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STUDENTS' PERCEPTIONS OF THE FIELD TRIP IN VOCABULARY LEARNING (A DESCRIPTIVE QUANTITATIVE RESEARCH IN THE SIXTH SEMESTER STUDENTS OF ENGLISH FOR BUSINESS AND PROFESSIONAL COMMUNICATION IN THE ACADEMIC YEAR OF 2021-2022)

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Abstract

Vocabulary has an important role in all language skills. Vocabulary helps people to express their idea. In a classroom, the lecturer meets many characters of students. Some students have high motivation to learn, but some have low motivation to learn. In explaining the learning materials in the classroom, the lecturer will deal with the various reaction of students. These situations require the lecturer to find out the best way to teach the students effectively and increase their motivation in learning. The objectives of this research are to find out the students' perceptions of the field trip in vocabulary learning and to find out the advantages of the field trip in learning vocabulary. This research is descriptive. The researcher used a questionnaire as the instrument of data collection. Based on the questionnaire, students' perceptions of the field trip in vocabulary learning are: 54,3% of respondents agree that field trips are rich in educational possibilities as students learn from actual hands-on experience rather than by simple reading or hearing about something, 77,1% respondents agree that field trip is the most natural learning because it realized through the learners' personal experience. 68,6% of respondents strongly agree that students involved in their work will make them learn and enjoy it, and 48,6% of respondents strongly agree that the field trip involved students on an excursion outside the classroom for making the relevant observation and for understanding the topic of the study.

Keywords: *vocabulary, students' perception, field trip*

1.1 Introduction

Vocabulary has an important role in all language skills. Vocabulary helps people to express their idea. Vocabulary helps people read and listen with more understanding. Vocabulary helps people to convey meaning. The linguist Wilkins (1972, p. 111) states that "without grammar little can be conveyed, without vocabulary nothing can be conveyed." So, vocabulary plays a more important role than grammar. Indeed, people need to use words to express themselves in any language, as well as students. In addition, "successful people usually have large vocabularies and good word recognition skills that enable them to use the right word in the right place at the right time." (Hancock, 1987, p. 1)

In doing communication with others, there are two basic ways of communication, they are speaking and writing. As Hancock (1987, p. 1) states that there are two basic ways of communicating with others, they are speaking and writing. Vocabulary development is essential for both. If the students fail to understand what the instructor or lecturer says, one of the reasons could be because of the failure to understand the words that were used. In the researcher's experience as a lecturer, she

noticed the fact that students usually find it hard to speak English fluently and accurately. They usually consider that speaking activities are boring and exhausting because they keep on using the same expressions and words and immediately, their conversation is interrupted due to missing words. And the main reason for such communication problems is the lack of vocabulary. That is why vocabulary plays an essential role in learning a language.

In a classroom, the lecturer meets many characters of students. Some students have high motivation to learn, but some have low motivation to learn. In explaining the learning materials in the classroom, the lecturer will deal with the various reaction of students. Some students respond to the lecturer's explanation positively such as by listening to the lecturer carefully, taking notes while the lecturer is explaining the learning material, discuss the learning materials with their friends but some students react or respond negatively such as do not pay attention to the lecturer's explanation, talk with a friend beside him, busy with their smartphone or fall asleep. These situations require the lecturer to find out the best way to teach the students effectively and increase their motivation in learning.

There are various approaches, methods, and techniques for teaching English. According to Setiadi, et. al. (2008), there are some approaches to teaching a language, there are natural approach, communicative approach, content-based approach, literature-based approach, etc. In teaching methods, there are the audio-lingual method, direct method, total physical response method, and grammar-translation method. The various kinds of teaching approach, method, and technique make the teacher able to use them in their class but the teacher must be able to choose the most appropriate approach, method, and technique that suit the characteristics of their students.

The field trip is one of the techniques that can be used in language learning. Based on the researcher's observation in vocabulary class, she found that the field trip can increase students' motivation in language learning and the field trip can create a good atmosphere in language learning. On researcher pre-observation, field trip makes the students happy while learning a language, feel relaxed and increase their motivation to get a new word. That is why, the researcher would like to investigate the students' perception of the field trip in vocabulary learning, the researcher is going to research the sixth-semester students in the academic year 2021-2022. The researcher will do it in research entitled *The Students' Perceptions of the Field Trip in Vocabulary Learning (A Descriptive Quantitative Research in the Sixth Semester Students of English for Business and Professional Communication in the Academic Year of 2021-2022).*

The problem formulations of this research are:
1. What is students' perception of the field trip in vocabulary learning?
2. What are the advantages of the field trip in learning vocabulary?

Based on the problem formulated, the objectives of this research are:
1. To find out the students' perception of the field trip in vocabulary learning;
2. To find out the advantages of the field trip in learning vocabulary.

The researcher wishes that the result of this research will give many advantages, they are: Theoretically, the researcher hopes that the finding of this research will give additional reference for other research related to the students' perceptions of the field trip and the advantages of the field trip in learning vocabulary. Practically, the researcher hopes that the finding of this research will give more knowledge to lecturers about students' perception of the field trip and the advantages of the field trip in learning vocabulary so the lecturer can

use the field trip as one of their techniques in teaching language.

2.1 Literature Review

Vocabulary plays an important role in language skills. It is the basis for the development of other language skills, which are reading comprehension, listening comprehension, speaking, writing, spelling, and pronunciation. As Harmer (2001, p. 4) stated that vocabulary is one of the most obvious components of language and one of the first things applied linguistics turned their attention. Moreover, Richard and Renandya (2002, p. 255) stated that vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read and write. It means that the role of vocabulary is really important in language learning since it is the basis for students to speak, listen, read and write well. Vocabulary is very important because it is the starting point that people have to possess when they deal with languages. As Al-Hinnawi (2012, p. 62) stated "vocabulary is the starting point that people should possess when dealing with languages." Moreover, vocabulary is dominant in improving a person's communication skills. As Anil (2011, p.46) states that "vocabulary is predominant in improving one's communicative skill. Language is more powerful when it is being used perfectly".

Vocabulary is a set of words in oral and written and in productive and receptive which has a meaning, as Fran et. al. (2005, p. 2-3) define that vocabulary as knowledge of words and word meaning in both oral and written language and productive and receptive forms. In other words, vocabulary is a combination of words that produce meaning. Vocabulary is the focus of language with its sounds and intended meanings that interlock to allow students to communicate with one another (Nation, 2000: Pyles, 1970). In classroom implementation, vocabulary becomes the guidance that leads students to comprehend every piece of information both oral and written and to produce ideas.

Thornbury (2002, pp. 24-25) and Nation (2001, p. 24) classified the types of vocabulary into two types, they are receptive and productive vocabulary. According to them, there are two types of vocabulary related to the language skills of reading, listening, speaking, and writing they are receptive or passive vocabulary which refers to the words that native speakers and foreign learners recognize and understand but it hardly ever used, it is used passively in reading and listening, and productive vocabulary which is utilized actively either in speaking or writing. Productive vocabulary refers to the words that learners use when they speak or write and is called active vocabulary.

Approach, method, and techniques are three terms that are important in teaching. According to Anthony (as cited in Richards and Rogers, 2001, p. 19),

> approach, method, and technique have a hierarchical arrangement. The approach is the level of theories, and the method is the plan of language teaching which is consistent with the theories, and techniques carried out by a method. In other words, the arrangement of the three is that-approach is axiomatic, the method is procedural and the technique is implementation.

Field trip is one of the techniques in teaching and learning a language. Ezechi (2018, p. 32) states that "field trips are rich in educational possibilities as students learn from actual hands-on experience rather than by simple reading or hearing about something." According to Yusuf (2011), "the most natural learning is realized through the learners' personal experience. Students involved in their work will make them learn and enjoy it."

Akubuilo (2010) states that the field trip is a teaching method that involved students on an excursion outside the

classroom for making relevant observations for understanding the topic of the study. According to Bitgood and Stephen (2009), a field trip is a trip done by students to get firsthand knowledge away from the classroom. Ilori (2010) states that field trips are aids used by teachers to build students' interest thereby enabling them to get direct experience. According to Wilson (2011), field trip offers meaningful and educative opportunities to students, they are field trip provides a real learning experience to students because it provides them with the opportunities to put what they learned through another method of teaching into practice, gives the students opportunity to see the world, as the students go out and study in groups during the field trip, their interpersonal relationship improves as they learn to live and work with others, supporting each other during group learning activities, field trip enhances the students' memory as the students have been found to remember what they learn in the trips for many years.

3.1 Methodology

This research is descriptive. Aquino in Calderon and Gonzales (1993, p. 61) states:

Descriptive research is fact-finding with adequate interpretation. The descriptive method is something more and beyond just data-gathering; the latter is not reflective thinking nor it is research. The true meaning of the data collected should be reported from the point of view of the objectives and the basic assumption of the project underway. This follows logically after careful classification of data. Facts obtained may be accurate expressions of central tendency or deviation, or correlation, but the report is not the research unless discussion of those data is not carried up to the level of adequate interpretation. Data must be subjected to the thinking process in terms of ordered reasoning.

In this research, the researcher conducted the research at Politeknik Tonggak Equator. This research is done from July until August 2022. The researcher chose sixth-semester students of English for Business and Professional Communication as the respondent of the research because these students had attended the vocabulary subject and had the experience of doing a field trip in vocabulary learning. The respondent consists of 35 students filling out the questionnaire. The researcher chose 35 students to fill out the questionnaire with the criteria of being willing of being respondents of this research, having ever attended and finished vocabulary subject, have experienced learning vocabulary through a field trip. In this research, the researcher used a questionnaire as the instrument of data collection. According to Calderon and Gonzales (1993, p. 105), "questionnaire is simply a set of questions which, when answered properly by required number of properly selected respondent, will supply the necessary information to complete a research study." A questionnaire is used to collect students' opinions and supply the necessary information to complete the research. In this research, the researcher distributed questionnaires to 35 students using email and WhatsApp. In this research, the result of the questionnaire will be analyzed quantitatively.

4.1 Finding and Discussion

In this research, the researcher spread questionnaires to 35 people respondents. All of the respondents are sixth-semester students of Politeknik Tonggak Equator. The finding of the questionnaires can be seen in the following tables.

Table 4.1 Field trips are rich in educational possibilities as students learn from actual hands-on experience rather than by simple reading or hearing about something

Statement	SA	A	D	SD	Total Respondent
Field trips are rich in educational possibilities as students learn from actual hands-on experience rather than by simple reading or hearing about something	45,7%	54,3%	0%	0 %	100 %

Based on table 4.1, it can be seen that 54,3% of respondents agree that field trips are rich in educational possibilities as students learn from actual hands-on experience rather than by simple reading or hearing about something, 45,7% states strongly agree, and 0% states disagree and strongly disagree.

Table 4.2 Field trip is the most natural learning because it realized through the learners' personal experience

Statement	SA	A	D	SD	Total Respondent
Field trip is the most natural learning because it realized through the learners' personal experience.	17,1%	77,1%	0%	0%	100%

Based on table 4.2, it can be seen that 77,1% of respondents agree that field trip is the most natural learning because it is realized through the learners' personal experience, 17,1% states strongly agree, and 0% states disagree and strongly disagree.

Table 4.3 Students' involvement in their work will make them learn and enjoy it

Statement	SA	A	D	SD	Total Respondent
Students involving in their work will make them learn and enjoy it.	68,6%	31,4%	0%	0%	100%

Based on table 4.3, it can be seen that 68,6% of respondents strongly agree that students involved in their work will make them learn and enjoy it, 31,4% states agree, and 0% states disagree and strongly disagree.

Table 4.4 Field trip involved students on an excursion outside the classroom for making relevant observations for understanding the topic of the study

Statement	SA	A	D	SD	Total Respondent
Field trip involved students on an excursion outside the classroom for making relevant observation for understanding the topic of the study.	48,6%	51,4%	0%	0%	100%

Based on table 4.4, it can be seen that 48,6% of respondents strongly agree that the field trip involved students on an excursion outside the classroom for making relevant observations for understanding the topic of the study. 51,4% agree, and 0% states disagree and strongly disagree.

Table 4.5 Field trip is a trip done by students to get firsthand knowledge away from the classroom

Statement	SA	A	D	SD	Total Respondent
Field trip is a trip done by students to get firsthand knowledge away from the classroom	40%	60%	0%	0%	100%

Based on table 4.5, it can be seen that 60% of respondents agree that the field trip is a trip done by students to get firsthand knowledge away from the classroom, 40% states strongly agree, 0% states disagree and 0% states strongly disagree.

Table 4.6 Field trips are aids used by teachers to build students' interest thereby enabling them to get direct experience

Statement	SA	A	D	SD	Total Respondent
Field trips are aids used by teachers to build students interest thereby enabling them to get direct experience	57,1%	42,9%	0%	0%	100%

Based on table 4.6, it can be seen that 57,1% of respondents strongly agree that field trips are aids used by teachers to build students' interest thereby enabling them to get direct experience, 42,9% states agree, 0% states disagree and 0% states strongly disagree.

Table 4.7 Field trip provides a real learning experience to students because it provides them with the opportunities to put what they learned through other methods of teaching into practice

Statement	SA	A	D	SD	Total Respondent
Field trip provides real learning experience to students because it provides them with the opportunities to put what they learned through other method of teaching into practice	74,3%	25,7%	0%	0%	100%

Based on table 4.7, it can be seen that 74,3% of respondents strongly agree that field trip provides a real learning experience to students because it provides them with the opportunities to put what they learned through other methods of teaching into practice, 25,7% states agree, 0% states disagree and 0% states strongly disagree.

Table 4.8 Field trip allows the students to see the world, as the students go out and study in groups during the field trip

Statement	SA	A	D	SD	Total Respondent
Field trip gives the students opportunity to see the world, as the students go out and study in groups during the field trip	51,4%	45,7%	2,85%	0%	100%

Based on table 4.8, it can be seen that 51,4% of respondents strongly agree that field trip gives the students opportunity to see the world, as the students go out and study in groups during the field trip, 45,7% states agree, 2,85% states disagree and 0 % states strongly disagree.

