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## AN ANALYSIS OF LITERALNESS ASPECT OF GOOGLE TRANSLATE IN TRANSLATING BUSINESS CORRESPONDENCE

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### Abstract

Google Translate is a common platform to help Indonesian employees ensure their English writing and the accuracy effects in a business letter. An unclear and confusing business letter can cause many problems and lead to misunderstandings, delays, lost business, and poor relations. This study aimed to examine the literalness aspect of Google Translate by analysing the produced text in English previously translated from Bahasa. Letters of notification from an insurance company in Indonesia based in Pontianak were chosen as the primary data. This study used a descriptive method and a qualitative approach. The translation indicators from Ismail (2016) was chosen to be used in this research. The analysis findings showed that there were 53% of literalness error, along with other 19% errors of cohesion error, 9% errors of faithfulness error, 11% of grammar error, 2% of omission error, and 6% of usage error. The data findings also showed the inability of Google Translate to understand the texts' contexts as a whole. Another aspect was errors in the source texts that carried into translation errors in the target texts were also the causes of translation errors.

**Keywords:** *Google Translate, literalness, notification letter, accuracy*

### Introduction

In the world of business, English is one of the ways for entrepreneurs to bring the business into the global market. Rao (2017) states that international businesspeople widely use English; English is considered the first language for the entrepreneur in the business world, international relations, and politics. It means that English as an international language for business purposes is essential for international relations and politics. As Riadi (2019) emphasised, this phenomenon of using English in the world of business also happening in Indonesia, especially in urban areas; despite the fact that Indonesia still considers English as a foreign language.

Sviatiuk (2015) explains that business correspondence (business letter) is a general term for all written communications used in

business relationships with business partners or internal communication in organizations. It means that business correspondence is the exchange of information in a written format for the process of business activities. Effective business letters assist the flow of information in a company or business environment. Business correspondence can take place between organizations, within organizations, or between the customers and the organization. In business activities or works, speed and accuracy are needed because these two must be owned either by the businesspeople or by the company's employees. In some Indonesian companies where the employees are none of the English native speakers, business letters' language accuracy is essential. They tend to use some tools to assist them in translating documents

from Bahasa to English; one of them is Google Translate.

Google translate is a translation service launched by Google in 2006. Google Translate keeps improving itself until more than 500 million downloaders have downloaded on a smartphone. The development of Google Translate in 2006 – 2019; Google Translate keeps developing to service more than 500 million downloaders. Google translate has developed better. Google translate has several main features, such as: already provided over 100 languages, tap-to-translate translation, 59 languages offline translation, 38 languages for instant camera translation, 37 languages as camera mode translation, 32 languages as conversation mode translation, 93 languages as handwriting-translate translation, and also the user can save translations for future reference in any language (Google Translate Application, 2019). In short, it means that the development of Google Translate can help people translate quicker and help people be able to finalize converting faster than by doing it manually using their English repertoires. However, they must not rely entirely on the result of a translation by Google Translate.

A business letter is crucial in the business world. It reflects on the competence and professionalism of the person who has written it and the company's image in which those people work for. A clear and effective business letter is also an essential part of running a business and promotes good relations. However, business letter language is quite formal; therefore, non-native speakers may find it challenging to master and use. Therefore, an unclear and confusing business letter can cause many problems and lead to misunderstandings, delays, lost business, and poor relations between individuals, departments, and companies. In this regard, writing skills –

what is written and expressed – should be an essential part of business education.

To know whether the translation can be considered accurate or not, the writers made this evaluation to provide information to businesspeople about Google Translate as a consideration before using Google Translate on the business.

## **Literature Review**

### **1. Definition of Translation**

The translation is translating source text from one language into another language without changing the original meaning. The translation is a change of form, change from one state or form to another, to turn into one's own or another's language (Larson, 1998). The text that is translated is called the source text, and the result of the translation is called the target text. According to Hatim and Munday (2004, p.3), "translation is the act or an instance of translating; a written or spoken expression of the meaning of a word, speech, book in another language."

On the other hand, Sweet (as cited in Translation and Language Education, 2014, p.9) also states that translation is used only to convey information to the learner: translators translate the foreign words and phrases into their language only. Sweet asserts because converting into their language is the most convenient and, at the same time, the most practical guide to their meaning. It means that no matter the form of the language, translation is about giving the same sense from the source texts, whether it is paraphrased or not, as long as the translation gives the real meaning from the source texts, it is how translation works.

## 2. Google Translate

According to Maulida (2017), Google Translate is a free multilingual machine translation service to translate text, speech, images, sites, or real-time video from one language into another. Gashemi and Hashemian (2016) also state that Google Translate provides translation 90 languages to translate different written texts from language to another, which does not even translate words, but also phrases, texts and web page. From both experts, it shows that Google Translate can also be utilized to minimize time and effort to translate because the results are instantly generated. Google Translate is also a multilingual translation service that helps many people translate their needs to another language such as translating words, texts, and web pages.

## 3. Types of Translation

The rapid development of technology has contributed to the translation activities, considering most of the books are still in a foreign language. Therefore, to get the knowledge and the information of the books, translation is needed. According to Hatim and Munday (2004, p.5), there are three types of written translation:

- a. Intralingual translation: translation within the same language, which can involve rewording or paraphrase;
- b. Interlingual translation: translation from one language to another;
- c. Intersemiotic translation: translates the verbal sign by a non-verbal sign, for example a movie with its subtitle.

Meanwhile, there are also some categories of translation in term of the extent, levels, and

ranks. Based on the extent, the types of translation are:

- a. Full translation, it is a type of translation in which the entire source language text is reproduced by the target language text materials. For example: source language: “How are you doing?” Target language: ‘Apa kabar?’
- b. Partial translation, there are only some parts of the source language text to be translated into the target language text. For example: Source language: “wait until you discover barbecue flavor.” Target language: ‘Tunggu sampai kamu mendapatkan rasa barbecue’. Barbecue is a part of the source language that is not translated, because it is untranslatable.

In terms of level, the types of translation are:

- a. Total translation, the target language material replaces all levels of the source language text.
- b. Restricted translation, it is the replacement of source language textual material with equivalent target language material at only one level; whether at the phonological level, graphological level, or at the level of grammar and lexis. The following example shows the transfer at the phonological level: the plural form of ‘cats’ in English will be translated as ‘kucing’ not ‘kucings’ because there is no addition word at the end of a word in the form of plural in Bahasa.

In terms of rank, translation is divided into:

- a. Rank-bound translation, it means that the selection of target language text equivalent is limited at only one rank,

such as word-for-word equivalence, morpheme-for-morpheme equivalence, etc. In other words, an English sentence is translated into a sentence in Bahasa, as well as English word is translated into a word in Bahasa. The word 'home' (in English) is translated as 'rumah' in Bahasa, not a place to live or a place where someone lives.

- b. Unbounded translation, it can move freely up and down the rank-scale. Idiomatic is a kind of unbounded translation.

#### 4. Translation Accuracy

Accuracy means the quality or state of being correct or precise. According to Pym (2014, p.17), "The relation between the source text and the translation is the equivalence ("equal value"), no matter whether the relationship is at the level of form, function, or anything in between, equivalence does not say that languages are the same; it just says that values can be the same." Pym (2014, p.19) also asserts that "The concept of equivalence underlies all these cases: they all presuppose that a translation will have the same value as (some aspect of) its corresponding start text. Sometimes the value is on the level of form (two words translated by two words); sometimes it is a reference (Friday is always the day before Saturday); sometimes it is a function (the function "bad luck on 13" corresponds to Friday in English, to Tuesday in Spanish). Equivalence need not say exactly which kind of value is supposed to be the same; it just says that equal value can be achieved on one level or another."

The function of the indicator of inaccuracy is to find out the accuracy of the

text. When the translation is shown does not in accordance with the target text, it means there is an error made in the translation, so it is not accurate. Otherwise, the text is said accurate if there is no error indicator in translating. The followings are the indicator of errors made in Google Translate used by Ismail (2016) in his research:

##### 1) Addition

An addition error occurs when the presence one or more items in the receptor language for getting across the meaning.

##### 2) Ambiguity

An ambiguity error occurs when the target text has several possible translations.

##### 3) Cohesion

A cohesion error occurs when a text is hard to follow because of inconsistent use of terminology, misuse of pronouns, inappropriate conjunctions, or other structural errors. Cohesion is the network of lexical, grammatical, and other relations which provide formal links between various parts of a text.

##### 4) Faithfulness

A faithfulness error occurs when the target text does not respect the source text's meaning as much as possible. The translators are asked to translate the source text's meaning and intent, not rewrite it or improve it.

##### 5) Grammar

A grammar error occurs when a sentence in the translation violates the grammatical rules of the target language. Grammar errors include lack of agreement between subject and verb, incorrect verb inflections, and incorrect declension of nouns, pronouns, or adjectives.

##### 6) Literalness

A literal error occurs when a translation that follows the source text word for word results

in awkward, unidiomatic, or incorrect renditions.

#### 7) Omission

An omission error occurs when an element of information in the source text is left out of the target text.

