

JURNAL

BAHASA, SASTRA, DAN STUDI AMERIKA

**September
2015**

**Vol. XXI
No. 2**

**Halaman
56 - 105**

**ISSN
1410 - 5411**

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Published by:

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Preface

This volume of *Jurnal Bahasa, Sastra, dan Studi Amerika* comprises a number of articles composed by the students of English Department in the fields of Linguistics, Translation Studies and Literature. The articles under the field of Linguistics highlight issues in the points of view of several branches of Linguistics, i.e. Systemic Functional Linguistics, Sociolinguistics and Pragmatics. The articles in Translation Studies concern on the investigation of the translation of utterance and translation of demonstrative reference in two different translation works. Meanwhile, the article under the area of Literature covers study on the downfall of hero in one of Shakespeare's works, employing Structuralist approach.

In this volume, an article examines the interpersonal meaning of an editorial of *The Jakarta Post* and an editorial of *The Jakarta Globe* raising the topic of Indonesia's 2014 presidential election to reveal the similarities and differences of the two. Another article, applying Sociolinguistics approach, studies code switching in teaching learning process in the English Department, Faculty of Cultural Sciences Sebelas Maret University whereas two articles under Pragmatics study hedging in the movie *Dear John* and approbation maxims in the novel *Five on a Treasure Island*. Additionally, the first article resulting from researches on translation works examines the translation techniques and quality of directive speech acts in the children movie *The Lorax* and the latter compares the translation of selective nominal demonstrative references in two Indonesian translations of *The Old Man and the Sea*. The article in the area of Literature studies the downfall of hero in Shakespeare's *Othello The Moor of Venice*. The article reveals the flaws of the hero identified from the intrinsic elements of the drama.

I would like to dedicate my sincere appreciation to the board of editors and also the reviewers, who have devoted all of the time and thought required for the publishing of this volume. It is expected that this volume of *Jurnal Bahasa, Sastra dan Studi Amerika* will be a valuable resource for students and scholars who have concern and interest on issues in the fields of Linguistics, Translation Studies and Literature.

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Translation Quality Analysis on Sentences Accommodating Directive Speech Acts in the Children Movie Entitled *The Lorax*

Sulistiyani Sari Nugroho¹

Abstract—This paper was conducted to analyze the translation quality of sentences accommodating directive speech acts in *The Lorax* children movie. Moreover, this research was made to find out the types of directive speech acts, the translation techniques applied by translator, and the impact of the techniques used in translating sentences accommodating directive speech acts to the quality of translation in terms of accuracy, acceptability, and readability. It uses descriptive-qualitative research which took purposive sampling technique in collecting the data. The data of this research were obtained using document analysis and interview. The findings show that there are nine types of directive speech acts found in the dialogues of the film. In translating the directive speech acts; the translator uses four types of translation techniques. They are: single techniques (60), couplet techniques (17), triplet techniques (4), and quatrain techniques (1). As the result of the questionnaire, most of the data are categorized as accurate, acceptable, and readable translation.

Keyword: directive speech acts, types of directive speech acts, translation techniques, translation quality

I. INTRODUCTION

Nowadays, film has become a part of world community, especially as a means of entertainment. This is evidenced by the development of the world film industry. The progress of the development of world film industry was also seen by the proliferation of cinemas in all countries, including Indonesia. However, the development of information and communication technology in the present age makes everyone more easily in accessing the Internet. It makes people easier to enjoy the films without having to go to the cinema. One of sites that provide download films access is www.ganool.com. This site provides a variety of local and international films. Anyone even children can easily access and download movies for free there.

Usually, the downloaded film had been equipped with its subtitle. It makes easy for movie lovers in enjoying the film. However, there is no quality guarantee in the subtitle film. It is because there is no information about the translator background. In other hand, the translator has an important role in delivering

the messages. Larson (1984:3), states that “translation is transferring the meaning of the source language into the receptor language. This is done by going from the form of the first language to the form of a second language by way of semantic structure.” This definition explains that translation is not only transferring the language, but also transferring the meaning which is bringing from the source text. When the translator produces a subtitle film, it means that s/he has to translate the dialogues expressed by the characters of the film accurately and acceptably. It is because the dialogues in the film lead the audience to understand the story plot. By the dialogues, character’s feeling can be known explicitly too.

Linguistic competency is very important for a translator in producing good-quality translation. One of branch linguistics study that should be owned by the translator is pragmatics. Talking about pragmatics means that talking about meaning in utterances. The translator is demanded to translate the speaker’s meaning accurately to make the audiences get the point about the story of the film successfully. In the film, the characters always perform speech acts by their dialogues. One of the speech acts that frequently used in the dialogues and frequently used in daily conversation is directive speech acts. According to Searle (1976) directive speech acts are used by the speaker to make the hearer to do something. For example, the speaker may ask question, make a command, request, or an invitation. Each character’s power and status can be known from the directive speech acts used by them. Mastery of linguistic especially pragmatic is very necessary for translator in translating directive speech acts.

One of the translators of film subtitles is Pein Akatsuki. This member of IDFL.us had been created hundreds movie subtitles and uploaded in many sites, such as: idfl.us, www.ganool.com, sebuahdongeng.blogspot.com and subscene.com. Moreover, many of his subtitles get maximum rate. One of films which had translated by him is: ‘*The Lorax*’. It is second animated film which was released in 2012 and based on Dr. Seuss’ children’s book of the same name. There are many directive speech acts which are appearing and expressing by different people that have

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different social status in the dialogues of the film. Some of directive speech acts that can be found in the dialogues of the film are commanding, requesting, questioning, prohibiting, and warning.

II. THEORETICAL REVIEW

A. Definition of Translation

Definition of translation has been explained by many experts. There are some definitions of translation reveals by experts; Catford (1965) defines translation as the replacement of textual material in one language (source language) by equivalent textual material in another language (target language). Then, Bell (1991) defines translation as “the replacement of a representation of a text in one language by a representation of an equivalent text in a second language”. Both of them emphasize that producing equivalent text is important thing in process of translation.

Furthermore, Nida and Taber (1969) add that translation as a process to produce the closest natural equivalent of the source language into the receptor language, first in terms of meaning and secondly in terms of style. In broad outline the experts have similarities in defining what the translation is. However, Nida and Taber have a more comprehensive definition by adding the characteristics of the closest equivalence in two aspects, namely the meaning and the style of the translation.

B. Technique of Translation

Molina and Albir (2002:509) define that translation technique is “procedures to analyze and classify how translation equivalence works”. Translator technique can be used to analyze the steps taken by translator in translating process. It is possible to translator applying more than one techniques to translate one sentence. There are eighteen translation techniques reveal by Molina and Albir (2002:509-511), those techniques are:

1) Adaptation

The translator replaces ST cultural element into the target culture which has the same character or appropriate for the target reader.

2) Amplification

It means that the translator makes implicit meaning in the source text to be explicit into target text. Sometimes translator also paraphrases some information which is implicit in the source text to avoid misunderstanding in the target text. This technique is similar to addition and paraphrasing.

3) Borrowing

This technique is done by borrowing the word or phrase from source language. There are two types of borrowing, first is pure borrowing (borrowing without

adjustment). For instance the word ‘blender’ is translated into ‘blender’ in Bahasa. While the second is naturalized borrowing it is borrowing with an adjustment in spelling or pronunciation. E.g. the word ‘tractor’ is translated into ‘traktor’ in Bahasa.

4) Loan translation (*Calque*)

The translator translates words or phrases from source language literally. This technique is similar to acceptance.

5) Compensation

This technique is done by delivering the messages into the other part of translation text. It is because stylistic influence of source language of source text cannot be applied in target language. This technique is similar to conception.

6) Description

The translator changes a technical term or phrase into description of the form and function.

7) Discursive creation

This technique is done by using equivalence which is out of context. It is done to draw reader’s attention. This technique is similar to proposal technique.

8) Established equivalent

The translator uses term or expression that was common in daily conversation or it is states in dictionary.

9) Generalization

This is a technique that uses more general terms in the target language to specific term in source text. This is because the target language does not have specific term. This technique is similar to acceptance technique.

10) Linguistic amplification

This technique is done by adding linguistic elements into target language. This technique is frequently used in consecutive interpreting and dubbing.

11) Linguistic compression

This technique is done by synthesizing linguistic elements in the TT. This is usually found in simultaneous interpreting and in subtitling.

12) Literal translation

The translator translates words or expressions word by word. The ST and the TT has same structure.

13) Modulation

This is a technique which is applied by changing point of view, focus or cognitive category due to the source language. The changing of point of view can be lexical or structural.

14) Particularization

The translator uses more concrete or specific term

from superordinate to subordinate. This technique is opposition to generalization.

15) Reduction

This technique is done by applying omission partially. It is because the omission is considered does not reduce the message. In other word, this technique makes implicit the explicit information. It is opposition to amplification technique.

16) Substitution

The translator changes linguistic elements for paralinguistic elements (intonation or sign). E.g., to translate the Arab gesture of putting your hand on your heart as Thank you. It is used above all in interpreting” (ibid: 511).

17) Transposition

This technique is done by changing grammatical category. This strategy often called as translation shift. E.g. the word ‘huge’ in English is translated into phrase ‘sangat besar’ in Bahasa.

18) Variation

“To change linguistic or paralinguistic elements (intonation, gestures) that affect aspects of linguistic variation: changes of textual tone, style, social dialect, geographical dialect, etc”

C. Quality Assessment of Translation

An assessment of translation quality is needed to know whether good or not a translation product. Translation quality assessment model proposed by Nababan, Nuraeni, and Sumardiono (2012: 50-51) is used in this research. There are the scoring systems proposed by those experts:

Tabel 1. Scoring system of Accuracy aspect, based on Nababan, Nuraeni, and Sumardiono (2012)

Kategori Terjemahan	Skor	Parameter Kualitatif
Akurat	3	Makna kata, istilah teknis, frasa, klausa, kalimat atau teks bahasa sumber dialihkan secara akurat ke dalam bahasa sasaran; sama sekali tidak terjadi distorsi makna.
Kurang Akurat	2	Sebagian besar makna kata, istilah teknis, frasa, klausa, kalimat atau teks bahasa sumber sudah dialihkan secara akurat ke dalam bahasa sasaran. Namun, masih terdapat distorsi makna atau terjemahan makna ganda (taksa) atau ada makna yang dihilangkan, yang mengganggu keutuhan pesan.
Tidak Akurat	1	Makna kata, istilah teknis, frasa, klausa, kalimat atau teks bahasa sumber dialihkan secara tidak akurat ke dalam bahasa sasaran atau dihilangkan (deleted).

Scoring system of Acceptability aspect, based on Nababan, Nuraeni, and Sumardiono (2012)

Kategori Terjemahan	Skor	Parameter Kualitatif
Berterima	3	Terjemahan terasa alamiah; istilah teknis yang digunakan lazim digunakan dan akrab bagi pembaca; frasa, klausa dan kalimat yang digunakan sudah sesuai dengan kaidah-kaidah bahasa Indonesia.
Kurang Berterima	2	Pada umumnya terjemahan sudah terasa alamiah; namun ada sedikit masalah pada penggunaan istilah teknis atau terjadi sedikit kesalahan gramatikal.
Tidak Berterima	1	Terjemahan tidak alamiah atau terasa seperti karya terjemahan; istilah teknis yang digunakan tidak lazim digunakan dan tidak akrab bagi pembaca; frasa, klausa dan kalimat yang digunakan tidak sesuai dengan kaidah-kaidah bahasa Indonesia.

Scoring system of Readability aspect, based on Nababan, Nuraeni, and Sumardiono (2012)

Kategori Terjemahan	Skor	Parameter Kualitatif
Tingkat Keterbacaan Tinggi	3	Kata, istilah teknis, frasa, klausa, kalimat atau teks terjemahan dapat dipahami dengan mudah oleh pembaca.
Tingkat Keterbacaan Sedang	2	Pada umumnya terjemahan dapat dipahami oleh pembaca; namun ada bagian tertentu yang harus dibaca lebih dari satu kali untuk memahami terjemahan.
Tingkat Keterbacaan Rendah	1	Terjemahan sulit dipahami oleh pembaca

D. Pragmatics

Pragmatics is branch of linguistic study. The pragmatics definitions are stated by many linguists. According to Levinson (1983: 9), pragmatics is a study of the relation between the language and the context that are grammaticalized, or encoded in the structure of a language. Beside the knowledge about language, the knowledge beyond the meaning of words and grammatical relations, namely to do with the context of use are needed to understand an utterance. In line with this definition of pragmatic, Leech (1993: 8) defines pragmatics as study about meaning in the relation to speech situation. The situation covers some elements such as, who are the speaker and the hearer, the context of situation, the purpose of the utterance, and the illocutionary acts.

Later, Yule (1996:3) in his book states four definition of pragmatics, they are:

1. Pragmatics is the study of speaker meaning.
2. Pragmatics is the study of contextual meaning.

3. Pragmatics is the study of how more gets communicated than is said.

4. Pragmatics is the study of the expression of relative distance.

From the definitions above, it can be concluded that pragmatics is branch of linguistic that studies all aspects of the meaning of utterances based on the speaker intention.

E. *Speech Acts*

Yule (1996: 47) states that "Actions performed via utterances are generally called speech acts." When speakers utter something, they also perform an act by his utterance. Moreover, in his book entitled *Speech Acts: An Essay in the Philosophy of Language*, Searle (1976) defines speech act as acts performed in the utterances of a sentence are in general function of them meaning of the sentence. In generally, speech acts can be defined as an act that a speaker performs when making an utterance. Austin (1962) classifies speech acts into three parts, they are:

1) *Locutionary Acts*

It is an act of saying something by words or sentence which is appropriate in the meaning existed in the dictionary and appropriate in the rule of syntax.

For example, 'Donny is studying now.'

The sentence above belongs to locutionary act if the speaker only informs the hearer without having purpose when making this utterance.

2) *Illocutionary Acts*

The speaker has purpose and function in his utterance related with who is the speaker and the hearer, when and where the speech act is done.

For example, 'Donny is studying now.'

If the utterance above is proposed by mom to her husband not only to give information but also to ask her husband to turn off the TV when their son is studying, so the example above belongs to illocutionary act.

3) *Prelocutionary Acts*

It is effect which is produced by the speaker's intention in his utterance. The speaker influences the hearer by his utterance.

For example, 'Donny is studying now.'

When the hearer realizes what the speaker's intention in his utterance, so the effect is the hearer will turn off the television.

Searle (1976) presented a list of what he regarded as the basic categories of illocutionary acts or speech acts. They are:

a) *Assertives*

According to Searle (1976) "The point or purpose of the members of the assertive class is to commit the speaker to something's being the case, to the truth of the expressed proposition". Moreover, Yule (1996) called

this speech act as *Representatives*. He defines representative speech act as a speech act that state what the speaker believes to be the case or not.

Example: 'It was a warm sunny day.'

The utterance above shows that the speaker believes that today was warm sunny day. Other examples of representative speech acts are; statements of fact, assertion, and conclusion.

b) *Directives*

The illocutionary functions of directives are the speaker's attempts to get the hearer to do something. Moreover, Yule (1996) states that directives express what the speaker wants.

Example: 'Open the door, please!'

By this utterance, the speaker makes the hearer to open the door. The speaker make the world fit via the hearer.

c) *Commissives*

The illocutionary functions of commissives are to commit the speaker to some future course of action. Yule (1996) adds that commissives express what the speaker intends.

Example: 'I am going to your house tonight at 7 pm.'

By this utterance, the speaker promises to the hearer that he will go to the hearer's house tonight. The speaker commits herself to a future action.

d) *Expressives*

Searle (1976) states "The illocutionary point of this class is to express the psychological state specified in the sincerity condition about a state of affairs specified in the propositional content". Moreover, Yule (1996) defines expressive speech acts as speech act used by speakers to state what they feel.

Example: 'I apologize for stepping on your toe.'

The example above shows that the speaker is making an apology to the hearer. The utterance above is categorized as expressive speech act as showing the speaker's feeling of sorrow.

e) *Declarations*

According to Yule (1996) declarations are kinds of speech act that change the world by the speaker's utterance. He also states that the speaker has to have a special institutional role, in a specific context to perform a declaration appropriately.

Example: 'I now pronounce you husband and wife.'

The utterance above is speaker's declaration to change hearers' status. In declaration, the speaker changes the world via his utterance.

F. *Directive Speech Acts*

According to Searle (1976) directive speech acts are speech acts which have illocutionary function to get the hearer to do something. Directives are attempts of speakers to make the hearer to do something. The

directive speech act is marked by verb presence. They can be form of asking for information, commanding, requesting, begging, pleading, praying, entreating, and also inviting, permitting, and advising. Searle (1976) also adds daring, defying and challenging, which Austin lists as behabitives belongs to directives.

The similar definition of directives was proposed by Yule (1996). He states that directive speech acts “are those kinds of speech acts that speakers use to get someone else to do something.” Speakers use directives to make the hearer to do something for them. In line with Yule’s opinion, Qadir and Riloff (2011) also state “a directive speech act occurs when the speaker expects the listener to do something as a response.” This definition means that when speakers expect the listener to do something as a response, they use directive speech act.

In general, directive speech act can be defined as speech act used by speakers to make the hearer to do something by their utterance

III. METHODOLOGY

This is a descriptive qualitative research which is conducted by collecting the data, analyzing the data and making conclusion from the research findings. This research focuses in analyzing the directive speech acts and its translation. The data were taken from the children movie entitled *The Lorax*. Furthermore it also analyzes the technique of translation and its impact to the quality of translation in terms of accuracy, acceptability, and readability. The questionnaire was gained to get the scores of quality translation and the interview was conducted to get deeper information about the data being analyzed.

IV. RESULT AND DISCUSSION

A. Types of Directive Speech Acts

There are 82 data of directive speech acts found in the dialogues of the film entitled *The Lorax*. The directive speech acts uttered by the characters of the film are divided into 9 types. The classification of directive speech acts found in the dialogues of the film can be seen on the table below:

Table.1: Types of Directive Speech Acts

No.	Types of Directive Speech Acts	Number of Datum	Total	Percentage
1.	Questioning	01, 03, 04, 05, 06, 07, 09, 10, 11, 12, 14, 16, 17, 21, 23, 28, 29, 30, 32, 34, 35, 36, 38, 39, 40, 41, 43, 52, 54, 55, 57, 67, 70, 71, 72, 73, 79	37	45.1%

2.	Commanding	15, 18, 22, 25, 37, 46, 53, 56, 58, 59, 63, 64, 68, 69, 75, 76, 78, 81, 82	19	23.2%
3.	Requesting	13, 20, 24, 47, 50, 60	6	7.3%
4.	Warning	19, 26, 31, 51, 74	5	6.1%
5.	Inviting	44, 45, 49, 62, 80	5	6.1%
6.	Prohibiting	08, 27, 48, 65, 66	5	6.1%
7.	Challenging	42, 77	2	2.4%
8.	Offering	02, 61	2	2.4%
9.	Suggesting	33	1	1.2%

B. Translation Technique

In translating the directive speech acts, the translator translates with four variations of translation techniques. The translator uses single technique, couplet techniques, triplet techniques, and quatrain techniques. The table below explains the variations of translation techniques used by the translator:

Table.2: Translation techniques

N o.	Translation Techniques	Number of Datum	Total	Percentage
Single Technique				
1.	Literal Translation	04, 05, 07, 08, 10, 16, 17, 23, 24, 30, 39, 41, 47, 54, 57, 58, 64, 67, 72, 75	20	24.4 %
2.	Transposition	11, 12, 19, 21, 26, 28, 31, 38, 45, 56, 59, 60, 65, 66, 80	15	17.1 %
3.	Linguistic Compression	02, 09, 14, 20, 25, 29, 33, 34, 37, 44, 52, 55, 73, 79	14	23.3 %
4.	Linguistic Amplification	03, 06, 32, 40, 42, 76	6	7.3%
5.	Reduction	48, 70	2	2.4%
6.	Generalization	01	1	1.2%
7.	Borrowing	81	1	1.2%
8.	Particularization	71	1	1.2%
Couplet Technique				
9.	Transposition + Variation	15, 18, 22, 36, 50, 51, 63, 78, 69, 77	10	12.2 %
10.	Transposition + Generalization	46, 53, 74	3	3.6%
11.	Transposition + Linguistic Compression	43, 62	2	2.4%
12.	Transposition + Linguistic Amplification	27	1	1.2%
13.	Compensation + Modulation	49	1	1.2%

Triplet Techniques				
14	Transposition + Linguistic Amplification + Variation	68, 82	2	2.4%
15	Transposition + Variation + Reduction	13	1	1.2%
16	Transposition + Linguistic Compression + Borrowing	61	1	1.2%
Quatrain Techniques				
17	Transposition + Linguistic Amplification + Generalization + Borrowing	35	1	1.2%

The most frequently technique used by the translator in translating the directive speech acts is literal technique which the total is 20 data (24.4%). It means that his translation is source text oriented. He tends to keep original form of the ST in his translation.