Table 4.9 In field trip, students' interpersonal relationship improves as they learn to live and work with others, supporting each other during group learning activities

Statement	SA	A	D	SD	Total Respondent
In field trip, students' interpersonal relationship improves as they learn to live and work with others, supporting each other during group learning activities	45,7%	51,4%	2,85%	0%	100 %

Based on table 4.9, it can be seen that 51,4% of respondents agree that on the field trip, students' interpersonal relationship improves as they learn to live and work with others, supporting each other during group learning activities, 45,7% states strongly agree, and 2,85% states disagree, and 0% states strongly disagree.

Table 4.10 the field trip enhances the students' memory as the students have been found to remember what they learn on the trips for many years.

Statement	SA	A	D	SD	Total Respondent
Field trip enhance the students' memory as the students have been found to remember what they learn in the trips for many years.	57,1%	40%	2,8%	0%	100%

Based on table 4.10, it can be seen that 57,1% of respondents strongly agree that the field trip enhances the students' memory as the students have been found to remember what they learn on the trips for many years, 40% states agree, and 2,85% states disagree and 0% states strongly disagree.

Table 4.11 Field trip is an effective method of teaching since it helps students acquire useful knowledge while having fun and relaxing at the same time

Statement	SA	A	D	SD	Total Respondent
The field trip is an effective method of teaching since it helps students acquire useful knowledge while having fun and relaxation at the same time	60%	31,4%	8,6%	0%	100%

Based on table 4.11, it can be seen that 60% of respondents strongly agree that field trip is an effective method of teaching since it helps students acquire useful knowledge while having fun and relaxation at the same time, 31,4% states agree, and 8,6% states disagree and 0% states strongly disagree.

Table 4.12 Field trip sharpen the students' observational abilities and helps elicit their interest

Statement	SA	A	D	SD	Total Respondent
Field trip sharpen the students' observational abilities and helps elicit their interest	28,6%	71,4%	0%	0%	100%

Based on table 4.12, it can be seen that 71,4% of respondents agree that field trip sharpens the students' observational abilities and helps elicit their interest, 28,6% states strongly agree, and 0% states disagree and strongly disagree.

Table 4.13 Field trip is useful in developing all senses of students namely observation, analysis, reporting, etc.

Statement	SA	A	D	SD	Total Respondent
Field trip is useful in developing all senses of students namely observation, analysis, reporting, etc.	62,3%	37,1%	0%	%	100%

Based on table 4.13, it can be seen that 62,3% of respondents strongly agree that field trip is useful in developing all senses of students namely observation,

analysis, reporting, etc. Then, 37,1% of states agree, and 0% of states disagree and strongly disagree.

Table 4.14 Things that cannot be brought to the classroom can be observed and studied through the field trip

Statement	SA	A	D	SD	Total Respondent
Things that cannot be brought to the classroom can be observed and studied through field trip	57,1%	37,1%	5,7%	0%	100%

Based on table 4.14, it can be seen that 57,1% of respondents strongly agree that things that cannot be brought to the classroom can be observed and studied through the field trip, 37,1% of states agree, and 5,7% of states disagree and 0% of states strongly disagree.

Table 4.15 Experience gained during the field trip can motivate the students to read what they have observed to harmonize actual field experience with information gathered from the textbook

Statement	SA	A	D	SD	Total Respondent
Experience gained during the field trip can motivate the students to read what they have observed so as harmonized actual field experience with information gathered from textbook	45,7%	51,4%	2,85%	0%	100%

Based on table 4.15, it can be seen that 51,4% of respondents agree that experience gained during the field trip can motivate the students to read what they have observed as harmonized actual field experience with information gathered from the textbook, 45,7% states strongly agree, 2,85% states disagree and 0% states strongly disagree.

Based on the questionnaire, it can be known 54,3% of respondents agree that field trips are rich in educational

possibilities as students learn from actual hands-on experience rather than by simple reading or hearing about something. It is in line with Ezechi (2018, p. 32) states that "field trips are rich in educational possibilities as students learn from actual hands-on experience rather than by simple reading or hearing about something." Then, 77,1% of respondents agree that field trip is the most natural learning because it realized through the learners' personal experience. It is in line with Yusuf (2011) states that "the most natural learning is realized through the learners' personal experience". Moreover, 68,6% of respondents strongly agree that students involved in their work will make them learn and enjoy it. This is in line with Yusuf (2011) states that "students involving in their work will make them learn and enjoy it".

Next, 51,4% of respondents strongly agree that the field trip involved students on an excursion outside the classroom for making relevant observations for understanding the topic of the study. This statement is suitable with what Akubuilo (2010) states: "field trip is a teaching method that involved students on an excursion outside the classroom for making relevant observation for understanding the topic of the study". Then, 60% of respondents agree that the field trip is a trip done by students to get firsthand knowledge away from the classroom. This is in line with Bitgood and Stephen (2009) who states that "field trip is a trip done by students to get firsthand knowledge away from the classroom". Moreover, 57,1% of respondents strongly agree that field trips are aids used by teachers to build students' interest thereby enabling them to get direct experience. This is in line with Ilori (2010) states that "field trips are aids used by teachers to build students' interest thereby enabling them to get direct experience".

Then, 74,3% of respondents strongly agree that field trip provides a real learning experience to students because it provides them with the opportunities to put what they learned through other methods of teaching into practice. 51,4% of respondents strongly agree that field trip allows the students to see the world, as the students go out and study in groups during the field trip. 51,4% of respondents agree that on the field trip, students' interpersonal relationship improves as they learn to live and work with others, supporting each other during group learning activities. 57,1% of respondents strongly agree that the field trip enhances the students' memory as the students have been found to remember what they learn on the trips for many years. This is in line with Wilson (2011) states that field trip increases the students' memory because the students have been found to remember what they learn in the trips for many years.

Moreover, 60% of respondents strongly agree that field trip is an effective method of teaching since it helps students acquire useful knowledge while having fun and relaxing at the same time. 71,4% of respondents agree that field trip sharpens the students' observational abilities and helps elicit their interest. 62,3% of respondents strongly agree that field trip is useful in developing all senses of students namely observation, analysis, reporting, etc. 57,1% of respondents strongly agree that things that cannot be brought to the classroom can be observed and studied through a field trip. 51,4% of respondents agree that experience gained during the field trip can motivate the students to read what they have observed and harmonize actual field experience with information gathered from the textbook.

Based on the questionnaire spread to the respondents, the researcher resumed the advantages of field trip in learning vocabulary, they are field trips are rich in educational possibilities as students learn from actual hands-on experience rather than by simple reading or hearing about something; field trip is the most natural learning because it realized through the learners' personal experience; students involving in their work will make them learn and enjoy it; field trip involved students on an excursion outside the

classroom for making relevant observation for understanding the topic of the study; field trip is a trip done by students to get firsthand knowledge away from the classroom; field trips are aids used by teachers to build students interest thereby enabling them to get direct experience; field trip provides real learning experience to students because it provides them with the opportunities to put what they learned through other method of teaching into practice; field trip gives the students opportunity to see the world, as the students go out and study in groups during the field trip; in field trip, students' interpersonal relationship improves as they learn to live and work with others, supporting each other during group learning activities; field trip enhance the students' memory as the students have been found to remember what they learn in the trips for many years; it helps students acquire useful knowledge while having fun and relaxation at the same time; field trip sharpen the students' observational abilities and helps elicit their interest; field trip is useful in developing all senses of students namely observation, analysis, reporting, etc.; things that cannot be brought to the classroom can be observed and studied through field trip; experience gained during the field trip can motivate the students to read what they have observed so as harmonized actual field experience with information gathered from textbook.

5.1 Conclusion

Based on the finding and discussion, the researcher could conclude as follows:

1. Based on the questionnaire, the students' perceptions of the field trip in vocabulary learning are: 54,3% of respondents agree that field trips are rich in educational possibilities as students learn from actual hands-on experience rather than by simple reading or hearing about something, 77,1% of respondents agree that field trip is the most natural learning because it realized through the learners' personal experience. 68,6% respondents strongly agree that students involving in their work will make them learn and enjoy it, 48,6% respondents strongly agree that field trip involved students on an excursion outside the classroom for making relevant observation for understanding the topic of the study, 60% respondents agree that field trip is a trip done by students to get firsthand knowledge away from the classroom, 57,1% respondents strongly agree that field trips are aids used by teachers to build students interest thereby enabling them to get direct experience, 74,3% respondents strongly agree that field trip provides real learning experience to students because it provides them with the opportunities to put what they learned through other method of teaching into practice, 51,4% respondents strongly agree that field trip gives the students opportunity to see the world, as the students go out and study in groups during the field trip, 51,4% respondents agree that in field trip, students' interpersonal relationship improves as they learn to live and work with others, supporting each other during group learning activities, 57,1% respondents strongly agree that field trip enhance the students' memory as the students have been found to remember what they learn in the trips for many years, 60% respondents strongly agree that field trip is an effective method of teaching since it helps students acquire useful knowledge while having fun and relaxation at the same time, 71,4% respondents agree that field trip sharpen the students' observational abilities and helps elicit their interest, 62,3% respondents strongly agree that field trip is useful in developing all senses of students namely observation, analysis, reporting, etc. 57,1% respondents strongly agree

that things that cannot be brought to the classroom can be observed and studied through field trip, 51,4% respondents agree that experience gained during the field trip can motivate the students to read what they have observed so as harmonized actual field experience with information gathered from textbook.

2. The advantages of field trip in learning vocabulary are field trips are rich in educational possibilities as students learn from actual hands-on experience rather than by simple reading or hearing about something; field trip is the most natural learning because it realized through the learners' personal experience; students involving in their work will make them learn and enjoy it; field trip involved students on an excursion outside the classroom for making relevant observation for understanding the topic of the study; field trip is a trip done by students to get firsthand knowledge away from the classroom; field trips are aids used by teachers to build students interest thereby enabling them to get direct experience; field trip provides real learning experience to students because it provides them with the opportunities to put what they learned through other method of teaching into practice; field trip gives the students opportunity to see the world, as the students go out and study in groups during the field trip; in field trip, students' interpersonal relationship improves as they learn to live and work with others, supporting each other during group learning activities; field trip enhance the students' memory as the students have been found to remember what they learn in the trips for many years; it helps students acquire useful knowledge while having fun and relaxation at the same time; field trip sharpen the students' observational abilities and

helps elicit their interest; field trip is useful in developing all senses of students namely observation, analysis, reporting, etc.; things that cannot be brought to the classroom can be observed and studied through field trip; experience gained during the field trip can motivate the students to read what they have observed so as harmonized actual field experience with information gathered from textbook.

Based on the research finding, the researcher wants to give a suggestion, especially for the vocabulary teachers or lecturers they are vocabulary teacher or lecturer can apply the field trip in vocabulary learning to encourage the students to learn vocabulary and overcome the students' saturation of learning vocabulary that usually done in a classroom.

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ENGLISH IMPERATIVE MOOD USAGE AND FOLLOWERS' COMPREHENSION ANALYSIS IN MOCHI CREATIVE'S INSTAGRAM ADVERTISEMENTS

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Abstract

This article explores Instagram as a promotional medium and the English Imperative Mood in Mochi Creative advertisements on Instagram. This descriptive qualitative study uses the Purposive Sampling method and uses instruments such as Content Analysis (for the expression and accuracy of the English Imperative Mood used) and interviews with informants and the resource person (owner of Mochi Creative). The results show the use of Instagram because it is one of the well-known social media commonly used by the younger generation, yet more expressive with pictures and videos, especially the trend of short videos and good Instagram feed design. English usage in the advertisements is mainly to target a wider market and to get an international impression for Mochi Creative. The English Imperative Moods used, such as "Just Like & Share This Post Now", "Book Yours Now", "Get Your Postcard Design", "Book Now", and "Message Us", are appropriate by using action verbs without writing errors. Mochi Creative's followers could comprehend the advertisements measured by four levels of understanding and the informants could reach the fourth level which meant having full comprehension. For visual persuasion according to Aristotle, Mochi Creative's advertisement has three elements of Ethos (trust), Pathos (interest), and Logos (providing facts).

Keywords: *English language, research articles, imperative mood, Instagram, visual persuasion*

1.1 Introduction

Communication has been used in the world of advertisement for persuading people to invite them to buy or use products or services, and persuasion eventually affected the mood of the people. In English, there are several grammar moods, and one of them is the Imperative Mood. The usage of Imperative Mood has also been used in advertising to engage with its viewers to act for a certain purpose the marketer expected to do (the next action a marketer wants its reader to take). Most marketers prefer the use of the English language for the Imperative Mood to engage with the general audience (not segmented) as argued by Nederstigt & Hilberink-Schulpen (2018) which stated that foreign languages are frequently used in international advertising. English, specifically, is incredibly fashionable in non-English speaking countries.

The study on Mochi Creative was conducted because it was the most suitable sample of an Instagram business account that uses English Imperative Mood in advertisements to advertise the service to the public in Indonesia with one of the focuses in Imperative Mood, hence the interest to analyze it further. Several research problems suited for the study were identified as follows.

1. Why does Mochi Creative use Instagram as the social media platform for the business?

2. Why does Mochi Creative use English for the advertisements?
3. What expression or phrase is used in the English Imperative Mood on Instagram advertisement?
4. Is the usage of the English Imperative Mood on Instagram advertisement correct?
5. Do the followers of Mochi Creative comprehend the English Imperative Mood advertisements?

This study is expected to be an insight or a guideline for personal brands, business owners or founders, and even individuals to enrich their knowledge about English Imperative Mood usage in advertisements, especially through the online platform such as Instagram. This study can also function as a reference for future researchers relating to the same topic information and hopefully improved results from future researchers could be the output.

2.1 Literature Review

There are some theories of experts about imperative mood, levels of comprehension, English for business purposes, Instagram as an advertising platform, and visual persuasion, that were used in the study.

Yeibo (2011) claims that Imperative Mood functions as commands. Furthermore, Osu Writing Center College of Arts and Sciences Oklahoma State (n.d.) states that Imperative Mood expresses a command or a request statement and it has a direct command tone but not a mild suggestion. As a mood explaining commands, the type of word used is mainly verb. Imperative Mood is always formed in the present tense. Imperative Mood starts from the word (verb itself), a clause, or a sentence. The verb used expresses a direct action as a persuasion for the other person to do a certain act the speaker intended. For the positive statement, Imperative Mood uses bare infinitive and can use "do + not" followed by the bare infinitive to express prohibition. The imperative mood does not require a subject in the expression. (Lexico, n.d.).