#### 8) Word form / Part of speech

A word form error occurs when the root of the word is correct, but the form of the word is incorrect or nonexistent in the target language. A part of speech error occurs when the grammatical form (adjective, adverb, verb, etc.) is incorrect.

#### 9) Usage

A usage error occurs when conventions of wording in the target language are not followed. Correct and idiomatic usage of the target language is expected. This category includes the use of prepositions (e.g., "married with" instead of "to"), collocations ("performed a crime" instead of "committed"), and definite/indefinite articles

### 5. Business Correspondence

Business text is about writing business activities that purpose a transactional. "Business writing can impact on the whole business cycle; it can win business, it can lose business, and it can communicate the framework by which results can be achieved" (Talbot, 2009, p.4). According to (Sviatiuk, 2015), business correspondence consists of:

#### 1. Information Letter

- a. Letter of Introduction
- b. Letter of Inquiry
- c. Letter of Confirmation
- d. Letter of Notification
- e. Apology Letter

#### 2. Letters of Business Offer

- a. Letter Of Proposal

#### b. Letter Of Bid

### 3. Letter of Demand

- a. Letter of Request

### 4. Letter of Claim or Complaint

### 5. Advertising and Marketing Materials

- a. Brochures

- b. Leaflets

### 6. Personal Letters

- a. Curriculum Vitae (CV) or Resume

- b. Motivation Letter

- c. Letter of Application

- d. Cover Letter

- e. Letter of Recommendations

### 7. Personal and Social Letters

- a. Invitations

- b. Congratulations

- c. Announcements

- d. Condolence Letters

### **Method**

This study was done qualitatively using a descriptive method, and it presented the data with content analysis. Lodico, Spaulding, and Voegtle (2010) defined that descriptive research is described from gathering opinions, beliefs, or perceptions about a current issue from a large group of people. Furthermore, Creswell (2009) explained qualitative data analysis is conducted concurrently with gathering data, making interpretations, writing reports that may ultimately be included as a narrative in the final report and organizing the final report structure. The qualitative approach used in the research to evaluate the inaccuracy of Google Translate by describing the errors made and the number in this research supports the analysis.

An object of research is the issue, problem, or which is discussed and studied in research. Cohen, Manion, and Morrison (2018) stated that the object of a study is what it is that has to be explained what the researcher is exploring, which the researcher

is interested in. The object of this research was a letter of notification, which is a kind of business correspondence. The object was obtained from an international corporate in Pontianak. The consideration of choosing the company was based on the availability and context provided. The letter of notification was chosen because this business text is mostly used in the company. The text that obtained would be contextual; also, the writer easily reached the company. Letter of notification obtained from PT Prudential Life Assurance that translated into English. The texts were then inputted each sentence and were translated into English by using Google Translate.

The techniques of data analysis were done first by coding the data. Each sentence

of each letter was given code. The writer chose to provide code in this research was because coding is the process of breaking down segments of text data into smaller units and enables the researcher to identify similar information (Cohen, Manion and Morrison, 2018). Moreover, qualitative coding aims not to count but to break apart the data and rearrange them into categories to compare within and between theoretical concepts (Ary, et al., 2010).

The coding consisted of the sorted number of the letter that the writer sorted, the company letter number, and the sentence number. The following table is an example of coding data that used in this research:

Table 1. Technique of Data Analysis – Coding

*Source: Processed Data*

No	Code	Source Text	Target Text	Accuracy
1	01 – 078 – 01	<i>Penambahan Layanan Pengiriman Elektronik Melalui Email (E-Policy By Email) Serta Ketentuan Pengiriman Polis Menggunakan Layanan Direct Dilevery.</i>	Addition Of Electronic Policy Delivery Services Via E-mail (E-Policy By E-mail) As Well As Provisions For Sending Policies Using Direct Delivery Services.	-

The table above shows how the writer began the analysis by providing codes. The code meant 01 was the sorted number of the letter chosen by the writer, which would be analyzed first. 078 was the letter number from the company, and 01 number at the end of the code was the sentence's number.

After providing codes of the data, the writer continued reducing the data. Data reduction was done because data reduction means distilling from the complexity of the findings the key points of the phenomenon in question and enable the researcher to catch the essence of the issue or the situation

(Cohen, Manion and Morrison, 2018). Furthermore, Ary, et al. (2010) also asserted that data reduction refers to the process whereby the researcher's data is reduced and organized, such as coding, writing summaries, discarding irrelevant data, and so on. After initial coding, the researcher begins searching for categories, themes or dimensions by taking the data apart and breaking it into small pieces to reduce a large number of individual codes into a manageable set of categories. After the experts' explanation, the writer continued breaking the data to choose which should be

used. The following table is an example of reducing data in this research:

Table 2. Technique of Data Analysis – Data Reduction  
Source: Processed Data

No	Letter Code	Text	Description
1.	01 – 078	<i>Penambahan Layanan Pengiriman Polis Elektronik Melalui Email (E-Policy By Email) Serta Ketentuan Pengiriman Polis Menggunakan Layanan Direct Dilevery.</i>	Data
2.	01 – 078	<i>Tembusan:</i> - Country CEO & Chief Executive Agency - Managing Director PAO – ABD - Managing Director PAO – AOF - Managing Director PAO – VCI - RADD/ARADD/ADS - QBU	Not a data

The writer used the letter's core in the table above and chose the insurance term as the main data. The date, the number, the name, the chairman or management involved, and the copy of the letter were reduced in this research. After providing codes and reducing the data into smaller parts, the writer continued analyzing the data by classifying the errors made in Google Translate. The classifying step was chosen

because classifying is the process of grouping the data based on the characteristics of similarities and differences. Experts Ary, et al., (2010) also expressed that once the data pieces have been coded, the data pieces are merged into categories refined through several iterations. The following table is an example of classifying data:

Table 3. Technique of Data Analysis – Classifying  
Source: Processed Data

No	Code	Source Text	Target Text	Error Classification	Accuracy
1	14 – 021 – 05	Formulir Perubahan Data Pemegang Polis/Perubahan Pemegang Polis untuk Pemegang Polis Perorangan Non Syariah/Syariah (PHS/PH/01/02/20).	Policy Change Data Form / Change of Policy Holder for Non-Sharia / Sharia Individual Policy Holders (PHS / PH / 01/02/20).	Literalness	2

The writer transferred each text's content after translating and the English translations into the above table. The sentences from source and target texts were inputted into source text and target text columns. The classification of the errors occurred was included in the error classification column despite the fact that this research's main focus was only on the literalness aspect.

The first step in data analysis was comparing the source and target texts to identify some translation errors based on the Indonesia – English translation error indicator. The translation error indicator from Ismail (2016) was chosen to be used in this research. Ismail's translation error indicator was used in this research because it

was based on the American Translation Association (ATA) framework. The original error indicators included addition, ambiguity, capitalization, cohesion, diacritical marks/accents, faithfulness, *faux ami*, grammar, illegibility, indecision, literalness, mistranslation, misunderstanding, omission, punctuation, register, spelling syntax, terminology, text type, unfinished, usage, verb tense, word form/part of speech, and other errors. However, in this research, the writers were only focusing on one indicator and chose literalness. In the following table, the writers used the qualitative parameter of translation quality assessment instruments to categorize the result of translation and give the score:

Table 4. Profile of Translation Quality Assessment Instruments  
*Source: Nababan, Nuraeni, and Sumardiono (2012)*

Translation Categories	Score	Qualitative Parameter
Accurate	3	The meaning of words, technical terms, phrases, clauses or sentences of the source language is transferred accurately into the target language, and there is no meaning distortion at all.
Less accurate	2	Most meanings of words, technical terms, phrases, clauses, or sentences source language is accurately transferred to the target language. But still, there is no distortion of meaning or double translation, or there are meanings removed, which interferes with the integrity of the message.
Not accurate	1	The meaning of words, technical terms, phrases, clauses or sentences of the source language is transferred inaccurately into the target language or eliminated.

