the degree of the ideational meanings or the lexis he chooses. Also, in saying it, he uses bare assertions as the compliments as they are not unproblematic and not challenging any party. In his speech, Barack Obama personally congratulates and compliments Hillary Clinton even though he loses against her, it can be suggested that Barack Obama wants to be seen as a fair politician who has sportsmanship. The compliments can be seen from the significant examples below:

- (29) “*I want to congratulate Senator Clinton on a **Hard Fought victory***” [clause 19 [00:01:04]].

- (30) “***She did an outstanding job***” [clause 20 [00:01:08]].

- (31) “***Give her a big round of applause***” [clause 21 [00:01:10]].

- (32) “***all of the candidates in this race have good ideas***” [clause 52a [00:07:50]].

- (33) “***And all are patriots who serve this country honorably***” [clause 52b [00:07:54]].

Hillary Clinton, however, does not compliment any other presidential candidates. Unlike Barack Obama who also compliments the other presidential candidates in general, her compliments are only intended to the Democratic politicians. She even mentions the names of her fellow Democratic politicians to make it more specific. She raises the force of her compliments. Her compliments are monogloss as the statements is unproblematic. Below are the significant instances:

- (34) “***Finally, I want to say how much I respect our Democratic candidates.***” [clause 52 [00:11:00]].

- (35) “***Senator Dodd and Biden who were in the race earlier have given great service to our country. Governor Richardson, Congressman Kucinich, Senator Edwards and Senator Obama.***” [clause 53 [00:11:05]].

- (36) “***They all put themselves on the line day and night on behalf of this country...***” [clause 55a [00:11:31]].

The compliments Barack Obama and Hillary Clinton give for the other presidential candidates indicate that they support their own party, Democratic Party. And the monoglossic way they choose to deliver the

compliments is because they assume that the audience supports the Democratic party as well when they vote for the Democratic presidential candidates whether Barack Obama or Hillary Clinton or someone else.

To US citizens, Barack Obama and Hillary Clinton's evaluation is heterogloss and they raise the force of it. It is expressed to appeal the citizens as a part of their promotion in their campaign.

Barack Obama raises the force of his evaluation to US citizens by raising the degree of the lexis he uses and repeating it as if he wants to remind the audience about their capability from the very first time and by utilizing that capability, Barack Obama believes that he can make America better. In saying it, he uses pronounce or explicit authorial emphases that contract the voice of opposition. Here, he challenges and indirectly criticizes Bush administration. The significant instances are provided below:

- (37) "*we **can** stop talking how great teachers are and start rewarding them for their greatness by giving them more pay and more support*" [clause 40 [00:05:59]].
- (38) "*we **can** harness the ingenuity of farmers and scientists, citizens, and entrepreneurs...*" [clause 42a [00:06:17]].

Meanwhile, in expressing her evaluations, Hillary Clinton raises the force of it also by raising the degree of the lexis and repeating it. She does not evaluate the capacity of US citizens directly like Barack Obama, in fact, she evaluates the incapacity of them which is caused by bad system in the government using counter voice. First, Hillary Clinton wants to remind them that the system of the current government counters their expectation. This also indicates that she contracts the other voice, Bush administration, by indirectly blaming and criticizing it. Then, she evaluates the capacity of them through her praise for America using explicit authorial emphases which can be noticed from her stress in her speech. Some excerpts of Hillary Clinton's evaluations can be seen below:

- (39) "*I've met families in this state and all over our country who have lost their homes to foreclosures, men and women who work day and night **but can't pay the bills** and hope they don't get sick because they can't afford health insurance, young people who can't afford to go to college to pursue their dreams.*" [clause 20 [00:03:42]].
- (40) "*Too many **have been** invisible for too long.*" [clause 21 [00:04:11]].
- (41) "***We'll be called upon** to deliver on the promise that the middle class will grow and prosper again, to deliver on the promise the government will be of the people, by the people and for the people, not just the privileged few, to deliver on the promise that every generation will have their shot at the American dream, to deliver on the promise that we'll have the will and the wisdom to end the war in Iraq the right way, to deliver on the promise to take care of our brave veterans and restore*

America's standing, respect, and credibility around the world." [clause 34 [00:06:56]].

The examples of Barack Obama and Hillary Clinton's evaluation to US citizens prove the theory that American politicians tend to praise the greatness of America and compliment its people (van Minnen in Opstaele, 2008). Here, Barack Obama and Hillary Clinton praise the capacity of US citizens. They believe that US citizens are capable to participate in making America better. Both of them also criticize Bush administration through these evaluations.

Furthermore, Barack Obama and Hillary Clinton express their evaluation of tenacity to the people who support him. Here, Barack Obama only addresses his supporters to express his gratitude to them by complimenting their efforts in supporting him, while Hillary Clinton addresses her evaluation to her supporters, her family, and her team. Both of them raise the force of their attitude yet they say it using different sources. Barack Obama uses concur and counter while Hillary Clinton uses bare assertions.

Barack Obama evaluates the tenacity of his supporters who keep supporting him despite his lost. The consolatory expressions intended to his supporters in example (42) and (43) can be seen as the maturity attitude towards his defeat can increase public's sympathy to him (Ademilokun, 2016). The examples are provided below:

- (42) "***But** in records number, you came out and spoke up for change*" [clause 26 [00:01:43]].
- (43) "***And** with your voices and your votes, you made it clear that...*" [clause 27a [00:01:49]].

His inscribed judgment is raised by raising the degree of the lexis. He uses counter-concur voice as the fact that the supporters are present before him, listening to his speech, and keep supporting him are beyond the expectation. He limits the alternative voice of people who expect the other way around. This way, he indirectly also expresses his feeling of satisfaction.

In contrast to Barack Obama, Hillary Clinton uses bare assertions to evaluate her supporters but also her family and her campaign team. She raises the degree of the lexis in her evaluation and says it by bare assertions as everyone agrees that it is indeed because of these people, Hillary Clinton can win the primary. Here are the instances of the evaluations:

- (44) "*We came back tonight because you spoke loudly and clearly.*" [clause 41 [00:08:42]].
- (45) "*I want to thank two most important people in my life, Bill and Chelsea.*" [clause 44 [00:09:08]].
- (46) "*I want to thank them for their incredible commitment, their passion, and their heart.*" [clause 45 [00:09:24]].
- (47) "*I want to thank the extraordinary team here in New Hampshire that never faltered one minute.*" [clause 47 [00:09:43]].
- (48) "*That team had a great staff.*" [clause 48 [00:10:11]].

On the other hand, their negative social sanction is intended to the policies within Bush administration.

Both of them raise the force of the evaluation by using metaphorical statement or phrase and the evaluation is heterogloss.

Both of Barack Obama and Hillary Clinton agree in condemning some people involved in the systems of the Bush administration such as health, oil, education, and insurance systems. He raises the force of his implicit judgment using high vigor of metaphors and says it by involving the authorial intervention. In evaluating it, he uses his explicit authority position which indicates that he explicitly confronts and does not agree with the systems to build solidarity with US citizens. The instances of the evaluations are provided below:

- (49) “*we **can** tell the drug and insurance industry that, while they get a seat at the table, they don’t get to buy every chair, **not this time, not now**” [clause 37c [00:05:15]].*
- (50) “*Our new American majority **can end the outrage of unaffordable, unavailable health care**” [clause 36 [00:04:58]].*
- (51) “*We **can stop sending** our children to schools with corridors of shame....” [clause 39 [00:05:48]].*
- (52) “*We **can** harness the ingenuity of farmers and scientist, citizens, and entrepreneurs to free this nation from the tyranny of oil” [clause 42 [00:06:17]].*

Similar to Barack Obama, Hillary Clinton also evaluates the behavior of people involved in the systems in Bush administration. Yet, she raises the force of her attitude by using metaphor only when she evaluates the people involved in the student loan companies. She also involves her authority emphases which indicate that she explicitly challenges the systems which indicates that she stands with the addressees, in this case, US citizens who is disadvantaged by the systems. The excerpts can be seen below:

- (53) “*The oil companies, the drug companies, the health insurance companies, the predatory student loan companies **have had seven years** of a president who stands up for them.” [clause 23 [00:04:35]]. (Hillary)*

Both Barack Obama and Hillary Clinton condemn the people involved in the oil, health, and education system. Both of them show their explicit disagreement to those people. This also indicates that although they are rivals, they still have the same Democratic ideology in their mind. In addition, it is a common for a politician to appeal the audiences, they show their alignment to positive thing perceived by their supporters and show their disalignment to things that put their supporters at disadvantage (Ademilokun, 2015; Zhang, 2012). Both Barack Obama and Hillary Clinton challenge the same opposition which is Bush administration by exposing their authorial emphases when they talk about their programs and when they condemn the people involved in oil, health, insurance, and education system.

Moreover, Barack Obama also evaluates the veracity of people who underestimate him which he calls the cynics for being manipulative. Those people are not only coming from the opposition Party but also from his own Party. He raises the force of his evaluation by a metaphor and says the evaluation uses acknowledgment

source. By acknowledgment multi-voiced, he wants to make space for the alternative voice that may hold different views. Here, the proposition is stated as an anticipatory act to defend himself from the cynic’s manipulative strategy to make him lose. The proposition is shown in examples:

- (54) “***We have been told** we cannot do this by a chorus of cynic. And they will only grow louder and more dissonant in the weeks and months to come” [clause 60 [00:09:29]].*

C. Appreciation

In the matter of appreciation, Barack Obama and Hillary Clinton use the same markers of appreciation which is valuation and composition. However, Barack Obama is more elaborative in his appreciation than Hillary Clinton.

Their valuation markers show when they evaluate the quality of their campaign. Their expressions of appreciation (valuation) are heterogloss and they raise the force of it. Barack Obama raises the force of his evaluation by raising the degree of the lexis. Also, he uses counter voice in his proposition. He fends off the alternative voice who may think differently about his campaign. He calls his campaign as “different” and “improbable journey”. Instead of introducing his campaign as something good, Barack Obama introduces it as something which is uncommon and special. The excerpt is provided below:

- (55) But, the reason our campaign has always been different. The reason we began this improbable journey...” [clause 53a [00:08:10]].

On the other hand, Hillary Clinton calls her campaign as “greatness” when she introduces her campaign when she invites her supporters to join her campaign. She raises the force of the lexis by raising the degree of it. She uses entertain voice as Hillary Clinton wants to make space for the alternative voices that oppose the proposition or hold the alternatives viewpoints. This way, she wants to establish the solidarity with those who do not support her yet. Also, the study reveals that both Barack Obama (can be seen in datum 20) and Hillary Clinton make spaces for the other alternative voice when they invite the audience to join their campaign. It indicates that they want to build solidarity with those who may not support them yet as the New Hampshire Primary is only one of other Primaries before the national election. Her proposition can be seen below:

- (56) “And if you join in this call to greatness, we will, together, answer.” [clause 36a [00:07:39]].

Meanwhile, the positive evaluation of proportionality (composition) of Barack Obama and Hillary Clinton are similar in a way that they evaluate their considered ideal campaign’s goal, yet they have difference idea or an ideal goal. Their expressions of appreciation (composition) are heterogloss and they raise the force of it.

Barack Obama raises his evaluation by raising the degree of the lexis and says it by involving the explicit authorial emphases. On behalf of the putative addressees, he inserts his authorial voice that he wants to start a new political system which can make America better. It implicitly suggests that he wants to lead a new kind of governmental system, not Republican system for sure. The instances are provided below:

(57) "we are ready to take this country in a fundamentally new direction" [clause 32b [00:03:27]].

(58) "... we will begin the next great chapter in the American story with three..." [clause 75a [00:12:52]].

On the other hand, Hillary Clinton uses *concur* when talking about her goal when she is the President of US. By *concur* voice, she wants to assert that she agrees with the goal of general US citizens as the goal she proposes is compatible with what the US citizens needed. She limits the alternative voice that holds the opposition views and shows her alignment to US citizens. She raises the force of her evaluation too as seen in:

(59) "We know that for the promise of America to be real, we are called upon to deliver on that promise." [clause 35 [00:07:33]].

In this case, both of them propose a solidarity and equality between them and US citizen by inviting them to work together achieving Barack Obama and Hillary Clinton's goal, although they say it differently. In addition, Barack Obama's positive evaluation of proportionality (composition) is shown when he brings 9/11 issue up as a discussion, Hillary Clinton does not explicitly mention 9/11 in her speech though. He raises the degree of the modality he uses in his attitude and say it by inserting the explicit authorial voice. Here is the example:

(60) "It is a challenge that should unite America and the world" [clause 50a [00:07:24]].