Comprehension as defined in the Oxford dictionary (n.d.) is the ability to understand. It can mean to be familiar with a situation, facts, etc. as stated in the Cambridge dictionary. Kočiský et al. (2018) also mentioned that reading comprehension entails the integration of information and reasoning relating to the events, entities, and their relationship of them across a full document. There are four levels of comprehension based on Mt Sac Levels of Comprehension:

1. Literal Comprehension (readers understand the level of stated facts in the text. There are data, specifics, dates, traits, and settings provided in the text, and the majority of the comprehension is based on the text only)
2. Inferential Comprehension (readers can make predictions based on the facts provided and can understand the sequence or thought process of the text and can understand the trait or characteristic and the setting in the text)
3. Evaluative Comprehension (readers understand well enough to analyze, judge, evaluate, and make criticism and be able to explain and support the judgment clearly. Readers become more critical at this level.)
4. Appreciative Comprehension (readers can respond to the text based on the author's use of language, reaction to the author's ideas and language, values and imagery as well as style of text, and author's purpose. Readers can understand the author's point of view, purpose, tone, assumption, and others based on the text. Readers can determine the message the author is trying to convey the readers and can conclude the hidden message behind the statement, quotes, reasons, and more)

Rao (2019) argues that English is widely used in many environments as

globalization in the areas of business, commerce, management, and marketing. English is known as the real global language to connect people and businesses internationally. This situation brought the importance of learning English since the increase of the mobile international community, and because English is recognized as the official language for the business and scientific world. Talking about Business English, it is stated by the Oxford Business English Dictionary as cited by Rao that Business English is used in the areas of accounting, commerce, e-commerce, economics, finance, HR, insurance, IT, law, manufacturing, marketing, production, property, the stock exchange, (international) trade, and transport.

As inferred from Kumar and Nanda (2019), Instagram is a social network to share photos and videos with the ability to edit with many filters, tags, and location information. The fact that Instagram is a personal platform for every individual, advertisement through Instagram has more range and scope to target the market directly to each individual. Knowing that more than one billion people are using Instagram every month (Hootsuite, 2021), the possibility and advantages of advertisement are arguably limitless. Advertising through Instagram has a minimal cost and a wider audience, which eventually pushes companies to pursue the Instagram platform as a platform to place advertisements. The advantage of using Instagram is that it is based on the photo and video-sharing social networks. This can mean that companies can promote much more easily using visual aspects with an emphasis on an appealing design and copywriting. Companies can inform the product or service much more easily because it is shown in a visual format, rather than audio or text format which is not as appealing as a visual format. Discussing advertisements, Oxford Dictionary stated that an advertisement is a notice, picture, or film telling people about a product, job, or

service. It can be in newspapers, television, and online advertisement. Online advertisement is currently a developing advertisement type. The current modern era and globalization make the existence of online advertisement the next revolutionary kind of advertisement and it is inevitable.

Advertisement nowadays is not far from the usage of English for an international target market besides the use of the native language. Almost all companies worldwide with different native languages use English in their marketing and advertising plans. Advertisements come in many forms, but the most common ones are pictures and text. Talking about an advertisement, it means the purpose is to persuade people, and it involves the effect on the moods of people to attract them to buy or use the products or services. Companies use Imperative Mood for the most part, such as *Sign Up Now*, *Register Now*, *Claim Your Coupon Now*, *Buy Now*, and others. It is solely to persuade people to do the intended action from the advertisers, hence the usage of Imperative Mood in advertisements, combined with the use of the English language, and it can target a much wider market.

As for Visual Persuasion, images have been used extensively in advertisements in the modern era. Images are one of the leading aspects to persuade consumers and other people in marketing nowadays. Jain (2018) believes it is very convenient to receive a message and to understand an advertisement in the form of images in TV commercials, magazine advertisements, or other kinds of advertisements. It is further stated that Visual Persuasion imitates the image of a physical world by becoming the substitute for the object of desire or emotions relating to the products. It remarks that persuasion itself is a core function of communication, to influence the beliefs, desires, and actions as the purpose. It remarks that persuasion has the dependency on an element which is infotainment (factual information and emotional appeal) needed to shift the

perception of a consumer into a designated act. It is also stated that a persuasive consumer on the other hand must react based on the message delivered from a visual aspect. Lamichhane (2017) categorized persuasive appeals based on a famous Greek Philosopher Aristotle. It consists of Ethos, Pathos, and Logos:

1. Ethos – An Appeal to Credibility (Trust)
2. Pathos – An Appeal to Emotion
3. Logos – An Appeal to Reason (Providing Facts)

Lamichhane (2017) further states that with advertisers using all three persuasive appeals, the advertisers have fulfilled the major objective to persuade the consumers. In one case, a brand might manipulate the feelings of the consumer and their way of thinking to persuade them to buy or use the product or service. The components of three persuasive appeals work together simultaneously in advertising and marketing. It is to be remembered that not all companies use all three appeal components at the same time to form advertisements.

3.1 Methodology

In this study, this study used descriptive with the qualitative approach as the guide for the tools, techniques, and solutions for the research process thoroughly. This study used the qualitative method since it is identifying the social or human problems in correlation with the human individuals about a certain phenomenon. The phenomenon is the use of imperative mood in advertisements and how the reader comprehends the mood usage. The study used the descriptive method because there is a consideration and attention of Instagram user opinions and attitudes towards the Imperative Mood in an Instagram business account advertisement. The method can also help to discover the functions of the imperative mood in the advertisement. This makes the descriptive method the suitable method for this study.

The study was done in Pontianak, West Kalimantan, Indonesia at an unspecified location. It is due to the source of research samples coming from a social media platform called Instagram. The study analyzed an Instagram business account that used the Imperative Mood and the data were collected from the Instagram account. The interview was done via WhatsApp chat or Instagram direct message considering the current pandemic of COVID-19 in Pontianak. The subject of this research was the owner of Mochi Creative the resource person who had been asked for permission to conduct a study on the business. As for the informants, 10 active followers as the informants were chosen. The study used Non-Probability Sampling with the Purposive Sampling method. The criteria of the informants are as followed.

1. Age starting from 17 years old (minimum age requirement for using social media) until 50 years old (approximate age for a business person to use Mochi Creative's services).
2. Instagram followers who have viewed or engaged with Mochi Creative's advertisement (at least one) containing the use of English Imperative Mood, specifically the ones who followed Mochi Creative and liked the English Imperative Mood Instagram advertisement photo(s).
3. Possessing the ability to read and understand the English language.

The Content Analysis was prepared as the first instrument of study and analyzed five English Imperative Mood advertisements from Mochi Creative. Content analysis is used to evaluate patterns within a piece of content or across multiple pieces of content or sources of communication. the content analysis approach was applied in this study to describe the English Imperative Mood usage. It is furthermore continued with the finding of the resource person and informants that fulfilled the requirements of

informants. The permission to do an Analysis of Mochi Creative's advertisements on Instagram and to interview the resource person, which is the owner of Mochi Creative, and asked the permission of the informants to be interviewed was asked. The interview is the second instrument used for the study.

The interview was conducted to determine whether the informants comprehend the advertisements based on the visual persuasion aspect and four levels of comprehension. It was furthermore continued with the interview of the resource person about the usage and purpose of English Imperative Mood in Mochi Creative's Instagram advertisement posts. After the interview process, the process of translating, editing, and transcribing the interviews into this study was done. The information from the interviews was analyzed. Finally, the discussions and conclusions of this study can be composed. To respect the privacy of the resource person and the informants, it is proper to refer to them by their respective initials. Privacy rest assured to the resource person and informants to establish trust and can conduct the interview without any hesitancy or skepticism to yield the maximum result of the answers from the interviewees. Confidentiality is also done to avoid any improper use of the information without the consent of the resource person and the informants.

Ultimately, the technique of data analysis is divided into three steps, which are Data Reduction (means to summarize, the choice of main aspects, the focus on important matters, the finding of theme and pattern, and eliminating irrelevant and unrelated data), Data Display (used to describe the data in the study for the process of understanding the data, therefore a proper data display should be presented in a simple and comprehendible manner by the reader), and Conclusion Drawing or Verification (to verify and construct the conclusion).

4.1 Finding and Discussion

Based on the result of the interview conducted with the resource person who is also the owner of Mochi Creative, the owner decided to use Instagram as the platform for advertising because Instagram is one of the most popular social media commonly used by younger generations and Instagram is more expressible with photos and videos, including the short video trend and Instagram feed design that is great are the demand currently. Perceiving from previous studies conducted by Santoso et al. (2017), and Agnes (2016) relating to social media, paired with the result with the owner or the resource person above, it can be concluded that social media is beneficial for communication tools and important as a way to be connected, and Instagram is suitable for advertising since the platform has visual features and tools that compliment company's needs to promote the products, and the popularity of Instagram among younger generations and is more expressible with photos and videos. As Imperative Mood functions as the command to persuade people to do a desired action by the advertiser, the owner mainly used it to reach a wider target market (not only in Indonesia), and the English language is a worldwide language commonly used and also to get a more international impression as well.

The English Imperative Mood expressions used in the Instagram advertisements are as followed.
1. "Just Like & Share This Post Now!" – *(Hanya Menyukai & Menyebarkan Postingan Ini Sekarang!)*
2. "Book Yours Now" – *(Pesan Milikmu Sekarang)*
3. "Get Your Postcard Design" – *(Dapatkan Desain Kartu Ucapanmu)*
4. "Book Now" – *(Pesan Sekarang Juga)*
5. "Message Us" – *(Kirimkan Pesan ke Kami).*

It was identified that the usage of the expressions was accurate as there were no incorrect spellings and using the action verb

was imperative with the intention to persuade or command the readers.

Associating with the literature review, Mochi Creative has used English for its Business Purposes. As stated by Rao (2019), English is widely used in many environments as globalization in the areas of business, commerce, management, and marketing. English is known as the real global language to connect people and businesses internationally, and the statement is coherent with the resource person's interview result. Mochi Creative also used Imperative Mood in the advertisements which functions as a command. On the whole, the advertisements' structures were precise with the usage of the action verb.

All of the informants have understood the function of Imperative Mood as the command to persuade people to do a desired action by the advertiser. The only problem found was the informant did not know the term for the function was "Imperative Mood". The informants' answers regarding English Imperative Mood usage in advertisements of Mochi Creative and in general, is the informant "C" responded that the informant personally thought that it is suitable for the function of the imperative itself, and did not see any problem with it. The informant highlighted words for command so as not to be interpreted incorrectly as anger, especially with the usage of exclamation marks. The informant "AP" stated that the advertisements of Mochi Creative were okay in the meaning of not forcing too much, so the caption is very professional. The informant also thought that the usage was also to catch more consumers outside Indonesia so the target market could be wider. The informant "M" remarked that it is used to attract attention and persuade people from the universal group of people. The informant "VF" highlighted that English Imperative Mood is used so not only Indonesian people that would understand it. The informant "F" thought that maybe the target market is not only

Indonesian people, so the business would use the English language for the Imperative Mood. The informant "N" remarked that nowadays, the target market is not only in Indonesia so it is important to use the English language, especially Imperative Mood. The informant "R" responded that the usage of the English Imperative Mood was quite proper. The informant "ES", "E" and "T" provided the same answers that the usage of English Imperative Mood is to target the international market and the usage was already accurate.

Most of the informants provided similar results regarding the comprehension of Visual Persuasion. Mochi Creative's English Imperative Mood advertisements showed a fact of an annual event based on the fact that in February, there was a celebration for Chinese New Year. Also, testimonies from customers so Mochi Creative presented the fact that the brochure was real and made by the Mochi Creative team. Mochi Creative also provided promo events on certain days, and with real editing results, mainly design portfolios and real evidence of the result of the service with one of the businesses on Instagram which used the service and as the evidence that the quality was good (Visual Persuasion – *Logos*). All of the informants agreed that the advertisements appeal to the informants emotionally for various reasons, one of them being the interesting, unique, good, and attractive design. The design was considered minimalistic, bright, and stylish. Other than the design, the appeal came from the solid, clear words and was suitable for the information needed by the readers (Visual Persuasion – *Pathos*). Lastly, all of the informants trusted Mochi Creative as a brand due to various reasons, especially with Mochi Creative's quality of service and good results design if the informant wants to make posters, banners, and others, the informants would use the service (Visual Persuasion – *Ethos*).

"From the design and the brand of Mochi, I would still use them as a reference, so I do trust them." (Informant "C")

"Looking from the posts, if I want a service to make posters or banners, I think I would use their service." (Informant "AP")

"If the design is that good, I trust them." (Informant "VF")

Based on the Four Levels of Comprehension, all of the informants can tell the meaning of the advertisements in the Indonesian language with no problem (Literal Comprehension). All of the informants can make predictions about the impact of the advertisements to persuade the readers to be interested in using the service, some of the informants would still match their needs for the service to be fully impacted and order from Mochi Creative (Inferential Comprehension). Most of the informants agreed that the advertisements are acceptable and appropriate. The advertisements were already good and all the important information was clear (concise) with no offensive words or too much forcing. The design is also unique. Informant "AP" highlighted a grammatical mistake in the post caption (not in the advertisement picture) which was "Almost at its end" and it should be "Almost at its end". Some suggestions from the informants were the refinement of grammatical mistakes in captions, and posting more knowledge about branding, marketing, and designing, also Mochi Creative should give more promos, not only on certain days, but unique promos such as door prizes, games, and others (Evaluative Comprehension). All the informants could determine the purpose, tone, and assumption of the advertisements which was leaning towards persuasiveness so that the readers were persuaded to use the service as the purpose and the assumption. The assumption from the advertiser was to make sure the readers are interested to use the service, and the expected assumption

from the readers was to be "hypnotized" to buy the service. One of the informants expressed more sensitivity to the advertisements by being able to hear the words inside the head like in advertisements in general with a suggesting tone (Appreciative Comprehension).

Referring to a study conducted by Yuniawan et al. (2020), which analyzed Imperative Mood on Instagram, it can be concluded that Imperative Mood plays an important role as to create awareness among the people reading it. Based on the studies conducted by Cahyani et al. (2020), Yeibo (2011), and Amosssou and Imorou (2021), which analyzed the Imperative Mood only, and resulted in identical information provided by the resource person that Imperative Mood can show and give action hints in detail, with emphasizing in action clauses and act.