### Findings and Discussion

After going through data investigation process, 34 data containing translation errors based on the indicator of inaccuracy were obtained from 95 data of 20 letters of

notification. The letters were analyzed according to Ismail (2016)'s translation errors categories, and there are nine in total. The findings are shown in the following table below:

Table 5. Table of Findings  
Source: Processed data, 2020

Letter Code	Indicator of Inaccuracy									Total Erros
	Add	Amb	Coh	FFL	GRM	LTR	Omi	WF	USG	
01 – 086	-	-	4	-	-	-	-	-	-	4
02 – 077	-	-	-	-	-	6	-	-	-	6
03 – 057	-	-	1	-	1	6	-	-	1	9
04 – 001	-	-	-	-	-	1	-	-	-	1
05 – 032	-	-	-	-	-	2	-	-	-	2
06 – 069	-	-	-	-	-	1	-	-	1	2
07 – 043	-	-	1	-	-	-	-	-	-	1
08 – 029	-	-	-	-	1	3	-	-	-	4
09 – 026	-	-	1	-	-	-	-	-	-	1
10 – 052	-	-	-	1	-	1	-	-	-	2
11 – 002	-	-	-	-	-	-	-	-	-	-
12 – 025	-	-	-	1	-	-	-	-	-	1
13 – 026	-	-	2	-	1	-	1	-	-	4
14 – 021	-	-	-	1	-	4	-	-	-	5
15 – 034	-	-	-	-	1	1	-	-	-	2
16 – 001	-	-	-	-	-	1	-	-	-	1
17 – 112	-	-	-	-	-	-	-	-	-	-
18 – 111	-	-	-	-	-	2	-	-	1	3
19 – 004	-	-	1	2	-	1	-	-	-	3
20 – 068	-	-	-	-	2	-	-	-	-	2
<b>(%) Error</b>	0	0	19	9	11	53	2	0	6	<b>53</b>

The writers analysed and typed down all nine indicators of accuracy in the table despite the research focus was only on the literalness aspect. This process was done to show that other errors occurred in the process of translation and to be neutral in presenting the limitations of Google Translate by not only focusing on the literalness aspect. The code used in the table were:

- Add was addition error.
- Amb was ambiguity error.
- Coh was a cohesion error.
- FFL was a faithfulness error.
- GRM was a grammar error.
- LTR literalness error.
- Omi was an omission error.
- WF was a word form error.
- USG was a usage error.

As the table shown above, there were 53 data found errors out of 95 data that caused by Google Translate, or there were ten errors (19%) of cohesion error, five errors (9%) of faithfulness error, six error (11%) of grammar error, 29 errors (53%) of literalness error, one error (2%) of omission error, and three error (6%) of usage error. The most dominant error was literalness error in total 29 errors found. It was followed by cohesion error in total ten errors (19%).

After the top two errors, three data found zero error: addition error, ambiguity error, and word form error. In grammatical errors, singular-plural errors in the data occurred because Google Translate was unable to identify the nouns in the source texts, whether in the form of singular or plural. There were several times Google

Translate translated the plural subjects and used singular nouns, and also the plural nouns used singular nouns. Ismail (2016) researched that Google Translate's inability to identify singular-plural errors or the time period of the source text contexts. Ismail (2016) also found out that Google Translate translated the plural nouns from the source texts into singular nouns in the target texts.

Moreover, a wrong singular-plural form can cause a different meaning and context. Translating a singular form of English into Indonesia and vice versa can be easier than translating a plural form. It is because many factors are underlying this matter.

In English, the plural form of nouns is simply created by adding "s/es". For example, book-books, photo-photos, box-boxes, tax-taxes, etc. There are also nouns that are different plural forms, such as child-children, woman-women, man-men, etc. On the other hand, in Indonesia, to create a plural form is different in English, which is not adding "s/es". There are many ways to express a plural form in Indonesia, such as repeating the word.

Google Translate is also unable to identify the sentence in the opening letter, such as the letter's title. Google Translate translated sentences in the title of the letter as if they were incomplete sentences. Google Translate could not correct them it was because Google Translate used statistical method in translating the source texts, which did not involve any linguistic rule at all. The same went to Ismail (2016) research about the errors that Google Translate made. Ismail stated that Google Translate could not understand the texts under his study past tenses were used; however, Google Translate for several times used present tense in the target texts. From these studies, Google Translated cannot understand the source texts contexts as a whole.

Furthermore, literalness and faithfulness errors made the arrangement of words in the translation results strange for the target language. Mistranslation caused by the inability of a machine, in this case, as Google Translate, cannot understand the contexts of source texts as a whole. Literalness and faithfulness errors might be caused by the wrong choices of words or the users putting the whole texts into the target language. In this regard, the writers will elaborate in detail the errors that occurred in the literalness aspect.

A literal error occurs when a translation that follows the source text word for word results in awkward, unidiomatic, or incorrect renditions. A literal translation is between translated word by word and free translation. A literal translation is assessed with word by word translation; then changes are made according to grammar, such as change its structure to their nearest target language equivalent. Here is the example of literalness of the translation:

1. Letter number 02 – 077:

a. Source text : *Pendebitan rekening melalui auto debit rekening bank muamalat*

Target text : Debit account through auto debit muamalat bank account.

In target text, literalness error occurred in "debit account". It translated word by word and structure of the language is out of context.

b. Source text : *Berikut hal-hal yang harus diperhatikan untuk pengajuan autodebit rekening bank muamalat adalah:*

Target text : The following are the things that must be considered for

submitting an Muamalat bank account autodebit:

In the target text, a literalness error occurred where the whole text was translated literal by Google Translate.

- c. Source text : 2. *Pengajuan surat kuasa pendebitan rekening bank syariah (SKPRBS) selambat-lambatnya 10 hari kerja sebelum Tanggal jatuh tempo kontribusi.*

Target text : 2. Submission of a letter of authorization for debiting the Islamic bank account (SKPRBS) no later than 10 working days before the due date of the contribution.

In the target text, a literalness error occurred where the whole text was translated literal by Google Translate. The “Syariah” word in the source text was translated literal as “the Islamic” in the target text.

- d. Source text : *Mengisi dengan lengkap dan benar: Formulir perubahan metode pembayaran menjadi autodebit rekening bank syariah + SKPRBS.*

Target text : Fill out completely and correctly: Forms for change in payment method to autodebit sharia bank account + SKPRBS

Literalness error are occurred in the word of “forms for change” in the target text and that is not exists in the source text. It is translated word by word without reconstruct the grammatical rules.

- e. Source text : *pemberitahuan gagal debit*  
Target text : notification failed debit

Literalness error occurred in the target text by translated word by word by Google Translate.

2. Letter number 03 – 057:

- a. Source text : *Perpanjangan promosi untuk nasabah “cashback berkah JUNI untuk produk PRULink Generasi Baru, PRULink Syariah Generasi Baru dan PRUCritical Benefit 88”*

Target text : Promotional extension for customers "JUNI blessing cashback for New Generation PRULink products, New Generation PRULink Syariah and PRUCritical Benefit 88" products.

In the target text, the product name is translated literal into English by Google Translate.

- b. Source text : *Surat kuasa pendebitan rekening (SKPR) atau Surat kuasa pendebitan kartu kredit (SKPKK).*

Target text : Credit debit authorization letter (SKPR) or credit card debit authorization letter (SKPKK).

In the target text, “credit debit” was translated literal into English without reconstruct the grammatical rules and it is not existing in the source text.

- c. Source text : *Polis PRULink Generasi Baru, PRULink Syariah Generasi Baru dan PRUCritical Benefit 88 bersangkutan tidak pernah lapse.*

Target text : New Generation PRULink policy, New Generation PRULink Syariah and the relevant PRUCritical Benefit 88 never lapse.

In the target text, the product name is translated literal into English by Google Translate. The word “the relevant” also did not reconstructed to the grammatical rules.

3. Letter number 04 – 001:

- a. Source text : *Bertepatan dengan Hari Asuransi Nasional 2019 tanggal 18 Oktober 2019, PT Prudential Life Assurance (Prudential Indonesia) bekerjasama dengan Traveloka memberikan Voucher Promo Hotel di Singapura atau Malaysia bagi Nasabah terpilih yang memiliki manfaat Hospital.*

Target text : Coinciding with the National Insurance Day 2019 on October 18, 2019, PT Prudential Life Assurance (Prudential Indonesia) in collaboration with Traveloka provides Hotel Promo Vouchers in Singapore or Malaysia for selected customers who have Hospital benefits.

Literalness error occurred in the target text. Google Translate translated “Hotel Promo Vouchers” where the phrase structure in the target text was inappropriate.

4. Letter number 05 – 032:

- a. Source text : *Penerbitan formulir versi baru 0119 untuk pengajuan yang berhubungan dengan transaksi payment.*

Target text : Issuance of the new version 0119 form for submissions related to payment transactions.

Literalness error occurred in the target text. Google Translate translated “the new version 0119 form” where the phrase structure in the target text was inappropriate.

## Conclusion

The analysis findings showed 3% errors of addition, 11% errors of cohesion, 17% of faithfulness errors, 29% of grammar errors, 37% of literalness errors, 0% errors of ambiguity, omission, word form, and usage errors. These numbers indicate that the highest level of error occurred in the literalness indicator. The data findings also showed the inability of Google Translate to understand the texts' contexts as a whole, and errors in the source texts that carried into translation errors in the target texts were the causes of translation errors found in the data.

Google Translate, as well as other machine translators, operate on statistics rather than rules. The language itself is based on rules. As a result, a statistic-based translator like Google Translate will struggle with complex grammatical concepts and cannot fully understand the contexts of texts as a whole, unlike the human translators do. Indonesia and English had different grammatical rules so that there were some sentences that Google Translate could not translate well, or even it might be transferred wrong.

Google Translate users might be wiser to use Google Translate. The users, especially the businesspeople, needed to consider whether the translation is matched with the needs or not because Google Translate translated literally from the source texts. In translating a specific word, the users are more recommended to search on the Google search engine, and it would display the translation, explanation, and pictures. Moreover, the users are also recommended to use another machine translator, such as Bing Translator, Myeasy Translator, Nice Translator, Yandex.com, Translate.com, and others.