C. The Impact of the Techniques Used on Translation Quality in Terms of Accuracy, Acceptability and Readability

Table.3: The impact of the translation techniques on translation quality

Techniques/Quality	Accuracy			Acceptability			Readability		
	3	2	1	3	2	1	3	2	1
Literal Translation	19	1	-	17	3	-	18	2	-
Transposition	13	2	-	12	3	-	12	3	-
Linguistic Compression	13	-	1	11	3	-	14	-	-
Linguistic Amplification	6	-	-	4	2	-	5	1	-
Reduction	2	-	-	2	-	-	2	-	-
Generalization	-	1	-	1	-	-	1	-	-
Borrowing	1	-	-	-	1	-	-	1	-
Particularization	1	-	-	1	-	-	1	-	-
Transposition + Variation	10	-	-	9	1	-	7	1	1
Transposition + Generalization	3	-	-	2	1	-	2	1	-
Transposition + Linguistic Compression	1	1	-	2	-	-	1	1	-
Transposition + Linguistic Amplification	1	-	-	1	-	-	1	-	-
Compensation + Modulation	1	-	-	1	-	-	1	-	-
Transposition + Linguistic Amplification + Variation	1	1	-	1	1	-	1	1	-

Transposition + Variation + Reduction	-	1	-	1	-	-	1	-	-
Transposition + Linguistic Compression + Borrowing	1	-	-	1	-	-	1	-	-
Transposition + Linguistic Amplification + Generalization + Borrowing	1	-	-	-	1	-	1	-	-

Explanations of the table:

3 (accuracy) : accurate

2 (accuracy) : less accurate

1 (accuracy) : not accurate

3 (acceptability) : acceptable

2 (acceptability) : less acceptable

1 (acceptability) : not acceptable

3 (readability) : readable

2 (readability) : less readable

1 (readability) : not readable

The table above shows that most of the directive speech acts are translated accurately, acceptably, and readably. The technique used by the translator gives impact to the quality of the translation. The technique that gives high impact to the translation quality in terms of accuracy is couplet techniques and quatrain techniques. The couplet techniques produce 94% accurate translation. There are 16 data from 17 data of directive speech acts translated accurately by using this technique. While the quatrain technique is used to translate 1 datum of directive speech acts and this datum is categorized as accurate translation. In term of acceptability, the technique that gives highest impact is couplet techniques also. This technique produces 88.2% acceptable translation. There are 15 data from 17 data of directive speech acts categorized as acceptable translation. The last is about the readability aspect. The single technique and quatrain techniques give high impact to the quality of translation in terms of readability. The single technique produces 87% readable translation. There are 52 data from 60 data of directive speech acts categorized as readable translation. The respondents are easy to understand the translation without have to reread the text. While, the quatrain technique is used to translate 1 datum of directive speech act which is categorized as readable translation also. From this explanation, it means that the translator is successful in producing accurate, acceptable, and readable translation.

V. CONCLUSION

Based on the results of the analysis that have been explained, it can be concluded that, there are 82 data of

directive speech acts found in the dialogue of the film entitled: *The Lorax*. Those data are categorized into 9 types of directive speech acts. They are 37 data (45.1%) of questioning directive speech acts, 19 data (23.3%) of commanding directive speech acts, 6 data (7.3%) of requesting directive speech acts, 5 data (6.1%) of inviting directive speech acts, 5 data (6.1%) of warning directive speech acts, 5 data (6.1%) of prohibiting directive speech acts, 2 data (2.4%) of challenging directive speech acts, 2 data (2.4%) of offering directive speech acts, and 1 datum (1.2%) of suggesting directive speech act.

The translator uses four variants of translation techniques in translating the directive speech acts. The variants are single technique, couplet techniques, triplet techniques, and quatrain technique. There are 8 techniques of single technique used by the translator in translating the directive speech acts. The techniques are; literal translation, transposition, linguistic compression, linguistic amplification, reduction, generalization, borrowing, and particularization. The second variant techniques applied by the translator are couplet techniques. They are; transposition + variation techniques, transposition + generalization techniques, transposition + linguistic compression techniques, transposition + linguistic amplification, and compensation + modulation techniques. The third variants techniques are triplet techniques. This variant consists of transposition + linguistic amplification + variation techniques, transposition + variation + reduction techniques, and transposition + linguistic compression + borrowing techniques.

The quality of translation is the last problem statement that has to be answered. The quality assessment of translation is divided into three aspects. The first is accuracy aspect. In term of accuracy, there are 74 data (90.2%) of directive speech acts categorized into accurate translations, 7 data (8.6%) of directive speech acts categorized into less accurate translations, and 1 datum (1.2%) of directive speech act categorized into inaccurate translation. The second aspect is acceptability of translation. In term of acceptability, there are 66 data (80.5%) of directive speech acts categorized as acceptable translation, 16 data (19.5%) of directive speech acts categorized as less acceptable translation, and there is no data categorized as unacceptable translation. The last aspect of translation quality is readability aspect. In term of readability, there

are 70 data (85.4%) of directive speech acts categorized as readable translation, 11 data (13.4%) of directive speech acts categorized as less readable translations, and 1 datum (1.2%) of directive speech act categorized as unreadable translation.

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The Interpersonal Meaning of Indonesian Newspapers In Presidential Election 2014 (A Systemic Functional Linguistics Approach)

Triroessita Intan Pertiwi ¹

Abstract—This research examined the interpersonal meaning of the editorial of The Jakarta Post entitled Endorsing Jokowi and the editorial of The Jakarta Globe entitled The Political Process and Press Neutrality. This research comprehends the status, affects, and contact of the two editorials in order to realize the similarities and differences of the two media. This research was a qualitative study applying descriptive comparative method based on Systemic Functional Linguistics approach. Furthermore, this research applied total sampling technique hence all clauses in the texts were analyzed through the elements of lexicogrammar (mood structure, mood system, transitivity, theme, polarity, modality, lexis system, clause system, and nominal group), text structure, and genre. There are some key findings found in this thesis. First, the status between the writers and readers of the two editorials is equal. It is indicated through the use of dominant indicative declarative clause functioning as proposition. However, The Jakarta Post has more persuasive language and closer relation than The Jakarta Globe. It is realized through the use of proposal clause, modality, attitudinal lexis, and addressee. Second, the affect of the two writers toward the readers is positive. The affect of The Jakarta Globe toward the issue and two candidates is positive. Conversely, the affect of The Jakarta Post toward the issue and certain candidate is negative. It is realized from the use of polarity, attitudinal lexis, and descriptive lexis containing evaluation and judgment. Third, the contact of both writers toward the text is involved with high familiar and readable language. It is realized through the dominant simplex nominal group, topical unmarked theme, and repetition. Finally, it can be said that nowadays certain media in Indonesia is not balance in delivering their views. Moreover, certain media openly declares its stance in endorsing certain candidate. Thus the media has function as a means of driving public opinion rather than source of information.

Keywords: SFL, interpersonal meaning, editorial text, media, Indonesia presidential election

I. INTRODUCTION

In Indonesian presidential election of 2014, the role of mass media as the sources of information and social control is moved. It is because the political purposes of mass media owners who actively have a role as the winning team of certain candidate influences the published news. It aims to gain public opinion in

accordance with media owners' political objectivities. Thus, the endorsement of mass media to a particular party or candidate makes the news not balance. (Amirullah, 2014). This condition is contrary to the roles of press as stated in Press Law number 40, 1999, article 6 that the role of mass media is to fulfil the right of Indonesian people to obtain information.

The objective of this research is to recognize how interpersonal meaning of editorial in The Jakarta Post and The Jakarta Globe concerning with media stance in Indonesian presidential election 2014. Interpersonal meaning portrays the participants' way in maintaining social relationship with the addressee in order to achieve his communicative purposes (Haig, 2010). This research aims to figure out the status, affect, and contact of the two editorials. The research scrutinizes the status between the writer and readers whether equal or unequal. Besides, the research examines the author's judgment to the readers, issue, and people whether positive or negative. The research also observes the contact between participants whether involved or uninvolved and familiar or unfamiliar. It also aims to find out the similarities and differences interpersonal meaning in the editorials of The Jakarta Post and Jakarta Globe. Thus, the stance of The Jakarta Post and The Jakarta Globe can be found.

The editorial is chosen because editorial is where the media shows their attitude toward certain issue (Faqih, 2011). Therefore, the editorial represents the ideology of media. The editorials published on The Jakarta Post's and The Jakarta Globe's official websites on 3 July and 4 July 2014 are selected because both editorials describe its attitude toward Indonesia presidential election. The Jakarta Post is chosen because this media is an English language prestigious independent media with extensive national and international influence in Indonesia (Tarranta, 2008). Meanwhile, Sujanto and Sjarifuddin (2012) states that The Jakarta Globe is also chosen for the use of English language, also because the owner, John Riyadi mentioned that The Jakarta Globe would keep its independency the along presidential election.

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II. LITERATURE REVIEW

A. *Systemic Functional Linguistics*

Halliday & Hasan (1985) characterizes Systemic Functional Linguistics (SFL) by the terms: systemic and functional. With the term 'systemic', this theory views language as a network of choice system by which a language or any other semiotic system is interpreted as networks of interlocking options. This means that the meanings relate each other to perform meaning as a whole. Meanwhile, with the term 'functional', this theory views how language which is used to reach a specific goal. In other words, SFL is a theory of language system which concerns with the language function to achieve a goal in a particular context for a particular function.

B. *Interpersonal Meaning*

Halliday & Hasan (1985) states that interpersonal meaning realizes the meaning constructed from the interaction between participants in a social interaction. A social interaction is a form of action from the doer to others. The relationship between the speaker or writer and listener or reader can be realized in the form of clause as exchange, whether proposition (giving and demanding information) or proposal (giving and demanding good and services). Halliday and Matthiessen (2004) explains that interpersonal meaning has a relation with the attitude and viewpoint of the speaker or writer and the way he/she maintains social relationships with the addressee in order to achieve his/her communicative purpose. Matthiessen (in Martin, 1992) states that interpersonal is the realization of tenor. Furthermore, Santosa (2003) states that in the level of lexis, tenor can be realized through lexis system, namely descriptive and attitudinal lexis. In clause level, tenor can be seen through MOOD system, mood structure, modality, modulation or .modalization. In discourse semantics level, tenor can be examined through the rhetorical function of stages in a text and the whole of text structure.

C. *Editorial*

Editorial is one of writing product in newspaper, magazine, or other journalistic publications discussing issues that attract public attention. The issues discussing in editorial are politics, social, culture, and economy. Editorial has role to help the readers make sense out the news and draw conclusion about topic of important to contemporary society (Gamble and Gable, 1989). Besides, editorial delivers opinion of certain media toward certain phenomenon. Thus, the editorial represents the stance or attitude of the newspaper. Furthermore, editorial give much information, analysis, and recommendation which helps the readers to decides their position about certain issue. Therefore, editorial has several roles and impact in society. Editorial can

stimulate anger, satisfaction, sympathy, empathy, sadness, happiness, and other feelings so that editorial could lead the reader to follow the writer's point of view (Rivers & Mc Intyre, 1994).

III. METHODS

A. *Materials*

The source of data for this research are the editorials entitled "Endorsing Jokowi" published by The Jakarta Post on 4 July 2014 and "The Political Process and Press Neutrality" published by Jakarta Globe on 3 July 2014. Those editorials were chosen since the main topic of both editorials is media endorsement in presidential election. In addition, the interval publishing date of both editorials is not too far.

The primary data in this research are the lexicogrammar (mood structure, MOOD system, transitivity system, thematic structure, polarity, modality, lexis system, clause system, and nominal group), text structure and genre of the two editorials representing the affect, contact and status.

B. *Design*

This study belongs to a qualitative research employing descriptive and comparative method for the use of data in the form of words, sentences rather than numbers (Sutopo, 2006; Moleong, 2004). This research describes linguistic phenomenon representing the interpersonal meaning in editorial of The Jakarta Post and The Jakarta Globe. Furthermore, this research also applies comparative method since the researcher compares the two editorials. It is similar with Miles and Huberman statement in Tjahyani (2006) that comparative method is a method which makes comparison between two sets of things, person, and role of activities which were known to differ in some other respects.

In collecting the data, total sampling technique was used. Thus, there were no specific criteria in obtaining the sample/data since the whole sample or clauses in the two speeches were examined to realize the interpersonal meaning.

As the approach, this research applies interpersonal meaning theory as one of the frame of Systemic Functional Linguistics. The research scrutinizes the interpersonal meaning of editorials which is realized by the status, affect, and contact.

C. *Procedure*

Spradley (in Santosa, 2012) suggested four stages of content analysis, namely domain analysis, taxonomic analysis, componential analysis, and finding cultural values. Thus, the procedure of data analysis in this research is as follows.

1) *Applying Domain Analysis*

In the domain analysis, the linguistics resources

(Mood structure, MOOD system, modality, polarity, lexis, transitivity, theme, clause, nominal group system) text structure and genre are examined based on the social culture of the editorials. As the product of journalistic, the two editorials are categorized based on media domain (text from The Jakarta Post and The Jakarta Globe). Then, the texts are classified through its sub domain / text structure. As it belongs to exposition/discussion genre, the text structure comprises with title, thesis/general statements, arguments, and recommendation/conclusion.

2) Applying Taxonomic Analysis

Taxonomic analysis is used to classifying the data based on categories. It aims to get more detail classification of the data chosen through domain analysis. For instance, the mood structure in domain analysis then classified through the giving information (GI), demanding information (DI), giving good and services (GGS), and demanding services (DS). In the same way, the modality in domain analysis then classified through modulation (obligation and inclination) and modalization (probability and usuality) in taxonomy analysis. Then, this kind of analysis is simultaneously applied to all data based on categories. The taxonomy analysis determines the classification according to categories: mood structure, modality, polarity, transitivity, theme system, lexis system, and clause system.

3) Applying Componential Analysis

This analysis combines the two texts including the text structure also the lexicogrammar analysis. The analysis of mood structure, modality, transitivity, lexis system, thematic structure, clause system, and nominal group are connected to find the pattern and interpret the realization of interpersonal meaning conveying status, affect, and contact. Finally, componential analysis is to cover the similarities and differences among the editorials.

4) Finding Cultural Values

Finding cultural values is conducted to take the conclusion of the research by linking the domain, taxonomic, and componential analysis. The representation of the pattern then elaborated with the previous researches.

IV. RESULTS & DISCUSSION

A. Result

1) Status

Martin (1992) defines status as a relative position of participants in a culture's social hierarchy, whether it is equal or unequal. Poynton in Martin(1992) states that

the key principle in classifying status is the reciprocity of choice among the participants.

Table 4.1 The Analysis of Status of the two editorials

Editorial	Text Structure	Mood				Modality			
		Ptn		Psl		Modalization		Modulation	
		GI	DI	GGSDGS		Prb.	Usl.	Obl.	Icl.
TJP	Title	1	-	-	-	-	-	-	-
	General statement	32	-	-	5	3	4	4	1
	Argument I	6	-	-	-	1	1	-	-
	Argument II	2	-	-	-	-	-	-	-
	Argument III	3	-	-	1	1	-	1	-
	Argument IV	3	-	-	1	-	-	-	-
	Con./Rec.	5	-	-	1	-	2	1	-
Total		52	-	-	8	5	7	6	1
TJG	Title	1	-	-	-	-	-	-	-
	Thesis I	7	-	-	-	3	-	1	-
	Argument	6	-	-	-	3	-	-	-
	Thesis II	2	-	-	-	-	-	-	-
	Argument	13	-	-	-	-	-	-	-
	Con./Rec.	2	-	-	-	-	-	-	1
Total		31	-	-	-	6	-	1	1

Ptn. : Proposition

Psl. : Proposal

GI : giving information

DI : demanding information

GGS : giving good and services

DGS : demanding good and services

Prb. : probability

Usl. : usuality

Icl. : Inclination

Obl. : obligation

Con. : conclusion

Rec. : recommendation

Table 4.1 shows that the two editorials apply dominant declarative indicative clause as proposition exchanging information. Besides, the two editorial are also dominated with modalization rather that modulation. The Jakarta Post maintains has closer relation than The Jakarta Globe realized through the use of some proposal, modalities, and interpersonal theme.

2) Affect

Affect refers to the deeper of emotional charge in the relationship between participants (Martin, 1992). Poynton in Martin classifies affect into two types: positive and negative.

Table 4.2 the analysis of affect of the two editorials

Editorial	Text Structure	Mda.		Mdu.		Transitivity								Lexis		Polarity	
		P	U	O	I	Ma	Me	V	VB	MB	AR	IR	Ex	D	A	P	N
TJP	Title	-	-	-	-	-	-	-	1	-	-	-	-	1	1	-	-
	Thesis	3	4	4	1	4	2	-	8	7	14	-	2	86	50	13	8
	Argument I	1	1	-	-	1	1	-	1	-	1	2	-	21	15	6	-
	Argument II	-	-	-	-	-	-	-	-	1	1	-	-	13	7	1	1
	Argument III	1	-	1	-	-	-	-	-	1	3	-	-	23	3	1	1
	Argument IV	-	-	-	-	-	-	-	1	2	1	-	-	11	6	1	1
	Con./Rec.	-	2	1	-	2	-	-	-	1	3	-	-	15	10	3	3
Total		5	7	6	1	7	3	-	11	12	23	2	2	170	92	26	13
TJG	Title	-	-	-	-	-	-	-	-	-	-	-	-	3	1	-	-
	Thesis I	3	-	-	-	1	1	-	2	1	4	-	-	30	9	6	1
	Argument	3	-	1	-	2	-	-	-	2	-	2	-	25	4	4	-
	Thesis II	-	-	-	-	-	-	-	1	-	-	-	-	6	3	1	-
	Argument II	-	-	-	-	1	2	-	3	4	1	1	-	22	9	1	1
	Con./Rec.	-	-	-	1	-	-	-	2	-	-	-	-	10	4	1	-
Total		6	-	1	1	4	3	-	8	7	5	3	-	96	30	13	2

P : probability

U : usuality

O : obligation

I : inclination

Ma : material process

Me : mental process

V : verbal process

VB : verbal behavioral process

MB : mental behavioral process

AR : attributive relational process

IR : Identify relational process

Ex : Existential Process

Con. : Conclusion

Rec. : Recommendation

Based on the table 4.2, the writer of The Jakarta Post applies dominant attributive relational process while The Jakarta Globe employs dominant behavioral

process while delivering its opinions. Furthermore, the comparison of descriptive lexis and attitudinal lexis of both texts, The Jakarta Post's descriptive lexis: attitudinal lexis (2:1) The Jakarta Globe descriptive lexis: attitudinal lexis (3:1), proves that the writer of The Jakarta Post more massively deliver its attitude than the writer of The Jakarta Globe. In term of polarity, The Jakarta Post also applies more negative polarity in conveying its idea.

3) Contact

Contact evaluates the familiarity and readability of language used in a text to measure whether the text is well understood or not (Santosa, 2003). Besides, it concerns on the involved and uninvolved contact of the participants depending on the frequency and the range of interaction.

