

The Improved Performance of Editors in Finishing Drafts for Publication

Djatkika¹, Riyadi Santosa², Sri Marmanto³, Tri Wiratno⁴, Agus Hari Wibowo⁵

^{1,2,3,4,5} Universitas Sebelas Maret, Surakarta, Indonesia

Jalan Ir. Sutami 36 A, Ketingan, Jebres, Surakarta, Indonesia

Email: djatkika@staff.uns.ac.id; riyadisantosa@staff.uns.ac.id; marmanto@staff.uns.ac.id;

tri_wiratno@staff.uns.ac.id; agushari67@staff.uns.ac.id

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ABSTRACT

Improvement of editors in performing their jobs. Training on effective language exploitation was conducted to editors of publishers in Klaten Regency. Drafts representing their job before and after the training were collected to be compared on their language performance in improving the texts. The results show that in general the editors have better performance in finishing the drafts for publication. They are more sensitive in identifying grammar mistakes as well as lexical inappropriateness, so that the texts are more effectively revised and improved.

Corresponding Author:

Djatkika,

Universitas Sebelas Maret, Surakarta,

Jalan Ir. Sutami 36 A, Ketingan, Jebres, Surakarta, Indonesia.

Email: djatkika@staff.uns.ac.id

INTRODUCTION

Publishing companies have staffs who serve as editors. In connection with the existence and importance of the editor's role in the process of publishing printed materials that will be consumed by the public, a research examining the quality of the language processing of the editors' work is very interesting. There are two types of editing staffs working at publishers in Indonesia, namely editors whose job is to improve a draft of printed material written in Indonesian, and those who edit a draft of printed material that is translated from a foreign language into Indonesian. The first type of manuscript is written by an Indonesian writer. The material or substance of the draft and the language used to present the material is the result of the author or the writing team. For this type of material, the editor's job is to check and to improve the textbook draft. Of course, editing is not only focused on the content or substance presented, but also on the quality of the language used to present the substance of the materials.

On the other hand, for the editor who is in charge of editing the translated draft, the task becomes more challenging. Someone in this position — as well as a translator — must command and know how to use two languages involved in the job, i.e. the source language and target language. Moreover, the editor must have stronger skills in exploiting language than the translator of the draft he edits. This is related to the fact that the editor must be able to find weaknesses in the draft translation that he edits, and then improve

the text based on the findings. These weaknesses generally relate to grammar and vocabulary selection.

This research was conducted to see the language processing skills performed by editors in editing the draft of English textbooks and the manuscript of translation version from English into Indonesian. Of course, these two types of drafts demand English skills from the editors. In addition, the translation draft requires editors to also have Indonesian language skills, because they have to see how the quality of Indonesian translation results has been produced by the translators of the source text.

Meanwhile, the quality of published printed materials show that some editors still have weaknesses in exploiting languages related to the published translation products or the published course books. This can be seen from the quality of the translated books that have been circulating in the community (Djatmika, et al., 2014). In connection with this condition, the skills of exploiting language performed by the editors of translation and textbook drafts must be improved. Meanwhile, the linguistic aspects that need to be improved for editors are text structure and text texture. The first aspect is related to the ability of the editors to identify the type of text written or translated, while the second aspect represents grammar quality and word choice, both in the source and target language. These aspects represent the text texture of the translated draft — the text texture itself is described in more detail in several sources (Gerot and Wignell, 1995; Halliday, 2004; Djatmika, Khrisna, and Nuraeni, 2012).

Many studies on language exploitation of various texts have been performed. Some of these apply Systemic Functional Linguistics theory in their analysis; for example, a study conducted by Djatmika, Fitria Akhmerti Primasita, and Agus Dwi Priyanto (2011), which examined the quality of language exploitation for narrative texts. This study took thirty (34) short stories written by elementary school students using systemic analysis to see the quality of the text structure and texture. The first quality shows the shortcomings of most of the child writers in formatting a text within a genre framework. Meanwhile, the quality of the text texture also shows the weaknesses of the children in constructing sentences and in choosing words for their texts.

THEORY AND METHODS

This research is collaborating with PT INTAN PARIWARA Klaten, a publisher of translated and textbooks. As the research partner, this company provided translated drafts and draft of English textbooks to be used as the object of analysis on editing techniques and editing skills. Both verbal and non-verbal data were collected from two types of drafts, namely the translated draft and the English textbook draft. Furthermore, the collected data were analyzed in relation to linguistic and non-linguistic features to see the skills performed by editors in revising the drafts. Effective improvements and errors that are still made by editors are collected to see the quality of their skills in doing their job.