Meanwhile, the other Hillary Clinton's positive evaluation of proportionality is shown when she talks about her victory and asks the audience to vote for her. In talking about victory, Hillary Clinton softens the focus of her positive attitude as she wants to be seen as modest politician and if she does not attenuate it, she will be considered as showing off. In saying it, she uses the authorial emphases as can be seen in example below:

(61) "Now, together, let's give America the kind of comeback that New Hampshire just given me." [clause 12 [00:02:07]].

On the other hand, the negative evaluation of proportionality (composition) of Barack Obama can be noticed when he criticizes Bush administration. He raised the force of his inscribed negative appreciation by metaphor and in evaluating it, he uses his explicit authority position which indicates that he explicitly confronts and does not agree with the systems to build solidarity with US citizens as shown in examples below:

(62) "Our new American majority can end the outrage of unaffordable, unavailable health care" [clause 36 [00:04:58]].

(63) "We can stop sending our children to schools with corridors of shame..." [clause 39 [00:05:48]].

(64) "We can harness the ingenuity of farmers and scientist, citizens, and entrepreneurs to free this nation from the tyranny of oil" [clause 42 [00:06:17]].

(65) "...who can lead this nation out of a long political darkness" [clause 34b [00:04:17]].

In those propositions, Barack Obama is more elaborative and more overt than Hillary Clinton. He does not only evaluate the health, insurance, oil, and education system itself, like Hillary Clinton, but also judges the people's behavior involved in that system using judgment. He uses several statements in doing it, while Hillary Clinton only states her criticism by her judgment to the people involved in the system and evaluates them indirectly by discussing the problems faced by US citizens as shown in datum (39). It indicates that Barack Obama shows his disalignment to Bush administration more strongly than Hillary Clinton.

The finding also shows that Barack Obama uses metaphor in describing his campaign. In the evaluation of complexity (composition), Barack Obama and Hillary Clinton evaluate their campaign differently. The expressions of their attitude are heterogloss and they raise the force of it by using metaphor in high vigor.

Barack Obama compares his campaign to a battle. Here, he wants to emphasize the struggle that is existed in the battle and compares it to the struggle they and their team have been through. Also, he says it using *concur* voice as his persuasion skill to win the audience. By *concur* voice, he validates the audience's presumed viewpoints that are understandable looking at his defeat for then he counters the viewpoints as the answer. Thus, the solidarity is established. Some significant instances can be seen below:

(66) "We know the battle ahead will be long. But always remember that, no matter what obstacles stand in our way, nothing can stand in the way of the power of millions of voices calling for change." [clause 58b [00:09:09]].

(67) "We always knew that our climb would be steep. But in records number, you came out and spoke up for change" [clause 26 [00:01:43]]. [clause 26 [00:01:40]].

Meanwhile, Hillary Clinton does not compare her campaign to anything yet she asserts that her campaign is not a game, like some other people's campaign. She raises the force of her evaluation by metaphor and says it by inserting the authorial emphases. The excerpt can be seen below:

(68) "For all the ups and downs of this campaign, you helped remind everyone that politics isn't a game." [clause 13 [00:02:45]].

On the other hand, Hillary Clinton's evaluation of

complexity also can be seen when she talks about the problems US citizens have been faced. Here, she raises the force of her attitude and say it by bare assertions as it is considered as a fact that everyone is agreed about. The example can be seen below:

(69) "We are facing moment of so many big challenges." [clause 18 [00:03:10]].

Here, she considers the problem facing by US citizens as challenges. This way, she wants to be an optimistic person who can also prepare her audience to be ready for dealing with it.

IV. CONCLUSION

In conclusions, the findings above state that Barack Obama and Hillary Clinton have similar ideology in their speech which is not surprising since they are from the same party yet they have different way to align with their audiences seen from their attitudes. They have different way in expressing it, though. The study also shows that their attitudes are both dialogically contractive and expansive. However, Barack Obama expresses his dialogically expansive statement in several topics more than Hillary Clinton.

From the previous researches, it can be said that there are several findings that can identify political speeches. From the ideology of the politicians to the way the politician choose to express certain topics. This findings complement those researches by discovering the characteristics of Barack Obama and Hillary Clinton that they choose to represent them in front of public seen from their attitude and the way they express their attitude.

From their attitudes discussed in previous chapter, Hillary Clinton wants to be seen as a firm, confident, and down-to-earth person. On the other hand, Barack Obama wants to be seen as a wise, open, and fair and politically mature person.

Moreover, Barack Obama and Hillary Clinton's

heteroglossic expressions of attitudes depict different situations. It also shows that Barack Obama and Hillary Clinton express their alignment to people who support them and their disalignment to Bush administration or people holding opposition views with them as their campaign to be the next US President.

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Politeness Strategies in Giving Compliments and Responding To Compliments Based on the Movie Entitled Sex and The City Seasons 1 And 2 (A Study of Pragmatics)

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Abstract — This research was conducted to analyze compliments uttered by the characters in Sex and the City Seasons 1 and 2. It was also conducted to describe the way the characters employ politeness strategies through compliment expressions and compliment responses. This research uses Pragmatics approach, focusing on compliments and compliment responses.

The data are taken from the dialogues uttered by the characters in the movie. The data are analyzed using politeness theory proposed by Brown and Levinson. Some results are found in this research. First, there are four types of topics of compliments: topic of appearance, topic of possession, topic of specific-act ability, and topic of general ability. The speakers commonly use topic of appearance to express compliments. Second, all of the speakers in this movie employ positive politeness strategies in delivering the compliments. They use positive politeness strategy in various ways, include: noticing the hearer, giving special attention, exaggerating, using words of empathy, and giving a gift to the hearer. Finally, the last finding shows that the complimentees respond to compliments with positive politeness and off record strategies. The positive politeness strategy is used when complimentees accept the compliments. The complimentees use two kinds of acceptances; verbal acceptance and non-verbal acceptance. However, off record strategy is used when the complimentees do not accept the compliments. The complimentees prefer to say nothing, respond the compliment with an irrelevant comment, or shift the topic to reject compliment politely.

Keywords: compliment expression, compliment response, speech act, politeness strategies

I. INTRODUCTION

Compliments belong to the group of expressive speech acts which occur in everyday conversation delivered explicitly or implicitly. Compliment involves appearance, achievement, and possessions (Holmes in Wolfson & Judd 1983, Eckert & McConnell-ginet 2003). Wolfson (1983) also states that the main function of compliment expressions and compliment responses is to give positive evaluation and comment to the hearers. It is important for the speakers to understand some

strategies to deliver compliment and the response properly. The appropriate strategies to deliver compliments are politeness strategies. According to Brown and Levinson (1987), politeness is an interaction between the addressee and the addresser that used to minimize the potential conflict and confrontation.

II. LITERATURE REVIEW

A number of investigations about politeness strategies and compliments have been conducted by previous researchers. The research done by Rahayu (2009) reveals that people mostly use positive politeness strategy to compliment the hearer. Meanwhile, in responding compliment, people prefer to use various strategies.

On the other hand, Nurhajanti (2005) concludes that there are four types of compliment distribution between male and female. However, this study only focuses on the positive politeness strategy.

Study about compliments is also conducted by Al-Azzawi (2011). He concludes that compliment responses can be divided into three general categories: accept, reject and evade. He also reveals that women give and receive compliments more than men do.

Moreover, Karimnia and Afghari (2011) compare the native English speaker and native Persian speaker. They conclude that Persian and English speakers use different strategies. Furthermore, they also reveal that the Brown and Levinson's universal model is contradicting with Persian politeness behavior. It is because culture has an important effect on speakers' speech act performance.

In addition, Sukarno (2015) examines how politeness is manifested and conveyed within the major framework of the Javanese culture. He explains five strategies of compliment in Javanese people, those are: disagreeing and denigrating, disagreeing and raising a question, accepting and turning back, accepting and giving explanation, and accepting only or accepting and offering. He also reveals that the politeness strategy of Javanese people is shown in the Javanese cultural concept.

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Although there are several similarities between previous studies and this research, there is still a gap between them. The previous studies also analyze the compliment using the theory of politeness, but they do not give more explanation about the politeness sub-strategies. For example, the positive politeness strategies have 15 sub-strategies, such as: Noticing hearer, exaggerating certain words, using group identity marker and so on. The sub-strategies has important role to give more explanation about the compliment expressions and compliment responses between the interlocutors. The sub-strategies can explain the way speakers and hearers give and receive the compliments. In addition, some previous studies also do not mention the types of compliment topic.

From the works reviewed above, this research is meant to fill the gaps in those studies. This research is aimed to answer several questions in terms of politeness strategies and compliment expressions. The first one is the types of compliment topic, the second is the kinds of politeness strategies used by the characters when delivering compliment expressions, and the last is the kinds of politeness strategies used by the characters when responding compliment expressions.

III. METHODOLOGY

This research uses Pragmatics approach, focusing on compliment as the object of analysis. This research is a descriptive qualitative research. The data are taken from the dialogues containing compliments uttered by the characters in the movie *Sex and the City* Seasons 1 and 2. This movie was written and directed by Michael Patrick King.

IV. FINDING & DISCUSSION

A. Topic of Compliments

There are 34 data containing compliment expressions and compliment responses found in the movie. There are two general topics of compliments in the movie entitled *Sex and the City* seasons 1 and 2, namely the topic of appearance and the topic of ability. Each general topic consists of two types. The topic of appearance consists of personal appearance and possession, while the topic of ability consists of specific-act ability and general ability.

Table 1. Topics of compliments in the *Sex and the City* movie season 1 and 2

Topic of compliments		Number of Datum	Total
Appearance	Personal appearance	03, 05, 06, 07, 08, 12, 16, 18, 21, 25, 29, 32, 33, 34	14
	Possession	11, 13, 14, 20, 24, 26, 28	7
Ability	Specific-act ability	01, 02, 09, 15, 17, 19, 23	7
	General ability	04, 10, 22, 27, 30, 31	6
	Total		34

Appearance	Possession	11, 13, 14, 20, 24, 26, 28	7
	Specific-act ability	01, 02, 09, 15, 17, 19, 23	7
Ability	General ability	04, 10, 22, 27, 30, 31	6
	Total		34

The topic of personal appearance has the highest number of data. The addressers apply the topic of personal appearance in certain context and situation. It uses to express the addresser's positive evaluation and admiration towards the addressee's appearance. The addresser usually use several positive adjectives word in delivering the topic of personal appearance such as *gorgeous*, *beautiful*, *great*, *amazing*, and so on.

The topic of possession is the second highest dominant topic employed by the addresser. This topic deals with material possessions, such as compliment on jewelry, furniture, job; and comment favor, such as husband, children, mother, and so on.

Moreover, addresser often uses the topic of specific-act ability to express their positive evaluation of addressee's ability in a certain situation. The example of specific-act ability is in the datum 09. In that conversation, Carrie gives compliment to Charlotte's idea and joke by saying "*That's impressive. You better work up a hand gesture to go with it*".

In addition, compliment on general ability refers to someone's skill, talent, personality, and even taste. Addresser also employs polite adjective words to praise the addressee, such as *good*, *perfect*, *funny*, and so on. The example of compliment about addressee's general ability is in Datum 31. In that conversation, Rikard gives compliment to Samantha's personality by saying, "*You're very funny... Samantha*".

From all of the data and the explanation, it can be seen that addressers commonly expressed compliments toward addressees' appearance, especially personal appearance.

This finding is similar to Holmes (1988). Holmes conducted research about compliments and their responses in New Zealand. In her research, the most common topic of compliment uttered by New Zealanders is the topic of appearance. 81.2 % data show the dominant use of topic of appearance.

On the other hand, this finding is different from the study conducted by Munandar (2015). She also observes compliment expressions and its responses. She is classifying the topics of compliment according to Wolfson's classification. The findings of Munandar's thesis shows that the speakers tend to employ specific-act ability in praising the hearers.