Table 4.3 The Analysis of Contact of the two editorials

Text	Text Structure	Clause system			Theme structure				Lexis system		Nominal Group	
		Min	Sim	Com	Topical		Int.	Text.	Con.	Inc.	Sim.	Com.
					Mark	Unm						
TJP	Title	2	1	-	-	-	-	-	2	-	8	-
	General statement	-	12	10	6	22	1	15	103	33	31	8
	Argument I	-	2	2	-	5	-	3	23	13	8	3
	Argument II	-	2	-	-	2	-	2	13	6	2	3
	Argument III	1	-	2	-	4	-	2	18	8	8	1
	Argument IV	-	-	2	-	4	-	1	13	4	4	1
	Cnl./Rec.	-	5	-	2	6	1	3	17	8	7	3
Total		3	22	16	8	43	2	26	190	72	60	19
TJG	Title	5	-	-	-	-	-	-	10	-	8	-
	Thesis I	-	1	4	-	8	-	3	36	6	11	2
	Argument I	-	2	2	-	4	-	1	20	8	13	3
	Thesis II	-	-	1	-	2	-	-	7	2	1	1
	Argument II	-	-	3	1	4	-	3	25	6	13	-
	Cnl./Rec.	-	-	1	1	1	-	1	12	3	3	3
Total		5	3	11	2	19	-	8	110	25	49	9

Sim.	: simplex
Com.	: complex
Mark.	: marked
Un.	: unmarked
Int.	: interpersonal
Text.	: textual
Con.	: congruent
Inc.	: incongruent

In term of the clause system, The Jakarta Post employs dominant simplex clauses, followed by complex clauses, and minor clauses while The Jakarta Globe uses dominant complex clauses, followed by minor clauses and simplex clause. Besides, the two media dominantly employ congruent lexis, simplex nominal group and topical unmarked theme.

B. Discussion

Based on the result above, it can be said that the status of the two editorials is equal. It is realized through the use of dominant declarative clause functioning as proposition. It shows that the writer places himself as the resources of information while the readers are placed as the observers who have their right to agree or disagree with the writer's statements (Santosa, 2003). The equal status is also supported by the use of genre which does not give any recommendation in conclusion part. In conclusion part, these editorials focus on stating their political stance. However, The Jakarta Post tends to convince the readers that The Post's endorsement to certain candidate is the best decision in facing crucial condition. Furthermore, The Jakarta Post has closer relation toward the readers than The Jakarta Globe. It is because The Jakarta Post applies some modalities, interpersonal theme, proposal clause, addressee, and attitudinal lexis. Thus, The Jakarta Post is more persuasive in conveying its ideas.

In term of affect, the two media give positive judgments toward the readers. It is proved by the positive polarity, positive attitudinal lexis and positive addressees tended to the readers. Furthermore, toward the issue of being neutral in presidential election, The Jakarta Post shows negative judgment though the Jakarta Globe delivers positive judgment. The negative judgments of The Jakarta Post are represented on the use of negative polarity, negative attitudinal lexis and descriptive lexis containing negative value. Besides, the positive judgments of The Jakarta Globe are portrayed in the use of positive polarity and positive attitudinal lexis supporting the issue. Furthermore, toward two candidates of election, these two media have different affect. The Jakarta Post conveys negative judgments to certain candidate while The Jakarta Globe delivers positive judgments to all candidates. The Jakarta Post delivers its assessment by comparing the credibility of the two candidates based on moral consideration. He

applies many negative polarity and descriptive lexis containing negative value (such as human right, reformation, new order) toward certain candidate. Even though he explicitly compares both candidates, he does not mention the name of the negative judged-candidate. It might be caused The Jakarta Post does not want to deliver his judgment incisively. On the other hand, The Jakarta Globe focuses on appreciating the two candidates without giving any comparison. Here, The Jakarta Globe's writer applies positive polarity and attitudinal lexis in evaluating the credibility of them. In addition, the writer of The Jakarta Post dominantly uses relational process in order to make his assessment to be more factual. Besides, the writer of The Jakarta Globe prefers to deliver his assessment through behavioral process in order to influence readers' mental affection.

In term of contact, the two writers contain high familiarity and readability language. It is because the readers are medium-high educated people who master English, either Indonesian people or expatriate. The two writers apply dominant simplex nominal group, congruent lexis, and textual theme. These aspects make the readers comprehend the text easily. It is also supported by some repetitions in order to make the editorial more cohesive and readable. The two writers also employ minor clause in order to inform the readers about certain information relating to the editorial such as date, time, tag, and news categories. Conversely, in the clause system, the writer of The Jakarta Post prefers to apply simplex clause while The Jakarta Globe employs complex clause. Here, the clause system of both editorials does not give significant influence because those clause systems contribute the easy way for comprehending the text. In addition, The Jakarta Post's writer applies comparing people in term of tracking participant in order to identification. The Jakarta Post only mentions "Joko Widodo" once without stating the name of his rival. Furthermore, the two writers are involved in its text. The two editorials frequently use pronoun "we" to state their attitude in the presidential election. In addition, the writer of The Jakarta Post has more involved interaction to the readers. It can be seen through the use of various addressee and inclusive possessive pronoun "our" toward the readers.

The results above are developed by interpreting text structure of the two editorials. In term of title, the writer of The Jakarta Post employs simplex clause functioning as proposition, "Endorsing Jokowi". The behavioral process "Endorsing Jokowi" shows that the writer tries to psychologically influence the readers' in order to have similar perspective. In term of thesis, the writer employs many modalities and attitudinal lexis to persuade readers' viewpoint. Here, the writer explains The Jakarta Post's credibility in order to support the Post's endorsement. He also gives description of

Indonesian “chaotic” situation prior the election date. In arguments, the writer tends to be more objective by applying dominant descriptive lexis while applying many negative polarities to emphasize his statement. Furthermore, in conclusion, the writer concludes his arguments and states the Post’s stance in president election 2014. He gives his emphasis through mental affection “believe” twice.

Besides, the writer of The Jakarta Globe employs minor clause in order to exchange the information of his concern “The Political Process and Press Neutrality”. He applies descriptive lexis in order to inform the main issue objectively. By recognizing the title, it can be seen that The Jakarta Globe focuses on informing two main issues, the political process (one-round election process) and press neutrality (neutral media stance in election 2014). In each thesis, the writer delivers his ideas in simple way. These are followed by the arguments supporting the issue. In conclusion part, the writer states the Globe’s stance in election 2014 and welcomes the winner of the presidential election.

V. CONCLUSION

Based on the discussion above, it can be said that the status of the two editorials is equal. It is proved by the use of dominant declarative clause functioning as proposition. The equal status is also supported by the use of genre which does not give any recommendation in conclusion part. Besides, The Jakarta Post has closer relation toward the readers than The Jakarta Globe. It is because The Jakarta Post applies some modalities, interpersonal theme, proposal clause, addressee, and attitudinal lexis. Thus, The Jakarta Post is more persuasive in conveying its ideas.

In term of affect, the two media give positive judgments toward the readers. It is proved by the positive polarity, positive attitudinal lexis and positive addressees tended to the readers. Furthermore, toward the issue of being neutral in presidential election, The Jakarta Post shows negative judgment though the Jakarta Globe delivers positive judgment. The negative judgments of The Jakarta Post are represented on the use of negative polarity, negative attitudinal lexis and descriptive lexis containing negative value. Besides, the positive judgments of The Jakarta Globe are portrayed in the use of positive polarity and positive attitudinal lexis supporting the issue. Furthermore, toward two candidates of election, these two media have different affect. The Jakarta Post conveys negative judgments to certain candidate while The Jakarta Globe delivers positive judgments to all candidates. In addition, the writer of The Jakarta Post dominantly uses relational process in order to make his assessment to be more factual. Besides, the writer of The Jakarta Globe prefers to deliver his assessment through behavioral process in order to influence readers’ mental affection.

In term of contact, the two writers contain high familiarity and readability language. The two writers apply dominant simplex nominal group, congruent lexis, and textual theme. It is also supported by some repetitions in order to make the editorial more cohesive and readable. Conversely, in the clause system, the writer of The Jakarta Post prefers to apply simplex clause while The Jakarta Globe employs complex clause. In addition, the two editorials frequently use pronoun “we” to state their attitude in the presidential election. In addition, the writer of The Jakarta Post has more involved interaction to the readers. It is realized through the use of various addressee and inclusive possessive pronoun “our” toward the readers.

According to those results, it can be concluded that the two media explicitly state their political stance in presidential election. The Jakarta Post explicitly states the endorsement to Joko Widodo while The Jakarta Globe states its neutrality in presidential election. It means that the editorial represents the official opinion of newspaper on an issue (Medubi, 2007). The two media explain the consideration by giving assessment to the issue and candidates. They focus on giving information without giving recommendation in conclusion part. However, The Jakarta Post is more persuasive than The Jakarta Globe. It is realized through the use of some modalities, interpersonal theme, proposal clause functioning as media’s advices and promise, various addresses, possessive pronoun our, and discussion genre. In addition, The Jakarta Post sounds unbalanced in giving evaluation toward certain candidate because The Jakarta Post states all the assessments to Jokowi positively, while to Prabowo Subiyanto negatively. This condition proves that nowadays the writer of certain media produces unbalance news.

In brief, , this study needs to be improved trough appraisal system, and other meta-functions aspects (ideational meaning and textual meaning) to obtain the deeper analysis. The analyses of various journalistic products (hard news, opinion text, and feature) are also important to discover the holistic ideology of the two newspapers.

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The Downfall of Hero in William Shakespeare's Othello The Moor of Venice (A Structuralism Approach)

Yuni Nur Rohmawati ¹

Abstract—This research is conducted to identify the downfall of hero in William Shakespeare's Othello the Moor of Venice which is revealed through the intrinsic elements of the drama. It employs structuralism approach and applies the theory of wholeness to answer the problems statement. This research is descriptive qualitative research, which the data are divided into the main and secondary data. The main data or primary data of this research were taken from William Shakespeare the Tragedy of Othello the Moor of Venice, edited by Alvin Kernan (1963) published by The New American Library. Meanwhile, the secondary data were taken from any sources that support the analysis of the data, both from books and online resources. Research on William Shakespeare's Othello is focused on the downfall of Othello as reflected in the intrinsic aspects of the drama. The results show that Othello has flaws which lead to his downfall. Gullible and excessive in loving his wife are the flaws that produce jealousy. Finally, without knowing the fact Othello kills his wife, and he also kills himself after realizing the truth. The flaws of Othello are identified through plot, character, thought/theme, diction, rhythm, and spectacle.

Keywords: Structuralism, intrinsic aspects of drama, downfall, jealousy, William Shakespeare's Othello

I. INTRODUCTION

People in this world are divided into good people and bad people. In literary works, good people and bad people usually known as "hero" and "villain". According to Encarta Dictionary, Villain means an evil character in play, novel, movie, or other stories, especially one who is the main enemy of the hero, and hero is the principal male character in a play, novel, or movie, especially one who plays a vital role in plot development or around whom plot is structured (Microsoft Encarta Dictionary, n.d). In short, everyone who did something unforgivable, like murderer, can be called as villain or bad people, and every people who always help other people are considered as hero or good people.

The phenomena of villain and hero can be found in tragic drama. Tragic drama is type of drama that has sorrowful ending, which is followed by the death of one of the characters. Usually the hero or heroine will be the

one who meets the death. According to Aristotle in Boulton, the main character of tragic drama usually an admirable person who has important position in his/her society, but it is ruined by someone else (Boulton, 1983, p. 147). William Shakespeare is one of the playwrights who produces tragic drama. His works which are related to tragic drama are Othello, King Lear and Macbeth. Among Shakespeare's work Othello is one drama that has interesting event especially the way the villain leads the main character into his downfall.

Othello is a tragic drama written by William Shakespeare in Elizabethan time. However, there is no evidence when exactly the work was written and published, the only evidence is the date when the drama was played. It was played at Court on November 1st, 1604, and it is assumed that the play is written in earlier of that year (Parrot, 1953, p. 62).

The story tells about the Moor namely Othello who becomes General of Venetian army and one of his soldiers named Iago. The conflict begins when Othello married to Desdemona, the daughter of Venice's senator, Brabantio and give high position to his another soldier, Cassio. Iago who wanted that position get angry and upset. He thought that he is better than Cassio because he had many experience in the battlefield and in military matters, while Cassio is just the theorist. Therefore, Iago gets jealous and provoked Othello by telling him that his wife, Desdemona, has affair with Cassio.

In this tragic play, Othello as a hero has tragic flaws. Tragic flaw means a flaw that causes the downfall of the hero in a tragedy (Microsoft Encarta Dictionary, n.d). Moreover, the flaw that brought Othello downfall is his gullibility and naïve. Therefore, it is an easy way for Iago to manipulate Othello. For example, he approaches Roderigo because of his money, and uses him as the device to persuade Desdemona's father because he loves Desdemona. He also persuades Othello that Desdemona has affair with Cassio. It makes Othello angry, and he plans to kill Desdemona. Therefore, the research aims to explore the downfall of hero of the drama using structuralism approach. Structuralism is an approach which is only used to analyze the intrinsic element of the literary work without considering the element outside the works.

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II. LITERATURE REVIEW

A. *Structuralism*

Structuralism is an approach which analyzes intrinsic elements inside the text. It was originally influenced by theoretical work of Swiss Linguist Ferdinand de Saussure, in the 20th century. He developed a theory of language about structured system of elements, rule, and meaning (Microsoft Encarta Dictionary, n.d). Hence, his thought was known as Structuralism and Semiology.

The main idea of the structuralism is that literary text is a structure or system that all elements are influenced by each other and they are unable to exist without each other (Bertens, 2001, p. 43). In other words, literary works usually have system which is consisted of elements and every element has its own function. However, they cannot be separated from each other, hence they should work together to complete each other to build a whole system. As an approach, structuralism focuses on the relationship between elements to build a unity within the text. It ignored everything outside the text includes sociological aspects, psychological aspects, or history of the author. Besides, the elements which relate each other are called as wholeness, because they are supposed to build unity within the text.

Jean Piaget explained the theory of wholeness which includes in his idea about three unity. He asserted that three unity focuses on wholeness, transformation, and self-regulation (Hawkes, 1997, p. 16). For further explanation, wholeness means that literary works is a structure which consists of plot, character, theme, setting, and point of view. They are unable to be separated from each other. In other words, each element cannot stand alone, they have to become unity to produce a wholeness. Transformation means literary works can modify its form. In other words, they are able to insert some ideas or change some formations to fit with the alteration. Then, self-regulation is about the ability to preserve its own self from outsider. Although it has an addition thing, it tries to manage its elements keep on the right track. It can be said that there are possibilities to add some information, ideas, or concept in to the text based on the era. However, the additional information, ideas, and concepts do not damage the structure, because the text can preserve its own structure.

B. *Drama*

Drama is a text which consists of dialogues, and stage directions which are performed on the stage by some people. The performer is usually called as actors or actresses. Morris stated in Tarigan that the word of drama comes from Greek language *dran* means to act or to do (Tarigan, 1993, p. 68). It can be said that drama is about people that should respond the things around them, or they should take some actions regarding the problem that they faced. Moreover, Walley stated that

drama is something related to human life, such as human actions, dialogues, and characters (Walley, 1950, p. 18). In other words, drama can be the human condition, emotion, and environment that conveyed through imagery world by the author, and then it is performed by the actors and actresses on the stage. Aristotle said that "the objects of imitation are persons acting, and these persons must be either of a higher or lower type." (Aristotle, 1949, p. 2-3). The words "higher or lower type" are neither good nor bad. It is just about person who has higher rank or lower rank in the society. In this case, since it is an imitation, there should be some people who imitate the action called actors or actresses.

Moreover, drama can be classified into tragic drama, drama comedy, melodrama, farce, and tragic comedy. The first type is tragic drama or tragedy. Aristotle asserted that, "tragedy is an imitation of action of life" (Aristotle, 1949, p. 8). In other words, it represents human action in real life. Therefore, it usually has complicated and serious conflicts and it also has painful ending. Aristotle said further in Boulton that the main characters in the tragic drama have to be a high social rank person in her or his environment (Boulton, 1983, 147). In short, the higher his or her position, the lower he or she will fall. Furthermore, there are usually some characters or at least one character whose faces the death at the ending of this drama. In other words, it has function to awaken the emotional feeling felt by the audience which grows during the performance.

The second type is comedy. It is dominated by a light atmosphere that stimulates laughter, and it also aims to entertain the audiences and the readers. However, comedy can be sophisticated and it can also be very simple (Boulton, 1983, p. 150). In other words, it may contain of serious issues, but the outcome of the conflict will have positive effect for the characters within the drama. Besides, comedy is about common people and their problems. The problems may be painful problems, yet it has good outcome. Therefore, the comedies always have a happy ending.

The third type of drama is melodrama. Melodrama is type of drama which is closed to tragic drama. Yet, instead of exposing the grief and sorrow of the story, this kind of drama shows its sentimental feeling to the readers or audiences. Usually, the main character in melodrama can always overcome every problem and gain his or her victory. Therefore, this kind of drama usually has a happy ending, because the main character of this drama has a chance to win the battle.

Then, the fourth type is Farce. This kind of drama is closed to comedy. However, it is known as low comedy, because of its rude jokes, and its physical humor which can turn into violent. The last type is tragicomedy. Tragicomedy is a drama that contains elements of tragedy and comedy. It is kind of drama

which is performed both despair and laughter, but it should be blended naturally to produce natural combination. Tragicomedy used to have a tragic climax but then lighten to a happy ending. In short, tragicomedy is a kind of drama which give the protagonist serious problem, but it ends happily.

Furthermore, there are also several elements of drama; they are plot, character, theme, and setting. The first discussion is plot. It means a sequence of events, or a series or an order in which things are arranged, actions are carried out, or events are happened in some literary works. Besides, plot is the device to unite all of series or event within the story to be wholeness in order to produce a logical meaning. Hence, plot should directly point out to the problem or particular event. In addition, plot is divided into five stages.

Plot can be divided into five stages; they are exposition, raising action, climax, falling action, and denouement. First, exposition is a part where the author introduced the basic situation, characters, and characters' back stories. Exposition can be expressed through dialogues, chorus, or stage direction. The second stage is raising action. This is the section where the turmoil, tension, and agitation are encountered. In other word, all of incidents increase and start to build the climax.

The third stage is climax. It is where the conflicts reach its highest tension. Usually, at this point, the protagonist's fate will be changed. In the tragic story, all of the puzzles which are still hidden and the protagonist's weaknesses will be revealed. The fourth stage is falling action which means the stage where the conflicts are resolved. It may also contain the final result of the story, but it is not an end. The reason is that in this section the real ending is not being determined yet.

The last stage is denouement, the stage where the authors are getting ready to end the story with realizing the tension representing the real ending. Usually, in tragic drama the ending will be followed by the death of the characters, it can be the protagonist or the antagonist. Therefore, it can be concluded that plot should be put on their own place orderly in order to make the story logical and easy to understand by the audiences and the readers.

Next, the second element is character. Characters are people who carry on the action in the literary works, specifically in a drama. Characters are the most important component in a drama, because characters are the object who carry out the event within the work. Besides, characters in a play are divided into major characters and minor characters. Major characters used to be called as protagonist and antagonist. Protagonist is main character or hero who struggle against the antagonist. Meanwhile, antagonist is villain character who becomes obstacle for the protagonist. Major

characters are usually dynamic or round character (Lethbridge & Mildorf, 2003, p. 114). In other words, it is possible for major characters become different character at the end of the story.

On the other hand, Minor Characters are characters who have less appearance and dialogue than major characters. The existence of the minor characters is used to support the main characters and the villains. Moreover, instead of dynamic or round characters, minor characters are categorized as static or flat characters. Static or flat characters are character that does not change at all (Lethbridge & Mildorf, 2003, p. 114). It can be said that, they become themselves from the beginning of the story to the end of the story.

Then, the third element is thought or theme. Thought or theme is an idea, plan, opinion, and picture that are formed in our mind or something that we think of (Microsoft Encarta Dictionary, n.d). Therefore, it can be interpreted that thought is the theme or the main idea of the play. Besides, thought is written works which playwright focuses on plot and character to get idea. Then, the idea is conveyed to the audiences or the readers, hence they can learn about something.