RESULT AND DISCUSSION

To do their job effectively, editors need to master several skills, from physical skills such as typing, computer skills with various systems that support editing, internet skills, and the most important is language skills. This last type is generally referred to as language competence. Because the object of the editing is a product of language quality, editors must have several types of language competence in order to be able to apply them in improving a draft text which might have weaknesses. Several types of language competencies are described in the following sections as follows.

The first type of competence is the ability related to language. The concept of linguistic competence is related to what Sumarlam (2008) describes about the grammatical and lexical aspects of a discourse which Halliday (2004) suggests as

lexicogrammar. Thus, someone who understands the linguistic system from the phonological level to the semantic level, and is then able to use or exploit these systems in the act of communication is called a person who has discourse competence. On the other hand, the inability to understand a part of this language system will reduce the quality of his competence.

Each language has sounds with different numbers and types. There are sounds that are shared by many languages and there are others that are only found in certain languages. The understanding of various language sounds might support language users in exploiting such sounds under the phonological systems or rules of a language in which the sounds exist. This phonological competence will make the language users have the ability to sort out an acceptable or unacceptable series of sounds certain language in accordance to the phonological system such a language has. For example, someone who knows English phonological rules will be able to accept that a hypothetical word of scrigged can potentially become a real word in English, while the word gmnolv can not. This is due to the fact that the first hypothetical word meets the rules of English phonology, while the other does not.

In doing his job, the editor of the translated draft does not make many mistakes related to this phonological competence. Most of their editing work is free of spelling errors. On the other hand, textbook draft editors are not careful in editing. There is one phonological error in the form of spelling that occurs repeatedly in each unit as shown in the following figure.

9. Here he is.

Grammar Note

Pronouns
The words in bold in the above sentences are called **pronouns**. There are three types of pronouns: **subjective**, **objective** and **possessive** pronouns. Study the following table.

| | Singular | | | Plural | | |
|------------------------|-----------------|------------------|--------------------|------------|-----------|------------|
| | Subjective | Objective | Possessive | Subjective | Objective | Possessive |
| 1 st person | I | me | mine | we | us | ours |
| 2 nd person | you | you | yours | you | you | yours |
| 3 rd person | he she it | him her it | his hers its | they | them | theirs |

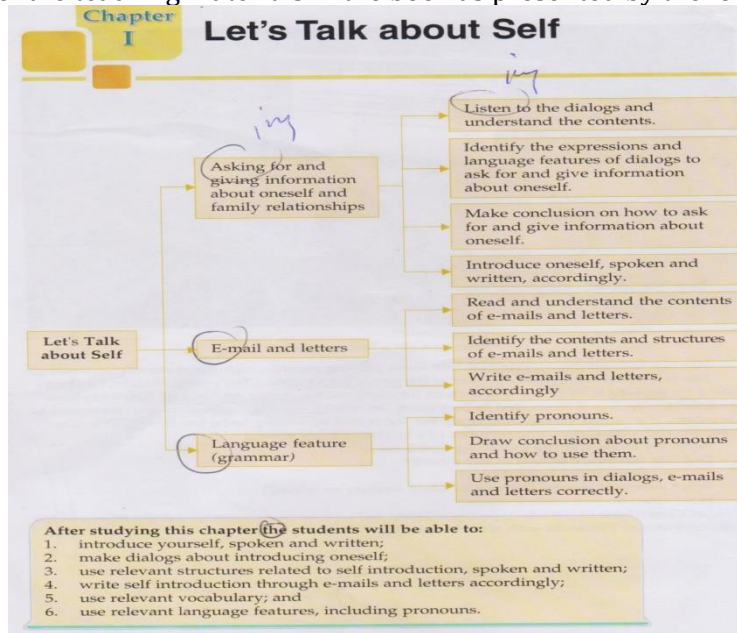
Table 1.2 Kinds of pronouns

Picture 1. Grammatical Mistakes

Meanwhile, the mastery of grammar of a language is also a very important. The meaning that appears in any language unit will be maximally achieved when the language unit is constructed grammatically. Of course the rules of grammar will differ from one language to another, so that a speaker of more than one language will have more than one type of grammatical competence from the languages s/he commands. With strong grammatical competence, a person will be able to judge whether the construction of a language unit is correct or not. For example, someone who has English grammatical competence will be able to say that a unit of *the old boy* makes a sense, while *old the boy* does not.