B. Compliments Expressions and Politeness Strategies

The research identifies 34 topics of compliments delivered by the speakers with positive politeness

strategy. According to Brown and Levinson (1987: 101), positive politeness is a strategy to avoid FTA by satisfying the hearer's positive face and give an indication that the speaker wants what the hearer's want. Positive politeness utterances are used as a kind of metaphorical extension of intimacy, to imply common ground, and to limit extent between strangers. According to Wolfson and Mannes (1983: 97), a major function of compliment is the reinforcement of the solidarity between the addresser and the addressee. Those two statements prove that positive politeness strategy is used when the speakers want to make the compliment successfully delivered to the hearers. The speakers tend to use positive politeness strategy because they want to strengthen their relationship and solidarity to the hearers.

In relation to positive politeness, the characters in the movie entitled *Sex and the City season 1 and 2* are delivering positive politeness strategy in various ways. According to the result, there are five ways to accomplish positive politeness strategy, those are; *exaggerating, using words of empathy, noticing the hearer's want, giving attention, and giving gifts to the hearer*. The ways speakers execute their topic of compliment using positive politeness strategies are shown in the tables below.

Table 2. *The politeness strategies used in topic of personal appearance*

Datum	Speaker	Hearer	Politeness Strategy	Politeness sub-strategy
03	Charlotte	Carrie	Positive politeness	Exaggerating
05	Miranda	Carrie	Positive politeness	Noticing
06	Charlotte	Carrie	Positive politeness	Exaggerating
07	Louise	Carrie	Positive politeness	Noticing
08	Carrie	Louise	Positive politeness	Noticing
12	Waitress	Charlotte	Positive politeness	Noticing
16	Big	Carrie	Positive politeness	Noticing
17	Lizza	Stanford	Positive politeness	Noticing
21	Miley Cyrus	Samantha	Positive politeness	Noticing
25	Carrie	Flight Attendant	Positive politeness	Noticing
29	Aidan	Carrie	Positive politeness	Noticing
32	Miranda	Carrie	Positive politeness	Noticing
33	Aidan	Carrie	Positive Politeness	Noticing

34	Samantha	Arabic Woman	Positive Politeness	Noticing
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Table 3. *The politeness strategies used in topic of Possession*

Datum	Speaker	Hearer	Politeness Strategy	Politeness sub-strategy
03	Charlotte	Carrie	Positive Politeness	Exaggerating
05	Miranda	Carrie	Positive Politeness	Noticing
06	Charlotte	Carrie	Positive Politeness	Exaggerating
07	Louise	Carrie	Positive Politeness	Noticing
08	Carrie	Louise	Positive politeness	Noticing
12	Waitress	Charlotte	Positive politeness	Noticing
16	Big	Carrie	Positive politeness	Noticing
17	Lizza	Stanford	Positive politeness	Noticing
21	Miley Cyrus	Samantha	Positive politeness	Noticing
25	Carrie	Flight Attendant	Positive politeness	Noticing

Table 4. *The politeness strategies used in topic of Specific-act ability*

Datum	Speaker	Hearer	Politeness strategy	Politeness sub-strategy
01	Samantha	Carrie	Positive politeness	Giving Attention
02	Samantha	Carrie	Positive politeness	Exaggerating
09	Carrie	Charlotte	Positive politeness	Exaggerating
15	Salesgirl	Charlotte	Positive politeness	Exaggerating
17	Lizza	Stanford	Positive politeness	Exaggerating
19	Steve	Miranda	Positive politeness	Using Words of Empathy
23	Carrion	Big	Positive politeness	Exaggerating

Table 5. *The politeness strategies used in topic of general ability*

Datum	Speaker	Hearer	Politeness strategy	Politeness sub-strategy
04	Carrie	Louise	Positive politeness	Noticing
10	Samantha	Carrie	Positive politeness	Exaggerating
22	Sheikh Khalid	Smith	Positive politeness	Giving gift
27	Safir	Miranda	Positive politeness	Noticing

30	Rikard	Samanth a	Positive politeness	Noticing
31	Rikard	Samanth a	Positive politeness	Noticing

Those tables show that the participants commonly accomplish their positive politeness by noticing the hearers' want and exaggerating particular words. As seen in the table, the topic of personal appearance, topic of possession and general ability are mostly accomplished by noticing the hearers' wants. According to Brown and Levinson (1987), in this situation, the speakers take notice of hearers' condition to fulfill the hearers' positive face wants.

Another way to accomplish positive politeness strategy is exaggerating some particular words. The data show that the speakers tend to use exaggeration to execute topic of specific-act ability. The speakers exaggerate their intonation in some adjectives word, such as *perfect*, *impressive*, *great*, *beautiful* etc.

The speakers also accomplish positive politeness by giving a gift to the hearers. The gift here is not a tangible gift. The gift here is kind of a human relation to be admired and approved. The speakers commonly use this strategy to execute the topic of possession and general ability.

On the other hand, the speakers are rarely giving attention or using word of empathy to accomplish their positive politeness. Based on the data, there is only one topic of personal appearance and one topic of specific-act ability executed by giving attention to the hearer. Meanwhile, there is one topic of general ability executed by using *the empathy word*.

The use of positive politeness in compliments strengthens the findings of Nurharjanti (2005) and Rahayu (2009). Nurharjanti (2005) concludes that people use positive politeness strategy in complimenting others to strengthen their solidarity. She also describes that women receive more compliment as positive politeness strategy than men. Moreover, Rahayu (2009) also finds that people tend to use positive politeness strategy in delivering a compliment. She describes that speaker prefers to use positive politeness strategy to appreciate the hearer's positive face.

C. Compliments Responses and Politeness

Most of the addressees respond compliment by accepting the compliment. They accept the compliment with verbal or nonverbal acceptance. The verbal acceptances in this research are thanking, joking, giving positive comment or reason toward the compliments. The non-verbal acceptances in this research are smiling, laughing, and nodding.

The finding shows 29 data containing response of acceptance. The addressees respond the compliment by uttering gratitude, joke, positive comment, or smile to the addressers which indicate that they are applying positive politeness strategy. There also five data that contain off

record strategy in particular context and situation. In this case, the addressees respond the compliments with an irrelevant comment such as shift the topic or not respond the compliment.

As stated by Holmes (1988: 15), there is pressure on the recipient of a compliment to agree with the addresser and accept the compliment. The common response that found in this research is giving gratitude toward the compliment. Herbert (1989) states that in the English speaking societies "thank you" is considered as an appropriate response to the compliment. Therefore, when the speaker complimented the hearer, the appropriate response is accepting the compliment.

The previous study conducted by Pomerantz (1978) also shows the same finding as this research. According to Pomerantz (as cited in Holmes 1988: 15), the implicit ideal in American culture is to accept the compliment graciously. As stated before, in this research the hearers mostly accept the compliment by giving gratitude to the speakers.

In addition, Herbert also finds the same result as Pomerantz's. He also conducted research about compliment response in American culture. Herbert finds 65.91% Americans tend to accept the compliment addressed to them. The highest percentage of compliment response category is appreciation token. According to Herbert (1988), appreciation token is a verbal or nonverbal acceptance of the compliment, for example thanking, smiling, and nodding.

However, the speakers do not always employ positive politeness strategy in responding compliment. The speakers also apply off record strategy. Off record strategy is used when the complimentees do not accept the compliment. In this case, the speakers perform general utterance and let the hearers interpret it.

From the data collected, the response of non-acceptance is often utilized by the speakers who closely know their audiences. In this case, the absence of compliment response is not indicating that the addressees being rude or not respecting the addressers. The absence of compliment response can be interpreted as a polite rejection. As has been pointed out by Pomerantz (1978 in Wolfson 1983: 100), "...it is impolite to disagree and reject the compliment outright. But, there are some strategies to minimize this conflict, one of them is to deny or play down the worth of the thing of complimented without overtly denying the compliment". Therefore, in this research, the addressee prefers to say nothing, respond the compliment with an irrelevant comment, or shift the topic to reject the compliment politely.

V. CONCLUSION

Based on the analysis, this research gains three findings. The first finding shows that there are two general topics of compliments, namely the topic of

appearance and the topic of ability. Each general topic consists of two types. The topic of appearance consists of personal appearance and possession, while the topic of ability consists of specific-act ability and general ability.

The topic of personal appearance deals with the outer look of the addressee such as the apparel, jewelry, hair-do, body shape, makeup, and so on. Meanwhile, the topic of possession deals with material possessions, such as houses, furniture, and automobiles. There are also favorable comments that appear concerning with possession. These favorable comments usually deal with the addresser's relatives, such as husband and children. The compliment on general ability refers to skills, talent, personality, qualities, and even taste. Meanwhile, specific-act is used in the situation when people just do an action or give an idea.

Second, in terms of politeness strategy, the speakers always employ positive politeness strategies to deliver compliments. This includes noticing, giving attention, exaggerating, using words of empathy, and giving a gift to the hearer. The research reveals that speakers commonly express their positive politeness by noticing to the hearers' want and exaggerating particular words.

Finally, the complimentees respond to the compliments with positive politeness and off record strategies. The positive politeness strategies are used when the complimentees accept the compliments, especially by showing their gratitude. The complimentees accept the compliment by verbal acceptance and non-verbal acceptance. The verbal acceptance is usually expressed with gratitude, joke, and positive comment about the compliment. On the other hand, non-verbal acceptance is usually expressed with a positive gesture, such as smiling, nodding, and laughing. The complimentees also use off record strategy to reject compliments. They do not agree with the compliment, but they do not show it clearly. The response of non-acceptance is often utilized by the speakers who closely know their audiences. The absence of the response can be interpreted as a polite rejection. They respect the complimenter's face by not threatening the complimenter's face.

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An Analysis of Translation Techniques and Translation Quality of Fashion Terms in the Book Entitled *Metric Pattern Cutting for Women's Wear (Fifth Edition)*

Endah Suryani¹

Abstract – The objectives of this study are (1) to find out the translation techniques applied by the translator in translating fashion terms found in the book entitled *Metric Pattern Cutting For Women's Wear (Fifth Edition)*, and (2) to find out the impact of the translation techniques on the quality of fashion terms translation in terms of accuracy and acceptability.

This research is a descriptive-qualitative research by using purposive sampling technique. The data are all fashion terms found in the book entitled *Metric Pattern Cutting for Women's wear (fifth edition)* and the information about translation quality from the raters. In collecting the data, the researcher applied three methods, namely content analysis, focus group discussion, and in-depth interview. The data were analyzed in four stages as proposed by Spradley (1979). The stages are domain analysis, taxonomic analysis, componential analysis, and finding cultural theme.

The findings of this research indicate the followings. First, the translator applies 7 techniques in translating fashion terms, namely pure borrowing (79 data), naturalized borrowing (1 datum), established equivalent (107 data), generalization (2 data), literal translation (4 data), couplet (38 data), and triplet (6 data). Second, almost all of techniques applied by the translator give positive impact on the accuracy of the translation, except literal translation. In terms of acceptability, the use of established equivalent gives positive impact on the acceptability of the translation. Meanwhile, the technique which gives bad impact on the level of acceptability of the data is borrowing.

Keywords: translation techniques, translation quality, fashion terms, fashion term translation.

I. INTRODUCTION

In this modern era, fashion has become an important part of human's life. The development of fashion leads fashion design practitioners to write books related to the fashion world. One of them is Winifred Aldrich who wrote a book about pattern design entitled *Metric Pattern Cutting For Women's Wear (Fifth Edition)* which is translated into Indonesian. One of the aspects in this book which is interesting to be analyzed is the translation of fashion terms. Fashion terms refer to all words and phrases, related to the subject namely fashion. Fashion

terms not only cover products of fashion such as clothes, shoes, bags, etc. but also cover the terms used in fashion industry.

Translating fashion terms becomes difficult task when the terms do not have equivalents in the target language. The translator can simply borrow the terms from SL. However, the use of this technique may lead to unacceptable translation. Moreover, many fashion terms in the book *Metric Pattern Cutting For Women's Wear (Fifth Edition)* are found in the instructions on how to create pattern design of woman's wear. The translator must be careful in translating fashion terms which are found in the instructions because mistakes in translating fashion terms will make the readers get difficulties in following the instructions.

There are several researches about technical term translation which were conducted before. Rogers (2007) conducted a research entitled *Terminology equivalence: Probability and consistency in technical translation*. In her study, Rogers focuses on the consistency of term translation in a technical text. Another research about technical term translation was conducted by Stolze (2009). In his study entitled *Dealing with cultural elements in technical for translation*, Stolze focuses on examining the cultural background in technical terms. Other than cultural element, Hosseinimanesh (2013) also examines the linguistic element in technical term translation. In his study entitled *Technical Translation: A Study of Interference in Three Persian Translations of "Software Engineering"* Hosseinimanesh focuses on the linguistic elements (lexical and syntactic interferent) and the influence on the comprehensibility of the technical term translation.