The last element is setting. Setting is location of single episode or scene within the work in which it takes place (Abrams, 1999, p. 284). Hence, setting is divided into setting of place and setting of time. It can also be divided into the social environment of the time when the story happens. Setting of time includes year, time of day, and setting of place consist of country, state, region, or home. Meanwhile, the social environment consists of historical moment, cultural life, and social life of the time the story happens. Moreover, setting can also influence the way of thinking among the characters because every place and every era have different way of thinking. Even though the story is carried on the same place, the way of thinking of the character in every era will be different.

C. Downfall

Downfall is the failure or ruin of a previously successful person, people, or organization. According to Aristotle in Lethbridge and Mildorf, downfall is caused by tragic flaw of the hero in tragedy (Lethbridge&Mildorf, 2003, p. 114-115). In other words, errors and weakness as the tragic flaw become the reason of the downfall of the hero in the story. Furthermore, the downfall of the hero is usually marked by a reversal of fortune. Suffering from happiness to misery caused by a change which produces opposite result is what to be called as reversal of fortune (Abrams, 1999, p. 322). In other words, because of the error which is done by the hero, his success turns out into his failure. Aristotle said further that the heroes in tragedy have to be of a high social rank and since tragedies deal with difficult conflicts, the heroes are

considered to be neither too good nor too bad but somewhere in the middle (Abrams, 1999, p. 322). It means that in achieving the downfall, the heroes should be people who have high social status in their environment or organization because the higher their position, the lower they will fall.

III. DISCUSSION

A. *The Plot of the Drama Revealing the Downfall of Hero*

Plot is sequence of events that a story is compiled. Plot consists of five stages, they are exposition, rising action, climax, falling action, and denouement. The exposition of this drama is Iago's plan to destroy Othello's life. It is caused by his disapproval of Othello's choice in choosing his lieutenant, because Othello chooses an inexperienced soldier to be his lieutenant. Then, due to his jealousy, he desires to take revenge to Othello by provoking Brabantio, the Venetian senator, of whose daughter, Desdemona, left the house and married Othello without his permission.

Then the raising action happens when Brabantio finds out that his daughter, Desdemona really leaves the house. Then, he starts to gather some officers to find Othello. By chance, Othello meets Brabantio on his way to the Duke's place. Brabantio accuses Othello that he steals his daughter using witchcraft. At that time, Brabantio figures out that Othello is going to meet the Duke, and Brabantio decides to go along with him aiming to accuse Othello in front of the Duke and senators.

In front of the senate, Brabantio reports everything that happens between Othello and his daughter. However, Othello objects to what Brabantio said, he tells the senate that he just tells Desdemona his story of life, and they suddenly fall in love with one another. After hearing Othello's explanation, the Duke states that the story is strong enough to move women's heart, and it is normal if Desdemona falls in love with him. Furthermore, Desdemona also admits that she falls in love with Othello as she heard his story. Afterward, the Duke tries to convince Brabantio to approve their relationship. Finally, Brabantio approves her daughter marriage. Since his first attempt is failed, he tries to find another way. Fortunately, in Cyprus, due to the closeness between Cassio and Desdemona, Iago gets brilliant idea to destroy Othello's life.

Then he tells Othello that his wife has special affair with his lieutenant. To achieve his goal, Iago needs to make Othello fired Cassio from his current position. After Cassio is fired by Othello, Iago persuades Cassio to ask a help to Desdemona. In other words, Iago has confident that Othello will discharge Cassio from his current position, because he knows that Othello has enormous trusts to him. Therefore, his excessive trust in

Iago becomes one of his flaws.

The climax occurs when Desdemona has conversation with Cassio and she accepts Cassio's request by promising him that she will do everything to make Othello forgives him. Then, Desdemona start to begging and begging to Othello to forgive Cassio. The reality that Desdemona is always in Cassio's side, and Iago's word is like brain washing to Othello, he almost believes that his wife is cheating on him.

Another conflict appears when Emilia finds out Desdemona's handkerchief. Then she gives that handkerchief to his husband. Emilia tells to the audiences that Iago always asks her to steal the handkerchief from Desdemona. After Emilia gives the handkerchief to Iago, he puts the handkerchief in Cassio's room as an evidence of his affair with Desdemona. After acknowledging the evidence, Othello get angry. Besides, Iago keeps provoking Othello by telling him that he has seen Cassio uses Desdemona's handkerchief. Unfortunately, when Othello tends to asks Desdemona about the handkerchief, she aims to change the conversation about asking forgiveness to Cassio. Desdemona's action makes Othello angrier than before. Then, in one night, Othello kills Desdemona in her room by covering her with a pillow. In this part Othello's fate has changed. At first, he is a good man, though after experiencing many incidents he changed into murderer.

The falling action appears when Emilia realizes that everything is set up by Iago, even the handkerchief case. Then, she tells everything to Othello about the truth, that Iago lies to him and the handkerchief case is also his idea. Then, the last part is the dénouement. After all of the incidents, Othello kills himself because of his guilty for killing his wife. This is the part where Othello meets his downfall.

Based on the explanation above, it can be concluded that Othello's tragic flaws which lead him into his downfall are his excessive trust to Iago, and his extreme love for Desdemona which produce jealousy. Therefore, regarding Iago's ambition in taking revenge to Othello, Othello makes some mistakes or errors in almost all of the events.

B. *The Character and Characterization of the Drama Revealing the Downfall of Hero*

The characters of literary work are usually divided into major character and minor character. Major characters include protagonist and antagonist, and minor characters consist of the characters that support the major character both protagonist and antagonist.

Othello is the protagonist and hero in this drama. He is a Moor and a General in Venetian army. Moreover, he is actually a black man who has thick lip. Despite of his appearance, Othello is a great soldier and leader in Venetian army who is always needed and respected by

the people of Venice. Othello is also an eloquent speaker. He can captivate other people's attention by his speech. It is because Othello always speaks in modest way. He never says something that stimulates misunderstanding, hence other people give him sympathy because of his speech style. It can be said that he has to manage his manner, especially his speech to other people, since he is black and minor person in Venice. Therefore, he can make Desdemona falls in love with him just because he tells her his story of his life.

Moreover, his inferiority as minor person in Venice also creates Othello as naïve or gullible person. He considers that people around him, especially Iago, are honest people. Every times he calls Iago, he always addresses him using word "honest" and always regards him as honest person. Meanwhile, Iago is a great soldier and also Othello's ensign in Venetian army. He is the antagonist character in Shakespeare's Othello who deserve for revenge. He wants to take revenge to Othello because he gives the position, which Iago dream, to a young and handsome man, Cassio. Therefore, Shakespeare creates Iago as the character who has a task to destroy Othello's life.

Yet, his excessiveness in trusting people, especially Iago can be interpreted that it sorts of Othello's gullibility due to his inferiority and life experience. In other words, since he spends almost his life time in the battlefield, he feels pleasure having people around him. Therefore, he automatically live s as gullible and naïve person. However, his gullibility becomes his flaw that leads him into his downfall.

Moreover, Othello actually has another flaw, it is his love to his wife, Desdemona. Actually, it is natural that Othello is deeply in love with Desdemona, because she is known as the most beautiful lady in Venice. Besides, she is also a kind and nice woman, even Iago praises her as woman who has all of the goodness inside her. Yet, his flaws are unfortunately spotted by Iago. Hence, he uses these flaws as the weapon to destroy Othello's life. In other words, Othello's downfall is the result of Iago's scheme.

Iago uses Desdemona's kindhearted and Cassio's suffering due to his discharge from his current position as the bait for Othello's jealousy. Therefore, Iago will bring up Othello's anger by telling him that Desdemona and Cassio have an affair. Moreover, Iago is always able to provide evidences for Othello that Dedemona and Cassio have special relationship. Then, as Iago expects, Othello believe in what Iago said. Finally, Othello's downfall is revealed when Emilia, Iago's wife, tells Othello that Iago lies to him and Desdemona is never cheat on him. Emilia also reveals the truth that her husband asks her to steal Desdemona's handkerchief. Then, after knowing the truth and to repay his wrongdoing, he finally kills himself.

Based on the description above, it can be concluded that Othello is created as gullible person. Due to Othello's gullibility Iago can easily control his mind, and his own downfall as the result.

C. The Theme of the Drama Revealing the Downfall of Hero

The theme of this research is about the downfall of Othello as the hero in William Shakespeare's play. There are some flaws possessed by Othello which could lead him into his downfall. He is gullible and naïve person, he tends to excessively believe in other people. Actually, Othello's downfall is not merely the downfall which is caused by his own flaws. There is a person who knows Othello's flaws and uses it as the weapon to ruin Othello's life. The one that knows Othello's flaws is Iago, the antagonist character of the play. The motive of Iago in ruining Othello's life is because his jealousy. He has high expectation for being chosen as Othello's lieutenant. However, Othello chooses another person to become the lieutenant. For that reason Iago finally decides to ruin Othello's life.

As mentioned above, Othello's flaws is his gullibility, he tends to easily believe in other people. Moreover, Iago realizes that Othello trust him since Othello always calls him as an "honest" man. It is the reason why Iago has confidence that Othello will believe in his words no matter what. Since Iago knows Othello's flaws, he also knows that Othello is deeply in love with his wife, Desdemona, Iago uses his chance to manipulate Othello's mind. Iago carries out his plan by turning up Othello's jealousy. He even provides many evidences for Othello in order to trigger Othello's anger and jealousy.

Finally, Othello's gullibility brings him into his downfall. Through Iago's scheme, he believes that Desdemona really has affair with Cassio. Since jealousy already reign his mind and heart, he kills his wife without seeking the truth. His downfall appears when Othello realize the truth that Desdemona does not have affair with Cassio.

D. The Setting of the Drama Revealing the Downfall of Hero

Setting is place and time where the story happens. There is setting of place and setting of time. In this case, this drama happens in Venice and Cyprus. It is during the war between Cyprus and Turks. Firstly, the event begins in Venice. However, due to the war between Cyprus and Turks, the setting moves on to Cyprus. Besides, since a war usually takes long time, it can be interpreted that Othello should live in Cyprus for a moment. Therefore, it can be concluded that the setting of place within this play happens in two places; in Venice and Cyprus. Meanwhile, the setting of time occurs during the war between Venice and Turks.

Furthermore, the social life in Venice at that time was

divided into different social classes. There were noble people, poor people (servant or craftsman), and foreigners or outsiders. At that time, foreigners are used to be called as "Moor", it is the reason why Othello addresses as the "Moor". Moreover, it is not coincide that in the play Shakespeare gives Othello role as the General. It is because according to Venetian Law, the general of Venetian army was required to be a foreigner. They are hired by government to fight the war, hence the foreigner general would always admired by the Venetian people. However, whoever they are, though they have served the nation for a long time, the people will always consider the foreigner as the outsider. They are unable to be one of the Venetian people.

In this case, since Othello is an outsider it can be interpreted that Brabantio's disapproval to his marriage with Desdemona and Iago's revenge for not being chosen to be lieutenant are the rejections toward Othello for being Venetian people. In other words, they think that Othello wants to be the real Venetian by marrying Desdemona. Furthermore, the other reason why Brabantio disagree to his daughter marriage is because there are traditions for Venetian woman who comes from noble family. Italian women, especially women in Venice, were supposed to obey their fathers, husbands and dedicate themselves to child bearing, charity, and piety. Therefore, in Desdemona case, Brabantio does not want to give his blessing to his daughter marriage because she marries to Othello without asking permission from her father.

However, Othello does not realize his position. Without thinking suspiciously toward Iago, he innocently trusts to Iago in everything. Therefore, because of his gullibility, he does not know that how prestigious his status and how successful is his achievement, he is always considered as the outsider by Venetian people. Moreover, it can be concluded that despite of his gullibility, his position as the outsider also gives contribution to his downfall.

IV. CONCLUSION

The first downfall is reflected in plot which discusses the downfall through exposition, rising action, climax, falling action, and revelation. The downfall occurs when the story arrives in the rising action. It is indicated by Othello's gullibility in trusting and loving other people. The second is the downfall of hero reflected in character and characterization. It discusses the characters that involve in Othello's downfall. The characters are Othello himself, Iago, Desdemona, and Emilia. Othello is gullible person who excessively loves his wife and trust Iago. Meanwhile, Iago is manipulative people who deserve revenge to Othello.

Since he has spotted Othello's weakness, he starts to take revenge to Othello. He stirs up Othello's mind that his wife has an affair with his lieutenant, Cassio.

The third is the downfall of hero reflected in thought or theme. Theme or thought is the main idea of the story. The theme of this drama is jealousy. It is the matter that leads Othello to his downfall. Then, the fourth is the downfall of the hero reflected in setting. Setting is not only divided into setting of time and setting of place, but the social background can also include to the setting. The setting reveals that the downfall of Othello is caused by his minority race in Venice

Furthermore, plot has significance relation to characters. The characters need an action to make the story run vividly. Plot and theme also has such relationship. The theme has function to make the story has a meaning. Meanwhile, the setting also has a function to provide the place and time for the event of the story. Therefore, all of the elements of the drama is related to each other, and they are unable to be separated to make a unity.

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A Comparative Analysis of Selective Nominal Demonstrative References in Yuni's and Dian's Translation of *The Old Man and The Sea Novel*

Jeri Mahardika Waluyo¹

Abstract—The objectives of the research are to find out the types of selective nominal demonstrative references found in *The Old man and The Sea novel*, the way they are translated and to examine the accuracy, acceptability, and readability of the selective nominal demonstrative references found in the two versions of *The Old man and The Sea translation*. It is a descriptive qualitative research which uses purposive sampling technique. The data are selective nominal demonstrative references taken from a novel and their two translation versions. The other data were gained from the questionnaires and from interviews, which take form of the result of quality assessment by three raters and five respondents.

The research finding demonstrates that there are 88 data identified as selective nominal demonstrative references in the novel. The five types of selective nominal demonstrative references found in the novel are Spatial Proximity (22 data), Temporal Proximity (10 data), Subjective Proximity (25 data), Abstract Proximity (35 data), and Psychological Proximity (1 datum). Both versions of selective nominal demonstrative references assessed are mostly translated into the same type as they are found in the source text. In Yuni's translation there are 43 data from the five types which are translated into the same types as they are found in the source text. The translation produced by Yuni contains 66 accurate translation, 76 acceptable translation, and 72 readable translation. Meanwhile, in Dian's translation there are 55 data which are translated into the same types as they are found in the source text. The translation results 72 accurate translation, 81 acceptable translation, and 83 readable translation. In terms of zero translation, Yuni translates 16 data into zero translation. The translation of the 16 data into zero translation affects the translation quality of Yuni's translation. Meanwhile, Dian has lesser number of data which are translated into zero translation. In Dian's translation, there are 12 data of selective nominal demonstrative reference translated into zero translation.

In conclusion, the translation produced by Dian has higher quality than that produced by Yuni's. The best way to gain the highest quality of selective nominal demonstrative references translation is by translating them into the same type as they are found in the Source Text.

Keywords: Translation of References, Selective Nominal Demonstrative References, Selective Nominal Demonstrative References' Types, Translation Quality

I. INTRODUCTION

Many of the foreign bestseller books published in Indonesia are written in English. As many Indonesians have poor English knowledge and proficiency, there is high demand of translation of English books into Indonesian. Translated books with high quality are very much expected by the readers.

Translating book, especially novel is not an easy job to perform. The translators must be able to produce translation which represents the whole parts of the novel well by conveying the message of the novel into the target language. A novel has its own style and makes use of particular dictions in expressing the characters' emotions and describing situations. Thus, a translator has to deliver all of the information stated in the novel by considering all those important aspects to build the emotion of the readers.

Translators may find difficulties in translating demonstrative reference as the part of reference, especially selective nominal demonstrative references. The difficulties are related to the difference of language system and cultures. Thus, the translators should translate selective nominal demonstrative in such a way that the end product can achieve high level of accuracy, acceptability and readability to support the production of good translation product.

This research focuses on the translation of demonstrative reference, especially, selective nominal demonstrative found in the two translated versions of *The Old Man and The Sea* by Ernest Hemingway.

This research has two objectives, i.e. to find out the types of selective nominal demonstrative references found in *The Old man and The Sea Novel* and the way they are translated and to examine the accuracy, acceptability, and readability of the selective nominal demonstrative references translation found in the two versions of *The Old man and The Sea translation*.

II. LITERATURE REVIEW

A. Reference

Reference is the relationship which holds between a word and what it points to in the real world. As stated in Halliday and Hasan (1976)

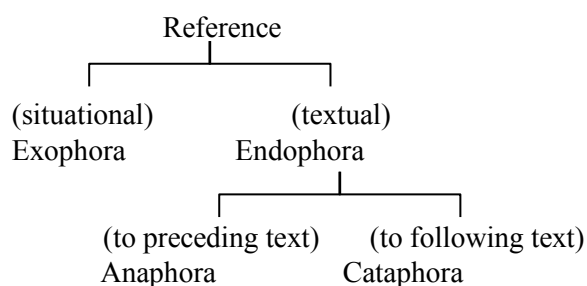
“reference is the specific nature of the

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information that is signalled for retrieval. In the case of reference the information to be retrieved is the referential meaning, the identity of the particular thing or class of things that being referred to: and the cohesion lies in the continuity of reference.” (p.31)

Based on Halliday and Hasan (1976:33), there are two types of references in English. The diagram below represents the types mentioned:

Diagram 1 Types Reference



In general, reference can be exophoric or endophoric and when it comes to endophoric, they might be anaphoric or cataphoric as can be seen in the diagram above.

Based on Halliday and Hasan (1976), “exophora (exophoric) is not simply a synonym for referential meaning”. In addition, Bell (1991) states that exophora (exophoric) is “reference outside the text which makes interpretation possible only by making use of the context in which the text is being used.” (p. 156). The hearer or the reader may use the context in order to interpret the meaning in the reference used or uttered.

Example:

This drives me crazy.

The sentence above has an exophoric reference. The readers or the hearers can only take the meaning of the word by seeing the context of situation used or uttered before. It would be different when there is a statement before the example above, such as “I’ve broken my father’s car. This drives me crazy.”

The endophora (endophoric) is “reference to item within the text itself which makes interpretation possible by making use the context” (Bell, 1991:156). The endophoric reference is divided into “anaphoric/anaphora” and “cataphoric/cataphora”.

1. There are *Jude and Jane*. They will stay along us. (anaphoric)

2. They should pay the rent, *the Ponds*. (cataphoric)

Furthermore, the anaphoric reference is a reference which ‘point backwards’ to previously mentioned information in text. The cataphoric reference is any reference that ‘point forwards’ to information that will

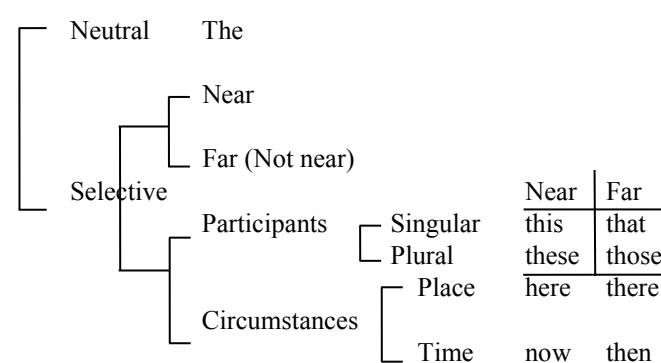
be presented later in the text. The information of cataphoric reference would be found in the part of the text that follows.

Halliday and Hasan propose three types of reference. They are personal, demonstrative, and comparative reference. Selective nominal demonstrative is one category of demonstrative reference.

Halliday and Hasan (1976) state that “Demonstrative reference is essentially a form of verbal pointing”. The speaker identifies the reference by locating it on a scale of proximity.”

Demonstrative references can be differentiated through the functions of the demonstrative references in the sentences, as can be seen in the diagram below.

Diagram. 3 Demonstrative Reference



(Halliday & Hasan, 1976:57)

According to Halliday and Hasan (1976) the demonstrative reference includes demonstrative pronoun, demonstrative adjective, demonstrative adverb, and the definite article “the” (p.57-75). Furthermore, the adverbial references in the circumstantial of demonstrative reference are here, there, now and then which refer to the location of a process in space or time. The circumstantial or adverbial demonstrative reference is used directly without mentioning the persons or objects that are participating in the process. Typically, the circumstantial reference functions as adjunct in the clause. In addition, the secondary function of them is as Qualifier, as in put that here.