For further research, the writer hopes that this research can be used as one of the considerations and recommendations in researching Google Translate in-depth, such

as: examining students' perceptions in using Google Translate, the benefits of Google Translate in the development of the language of its users, the use of Google Translate as a learning medium, and so on.

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## SECOND SUPERVISORS' EXPERIENCE IN SUPERVISING UNDERGRADUATE THESIS WRITTEN IN ENGLISH

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### Abstract

In higher educational institutions in Indonesia, conducting a research and writing a thesis are often the final prerequisites for graduation. In Tonggak Equator Polytechnic, two supervisors are tasked with different responsibilities in the context of supervising the process of writing a thesis in English. However, the quality of the language used in the theses is considered insufficient. This study aims to investigate the problems faced by 2<sup>nd</sup> supervisors in supervising thesis written in English, and 2<sup>nd</sup> supervisors' input on the improvement to the supervision process. This study is approached qualitatively with phenomenological method. Data is acquired through a semi structured interview with four informants who have had the experience of supervising a thesis writing process as 2<sup>nd</sup> supervisors at Tonggak Equator Polytechnic. This study reveals that 2<sup>nd</sup> supervisors' problems involve the thesis writing guidebook, online consultation process, overlapping roles, students' English proficiency and time. Informants suggests that the supervision process can be improved by improving the guidebook and the supplements, writing clinic, communication among 2<sup>nd</sup> supervisors, and the formation of a language committee. This study implicates that the provisions concerning the duties of second supervisors in the context of thesis written in English should be improved to help increase the quality of the thesis.

**Keywords:** *second supervisors, undergraduate, thesis writing, English, experience*

### Introduction

In Indonesia, undergraduate students generally pass through the final phase of their study by conducting a research written in a format called undergraduate thesis. Undergraduate thesis in Indonesia is a manifestation of research that students do at the end of their study. Research is an important part of students' education because it trains them to apply systematic techniques to get, modify, and integrate knowledge about observable and measurable phenomena into their knowledge about the world (Privitera & Ahlgrim-Delzel, 2019), to enable them to contribute to fields of science and to expand the frontier of knowledge, which in the end helps to solve problems and improve lives (Marczyk, DeMatteo, & Festinger, 2005).

Undergraduate thesis is also the standard of final exam used at English program, Business English and Management concentration, Tonggak Equator Polytechnic (Politeknik Tonggak Equator, 2019). Diploma-4 program students are required to conduct a research, write thesis, and a research article at the end of their final semester to be eligible for graduation. The writing of thesis and articles in English is one of the requirements that the Business English and Management students must complete. To enable the students to write thesis successfully, the institution assigns thesis writing supervisors, namely 1<sup>st</sup> supervisors and 2<sup>nd</sup> supervisors.

First supervisors are tasked to supervise students on research methodology and the substance of their

research related to the field of their study. Second supervisors have two tasks:

- a. To make sure that students write their *skripsi* in accordance with the technical guidance provided by the institution. It includes matters like margins, fonts, table formatting, and citations which in this case adhere to APA style guide 6<sup>th</sup> edition.
- b. Supervise the use of language in students' thesis. This include Indonesian language on thesis that are written for business and management topics, and English for thesis that are written for language related topics

Even with two supervisors the quality of the thesis written in English is considered lacking. This is important to address since the research article, which is the manifestation of the thesis, will be submitted to the repository managed by Ministry of Research and Technology/National Agency for Research and Innovation. The content of the thesis will, for the essential parts of it, will be transferred into the research article. Since the thesis is written in English, and it is the duty of 2<sup>nd</sup> supervisors to check students' language use in their *skripsi*, it is interesting to know the problems faced by 2<sup>nd</sup> supervisors in supervising the process of writing thesis in English, which in turn is hoped to bring forth improvement towards the final form of the students' work.

There are studies that discuss about the difficulties faced by students when writing thesis in English. Bakhou & Bouhania (2020) find that students find it difficult to write thesis in English due to sociocultural challenges which includes inadequate support and cooperation from supervisor, family, uncooperative respondents and poor-quality academic preparation/education, and students' lack of preparedness which includes lack of academic writing skills and lack of research skills. Another research that deals with difficulties in thesis writing process among ESL students was done by Mtra and Fajar (2015) which reveals that the problems do not only come from students lack of skills

in academic writing, but also may come from the supervisors. Peng, (2018) conducted a study of generic difficulties in thesis writing of Chinese EFL research students. The study shows that the students face generic difficulties in the form of inability to write narrative literature review and lack of ability to construct conceptual framework.

All of the studies above deals with students' difficulties in the process of writing their research in the context of EFL, mostly from the perspective of the students without any differentiation between the 1<sup>st</sup> and 2<sup>nd</sup> supervisors. This study focuses on the 2<sup>nd</sup> supervisors' experience and problems during the process of students' thesis writing supervision, related to the low-quality thesis written by students in English.

### Literature Review

You can elaborate on your review of related literatures and the theoretical framework of your study in this section. Use the appropriate in-text citation format as suggested by this template. This section should also contain the conceptual definition of the subjects under the discussion of your study. You should also present your analysis of the previous studies related to your topic.

### Method

This study is approached qualitatively (Ary, Jacobs, Razavieh, & Sorensen, 2010, p. 22) by employing phenomenological method, because it aims to describe and interpret the experience of multiple subjects by gaining their insights or perspective respectively towards a phenomenon, and to see whether there is any point where those subjective insights converge and form a universal essence (Ary, Jacobs, Razavieh, & Sorensen, 2010, p. 471; Cohen, Manion, & Morrison, 2018, pp. 300-301; Fraenkel, Wallen, & Hyun, 2012, pp. 432-433; Newby, 2014, p. 39).

The informants in this research consist of the lecturers of English Language

Program who have had the experience of being appointed and take the responsibility of becoming the 2nd supervisors. There are three female informants and one male informant, ranging from 28 to 60 years old. All of them holds master's degree in linguistics and English teacher training program. According to the students' thesis writing guidebook (Politeknik Tonggak Equator, 2019), these lecturers must be the ones who teach in the study program which is English Language, Business English and Management concentration, diploma IV program Politeknik Tonggak Equator. The guide also reveals that to be eligible as supervisors, the lecturers' scientific background must be relevant with the field of science studied in the study program. The guidebook recognizes both 1<sup>st</sup> and 2<sup>nd</sup> supervisors, but does not explicitly convey the differences in the responsibility and the criteria for eligibility between both positions.

The informants all hold master's degree in English language education from various educational institutions. Four females and one male, with different age, and different level of experience in conducting their duties as 2<sup>nd</sup> supervisors. At least one of them hold the duty as the 2<sup>nd</sup> supervisor for the first time. Hence, there are differences in the number of times they have been conducting duties as 2<sup>nd</sup> supervisors, and the number of students that they have supervised. In 2020, typically, a lecturer supervises 20 students in the context of his or her duty as a 2nd supervisor.

Since this is a phenomenological study, the perspectives of everyone who has ever assumed the role of 2<sup>nd</sup> supervisor are taken into account. It has been conveyed in the previous paragraph that the 2<sup>nd</sup> supervisors have different characteristics in the context of their duty as 2<sup>nd</sup> supervisors. This provides the opportunity to have diverse data due to differences in the level of experience, and those data are the ones that this study aims to acquire. Therefore samples, or in this case, the informants, are

chosen purposively, with maximal variation sampling strategy (Creswell, 2012, pp. 207-208).

The primary instrument used in this study is the author himself who interviewed the participants to elicit the essence of their experience (Ary, Jacobs, Razavieh, & Sorensen, 2010, p. 424). An interview guide based on the theories covered within this study is used to structure the questions to help keep the interview process true to its purpose. The questions are delivered to the lecturers through a semi structured interview which is done face to face (Fraenkel, Wallen, & Hyun, 2012, pp. 119-121), which makes it possible to expand the discussion about the experience recalled by the participants (Ary, Jacobs, Razavieh, & Sorensen, 2010, p. 473) while maintaining coherence. The live interview is recorded using voice recording app on an Android phone. The purpose of this is to make sure the primary data can be corroborated in the future, and to help ease the process of codification.

## **Findings and Discussion**

### **The Second Supervisors' Problems in Thesis Writing Process**

The problems faced by 2<sup>nd</sup> supervisors based on the experience of the informants include problems with the students' thesis writing guidebook, the problem in providing feedback through long distance consultation process, an ambiguity in the roles of 2<sup>nd</sup> supervisors which are related to cohesion and coherence in the students' writing, students' English proficiency, and time.

The guidebook becomes a problem for three reasons: the examples of format that are not synchronized with the instruction, the use of language that is confusing, Indonesian for the guidebook and English for APA citation supplementary, and the reluctance of the students to read it. The informants tend to agree that this is not a significant problem. However, the guidebook provides no basis for conformity for thesis written in English and this

confuses both the students and the 2<sup>nd</sup> supervisors. Small inconveniences will be solved with better guidebook. The lecturers in the study by Mtra & Fajar (2015) agree on this point where they ask for a comprehensive guide book that contains information that can help students from the process of starting their thesis until finalizing as well as the specific explanation about the roles of the 1<sup>st</sup> and 2<sup>nd</sup> supervisors.