5.1 Conclusion

Based on the findings of English Imperative Mood Usage and Followers' Comprehension Analysis in Mochi Creative's Instagram Advertisements, the conclusion of the findings is as follows.

1. The resource person used Instagram because it is one of the most popular social media commonly used by younger generations and Instagram is more expressible with photos and videos together, especially the short video trend and great Instagram feed design are in demand.

2. English Imperative Mood is used mainly to reach a wider target market (not only in Indonesia) and the English language is a worldwide language commonly used and also to get a more international impression, according to the resource person. The resource person would still use English Imperative Mood in the future for Mochi Creative advertisements and only recommend the business owners who target wider and international customers.

3. The expressions used were

a. "Just Like & Share This Post Now!" – (*Hanya Menyukai & Menyebarkan Postingan Ini Sekarang!*)
b. "Book Yours Now" – (*Pesan Milikmu Sekarang*)
c. "Get Your Postcard Design" – (*Dapatkan Desain Kartu Ucapanmu*)
d. "Book Now" – (*Pesan Sekarang Juga*)
e. "Message Us" – (*Kirimkan Pesan ke Kami*)

4. The English Imperative Mood expressions were all accurate with the use of action verbs with no incorrect spellings.

5. Regarding the comprehension of the followers who were the informants of the study, the followers' comprehension was analyzed with Visual Persuasion from Aristotle (*Ethos, Pathos, Logos*) and Four Levels of Comprehension (Literal, Inferential, Evaluative, Appreciative). From the interview with the informants, it can be concluded that all of the informants comprehended the advertisements. The informants have got several benefits such as knowledge and interest in branding, marketing, as well as design. The informants would like to act immediately after seeing the advertisements but most of the informants would match with the needs first, possibly budget as well. As for Visual Persuasion, Mochi Creative has fulfilled *Ethos* (trust), *Pathos* (appeal), and *Logos* (providing facts). For Four Levels of Comprehension, all the informants could comprehend in literal (can tell the meaning), inferential (can predict what the expression could impact them), evaluative (can determine whether it is acceptable or appropriate and can provide some suggestions where necessary), and appreciative (can determine the purpose, tone, and assumption).

Based on the analysis of this study, a few suggestions for Mochi Creative, business owners, and future researchers are provided.

1. For future researchers
Given that not all candidates for the respondents were interested in advertisements or liked the Instagram posts, it is highly recommended that the next writers investigate the most relevant Instagram feeds that support your research questions, arguments, and purposes. Analyzing and perceiving popular and necessary advertisements that reach a large number of consumers could help broader informants with different backgrounds and perceptions. As a result, future researchers will be able to conduct their studies without fear of reaching unrelated conclusions. Furthermore, because of its efficiency, future researchers should use is preferable for future researchers to use Focused Group Discussion (FGD) to analyze qualitative data. However, to avoid biased responses with FGD, it is recommended that answer-cross-checking be performed to observe the consistency of respondents' arguments. It is possible to conclude a conclusion unless their responses are consistent. FGD can also lead to the informants being shy and do not provide as much information, so future researchers need to engage more with each informant for time efficiency and getting the most information from the informants.

The number of informants in this study is enough to conduct the interview, but it is believed that getting more informants could lead to wider answers, hence can represent more rather than using 10 informants. Challenges might occur when too many informants are involved such as

biased opinions, and too many different perspectives to complicate the conclusion. More tests for the informants to truly test their abilities in English could be done as well to determine their ability in English. Specific criteria can be set for different purposes as well, such as if the next writers would like to analyze only a few groups of people.

2. For Mochi Creative and business owners

In addition, according to the study's findings, when purchasing a product, consumers will consider their needs as well as their financial resources. As a result, it is advisable for entrepreneurs who want to sell their wares through advertisements to improve the visuals of posters and feeds as well as to adapt to what consumers require most in today's era. People complain that what is required should be the foundation of a business in business. Entrepreneurs can also set a reasonable, non-expensive price and compare it to the prices of other entrepreneurs' competitors. After the merchandise sells out because it is less expensive and has captured the attention of customers, entrepreneurs gradually raise the price based on quality. English Imperative Mood can be used by business owners depending on the target market, if the target market is international and broad, then business owners can use it to improve their marketing.

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AN ANALYSIS OF CUSTOMER PERCEPTION OF ENGLISH CAPTION ON MAKEOVER'S OFFICIAL INSTAGRAM BUSINESS ACCOUNT

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Abstract

MakeOver is an Indonesian cosmetic brand that mostly uses Instagram as its main social media. They can interact with the customer, share the promotion, and new products launching on it. MakeOver promotes its product and describes it in English on its Instagram caption, but the English language is not the first language used by Indonesian. This research is conducted to gain more knowledge about customer perception especially local customers in Pontianak, Indonesia. This study uses a qualitative method. The data collection technique uses the interview. The interview is conducted with nine respondents who accessed MakeOver's Instagram account at least 2 – 3 times. The data collecting method uses the technique of data Condensation, Display, and Drawing Conclusions in the form of narration. From this research, the writer found that the customers perceive the English caption used on MakeOver's Instagram business account with positive expressions such as amazed, interest, and impressed. However, there are also the customers who perceive it negatively, such as being troubled and inconvenient. In conclusion, using English captions can be attention-grabbing. However, using an English caption does not necessarily attract the customer to buy the product.

Keywords: *Customer Perception, English Caption, MakeOver's Instagram*

1.1 Introduction

MakeOver is an Indonesian cosmetic brand that is established by PT. Paragon Technology and Innovation alongside Emina, Wardah, and Khalf. PT. Paragon Technology and Innovation were established in 1985, but MakeOver brand was released in 2010 (Paragon Technology and Innovation, n.d.). MakeOver use social media to promote their product, such as Instagram, YouTube, and TikTok. MakeOver mostly uses Instagram as its main social media, where it can interact with customers and share the promotion and new product launching on it. According to Alhabash & Ma (2017) "Instagram is a photo-sharing mobile application that allows users to take pictures, apply filters, and share them on the platform itself." In Indonesia, according to a survey by hootsuite.com, Instagram is on third most-used social media.

Instagram itself has three kinds of accounts, such as Personal Accounts, which are used to share your own experiences or to connect with other users; Business Accounts, which are used by business companies and brands to promote their products; and Creator accounts, which are used by mostly influencer and artist to share their creativity (Oktriwina, 2021). MakeOver only has one business account on Instagram that is used to promote their product, such as discounts, new product launching, or testimonies on their feed and story. Williams and Chaston (2004) stated that "The usage of English language have greatest influence on the market." It means that the use of the English language in the caption is considered a good promotion.

The use of the English language has been applied by many local cosmetic brands such as Y.O.U, Rose All Day, ESQA, and many others.

As MakeOver is one of the most famous local cosmetic brands, MakeOver's Instagram business account is being accessed by Indonesian customers to follow up on their new product or promotion. The focus of this study is MakeOver's local customers, but the English language is not the first language used by Indonesian. That means not all Indonesians could understand the meaning of the captions provided by MakeOver. This may lead to several or wide varieties of perceptions of this English caption by the customers that make the writer want to understand it more profoundly, describe it, and analyze it. The writer can find advantages or disadvantages by using this promotion strategy to improve their advertisement strategy in the future so that there will be no negative impact on their brand image.

Therefore, to gain more knowledge about customer perception, especially local customers in Pontianak, Indonesia. From this background, the writer is interested in doing research entitled An Analysis of Customer Perception of English Caption on MakeOver's Official Instagram Business Account.

2.1 Literature Review

Based on the research problems, the purpose of this research is to find out MakeOver customers' perception of the usage of English Caption on MakeOver's Instagram business accounts.

The theory used in this research relates as follows:

a. Customer
    A customer is an individual or a group of people who purchase a product considering the quality and buy it continuously in the same place, but there is no requirement for them to use it by themselves. According to Lupiyoadi & Hamdani (2006), "Customer is an individual who continuously and repeatedly comes to the same place to satisfy his desire by having a product or getting a service and paying for the product or service".

b. Perception
    The process of forming perception can be different from one person to the other. According to Setiadi (2003), perception is the process where a person selected, organized, and interpreted the stimuli of an object. Another opinion by Miftah (2003) stated that the process of forming perceptions is based on several stages: Stimulus, the forming of perception begins when a person is faced with a stimulus that comes from their environment; Registration, in this stage, a symptom that appears is a physical mechanism in the form of sensing and a person's requirements to influence through the five senses they have; and Interpretation is a cognitive aspect of perception that is very important, namely the process of giving meaning to the stimulus it receives.

    The theory of forming perception is inseparable from the theory of types of factors. Miftah (2003) stated that perception of something comes from the interaction between two types of factors:

1. External factors such as family background, information obtained knowledge, intensity, size, opposition, and repetition of motion, new and familiar or unfamiliar objects.

2. Internal factors such as feelings, attitudes and individual personalities, prejudices, desires or expectations, attention (focus), values and needs as well as interests, and motivation.

3. In this study, the external factor and internal factor stated above are not used fully, as to adjust to the topic of the study. Hence in this study, the writer uses several external factors,

such as knowledge; new and familiar or unfamiliar objects. For internal factors, the writer uses feelings; attitudes and individual personalities; prejudices; desires, or expectations. After all the processes and factors needed on forming the perception, the last is the result of the perception, According to Slamet (2010), there are two kinds of perception, such as Positive perception and Negative perception.

c. Instagram as a social media
Social media is a technology that allows users to gain any information they need by joining a community or interacting with other people. According to Bingham & Conner (2010), "Social media are Web 2.0 technologies that facilitate social interaction and collaboration, and foster a sense of community." The other definition given by Dewing (2012) stated, "Social media are the internet-based and mobile services that allow users to participate in an online exchange, contribute user-created content, or join online communities". Social media is an online community in which people interact with each other (Agustrianita, 2017).

d. English Caption on Instagram
To be able to introduce local products abroad, global communication tools between companies are needed, which is English (Utami & Febriansyah, 2021). Many social media users are using the English language to write photo captions on social media. Photo captions are also known as cut lines which are a few lines of text used to explain and elaborate on published photographs (Evans, 2004). In general, an English caption can be concluded as a few lines or quotes that are attached to a photo posted by the account owner using the English language.

3.1 Methodology

The writer uses the qualitative approach to understand the phenomena such as the variety of human perception from different points of view on the same object. Qualitative research intends to understand the phenomena experienced by research subjects. For example, behavior, perception, motivation, action, et cetera, holistically, by way of description in words and language, in a particular natural context, and utilizing various natural methods (Lexi, 2010).

Descriptive research according to Setyosari (2010), is "Research that aims to explain or describe a situation, event, object, whether person or everything related to variables that can be explained either by numbers or words". The writer presents the collected data by narrative description. The purpose of using this method is to form a coordinated explanation of the data according to the type, use, and any other additional opinion so that the reader can understand the result and finding easier.

The technique and instrument of data are divided into two, namely, primary and secondary data. Primary Data in this research uses interviews as the technique of data collecting. Interviews are used as a data collection technique to find research problems and if researchers want to know things more deeply from respondents (Sugiyono, 2016). The interview is conducted when the participant is found and consents to be interviewed. The writer arranges several questions for the interview based on theoretical background related to customer perception, such as factors and types that affect customer perception. This question is asked to several participants who consented and have accessed MakeOver's official Instagram account at least two to three times. The interview is recorded as part of the documentation. The secondary data in this study is the writer uses a few existing journals that have stated in empirical study and a few additional

pieces of information from journals, websites, and books.

The collected data using interviews do not result in the same and not result in repeated answers as the participants are different individuals and came from different backgrounds. Therefore, the writer conducts a credibility check to find the truthfulness of the data. The writer conducts the credibility check with strategy by Creswell (2013) such as:

1. Conducting Member Checking
   Member-check is the process of checking the data obtained from the respondents. If the data obtained is agreed upon by the data provider, then the data is valid.
2. Rich, thick description
   A rich and thick description is a detailed description of the information provided by the researcher in the report that is free from any other additional data from the writer.

To achieve reliability in qualitative research, the writer involves other parties such as a team of experts. In this research, the collected data is checked by an expert to check the reliability of the data.

The writer used the technique of data analysis by Miles and Huberman's theory on (Miles & Huberman, 2014) data analysis in this research can be broken down into three stages;

1. Data Condensation
   The first step is after the data has been collected and the data is analyzed and interpreted with transcribing method. Transcribing the interviews can be done by breaking them down into small sections or categories and adopting a convenient format or transcript them manually. The transcribing interview is necessary to make the writer analyze the data easier.
2. Data Display
   The data arranged in the previous step is presented with narrative texts and supported the data with a quotation to make it easier for the reader to understand the result and finding that this study aims for.
3. Drawing Conclusion
   In this step, the writer combines all the related information and displays it according to the participant's perceived English caption. Then, the writer draws general and important findings on the data to form a conclusion to make it easier to understand. The writer provides an analysis table that is used to categorize the result with a detailed discussion of the result.

4.1 Finding and Discussion

In this research, to collect customers' perceptions of English captions on MakeOver's Instagram account, the writer has interviewed 9 respondents. The characteristics of the respondents are as follows:

1. Respondent 1 is DA. He works as a teacher. He has accessed MakeOver's Instagram Account around 2 to 3 times when there is an advertisement pop up and that arouses his curiosity to access the Instagram account.
2. Respondent 2 is WS. She works as an employee at a coffee shop. She has accessed MakeOver's Instagram Account 2 – 3 times to look for products.
3. Respondent 3 is L. She works as an accountant. She usually uses cosmetics in her daily activities. She often accesses MakeOver's Instagram Account to look for products so she can compare them with other brands.
4. Respondent 4 is S. She works as an accountant. She often regularly accesses MakeOver's Instagram Account. Because she is a customer of MakeOver, she is regularly visited MakeOver's Instagram account to look for the new product.
5. Respondent 5 is SV. She is a student. She has accessed MakeOver's

Instagram Account more than 10 times. She has used MakeOver's product. Regularly visited MakeOver's Instagram Account to look for new product launches.

6. Respondent 6 is N. She is an administrative staff. She has accessed MakeOver's Instagram Account 2 – 3 times to look for new product launches, discounts, and events.