Meanwhile, the nominal (participant) demonstratives such as this, that, these, those, and the refer to the location of something. They usually mention some persons or object in the process. Based on Halliday and Hasan (1976), the nominal demonstratives occur as elements within the nominal group and they belong to the class of determiner. They can function as Modifier or as Head in the structure, except the word the which can only be Modifier. (p.58).

Example:

Please, give me those cookies (determiner)

Lend me that. (Pronoun)

In the case above, a demonstrative functioning as Head is more like personal pronoun. The demonstrative

refers exophorically to something within the context of situation. This is the primary form of verbal pointing; and it may be accompanied by demonstrative action, in the form of verbal pointing, and in the form of gesture indicating the object referred to. It can occur in the form of demonstrative adverbs as stated by Halliday and Hasan (1976: 58).

Halliday and Hasan divide the demonstrative reference into three; the selective nominal demonstratives, definite article "the", and the adverbial demonstrative.

The selective nominal demonstrative has three systematic distinctions (p.60). Halliday and Hasan in their book entitled *Cohesion In English* (1976) consider the proximate/non proximate (or near/distant) distinction in the selective nominal demonstrative as the key concept for understanding demonstrative reference and explain other uses of this and that as derived from this basic deictic distinction. It can be stated that the notion of proximity is interpreted on several different types as stated by Oh in *A Focus-Based Study of English Demonstrative Reference Journal* (2001, 2) in the following points:

1) Spatial Proximity:

- a) This is my friend Charlie Brown. (Introducing someone).

*Ini adalah temanku Charlie Brown.
(memperkenalkan seseorang yang dating
bersamanya)*

- b) That is my friend Charlie Brown. (Pointing out someone in a crowd)

*Itu adalah temanku Charlie Brown (menunjuk
pada seseorang di kerumunan, atau
menceritakan tentang seseorang yang tidak
bersamanya saat itu).*

Lakoff in Jinsook (2009: p.4) states that Spatio-Temporal this and that indicate proximity or distance between the speaker and or the things to the addressee. Thus, spatial proximity deals with the matter of how near or not near (far) of the things to the speaker and or the things to the addressee.

2) Temporal Proximity:

- a) This morning (the morning of today)
b) That morning (the morning of a day some time ago)

In Temporal Proximity, the distance is about the time when the sentences or utterance is mentioned whether it is in a present or in a past situation.

3) Subjective/Abstract proximity

- a) Have you seen this report on smoking? (the one I have recently been thinking about)

Apakah kamu sudah membaca laporan tentang merokok ini?

- b) Have you seen that report on smoking? (the one I was looking at some time ago)

Apakah kamu sudah membaca laporan tentang merokok itu?

The Subjective/Abstract Proximity so-called Discourse Deixis, (Lakoff in Jinsook, 2009: 4) refers to the discourse either before or after it, and refers to something specifically mentioned in the previous sentence, the word that indicates the idea produced by the other speaker in the previous utterance. In addition, Subjective and Abstract Proximity is when the selective nominal demonstrative this, that, these, or those are followed with noun as a Modifier (Subjective) or stand by themselves as a Head (Abstract).

4) Psychological/emotional proximity:

This implies the speaker's approval, and that implies dislike or disapproval.

How can this intelligent girl think of marrying that awful bore?

Bagaimana bias gadis pintar ini berpikir untuk menikahi seorang yang sangat membosankan itu?

Lakoff in Jinsook, (2009: p.4) proposes that emotional deictic (Psychological Proximity) shows the speaker's emotional involvement in the referents of the topic of his/her utterance. Thus, a selective nominal demonstrative indicates psychological proximity when the selective nominal demonstrative reference is followed by the feeling or emotion of the speaker to something they said.

The selective nominal demonstratives refer to the location of a person or an object participating in the process. They occur with anaphoric function in all varieties of English.

B. Translation Quality

To assess the quality of translation works, the model of Translation Quality Assessment is needed. Assessment in this research is based on the TQA model proposed by Nababan, Nuraeni, and Sumardiono (2012, p.50)

Table 1 Instrumen Penilaian Tingkat Keakuratan Terjemahan

Kategori Penerjemahan	Skor	Parameter Kualitatif
Akurat	3	Makna kata, istilah teknis, frasa, klausa, kalmiat atau teks bahasa sumber dialihkan secara akurat

		<i>ke dalam bahasa sasaran; sama sekali tidak ada distorsi makna</i>
<i>KurangAkurat</i>	2	<i>Sebagian besar makna kata, istilah teknis, frasa, klausa, kalimat atau teks bahasa sumber sudah dialihkan secara akurat ke dalam bahasa sasaran. Namun, masih terdapat distorsi makna atau terjemahan makna ganda (taksa) atau ada makna yang dihilangkan, yang mengganggu keutuhan pesan</i>
<i>TidakAkurat</i>	1	<i>Makna kata, istilah teknis, frasa, klausa, kalimat atau teks bahasa dihilangkan (deleted)</i>

(Taken from Nababan, Nuraeni, and Sumardiono, 2012, p.50)

Tabel 2. Instrumen Penilaian Tingkat Keberterimaan Terjemahan

<i>Kategori Terjemahan</i>	<i>Skor</i>	<i>Parameter Kualitatif</i>
<i>Berterima</i>	3	<i>Terjemahan terasa alamiah; istilah teknis yang digunakan lazim digunakan dan akrab bagi pembaca; frasa, klausa dan kalimat yang digunakan sudah sesuai dengan kaidah-kaidah bahasa Indonesia</i>
<i>Kurang Berterima</i>	2	<i>Pada umumnya terjemahan sudah terasa alamiah; namun ada sedikit masalah pada penggunaan istilah teknis atau terjadi sedikit masalah grammatikal</i>
<i>Tidak Berterima</i>	1	<i>Terjemahan tidak alamiah atau terasa seperti karya terjemahan; istilah teknis yang digunakan tidak lazim digunakan dan tidak akrab bagi pembaca; frasa, klausa, dan kalimat yang digunakan tidak sesuai dengan kaidah-kaidah bahasa Indonesia</i>

(Taken from Nababan, Nuraeni, and Sumardiono, 2012, p.51)

Tabel 3. Instrumen Penilaian Tingkat Keterbacaan Terjemahan

<i>Kategori Terjemahan</i>	<i>Skor</i>	<i>Parameter Kualitatif</i>
<i>Tingkat Keterbacaan Tinggi</i>	3	<i>Kata, istilah teknis, frasa, klausa, kalimat, atau teks terjemahan dapat dipahami dengan mudah oleh pembaca</i>
<i>Tingkat Keterbacaan Sedang</i>	2	<i>Pada umumnya terjemahan dapat dipahami oleh pembaca; namun ada bagian tertentu yang harus dibaca lebih dari satu kali untuk memahami terjemahan</i>
<i>Tingkat Keterbacaan Rendah</i>	1	<i>Terjemahan sulit dipahami oleh pembaca</i>

(Taken from Nababan, Nuraeni, and Sumardiono, 2012, p.51)

III. METHODOLOGY

This research uses a descriptive-qualitative method. The researcher applies descriptive form in conducting the research since the data of this research emphasize on the meaning and the process of transferring the selective nominal demonstrative references into the target text. Creswell (1994) states that "Quality research is complex, involving field work for prolonged periods of time, collecting words and pictures, analyzing this information inductively while focusing on participants view and writing about the process using expressive and persuasive language." (p.24). Furthermore, Longman Dictionary of Language Teaching and Applied Linguistics (2002) defines qualitative research as a "research that uses procedures that make use of non numerical data, such as interviews, case study, or participant observation." (p.435).

From the definition above, the data and the result of analysis are presented in the form of words. Therefore, the researcher only examined the particular case about the translation of selective nominal demonstrative reference from the novel which is written in English and its two translated versions in *Bahasa Indonesia*.

IV. FINDING & DISCUSSION

This subchapter discusses and explains the analysis of the research findings. In other words, the questions stated in the problem statement will be answered in this subchapter. There are two points which have to be answered: 1) the types of selective nominal demonstrative and the way they are translated, and 2) the accuracy, acceptability and readability of the selective nominal demonstrative translations.

The researcher found that there are five types of proximity found in *The Old Man and The Sea* in its both translation versions. They are Spatial Proximity, Temporal Proximity, Subjective Proximity, Abstract Proximity and Psychological Proximity.

The dominant type of selective nominal demonstrative found in the source text is Abstract Proximity Type. There are 30 data categorized into this type of reference. Abstract Proximity Type is so-called Discourse Deixis, (Lakkof in Jinsook, 2009: 4). The Abstract Proximity is when the selective nominal demonstrative this, that, these, or those stand by themselves as a Head.

The category of Abstract Proximity translated into the same type as in the source text is the most dominant one. In producing her translation, Yuni translates 27 data of 30 in the form of Abstract Proximity Type data into the same type as the category in the source text. In this way of translating, Yuni produces accurate, acceptable and readable data as well as Dian. Besides, there are 9 (16,36%) out of 55 data of Subjective and Abstract Proximity translated into zero translation in

Yuni's version. These data, selective nominal demonstrative references translated into zero translations in Yuni's translation of result 3 accurate data, 7 acceptable data and 5 readable data. In the category of Subjective and Abstract Proximity translated into other types, Yuni's version result accurate, acceptable and readable data as well as Dian's version. In other words, the translation of Subjective and Abstract proximity into the same type as the source text causes minimal problems dealing with the message contained in the source text, the naturalness of the target text and the understanding of the readers.

The third largest number of data found in the novel *The Old man and The Sea* is Spatial proximity Type which is 22 data. In Yuni's translation, there are 4 data in the category of spatial proximity translated into spatial proximity while in Dian's translation, there are 12 data belonging to this category. of the all data analyzed, the translation produced by Yuni is accurate, acceptable and readable translation. Meanwhile Dian's translation results 2 less acceptable translations.

These were relics of his wife

006/SL.016/Spat.02/TTa.015/TTb.010

Ini adalah peninggalan keramat almarhumah istrinya

006/TTb.010

The datum number 06 is less accurate since the sentence is the statement of the writer who is not involved in the story. Besides, the datum used as the example is less acceptable as well. A spatial proximity is used to indicate the closeness of the speaker to the things or to the addressee. Thus, it is considered as less acceptable translation.

There are numbers of selective nominal demonstrative references of spatial proximity which are translated into Subjective or Abstract proximity category. Yuni produces 11 accurate data, 12 acceptable data and 10 readable data. In contrast, Dian produces 6 data which are accurate, 7 data of acceptable and readable translation.

He felt it go in and knowing it was sharp he drove it in again. The shark let go and rolled away. That was the last shark of the pack that came. There was nothing more for them to eat.

085/SL.123/Spat.20/TTa.130/TTb.124

Setelah mengetahui bahwa kayu itu tajam, dia menemukannya lagi. Hiu itu melepaskan gigitannya dan berbalik menjauh.

085/TTa.130

As shown in the above example, Yuni translates the datum into zero translation. This makes, the translation categorized into inaccurate, unacceptable and unreadable translation. Meanwhile Dian's one datum of spatial proximity which is translated into zero translation. The translation is considered accurate, acceptable and readable, because the translation takes form of Indonesian expression which is commonly used

in direct speech. Thus, even if the selective nominal demonstrative is not translated, the translation is considered accurate, acceptable, and readable translation because the translation conveys the idea of the reference in the source text and supported by the context of situation.

Example:

"That's easy. I can always borrow two dollars and a half."

009/SL.019/Spat.04/TTa.018/TTb.012

"Gampang. Aku selalu bisa dapat pinjaman dua setengah dolar"

009/TTb.012

The example above shows that the translation is accurate when it comes to the meaning. The translation result a natural and an understandable translation.

The fourth type of the selective nominal demonstrative found is Temporal Proximity. This type of proximity is used to indicate the present or the past occurrence of the selective nominal demonstrative in sentences. Temporal proximity translated into temporal proximity is the dominant way of this type of selective nominal demonstratives is translated. Yuni produces 5 accurate data out of 6 data, 6 acceptable data and 6 readable data. Meanwhile, Dian produces accurate, acceptable and readable translations of temporal proximity.

The second category in the way temporal proximity translated is temporal proximity translated into subjective proximity category. This category consists only of 1 datum in both of the translation versions. Yuni produces inaccurate, unacceptable, and unreadable translation of the datum.

This far out, he must be huge in this month, he thought.

024/SL.046/Temp.02/TTa.046/TTb.039

Ini jauh, mulutnya pasti terjerat, pikirnya.

024/TTa.046

The example above is the datum in which the temporal proximity is translated into subjective proximity. It is inaccurate, unacceptable and unreadable translation. The translation of "this far out" should be sejauh ini in *Bahasa Indonesia*. Moreover, the translation ini jauh indicates that the speaker shows the distance within places. Thus, the translation falls into the category of inaccurate, unacceptable and unreadable translation. In this category, Dian as the translator of the second translation version only produces the acceptable datum of the temporal proximity translated into subjective/abstract proximity category.

The last type found in *The Oldman and The Sea* Novel is psychological proximity. This type consists only of 1 datum found in the source text. Based on Jinsook (2009: p.4) the psychological proximity is a selective nominal demonstrative indicates as Psychological proximity when the selective nominal

demonstrative reference is followed by the feeling or emotion of the speaker to something they said.

In both translators' translation, they do not translate the 1 datum of psychological proximity found. However, the translations are different in terms of result. Yuni's translation is acceptable and readable but it falls into the category of less accurate translation. Compared to Yuni, Dian produces a less accurate and less readable translation but it is acceptable in *Bahasa Indonesia*.

Thus, it can be concluded that the way of selective nominal proximity is translated influences the translation quality. When the selective nominal demonstrative references are translated into the same type as they are found in the source text, the most of the results are accurate, acceptable, and readable translations. The selective nominal demonstrative reference which is not translated can be accurate, acceptable and readable based on the context of situation. Meanwhile, the selective nominal demonstrative reference which is not translated, has minimum probability of resulting the selective nominal demonstrative into an accurate translation.

The research provides a conclusion in the following table which aims to give the picture of the translation quality analysis. The table provides picture of the causes that influence the translation quality in both translation versions. The table consists of six points of Selective Nominal Demonstrative Reference's (SNDR) translation quality.

Table 4.1. Conclusion of the factors contributed in the translation quality

Translation Quality	Yuni's translation	Dian's Translation
Less accurate	a. The inequivalent translation of Singular and Plural forms. b. The deletion of SNDR and or several sentences containing SNDR	a. The misinterpretation of the idea in ST elements which contain the SNDR b. The pointless references.
In-accurate	a. The deletion of the sentences which contain the SNDR b. The deletion of the additional information of the reference c. The irrelevant translation to the context of situation in the ST.	a. The not fully translated sentence in ST and the not translated SNDR b. The failures in understanding the context situation of the ST which makes the translations inaccurate.

Less acceptable	a. The use of the equivalent translation of SNDR without mentioning the following noun. b. The not translated SNDR causes the absence of the reference in TT. c. The improper SNDR's equivalent translation.	a. The use of SNDR in the beginning of a sentence is rarely used in <i>Bahasa Indonesia</i> . b. The improper diction used in the translation. The diction should fit the context of situation.
Un-acceptable	a. The never been used equivalent. b. The unusual sentence of the not translated SNDR.	---
Less Read-able	a. The slight difficulty in catching the reference of inequivalent translation of Singular and Plural forms. b. The slightly difficulty in the respondents to catch the reference of the noun without the SNDR translated.	a. The use of reference which is not stated in ST that makes the respondents slightly difficult to divine the exact reference. b. The inappropriate placement of the word "itu" in the beginning of a sentence without any noun as the following additional reference
Unread-able	a. The lost of reference and the other additional information. b. The ambiguity of the translation produced.	---

V. CONCLUSION

In this part, some results are devoted based on the research objectives mentioned previously. The first research objective stated is the identification of the types of the selective nominal demonstrative and how the selective nominal demonstratives are translated in the two translation versions of *The Old man and The Sea Novel*. The second research objective deals with the translation quality of the two translation versions.

a. The Type of Selective Nominal Demonstrative References Found and The Way They are Translated in the two versions

In translating each type of selective nominal demonstrative, Yuni and Dian have various ways to translate them. There are five ways employed by Yuni to translate Spatial Proximity (22 data), which are 4 data translated into Spatial Proximity type, 13 data translated into Subjective and Abstract Proximity Type,

1 datum translated into Temporal Proximity Type, and 4 datum is translated into zero translation.. uni has three ways in translation the, Temporal Proximity Type (10 data), they are Temporal Proximity Type translated into Temporal Proximity Type (6 data), Temporal Proximity Type translated into Subjective Proximity Type (1 datum), and Temporal Proximity Type which is translated into zero translation (1 datum). In translating Subjective Proximity (25 data), Yuni employs 2 ways of it, they are Subjective Proximity translated into Subjective Proximity (19 data) and Subjective Proximity which is translated into zero translation (6 data). Then, in Abstract Proximity Type Yuni translates this type into Abstract Proximity Type (19 data), Subjective Proximity Type (8 data) and translates the translations into zero translation (3 data). Besides, Yuni does not translate 1 datum of the Psychological Proximity Type.

Dian as the second translator provides four ways in translating Spatial Proximity Type (22 data), they are 12 data of Spatial Proximity translated into Spatial Proximity Type, 7 total data of Spatial Proximity Type translated into Subjective and Abstract Proximity, 1 datum of Spatial Proximity Type translated into Temporal Proximity Type, and 2 data of Spatial Proximity Type which is not translated. For the Temporal Proximity Type (10 data), they are 8 data of Temporal Proximity Type translated into Temporal Proximity Type, 1 data of Temporal Proximity Type translated into Subjective Proximity, and 1 datum of Temporal Proximity Type which is not translated. In Subjective Proximity (25 data), Dian has 3 ways to translate it. They are Subjective Proximity translated into Subjective Proximity with 19 data, Subjective Proximity which is translated into zero translation 5 data, and 1 datum which is translated into others. As well as Yuni's, Dian does not translate the one datum of Psychological Proximity Type.

b. The Translation Quality

By using those ways in translating the selective nominal demonstratives, Yuni translates 66 data accurately, 12 data less accurately, and 10 data inaccurately. Meanwhile, Dian translates 72 accurate data, 12 less accurate data, and 4 inaccurate data. Therefore, it can be concluded that the both translators translates the selective nominal demonstrative found in the novel *The Old man and The Sea* accurately. However, Dian translates the selective nominal demonstrative more accurately than Yuni.

Dealing the acceptability, Yuni translates 76 acceptable data, 7 less acceptable data, and 5 unacceptable data. Compares to Dian provides 81 acceptable data, 7 less acceptable data and no unacceptable data. Thus, the two translators are able to translate the selective nominal demonstrative reference acceptably. However, Dian's version results more

acceptable translation than Yuni's.

In terms of readability, Yuni translates 74 readable data, 9 less readable data, and 5 unreadable data. Meanwhile, Dian's translation of the selective nominal demonstrative references results 83 readable data and 5 less readable data. As a result, both translators produce readable translations of the selective nominal demonstrative references found in the novel *The Old man and The Sea*. However, Dian produces more readable translation in results.

As can be seen from the explanation above, the Abstract Proximity is the most dominant type found in the novel. Besides, it is mostly translated into Subjective or Abstract Proximity Type as well. Furthermore, the higher translation quality is Dian's translation version. The reason is that the zero translated selective nominal demonstrative references which produced by Yuni affects the quality of her translation. Meanwhile, Dian has lesser selective nominal demonstrative references which are translated into zero translation. Besides, the translation of the selective nominal demonstrative references' types in the source text into Subjective Proximity in the target text results more accurate, acceptable and readable than translating it into different types of selective nominal demonstrative references.