In addition to the three researches above, there are also researches on technical term translation that specifically discuss a particular field. Those researches were conducted by Andromeda (2013) and Rizky (2014). Andromeda in her research entitled *An Analysis of Techniques and Quality of Football Terms Translation in Movie Entitled Goal !: the Dream Begins* focuses on analysis of translation techniques applied in translating football terms in the movie *GOAL!: The Dream Begins*. Meanwhile Rizky, in her research entitled *An Analysis*

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on *Techniques and Quality of Basketball Terms Translation in the Films Entitled Thunderstruck!*, focuses on analysis of translation techniques applied in translating basketball terms. Besides analyzing the translation techniques, they also analyze the quality of the translation in terms of accuracy, acceptability, and readability.

From several researches above, there has been no research that discusses fashion term translation. In fact, there are many fashion-themed books, novels, movies, etc. which are translated into Indonesian. Therefore, the researcher is interested in conducting a research about technical terms in fashion that are found in the book entitled *Metric Pattern Cutting for Women's Wear (fifth edition)*.

The objectives of this research are: (1) to identify the translation techniques applied by the translator in translating fashion terms found in the book entitled *Metric Pattern Cutting for Women's wear (fifth edition)*; and (2) to find out the impact of the use of translation techniques on the quality of fashion term translation in terms of accuracy and acceptability.

II. METHODOLOGY

This research is descriptive qualitative research and belongs to a single case study.

Its data are fashion terms found in the book entitled *Metric Pattern Cutting For Women's Wear (Fifth Edition)*, and the information about translation quality from the raters. The researcher employs purposive sampling technique to determine the source of data, namely: document and informant. Document which is used in this research is a book entitled *Metric Pattern Cutting for Women's Wear (fifth edition)*. The informants consist of six raters; three raters to assess the accuracy and three raters to assess acceptability.

In collecting the data, the researcher applied three methods, namely content analysis, focus group discussion and in-depth interview. The researcher also used questionnaire as the instrument of data collection. The questionnaires in this research used instruments of translation quality assessment formulated by Nababan, Nuraeni, & Sumardiono (2012, p. 50-51).

The data were analyzed in four stages as proposed by Spradley (1979). The first stage is domain analysis. In this stage, the researcher read the book *Metric Pattern Cutting for Women's Wear (fifth edition)* both the source language and the translated version. Then, the researcher wrote and collected words and phrases which belong to fashion terms in the source text and then searched for their translations in the target text. Those words and phrases were validated by using fashion term glossary, so that words or phrases that do not belong to fashion terms and its types can be easily identified and eliminated. The second stage is taxonomic analysis. In this step, the researcher categorized and

classified the data based on the types of the fashion term and translation techniques which are used by translator. In analyzing the translation techniques, the researcher applied translation techniques theories proposed by Molina and Albir (2002, p.509-511) and Newmark (199, p.88). In this stage, the researcher also identified the quality of the fashion term translation.

The next stage is componential analysis. In this step, the researcher analyzed the impacts of translation techniques which are used on the quality of the translation. The final step of analysis is cultural theme analysis. In this final step, the researcher analyzed the theme or characteristic of pattern of relationship among domains.

III. FINDINGS & DISCUSSION

The result of translation technique analysis shows that there are seven techniques applied by the translator in translating fashion terms in the book entitled *Metric Pattern Cutting for Women's Wear (fifth edition)*.

Table 3.1 Translation Techniques

No	Technique	Total number of data
1	Established equivalent	107
2	Pure Borrowing	79
3	Literal translation	4
4	Generalization	2
5	Naturalized Borrowing	1
6	Couplet	38
7	Triplet	6

Here are the examples of the translation techniques applied in translating fashion terms.

Example 1: Datum 227/MPCFWW/GC/p.146

ST: Fly piece and zip extension

TT: *Lajur gulbi dan perpanjangan ritsleting*

The example above shows the use of established equivalent in translating fashion terms. **Zip** is two lines of small metal or plastic pieces that slide together to fasten a piece of clothing. In fashion terms in Indonesian, there is equivalent term of **zip**, namely *ritsleting*.

Example 2: Datum 233/MPCFWW/GT/p.164

ST: Leggings Block

TT: *Blok Legging*

The example above presents the use of pure borrowing. From the example above, it can be seen that the translator takes directly the term **leggings** from source text into target text without any change. Although the term **leggings** is borrowed directly from the source language, but the target readers are already familiar with

the term, so the translation is acceptable.

Example 3: Datum 197/MPCFWW/GC/p.80

ST: The waistline of the skirt should always be eased into the skirt **waistband** or petersham.

TT: *Garis pinggang rok selalu harus diatur masuk ke **pinggang** rok ataupun pita petersham (sering juga disebut “veterban”)*

The case above is an example of the use of literal translation. According to Fashion Glossary provided by Vogue magazine, waistband is “a band of fabric encircling the waist, especially a part of a pair of pants or a skirt.” From the example above, the translator translates the word **waistband** into **pinggang**, without considering the context in which the term is used. The translator translates it into **pinggang** (waist). Furthermore, the term **pinggang** in Indonesian does not belong to fashion term. The term should be translated into *kain pinggang rok*.

Example 4: Datum 161/MPCFWW/GT/p.32

ST: Choose the correct blocks (e.g. if a baggy trouser style is the required, use an easy fitting **trouser** block).

TT: *Pilih blok yang tepat (misalnya jika model celana “baggy” atau longgar yang diperukan, gunakan blok **celana** pas nyaman).*

From the example above, the translator translates **trouser** into **celana** by using generalization. In Indonesian **trouser** means *celana panjang* (long pant). However, the translator does not translate **trouser** into *celana panjang*, and she chooses to translate **trouser** into a term which is more general, namely **celana**. Although the translator uses general term, the translation produced is still accurate and also acceptable.

Example 5: Datum 010/MPCFWW/ST/p.4

ST: Chapter 13 deals specifically with drafting the **block** for individual figure.

TT: *Bab 13 membahas secara spesifik tentang pembuatan **blok** untuk figur-figur individual.*

The datum above is translated by using naturalized borrowing. It can be seen that the translator adjusts the spelling of **block** with Indonesian spelling and becomes **blok**. Aldrich (2008) defines block as “the basic pattern that is used as a basis for all adaptations” (p. 32). However the term **blok** is less acceptable for target readers. In Indonesian, a basic pattern of clothes is more familiarly known as *pola dasar*.

Example 6: Datum 115/MPCFWW/F/p.7)

ST: **Beaver**
TT: **Beaver**¹³

¹³kain bahan wol mirip kulit binatang berang-berang)

The example above shows that the translator translates **beaver** by using pure borrowing and amplification. Pure borrowing is applied by taking straight the term **beaver** from source language, without any change. Furthermore, the translator also provides footnote that gives more information about **beaver**. As stated by Molina & Albir (2002) “Footnotes are type of amplification” (p. 510).

Example 7: Datum 202/MPCFWW/GT/p.94

ST: **Cowl skirt**

TT: **Rok Cowl**
Rok cowl adalah rok dengan draperi longgar di pinggul.

The datum above shows the use of triplet technique. The translator applies established equivalent, pure borrowing, and amplification in translating the term **cowl skirt**. Pure borrowing technique is applied in translating the term **cowl**. The translator borrows directly the term **cowl** in the source language without any change. Then established equivalent is applied to translate **skirt** into **rok**. Amplification technique is applied by the translator by adding the explanation about what **cowl skirt** is, which is not formulated in source text.

Besides analyzing the translation techniques, the researcher also analyzes the quality of fashion term translation in terms of accuracy and acceptability.

The result of accuracy analysis can be seen as follows:

Table 3.2 Accuracy

Category	Frequency
Accurate	232
Less accurate	4
Inaccurate	1

A. Accurate translation

Translation is considered accurate when the whole meaning of fashion terms in source language is fully transferred into target language and there is no distortion of meaning.

Example of accurate translation:

Datum 127/MPCFWW/E/p.8

ST: **Tracing wheel**
TT: **Rader**

Based on the assessment given by the raters, the datum above is classified into accurate translation. Moreover, by analyzing the datum, the researcher also has same argument with the raters. According to Fashion Dictionary (WWD magazine online, n.d), **tracing wheel** is “a toothed wheel with a handle that is used on tracing paper to trace a pattern”. Here, the translator translates **tracing wheel** into **rader**. According to Soekarno (2002), **rader** “adalah alat yang bertangkai serta mempunyai

sebuah roda pada ujungnya, dan digunakan untuk menekan karbon jahit sewaktu member tanda pola pada bahan yang akan dijahit.” (p. 3). From the definition of **tracing wheel** and **rader** above, it can be seen that those two terms have same meaning and refer to same object. Therefore, the datum is classified into accurate translation.

B. Less accurate translation

In this research, translation is considered less accurate when the meaning or message of fashion term in the source text is not fully transferred or conveyed into target language, thus producing distortion of meaning, or double meaning. An example of the less accurate translation is:

Datum 214/MPCFWW/GT/p.110

ST: The skirts or panels of the **petticoats** can be cut on the cross in woven fabric or on the straight in knitted fabrics.

TT: Rok atau panel-panel **onderok** dapat dipotong serong pada kain tenunan atau lurus pada kain hasil rajutan.

By analyzing the translation, the researcher classifies the datum above into less accurate translation. The translation is classified into less accurate translation because the meaning of **petticoats** in the source text is not fully transferred into target language. According to Oxford Online dictionary, **petticoat** is “a simple article of clothing worn under a skirt or a dress used to give structure to the bottom half of a wearer's figure.” This term is translated into **onderok**. According to KBBI online, **onderok** means “rok dalam” or underskirt. From definition above, it can be seen that **petticoats** and **onderok** are quite different. Here, there is meaning of **petticoat** which is not transferred into target language. **Petticoat** is one type of underskirt, but is not like a usual underskirt. **Petticoat** is made with many layers of netting or other fabrics to create the necessary fullness. The meaning of **petticoats** is not fully conveyed into target text. The translator does not state the shape and the function of **petticoat** which distinguish it from usual underskirt. Therefore, the translation is less accurate.

C. Inaccurate translation

In this research, a datum is classified into inaccurate translation when the message contained in the fashion term in source language is not transferred at all into target language, or even deleted. There is only one datum which is classified into inaccurate translation.

Datum 213/MPCFWW/GT/p.110

ST: For close fitting lingerie, décolleté night and **evening wear**, widen the dart of the close fitting dress block and reduce some of the ease.

TT: Untuk lingerie pas lekat, **busana tidur** dan busana malam bergaris leher “decollete” (yaitu

garis leher berpotongan rendah), perlebar kupnat pada blok gaun pas lekat dan kurangi kelonggarannya sedikit

By analyzing the example above, the researcher classifies this datum into inaccurate translation. Here, the meaning of **evening wear** in the source text is transferred inaccurately into target text. According to Oxford online dictionary **evening wear** is “clothing, especially for women, that is suitable for formal social occasions”. This term is translated into **busana tidur**. In Indonesian **busana tidur** (nightgown/nightdress) means loose garment which is worn in bed or for sleeping. From the definitions of **evening wear** and **busana tidur** above, it can be seen that those two terms have different meaning and refer to different object. Thus, the translation is inaccurate.

The result of acceptability analysis can be seen as follows:

Category	Frequency
Acceptable	120
Less acceptable	67
Unacceptable	150

D. Acceptable translation

In this research, translation is considered acceptable when the translation of fashion term is natural, commonly used, and familiar both in fashion world and to the target readers. Moreover, the translation produced is also appropriate with the norms of target language. An example of the acceptable translation is:

Datum 004/MPCFWW/F/p.4

ST: The great expansion of casual wear, in jersey or **stretch** fabrics, has led to the expansion of flat cutting with no darting to create the shape.

TT: Ekspansi busana kasual, baik menggunakan kain jersey maupun **stretch**, telah menimbulkan ekspansi pemotongan pola datar tanpa menggunakan kupnat untuk menciptakan bentuk.

In this translation, all raters gave 3 in scoring the datum. It means that the datum belongs to acceptable translation. Although the term **stretch** is borrowed from source language without adjusting the spelling or the structure into target language, the translation is still considered acceptable. It happens because the term **stretch** is already familiar to readers. This term is also commonly used by people in Indonesia. Therefore, this datum is classified into acceptable translation.