7. Respondent 7 is CS. She is an employee. She has accessed MakeOver's Instagram Account 2 – 3 times to look up several products for comparison with other brands.

8. Respondent 8 is W. She is an employee. She has accessed MakeOver's Instagram Account 2 – 3 times to look for a few specific posts she needed.

9. Respondent 9 is VM. She is a student. She has accessed MakeOver's Instagram Account 2 – 3 times because she is interested in their product.

The frequency of accessing the Instagram account needs to be more than one time to make sure the respondent has read the caption thoroughly, not just by one glance.

The interview was conducted from 15 March 2022 until 01 May 2022 through Zoom meeting. Until this study was written, the situation and condition of Pontianak city were still not conducive for the direct meeting due to the pandemic COVID-19, because of that most informants are more comfortable interviewing via Zoom meetings. The writer interviewed 9 participants for a duration of around four to six minutes. The Interview is conducted in the Indonesian language. In the following section, the writer elaborates on the result of the interview based on each interview question which had been translated from the Indonesian language to English.

Q1: Do you understand the message contained in MakeOver's caption written in English?

Among 9 respondents, six of them stated that they do not have any problem understanding the caption, which means they get the message contained in the caption. As informant DA said, "Even if my English is average, I can still understand most of their caption". And the other two respondents said that they do not fully understand the caption, where respondent L stated, "I could understand most of their common promotion term, but sometimes when they introduce their new product, they will use some uncommon cosmetic term/vocabulary without further explanation. Like last time they promote their new lip product with the "glass" term, if random people saw it, they will be confused about what is glass effect on the lip". Whereas respondent CS admitted that she does not have really good English skills. Three of them, need further research to find the meaning contained in the caption.

Q2: Are you familiar with the term/vocabulary that is used in the caption?

Among 9 respondents, six of them answered that the term and vocabulary that are being used in the caption are very familiar since it is commonly used in daily life. The other two informants answered that some cosmetic terms are new and unfamiliar to them. Where respondents L and N understand the literal meaning but need further explanation of the beauty term that is being used, and respondent CS is not good with the English language.

Q3: Describe your feeling when you read the information in an English caption.

In this section, the writer asked about respondents' opinions and feelings. In this section, all nine of the respondents answer with a different opinion. Respondent DA stated that "I feel amazed with their English caption, I think using English can make the

brand looks more professional." Respondents WS, S, SV, and VM answered that they feel amazed with the English caption because the caption uses a common term that is easy to understand, as stated by respondent SV, "I feel impressed and amazed because I think when using English to promote a product, it can express something more powerful and interesting". Respondents L and CS feel troubled and inconvenient because it is hard for them to understand the meaning. Respondents N and W do not have a special impression of using English in captions.

Q4: In your opinion, are you attracted to buying the product from a brand that promotes their product in English caption?

In this section, the writer asks about respondents' personal preferences which leads to seven of nine respondents having similar answers that English caption promotion is not the only factor that can make them buy the product. As stated by respondent S, "Actually, I feel more attracted to the product itself. So, using English for promotion is not the only factor that makes me attracted to a cosmetic brand." The other two respondents answered that they could be attracted to buy the product as respondent SV answered that using English caption promotion attracted her because besides it create a good brand image, it also aroused her curiosity about the product itself to find out whether the product match with the promotion claim.

Q5: In your opinion, do you think a brand that promotes its product using English in the caption is more appealing than a brand that promotes its product in another language (Indonesia)?

In this section, the writer tries to compare respondents' prejudices of promoting using English captions with promoting using other language captions, in this case, Indonesian. Five out of the nine respondents were more likely to choose a brand that uses English caption promotion

than Indonesian caption promotion. As stated by DA," If we were to compare, both language is good. But I do think using English captions makes the product more appealing and more professional. It is not because Indonesian is bad, but there is additional value on the brand image if you promote it using the English language". The other four respondents chose the brand that uses Indonesian caption promotion as stated by respondent L, "If I have to choose, I will choose a product description that I can fully understand. In this case, I will choose Indonesian promotion rather than English, because I feel safer using a product that I can fully understand the usage, ingredient, etc."

Q6: What do you expect from a brand that promotes its product in English?

In this section, eight of nine respondents give similar answers. All of them expect a brand that promotes their product in English to have a good image and expected to have a better-quality product that can be compared with international brand, as stated by SV, "I expect a brand that promotes using English have a better-quality product than a brand that promotes using Indonesian. Because by using English, it means that they want to target the global market and go international." The other respondent answered that she does not have any expectation from a brand that promote their product using an English caption and she hopes the brand could use an Indonesian version of the caption to help the customer that does not have English knowledge as stated respondent CS, "I hope the brand could be more understanding toward their consumers, MakeOver is a local product, and most of the target market is Indonesian. Not because English is bad, but I think not all Indonesians understand English".

There are many varieties of perceptions of each person on the same object. According to Setiadi (2003), perception is the process where a person selected, organized, and interpreted the

stimuli of an object. Nine of the respondents that have been interviewed with questions that contained factors that influence a person's perception gave different answers from each other. To make it more specified, the writer categorizes the answer into two categories. As stated by Slamet (2010), there are two kinds of perception such as positive perception and negative perception. Positive perception is a perception or view of an object where the informants tend to accept the object because it corresponds to their personality and negative perception is a perception or view of an object where the informants tend to reject the object because it does not correspond to their personality.

The forming of perception begins when a person is faced with a stimulus that comes from their environment (Miftah, 2003). In this stage, the customer is exposed to an external stimulus of the object which is the English caption of MakeOver's Instagram account. All of the respondents answered that they have access to MakeOver's Instagram account and obtain the information through the caption before. The next step is registration, where a person is exposed to a piece of information and all the information process, are influenced by the five senses they have, and the last step is interpretation, the process of giving meaning to the stimulus it receives (Miftah, 2003).

In the research analysis that has been conducted, the writer found that six out of nine respondents were classified as having positive perceptions of knowledge and familiarity aspects of the English language. However, three other respondents find it difficult, especially beauty/cosmetic terms which makes them hard to understand the meaning contained in the caption.

In the feeling aspect, five out of nine respondents are having good expressions toward the usage of English captions that were categorized as positive perception. The other four respondents that are giving rejection answers were classified as having negative perceptions.

In the attitude aspect, there are two of the respondents were classified as having positive perceptions because both of them are interested to buy the product based on English caption promotion. However, seven of the respondents showed rejection answers that they do not buy a product based on English caption promotion. Therefore, six of the respondents were classified as having negative perceptions of the attitude aspect.

In the prejudice aspect, five of the respondents have the prejudice that brands using English caption promotion are superior to the other brand with Indonesian captions, therefore they were classified as having positive perception. The rest of the four respondents did not have the prejudice that brands using English caption promotion are superior to the other brand with Indonesian captions. This makes four of the respondents classified as having negative perceptions in this aspect.

In the desire/expectation aspect, eight out of nine respondents answered that they have high expectations from the brand that uses English caption as the promotion language for various reasons, which makes them classified with a positive perception. The other respondent did not have any expectations from the brand and it makes her classified as having a negative perception.

5.1 Conclusion

The purpose of this research is to find out MakeOver customers' perception of the usage of English Caption on MakeOver's Instagram business account. Based on the writer's analysis of the Interviews Result with nine participants, the conclusion based on the findings are as follows:

1. Based on the knowledge and familiarity aspects, the writer concludes that the customers perceive the information contained in MakeOver's English captions are understandable for customers that have the knowledge and are familiar with the English language. However,

for customers that did not have knowledge and familiarity with the English language, it is a challenge to be able to understand the content of the caption, especially with technical terms such as beauty/cosmetic terms.

2. Based on the feeling aspect, the writer concludes that the customers perceive positive feeling such as "amazed, interested, and impressed" with the English caption, because using English lead the customers to have high expectation of the brand. However, some customers perceive negative feelings such as "troubled and inconvenient" because it is hard for them to understand the meaning of the caption.

3. Based on the attitude, prejudice, and expectation aspects, the writer concludes that the customers do not perceive the English caption as having the power of evoking interest in buying the product. On the other hand, English caption is not the only factor for customers to buy a product.

Based on the writer's analysis of the Interviews Result with nine participants, the writer provides suggestions as follows:

1. From the result of feeling, attitude, prejudice, and expectation aspects, the writer found that English caption has not enough power to evoke customers into buying a product. Therefore, this area of interest is still open for future researchers on the same object to research purchasing decisions.

2. Using English as the main promotional language on Instagram captions is a good strategy to grab customers' attention. But based on the conclusion of knowledge and familiarity aspects, it is best for the brand to use more familiar and common terms or the brand can provide some explanation for the technical term so it can increase the customer's familiarity with the term and the product.

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HEGEMONY AND RESISTANCE IN GEORGE ORWELL'S *ANIMAL FARM*

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Abstract

This paper aims to investigate how hegemony and resistance are displayed in George Orwell's *Animal Farm.* The literary piece is approached outside of its actual historical context and is treated as a timeless piece, to see the text being a model of how a hegemonic process occurs and how it is challenged by resistance. Gramsci's theory of hegemony is used as a perspective in the reading. The main source of the data is Orwell's *Animal Farm,* and other studies investigating the book are also considered to add some perspectives about the novel. Orwell's *Animal Farm* shows how hegemony works through the spread of the world views of the ruling class with the consent of the working class. The book shows how hegemony works on an ideological level, resulting in the subtle oppression of the working class. The oppression is fought through a series of resistance, showing almost a never-ending and long-time ongoing battle against the ruling power.

Keywords: *hegemony, resistance, George Orwell, Animal Farm*

1.1 Introduction

Without any doubt, George Orwell is considered one of the most prominent names in the literary scene. His writings have been read and discussed for years; reaching more people by the day and bringing fresh perspectives into his texts. A simple internet search on a selection of must-read books will probably mention one or two of his writings. Orwell's writings usually also appear in some classes as compulsory reading material, so more people become aware of them. Being translated into so many languages also might be one of the reasons why people from different countries can get access to Orwell's texts without difficulty.

Orwell is best known for his last two writings; *Animal Farm* and *1984*. The two books are considered classic pieces. These two novels are well-known for Orwell's criticism of totalitarianism and have become staple readings regarding the mentioned theme. To this day, the works by George Orwell, particularly *Animal Farm* and *1984* are still revisited due to their content as social and political criticism.

Many readers still consider Orwell's writing to be relevant. Regardless of the historical contexts of Orwell's texts like *Animal Farm* or *1984*, most 21st-century readers find the social and political issues being discussed can stand the test of time when it comes to relatability. McBeath (2014, p. 24) also specifically mentions that Animal Farm gave Orwell his reputation as a writer. The popularity of *Animal Farm* is because the text contains an anti-dictatorship message and is, in fact, an allegory of events that happened in the Union of Soviet Socialist Republics (USSR) around 1917 to 1943 (Rodden, 2003, p. 68). McBeath also adds another reason for the growing relevancy of *Animal Farm*, stating:

"As readers are aware, after Stalin's death, a succession of other Orwellian tyrants arose across the world, in Eastern Europe, Asia, Africa, and Latin America – rulers who were concerned only with their person aggrandizement, blind to their own shortcomings, using doublethink, stifling debate by fear and coercion, neglecting the desperate needs of their people for economic and social progress and in one case even inflicting genocide on them." (2014, p. 25)

This proves how in the past, Orwell's *Animal Farm* became significant in countries around the world, even in countries away from the USSR from which the inspiration for the writing comes.

Over the years, to reach more people across generations, *Animal Farm* has been brought to the screens. Examples of screen adaptations are the 1954 version directed by Halas and Batchelor, and the 1999 version directed by Stephenson. In comparing the text and screen versions of the story, Rodden mentions that the specific historical and ideological conditions of the narrative are just as important as considering the piece's ability to transcend time and place. Beyond its literal level, he also adds that *Animal Farm* works on three symbolic levels: first being the historical satire of the Soviet dictatorship and the Russian revolution, second being a political tale with lessons about power and tyranny in general, also third is a universal moral message in human vs. animal nature (2003, p. 73).

Without overlooking both the historical and political context of *Animal Farm* and its relevancy to the past and the present, this paper aims to bring a perspective on the theme of hegemony and resistance. By treating the text as a political tale, it is interesting to see how power works through hegemony by the ruling class, and how the hegemonic process is constantly challenged through resistance by the working class. Looking at the text, there are pieces of evidence of how hegemony and resistance continuously encounter and fight against one another in the context of the ruling class's tyranny. This is also related to how the ending of *Animal Farm* is always debated. Rodden (2003) mentions how the screen adaptations of the book give a more hopeful epilogue when it is compared to the ending of the book. In this case, the slightly altered ending might serve the purpose of showing a successful revolution through resistance the way it happened in the USSR. However, it is also crucial to emphasize that the bitter ending given by Orwell's original text serves as an important dialogue of how hegemony and resistance work. Indeed, it is natural to react against an oppressive power, and that reaction may result in small or large movements – some fights may be succeeded, and some may fail. Nonetheless, the open-ended and slightly bitter ending that is presented to us in Orwell's text seems to underline the dynamic of the hegemonic process and the resistance against it. This paper is to give an insight into how hegemony is depicted in *Animal Farm* and how it is challenged through resistance.

2.1 Literature Review

One of the most important concepts proposed by Gramsci in his prison notebooks is hegemony. The main focus of hegemony is how the ruling class practiced political leadership. The simplest concept of hegemony is mentioned by Bates (1975, p. 352) as "political leadership based on the consent of the led, a consent which is secured by the diffusion and popularization of the world view of the ruling class". When it comes to hegemony, consent is very important because it is a part of the process of hegemony itself.

According to Gramsci, hegemony comprises spontaneous and historically caused consent. It is spontaneously "imposed on social life by the dominant fundamental group". It is widespread historically by the ruling group due to its

control in the world of production. (1971, p. 12) The nature of the consent given by the working class is also because of the "active commitment to the established order, based on a deeply held belief that the rulers are indeed legitimate". (Lears, 1985, p. 569) In other words, by doing nothing to change the widespread consent the ruling class is given the legitimacy to rule over the working class.