For this reason, an editor must have the competence and master the rules of English grammar to assess and improve the translation draft and more specifically the draft of English textbook. If s/he is not strong in this competence, then several risks might occur, such as being unable to identify grammatical errors existing in a draft s/he is editing so that these errors are still present in the draft ready for publication. In addition, this lack of

competence could also eliminate the opportunity for her/him to be able to correct the wrong grammatical concepts made by the draft writer — even though the wrong grammar concept is one of the teaching materials in the book as presented by the following case.



Picture 2. Parallel Form

Each front page of a unit in the textbook draft presents a mind mapping of the learning material. Grammatical errors occur in the names of competencies presented in each of these units. As there are several competencies displayed in a mind mapping page, the parallel forms with the gerund is the editor's choice to correct these errors. This weakness of the editor in grammar makes him unable to identify these mistakes, so the first page of each unit shows these grammatical errors. Furthermore, the weak grammar competence of the text book draft author and the editor who should check and make improvement to such a draft is shown in the presentation of wrong concept of grammar material as shown in the following picture.

Word Order of Adjectives

Noun phrases consist of modifiers and heads (nouns). Most modifiers come in the form of adjectives, such as *amazing islands*, *best destination* and *pristine environment*. Adjectives in the phrases are called opinion adjectives because they describe opinions about something. If you want to give more information, you can add more adjectives to modify the item (noun) you describe. For example, in addition to the opinion adjectives, you can also inform the size, color, age and origin of the item(noun).
(Observe the following examples and pay attention to the order of the adjectives (modifiers). Remember the common word order of adjectives before a noun.)

| The | Adjectives | | | | | | | Noun |
|-----|------------|--------|----------|-------|-------|----------|----------|---------|
| | Opinion | Size | Shape | Age | Color | Origin | Material | |
| the | nice | small | - | new | blue | Baliuese | wooden | statue |
| a | pretty | little | slim | young | - | African | - | girl |
| the | best | - | - | - | white | - | sandy | beach |
| the | yummy | small | circular | - | - | - | (fruit) | pudding |

Table 4.1 The word order of adjectives in noun phrases

Picture 3. Misconceptions

The picture above is part of the grammar material in the draft of English textbook. The teaching material presented is about noun phrase which consists of a noun head and several modifiers. Instead of introducing various classes of words that can be a modifier for a noun head, the author focuses only on the types of adjectives that can be modifiers for the noun head. Unfortunately, in the adjective column that represents material as a modifier, the writer also includes nouns as examples in it. Because only adjectives are introduced as modifiers for a noun head, the word *fruit* in the material column is a wrong example. *Fruit* is a noun and a noun can be a modifier for the noun head in a noun phrase — and it is a modifying noun, not a modifying adjective. This false example is also used in the following section of the exercise after presenting the wrong material. The exercise instructs students to identify the types of adjectives that modify a noun head into a noun phrase. However, the author in this exercise includes three noun phrases, namely *beautiful large bamboo house*, *bubbling mud pit*, and *steep winding stone road* with *bamboo*, *mud*, and *stone* as modifying nouns.

The English textbook draft also shows the misconceptions of grammar which are presented as learning materials. The first form is represented by the Grammar Note section for Chapter 1 on page 6 of the textbook with explanations and a table introducing pronouns. This section presents English pronouns that fill the Subject slots, Object slots, and owner possessive pronouns which are outlined as follows.

Table 1. Pronoun Materials in Textbook

| | <i>Singular</i> | | | <i>Plural</i> | | |
|------------------------------|--------------------------------------|---------------------------------------|---|-------------------|------------------|-------------------|
| | <i>Subjective</i> | <i>Objective</i> | <i>Possessive</i> | <i>Subjective</i> | <i>Objective</i> | <i>Possessive</i> |
| <i>1st person</i> | <i>I</i> | <i>me</i> | <i>mine</i> | <i>we</i> | <i>us</i> | <i>ours</i> |
| <i>2nd person</i> | <i>you</i> | <i>you</i> | <i>your</i> | <i>you</i> | <i>you</i> | <i>your</i> |
| <i>3rd person</i> | <i>he</i> <i>she</i> <i>it</i> | <i>him</i> <i>her</i> <i>it</i> | <i>his</i> <i>hers</i> <i>its</i> | <i>they</i> | <i>them</i> | <i>theirs</i> |

Because the focus of this material is on pronouns, the author did not include changes in the possessive adjective, namely the words of *my*, *your*, *his*, *her*, *its*, *our*, and *their*. The insertion of these forms in the description of this material will actually be of great help to potential book users because the possessive adjective is always presented in a package with a pronoun to indicate cases of conjugation or changes in the form of English pronouns. Moreover, the possessive adjective forms are also used in the texts where this example of grammatical explanation is used.