E. Less Acceptable Translation

In this research, data are classified into less acceptable translation when the translation of fashion term is commonly used in fashion world but it is less familiar to

target readers. An example of the acceptable translation is:

Datum 008/MPCFWW/O/p.4

ST: The addition of colour offers a major improvement to the updated chapter on **computer-aided design (CAD)**.

TT: *Pemakaian warna membawa perbaikan besar pada bab tentang **Computer-aided design atau CAD** yang telah diperbarui.*

The translator translates **computer-aided design (CAD)** into ***Computer-aided design atau CAD*** by using pure borrowing. By analyzing the translation above, the researcher classified this datum into less acceptable translation. In An A-to-Z Compilation of Fashion Industry Definitions provided by weconnectfashion.com, ***computer-aided design (CAD)*** refers to “computer programs and systems to design detailed two or three dimensional models of apparel or accessories”. In Indonesia, CAD is still rarely used, and only used by larger manufacturers that make certain types of clothing in bulk. Although CAD belongs to fashion terms in Indonesian, this term is rarely used in Indonesia. It makes the term ***computer-aided design (CAD)*** not familiar to the readers. Therefore, the translation is less acceptable.

F. Unacceptable translation

In this research, a translation is classified into unacceptable translation when the translation of fashion terms is unnatural and unfamiliar both to the target readers and in fashion world.

Datum 021/MPCFWW/F/p.7

ST: **Afgalaine**

TT: **Afgalaine**

This datum is classified into unacceptable translation. All of the raters stated that they were not familiar with the term of ***afgalaine***. ***Afgalaine*** is wool fabric which is soft and light. The use of ***Afgalaine*** as a material to make clothes is rarely found in Indonesia. Moreover, there are not many clothes in Indonesia which are made of wool, especially ***afgalaine***. It makes the term ***afgalaine*** unfamiliar to the readers. Thus, this translation is classified into unacceptable translation.

According to the research findings above, the translator applies five single techniques of Molina & Albir theory, namely borrowing, established equivalent, generalization, literal translation, and reduction. Moreover, the translator also applies two techniques of Newmark theory, namely couplets and triplets.

From the findings above, it can be also identified that the translations of fashion terms in the book entitled *Metric Pattern Cutting For Women's Wear (fifth edition)* tend to have a high level of accuracy. From 237 data

which are analyzed, 232 data are classified into accurate translation, 4 data are less accurate, and only one datum which is classified into inaccurate translation. Seen from the aspect of acceptability, the translations of fashion terms produced also have sufficiently good level of acceptability. There are 120 acceptable translations, 67 less acceptable translations, and 50 unacceptable translations.

The quality of translation is related to the translation techniques applied by the translator. The use of proper techniques produces accurate and acceptable translation. Established equivalent is the most dominant technique used by the translator in translating fashion terms which gives positive impact on the accuracy and acceptability of the translation. By using the equivalent terms in the target language, the meaning or message of fashion terms in the source text is automatically transferred accurately into target language. Therefore, all data translated by using established equivalent are accurate. This finding is in line with the finding of previous researches that discuss technical term translation in particular field. In Rizky's research (2014) that focuses on basketball terms translation, established equivalent is the most dominant technique applied in translating basketball terms. This technique also produces high level of accuracy and acceptability. Andromeda (2013) in her research that focuses on football terms translation also found that established equivalent is the most dominant technique used by the translator in translating football terms. This technique also produces accurate and acceptable translations.

Pure borrowing also produces positive impact on the accuracy of the translation. All data translated by using pure borrowing technique are accurate. It happens because the translator takes directly the term from ST into TT without any change, so that the meaning/message of the terms is fully conveyed into TT.

Almost all of the techniques applied by the translator in translating fashion terms give positive impact on the accuracy of the translation, except literal translation. According to Gracilli (2016) “it is often considered a bad practice of conveying word by word translation in non-technical texts”. Based on the research findings, the researcher agrees that literal translation is a bad practice in translating fashion terms. All data translated by using literal translation belong to less accurate and inaccurate translations. It is because the translator translates the terms without considering the context in which terms are used. Moreover, the translator also translates the term word for word. She does not treat the term as a phrase that has one meaning. This causes distortion of meaning.

In terms of acceptability, the use of established equivalent either on single technique, couplet or triplet, gives positive effect. It happens because the translator uses equivalent terms in Indonesian which are familiar and commonly used by the readers. Meanwhile, the

technique which gives bad impact on the level of acceptability of the data is borrowing. Fawcett (1997) states that

This translation technique (borrowing) is a rather unusual start to adopt in translation, where many people will not know the source language, since the translator is either not offering all information needed for comprehension (quantity maxim) or is not being relevant to the target audience needs (relation maxim) when they are not in apposition (situation) to fill in the gaps in their knowledge (presupposition). (p. 131)

Fawcett's opinion above means that the borrowing will produce unacceptable translation because the translator only borrows foreign terms from source language without adding additional information. In line with Fawcett's opinion, in this research most data translated by using borrowing technique are less acceptable and unacceptable. By using borrowing technique the translator borrows fashion terms of ST and puts them in the TT without additional information or explanation. This factor causes many fashion terms translated by using borrowing technique not familiar to the readers. The translator uses foreign terms from source text which are not familiar and not commonly used by the readers. It makes many data translated by using borrowing technique are less acceptable and unacceptable.

IV. CONCLUSION

This research focuses on an analysis on translation techniques applied by the translator in translating fashion terms and the quality of fashion term translation. There are seven translation techniques used by the translator in translating the fashion terms in the book entitled *Metric Pattern Cutting for Women's Wear (fifth edition)*, namely pure borrowing, naturalized borrowing, established equivalent, generalization, literal translation, couplet, and triplet.

The results indicate that the techniques of translation which are used by the translator give positive impact on the quality of translation. The analysis on the accuracy of translation shows that 232 data out of 237 data are classified into accurate translation, 4 data are less accurate translation, and 1 datum is classified into inaccurate translation. The techniques which contribute to high level of accuracy are established equivalent and borrowing. Meanwhile, the techniques which produce low level of accuracy are literal translation and generalization.

The analysis on the acceptability of the translation shows that 120 data are considered to be acceptable, 67 data are classified into less acceptable, and 50 data are considered to be unacceptable translation. The technique which produces high level of acceptability is established equivalent. Meanwhile, the technique which produces

the largest number of less acceptable and unacceptable translation is pure borrowing.

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The Analysis of the Flouting Maxims in the Movie Entitled “The Ides Of March” Using Grice’s Cooperative Principle Theory (A Pragmatics Approach)

Rizki Ilham F. W¹

Abstract - The aim of this research is to observe the flouting maxims phenomenon in the movie entitled “The Ides of March”. The dialogues containing flouting maxims utterances are selected as the data. The data are analyzed by using Grice’s cooperative maxims principle theory. The research shows that the characters employ all flouting maxims types i.e. flouting maxim of quality, quantity, manner, and relation. This research also found some reasons why the characters flout the maxims i.e. to refuse, to hide the information, to persuade, to end up the conversation, to convince, to get attention, to apologize, to show disappointment, to present satire, to show anger, to shift the topic, to deny, to perform a reason, to give information, and to show superiority.

Keywords: Pragmatics, Flouting maxims, The Ides of March

I. INTRODUCTION

The study of implied meaning focused on the hidden meaning of an utterance. Grice argues that implied meaning can also be called implicature, in which it expresses on how a hearer understands the meaning of what a speaker says, from the level of expressed meaning to the level of implied meaning. Grice’s theory can help to understand implied meaning of an utterance (Thomas; 1995, p.56-57).

In conversational implicature, the context of an utterance highly influences the implied meaning. It means that different context of conversation creates a different meaning of an utterance. In this case, hearer should know the context of conversation in order to know the implied meaning of an utterance. In addition, a speaker and a hearer should have a cooperation in order that the hearer can interpret the conversational implicature, called cooperative principles. The principles contain rules which are called maxims. There are four kinds of maxims, i.e. maxim of quality, maxim of quantity, maxim of manner, maxim of relation. The maxims have function to create an effective and efficient conversation (Thomas; 1995, p.61-63). Flouting maxims become problematic when the speaker or hearer fails to apply a maxim in the level of what is said, with the

deliberate intention of generating an implicature. In this case, the speaker has no intention to deceive or mislead hearer (Thomas, 1995, p.65). Flouting maxims case can be found in daily conversation, dialogues in movie, radio, television program, talk show, etc. The way someone utters an utterance sometimes leading us into different perception.

Recent researches about flouting maxims stress on how interlocutors violate the maxim. Some researches show that maxim theory can be applied in real life conversation. Results show how people employ hedge to show that they are sensitive to other people’s feeling in a conversation and will treat that as a form as violating the maxims (Mukaro, Mugari, & Dhumukwa, 2013; Sobhani & Saghebi, 2013).

Maxim theory proposed by Grice can also be applied to analysis flouting maxim in written text. Some researches about flouting maxim on news and billboard provide us different style of flouting maxim analysis. The aim of these researches is to prove that written text i.e. news and billboard advert can be a mutual communication activity between the media and its audiences. It can drive audiences’ perception after reading it (Khaerabadi & Aghagolzadeh, 2012; Tsojon & Jonah, 2016).

All researches above investigate the way to understand a non-cooperative attitude of the speakers and violations of maxim. Every research focuses on how and why somebody flouts the maxim. In addition, researches on flouting maxim in the media and billboard advert discuss the impact of a text when it flouts the maxim. When somebody fails to employ the maxim, it can create a misleading in the communication.

However, each article mentioned above has different characteristics because of different research object. The analysis of flouting maxims in the media and in the real life conversation obviously provides different result of analysis. Besides, the application of additional theory will bring different result of analysis. Some articles use additional theory i.e. critical discourse analysis theory and speech act theory to broaden the analysis.

The application of additional theory to broaden the

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range of analysis on flouting maxim is important. The study of flouting maxim in a conversational utterance can be applied when the utterance of the speaker is in question. Thus, I apply speech act theory to broaden the analysis of flouting maxim in a non-question utterance. The importance of applying speech act theory in my research is to analyze non-question utterance in classifying the type of flouting maxim and the reason why somebody flouts the maxim. Meanwhile, for the interrogative utterance, I use regular maxim theory proposed by Grice.

II. METHODOLOGY

This research belongs to qualitative research which uses a descriptive method. The aim of this research is to describe a phenomenon found in the data during the observation, truly without any kind of falsification, systematic. This research uses pragmatics approach to analyze the data and flouting maxims theory proposed by Grice.

The research location of this research is in the form of movie entitled *The Ides of March*. This research focused and observed about anything related to the flouting maxims which are uttered by all characters in the movie. The setting is the movie entitled *The Ides of March* and the participants are all of the characters in the movie who flout the maxims. In addition, the event of the research location is all of the use of flouting maxims uttered by all characters of the movie. Thus, this research uses total sampling method because I take all elements of population to be a sample.

This research uses three elements in analyzing data i.e. describing the data, analyzing the context of situation, and interpreting the data. To broaden the range of analysis, I employ speech act theory to analyze a response from non-interrogative utterance which has hidden meanings that should be responded. For example when someone accuses of a betrayal to someone else, it needs to be responded so that the issue will not spread out. In this case, I assume that all utterances belong to flouting maxims depend on the previous utterance, whether interrogative, statement, swearing, etc.

III. FINDINGS AND DISCUSSION

This research explores 39 data of flouting maxims in the movie entitled *The Ides of March*. The technique of data analysis is by using Grice's cooperative principle theory. However, for non-question utterance, I employ additional theory of speech act proposed by Levinson. When somebody does not obey the cooperative principle of maxim as proposed by Grice, there will be misleading. Grice explains that a flout occurs when a speaker blatantly failed to observe a maxim at the level of what is said, with the deliberate intention generating an implicature (Thomas; 1995: 65-71). The result of analysis shows that there are four flouting maxims types

uttered by the characters of the movie i.e. flouting maxim of quality, flouting maxim of quantity, flouting maxim of relation, and flouting maxim of manner. The case of flouting maxim occurs when somebody wants to deliver particular intention deliberately.