In hegemony, the distribution of ideology is not done through coercion. In other words, the dissemination of ideas by the ruling class is not done by violence, it is done subtly. Gramsci specifically mentions "coercion has therefore to be ingeniously combined with persuasion and consent". (1971, p. 310) The working class receive it as the "generally accepted" common sense and there is almost no opposition because of the given consent. The ideological level is where the struggle between classes happens. The hegemonic process usually involves propaganda and deception. The propaganda may include spreading false words about opposition parties and/or campaigning irrational patriotic sentiment. (Bates, 1975, p. 364)

Since the struggle happens on an ideological level, the working class needs to enter the ideological battle as well. This non-physical battle is the reason why the fight between classes is almost a never-ending process. Considering that conflicting ideologies always appear in any society; it is almost impossible to reach the "final" set of ideologies. However, for the ruling class to be aware of the hegemonic process is progressive, since it is, in fact, the first step of consciousness. (Bates, 1975, p. 360)

To gain a better understanding of George Orwell's *Animal Farm,* the previous studies investigating the book are also carefully considered. These studies should give different perspectives on how the literary piece is perceived by different readers.

Negm (2021) investigates the theme of power and resistance in Orwell's *Animal Farm* and *1984.* This examination is particularly interested in the use of language in obtaining power, which resulted in bewilderment and loss on the part of the oppressed. Negm's reading of *Orwell's texts* focuses on how power and language relate to each other, especially considering that in fact, language is an instrument of power. In the case of *Animal Farm,* language is a tool of manipulation and it is used in the form of "repetition, ambiguity, evaluation, reformulation, and questioning". (Negm, 2021, p. 4) One of the examples of using language to manipulate is through the character Squealer – one of the pigs. Through Squealer's constant manipulation, the pigs successfully maintain power over the other animals, leaving no room for resistance. Hence, it results in capitulation. Negm also mentions:

> "The animals in *Animal Farm,* for example, surrender because they accepted from the very start to be controlled and manipulated. They should have rejected their role and oppressor. In the same vein, they could have struggled and resisted the conflict and manipulation of the pigs." (2021, p. 7)

It is thought-provoking to compare this statement to how hegemony works. It is important to note that consent indeed plays a big role in the success of the domination by the ruling class. In addition, attempts of resistance do exist within Orwell's text. This is a perspective to be offered in Negm's discussion of power and resistance.

Also focusing on the use of language as the instrument of symbolic violence, Amir, Rahman, and Anriadi (2022) show how both oral and written discourse by the ruling class oppresses the working class. This particular reading on *Animal Farm* highlights the oral and written discourse used throughout the story functions as a "subtle oppression that makes the victim unaware". (Amir, Rahman, & Anriadi, 2022, p. 827) The examples of using oral discourse as an oppression tool are the so-

called education of the dogs by Napoleon, the invention of Napoleons "great" titles, etc. The most apparent example of using written discourse as an oppression tool is the constant change of the Commandments, which are revised to justify the violence done by the pigs. In a way, these oral and written discourses serve as the process of hegemony. This reading supports the idea of how the hegemonic process itself is the insertion of the ruling class's ideas into its consenting subject, the working class.

Mustafa and Najmaldin's (2019) reading of *Animal Farm* focuses on the theme of revolution, highlighting the animals' revolution against humans. This analysis places the human vs. animal narrative as the problem and the cause of the revolution. Language is used to push the idea of revolution, and it is practiced by characters like Old Major, and even Squealer. (Mustafa & Najmalddin, 2019, p. 19) Returning to square one, the idea of human vs. animal is maintained since the ending of the book shows how at the end the pigs become similar to humans—the previous oppressor. The analysis suggests that it is not the revolution that changes the dictators, the revolution only changes the master.

The theme of revolution in *Animal Farm* has also been studied in the 1992 article by Letemendia, who also focuses on the book showcasing its ability on being a parody of how the Soviet regime betrayed socialist ideals. Similar to Mustafa & Najmalddin (2019), Letemendia (1992, p. 133) also mentions how in the end the pigs and the human looked indistinguishable; though at the core of it they are still enemies but with similar greed for power. Both studies on the revolution in *Animal Farm* suggest how revolution and the fight against the ruling power is a never-ending struggle. Specifically, Letemendia mentions "no single revolutionary act could create a perfect world". (1992, p. 137) These studies support the idea that when it comes to hegemony; the struggle is a never-ending and a long ongoing process.

The study on *Animal Farm* also extends to how the book was used as a propaganda tool and how a real-life political conflict compared to the book. Senn mentions that although Animal Farm intends to "be a warning against the Stalinist perversion of socialism" (2015, p. 149), the book was once used by British and American intelligence agencies as propaganda. The purpose is to spread an anti-Soviet message, the way *1984* was used by Soviet intelligence to spread an anti-American message. Meanwhile, as it is mentioned how the book suggests the universal idea of using manipulation as a tool of power, it is very possible to use the narrative suggested by *Animal Farm* as a model to investigate real-life propaganda; for example, seeing what happened in Pakistan. (Rehman, Durrani, & Rahman, 2021) It is suggested that what has happened in Pakistan's political scene bears similarity to *Animal Farm*, from how language and media are used to maintain the political power of certain people or groups of people, to the effort to spread the belief that the current political leader is the most "ideal" for Pakistan. These studies further confirm the significance of Orwell's writing as a means of propaganda—similar to the themes proposed in the writings, as well as the work itself is a comparison to real-life political events even in countries like Pakistan.

Orwell's *Animal Farm* also has been examined linguistically, because language plays important role in the development of the story. One of the studies is the analysis of the imagery used in the novel. The imagery is intended to create amusing and vivid writing through the use of literary devices, despite the seriousness of the book's theme. How imagery is presented for example is the comparison of human and animal characters in the novel to show the nature of corruption as the root of all evils. The imagery is also presented within the "power struggle, usurpation, intimidation, political racket and terror, manipulation, exploitation". (Muradian,

2016) A perspective is also placed on the author's use of personification. Mkhitaryan (2017) states that the use of personification is effectively used throughout the story. This strategy of giving human traits to the animal is a strategy used by the author to represent real-life authority figures in Europe without actually naming the people. Real-life events are also presented with the use of metaphors (Fajrina, 2016). This strategy is probably used to avoid putting the novel into a certain historical event only, but to create a timeless story. One example mentioned by Das is the idea of a windmill creation in the plot. Das mentioned that the windmill represents Orwell's criticism of the Soviet's pursuit of science and technology development at the cost of the people's lives, the way it works in the case of the windmill and the animals. (Das, 2022, p. 3) These readings on how language is used in *Animal Farm* give different insights into how language is used since the use of language for different purposes can be seen in the narrative.

3.1 Methodology

This is a descriptive study. This study uses George Orwell's *Animal Farm* as the main source of data. The secondary source of data is the previous studies discussing the same novel, which helps to give various insights about the examination of the text. The arguments are to be presented through the description of how hegemony is presented in the novel, followed by how it is resisted.

4.1 Finding and Discussion

The biggest irony in *Animal Farm* is indeed the way the so-called "animal revolution" works for further oppression. This oppression is gained and maintained through hegemony. One of the most important moments in the narrative that causes the hegemony to succeed is old Major's speech in front of the farm animals before his death. His last words are a call for the animals to free themselves from tyranny. Old Major mentions that to be truly free, the animals should get rid of humans.

> "Only get rid of Man, and the produce of our labour would be our own. Almost overnight we could become rich and free. What then must we do? Why, work night and day, body and soul, for the overthrow of human race! That is my message to you, comrades: Rebellion!" (Orwell, 1956, p. 9)

Soon, this ideology is something actively repeated among the animals. They consider themselves "free" animals since they can defeat humans and take control of production. Most importantly they can take control of their own lives. It is through Old Major's speech, the animals in the Major Farm then realize their shared feelings of being oppressed by Mr. Jones. In the speech, Old Major also reminds the other animals how much they have produced for the farm, yet how little they receive in return; the old pig specifically says, "in return for your confinements and all your labor in the fields, what have you ever had except your bare rations and a stall?" (Orwell, 1956, p. 8).

Considered the smartest among the animals, the pigs easily placed themselves as their superiors. They lead the revolution, and they also place themselves as leaders after the revolution. They organize how the farm should run.

> "The pigs did not actually work, but directed and supervised the others. With their superior knowledge, it was natural that they should assume the leadership." (Orwell, 1956, p. 27)

Unlike other animals, the pigs do not do any farm work. They control the production. They also take the role of "educating" the other animals. The division of the pigs vs. the other animals marks the division of the pig as the ruling class and the other animals as their subjects. In the beginning, there is

no sign of objection against the pigs taking the role as the leaders, this further secures the power for the pigs and also "naturally" places the other animals as the consenting working class.

The pigs also take the charge in concluding the principles of Animalism into the Seven Commandments. These are supposed to be the rules for the animals in Animal Farm, based on a very crucial principle that every animal is equal to one another. All animals are expected to learn these commandments by heart and it is continuously used by the pigs in a lot of circumstances to emphasize that there is no difference between the pigs and the others. To drill the commandments to the other animals is one of the subtle ways for the pigs to assert their power over the other animals, making sure their "subjects" constantly feel that equality is finally achieved.

The condition of the farm also works in favor of the pigs because after a while, the farm actually prospers. The animals are filled with optimism because they truly feel that they are no one's servant; they also work for themselves under the commandments that ensure equality.

> "All through that summer the work of the farm went like clockwork. The animals were happy as they had never conceived it possible to be. Every mouthful of food was an acute positive pleasure, now that it was truly their own food, produced by themselves and for themselves, not doled out to them by a grudging master. With the worthless parasitical human beings gone, there was more for everyone to eat." (Orwell, 1956, p. 28)

It is also the constant use of the "human vs. animal" view that guarantees hatred against humans. The feeling that the animals have won against their biggest enemy only adds up to their working motivation.

Moreover, to have animals who work without asking questions only helps the ruling class to maintain their position of power. This case can be seen through a character like Boxer as a representation of the working class.

> "Boxer was the admiration of everybody. He had been a hard worker even in Jones's time, but now he seemed more like three horses than one; there were days when the entire work of the farm seemed to rest on his mighty shoulders. From morning to night he was pushing and pulling, always at the spot where the work was hardest." (Orwell, 1956, p. 29)

Boxer is a fitting example of the consenting subject and one of the reasons why the hegemony of the pig works well in the Animal Farm. Boxer's motivation to work harder without asking questions shows how he allows the pigs to take control over him, which unfortunately also inspires the other animals to give their consent to be ruled by the pigs.

Some of these mentioned reasons from Old Major's inspiring speech, to Boxer's attitude towards the farm works, allow the hegemonic process to effortlessly happen. Throughout the story, there are many times in which the ruling class (i.e., the pigs, led by Snowball and Napoleon), force their views on the other animals. It is obviously done for the benefit of pigs and with little or even no consideration for the other animals.

As previously mentioned, despite every animal's involvement in the farm work, the pigs do not do any work. The pigs take the function as the "brain" of the farm. Other animals also naturally accept this division, giving control to the pigs since the pigs mentioned that they are the most capable for the job. This gives easy access for the pigs to take advantage of the other animals—ironically with their consent.

One of the examples of how the pigs use the other animals' consent to their advantage is when it comes to food. The pigs have the luxury to have milk and

apples, for example, something that is not available to others. Through Squealer's explanation to the other animals, it can be seen how the pigs try to validate their action of taking better food.

> "…You do not imagine, I hope, that we pigs are doing this in a spirit of selfishness and privilege? Many of us actually dislike milk and apples. I dislike them myself. Our sole object in taking these things is to preserve our health. Milk and apples (this has been proved by Science, comrades) contain substances absolutely necessary to the well-being of a pig. We pigs are brainworkers. The whole management and organisation of this farm depend on us." (Orwell, 1956, p. 35)

In contrast, the other animals are not given access to good food. In fact, the food portions for others are being sabotaged by the pigs. At first, at least the other animals have no less food compared to the days when they still worked for humans, but it gradually changes. The animals are "generally hungry", and one of the animals, Benjamin the donkey, mentions that things are never better for the animals, it only gets worse—worse hunger, hardship, and disappointment. (Orwell, 1956, p. 130)

Not only food, but the pigs also secure their different ways of living using similar means; all the differences for the pigs are crucial because they are the brain of the farm—they do not intend for it to happen but it is for everyone's sake. It goes as far as the pigs living in Jones's farmhouse, waking up late, sleeping on the beds, drinking alcohol, and a lot more. Clearly, it is the pigs who design the commandments, yet they are also the ones who modify the commandments to suit their needs and to be the justification of their agendas.

Changes that serve the pigs' advantage always happen on the farm. The pigs actively initiate plans and resolutions to be debated among the animals. Yet in the end, even the leaders of the pigs, Snowball and Napoleon, are never in agreement. The animals are expected to vote at first, but it always ends up with choosing the decision made by either of the two pigs. (Orwell, 1956, pp. 23, 47) Later in the story, there are no more weekly meetings, instead, it turns into Napoleon reading out "the orders for the week in a gruff soldierly style". (Orwell, 1956, p. 57) This visibly shows the division of the pigs vs. the other animals. As always, it is also added by the pigs that the division of works through the weekly order has been done with a lot of considerations for the sake of every animal's wellbeing.

To mention that something is done, or some decisions are taken for everyone's sake is the same old trick used by the pigs as the ruling class to influence the other animals. For instance, on insisting on the urge to build the windmill, Snowball tries to spread his influence by saying that it is indeed hard labor, but a very beneficial one. He maintains positivity by saying that the windmill can be completed in a span of a year and with the completion of the windmill, the animals soon only need to work for three days a week. (Orwell, 1956, p. 50). Of course, this turns out to be another subtle force to have the consent to the idea of building a windmill on the farm. To add to the spreading of positivity, Snowball mentions that having electricity will soon guarantee a so-called "better" life for the animals.

In contrast to the spread of the promise of a bright future for the farm, the animals are also continuously reminded of the horror if humans return to the farm. This is one of the most successful strategies used by the pigs to maintain the power on the farm. Squealer, as always, becomes the regular spokesperson for the pigs. Whenever the pigs need to spread words to further validate their actions about the farm, Squealer will come forward. When talking to the other animals, Squealer always mentions human beings as the enemy of the

animals. He also mentions that the farm is currently in its best condition since they are all free animals; they are not enslaved by humans.