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The Analysis of Lecturers' Code Switching in Teaching Learning Process (A Case Study in the English Department Teaching Learning Process Faculty of Cultural Sciences Sebelas Maret University)

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Abstract—The research focuses on the codes used by the lecturers in English Department of Sebelas Maret University. The research was conducted to find the types of code switching used by the lecturers, why the lecturers switch code, and the functions of each type of code switching in teaching learning process. The researcher employed a qualitative descriptive study involving field research. The samples were selected using purposive sampling technique. The data of this research comprise the teaching learning processes done by the lecturers in English Department of Sebelas Maret University that take in within the cases of code switching. Based on the findings, it is found that there are two types of code switching based on Sociolinguistics point of view: metaphorical code switching (96,875%) and situational code switching (3,125%) from all 160 data. There are types of code switching based on grammatical classification, namely: inter-sentential code switching (62,5%), intra-sentential code switching (33,75%), and tag switching (3,75%) from all 160 data. The findings also show that there are 10 functions found in the data which are based on the analysis carried out by using Gumperz and Hoffman theory, which are : addressee, example, interjection, inquiry, emphasize, jokes, insufficient vocabulary resources, personalization vs objectivization, explanation, and reiteration.

Keywords: code switching, lecturers, English Teaching learning process

I. INTRODUCTION

In multilingual country like Indonesia, the case of switching from one language to another is accepted as a quite normal phenomenon. Wardaugh (1986) states that code-switching or code mixing is a common phenomenon among bilingual or multilingual society. English as an international language is usually switched to Indonesian. People sometimes switch without any plans, without hesitation, and often without extensive thought.

Code switching is a popular phenomenon in the life of Indonesians. Many people, including students, teachers, executives change over words, phrases, clauses, or sentences of English and Indonesian in their utterances. Wardaugh (1986) states that code is a language or variety of a language. It can be said that people use language as a code to explain their ideas in order to be more understandable.

There are many cases of code-switching. Code-switching happens in daily language such as in education, entertainment, and also in daily conversation. This research focuses only on the use of code switching in education because education is an important thing in our life. It takes important role in the development of a nation. A nation will be considered a respectable one because of its education.

The research finding shows a lot of cases of code switching used by the lecturers and students in the class. Since the lecturers are not English native speakers, they usually have problem to deliver the materials to their students in English. In addition, the students often face the difficulty in understanding what the lecturers said. This is the premise of the existence of code switching cases in classroom. The researcher finally found cases of code switching done by the lecturers within the English Department classrooms in Sebelas Maret University.

II. LITERATURE REVIEW

A. Code Switching

In a multilingual country, people consequently switch from one language to another. Therefore, code switching is the consequence of multilingualism. However, people do not only switch from one language to another, but also from one dialect to another. It is supported by Trudgill's definition of code switching. He defines code switching as 'the process whereby bilingual or bidialectal speakers switch back and forth

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between language or dialect and another within the same conversation' (1992 : p.16).

On the other hand, Hymes adds that "code switching has become a common term for alternating us of two or more languages, variety of language or even speech styles." Thus, it is clear that people do not only switch from one language to another, but also from one dialect or language variety to another, for example from formal to informal situation.

The occurrence of code switching, however, is related or influenced by many factors, such as setting, topic, relative status and interlocutors, speaker's motivation, etc. it is supported by Chaika's opinion that a particular language is selected in a given situation depending upon the topic, the social scene, the relative status of speakers, the feeling of identity and speakers motivation as well (Chaika, 1994 : 35).

Trousdale (2010) states that code switching is the linguistic situation where a speaker will alternate between two varieties (code) in conversation with others who have similar linguistic repertoire. Romaine (2000) has stressed the point that switching is a communicative option available to a bilingual member of a speech community on much the same basis as switching between styles or dialects is an option for monolingual speaker. Wardhaugh (1998) states that code switching refers to conversational strategies used to establish, cross or destroy group boundaries; to create, evoke interpersonal relation with their right and obligations. While Gumperz (1983) argues that code switching is a conversational strategy, the function of which is to express social meanings.

B. Types of Code Switching

Code-switching can be classified in accordance with two different classifications namely grammatical classification and contextual classification. The grammatical classification is based on where in the sentence or utterance the switching appears while the contextual classification is based on the reasons why a bilingual switches.

Poplack in Romaine (1994 : p.178) divides the code switching based on the grammatical classification into three types:

1) Tag switching

The first type involves the insertion of tag in one language into utterance, for example : you know, no way, it's okay. I mean, well, etc.

2) Inter-sentential switching

Inter-sentential switching covers a switch at a clause or sentence boundary, where each clause or sentence is in one language or another. This type is thought to be the most difficult kind of switching since it requires greater fluency in both languages.

3) Intra-sentential switching

The last type, intra-sentential switching, is the most frequent kind of switching found in bilinguals' conversation. This switching allows for an impression that speakers are insufficiently proficient in another language to finish what they want to say in one language.

Unlike the grammatical classification, which is based on the position of the different codes found in the utterances, the contextual classification is based on the reasons why people switch. The classification derived from Sociolinguistics point of view based on the Gumperz's Theory is divided into two types of code-switching, namely the Situational and Metaphorical code-switchings.

a) Situational Code-Switching

A situational code-switching appears when there is a change in the situation that causes the bilingual switches from one code to the other. The changing situations involved could be the Setting, the Participants, or the Norms of Interaction (Gumperz, 1983).

b) Metaphorical Code-Switching

A metaphorical code-switching happens when there is a change in the perception, or the purpose, or the topic of the conversation. In reference to the factors, this type of code-switching involves the Ends, the Act Sequences, or the Key, but not the situation (Gumperz, 1983). Bilinguals that code-switch metaphorically perhaps try to change the participants' feeling towards the situation.

C. Functions of Code Switching

Hoffman (1991) classifies the functions of code switching into seven points, which are:

1) Talking about a particular topic

People sometimes prefer to talk about a particular topic in one language rather than in another. Sometimes, a speaker feels free and more comfortable to express his or her emotions, excitements or even anger in a language that is not his or her everyday language.

2) Quoting somebody else

Regarding this function, Hoffman (1991) suggests that "people sometimes like to quote a famous expression or saying of some well-known figures".

3) Being emphatic about something

Usually, when someone who is talking using a language that is not his or her native tongue suddenly wants to be emphatic about something, as Hoffman(1991) stated "he/she, either intentionally or unintentionally, will switch from his or her second language to his or her first language.

4) *Interjection (Inserting sentence fillers or sentence connectors)*

Regarding the reason, Hoffman (1991) suggests that “language switching and language mixing among bilingual or multilingual people can sometimes mark an interjection or sentence connector. It may happen unintentionally or intentionally.”

5) *Repetition used for clarification*

About this reason, Hoffman (1991) states that “when a bilingual wants to clarify his/her speech so that it will be understood more by the listener, he/she can sometimes use both of the languages that he masters saying the same utterance (the utterance is said repeatedly).”

6) *Intention of clarifying the speech content for interlocutor*

When a bilingual person talks to another bilingual as suggested by Hoffman (1991), it was mentioned that there will be lots of code switching and code mixing that occur. It means making the content of his/her speech runs smoothly and can be understood by the hearer.

7) *Expressing group identity*

Code switching and code mixing can also be used to express group identity. The way of communication of academic people in their disciplinary groupings, are obviously different from other groups (Hoffman, 1991).

On the other hand, Gumperz in *Discourse Strategies* (1982:75-80) proposes a number of Code Switching functions in six functions, which are:

1) *Quotations*

The use of code switching is identified as direct quotations or as report speech. The function is as quotation mark when bilinguals report and present a direct speech by using its original language.

2) *Addressee Specification*

In the second function, the switch serves to direct the message to one of several possible addressee.

3) *Interjection*

In other cases, code switching serves to mark interjection or sentence filler.

4) *Reiteration*

Frequently a message in one code is repeated in another code, either literally or somewhat modified form. In some cases such a repetition may be served to clarify what is it, but often it simply amplifies or emphasizes a message.

5) *Message Qualification*

Another switch consists of qualifying constructions such as sentences and verb complements or predicates following a copula.

6) *Personalization vs Objectivization.*

The function of code switching can be used to mark personalization vs objectivization. The code here seems to relate to such things as the distinction between talk about action and talk as action, the degree of speaker involvement in, or distance from, a message, whether a statement reflects personal opinion or knowledge, whether it refers to specific instances or has the authority of generally known fact.

III. RESEARCH METHODOLOGY

A. *Research Design*

This research is qualitative research which employs descriptive method. The objective of qualitative research is to examine the condition of the object in which the researcher is the main instrument in doing the research (Susanto, 2006 : 15). This research is also descriptive research as it tries to describe the condition of the data during the research (Travers in Saville, 1993). This research uses Sociolinguistics as the approach. The researcher did the research by collecting the data, classifying the data, and analyzing the data of the research. Furthermore, the data of this research are in the form of words and sentences. In the relation to the definition of descriptive qualitative research, Bogdan and Taylor state that the data of descriptive qualitative research are in the form of written or spoken words from the object of the research (Moleong, 2000).

B. *Research Location*

Lincoln and Guba in Santosa (2012) define the research location as “focus-determined boundary”. Location of the research should have three main elements: setting, actor or participants, and event (Spradley in Santosa, 2012). Setting of this research is depicted in Indonesia. The researcher focuses only in the code switching of Indonesia – Javanese – English. All of the data are the dialogues between the lecturers and the students in the teaching learning process taking place in English Department of Faculty of Cultural Sciences of Sebelas Maret University which involve code switching cases. The actors of the research are the lecturers and the students of English Department. The event of the research is the teaching learning process in English Department classrooms. The subject for the observation in this research is the skill subjects for first semester students, second semester students, and third semester students. The skill subjects for the research consist of Reading, Listening, Speaking, and Writing.

C. *Data and Data Collection*

The data of this research take form of the transcript of the conversation between English Department lecturers and students in activities of giving the subject or material. The topic of conversation depended on the subject that they were discussing, emphasizing on the

lectures rather than students. The language used by the lecturers is English, although their daily languages are Indonesian and Javanese. Therefore, the lecturers frequently inserted Indonesian and Javanese into their speech in the form of words or phrases.

In order to collect the data, the researcher first did an observation then recorded the teaching learning processes done by the lecturers in the classrooms.

1) *Class observation*

In observing the situation of the teaching learning process, open observation was applied with the lecturers' permission. In order to get the permission, a permission letter is signed by the Head of English Department and the Thesis Consultant. Observation was conducted in 12 classes which consist of skill subjects such as listening, speaking, reading, and writing for first semester until third semester students.

2) *Recording*

In collecting the data, the conversation was recorded and then transcribed in the form of dialogue list. The process of transcriptions was continued by the process of data coding. The data which had been transcribed into dialogues were ready to be analyzed. The data were analyzed using Poplack and Gumperz's Theory to find the types of code switching done by the lecturers.

The data were taken from the teaching learning processes of some of the classes of the first semester until third semester. The data which consist of code switching were used by the researcher to answer the research problems. The data were taken from Reading 1 class which was conducted on September 10th 2014, Listening 2 class which took place on February 24th 2014, and Speaking 3 class which was carried out on September 25th 2014. The data in the form of recordings have the duration of 60 minutes each.

D. *Sample and Technique of Sampling*

The technique of choosing sample from the data is called sampling technique (Hadi, 1983 :22). The purposive sampling method was applied in this study. Hadi explains that the sample is obtained by considering certain criteria, conformed to the purpose of the research. These criteria have any relations with the nature and characteristics determined (Ibid : 70). The criteria applied in this research are concerning with the use of Indonesian and Javanese within conversations based on the code switching analysis. The reason of using data from skill classrooms in first semester to third semester is that English Department skill classes build the English ability of the students, so that the lecturers have to use English as the medium to deliver their materials.

The sample of this research consists of the transcripts from Reading 1, Listening 2, and Speaking 3 in which the conversation happened between English Department

lecturers and students in activities of giving the subject or material and consist of code switching cases. The researcher analyzed all the data which contain the types of code switching based on grammatical and Sociolinguistics point of view. The researcher also analyzed the functions of code switching and when each type of code switching occurred in the classroom. The research used Reading 1, Listening 2, and Speaking 3 as the data sample because they include in them the code switching cases which are used to answer the research problems.

E. *Data Validity*

There are four types of triangulation technique to check the data validity in qualitative research : data triangulation, investigator triangulation, theory triangulation, and methodological triangulation (Denzin in Flick, Santosa, 2012). This research uses data triangulation and methodological triangulation. Triangulation of source data or data triangulation refers to the use of various data sources, while methodological triangulation is the triangulation technique of data collection (Santosa, 2012). The research used the video recordings taken during the observation of teaching learning process to get the data validity. Recording the teaching learning process was done before the video recordings were transcribed into file conversation as the validity of the data. It can be seen from the video recordings that the lecturers and the students are doing the teaching learning process naturally. Then the researcher used the transcript of the conversation between English Department lecturers and students in the activities of giving the subject or material as the data.

IV. FINDINGS AND DISCUSSIONS

A. *The Types of Code Switching Employed by English Department Lecturers in Teaching Learning Process*

Code-switching can be classified based on two different classifications, named here grammatical and contextual classification. In grammatical classification, the types of Code Switching are Inter-sentential Code Switching, Intra-sentential Code Switching, and Tag Switching. The contextual classification consists of Metaphorical Code Switching and Situational Code Switching.

The grammatical classification is based on where in the sentence or utterance the switching appears while the contextual classification is based on the reasons why a bilingual switches. In this case, the grammatical construction will show the types of code switching based on the forms, when and where the lecturer attached the code switching will be found in the types of Code Switching based on the grammatical construction. Meanwhile, contextual classification will show the functions and the reasons why the lecturers

switch code during the teaching learning process.

Table 1. Table of Classification of Code Switching Based on Grammatical Construction

Classification of Code Switching Based on Grammatical Construction		
Types of Code Switching	Total Data	Percentage
Tag Switching	6 data	3,75%
Inter-sentential CS	100 data	62,5%
Intra-sentential CS	54 data	33,75%
TOTAL	160 data	100%

The table shows that the Inter-sentential code switching is mostly used by the lecturers in the classrooms rather than intra-sentential and tag switching. The percentage of the use of Inter-sentential code switching is 62,5%, Intra-sentential code switching 33,75%, and Tag switching 3,75% from all 160 data.

Inter-sentential is mostly used in code switching by the lecturers because inter-sentential code switching involves at a clause or sentence boundary, it can be thought of as requiring greater fluency in both languages than tag and intra-sentential CS. In this case, the lecturers are mostly proficient in three languages, so that is why the Inter-sentential CS is more dominating than Tag and Intra-sentential CS.

Table 2. Table of Classification of Code Switching Based on Sociolinguistics Point of View

Classification of Code Switching Based on Sociolinguistics Point of View		
Types of Code Switching	Data	Percentage
Metaphorical CS	155 data	96,875%
Situational CS	5 data	3,125%
TOTAL	160 data	100%

Based on the table above, it can be known that from all 160 data, 96,875% are the use of Metaphorical Code Switching. The findings show that the lecturers mostly use Metaphorical Code Switching. It means that the lecturers change the language in purpose. The metaphorical code switching cases are found in the types of inter-sentential CS, intra-sentential CS, and tag switching. In addition, it is found that there are 3,125% from all the data considered as Situational Code Switching. Usually the Situational Code Switching happens when there are the changes of situation and the participants. The change of situation and the participants can disturb the lecturing activity. The researcher found some cases of Situational Code Switching. They are usually influenced by the change of situation, such as the audio on the Listening room which did not function well. The use of Indonesian and Javanese languages here aims to change the situation

and make it more personal between the lecturer and the students. Situational Code Switching appears only in the type of Inter-sentential Code Switching.

B. Functions of Code Switching

Based on the analysis done by using Gumperz's and Hoffman theory, code switching employed by the lecturers has 10 functions. There are addressee, example, interjection, inquiry, emphasize, jokes, insufficient vocabulary resources, personalization vs objectification, quotation, and reiteration.

Table 3. Table Function of Code Switching

No.	Function of Code Switching	Data	Percentages
1.	Inquiry (inq)	61 data	38,125%
2.	Emphasize (emp)	23 data	14,375%
3.	Explanation (exp)	18 data	11,25%
4.	Insufficient Vocabulary Resources (ivr)	15 data	9,375%
5.	Interjection (int)	11 data	6,875%
6.	Personalization vs Objectivization (po)	8 data	5%
7.	Jokes (j)	8 data	5%
8.	Example (exm)	6 data	3,75%
9.	Addressee (add)	5 data	3,125%
10.	Reiteration (r)	5 data	3,125%
TOTAL		160 data	100%

Briefly, the table above shows that the most frequent function employed by the lecturers during the teaching learning process is inquiry (38,125%), followed by emphasize (14,375%) and explanation (11,25%). the lecturers mostly use code switching when they ask the students and when the lecturers explain the materials. The lecturers usually ask the students to make sure that the students get what the lecturers explain before, such as asking questions to the students about the materials. In this case, the lecturers often change from English into Bahasa Indonesia. The lecturers mostly like to deliver questions in Bahasa Indonesia instead of using English. The use of Bahasa Indonesia when the lecturers ask the students is to make the students understand what the lecturers ask about, sometimes the students get confused when the lecturers use English.

The change of language also happens mostly to explain and emphasize the explanation. Sometimes the students are confused when the lecturers use English to explain the materials. The lecturers change into Bahasa Indonesia when they try to explain to the students about the materials. In order to make the students understand the materials, the lecturers change into Bahasa and sometimes Javanese to make it clear. The students are from the first until third semester students, so they may still be confused with the full explanation in English. The students are mostly proficient in Bahasa Indonesia

and Javanese, so English is new for them. It makes the lecturers often do code switching during the lecturing activity.

V. CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the findings and analysis in the previous chapter, it can be drawn a conclusion that :

1. The types of code switching which are used by the lecturers are divided into two. The first type is based on the Sociolinguistic point of view, and the second type is based on the grammatical classification of code switching. In Sociolinguistic point of view, the researcher finds that the lecturers use Metaphorical and Situational code switching in the class. Moreover, it is found that there are three types of code switching based on the grammatical classification: Inter-sentential CS, Intra-sentential CS, and Tag switching.
2. The lecturers often use Metaphorical CS rather than Situational CS during the teaching learning process. It can be seen from the findings of the data that there is 96,875% use of Metaphorical code switching and 3,125% from all 160 data are considered as Situational Code Switching. The lecturers purposefully do code switching in the classrooms to explain the material. The lecturers are not influenced by the change of situation or participants, so they intentionally use Metaphorical code switching during the teaching learning process. The researcher finds that the lecturers mostly use Inter-sentential CS in the classrooms. The findings show that there are 100 data (62,5%) consisting of Inter-sentential CS, 54 data (33,75%) considered as Intra-sentential CS, while tag switching is found only in 6 data (3,75%) from all 160 data. This means that the lecturers usually do code switching in the boundary level of sentences. The lecturers usually explain the materials in the boundary level of sentences, so that the type of inter-sentential code switching is mostly used by the lecturers during the teaching learning process.
3. The researcher finds out that there are 10 functions of code switching done by the lecturers. The 10 functions are based on the analysis done by using Gumperz and Hoffman theory about the functions and reasons of code switching. The functions of code switching done by the lecturers in the data are: addressee, example, interjection, inquiry, emphasize, jokes, insufficient vocabulary resources, personalization vs objectification, explanation, and reiteration. Moreover, the findings show that inquiry, explanation, emphasize, and insufficient vocabulary resources are the functions of code switching which are mostly used by the lecturers

during the teaching learning process.

B. Suggestions

Based on the problems above, the writer would like to propose some recommendations to be considered in teaching English as a foreign language in the classroom as follow:

1. The lecturers should improve the ability in speaking English and should accustom the students to speak and listen to English language in order to reduce the use of Indonesian language as the first language in English teaching learning.
2. The lecturers should try harder to build the students' motivation, desire, and willingness to learn English much better.
3. The other researchers are expected to conduct code switching or Sociolinguistics analysis from different topics. Furthermore, the other researchers also are expected to find more about the use of code switching in the other aspects, not only in the aspect of education.