In the film, maxim of quantity is identified in some conversation. Grice says that the main idea of maxim of quality is to make interlocutor contribution as informative as required and not to make interlocutor contribution more or less informative than is required (Horn&Ward; 2006:7). Maxim of quantity deals with the number of information presented. Speakers often use a range of signal in conversation that show they are observing this maxim. In this case, context of situation brings massive influence of the flouting maxim. The flouting maxim of quantity might occur when somebody in the situation of under pressure. The following example taken from the dialogue of the movie entitled *The Ides of March* between a politician and an intern, where the intern asks the politician about his loyalty.

Molly : You don't work for the Democratic National Committee?

Stephen : **No, I work for Paul. Paul works for Morris. If Morris wins, he's gonna be your Dad's Boss.**

The conversation progress, the maxim of quantity is being observed by Stephen's use of sentence *No, I work for Paul. Paul works for Morris. If Morris wins, he's gonna be your Dad's Boss*. This functions to signal a realization that Stephen provides more information than is needed to show that he is a loyal person, retrieving that Molly's father is a functionary. Stephen should simply answer it in informative answer. He wants to show her that he is a loyal person, retrieving that her father is a functionary. From the excerpt above, it can be seen that somebody flout the maxim of quantity because he/she wants to show a principal of standing. In this case, somebody flouts the maxim of quantity to ensure or strengthen his/her argument by providing extra information than is needed.

The case of flouting maxim phenomenon is very various. In some situation, this research has to employ speech act theory because the conversation has to analyze is in non-interrogative utterance. From the speech act identification, it shows the expressiveness of the speech act. In this case, the way to analyze is by employing speech act theory before applying flouting maxim theory. Molly, in context of accusing Stephen on something he does not do. Stephen and Molly meet in a building. Both Stephen and Molly are in the situation of under pressure because Stephen has to fire Molly, while Molly needs that job.

Molly : You and I both fucked up.

Stephen : **That's true. But, I have a responsibly to him and more importantly, I have a**

responsibility to this campaign.

Molly explores the speech action of expressive, where she expresses the mental or psychological state of affair of underestimating Stephen. Then, Stephen needs to answer Molly's utterance to prove something. However, Stephen provides more information than is needed. The case of providing information than is needed, it illuminates that Stephen flouts the maxim of quantity. The case of flouting maxim of quantity itself might occur when somebody is in under pressure situation because of an accusation.

From two excerpts above, it shows that somebody tends to flout the maxim of quantity by providing extra information when somebody is in under pressure situation. The aim of providing extra information is to explain something to somebody else. In addition, the way of analyzing is different between analyzing interrogative utterance and non-question utterance. The difference is in analyzing interrogative utterance, this research tend to use regular flouting maxim theory as proposed by Grice. However, in analyzing non-question utterance, this research categorize the speech action type before analyzing the flouting maxim category.

Everybody flouts the maxim deliberately with particular intention. Mukaro *et al* (2013) explains that people in Shona are cognizant of the maxims by hedging which shows they are about to violate the maxim. The view taken in his article is that when people flout the maxim, there is one which observes hence triggering implicature or the violation itself is a trigger for implicature. Besides, Mukaro states that somebody tends to flout the maxim of quantity because of he/she wants to present a polite attitude. In addition, the data analysis process they used is by using regular Grice's cooperative principle theory without additional supported theory. Because of his data is in interrogative utterance so it can use Grice cooperative principle theory only. However, Mukaro does not employ context of situation in his research, so it is a bit hard to understand the intention of somebody to flout the maxim.

In contrast, this research uses all data containing flouting maxims utterance, both in interrogative form or in non-interrogative form. The way to analyze interrogative form is by using regular Grice's cooperative theory. To analyze non-interrogative utterance, this research uses speech act theory to analyze why an utterance needs to respond. The use of speech act theory itself is to broaden the analysis because speech act theory can only be applied in interrogative form utterance. In addition, the employment of context of situation is very important. In this research, it employs context of situation in determining the flouting maxim classification and the reason why somebody flouts the maxim.

In the movie, I found the maxim of quality to analyze.

The idea of maxim of quality proposed by Grice is to be truthful and not say anything which they cannot provide adequate evidence for or do not believe to be true. However, when somebody under pressure, he or she tends to flout the maxim of quality by saying something untrue. The following excerpt occurs between Ida and Stephen on phone. Ida calls Stephen to confirm his meeting and Duffy. Duffy is his rival campaign manager for presidential election. Because of Ida knows Stephen's secret, then Stephen forces Ida to tell him the one who leaks his secret.

Ida : You met with Duffy.

Stephen : Who told you that?

Ida : **A little bird.**

From Grice's maxim theory, Ida flouts the maxim of quality. Ida is not truthful in answering Stephen's question. Her reason of flouting maxim of quality is to hide an information to Stephen. From the excerpt above, it can be seen that somebody tends to flout the maxim of quality to hide the information because he/she is forced to admit something. In this difficult situation, somebody tends to be not truthful.

Throughout the conversation, the character flouts the maxim to respond to a statement to avoid a deep argumentation with interlocutor. The following excerpt occurs between Duffy and Stephen. Duffy is Stephen's campaign manager rival for presidential election. Stephen and Duffy are arguing about their candidate possibility to win the presidential election. In this case, Duffy wants Stephen to join to his campaign team by showing the data that Stephen's campaign team does not win the presidential election. Stephen flouts the maxim because he fails to perform a good argumentation to Paul. In this case, this research needs to employ speech act theory to analyze non-question utterance which is uttered by Stephen.

Duffy : You're sitting on about a six percent lead on both polls. Six percent of all Democrats poll.

Stephen : **Eight!**

From the excerpt above, Duffy explores a speech action of assertive because he makes a statement which asserts a proposition. Then, Stephen needs to respond to Duffy's utterance to prove something better than Duffy's argumentation. However, Stephen cannot provide adequate evidence. He tries to argue without providing adequate evidence. The case of flouting maxim of quality itself might occur when somebody fails to argue with somebody else. Stephen flouts the maxim of quality because he wants to avoid arguing with Duffy.

Somebody tends to flout the maxim of quality because he/she in the situation of under the pressure or fails to argue with somebody else. Somebody flouts the maxim of quality because he/she avoids arguing with other or to hide the information. In accordance with Sobhani *et al*

(2014), he finds that his respondents flout the maxim of quality to hide his/her true feeling. His respondents tends to feel embarrassed about expressing his/her true feeling. In observing the flouting maxim of quality, he employs regular flouting maxim theory as proposed by Grice because of all his data are in interrogative form utterance. Since his research does not employ context of situation, it is hard to know the reason of the character to flout the maxim. Meanwhile, to strengthen the analysis, this research employs context of situation to support the analysis in classifying the flouting maxim and knowing the reason of the character to flout the maxim. Additionally, to analyze the non-interrogative form utterance, this research uses speech act theory before employing maxim theory as proposed by Grice.

In the film, maxim of relation is identified in some conversations. The idea of maxim of relation is to say something that is relevant to what has been said before. It deals with the relevance of information presented. Speakers tend to use a range of signal in conversation that show they are observing this maxim. The following excerpt presents the conversation between Ida and Stephen. Ida and Stephen are holding the conversation in a bar. Stephen is so tired with Ida's question when she keeps asking Stephen about the presidential campaign. The case of the violation of the maxim of relation occurs when somebody is not interested in a conversation.

Ida : Where's that plane going?

Stephen : **Okay, I'll give you three guesses.**

The conversation above shows that Stephen answers Ida question irrelevantly. Stephen should simply answer it the destination of the plane will go. Then, it can be concluded that Stephen flouts the maxim of relation. The case of flouting maxim of relation might occur when somebody is not interested in a conversation and want to leave the conversation as soon as possible.

While applying speech act theory, it shows the representativeness of the speaker. Duffy, in the context expresses a statement about the previous presidential election. Paul responds to Duffy's statement because he wants to clarify it. In this case, this research employs speech act theory to analyze non-interrogative utterance before employing flouting maxim theory.

Duffy : You know, I'm trying to remember if the Democrats have ever nominated an Atheist before

Paul : **Well, we know they've nominated a JackAss before**

To demean Duffy's political opponent, he performs the speech action of representatives, where it commits to the truth of the expressed proposition of statement. Then Paul Zara responds to Duffy's utterance by using a sentence *well, we know they've nominated a JackAss before*. From Paul utterance above, it can be concluded that he flouts the maxim of relation. The case of flouting

maxim of relation might occur when somebody is annoyed with someone so he/she wants to end up the conversation soon.

The two excerpts above show that somebody tends to flout the maxim of relation because of he/she wants to leave a conversation soon. As we can see in our society, when somebody wants to leave a conversation because of the boredom topic, then he or she will utter an irrelevant answer. The use of context of situation brings massive influence to the result of analysis. Context of situation brings massive influence to the result of analysis because it occurs when the situation in which the text is uttered.

In the movie, maxim of manner is identified in exhausted conversation. Maxim of manner requires speakers to be clear and orderly in order to avoid ambiguity and obscurity. Speakers often use a range of signal in conversation that show they are observing this maxim. It might occur when somebody feels so tired, he/she tends to flout the maxim of manner. The following example is taken from the conversation between Morris and Stephen in a bar. Stephen is getting tired because Morris uses cunning plan to win the presidential election.

Morris : What do you want?

Stephen : **Paul's gone today. I set a meeting with you and Thompson, and you promise him the ticket. You get 356 pledged delegates. You get North Carolina, you take office. You make right with so many people that you've made wrong. All the things that we both believe in.**

We can see that, as the conversation progress, the maxim of manner is being observed from Stephen's use of sentence *Paul's gone today. I set a meeting with you and Thompson, and you promise him the ticket. You get 356 pledged delegates. You get North Carolina, you take office. You make right with so many people that you've made wrong. All the things that we both believe in*. This signal a realization that Stephen provides unclear information. Stephen should simply answer Morris's question by saying his intention because Morris just wants to know his intention. From the excerpt above, it can be concluded that Stephen flouts the maxim of manner because he wants to affirm his position after what Morris have done.

Somebody tends to flout maxim of manner by providing an obscure or unclear utterance when somebody wants to show an alibi. From the excerpt above, it can be seen that Stephen does not tell his intention directly to get a particular position in Morris campaign team. Mukaro *et al* (2013) finds the use of flouting maxim of manner is commonly used to perform an alibi. Somebody tends to speak elliptically to perform a flout of maxim of manner to show his/her particular

intention. Since his data are in interrogative form utterance, so he only employs regular maxim theory as proposed by Grice. Mukaro does not employ the context of situation in analyzing the data, so it is hard to know the reason of someone to flout the maxim. Considering the importance of context of situation in deciding the result of analysis, this research employs it as the first step before analyzing the data. Since context of situation brings massive influence to the result of analysis, then this research employs it to strengthen the result of the analysis.

To review, the case of flouting maxims is when speaker or hearer fails to apply a maxim in the level of what is said, with the deliberate intention of generating an implicature. In this case, speaker has no intention to deceive or mislead hearer (Thomas, 1995, p.65). Flouting maxims case can be found in daily conversation, dialogues in movie, radio, television program, talk show, etc. This research uses a movie entitled *The Ides of March* as the object of research. The data were obtained from the conversation in the movie. In this research, it uses context of situation as the first stage before classifying and analyzing the flouting maxim, since context of situation is related to the various context where the situation in which the text is uttered. Besides, this research employs speech act theory to broaden the analysis. The use of speech act theory is to analyze non-interrogative utterance before applying Grice's maxim theory.

Since this research analyzes the flouting maxims taken from the movie *The Ides of March*, it is expected that the other researchers will analyze this movie or other movie with specific point of view i.e. analyze by the gender, the cultural aspect and the communication style in politic.

IV. CONCLUSION

The conclusion drawn from the data analysis of flouting maxims can be categorized into four types i.e. flouting maxim of quality, flouting maxim of quantity, flouting maxim of manner, and flouting maxim of relation. In deciding the flouting maxims classification and the reason why somebody flouts the maxim, context of situation brings profound influence since it is related to various contexts where the situation in which the text

is uttered. Besides, context of situation highly influences the conversational implicature. It means that different context of conversation will create different meaning of an utterance. This research uses speech act theory as supported theory to broaden the analysis. Speech act theory is used to analysis non-interrogative utterance. Meanwhile, interrogative utterance is analyzed by using regular maxim theory proposed by Grice. The characters flout the maxims for particular intention. In this case, flouting maxims are uttered deliberately. Somebody has reasons why he/she flout the maxims i.e. to refuse, to hide the information, to persuade, to end up the conversation, to convince, etc.