Long distance consultation poses two problems for the 2<sup>nd</sup> supervisors. The first one is the difficulty in providing effective and efficient corrective feedback to the students due to the distance that prevent direct contact that facilitates discussion between the 2<sup>nd</sup> supervisor and the student, where students often returned their manuscripts still containing similar problems like the ones addressed in the previous online consultation. The second one is the difficulty faced by 2<sup>nd</sup> supervisors who are not familiar with the use of technology to able to use all of the available options to make sure the students understand the intention of the 2<sup>nd</sup> supervisor. These difficulties are confirmed in studies by Paudyal (2006) with two points from the weaknesses of distance thesis supervision: isolation and less chance to discuss with the professor. This circumstance also shows that the students cannot provide the best version of their manuscript in each consultation since they fail to integrate the suggestions from previous revision as expected by supervisors in the study by Mtra and Fajar (2015).

In the context of their roles, 2<sup>nd</sup> supervisors appear to be in constant state of keeping the balance. The presence of the examples that include writing format that is closely related to content, cohesion that affect coherence, and the differences in defining the roles related to language use, shows that here are issues that need to be addressed among supervisors. As comparisons Saifuddin et al (2018) include language as the element that should be

observed by supervisors. Language element, according to Saifuddin et al is related to the logic, correct, proper, and scientific use of the language. On the other hand, Bitchener et al (2010) reveal that the majority of supervisors in their study believes that language accuracy should be the responsibility of the students, both L1 and L2 students. The problem lies in the situation where each supervisor assumes that an element of the thesis is the domain of the other party, the chance is, a problem that has every potential to be fixed can be left alone without anyone dare or care to fix it. Informant 1 and 4 worked around this issue by contacting the 1<sup>st</sup> supervisors directly through text to confirm where they stand on a specific problem brought by the students in their manuscript. In this case, informant 4 mentioned that this can be done especially with 1<sup>st</sup> supervisors who can be considered cooperative.

Students' English proficiency which can also be seen from the language related problems that they face, poses the questions that include whether any students should be allowed to write in English, and whether, combined with issues of time and administrative process can be expected to produce acceptable result. The supervisors tend to agree that administrative process is not something that can be changed or adjusted. But the pressures to help students to produce proper thesis in such a limited amount of time really affect how the 2<sup>nd</sup> supervisors define their role. This is in line with the findings by Mtra and Fajar (Mtra & Fajar, 2015) related to the inability of the supervisors to read the manuscripts thoroughly due to their busy schedule which hinders the provision of valuable input. Despite the circumstance, the supervisors are still willing to see the process through, and not let the students find third party aid to help them in accomplishing their thesis.

Improvement to The Process of Supervision of Thesis Written in English.

There are four informants who contributed their suggestion that they think

can improve the process of supervision for thesis written in English. Actually, the number of suggestions was higher. However, some of the suggestions fall outside of the scope of this study, they were discarded.

The suggestions given by informant 1 is related to the improvement of the supplementary guide related to citation based on APA 6<sup>th</sup> edition, and the use of application to manage that can be used by the students to manage their references. The supplementary guide itself focuses on the limited number of ways to cite references that they students need to use. The actual APA guide book itself is a challenging read, even when only the citation part is considered. The fact is, students rarely read the guidebook. Compiling a more comprehensive guide may have negative impact to the cost and willingness of the students to read it.

The use of reference manager is actually has been implemented by some students. Most of them use reference manager which is integrated to Microsoft Word. It is not a perfect reference manager and the input process leaves much to be desired. But it works. However, training on how to use it may be necessary both for the supervisors and the students.

Writing clinic itself, suggested by informant 2, is somewhere outside the scope of thesis writing, since it is suggested to run parallel with research methodology course. It is implemented in 7<sup>th</sup> semester, it will only add burden to the students, and if it is not compulsory, then it will hard to ask students to participate. Other possibility is to really utilize other English classes, especially the ones related to writing.

Informant 3 suggests the 2<sup>nd</sup> supervisors to gather to discuss the issue and create a better guidebook for English thesis. However, good preparation should be made to know about the problems faced by the 2<sup>nd</sup> supervisors along the process of supervision, which might have been forgotten by the supervisors when the thesis writing season has ended.

The suggestion given by informant 4 related to the formation of committee which consists the lecturers who are specialized in English teaching and learning to filter the students who can and cannot write in English, can actually reduce the burden carried by the 2<sup>nd</sup> supervisor in terms of language used in thesis writing.

## Conclusion

Problems encountered by the 2<sup>nd</sup> supervisors in helping students to write their thesis in English include the guidebook, long distance consultation, overlapping roles, students' English proficiency, and time and administrative process. While he ways to improve the process of supervision for thesis written in English to help produce better thesis as suggested by the informants include an improvement in the supplementary guide to APA citation, and the use of reference manager, writing clinic or research methodology course that last two semesters, discussion among 2<sup>nd</sup> supervisors to provide a guidebook in English, and the establishment of a committee to assess the eligibility of the students to write their thesis in English.

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## THE CORRELATION BETWEEN EXTRACURRICULAR SCORE AND SCORE IN ENGLISH AT KARYA YOSEF ELEMENTARY SCHOOL

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### Abstract

Karya Yosef elementary school is one of the schools that include English lesson in their curriculum. This is helpful for students in order to understand English as a foreign language. Karya Yosef elementary school provides English extracurricular program beside English lesson in the formal class to help students develop their abilities and skills in English. The writer would like to find out the correlation between English extracurricular score and students' scores in English class. This research uses a quantitative method to find the correlation between the variables. The population were students who joined the English club with samples were students in grade 1-3 at SD Karya Yosef Pontianak by using purposive sampling method. Data analysis used is Pearson product-moment in SPSS. The result shows no correlation between English extracurricular score and students' score in grade 1 English class. However, there was a positive correlation between English extracurricular score and students' score in grade 2 and 3 English class at Karya Yosef elementary school Pontianak.

**Keywords:** *English club, Extracurricular, Students' English Score.*

### Introduction

English is a language that is taught at school to provide students with language skills. Some schools provide the English language to the students from an early young age for example at Karya Yosef elementary school. English language in early young age is as Basic English and help students to learn more about the English language in listening, speaking, writing and reading. To improve the skills in English, it is necessary for Karya Yosef elementary school to find a teacher who has skills in English to share their knowledge with the students in the English class. A way to develop students' knowledge is by school programs such as extracurricular activities. Extracurricular activity is a program which is no part of the course that a student doing at school, the main reason of the establishment of extracurricular activity program is to accommodate or give spaces for students in developing their talent and

interest (Yulianasari & Kusriandi, 2015, p. 305).

Extracurricular activities are activities that fall outside the scope of the regular curriculum. Extracurricular activities require a regular time commitment and initiative for passion with the activity. Participating in activities supposed to increase students' brain function, help concentrate and manage time better, all of which contribute to higher grades. High endurance sports, for example, will train students to focus and build stamina in the face of intense difficulty. Therefore, it gives students an advantage when it comes to study and take exams.

Extracurricular activities are a voluntary program that has been approved and sponsored by Karya Yosef primary school, and it is not a term for graduation. Extracurricular activities are a tutorial or non-academic activity that conducted under the auspices of the varsity but occur outside of normal classroom time and do not seem

to be a part of the curriculum. Additionally, some extracurricular activities involve a grade or academic of the student who participates in the extracurricular activities (Bartkus, Nemelka, Nemelka, & Gardner, 2012, p. 698).

English club supposed to give more specific learning about the English language and improve the English language in the aspect of listening, reading, speaking and writing. To make an English club more effective, the teacher needs to make the class fun and interesting so the members did not feel bored when they have entered the English club. People who join the English club have the same purpose to improve their English skills. English club is supposed to be helpful for students in improving English language. The language environment created by the members is to encourage and practice what they have learned about English.

English club means a club for people who are interested in English language practice. They gather in the club with the same goal that is to improve their English skills. They will have enough opportunities to use the target language in real communication continually. The language environment created by the members is encouraged to practice what they have learned about English (Sabgini, 2017, p. 170). "A group of people meets regularly to practice speaking, listening, reading, and writing in English and a series of regularly scheduled meetings where club members practice English and help the community solve problems" (Malu, 2015, p. 11).

English club is a place for English learners to use English in a casual conversation. In the classroom, the students only focus on one skill for example grammar – present tense and after they learned, the teacher gives the assignment to practice using that skill. But in an English club they get chance to practice many different skills.

English clubs come in many different purposes. What they do all have in common, however, is that they provide an

opportunity for English language learners to practice using English in a relaxed and friendly setting. It can make an excellent contribution to student life at a state school or a private language school. English clubs give students a chance to practice English in a relaxed, informal environment, and to meet new people.