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The Analysis of Hedging Employed by the Main Characters in the Movie Entitled *Dear John* (A Pragmatics Approach)

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Abstract—This research studies the use of hedging in the movie entitled *Dear John*. It was conducted to find out the types of the hedging in relation to Fraser's theory and the functions of hedging employed by the main characters

This research uses Pragmatics approach. It is a qualitative descriptive research which employed purposive sampling technique. The data are all dialogs containing hedging which have significant relationship with the problem statements. There are 25 data which were found in the movie. Then, the data were classified by using Fraser's theory of hedging. The researcher looked for hedging that has the function as softener.

The result of the analysis shows that there are two types of hedging employed by the main characters in the movie. They were propositional (7 data) and speech act hedging (18 data). Hedging that were found in the movie had seven functions as softener. First, hedging made a claim become soft. This function was mostly found in the movie among the others (8 data). Second, hedging also made a comment become soft (5 data). Third, hedging could make a request become soft. (4 data). Fourth, hedging had the other functions which were also found in the movie, that was as softener of performative (3 data). Fifth, hedging also created a criticism became soft (2 data). Sixth, a complaint became soft because of hedging (2 data). Sixth, hedging made a command sound soft (1 datum).

Keywords: hedging, function

I. INTRODUCTION

Hedging is one of linguistic cases found in daily conversation. It makes someone's statement or utterance become fuzzy. As stated by Lakoff (in Hyland 1998), the notion of hedging is "words whose makes things more or less fuzzy". In Linguistics, it is used to qualify speaker's confidence in the truth of proposition. In a more complete version of term, Fraser (2010:201) connects hedging with all means showing the lack of full commitment. Salager-Meyer (in Fauzi and Irigialati, 1994) specifies two main purposes for using hedge words. The first one is to make the issue fuzzy. She proposes that explicit expression of a claim makes it easy for others to criticize the author's in that research area. The other purpose is to increase the correctness in the author's claim.

Hedging is usually used while there is between 'yes'

and 'no'. It shows an unwillingness to make a commitment to the truth of proportions (Hyland, 1998, p.3). Realizing that hedging is nowadays used by almost people in society, this study needs to look for how hedging is used among them. The use of hedging on daily conversation from one person to another is different too. It is caused by their background knowledge. People have their own way to express hedging on their daily conversation. Besides, the research about hedging mostly observed its use in political discourse. They use political discourse for their study because there is much indirectness used by politicians to avoid directness, forthright answers of point (Fraser, 2010; Taweel et al, 2011). Numerous examples of neutral hedging are found. The neutral hedging means that there is no indication that it is being used for evasion or politeness purposes but rather conveying a lack of precision (Fraser, 2010). Even though they have done a research in political discourse, they do not seem concern about background of the politicians. Perhaps the researcher does almost not see this aspect, but it has big impact since all of the politicians are not in the same background.

In the other research of hedging in the movie *The King*, seven kinds of hedging are usually used (Fauzi & Irigialati, 2010). Hedges in dialogues of the movie mostly use modal auxiliary verbs like would, should, may, might, should, could. Although this research observes the use of hedging in the movie, especially in the four main characters, the researchers just analyze types of hedging used in the movie. They just analyze it from the use of hedging words uttered by the four main characters. In fact, those main characters have different ways to express their feeling through their choice of hedging word. As stated before that every person has different way since they have different motives in doing hedging.

Based on the reviews above, I had opportunity to observe the use of hedging in a movie. Actually, every word of hedging has its own function. Hedging helps people who want to express their point of view in different ways.

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II. LITERATURE REVIEW

A. Speech act

Speech-act sees utterances based on the speaker's intentions for their essential semantic content, signifying whether it is meant to be asserted, queried, commanded, exclaimed, and so forth (Potts, 2014).

According to Austin (in Sulistyaningrum, 2015), an utterance is notable into three forms. They are locutionary act, illocutionary act, and perlocutionary act. It can be defined briefly that locutionary act is the actual words which are uttered by the speaker, and illocutionary act is the speaker's intention behind the words, whereas perlocutionary act is the effect of the illocution on the hearer. One utterance can contain the locutionary act, illocutionary act, and perlocutionary act as follows:

John : Hey, we should probably maybe go
(Taken from the movie *Dear John*)

B. Direct and Indirect Speech

There are three basic types of sentences that provide structural distinction. There is an easily recognized relationship between the three structural forms (declarative, interrogative, and imperative) and the three general communicative functions (statement, question, command/request).

- a. She buys a bread for lunch. (declarative)
- b. Does she buy a bread for lunch? (interrogative)
- c. Buy a bread for lunch. (imperative)

Whenever there is direct relationship between a structure and function, it is called a direct speech act. Whenever there is indirect relationship between structure and function between a structure and function, it is called indirect speech act, for example, a declarative used to make a statement is a direct speech act, but a declarative used to make a request in an indirect speech act (Yule 1996:54-55).

Direct speech act is the utterance which is appropriate to the modus of the sentence, for example, imperative sentence is for ordering, inviting, or requesting, while interrogative sentence is to question something. Indirect speech act is the utterance which is different from the modus of the sentence. Thus the intention of the indirect speech act can be various, which depends on the context.

According to Thomas (in Sulistyaningrum, 2015), there are four factors which appear to rule indirectness in all languages or cultures. They are power relation of the speaker and the hearer, the social distance between the speaker and the hearer, the degree to which X is rated imposition in culture Y, and the relative right and obligations between the speaker and the hearer.

C. Hedging

Lakoff (in Hyland, 1998) states hedging is words "whose job it is to make things more or less fuzzy".

Hedge is the word or phrase that modifies the degree of membership (Brown and Levinson, 1987). Hedges are a group of words whose functions are to conduct communication; the communicative function of words cannot work without context. Riekkinen (2009) argues hedging is seen as conveying inexactitude mostly. Actually, it contributes to pragmatic strategy. Thus, the study on hedges should be narrowed to the variety of contexts, from which the pragmatic study on the functions of hedges derives (Tang, 2013).

Coates (in Pellby, 2013) defines hedges as "... linguistic forms such as *I think, I'm sure, you know, sort of* and *perhaps* which express the speaker's certainty or uncertainty about the proposition under discussion". Speakers use hedges when they wish to create an informal or friendly atmosphere, facilitate turn taking, sustain discussion, show politeness, mitigate face-threats or disguise deficient knowledge and vocabulary (Florida, 2007).

Hedging as rhetorical strategy which can signal a lack of commitment to either the full semantic membership of an expression is called propositional hedging. While hedging that can signal full commitment to the force of the speech act being conveyed is called speech act hedging (Fraser, 2012). Prince, Frader, Bosk, and Dipietro (1982) made a clear distinction between two types of hedging, one type that involves the propositional contents and affects the truth condition of the proposition conveyed (propositional hedging), and a second type that involves the relationship between the propositional content and the speaker and serves an index of the commitment of the speaker to the truth of the propositional content conveyed (speech act hedging).

Hedging is necessary in several ways. First, hedging speakers can avoid commitment to the assumptions they make (Brown & Levinson, 1987). Second, hedging helps indicate approximate ranges, while detailed accuracy is not necessary (Prince in Nugroho, 2002).

D. Function of Hedging

Nugroho (2002) argues that the statements which are not hedged will mostly seem too strong. It may sound too direct or too blunt. The statement may also sound uninformative. Actually, the speaker hedge because they are not certain of what they say (Florida, 2007).

The most obvious function of hedges is as softeners, among others (Nugroho, 2002). There are several statements that become soft because of hedging. Hedging can create softened claims (Hatch in Nugroho, 2002), softened complaints, requests, and commands (Brown & Levinson, 1987), softened comment (Holmes, 1995), softened criticism (Riekkinen, 2012). The claims may sound less true than the factual nature

of the incidents, rude or like accusations (Nugroho, 2002).

III. METHOD

The type of this research is qualitative descriptive. This research is aimed to find out kinds of hedging which are used by the main characters and the implicit function of hedging in the movie entitled *Dear John*. Furthermore, this research is also conducted to describe the context of situation when hedging occurs in the dialogs. In conducting this research, the researcher uses the movie entitled *Dear John* as the source of data. Meanwhile, the data in this research are all dialogues containing hedging uttered by the main characters.

The researcher uses purposive sampling. The criteria of choosing the data are based on Fraser's classification of hedging. The researcher takes the dialogs containing the hedging strategy in the film entitled *Dear John* as the sample. Because of the data source is a type of document, the researcher decides to use content analysis method. The collected data are analyzed by using Pragmatic approach.

IV. FINDING AND DISCUSSION

A. Finding

From the collected data, there are 25 data which contain hedging found in introduction, pre climax, climax and post climax of movie. From those data, the researcher found three types of hedging employed by the characters in the movie entitled *Dear John*. Every hedging uttered by characters also has its own function.

Table 1. Types of Hedging

No	Types of Hedging	Numbers of Data	Percentage
1	Propositional	7	28%
2	Speech Act Hedging	18	72%
	Total	25	100%

From the table above, it can be seen the occurrence of hedging in the movie entitled *Dear John*. There are 7 data (28%) which contain propositional type. This type of hedging is mostly seen in the beginning of the movie. It happens because in the beginning of the movie, the main characters are recently acquainted. They want to know each other more, but sometimes the information that they want to know are private things. In order to keep the relationship, they use hedging expression which lack of commitment which is called propositional.

The second type of hedging is speech act hedging. There are 18 data (72%) containing hedging in the movie. This type is seen after the main characters know

each other deeper. They use speech act hedging to deliver sensitive topics. By using this type, they involve themselves into their words.

Actually, genre of movie influences the use of hedging in the movie mostly for speech act hedging. *Dear John* movie has romantic genre. This movie shows love story between the main characters. Based on the movie, people tend to speak softly and carefully towards people that they love. They do not want to hurt others' feeling. In order to avoid breaking the relationship, they use some strategies in delivering what is on their mind. One of the strategies is hedging. By using hedging, they reach their aim but they can still maintain the relationship. They just do not want to make their words sound too rude or bold towards people whom they love.

The table below is drawn to make it easier to find out the functions of hedging found in the movie.

Table 2. Function of Hedging

No	Types of Hedging	Function							Total
		SF-CM	SF-CP	SF-CL	SF-CD	SF-PR	SF-RQ	SF-CR	
1.	Propositional	2	-	4	-	-	-	1	7
2.	Speech Act Hedging	3	2	4	1	3	4	1	18
	Total	5	2	8	1	3	4	2	25

There are 7 functions found in the movie when one main character speaks to another. The functions found in the movie are softener. There are softened comment, softened complain, softened claim, softened command, softened request, softened criticism, and softened performative.

B. Discussion

There are two types of hedging found in the movie entitled *Dear John*. The two types of hedging in this research are based on Fraser's theory. The first type is propositional. Propositional type occurs when the speaker tries to include hedging on his/her utterance as softener but it has lack of commitment. The speaker utters hedging with forceless way in order to avoid the consequences that may appear because of his/her words.

The second type of hedging found in the movie is speech act hedging. Speech act hedging in the movie *Dear John* is found the most. Speech act hedging has a force more than propositional hedging. It just conveys the uncertainty or doubt of the speaker. In this research, speech act hedging is mostly used by the characters. It can be concluded that the main characters using hedging in order to deliver his/her opinion but s/he is not fully sure about his/her statement.

In this research, the research finds out that hedging has a function as softener. Hedging is used by the main

characters to deliver what is in his/her mind without breaking the relationship. In the research of hedging in the movie *Dear John*, hedging makes complaint, claim, performative, request, command and criticism become soft.

V. CONCLUSION

There are two types of hedging which are employed by the main characters in the movie entitled *Dear John*. The types are propositional and speech act hedging. The function of hedging in the movie entitled *Dear John* is as softener. There are some statements that are influenced by hedging. It makes the statements become soft. They are softened claim, softened comment, softened criticism, softened command, softened performative, softened request, and softened complaint. In addition, the genre of the movie influences the use of hedging in the movie mostly speech act hedging type. This movie shows love story between the main characters. Based on the movie, people tend to speak softly and carefully towards people that they love. They do not want to hurt others' feeling. In order to avoid breaking the relationship, they use some strategies in delivering what is on their mind. One of the strategies is hedging.

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The Analysis of Approbation Maxims Based on Leech's Politeness Principles in The Novel Entitled *Five on a Treasure Island*

Kartika Tri Astuti¹

Abstract—This paper was conducted to know the use of approbation maxim strategies which are uttered by the characters in the novel entitled *Five on A Treasure Island*. Moreover, this research was made to know the speakers' reason in relation to politeness principle when they use such a particular strategies in expressing the objective of their message. It uses pragmatics approach and descriptive qualitative method which took total sampling technique in collecting the data. The data are classified by the types of speech acts based on John Searle's classification of speech act and then they are analyzed using Politeness Principle by Geoffrey Leech. The result shows that most of the characters use approbation maxim strategy which maximizes praise to others and most of the hearer(s) give acceptance response towards the approbation maxims strategy.

Keyword: approbation maxim, politeness strategy

I. INTRODUCTION

In a verbal communication it is usual if there are force meanings which are different to the utterances. The difference needs to be researched thoroughly using pragmatics approach because what is depicted in the utterance is not the real meaning or in the other words the message is beyond comprehension. And when the speaker partner (the hearer) cannot catch the real meaning so the communication will be counted as a failure because the message is failed to be delivered.

One of the expressions in verbal communication that often has different force meaning with the utterance is compliment. Compliment as a noun (plural compliments) means something said or done to show that you approve of a person or a thing. While compliment as a verb (compliments, complimenting, complimented) means pay someone a compliment; congratulate. [via French from Italian] (Oxford Dictionary). The employing of compliment expression in conversation is done in some ways. Some of them are used to praise someone or to congratulate others on an exact situation which bring the speaker to deliver a compliment. Even people in some countries have a complimenting habit which makes them pay compliment as if it is usual pattern of their daily conversation with others. Meanwhile, the ambiguity of compliments emerges when a speaker delivers a

compliment to the hearer not in an exact occasion to do compliment and also there is no habitual reason behind.

Compliment can be used as a politeness strategy to side step the main issue that the speaker wants to deliver to the hearer. In Pragmatics, there is a strategy using compliment as a way to show politeness in order to cover the real intention of the speaker known as approbation maxim introduced by Geoffrey Leech. This paper examines the use of politeness strategy in characters in the novel entitled "*Five on A Treasure Island*" when they express their approbation maxim strategy to deliver their message to the hearer(s). "*Five on A Treasure Island*" is a British popular children's book by Enid Blyton. The story is about the adventure of Julian, Dick, Anne, their niece George and her dog Timothy in a treasure island called Kirrin Island.

II. THEORETICAL REVIEW

A. Pragmatics

There are many definitions regarding with the Pragmatics matter. In this section, the researcher provides some definitions of pragmatics taken from several linguists.

Levinson (1983: 24) states that pragmatics is the study of the ability of language users to pair sentence with the contexts in which they would be appropriate. According to Levinson's definition the analysis of pragmatics cannot be separated from the context and principles of language usage. Means, in order to understand the pragmatics meaning of the speaker, people should consider the principles of the language used by the speaker.

Thomas (1995:22) defines pragmatics as meaning in interaction. He states that in understanding speaker's meaning, it involves the negotiation of meaning between the speaker and the hearer, the context of the utterance (physical, social and linguistic) and the meaning potential utterance. It is because meaning in interaction relates to context and meaning potential of an utterance. Hence, it is not something which is inherent in the words alone or is produced by the speaker or the hearer alone.

According to George Yule (1996: 3), Pragmatics is concerned with the study of the meaning as communicated by a speaker (or writer) and interpreted

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by the listener (or the reader). It has, consequently, more to do with the analysis of what people mean by their utterances than what the words or phrases in those utterance might mean by themselves. In short, Pragmatics is the study of speaking meaning.

Later, Yule (1996:3) develops Thomas's definition and divides the definition of pragmatics into four, they are:

1. Pragmatics is the study of speaker meaning
2. Pragmatics is the study of contextual meaning
3. Pragmatics is the study of how more gets communicated than what is said
4. Pragmatics is the study of the expression of relative distances

From some definitions above, it can be concluded that Pragmatics is the study that focuses on the meaning beyond the utterances in which the meaning is influenced by context. Context has significant role and it also has given many contributions either in spoken or in written language. The relationship and connection between utterance and context is the main study in Pragmatics.

B. Context

In order to completely understand and interpret the speaker's utterances, research should take a look at the context of situation and cultures. These also important for the hearer to determine in giving a suitable answer or feedback to the speaker based on the context. If they (hearer) ignored the context of surrounding it may mislead them or caused a different interpretation from what is intended by the speaker.

Some explanations about context in pragmatics are provides below:

Geoffrey Leech (1983) states that context deals with the relevant aspects of the physical or social settings of an utterance. Means, context is a background knowledge that showed by the speaker and the hearer in building a connected conversation each other.

Levinson (1983:21) states that pragmatics is the study of relation between language and context. To understand the meaning of utterance, people cannot ignore the context since it might cause different interpretation from what is expected and later it might cause failed communication between speaker and hearer.

Huang (2007:13) refers context to any relevant features of dynamic setting or environment in which a linguistic unit is systematically used. Further, context can be seen as a composition of three different sources.

1. Physical context, which refers to physical setting of utterance.
Physical context is context which comes from the use of speaker's body language in order to help him to strengthen his utterance.
2. Linguistic context, which refers to surrounding

utterances in the same discourse.

Linguistic context are a series of context comes from conversation before the researched utterance containing approbation maxim and the conversation after the researched utterance which support the researched utterance.

3. General knowledge context, which refers to a set of background knowledge and assumption share by the speaker and the hearer.

General knowledge context refers to the information that is essential in understanding a situation or problem. Usually a general knowledge is shared between speaker and hearer in order to accomplish the communication. If one of them failed to comprehend the general knowledge automatically the aim of the communication will be scatter.

C. Speech act

1) The definition of speech act

According to Searle (1969:16) the unit of linguistic communication is not the symbol, word or sentence, but rather the production or issuance of the symbol or word or sentence in the performance of the speech acts. Speech acts are the basic minimal units of linguistic communication.

Meanwhile, George Yule in his book (1996: 47) states that Speech Acts is the actions performed via utterances. It means that in attempting to express them, people do not only produce utterances containing grammatical structures of words but they perform actions via those utterances. Yule says that speech acts contains three basic senses; Locutionary act (the act of saying something), Illocutionary act (indicates the purposes of the speaker in saying something), and Perlocutionary act (the effect to the hearer from the utterances).

2) The classification of speech act by John Searle

a) Declaratives/ Performatives

Declaratives is kind of speech acts that declare something. It has a function to change the status of the person by performing this kind of speech act. To perform declaration act, the speaker has to have special institutional role, in specific context, to perform declarations appropriately.

The form of act of declaratives speech act are baptizing, pronounce someone guilty, pronounce someone husband and wife, and so on.

b) Representatives

Representative is the kind of speech acts that commit the speaker to express the proposition truthfully. This act has a function to describe state or event. In using this act, the speaker makes words fit the word of belief.

The form of act of representatives speech act are

informing, asserting, stating, concluding, boasting, describing, suggesting, denying, and so on.

c) Expressives

This speech act expresses the speaker's attitude and emotion (feeling) towards the proposition.

The form of act of this speech act are apologizing, blaming, complaining, congratulating, praising, thanking, greeting and appreciating. Besides, it can be the statements of pain, joy, or pleasure.

d) Directives

In this speech act, the utterances said by the speaker to get someone else to do something for him. Directives also express what the speaker's wants.

The form of act includes commanding, requesting, ordering, giving advice, questioning, and so on.

e) Commisives

Commisives are kinds of speech acts that commit the speaker to say some future actions. This expresses what the speaker intends to do. The examples of this act are refusing, planning, promising, threatening, making oath, and so on.

3) *Direct and indirect speech acts*

Direct and indirect speech acts deal with the strategy of a speaker in using various linguistic form with the specific functions.

a) Direct speech act

Direct speech act occurs when there is a direct relationship between a function and its structure. It is blatantly uttered by the speaker as there is no indirectness or bias meaning in it. Direct speech act is usually performed when the relationship between the speaker and the hearer is close.

b) Indirect speech act

An indirect speech act occurs when there is an indirect relationship between structure and its function. It contains explicit meaning and it is not blatantly said by the speaker. The more the speaker applies this indirect speech act, the more polite his utterances will be. It is used when the speaker barely knows the hearer.