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An Analysis of Book's Title Translation

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Abstract – The purposes of this research are 1) to describe translation techniques applied by the translators in translating the titles of fiction and non-fiction books, and 2) to find out the effect of the techniques on the translation quality in terms of accuracy and acceptability. This research is a descriptive-qualitative research which applies purposive sampling technique. The data of this research are 154 book titles, consisting of 88 data in the form of fiction book titles and 66 data in the form of non-fiction book titles. Two methods of data collection were applied; content analysis and data collection using questionnaire. The result of the data analysis shows that there are 3 types of title translation technique: 1) to replace the original title with the Indonesian title (16.6%), 2) to give Indonesian title under the original title (54.1%), and 3) to keep the original title (3.8%). In different cases, the combinations of title translation techniques are found to translate the books that have double titles: main title and subtitle. The combinations are between title translation technique type 1 to translate the main title and type 1 to translate the subtitle (5.7%), and title translation technique type 3 to translate the main title and type 1 to translate the subtitle (18.5%). The book titles are translated using 5 single techniques: 1) discursive creation (33.1%), 2) established equivalent (20.7%), 3) borrowing (3.9%), 4) modulation (0.6%), and 5) generalization (0.6%). There are also multiple techniques applied to translate the titles. The combinations of techniques are: 1) 30 combinations of 2 translation techniques (19.5%), 2) 14 combinations of 3 translation techniques (9.0%), and 3) 2 combinations of 4 translation techniques (1.3%). Dealing with accuracy, established equivalent and borrowing produce accurate translation, while reduction produces less accurate translation. Dealing with acceptability, all translation techniques used to translate the titles that are found in this research bring positive impact to the level of acceptability.

Keywords: book's title translation, fiction book's title, non-fiction book's title

I. INTRODUCTION

Title is one of the most essential parts of a book. A title is the first thing the readers see from a book. It is also the first thing that brings the interests of the target readers to read the book or not. Title also represents the whole part of a book. A good title is able to direct the target readers to what the author is going to present through his/her book. In addition, the title of a book also represents the theme or symbol of the book. This is very important because a title is related to the target readers' understanding of the work.

Besides its important functions, there are a number of considerations that translator has to pay attention while translating a book's title. Peter Newmark (1988: 56) states that a title, if it is functioned as an identity of a book, should be related to the original title. Further, in order to lure the potential target readers to read the book, it also has to sound attractive, allusive, and suggestive. Kolawole and Salawu (2008) further explain that translator should pay attention to the response of the readers to the message the translator brings towards his translation.

Previously, in 2012, Melody Violine conducted a research about translating book's title on her journal entitled *Translating Titles of Novels: Why and How We (Don't) Translate Them*. She points out that not all the original titles should be translated into Bahasa Indonesia. In 2007, Maria Bobadilla Pérez also conducted a research dealing with title translation through her journal *Relevance and Complexities of Translating Titles of Literally and Filmic Works*. However, both previous researches only focus on how translating a title of fiction book, especially novel. In my research, the focus is not only about translating the titles of fiction books, but also the titles of non-fiction books which has not been analyzed in the previous researches.

Due to the phenomena, I am challenged to do research about translation of book titles because a number of difficulties may occur when translating them.

The purposes of this research are: (1) to describe translation techniques applied by the translators in translating the titles of fiction and non-fiction books, and (2) to find out the effect of the techniques on the translation quality in terms of accuracy and acceptability.

II. METHODOLOGY

This research is a descriptive qualitative research and belongs to single case study.

The data are the titles of fiction books and titles of non-fiction book and their translations, and the result of translation quality assessment obtained from the raters. The researcher employed purposive sampling technique to determine the source of data, namely: documents and informants. The documents used in this research are fiction books and non-fiction books and their translations. The titles are divided into two types based on the book's genre, namely titles of fiction books and titles of non-fiction book. The informants consisted of

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six raters; three raters to assess the accuracy and three raters to assess acceptability.

In collecting the data, I applied content analysis method. I also used questionnaire as the instrument of data collection. The questionnaires in this research contains instruments of translation quality assessment formulated by Nababan, Nuraeni, & Sumardiono (2012, p. 50-51).

In analyzing the data, I used technique of data analysis proposed by Spradley (1980). The first stage of analyzing the data was domain analysis. The first step in this stage was collecting book titles, both from the original English titles and the translated ones. After collecting book titles, I classified the titles which belong to fiction books and titles which belong to non-fiction books. Finally, I made a list in a table containing the data of title translation of fiction books and non-fiction books. The second stage was taxonomic analysis. In this stage, the type of translation techniques used by the translators in translating fiction book titles and non-fiction book titles were analyzed. I applied title translation techniques proposed by Briffa and Caruana (2009:5) and translation techniques proposed by Molina and Albir (2002, p.509-511).

The third stage was componential analysis. In this step, the relationship between translation techniques and the translation quality of the title translation in terms of accuracy and acceptability were analyzed. I also analyzed the second data in the form of scores and comments given by the raters to determine the translation accuracy and acceptability. The final stage of analysis was cultural theme analysis. In discovering cultural theme, the pattern based on the componential analysis was drawn. Furthermore, the results of the research and how the results are linked were analyzed. Finally, I drew conclusions based on the analysis.

III. FINDINGS & DISCUSSION

This part contains detailed explanation about the types of translation techniques applied to translate the fiction book titles and non-fiction book titles. The fiction books can be grouped into 3 types based on their genres. They are fiction for adults, fiction for young-adults, and fiction for children. The non-fiction books can be categorized into 15 types of genres. They are psychology book, infestation book, marketing book, business book, leadership book, banking book, human resources book, education book, law book, history book, pet book, medical book, accounting book, graphic design book, and photography book.

In classifying the title translation techniques, the researcher used the techniques proposed by Briffa and Caruana (2009). In this research, there are 3 types of title translation techniques found in translating both the titles of fiction books and non-fiction books. The first type is by replacing the original title with Indonesian title, the

second type is by giving Indonesian title under the original title, and the third type is by keeping the original title. A combination of title translation techniques is also found in translating a number of the book titles.

Table 3.1
Title Translation Techniques and Translation
Techniques of Books Titles Type 1

No.	Book's Genre	Technique		Total Number of Data
		Single Technique	Multiple Techniques	
Fiction Book				
01.		Discursive Creation		7
02.			Two Techniques: <ul style="list-style-type: none">• Reduction + Established Equivalent• Established Equivalent + Pure Borrowing	2
03.			Three Techniques: <ul style="list-style-type: none">• Reduction + Established Equivalent + Pure Borrowing	1
Non-Fiction Book				
01.		Discursive Creation		7
02.		Established Equivalent		6
03.			Three Techniques: <ul style="list-style-type: none">• Established Equivalent + Amplification + Established Equivalent• Pure Borrowing + Established Equivalent + Amplification	1

Title translation type 1 is the most frequently applied technique to translate the titles of fiction books for children. This technique is also applied to translate the titles of non-fiction books. This type of title translation technique will directly lead the target readers into the Indonesian title's perspective, because the readers are not given the original version of the title which may have its own perspective. This technique will be very helpful

the title translation technique type 2 is the most frequently applied in translating the titles of adult fiction books and a number of titles of young-adult fiction books. It is possibly because the adults and some young-adult target readers potentially have more access to the source language. The function of the application of the second type of title translation technique in non-fiction books, however, may differ from the fiction books. In the case of fiction books, Indonesian version of the title usually has no relation with the whole part of the novel. In the case of non-fiction books, on the other hand, the Indonesian titles are functioned as the information about the content of the books. The Indonesian titles have the relation with the whole books and sometimes become the clue of what the books are going to tell.

Example 2:

ST : The Power of Habit (003/SBT/BG.NF)

TT : *Dahsyatnya Kebiasaan* (003/TBT/BG.NF)

The first translation technique applied to translate this physiology book's title is transposition. The word *Power* from the original title stands as noun. This word is translated into *Dahsyat* which stands as an adjective. The second technique is established equivalent. The translator translates *Habit* into *Kebiasaan*. The translation already conveys the equal message of the original title.

Table 3.3
Title Translation Techniques and Translation
Techniques of Books Titles Type 3

No.	Book's Genre	Technique		Total Number of Data
		Single Technique	Multiple Techniques	
01.	Fiction Book			6
		Pure Borrowing		

Title translation technique type 3 is only found to be applied in translating the book titles for adults and young-adults. The possible reasons of the use of this technique are similar to the reason of the use of title translation technique type 2. The original titles are already popular and it will not be a big problem if the translators keep the original titles. However, in this case, it may be too risky if the translators also add the Indonesian versions of the titles. The fact that all of the titles which are included as fiction book titles that are translated using the title translation technique type 3, have all already been adapted into movies can be the main reason. It means that the book titles have already gained huge popularities not only because of the books themselves, but people also recognize them by watching the movie adaptations. Thus, if the translators create the Indonesian versions of the titles, the readers will easily compare the original versions of the titles with the

translation titles. Further, the readers are potentially not interested in reading the novels if the Indonesian titles are not as interesting as the original ones. That is why it would be better to keep the original titles without having to add the Indonesian titles.

Furthermore, in this research, there are the combination between title translation type 1 and title translation type 1, and the combination between title translation type 3 and title translation type 1. Those two title translation techniques can only be found in data which belong to non-fiction book titles, more precisely the non-fiction books that have double titles namely main title and subtitle.

Table 3.4
Translation Techniques of Books Titles Type 1
Combined With Type 1

No.	Book's Genre	Technique		Total Number of Data
		Single Technique	Multiple Techniques	
01.	Non-Fiction Book		Two Techniques:	
			<ul style="list-style-type: none">• Discursive Creation + Discursive Creation	2
			<ul style="list-style-type: none">• Established Equivalent + Established Equivalent	4
			<ul style="list-style-type: none">• Discursive Creation + Established Equivalent	1
02.			Three Techniques:	
			<ul style="list-style-type: none">• Established Equivalent + Reduction + Established Equivalent	1
			<ul style="list-style-type: none">• Discursive Creation + Established Equivalent + Reduction	1
			Three Techniques:	
		<ul style="list-style-type: none">• Established Equivalent + Reduction + Established Equivalent	1	

	<ul style="list-style-type: none"> Discursive Creation + Established Equivalent + Reduction 	1
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The combination between title translation type 1 and title translation type 1 will help the target readers in understanding the titles especially those who have limited access to the source language (English). The target readers will be easily understand the content of the book only by seeing its translated main title. In addition, the presence of the translated subtitle which functions as further explanation about the content of the books will potentially attract the target readers to read the whole books even more.

Example 3:

ST : Dare to Kiss the Frog: Transform Values into Action by Rethinking Control (039/ SBT/BG.NF)

TT : The Power of Leadership: *Mentransformasi Nilai-Nilai Menjadi Tindakan dengan Me-Reorganisir Pengawasan* (039/TBT/BG.NF)

The example shows the main title of the book which is translated using discursive creation. The original main title is *Dare to Kiss the Frog* and the translator re-creates the title into *The Power of Leadership*. The main title is supposed to be translated into *Berani Mencium Katak*. However, *The Power of Leadership* is supposed to be translated into *Kekuatan Kepemimpinan*. However, all the information in the translated title does not exist in the original title. Thus, this technique is considered as discursive creation technique. In addition, the translator applies established equivalent to translate the subtitle of the book. *Transform Values into Action by Rethinking Control* is translated into *Mentransformasi Nilai-Nilai Menjadi Tindakan dengan Me-Reorganisir Pengawasan*. As it can be seen, the words used in the translated subtitle share the same meaning with the source text.