English club program held by the students of the extracurricular program from the institution is to give students chance to improve their English skill and have more exposures and time in learning English because they do not get extra time in a regular class and the teacher only focus on the material class, there is no have time to talking the other topic to explore. Since the students were studying English for much importance, they need to add extra knowledge and experiences from outside of the classroom sessions, so that they chose to join the English club (Destrianti, S, & Hati, 2018, p. 1). "English Club is one of English activity or program done by some people who want to improve their speaking ability. English activity itself consists of discussion, debate, role play, problem-solving etc" (Arum, 2017, p. 58).

In the English club extracurricular class, a test will be carried out. The test can be in the form of filling in the blank, reading stories, storytelling, etc. The test was given to determine the ability of each child to understand the materials provided. From this test, a score will be obtained which will be re-evaluated by the teacher supervising the activity later. Similar thought when they are learning in the classroom, the teachers give an evaluation to each student to find out the level of understanding obtained by each student. The teacher expected that the students can speak frequently so they can improve the English language when they learn in English class or extracurricular activities. Based on the rate in the scoring sheet, the writer would like to find out the positive correlation or no correlation between English extracurricular score and students' scores in English class at Karya Yosef elementary school.

It will be a good idea for the students to improve their skills in English. The other side, the students can join a competition and get achievement if they have a sufficient English skill. Students possibly join some competition to improve skills and ability. Some of the students have different skills and ability, so students' achievement depends on the students' situation and the quality of schools and teachers.

Students' achievement is measured through the students' knowledge and understanding of the material from the teacher. The most common indicator of achievement generally refers to a students' performance in academic areas such as reading, language arts, math, science and history as measured by achievement tests. Student achievement also depends on a child's circumstances and situations, the quality of schools and teachers, and many other factors (Cunningham, 2012, p. 1). Each student has a different skill when they study at a school. For improving student achievement many schools give an extracurricular activity to look at student skills and interest.

Student achievement is a student doing well academically, obtaining life skills and giving back to their community. It means achievement not only about academic but the outcome of the student attitude also some achievement of the students. The example of the is like becoming a volunteer at a neighbourhood homeless shelter and teen helpline. It is also some achievement of the students.

Students are achieving when they acquire the knowledge, skills, and attitudes that will prepare them for their future life and have successful lives. Basic skills in language arts are critically important especially for elementary students; however, it is still not sufficient. They need to explore more acknowledgement to improve their skills. To help the students improving their skills, they need good quality school because student achievement is the most important element for evaluating school quality.

## Method

This research is quantitative. "A quantitative research is one that collects some type of numerical data to answer a given research question" (Christensen, Johnson, & Turner, 2014, p. 26) "Quantitative research is a research method to examine a particular population or sample, data collection using research instruments, statistical data analysis, to test the hypothesis" (Sugiyono, 2017, p. 13).

The research is conducted at Karya Yosef elementary school. It is located on Ir. H. Juanda Street Number 200, Pontianak. Karya Yosef elementary school was built on 24th May 1999. This institution is located on Ir. H. Juanda Street Number 200 for Grade 1 – 3 and Karel Satsuit Tubun Street Number 3 for Grade 4 – 6. Karya Yosef elementary school has 1 English teacher who teaches grade 1 – 3 for 70 minutes. Grade 1 consists of 3 classes with 127 students, grade 2 consists of 4 classes with 164 students, and grade 3 consists of 4 classes with 155 students. This institution used curriculum 2013 for teaching in the class. English teacher in Karya Yosef elementary school used *Let's Go* book from Oxford University Press to teach English in the class. Sometimes, the teacher gives assignments to the students and the teacher will rate the score based from the assignment given. From the total scores obtained, the teacher will make a report and also know the ability of the students.

English teachers at Karya Yosef elementary school have arranged a program to help the students improve their English skills and ability through English extracurricular. English extracurricular consists of 3 teachers and 3 classes of English extracurricular in grade 1 – 3. For grade 1 they have 32 students, grade 2 they have 42 students and grade 3 they have 39 students. The English extracurricular takes time outside class hours. The schedule of English extracurricular for grade 1 is every

Tuesday from 11 until 12 o'clock. As for grade 2 and 3, the schedule is every Wednesday from 11 until 12 o'clock. The material of English extracurricular is based on the topic from the teacher, like introduce about themselves, family tree, daily routine, etc.

The population is an object or subject that has a certain quantity and characteristics that are determined by the researcher to be studied and then conclusions can be obtained" (Sugiyono, 2017, p. 135). "The population is the full set of elements or people from which you are sampling" (Christensen, Johnson, & Turner, 2014, p. 142). "The population is the entire group of subjects the researcher wants information on" (Stockemer, 2019, p. 57). Population in this research is students' who join English extracurricular class of Karya Yosef elementary school.

Sample is needed to take the representation of the students in the research. "A sample is a set of elements taken from a larger population. It is a subset of the population and an element is the basic unit of sampling" (Christensen, Johnson, & Turner, 2014, p. 141). A sample is a subset of the population the researcher examines to gather her data" (Stockemer, 2019, p. 58). The writer would like to investigate the correlation between English extracurricular score and students' scores in English class. For the sampling, the writer used non-probability sampling to give different opportunities and not random to represent the population as the sample (Sugiyono, 2017, p. 141). In non-probability sampling have many types, for example, systematic sampling, quota sampling, accidental sampling, purposive sampling and snowball sampling (Sugiyono, 2017, p. 142). The types of this research will use purposive sampling. Purposive sampling is selecting a sample based on the characteristics of the population and the objective of the study. Purposive sampling also is knowing as subjective sampling (Sugiyono, 2017, p. 144). In this research, the writer takes students' grade 1-3 who

joined English extracurricular as the sample.

This research has two variables. The first variable is independent variables (X) it means hypothesized to explain variation in the dependent variable. Because they are thought to explain variation or changes in the dependent variable, independent variables are sometimes also called explanatory variables (as they should explain the dependent variable) (Stockemer, 2019, p. 16). In this research, the independent variable (X) is the English extracurricular score. Dependent variables are influenced by one or more independent variables.

The second variable is dependent variable (Y) it means the variable the researcher is trying to explain. It is the primary variable of interest and depends on other variables (so-called independent variables) (Stockemer, 2019, p. 16). In this research, the dependent variable is students' scores in English class. The writer will assess from scoring sheet student in English class of Karya Yosef Elementary School whether having increased student score in the English classroom when they join English extracurricular.

To collect all the data, the writer has two techniques. The first is primary data. The primary data is obtained from the scoring sheet from the teacher who teaches English club extracurricular and English class. The scoring sheet was taken from an evaluation or test from the teacher. Both of the scoring sheets will be compared to analyses the correlation of the score. The other ways of collecting primary data are using documentation by taking a photo of the extracurricular activity. "Documentation is a history that recorded as a picture or form of writing" (Sugiyono, 2017, p. 240). The second is secondary data. The secondary data is obtained from the internet, e-books, journal and the other references.

To analyse the data, the writer used SPSS program to find out the problem of this research with the Pearson product-

moment correlation. It means the test found out whether there has a positive correlation between the variables of the research. This technique is used to find the correlation and prove the correlation variables hypothesis if the variables have a same ratio or interval and the data source of the two variables or more is same (Sugiyono, 2017, p. 357).

**Finding and Discussion**

This research used SPSS version 25 program and the technique of data analysis used Pearson product-moment. The writer used this technique to find a positive correlation or no correlation between English extracurricular score and students' scores in English class grade 1 – 3 at Karya Yosef elementary school. The data is based on the class scoring sheet and English extracurricular scores at Karya Yosef elementary school. The writer focused on grade 1 – 3. The table below showed the result of the correlations on both of the variables.

Table 4.1 the correlations of Students' Score Grade 1

<b>Correlations</b>			
		Englis h Extrac urricul ar Score Grade 1	Englis h Class Score Grade 1
English Extracurricul ar Score Grade 1	Pearson Correlatio n	1	,295
	Sig. (2- tailed)		,101
	N	32	32
English Class Score Grade 1	Pearson Correlatio n	,295	1
	Sig. (2- tailed)	,101	
	N	32	32

Table 4.2 the correlations of Students' Score Grade 2

<b>Correlations</b>			
		Extra Grade 2 Score	English Grade 2 Score
Extra Grade 2 Score	Pearson Correlatio n	1	,520**
	Sig. (2- tailed)		,000
	N	42	42
English Grade 2 Score	Pearson Correlatio n	,520**	1
	Sig. (2- tailed)	,000	
	N	42	42

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Table 4.3 the correlations of Students' Score Grade 3

<b>Correlations</b>			
		Extra Grade 3 Score	English Grade 3 Score
Extra Grade 3 Score	Pearson Correlatio n	1	,722**
	Sig. (2- tailed)		,000
	N	39	39
English Grade 3 Score	Pearson Correlatio n	,722**	1
	Sig. (2- tailed)	,000	
	N	39	39

\*\* . Correlation is significant at the 0.01 level (2-tailed).