> "They found it comforting to be reminded that, after all, they were truly their own masters and that the work they did was for their benefit." (Orwell, 1956, p. 116)

This belief makes it easier for the pigs to rule the farm since the animals continuously think that they are not oppressed and that they are free animals.

As mentioned, Squealer plays an important part in spreading the views of the ruling class to the other animals, especially after Napoleon becomes the sole leader among the pigs. After Snowball is driven away from Animal Farm, Squealer helps to maintain Napoleon's power. To furthermore strengthen Napoleon's position among the animals, Squealer is used to spread words about Snowball being the betrayer of the animals. Squealer mentions Snowball's betrayal includes stealing from the farm working for humans to destroy the farm, and a lot more. At the same time, Squealer continuously puts good words about Napoleon—talking about Napoleon's wisdom, intelligence and bravery to repeatedly emphasizing Napoleon's countless ideas and works for the farm. The animals are under the lasting impression that their condition only gets better day by day, and that is because they are led by Napoleon.

Not only the animals are convinced about the growth of the farm, but they are also given promises of beautiful retirement. To have a hopeful retirement, however, the animals are required to work even harder to fulfill the farm's needs. Convinced with the idea of a comfortable future, the animals continue to work diligently. The condition only becomes more upsetting, because even though the animals work even harder, their well-being is openly ignored. One of the examples is the case of Boxer the horse.

Boxer is the most diligent animal on the farm, so diligent that he adopts two favorite maxims; they are, "I will work harder" and "Comrade Napoleon is always right". (Orwell, 1956, p. 126) Even though the poor horse has worked his best, he still faces tragedy at the end of the day. He ends up being too injured and too weak to continue working. It is too late for the other animals to realize Boxer's bad luck. He is not treated or given a beautiful retirement, but he is brought to the slaughterhouse instead.

As previously explained, there are various reasons why hegemony occurs in Animal Farm, and there are many situations that show the popularization of the view of the ruling class happens with the consent of the working class. However, it is important to note even with the presence of consent from the working class—i.e., the other animals except the pigs—there is still resistance against the view of the ruling class.

As the division between the pigs and other animals becomes clearer, the latter is continuously trapped between giving their consent to the pigs' decisions and protesting against those unfair choices. Some of those events, for example, are the protest against the pigs for taking the milk and the apples—i.e., the better food— exclusively, the protest against the pigs moving into Jones' farmhouse, the protest against the pigs taking all decisions about the farm to distributing those words as orders for the rest of the animals. (Orwell, 1956, pp. 35, 54, 66) The objection against these decisions is based on the animals' understanding of the commandments. The rest of the animals begin to question whether all animals are equal the way every animal claims it to be.

The uproar against the decisions taken by the pigs is also loud and clear when the plan to build a windmill is mentioned. Except for the pigs, all animals are against the idea of building the windmill. One of the animals who strongly oppose the plan is Benjamin.

"Only old Benjamin refused to grow enthusiastic about the windmill, though, as usual, he would utter nothing beyond the cryptic remark that donkeys live a long time." (Orwell, 1956, p. 68)

Benjamin is against the windmill, and the overall governance by the pigs because he is aware that none of them is going to bring prosperity to the farm and/or the animals in it. The protest against the windmill also becomes more serious when the hens are required to surrender their eggs to raise money to buy construction materials. The protest soon turns into an actual physical confrontation, causing nine hens to die in the incident. (Orwell, 1956, p. 63)

Despite the apparent resistance against the hegemonic process in the book, Orwell's *Animal Farm* presents a pessimistic ending. This somewhat negative ending serves a crucial purpose to show how hegemony truly functions. The battle against the dominance in hegemony works on an ideological level. Since the struggle of the working class in the story never reaches the ideological level, it is no surprise to witness the narrative arrive at an open-ended finish. Nevertheless, *Animal Farm* shows the fact that hegemony is always an ongoing process; as long as the weaker class voluntarily consents to be ruled by the working class. Even so, as long as forms of domination still exist, resistance—be it big or small, succeeded or failed—will always exist.

5.1 Conclusion

Orwell's *Animal Farm* presents a timeless model of how hegemony works and how it is resisted. It gives a timeless illustration of how the hegemonic process works in a literary piece, even when it is read outside of the historical events that have become the inspiration of the work in the first place. There is a visible separation between the ruling class and the working class in the story, marked by the division of the pigs vs. the other animals. It can be seen

through *Animal Farm* how the ruling class promotes their views of the working class as a means of control. It is a strategy used to legitimize any form of oppression done by the ruling class. It is also a way to gain consent from the working class since through hegemony the inferior working class ends up believing that they are not in any way oppressed and that the world views of the ruling class are the generally accepted views. As an expected reaction against oppression, it is natural for resistance to happen. *Animal Farm*'s negative and bitter ending shows how countering hegemony is an ongoing process. The ending also lets the readers conclude that these ongoing fights for the animals in the story will continue—the way hegemony will always be challenged by resistance.

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AN ANALYSIS OF TRANSLATION METHODS OF FIGURATIVE LANGUAGES IN THE NOVEL *EARTH*

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Abstract

Bumi is an Indonesian novel written by Tere Liye that has been translated into English and was written using some types of figurative language which is part of a language that always changes because of culture and has implied meaning. However, since this world has a lot of different languages, translation is needed in translating one language to another language no matter how difficult it is to be translated, including figurative language. Therefore, some translation methods could be found in one text to make a great-quality translation. This research focused on the novel written by Tere Liye, *Bumi*, and its translation, to find out the methods that the translator used in translating the novel and the figurative languages that the author used in writing the novel. This research was approached qualitatively by employing content analysis. The writer used a human investigator to collect the primary data and analyze the data. The data has been analyzed based on the theory by Newmark (1988) and Taylor (1981) and checked by the translator of the novel. The research shows that there are 13 types of figurative languages in the novel and the translator mostly used semantic translation in translating them.

Keywords: *Translation Methods, Figurative Language, Types of Figurative Language, Novel*

1.1 Introduction

According to Abdulfatah, Widodo, and Rohmadi (2018), a novel is a piece of literature that is longer in lengthwise than a short story that tells and develops themes, backgrounds, and characters who are in the story. A novel, as stated by Abdulfatah, Widodo, and Rohmadi (2018), also can be used as a medium to encourage reading habits to people in this era where a lot of people are not really into reading. Furthermore, it was also noted by Abdulfatah, Widodo, and Rohmadi, a novel also can be used to teach or tell people about good morals that the writer is trying to say and even can be used to learn a language or culture. A novel also comes in different genres, such as fantasy, comedy, mystery, romance, Sci-Fi, magical realism, and some others.

A novel always provides a lot of different language styles and points of view since writers come from different backgrounds so a novel could reflect their writers' life as stated by Abdulfatah, Widodo, and Rohmadi (2018). In a novel also, since the writers are free to write anything they want, people could learn about different cultures of different countries could help people to know more about something new that is related to cultures such as a habit of society, food, and even figurative language. Among many novels, *Bumi* is a magical realism novel that has a little bit of fantasy and reality mixed into the book and has some educational values that can be found and used in daily life. This novel is written by Tere Liye, and most of his books always have figurative languages in them such as *Daun yang Jatuh Tak Pernah Membenci Angin*, *Pulang*, and

Moga Bunda Disayang Allah, including *Bumi.*

Figurative language is part of a language that has implied meanings where Fadlilah (2017) noted that figurative language is believed to be used to make sentences look entertaining. It is also difficult to be understood since figurative language always changes because of the culture of a place and its meaning is not always clear as stated by Roberts and Kreuz (1994), which means understanding the meaning of one figurative language, will need someone's knowledge about the culture of that place. However, there are a lot of countries and languages in this world which means each of them has different languages. Therefore, interpretation and translation of a language are needed to deliver a message from one language to another language, so that two different languages could communicate with each other.

However, translation is not an easy task as stated by Hijriyah (2012) that translation has to start by analyzing the text from the source language, then learning about the culture of each language. A single mistake in translation could change the meaning or the message, leading to miscommunication. A translator has to apply the correct strategies, methods, or techniques to make a perfect translation. Due to that reason, the writer believes that those are some of the most critical things in the world.

Based on the explanation above, the writer decided to research to analyze the translation of figurative language that can be found in the novel *Bumi* and its translation, *Earth*. *Bumi* is one of the books that is written by Tere Liye that has been translated into the English language by Gill Westaway, where according to Ramadhan, Baharuddin, and Wardana (2021), the translator did great in choosing the correct translation methods for translating the novel that can be proved by the fact that there is no odd text in the translation, and as noted by Nugroho, Zufli, and Amiruddin (2018), there are three educational values in the novel, makes this novel worth to read. This study focuses on the translation method rather than the strategy or techniques as noted by Molina and Albir (2002), technique is the micro-unit of the method, strategy is used as the procedure of the whole process, while method talks about a way of how the translation is done which would be more appropriate to be used in analyzing the translation of figurative language since it is more detailed than strategy but not as detailed as technique, that would help the translator in translating the whole sentence with his own thought or opinion so that the sentence will not be too awkward. The problems of this study are formulated as below:

1. What are the Indonesian figurative languages that can be found in the novel *Bumi* and the translation in the novel *Earth*?
2. What are the translation methods that the translator used to translate the figurative languages from Indonesian to English?
3. What is the most frequent translation method that the translator used to translate each of the figurative languages from Indonesian to English?

Based on the research problems above, the study aims to find out:

1. the Indonesian figurative language in the novel *Bumi* and the translation in the novel *Earth*;
2. the translation methods that the translator used to translate the figurative languages from Indonesian to English;
3. the most frequent translation method that the translator used to translate each of the figurative languages from Indonesian to English.

Through this research, the writer hopes that this research will be beneficial for:

1. Theoretically will be useful for translating knowledge into figurative language and theoretical

development whether it is for the readers or the next researcher with a similar topic.

2. Practically will be beneficial for the reader that it will be able to tell the most common method that is used in the translation of figurative language from the novel *Earth*.

2.1 Literature Review

There are two theories that the writer used to conduct this research. There is a theory by Richard Taylor (1981) about figurative languages and a theory by Peter Newmark (1988) about the translation method. There are three categories of figurative language that are mentioned by Taylor (1981) which are comparison and substitution, representation by substitution, and contrast by discrepancy and inversion. There are also subcategories of each of the figurative language categories by Taylor (1981) which means there are 13 types of figurative language in total.

Here are the 13 types of figurative language by Taylor (1981).

a. Comparison and Substitution

Comparison and substitution are figurative languages that are based on the comparison of one thing to the other thing that could be in direct or indirect form. Comparison and substitution are divided into simile which compares things by using the word "like" or "as", a metaphor that compares things directly by saying one thing is the other thing, and allusion that compares things in some well-known reference that could recall readers' mind, metonymy that uses the nearest comparison that is strongly related to the compared object, an analogy that compares the way of something that is happening similarly, and allegory that compares things that is not stated in the text. These kinds of figurative languages are different, but still do a comparison to the other substitute.

Table 1.1 Comparison and Substitution Example

Type	Example	Explanation
Simile	She is as pretty as her mother.	The sentence compares the beauty of a daughter to her mother by using the word "as".
Metaphor	Time is money.	It compares time to money without using any connecting phrase.
Allusion	You are not Spiderman.	It compares the person to something that would remind someone of a fictional character that is famous almost all over the world.
Metonymy	Jewellery shop just walked in.	It compares a person to jewellery shop because the person is wearing a lot of jewelleries.
Analogy	We have to come out from our comfort zone just like a butterfly come out from its chrysalis.	It compares the way of something happens in similar way.
Allegory	The Lion, the Witch, and the Wardrobe by C.S. Lewis	This title of novel talks about a war between the lion and the witch. However, the allegory behind it is that Aslan (the lion) represents Christ, while the Witch represents the devil, and Edmund (the prince) represents Judas that betrayed Aslan (Christ).

b.   Representation by Substitution

Representation by substitution is divided into synecdoche, personification, and symbol. A synecdoche is a figure of speech that uses a subordinate portion or aspect of a greater picture or idea for the image that will act as the substitute. Personification uses an image that can be understood by people easily and that is able to explain the things that someone is trying to talk about. A symbol is a representation of something to stand for or stand in place of something that represents an idea.

Table 1.2 Representation by Substitution Example

Type	Example	Explanation
Synecdoche	I have four mouths to feed.	It means the person has four family members that need to be fed, the mouths represent the family members.
Personification	The sky is crying.	Means it is raining. Crying could explain raining since both of these qualities means water is coming out.
Symbol	Life is a roller-coaster.	The roller-coaster symbolizes the up and down in our life that people have to face.

c.   Contrast   by   Discrepancy   and   Inversion

The last category is contrast by discrepancy and inversion. This kind of figurative language is used to compare things that look different, yet it is common to put up a semantic opposition in contrastive devices. This category is divided into overstatement also known as hyperbole which exaggerates something that is supposed to be common in higher quality and understatement as the opposite of overstatement, a paradox that contrasts things illogically, an irony that contrasts something that is happening and what is expected (situational irony), the irony that contrasts about saying one thing and the actual situation (verbal irony), and irony that contrasts the fictional character's understanding and what the reader or people understand (dramatic irony).

Table 1.3 Discrepancy and Inversion Example

Type	Example	Explanation
Overstatement	I have million things to do.	It means the person has a lot of things to do.
Understatement	She broke her ankle, she is fine.	It exaggerates something that is in lower quality. It is impossible that someone with broken ankle is fine.
Paradox	This empty glass is full of water.	An empty thing will never be filled by a thing.
Situational Irony	Chefs will never eat their own cooking.	The actual situation is chefs always need to eat their own food.
Verbal Irony	I really love him.	The actual situation is the person hate him a lot.
Dramatic Irony	Romeo thinks that Juliet has died.	The actual situation or from readers or people's point of view, Juliet is just sleeping.

According to Peter Newmark (1988), there are eight types of translation methods that are divided into two groups which are TL emphasis translation methods, which are adaptation translation, free translation, idiomatic translation, and communicative

translation; and SL emphasis translation methods, which are word-for-word translation, literal translation, faithful translation, and semantic translation. Down below is an explanation of each of the translation methods.

a.   Word-for-Word Translation

As the name of this method, this method is used to translate a sentence exactly in the same order as the source language. For example:

SL: I will go to Bali tomorrow.
TL: *Saya akan pergi ke Bali besok.*

b.   Literal Translation

A literal translation could be done by translating the source language to the closest equivalent of the target language. For example:

SL: I know that little girl.
TL: *Aku tahu anak perempuan itu.*

c.   Faithful Translation

The faithful translation is a method where the translator tries to translate the meaning from the source language to the target language while maintaining grammatical and lexical 'abnormality'.