Table 3.5
Translation Techniques of Books Titles Type 3
Combined With Type 1

No.	Book's Genre	Technique		Total Number of Data
		Single Technique	Multiple Techniques	
01.	Non-Fiction Book	Two Techniques:		
		<ul style="list-style-type: none"> Pure Borrowing + Established Equivalent 		11
		<ul style="list-style-type: none"> Pure Borrowing + 		10

02.	Discursive Creation	
	Three Techniques:	
	<ul style="list-style-type: none"> Pure Borrowing + Amplification + Established Equivalent 	1
	<ul style="list-style-type: none"> Pure Borrowing + Generalization + Established Equivalent 	1
03.	<ul style="list-style-type: none"> Pure Borrowing + Reduction + Discursive Creation 	1
	<ul style="list-style-type: none"> Pure Borrowing + Established Equivalent + Amplification 	1
	<ul style="list-style-type: none"> Amplification + Pure Borrowing + Established Equivalent 	1
	Four Techniques:	
	<ul style="list-style-type: none"> Pure Borrowing + Established Equivalent + Amplification + Established Equivalent 	1
	<ul style="list-style-type: none"> Pure Borrowing + Established Equivalent + Pure Borrowing + Established Equivalent 	1

The other combination of title translation techniques is between title translation type 3 and type 1. The translator does not replace the original title because its original main title is already popular, so it will potentially decrease the target readers' interest to read the whole book if the translator insists to replace the main title. The other possibility is that, the main title is the name of a particular formula or abbreviation. For instance, Kenneth Blanchard and Don Shula's *Everyone's a Coach*. *COACH* in this Psychology book stands for Conviction-driven, Overlearning, Audible-ready, Consistency and Honesty-based. It will be impossible to re-create the main title because it is related to some formula made by the authors.

Example 4:

- ST : HOW TO BE INTERESTING: In 10 Simple Steps (008/SBT/BG.NF)
- TT : *How to be Interesting: Cara Menjadi Menarik Dalam 10 Langkah Sederhana* (008/TBT/BG.NF)

Example 4 is non-fiction book whose main title is translated using pure borrowing. It can be clearly seen that the translator borrows the original title which is *HOW TO BE INTERESTING* and keeps it on the Indonesian version of the book. The next translation technique used is amplification. This technique is used to translate the subtitle of the book. The book's original subtitle is *In 10 Simple Steps*. In its Indonesian version of the book, the translator translates the subtitle into *Cara Menjadi Menarik Dalam 10 Langkah Sederhana*. It means that the translator gives additional information by adding the new phrase *Cara Menjadi Menarik* in the beginning of the subtitle. Even though the information has been explained on its main title, the translator decides to keep this information and add it on its translated subtitle. Furthermore, the translator also applies established equivalent to translate the rest of the subtitle. *In 10 Simple Steps* is translated into *Dalam 10 Langkah Sederhana*. It can be seen that the translation already shares equal message to the original title.

After analyzing the translation techniques, I examine the translation quality in terms of accuracy and acceptability.

Accuracy is related to how faithful the message conveyed by the source text is maintained in the target text (Nababan, 2012). The result of accuracy analysis can be seen as follows:

Table 3.6
Accuracy

Category	Frequency
Accurate	89
Less accurate	65

1. Accurate translation

A translation is determined to be accurate translation if the meaning of words, technical terms, phrases, clauses, or sentences of the source language is transferred accurately to the target language and there are absolutely no distortions in meaning (Nababan, 2012). The following is the example of accurate translation:

- ST : BLINK: The Power of Thinking Without Thinking (005/SBT/BG.NF)
- TT : *BLINK: Kemampuan Berpikir Tanpa Berpikir* (005/TBT/BG.NF)

The example above is taken from the non-fiction book that has subtitle and main title. The translator uses pure borrowing to translate the main title *BLINKS* and translates the subtitle which is *The Power of Thinking Without Thinking* into *Kemampuan Berpikir Tanpa*

Berpikir using established equivalent. In assessing the accuracy, all raters gave score 3 to the translation, so it means that the translation belongs to accurate translation. In this case, it will be fine if the translator decides to keep the original title, because the target readers still understand the content of the book by the help of the subtitle because the translator already transfers the message equally. It is proved by comparing the definition each word on the subtitle. The word *Kemampuan* means "kesanggupan; kecakapan; kekuatan" (kbbi.web.id/mampu), meanwhile, *Berpikir* means "menggunakan akal budi untuk mempertimbangkan dan memutuskan sesuatu" (kbbi.web.id/pikir), and *Tanpa* means "tidak dengan ...; tidak ber- ..." (kbbi.web.id/tanpa). It can be seen that all of the words share the same meaning with the source text.

2. Less accurate translation

A translation is considered less accurate if there is a little distortion of meaning, even though the source language message already conveyed into the target language. The example of the less accurate translation is as follows:

- ST : The Cuckoo's Calling (057/ SBT/BG.F)
- TT : *Dekut Burung Kukuk* (057/ TBT/BG.F)

The example is the translation of title that is classified into less accurate translation. In assessing the accuracy, rater 1 gave score 2, rater 2 gave score 3, and rater 3 gave score 2. It means that this translation is less accurate. Rater 1 argued that the translated title remains unclear in terms of meaning and message. Further, rater 1 suggested the translator to paraphrase the title instead. Rater 3, in addition, stated that the title is not translated correctly. The translator should have translated *Cuckoo* into *Perkutut* which has equal meaning. Further, rater 3 also argued that *Calling* should have been translated into *Siulan*, *Nyanyian*, or *Seruan* instead of *Dekut* because *Siulan*, *Nyanyian*, or *Seruan* are more appropriate to represent the sound produced by a bird, instead of *Dekut*. *Dekut* is defined as a sound which is produced by a flute. In line with rater 1 and rater 3, I suggest the translator to translate the title using term which has the similar meaning. The bird named *Cuckoo* based on Oxford Dictionaries is described as "a long-tailed, medium-sized bird, typically with a grey or brown back and barred or pale underparts. Many cuckoos lay their eggs in the nests of small songbirds. The term is translated into *Kukuk*. The translator may only borrow and naturalize the term *Cuckoo* into *Kukuk*. However, this naturalized term will lead the target readers into wrong perceptions because *Kukuk* has different definition from the meaning of *Cuckoo*. Based on Kamus Besar Bahasa Indonesia, *Kukuk* is defined as "bangunan kecil atau rumah-rumahan yang digunakan sebagai jalan keluar masuk atau lubang dari geladak cuaca ke ruangan di bawahnya".

To avoid the misinterpretation, it is better to translate Cuckoo using term which has the similar meaning. Based on the definition of the term, Cuckoo is better translated into Perkutut. Perkutut is defined as “burung ketitir, ukuran panjang badannya kurang lebih 10 cm, warna bulunya blirik abu-abu kehitam-hitaman di seluruh badan, paruhnya berwarna hitam, dan kakinya pendek” (kbbi.web.id/perkutut). Based on the definition, Perkutut has similar features as Cuckoo based on physical appearance. Furthermore, by using these terms suggested by the raters, the message of the title can be correctly transferred into target text and the meaning of the title will be well delivered. It can be concluded that the translator should have considered using naturalized borrowing technique because the term will potentially have different meaning, just like what the researcher has explained before, and it will surely affect the whole message of the translation.

In addition, acceptability refers to the system, culture, and norm of target language (Nababan, 2012). The result of acceptability analysis can be seen as follows:

Table 3.7
Acceptability

Category	Frequency
Acceptable	132
Less acceptable	22

1. Acceptable translation

Acceptable translation is a translation that sounds natural; the terms used in the target text are familiar for the target readers; the words, phrases, clauses, and sentences of the source text are appropriate with the rules of target language (Nababan, 2012). The example of the acceptable translation is as follows:

ST : The Psychology of Imagination (015/SBT/BG.NF)

TT : *Psikologi Imajinasi* (015/TBT/BG.NF)

The example above is the title for non-fiction book which is translated using established equivalent. In assessing the acceptability of the translation, all raters had the same opinion that this translation belongs to acceptable translation by giving score 3. In line with the raters, I also feel that the translation is already natural in terms of system and the norm of target language. The dictions in the translated title are also already listed on Kamus Besar Bahasa Indonesia, meaning that they are commonly used in the target language.

2. Less Acceptable Translation

A translation is considered less acceptable if the translation sounds natural but there is still problem with the diction or grammar (Nababan, 2012). The example of the acceptable translation:

ST : Absolute Midnight (054/SBT/BG.F)

TT : *Tengah Malam Total* (054/TBT/BG.F)

The example is the fiction book title which is translated using established equivalent. In analyzing the acceptability of the translation, rater 1 gave score 2, rater 2 gave score 3, and rater 3 gave score 2. It can be summed that this translation is less acceptable. The problem lies in the translation of *Absolute* into *Total*. The word *Absolute* based on Oxford Dictionaries means “not qualified or diminished in any way”. Meanwhile, the word *Total* means “*menyeluruh; sepenuh-penuhnya*” (kbbi.web.id/total). Both words indeed share the equal meaning, however, the title sounds a bit unnatural. Rater 1, further, suggested the translator to translate the title into *Tengah Malam Sempurna*. The word *Sempurna* can be defined as “*utuh dan lengkap segalanya (tidak bercacat dan bercela)*” (kbbi.web.id/sempurna). This word has similar meaning with the word *Absolute*. *Tengah Malam Sempurna* will also sound more natural. Moreover, the translation also sounds more poetic for a title of fiction book.

Based on the research findings the researcher has stated previously, it can be concluded that there are 3 types of title translation technique applied to translate the fiction book titles and non-fiction book titles. Type 1 is to replace the original title with Indonesian, type 2 is to give Indonesian title under the original title, and type 3 is to keep the original title only. In some cases, especially in translating a book that has double titles: main title and subtitle, the combination between the types of title translation technique is applied. In this research, there are combinations between title translation technique type 1 and type 1, and also combination between title translation technique type 3 and type 1.

Title translation technique type 2 (giving Indonesian title under the original title) is the most is the most dominant technique used to translate the titles of fiction books. This type helps the readers that have limited access to the source language understand the meaning of the book titles. In addition, the translator may apply this type because the original titles are already popular. The target readers can directly compare the translation and may lose their interest in reading the whole book, if the translator creates bad translation.

Meanwhile, the combination between title translation technique type 3 and type 1 is the most dominant title translation technique applied to translate the titles of non-fiction books. This occurs because most data classified into non-fiction book titles in this research have double titles which are main title and subtitle. Most of the main titles of non-fiction books are translated using title translation technique type 3, meaning that the translators mostly keep and borrow the original titles of the books. Meanwhile, in the case of subtitles, most of the subtitles are translated into Bahasa Indonesia. In this case, the help of subtitles are very essential because the subtitles will help the target readers in understanding the

title because the subtitles give information about the content of the books. Moreover, the title of non-fiction books are not merely used to attract the target readers only, but also to give the information about the whole content of the books. Considering the important role of the subtitles, it is important to translate the subtitles and the translations should also maintain the equal message to the source text message.

Furthermore, in translating the titles of the books, the translators apply 5 single techniques. They are: 1) discursive creation, 2) established equivalent, 3) borrowing, 4) modulation, and 5) generalization. The translators also apply multiple translation techniques by using the combinations of two, three and four different translation techniques proposed by Molina & Albir.

In this research, discursive creation is the most frequently used technique applied to translate the fiction book titles. Most of the data translated using discursive creation are less accurate because the meaning of the source text is not fully delivered in the target language. However, the translation is considered acceptable for the target language because the dictions used in the translation are grammatically correct. Even though the translated title does not represent equal meaning to the original title, most of the fiction book titles in this research do not sound unnatural or uncommon. Moreover, established equivalent is the most frequently applied technique to translate the titles of non-fiction books. This technique produces accurate and acceptable translation both for the translation of fiction book titles and the translation of non-fiction book titles. Most of the translated titles in this research already share equal meaning to the original titles.

IV. CONCLUSION

In this research there are 3 types of title translation technique. Type 1 is to replace the original title with the Indonesian title, type 2 is to give Indonesian title under the original title, and type 3 is to keep the original title. There are also combinations of the title translation techniques to translate the books that have double titles (main title and subtitle). The combinations found in this research are between type 1 to translate the main title and type 1 to translate the subtitle, and also combination between type 3 to translate the main and type 1 to translate the subtitle.

Further, I found 5 single techniques applied to translate the titles of the books. They are discursive creation, established equivalent, borrowing, reduction, modulation, and generalization. Meanwhile, there are multiple techniques applied to translate the titles. In this research, there are 9 combinations of 2 translation techniques, and 3 combinations of 3 translation techniques to translate the titles of fiction books. Moreover, there are 21 combinations of 2 translation techniques, 11 combinations of 3 translation techniques and 2 combinations of 4 translation techniques applied to translate the titles of non-fiction books.

From the translation quality assessment analysis, established equivalent and borrowing produce accurate translation, while reduction produces less accurate translation. Meanwhile, all translation techniques used to translate the titles that are found in this research bring positive impact to the level of acceptability.

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