From the scoring sheet, the writer analysed the data by using Pearson product-moment technic. This technique was used to prove the hypothesis of the correlation between the variables. Pearson product-

moment has a term for finding the result (Raharjo, 2014):

- a. Based on the signification value (Sig. (2-tailed)). If the Sig (2-tailed) was less than ( $<$ ) 0, 05, the result showed significant relation between the variables, but if the Sig (2-tailed) was more than ( $>$ ) 0, 05, the result showed no significant relation between the variables.
- b. Based on the Pearson correlation value (r). If the “r” in the result was more than ( $>$ ) “r” table, there was a positive correlation between English extracurricular score with students score in English Class at Karya Yosef elementary school, but if the “r” in the result was less than ( $<$ ) “r” table, there was no correlation between English extracurricular score with students score in English class at Karya Yosef elementary school.
- c. Based on the star symbol (\* or \*\*) in the table. If the result in the table showed (\* or \*\*), it had a positive correlation between the variables, but if the result in the table did not show star symbol (\* or \*\*), there was no correlation between the variables.

Table 4.1 showed the correlations of Grade 1 Students’ Score. The result of Sig (2-tailed) was 0,101. It meant the Sig (2-tailed) was more than ( $>$ ) 0,05, so there was no significant correlation between English extracurricular score grade 1 and students’ score in English class at Karya Yosef elementary school. The other result based from the Pearson correlation value (r) in the result was 0,295 and in the r table was 0,349. So, the r in the result was less than ( $<$ ) r table. It meant there was no correlation between English extracurricular score and students’ score in English class at Karya Yosef elementary school. The table’s result did not show a star symbol, meaning there was no correlation in the variables. Based on the SPSS version 25 program, there was no correlation between English

extracurricular score and students’ score in grade 1 English Class.

Table 4.2 showed the correlation of Students’ Score Grade 2. The result of Sig (2-tailed) was 0. It meant the Sig (2-tailed) was less than ( $<$ ) 0, 05, so there was a significant correlation between English extracurricular score grade 2 and students’ score in English class grade 2. Result based on the Pearson correlation value (r) shows the “r” is 0,520 and the r table is 0,304. It means the r in the result was more than ( $>$ ) r table, so there was a positive correlation between English extracurricular score and students’ score in English class in grade 2. The result also showed a star symbol (\*\*). It meant there was a positive correlation between the variables.

The result of table 4.3 of Sig (2-tailed) was 0. It meant the Sig (2-tailed) was less than ( $<$ ) 0, 05, so there was a significant correlation between English extracurricular score grade 3 and students’ score in English class grade 3. Result based on the Pearson correlation value (r) showed that the r was 0,722 and the r table was 0,316. It meant the r in the result was more than ( $>$ ) r table, so there was a positive correlation between English extracurricular score and students’ score in grade 3 English class. The result also showed a star symbol (\*\*). It meant there was a positive correlation between the variables.

## Conclusions

Based on the result of the data, the writer found that the correlation of grade 1 is 0.295, and after comparing to r table with 95% confidence level with the number of the samples 32, it becomes 0.349. The H1 hypothesis is accepted, so there is no correlation between English extracurricular score and students’ score in grade 1 English class at Karya Yosef elementary school Pontianak.

A different result shows in grade 2 and 3, that the correlation in the research is 0,520 and 0,722, after comparing to r table with 95% confidence level and the number of the samples are 42 and 39, it becomes

0,304 and 0,316. The H1 hypothesis is not accepted, so there is a positive correlation between English extracurricular score and students' score in grade 2 and 3 English class at Karya Yosef elementary school Pontianak.

Although the result for grade 1 doesn't correlate it's not mean English extracurricular doesn't affect. They are still young and need to adapt to a school program in their first-year school so it does not have a big impact on their skills and ability.

English extracurricular has helped students study English as the lessons are related to English class, causing the students to learn more about English. It will help the students to improve their language if they joined English extracurricular because English extracurricular offers learning while having fun, such as sing a song or complete song lyrics. By singing a song, it will help them to improve their listening and speaking skills and other ways to improve the English component (listening, speaking, writing, and reading).

As long as they keep practicing and learning, their English will improve and they could get better and better in the future. Speaking English fluently with teacher or friends for example, join competition such as debate, storytelling, etc. Therefore, this will be considered to help Karya Yosef elementary school to develop a better English extracurricular program.

From the conclusions above, the writer would like to give suggestions as follow:

- a. Before starting the activity, the teacher can invite the students to sing a song together before learning the main material, so they can practice speaking and listening English language.
- b. The writer suggests the teacher to improve the material of English extracurricular for grade 1 to be more specific but still related to English class material such as introduction using English language collaborated with fun games. For example, play a bingo

game, and the winner have the privilege to be the first to introduce themselves.

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## AN ANALYSIS OF TRANSLATION STRATEGIES TOWARD CULTURAL TERMS IN “AND THEN THERE WERE NONE” NOVEL

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### Abstract

The method of the research is descriptive qualitative. The research aims to figure out the translation strategy used in translating, especially the cultural terms in “And Then There Were None” into Indonesian in which into: “Lalu Semuanya Lenyap.” The translation strategies used based on Baker (2018)’s and Newmark’s (1988). The steps of the research are analyzing the cultural terms in the novel by classifying the cultural terms based on the cultural categories. The findings show that there are 48 cultural terms in the novel. The cultural terms are classified into five categories: (1) ecology, (2) material culture, (3) social culture, (4) organizations, customs, activities, procedures, concepts, and (5) gestures and habits. The result shows there are seven strategies applied to translate the cultural terms from the source language (English) to target language (Indonesian). The strategies are (1) translation by a more general word (superordinate), (2) translation by cultural substitution, (3) translation using a loan word or loan word plus explanation, (4) translation by paraphrase using a related word, (5) translation by omission, (6) literal translation, and (7) naturalization. The most frequent used is strategy number 3; translating using a loan word or loan word plus explanation.

**Keywords:** *cultural terms, cultural categories, translation strategies, novel*

### Introduction

Translation is a process between two different written languages, the original language or the language a translator translates from (source language) and a different language or the language a translator translate to (target language) (Munday, 2001). A translator usually knows both of the source language and the target language well. Translating is not easy as it requires practical knowledge and skills. Moreover, in the practice of translating, a translator usually deals with some problems concerned with translation. Mathieu (2019) mentioned that these translation problems included lexical-semantic problems, grammatical problems, syntactical problems, rhetorical problems, pragmatic problems, and cultural issues.

One of the problems in translation is cultural issues, which is caused by the

differences in cultures between source language and target language. Baker (2018) stated that the word in source language may express a concept which is unknown in the culture of target language. Words that have cultural concepts or will be referred to “cultural terms”, are considered challenging to translate as the target language may or may not have the equivalence of the terms. The cultural terms have to be translated in a way that the readers of target language understand what they mean. Therefore, a translator needs to have sufficient knowledge about the concept of culture in source language and knows how to convey the same concept in target language.

Cultural terms are found in texts of many types and genres, such as in tourism, political, historical, religious, scientific, and literary texts. In literary texts, cultural

terms are found in written materials that require the author to write in specific settings, such as novels. It is commonly written in a specific setting that represents a culture. Therefore, it can be concluded that a novel may contain words that have cultural concepts. Taking everything into consideration, the writer chooses to study a novel to examine the cultural terms. The objects of this research are a novel by Agatha Christie, "And Then There Were None" and its Indonesian translation "Lalu Semuanya Lenyap".

In translating the cultural terms, translation strategies are mainly used to overcome the problem of cultural differences. There are various translation strategies frequently used by the translator, depending on the type of cultural terms. In "And Then There Were None" novel, there are several cultural terms from English that are translated variously in Indonesian. Therefore, this research focused on the cultural terms found in "And Then There Were None" novel and the translation of the cultural terms in its Indonesian translation "Lalu Semuanya Lenyap". The writer then analyzed the translation strategies used in translating the cultural terms in the novel.

Additionally, the research problem that can be concluded are:

1. What are the cultural terms in "And Then There Were None" novel and the translation of the cultural terms in its Indonesian translation "Lalu Semuanya Lenyap"?
2. What are the strategies used by the translator to translate the cultural terms?

In brief, the purpose of this research are:

1. To find out the strategies used by the translator to translate the cultural terms
2. To find out the strategies used by the translator to translate the cultural terms

There are some theories of experts about translation that are used to analyze the translation of cultural terms in "And Then There Were None" novel.

According to Nida and Taber (1969) in Hariyanto (2000), translation does not only

concern on reproducing a text in the target language but also concern on the message of the source language, making the closest natural equivalent, first in terms of meaning and secondly in terms of style.

Munday (2016) stated that "the process of translation between two different written languages involves the changing of an original written text (the source text or ST) in the original verbal language (the source language or SL) into a written text (the target text or TT) in a different verbal language (the target language or TL)".

In the practice of translation, translation strategies are usually applied to overcome problems in translation. Baker (2018) proposed examples of strategies used by professional translators for dealing with non-equivalence at word-level.

1. Translation by a more general word (superordinate)

This is one of the strategies to deal with non-equivalence words. As Baker (2018) stated, it works appropriately in most, if not all languages, because in the semantic field, meaning is not language dependent. For example, in the novel, "He'd have a gin" is translated to "Dia akan minum gin".