SL: She was sent to her aunt's house in a small town.
TL: *Dia dikirimkan ke rumah tantenya di sebuah kota kecil.*

d.   Semantic Translation

Semantic translation considers the aesthetic value in the translation that could reduce or not translate some words that are not necessary.

SL: My friend is a book worm.
TL: *Temanku seorang kutu buku.*

e.   Adaptation

The adaptation method translates cultures in the source language to the target language and rewrites the text.

SL: You make my world light up inside.
TL: *Kau membuat duniaku berseri-seri.*

f.   Free Translation

The free translation method translates the source language to the target language which could result in the translation coming in a different form from the original.

SL: You are not supposed to come here.
TL: *Tidak seharusnya kau datang ke sini.*

g.   Idiomatic Translation

This method translates the message by reproducing the form of the source language to the target language which will make the translation sounds more familiar in the target language by using some phrases or idioms that are often used in the daily situation.

SL: Hey, watch your step!
TL: *Hei, berhati-hatilah!*

h.   Communicative Translation

This method focuses on the acceptable and easy-to-understand value to the reader.

SL: Don't litter!
TL: *Dilarang membuang sampah di sini!*

The theories above are the ones that the writer used in collecting and analyzing the data.

3.1   Methodology

This study uses a qualitative approach and content analysis where according to Yusuf (2016), it focused on finding and analyzing the data from books, newspapers, essays, interviews, and much more, and then writing the result in the narrative. To support the approach above, the writer uses the descriptive research method. According to Siedlecki (2020), the goal of descriptive research is to describe individuals, events,

or conditions by observing them as they are without changing any of the variables. This research aims to find out the figurative languages that can be done by reading without changing anything from the novel and identify the translation strategies.

This research was done by using a human investigator as the tool to collect the primary data from the novel. The data is all the figurative language sentences from the Indonesian novel that are collected by using Richard Taylor's theory (1981). The writer then finds the translation from the English novel and analyzes the translation method that the translator used in translating this novel by using Peter Newmark's theory (1988). Once the data has been analyzed, the writer has to test the data by doing credibility, dependability, confirmability, and reliability tests to make sure that the data is valid and reliable.

According to Sidiq and Choiri (2019), there are six types of tests that can be used to perform the credibility test, there are observation, increased perseverance, triangulation, negative case analysis, using reference materials, and member checking. The writer will do the credibility process by doing triangulation by checking out the methods of translating figurative languages from some sources or articles that are collected through websites or journals and member checking where the writer will ask the translator of the English version book, Gill Westaway, to check some of the samples that the writer have found. The transferability will be performed by the detailed, clear, systematic, and trustworthy report as an external validation, while the dependability or reliability will be done by conducting an audit of the complete observational process. The Confirmability test will be done by doing triangulation, the writer will collect some sources that are relevant to this research that can approve the confirmability.

4.1 Finding and Discussion

There are 15 types of figurative language explained in Richard Taylor's theory (1981). However, based on the data that the writer has found and analyzed, the writer found that there are only 13 types of figurative language in the novel. The figurative languages that the writer found are simile, metaphor, allusion, metonymy, analogy, synecdoche, personification, symbol, overstatement, understatement, paradox, situational irony, and verbal irony. Here is the explanation of a sentence from the novel of each category.

1. Simile

Simile is one of the figurative languages that compares two things with specific words such as "as" and "like". One of the simile sentences that the writer has found is "*Tubuhku menjadi lebih bening dibanding kristal air, menjadi lebih transparan dibanding tetes air*". This sentence is written in Bahasa Indonesia and it is simple since it has a specific word in Bahasa Indonesia that is used to compare something which is the word *"dibanding"*. There are also some specific words that the writer has found from the data that the writer has collected that can be used to write a simile sentence: *dibanding, seperti, bagaikan,* and *bagai.*

2. Metaphor

Metaphor is a figurative language where it compares one thing to other things without any comparative word. There are five metaphors from the novel and one of them is "*Pagi sekali, jam beker alami rumah kami, Mama, sudah berteriak-teriak membangunkan.*" The phrase "*jam beker*" compares the mom and an alarm clock where both always wake someone up. This sentence is also a metaphor since it does not have any comparative words.

3. Allusion

Allusion is one of the figurative languages that uses well-known references. There is only one allusion from the book which is "*Kecepatan kapsul tadi membuatku seperti naik wahana Dunia Fantasi, tapi dengan tingkat tantangan seratus kali lebih ekstrem.* This sentence is

an allusion since it uses a well-known place in Indonesia which is *Dunia Fantasi.*

4. Metonymy

Metonymy compares and substitutes something where the substitute is strongly related to the compared object. There are eight metonymies and one of them is "*Melihat situasi itu, ibunya merasa terancam, mahkota anaknya dalam posisi terancam.*" The word "*mahkota*" which means crown in Bahasa Indonesia talks about a throne where a leader or a king always wears a crown.

5. Analogy

Analogy is the other version of simile. However, it compares a way of something happening. There are 23 analogies from the novel and one of them is "*Ali menatapku seperti sedang menatap anak kecil yang tertangkap basah mencuri permen – tidak bisa menghindar.*" This sentence tells the way Ali looks at Raib is just like looking at a small child who was caught red-handed stealing something which means Raib was like panicking when Ali confronted her.

6. Synecdoche

Synecdoche represents something by using substitution that is related to the other thing. One synecdoche sentence that the writer could find is "*Bel berdering persis saat kami hendak naik tangga, membuyarkan dengung suara keramaian anak-anak bercampur suara gerimis.*" The word "*dengung*" which means echo in English represents the noise or the crowd. Both echo and noise are related to sound, but the author decided to use the word noise instead.

7. Personification

Personification represents something by using objects that seem alive but not. One personification sentence that the writer could find is "*Tetes air hujan deras menerpa wajahku.*" The word "*menerpa*" is used to describe the rain where it represents the rain falls on Raib's face. Rain is not alive however it does something in the sentence. There are also some verbs that the author used to write personification:

disusul, menyembunyikan, menerpa, menyelamatkanku, berbelok, membungkus, menganga, menggantung, membentuk, menyergap, menderu, mendesis, menusuk, menggigit, terbungkus, mengalahkan, memijat, menimpa, memotong, meruncing, tergelincir, menyukainya, menjilat.

8. Symbol

Symbol uses objects to represent or explain an idea. One symbol sentence from the novel is "*Dasar perut karung.*" The word "*karung*" represents Seli's stomach capacity which is really high that she could eat a lot just like how a sack could fit a lot of things.

9. Overstatement

Overstatement is part of figurative language that exaggerates something. One overstatement that the writer could find is "*Omelet terlezat sedunia, Ma.*" The sentence "Omelet *terlezat sedunia"* could be translated as "the most delicious omelet in the world" and it is perhaps not the most delicious omelet in the world since the "Mom" character is not a professional chef. The phrase "the most delicious" is used just to describe that the omelet is delicious.

10. Understatement

Understatement contrasts something being less in quality than it actually is. There is only one understatement from the novel: "*Kilau tajam petir dan gelegar guntur menghiasi awal malam.*" This sentence says that lightning and the sound of thunder both make a beautiful night where both of those things actually could scare people.

11. Paradox

Paradox is used to contrast something illogically. One paradox sentence that the writer could find is "*Waktuku tidak banyak, Nak."* This sentence could be translated as "I do not have a lot of time" which does not make sense since time is unlimited.

12. Situational Irony

Situational irony is part of irony that contrasts something that is expected to happen to the actual situation. The situational irony sentence that the writer found is: "*Aku menggaruk kepala yang*

tidak gatal, kasihan melihat Mama yang pasti keukeuh tidak akan tidur, tidak akan makan sebelum Papa pulang." The situational irony is shown by the phrase "*menggaruk kepala yang tidak gatal*" which means the person is scratching her head, but her head is not itchy at all, while when someone is scratching their part of bodies, it must be because of itchiness that they have on their body.

13. Verbal Irony

Verbal irony is also part of irony that contrasts a statement or sentence with the actual intent. "*Pasangan paling serasi pagi ini,*" is the verbal irony sentence that the writer found. Before this sentence appears in the novel, there are some sentences, saying that there are two people, Raib and Ali, are fighting and bickering outside, and the teacher scolds them for that while saying that both of them are the most harmonious couple. However, a harmonious couple should never fight or bicker just like what Raib and Ali have done.

Out of 139 sentences that the writer has found, two sentences have two figurative languages. Down below are the sentences with two figurative languages.

Kenapa pula si biang kerok ini ada di saat aku masih penasaran setengah mati siapa sosok tinggi kurus tadi? (Sentence 1)

Pukulannya bukan hanya menderu bagai angin puyuh, tapi juga mendesis dingin. (Sentence 2)

Sentence one consists of two figurative languages which are overstatement and metonymy. The metonymy is presented by the phrase "*si biang kerok*" while the overstatement is presented by the phrase "*penasaran setengah mati*". Figurative languages that can be found in Sentence 2 are personification which is presented by the phrase" mendesis *dingin",* and simile which is presented by "*bagai angin puyuh*". These sentences show that there is

a possibility that a sentence has more than one figurative language.

There are eight translation methods stated by Newmark (1988), yet there are only five methods that the translator used in translating figurative languages, there are faithful, semantic, free, idiomatic, and communicative translation methods with the most used method being semantic translation. According to Newmark (1988), semantic translation is a translation method where the sentence is translated by emphasizing the source language or can be called as SL based translation. With semantic translation being the most used method in translating the novel, it means that this novel is translated by using a method that follows the author's thought (SL emphasis) rather than follows the target language culture (TL emphasis). By using semantic translation also, the translator will not have freedom in translating than using the TL based-translation such as communicative translation, idiomatic translation, adaptive translation, and free translation, since in SL emphasis the translator has to follow the author's thoughts or emphasize the source language more than target language, and it will make the translated text having more equivalent effect to the original novel where it could be a problem for a non-Indonesian reader who will have a hard time in imagining something to get or to conceive the situation of the novel, yet it is useful in introducing the culture or the way the community of the source language thinks.

The analysis of the translation method that the writer did, has gone through a validation process where the translator of the book, Gill Westaway, analyzed the data that have been analyzed by the writer, and out of 15 numbers of data, the translator agreed with all of them, but one number was left with a note. The sentences are as presented below.

SL: *Terlepas dari peraturannya – aku benci peraturan-peraturan*

Mama yang kalau dibukukan bisa setebal novel – Mama ibu rumah tangga yang hebat, cekatan, mengurus semua keperluan rumah tangga sendirian, tanpa pembantu.

TL: Apart from the rules – I hate rules – Mum's rules could fill a thick novel – Mum was an amazing housewife, the real McCoy, organizing all the household chores herself without a maid to help her.

The writer and the translator agreed that this sentence was translated by using the semantic translation method. However, the translator thinks that this sentence has some idiomatic sense of it since the translator used the phrase "the real McCoy" in translating "…*ibu rumah tangga yang hebat, cekatan…*" There is a translation method that is called as idiomatic translation method where the translated sentence that is translated by using this method will sound more familiar in the target language since it uses some phrases or idioms that are often used in daily situations, just like the word "*cekatan*" that was translated into "the real McCoy" which perhaps a phrase that native English speaker uses in the daily situation. Even though this sentence has idiomatic sense, it also cannot be denied that this sentence was dominated by semantic translation method as the phrase "*terlepas dari peraturannya*" was translated into "apart from the rules", or the phrase "*mengurus semua keperluan rumah tangga sendirian, tanpa pembantu*" was translated into "organizing all the household chores herself without a maid to help her" where both of these phrases are translated by using semantic translation method.

5.1 Conclusion

There are 15 types of figurative language explained in Richard Taylor's theory (1981). However, based on the 139 figurative languages that the writer has found in the novel, there are only 13 types of figurative language based on Taylor's theory (1981) that the writer could find from the novel. The 13 figurative languages are simile, metaphor, allusion, metonymy, analogy, synecdoche, personification, symbol, overstatement, understatement, paradox, situational irony, and verbal irony with two sentences having two figurative languages in them. It shows that in a sentence there is a possibility of it having more than one figurative language.

Peter Newmark (1988) divided translation methods into two big groups which are SL emphasis and TL emphasis and each of them has four translation methods which are word-by-word, literal, faithful, and semantic for SL emphasis, and adaptation, idiomatic, free, and communicative for TL emphasis. Out of eight translation methods that are presented by Newmark's theory, there are only five translation methods that the translator used in translating figurative languages from the novel. Those five translation methods are semantic, faithful, free, idiomatic, and communicative.

There are five translation methods that the translator used in translating the novel and the most frequent translation method that the translator used to translate each of the figurative languages are semantic translation method for simile, analogy, allusion, synecdoche, personification, symbol, situational irony, and verbal irony, semantic and faithful translation method for metaphor, communicative translation method for metonymy, overstatement, and understatement, and free translation method for paradox. The writer found out that the translation method that the translator often used in translating each figurative language is mostly dominated by a semantic translation which means that the translator translated the novel by following the author's thought or emphasizing the source language rather than emphasizing the target language. This could affect readers who are not Indonesian native speakers where they would have a hard time imagining

something to get or to conceive the situation of the novel. However, SL emphasis is useful in introducing the culture or the way the community of the source language thinks.

Based on the research above, the writer provides some suggestions below.

1. For someone who is learning language especially figurative language, it could be done through reading books, comics, or any media that can be used as a supporting media than just an example on a paper or textbook, since it provides more examples and the usage with an interesting topic, so that the learners will not feel burn out in learning.

2. For someone who is learning about translation methods, the writer also suggests observing a translation of a specific topic, especially on a specific area of language, so that it will be more challenging, but also will help someone to gain more knowledge in the language.

3. For the next researcher, this study is supposed to be a useful reference and guide in doing the next research for the researcher who could possibly be working on research with a similar topic. The writer suggests researching to find out how a translation technique could describe a translation method of a translated sentence.

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