D. *Geoffrey Leech's Politeness Principle*

Beside cooperation, most interactions are governed by politeness, that is to say by what is considered a "polite social behavior" within a certain culture. The Politeness Principle is a series of maxims, which Geoffrey Leech has proposed as a way of explaining how politeness operates in conversational exchanges.

Leech defines politeness as a type of behavior that allows the participants to engage in a social interaction in an atmosphere of relative harmony. In stating his maxims Leech uses his own terms for two kinds of illocutionary acts. He calls representatives "assertives",

and calls directives "impositives".

Each maxim is accompanied by a sub-maxim, which is of less importance. They all support the idea that negative politeness (avoidance of discord) is more important than positive politeness (seeking concord). Not the entire maxim is equally important. For instance, tact influences what we say more powerfully than does generosity, while approbation is more important than modesty.

Speakers may adhere to more than one maxim of politeness at the same time. Often one maxim is on the forefront of the utterance, while the second maxim is implied.

1) *Tact maxim*

The tact maxim states: "Minimize the expression of beliefs which imply cost to other; maximize the expression of beliefs which imply benefits to other."

The first part of this maxim fits in Brown and Levinson's negative politeness strategy in minimizing the imposition, and the second part reflects the positive politeness strategy of attending to the hearer's interests, wants, and needs.

This type of maxim is used in directives and commissives speech acts.

2) *Generosity maxim*

Leech's generosity maxim states: "Minimize the expression of beliefs that express or imply benefit to self; maximize the expression of beliefs that express or imply cost to self."

Unlike the tact maxim, the maxim of generosity focuses on the speaker and says that others should be put first instead of the self.

This type of maxim can be found in directives and commissives speech acts.

3) *Approbation maxim:*

The approbation maxim involves minimizing dispraise and maximizing praise to speaker/hearer.

The approbation maxim is only applicable in illocutionary functions classified as 'expressive' e.g thanking, congratulating, pardoning, blaming, praising, condoling, e.g etc. And 'assertives' or 'representatives' e.g stating, boasting, complaining, reproting etc. Approbation maxim is closed to politeness strategy of avoiding disagreement.

The approbation maxim criteria are

1. Minimize dispraise of other
2. Maximize praise of other

The example (7) and (8) will serve to illustrate the illocutionary functions of thanking and complaining, in which the speaker maximize praise of the addressee in (7) and minimize dispraise in (8):

(7) *dear aunt Mabel, I want to thank you so much for the Christmas present this year. It was so very thoughtfull of you*

(8) *I wonder if you could keep the noise from your Saturday parties down a bit. Im finding it very hard to get enough sleep over the weekends*

(9) *your food is not delicious*

In (9) a fall of the approbation maxim, because A say unpleasant things to

4) *Modesty maxim*

Maxim of modesty is one of six maxims proposed by Leech (1983) in his politeness principle meaning to minimize praise or to maximize dispraise of self.

The modesty maxim states: "Minimize the expression of praise of self; maximize the expression of dispraise of self."

The modesty maxim is used in representative speech act.

5) *Agreement maxim*

The agreement maxim runs as follows: "Minimize the expression of disagreement between self and other; maximize the expression of agreement between self and other."

It is in line with Brown and Levinson's positive politeness strategies of 'seek agreement' and 'avoid disagreement' to which they attach great importance. However, it is not being claimed that people totally avoid disagreement. It is simply observed that they are much more direct in expressing agreement, rather than disagreement.

6) *Sympathy maxim*

The sympathy maxim states: "Minimize antipathy between self and other; maximize sympathy between self and other."

This includes the small group of speech acts such as congratulation, commiseration, and expressing condolences – all of which is in accordance with Brown and Levinson's positive politeness strategy of attending to the hearer's interests, wants, and needs.

The sympathy maxim is used in representative speech act.

E. *Compliment*

1) *The definition of compliment*

In most speech communities, the speech act of complimenting is intended to make others feel good. A compliment is a speech act which explicitly or implicitly attributes credit to someone other than the speaker, usually the person addressed, for some 'good' (possession, characteristic, skill, etc) which is positively valued by the speaker and the hearer (Holmes, 2003). Moreover, Wolfson (in Wolfson & Judd, 1983) states that in general; a compliment requires adjectives to express the speaker's positive evaluation. Adjective is the frequently used in the compliment. Meanwhile, in a few compliments which do not make use of an adjective or verb, positive evaluations are carried by nouns (e.g.

genius, angel, etc) or adverb well.

2) *Types of topics of compliments*

Wolfson (in Wolfson & Judd, 1983:90) divides the topics of compliment into two major categories, namely appearance and ability.

a. *Topic of appearance*

The topic of compliments is divided into two types:

1. *Personal appearance*

The type of topic compliment on personal appearance usually deals with apparel.

Example:

That's a very elegant dress. Did you just get it?

I love that blouse.

2. *Possession*

The type of compliment on possession usually deals with material possession.

Example:

The living room looks good. I haven't seen it this way.

I think your apartment is fantastic.

There are also favorable comments on something that appear to parallel comments concerning possession.

Example: Your baby is adorable.

Your husband is such a nice guy.

b. *Topic of ability*

Compliments concerning on ability are divided into two broad types: those, which are general, and those which refer to a specific act well done.

1. *General ability*

The general ability includes categorical reference to skill, talent, personal qualities, and taste.

Example:

You're so honest and you explain things so beautifully.

You do this kind of writing so well.

You have a good taste.

2. *Specific- act ability*

Specific- act ability contains all compliments which are specific- act.

Example: You're being so nice about this.

You are really did a good job. This is really nice.

3) *The function of compliment*

Noriko ishihara (as quoted in Ishihara, 2003), sums up a variety of reasons of using compliments in American English:

1. To express admiration or approval of someone's work/ appearance/ taste (Manes, 1983; Herbert, 1990).
2. To establish/ confirm/ maintain solidarity (Manes & Wolfson, 1981; Wolfson, 1989).
3. To replace greetings/ gratitudes/ apologies/ congratulations (Wolfson, 1983, 1989).

4. To soften face- threatening acts such as apologies, requests and criticisms (Brown & Levinson, 1987; Wolfson, 1983).
5. To open and sustain conversation (conversation strategy) (Wolfson, 1983; Billmyer, 1990; Dunham, 1992).
6. To reinforce desired behavior (Manes, 1983).

4) Compliment response strategies

Noriko Ishihara also sums up several types of compliment responses according to Nelson, Al- Batal & Echols (1996) and Herbert (1990). The explanations are as follows:

A. Accept

- Appreciation token (Thanks/ Thank you)
- Comment acceptance (Yeah, it's my favorite too)
- Praise upgrade (Really brings out the blue in my eyes, doesn't it?)

B. Mitigate

- Comment history (I bought it for the trip to Arizona)
- Shift credit (My brother gave it to me/ It really knitted itself)
- Questioning or Request Reassurance/ Repetition (Do you really like them?)
- Return (So's yours)
- Scale down/ downgrade (it's really quite old)

C. Reject

- Diasgreeing utterance (A: you look good and healthy. B: I feel fat)

D. No response

E. Request interpretation

- Addressee interprets the compliment as a request (You wanna borrow this one too?)

III. METHODOLOGY

This research is a qualitative research which employs descriptive method. Azwar (1999: 5) states that qualitative research focuses its analysis on the process of making the deductive conclusion, and also on the analysis of the relationship between phenomena of research, using scientific logic. While, Sutopo (2002) states that in qualitative research, data were collected in the form of words, sentences or pictures having meaning rather than merely numbers.

Furthermore, this research uses a descriptive method. Descriptive method is a kind of research method using technique of searching, collecting, classifying, analyzing the data, interpreting them and finally drawn the conclusion (Surakhmad, 1994: 147).

IV. RESULT AND DISCUSSION

There are 22 data which contain approbation maxim strategy that were found in the novel entitled Five On A

Treasure Island. The data are all uttered by the characters in the novel in the same patterns. Each data consists of two types of speech acts; expressive speech acts and representative speech acts. The table below is the use of three speech acts as the most used pattern of approbation maxim strategy in the novel.

Table 1. Table of Three Speech Acts

Nr	Data number	Participants		Types of speech act
		Speaker	Hearer(s)	
1.	07	JULIAN	GEORGE	EXPRESSIVE EXPRESSIVE REPRESENTA-TIVE
2.	09	GEORGE	JULIAN DICK ANNE	EXPRESSIVE REPRESENTA-TIVE REPRESENTA-TIVE
3.	11	JULIAN	GEORGE	REPRESENTA-TIVE EXPRESSIVE REPRESENTA-TIVE
4.	12	ANNE	GEORGE	REPRESENTA-TIVE REPRESENTA-TIVE EXPRESSIVE
5.	13	JULIAN	GEORGE	EXPRESSIVE REPRESENTA-TIVE REPRESENTA-TIVE
6.	16	GEORGE	JULIAN	REPRESENTA-TIVE EXPRESSIVE EXPRESSIVE
7.	18	JULIAN	GEORGE	EXPRESSIVE REPRESENTA-TIVE REPRESENTA-TIVE
8.	20	GEORGE	AUNT FANNY	EXPRESSIVE EXPRESSIVE REPRESENTA-TIVE
9.	22	GEORGE	AUNT FANNY	EXPRESSIVE REPRESENTA-TIVE REPRESENTA-TIVE

There are nine data found using three numbers of speech acts to build an approbation maxim strategy. The three numbers of speech acts consist of representative speech acts and expressive speech acts. Some data have one expressive speech act and two representative speech acts while the others have two expressive speech acts and one representative speech act.

In datum (07/ EXP:WS/ EXP:PR/ REP:QS) and datum (16/ REP:DE/ REP:COM/ EXP:WS), we can found that the speaker uses the approbation maxim strategy using three numbers of speech acts to draw the attention of the hearer. The first one Julian manages his approbation maxim strategy using two expressive speech acts and one representative speech act towards Tim; George's dog to draw the attention from George. He knows that George is a bull headed girl and if he and his brother and sister want to be friend with George, he needs to get George's attention by praising her dog. In the second datum, the speaker is George and the hearer is Julian. She uses one representative speech act and two expressive speech acts. She manages to deny about Julian's statement saying that her thought is worth a penny. Afterwards, she complains about herself who is not nice like Julian and his brother and sister to sidestep her real intention which is to be nice like them. Her goal of the approbation maxim strategy is to draw Julian's attention by praising them and saying her true feeling that she also wants to be nice kid like them. Besides, these two data are also used by the speaker to get closer to the hearer.

Another example is in datum (09/ EXP:PR/ REP:TL/ REP:SU). George as the speaker uses one expressive speech act and two representative speech acts in order to deliver her message towards Julian, Dick and Anne. She praises her cousins in the first utterance and then she manages to tell them that after all she feels glad they have come. The third utterance is a suggestion to go to Kirrin Island to have a look at the wreck in the afternoon. She uses these three number of speech acts to build the approbation maxim strategy to get her cousins' agreement to go to Kirrin Island with her. In datum (12/ REP:DE/ REP:TL/ EXP:GU), Anne as the speaker uses two representative speech acts and one expressive speech act towards the hearer, George. She manages to deny George's bad thought about boarding school is an awful place. Afterwards, she tells that in boarding school what they will get is all fun. She also adds the point by making a guaranty that boarding school will be good for George. Her reason using the approbation maxim strategy is to get George's agreement to study with them in the same boarding school. Meanwhile, in datum (13/ EXP:PR/ REP:TL/ REP:SU) George uses one expressive speech act and two representative speech acts to get an agreement from Julian. She manages to praise Julian, tells him about share something and then suggests him to go to Kirrin Island in the next day.

From the explanation, the characters in the novel prefer to employ approbation maxim strategy using three numbers of speech acts due to these reasons:

- 1) The speaker wants to get closer to the hearer,
- 2) The speaker needs the approval, agreement, or attention from the hearer,
- 3) The speaker simply wants to show appreciation towards the hearer.

The research conducts an analysis about the response from the hearer(s) towards the approbation maxim strategy employed by the speaker in order to know the effectiveness of approbation maxim strategy. The table below covers the approbation maxim strategy in maximizing praise to others used by the speaker and the response gave by the hearer(s).

Table 2. Table of the approbation maxim strategy and the hearer's response

No.	Number of data	Types of Approbation Maxim	Response from The Hearer(s)	Result of The Approbation Maxim Strategy
1.	02	Maximize Praise to Others	Accept (Praise Upgrade)	SUCCESSFUL
2.	06	Maximize Praise to Others	Request Interpretation	SUCCESSFUL
3.	10	Maximize Praise to Others	Accept (Praise Upgrade)	SUCCESSFUL
4.	07	Maximize Praise to Others	Accept (Comment Acceptance)	SUCCESSFUL
5.	09	Maximize Praise to Others	Accept (Comment Acceptance)	SUCCESSFUL
6.	11	Maximize Praise to Others	Accept (Comment Acceptance)	SUCCESSFUL
7.	12	Minimize Dispraise to Others	Reject (Disagreeing Utterance)	FAILED
8.	13	Maximize Praise to Others	Mitigate (Questioning)	SUCCESSFUL
9.	16	Minimize Dispraise to Others	Mitigate (Return)	SUCCESSFUL
10.	18	Maximize Praise to Others	No Response	SUCCESSFUL
11.	20	Minimize Dispraise to Others	Request Interpretation	SUCCESSFUL
12.	22	Maximize Praise to Others	No Response	SUCCESSFUL
13.	01	Maximize Praise to Others	Accept (Comment Acceptance)	SUCCESSFUL
14.	04	Minimize Dispraise to Others	Mitigate (Request Assurance)	SUCCESSFUL
15.	05	Maximize	Mitigate	SUCCESSFUL

		Praise to Others	(Comment History)	
16.	14	Maximize Praise to Others	Request Interpretation	SUCCESSFUL
17.	17	Minimize Dispraise to Others	No Response	SUCCESSFUL
18.	21	Maximize Praise to Others	No Response	SUCCESSFUL
19.	03	Minimize Dispraise to Others	Reject (Disagreeing Utterance)	FAILED
20.	15	Maximize Praise to Others	No Response	SUCCESSFUL
21.	19	Maximize Praise to Others	No Response	FAILED
22.	08	Maximize Praise to Others	Accept (Appreciation Token)	SUCCESSFUL

The table shows that there are fifteen data of approbation maxim strategy in maximizes praise to others which gains successful based on the response from the hearer(s) and only one datum of approbation maxim strategy in maximize praise to others which is failed. Meanwhile, there are four data of approbation maxim strategy in minimize disparise to others which gains successful whereas the other two data is failed.

One example is coming from datum (08/ REP:TL/ EXP:PR/ EXP:PR/ EXP:PRO/ REP:ST/ REP:CO/ REP:DE). Julian as the speaker employs the approbation maxim strategy in maximizing praise to others by uttering seven numbers of speech acts towards George as the hearer. He utters, "We'd love to share him with you, he's such a darling. And you've got a lovely island. We'd be simply thrilled if you'd share it sometimes. And you've got a wreck. We'd like to look at it and share it too. Ices and sweets aren't so good as those things- but it would be nice to make a bargain and share with each other." The praising form of act is found out in the second utterance, "he's such a darling." which is addressed to Timothy, George's dog, and the third utterance, "And you've got a lovely island." is addressed to Kirrin Island. Julian employs the approbation maxim strategy due to a reason to give a chocolate ice cream bar to George. George gives a positive response towards Julian's approbation maxim strategy by receiving the ice cream, giving an acceptance response in appreciation token, "Thank you, Julian. I will share with you. But promise you'll never tell anyone at home that I'm still keeping Timothy?", and makes a promise to share Tim and Kirrin Island to Julian.

To sum up, there are only three data of approbation maxim strategy which failed in gaining positive

response from the hearer(s). It means that the approbation maxim strategy is one of politeness strategy with a high possibility to success in delivering the real intention of the speaker towards the hearer(s). One of the key is by choosing the right speech acts before sidestep the real intention of the speaker. One of the dominant forms of acts based on the analysis's result is praising. Praising is included in expressive speech act. It is used to make the relationship between the speaker and the hearer(s) more intimate, make the utterances to be more polite, and create a good atmosphere in the conversation which later will smooth the goal achievement of the approbation maxim itself. The existence of praising is mostly found in the approbation maxim strategy which maximizing praise to others. In conclusion, whether it is a maximize praise to others or minimize dispraise to others, the approbation maxim strategy is tried- and- true has an effectiveness as a politeness strategy.

V. CONCLUSION

Based on the result of the analysis, most of the characters in the novel entitled *Five On A Treasure Island* employ the three numbers of speech acts to build an approbation maxim strategy towards the hearer(s). At least it has one expressive speech act and one representative speech act in a datum. The expressive speech act is usually in the first utterance(s). Meanwhile, the representative speech act is in the following utterance(s). The expressive speech act is the first part of the approbation maxim strategy. It has functions to catch the hearer(s) attention, to make a good atmosphere between the speaker and the hearer(s), and to lift the hearer's mood before the speaker utters his real intention. Whereas, the representative speech act is the second part of the approbation maxim strategy. The function of the representative speech act is as the goal of the approbation maxim strategy. The goal means that the representative speech act contains of the real intention of the speaker towards the hearer(s).

Based on the data analysis discussed in the previous chapter, the conclusion from this research are as follows.

1) *The form of act of representative and expressive speech acts employed by the characters in the novel.*

The characters in the dialogue in the novel entitled "Five on a Treasure Island" manage the approbation maxim strategy using the expressive speech act and the representative speech act which are divided into several forms of acts. The expressive speech acts can be in the form of apologizing, blaming, complaining, congratulating, praising, thanking, greeting, appreciating, accepting, wishing, promising, guarantying, and begging. Meanwhile, the representative speech acts also has several form of acts

as the following; informing, asserting, stating, concluding, boasting, describing, suggesting, denial, telling, and questioning. Each of the form of act may influence the result of the approbation maxim strategy. It means that if there is a small mistake from the speaker in combining the acts may cause a failure in the approbation maxim strategy that he builds. The researcher finds out that the most form of act used by the characters in the novel is praising. The praising form of act is included in expressive speech act. According to the result of the findings, praising form of act is counted as the core of the approbation maxim strategy. It leads the approbation maxim strategy to be more polite and then increase the possibility to get the positive response from the hearer(s).

There are some combinations of the order of the speech acts according to the result of the findings. The smallest number of speech acts used to build an approbation maxim is two numbers of speech acts. The other types consist of three numbers of speech acts, four numbers of speech acts, five numbers of speech acts, six numbers of speech acts, and seven numbers of speech acts. The employing of the number of the speech acts in one approbation maxim may depend on the speaker. The speaker is the one who build an approbation maxim strategy to deliver his message to the hearer(s).

2) *The reasons of the characters in the novel employed certain form of acts.*

The speaker needs to utter certain numbers of speech acts due to several reasons; to inform about something in a polite manner, to make up a mistake between the speaker and the hearer(s), to get closer to the hearer(s), to persuade the hearer(s), to cheer up the hearer(s), to get the approval, agreement, or attention from the hearer(s), to get a permission from the hearer(s), to get the answer from the hearer(s), to give something to the hearer(s), to get something from the hearer(s), to get answer from the hearer(s), to draw a conclusion, and or the speaker simply wants to show appreciation towards the hearer(s).

3) *Types of approbation maxim strategy mostly used by the characters in the novel. (maximize praise or minimize dispraise to others).*

Based on Geoffrey Leech Politeness Principle there are two types of approbation maxim strategy. The approbation maxim which is maximizes praise to others and the other one which is minimizes dispraise to others. In conclusion, the most types of approbation maxim strategy used in the novel is the maximize praise to others. There are sixteen data use the approbation maxim strategy which is maximizing praise to others and only one datum out of sixteen data that fails.

4) *The hearer's respond towards the approbation maxim employed by the characters (the speaker) in the novel.*

In order to answer this question, the researcher analyzes the response from the hearer towards the approbation maxim strategy employed by the speaker in the novel based on Compliment Response Strategies by Herbert (1989). As the result, there are seven data gain acceptance response, six data gain no response, four data gain mitigation response, three data gain request interpretation response and two data gain rejection response from the hearer(s).

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