In addition, a wrong example exists in the material. The word *its* in the table above is included in the possessive pronoun column. In this way, a revision of the table and a description of the changing of the pronouns can be made for this section. The pronoun table can be presented as follows.

Tale 2. A Revision the Pronouns Material

| | <i>Singular</i> | | | | <i>Plural</i> | | | |
|------------------------------|--------------------------------------|---------------------------------------|--|---------------------------|-------------------|------------------|-----------------------------|-------------------|
| | <i>Subjective</i> | <i>Objective</i> | <i>Possessive Adjective</i> | <i>Possessive</i> | <i>Subjective</i> | <i>Objective</i> | <i>Possessive Adjective</i> | <i>Possessive</i> |
| <i>1st person</i> | <i>I</i> | <i>me</i> | <i>My</i> | <i>mine</i> | <i>we</i> | <i>us</i> | <i>Our</i> | <i>ours</i> |
| <i>2nd person</i> | <i>you</i> | <i>you</i> | <i>Your</i> | <i>your</i> | <i>you</i> | <i>you</i> | <i>Your</i> | <i>your</i> |
| <i>3rd person</i> | <i>he</i> <i>she</i> <i>it</i> | <i>him</i> <i>her</i> <i>it</i> | <i>His</i> <i>Her</i> <i>its</i> | <i>his</i> <i>hers</i> | <i>they</i> | <i>them</i> | <i>their</i> | <i>theirs</i> |

Like what happens with phonology, the editor of translation draft did not make any mistake in her/his job, while her/his peer in text book draft shows several failures in indentifying grammatical mistakes, so s/he just lets the mistakes go to the final ready-to-publish manuscripts.

Another skill that has an important role in representing the language fluency is semantic competence. This ability is related to the speaker's understanding of the meaning contained in language units so that s/he can use these language units clearly and correctly. If an English learner has not maximally mastered the meaning of English words, then it is certain that errors in the choice or use of these words will occur in the interactions he or she does in English. For example, the choice of the word *cooker* to refer to a *cook* — which is done analogically to the words *teacher*, *dancer*, *singer*, and so on — is the result of a speaker's less semantic competence. Mistakes in choosing words in other cases also become evidence of the importance of semantic competence for a speaker of a language.

Problem in semantics skills will give problems to editors in doing their jobs. The following case might exemplify such an phenomenon. There are several words that are changed by the editor according to the context of the sentence. In my opinion, the change is appropriate. It's just that for data number (4), the word 'feathers' is translated into 'bulunggas', which is not found in the Indonesian Dictionary (Kamus Besar Bahasa Indonesia-KBBI). Hence the word *bulu unggas* might be more appropriate and more acceptable to be the equivalent for the word *feathers*. There is indeed a problem with several different English words that have the same equivalent word in Indonesian. For example, the words 'fur' and 'feather' have the equivalent of 'fur', the English word 'skin' could mean 'skin' and 'leather', as shown in the table below.

Table 3. A Wrong Choice of Words

| No | Source | First Translation | Linguistics Editing | Comment Suggestions |
|----|-----------------|-------------------|---------------------|--------------------------|
| 1 | <i>tried</i> | berusaha | mencoba | mencoba |
| 2 | <i>riding</i> | menunggangi | mengikuti | mengikuti atau menumpang |
| 3 | <i>project</i> | proyek | kegiatan | kegiatan |
| 4 | <i>feathers</i> | bulunggas | bulunggas | bulu unggas |

Meanwhile, the meaning of several phrases also creates problems for editors. The phrase 'flying craft' in data (1) can be either a 'gerund' or an 'active participle'. Therefore a more accurate translation for *A traveller in a flying craft* would be *Pelancong dalam sebuah pesawat terbang*. Whereas in data number (2), in our opinion, the phrase 'The force pushing against an object' can be translated either as in the initial translation '*Gaya yang mendorong melawan benda ketika bergerak menembus udara*' or the edited version '*Gaya yang mendorong berlawanan dengan benda ketika bergerak menembus udara*'

Table 4. Meaning of Phrases

| Source | First Translation | Linguistics Editing | Comment Suggestions |
|---|--|--|--|
| <i>A traveller in a <u>flying craft</u></i> | Pelancong dalam sebuah pesawat terbang | Pelancong dengan menaiki pesawat terbang | Pelancong dalam sebuah pesawat terbang |
| <i><u>The force pushing against an object</u> as it moves through the air</i> | Gaya yang mendorong melawan benda ketika bergerak menembus udara | Gaya yang mendorong berlawanan dengan benda ketika bergerak menembus udara | Keduanya baik |
| <i><u>Massive flying reptiles called Pterosaurs...</u></i> | Reptilia terbang yang sangat besar yang disebut Pterosaurus | Reptilia terbang sangat besar yang disebut Pterosaurus | Reptilia yang terbang secara massal yang disebut Pterosaurus |

Meanwhile, some English words with wrong semantic meanings are also used in the draft of English textbooks. An instruction in one of the exercises is written "Attach your email and reply on the classroom wall magazine." The choice of the word *attach* in the instruction is less effective in sending messages. Because the word *attach* means attachment or sticking something to the paper. Meanwhile, to stick something on a board or wall is more appropriate to use the word *to post* instead of the word *to attach*. Thus, replacing the word *attach* with the word *post* will make the instruction "Post your e-mail and reply on the classroom magazine" effective in sending the message.

Furthermore, with regard to the language function or illocutionary meaning to be presented in this textbook draft, there are two uses that are considered to be inconsistent with the pragmatic behavior of English and / or the context of the interactions that are used as examples. In Dialog 3, page 8, a story "Hi Keiza, What are you buying?" used to represent a greeting in English. The choice of speech to give this greeting is not in accordance with pragmatic behavior in English, because they have the speech "Good morning, How are you?, and so on. Meanwhile, the phrase "What are you buying?" this is very popular in the Javanese language. In other words, this speech is like a translation of a greeting speech from Javanese, "*Tuku apa mbak?*" –as it is known that Javanese speakers use several types of speech acts to greet someone else to make small talk as a form of greeting, including by asking questions (which don't actually require answers) - which for native English speakers if someone else greets him by asking this will make him feel uncomfortable.

Another pragmatic problem is related to the context configuration of a conversation which is presented as one of the learning materials in Activity 9, Chapter I. The context that delivers a conversation is "Nadim and Tigor are at the canteen. They meet Firda, Nadim's friend at Junior High School. Nadim is introducing her to Tigor. " Next, a conversation presents Nadim who introduces Firda (junior high school student) to his high school friend Tigor. At the end of the conversation, Nadim offered to treat Firda to lunch at the school canteen. The content of this conversation is somewhat ineffective because the introduction to the context says "Nadim and Tigor are at the canteen" —the expression *at the canteen* does not necessarily mean they are having lunch. It could be that the two of them Nadim and Tigor were just sitting in the canteen, or they could be chatting while standing in front of the canteen, or they were doing something other than having lunch in the canteen area — this has to do with choosing the meaning of preposition of **at**.

If by reading the introductory sentence above the imagination that awakens is that Nadim and Tigor are sitting in the canteen area, and then when Nadim meets Firda he offers her lunch and Nadim is the one who pays, then the incident will sound weird. Therefore, the introductory sentence above can be improved by replacing it as follows: "Nadim and Tigor are having lunch at the school canteen. If they are having lunch in the canteen and then offer to be kind to a friend by buying her lunch, then the conversation and introductory lines become more acceptable.

Discussion

Editors of translation and English textbook drafts need to upgrade their language skills with several dimensions. This is related to the conditions of inaccuracy and errors made by the author of the original draft. If the editor has a sensitivity to grammar and if the choice of vocabulary is not strong enough, then the errors in the drafts made by the authors will not be identified properly by the editor. In consequence, the mistakes will still exist in the published products -- and the possibility of rejection of the textbook drafts by the government book assessment team might also happen. In this regard, the editors of the publishing company must always update and upgrade the language skills needed in editing translations and English textbook drafts.

Therefore, training to upgrade the editors language skills need to be held regularly by the publishing company where the editors work. Meanwhile, campus academics can become partners in order to improve the skills of these editors. this cooperation will of course be mutually beneficial; the publishing company gets skills-building materials from university language experts for its editors - while the university gets community service partners for activities that are one of the elements of the Tri Dharma Perguruan Tinggi

With regard to the grammatical aspects used in the drafts and—especially those related to text structure and texture The first shows that the editors have mastered the linguistic characteristics of several types of text, while the quality of the second type is that there are still errors both related to the type of text and mainly related to grammar and the choice of vocabulary as part of the text texture.

CONCLUSION

The results of the analysis show that the editors have good skills in processing the language for certain types of text. However, on the other hand, they still show errors, especially in relation to processing grammar and vocabulary selection. Although the frequency of occurrence of each error is very small in the two types of edited drafts, the presence of the error (which persists even after editing) can indicate the quality of the editor's language processing skills. Thus, improving personal skills in terms of language exploitation for editing needs to be done periodically by editors by the companies they work for, by campus academics in the form of community service.

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