2. Translation by a more neutral/less expressive word

This strategy might be used to avoid conveying the wrong expressive meaning. For example, in the novel, "One or two of your old cronies are coming" is translated to "Satu atau dua orang sahabat lama Anda datang".

3. Translation by cultural substitution

This strategy involves replacing a culture-specific item or expression with a target language item considering its impact on the target reader. This strategy makes the translated text more natural, more understandable and more familiar to the target reader. For example, in the novel, "his six feet of well-proportioned body" is translated to "tubuhnya yang setinggi 180 senti dengan proporsi yang bagus".

4. Translation using a loan word or loan word plus explanation

This strategy is usually used in dealing with cultural terms, modern concepts, and buzz words. Using the loan word with an explanation is very useful when a word is repeated several times in the text. At the first time, the word is mentioned by the explanation, and in the next times, the word can be used by its own. For example, in the novel, "Coming out of the hotel, he stretched himself, yawned, looked up at the blue sky and climbed into the Dalmain" is translated to "Dia keluar hotel sambil menggeliat, menguap, melihat ke langit yang biru, dan masuk mobil Dalmainnya".

5. Translation by paraphrase using a related word

This strategy is used when the source item is lexicalized in the target language but in a different form, and when the frequency with which a certain form is used in the source text is higher than it would be natural in the target language. For example, in the novel, "After all, people don't like a Coroner's Inquest" is translated to "Bagaimanapun tidak ada orang yang suka diperiksa polisi".

6. Translation by paraphrase using unrelated words

The paraphrasing strategy can be used when the concept in the source item is not lexicalized in the target language. When the meaning of the source item is complicated in the target language, the paraphrase strategy may be used instead of using related words; it may be based on modifying a super-ordinate or merely making clear the meaning of the source item. For example, in the novel, "Well, medicine was mostly faith-healing when it came to it" is translated to "Memang, dalam hal seperti ini biasanya obat mujarab yang diperlukan adalah kepercayaan saja".

7. Translation by omission

This may be a drastic kind of strategy, but it may be even useful to omit a word or expression in some contexts. If the meaning conveyed by a particular item or expression is not necessary to mention in the understanding of the translation, translators use this strategy to avoid lengthy explanations. For example, in the novel, "Mr Isaac Morris had shaken his little bald head very positively" is translated to "Mr. Isaac Morris menggelengkan kepala kecilnya dengan pasti".

8. Translation by illustration

This strategy can be useful when the equivalent target item does not cover some aspects of the source item and the equivalent item refers to a physical entity which can be illustrated, particularly in order to avoid over-explanation and to be concise and to the point.

Other than these eight strategies proposed by Baker (2018), there are 12 other translation strategies according to Newmark (1988):

1. Literal Translation

This strategy used for word-for-word and one-on-one translation. The text in source language is translated directly to target language, and the grammatical construction is converted into the nearest equivalent. For example, in the novel, "motor-boat" is translated to "perahu motor".

2. Transference

Transference is the process of transferring a word in source language to target language. It is the same as Newmark's (1988) translation using a loan word or loan word plus explanation strategies.

3. Naturalization

This strategy adapts the word in the source language into the standard pronunciation in the target language. For example, "cocktail" is translated to "koktail".

4. Cultural Equivalent

5. The word in source language is translated into a cultural word in target language. For example, “baseball” is translated into “kasti” in Indonesia.
6. Neutralisation
  - 1) Functional Equivalent  
Functional equivalent is used when the translation of cultural terms require a cultural-free word. For example, “samurai” is translated into “warriors”.
  - 2) Descriptive Equivalent  
In translation, description sometimes is needed to explain the word. For example, “samurai” is described as “the aristocratic warriors of premodern Japan from the 12th century”.
7. Label  
This is a provisional translation, usually of a new institutional term, which should be made in inverted commas.
8. Componential Analysis  
This is the splitting up of a lexical unit into its sense components, often one-to-two, -three or -four translations.
9. Deletion  
Deletion involves the reduction of unnecessary words in non-authoritative texts, especially metaphors. It is similar to translation by omission strategy by Baker (2018).
10. Couplet  
Couplet combines more than one strategy as stated above. For example, transference is combined with descriptive equivalent.
11. Accepted Standard Translation  
This strategy is used when the translator uses the official or the generally accepted translation of any institutional term.
12. Paraphrase, Gloss, Notes  
The meaning of the word in source language is explained. The explanation is much more detailed than descriptive equivalent.
13. Classifier

Generic or general or superordinate term sometimes supplied by the translator to qualify a specific term.

In the case of cultural terms, Harvey (2000) defined the cultural terms as the concepts, the institutions and the people related to the culture of source language. Newmark (1988) classified culture into several cultural categories as followings:

1. Ecology  
Cambridge Dictionary defines ecology as the relationships between the air, land, water, animals, and plants. Some cultures have their own terms for the ecological features such as the name of plants, trees, animals, winds, seasons, rains, and hills. Newmark (1988) stated that the terms should be value-free, politically and commercially. For example, “orangutan” is considered as cultural terms as it belongs to Indonesian culture and the terms are generally used without being adapted to another language.
2. Material Culture  
As stated in Encyclopedia, material culture consists of any physical manifestation or product of culture. Material culture is objects such as tools, weapons, utensils, machines, ornaments, art, buildings, monuments, written records, religious images, clothing, and any other ponderable objects produced or used by humans (Britannica, 2019). Newmark (1988) divides material culture into several categories: food, clothes, houses and towns, and transport. Food is considered as the most sensitive according to him, as there are many foods originated from cultures and it is considered an important expression of a culture. Moreover, because it is difficult to translate food terms, they are usually transferred or being adapted in the target language. Food like “rendang”, for example, which is originated from Indonesia, might be similar to curry, but the cooking process, techniques and

ingredients are different from one to another. Thus, it is usually still translated as “rendang” as there is no equivalence to this term. Another example would be “pizza” that is originated from Italia, is adapted into Indonesian without any spelling changes, but usually, the terms are italicized as it is considered as foreign terms.

Aside from food, clothes are also a part of culture. Clothes are difficult to translate, especially traditional clothes, such as “batik”, “kebaya”, “peci”, “blangkon” from Indonesia. The terms may be kept and adapted, but it can also be explained by adding generic noun or words that can be understood by people from another culture, for example, “batik clothes”. If the terms have to be explained sufficiently, the translator may also explain the terms in the footnotes.

Similarly, houses, towns, and transportations are also an important part of a culture. In Indonesian, there are some terms for the houses, towns, and names of transportations, such as “keraton” or “kraton”, “candi”, “delman”, “bajaj”. The names or types of the terms are usually left without being translated.

### 3. Social Culture

Social culture included any name of jobs, entertainment, hobbies, sports, games. Job name like “butler”, is described as “the chief male servant of a household who has charge of other employees, receives guests, directs the serving of meals, and performs various personal services” according to Merriam-Webster. In Indonesia, the terms “butler” is usually translated as “pelayan”, even though it isn’t as specific as the original terms, as it means “people who serve”. Leisure activities such as entertainment, hobbies, sports and games are also considered as cultural terms. For example, “sepak takraw” from

Southeast Asia, “football” from the United States, are considered as local sports, and usually, the terms are used without being adapted. Entertainment, like the music genre “dangdut” is also left without being translated as the other cultures may not have the equivalence of the music genre.

### 4. Organizations, Customs, Activities, Procedures, Concepts

It is anything related to the name of political organizations, activities, procedures, ideas, and religious. Newmark (1988) divided the category into several sub-categories: political and administrative, religious, and artistic. For example, “sultan”, “pope” are terms that belong to this category.

### 5. Gestures and Habits

Cambridge Dictionary defines gesture as a movement of the body, hands, arms, or head to express an idea or feeling. Some gestures only occur in a particular culture, but not others. For example, “bowing” from Japan, “thumbs up” from American and European cultures.

### 6. Habit, as defined in Dictionary.com, is a particular practice, custom, or usage. For example, the terms of “gotong royong”, “jam karet” in Indonesia. Some cultures have their own habit that never occurred in another culture, like saying “bless you” after someone nearby sneezes, only exist in American and European culture.

## Method

The writer used qualitative method to explore the objectives of the research. The research focused on a novel titled “And Then There Were None” by Agatha Christie, published in 2003 by HarperCollins Publisher in London, and the Indonesian translation of the novel titled “Lalu Semuanya Lenyap” by Mareta, published in 2017 by PT Gramedia Pustaka Utama. The writer collected the data through several steps: reading the “And Then There Were None” novel, finding the

cultural terms and the translation of the cultural terms contained in both “And Then There Were None” novel and its translation “Lalu Semuanya Lenyap”, selecting, classifying the cultural terms into several cultural categories, and analyzed them based on theories of translation strategies. The writer used content analysis to find the cultural terms in both “And Then There Were None” and its translation in the Indonesian translation version of the novel, “Lalu Semuanya Lenyap”. To analyze the data in this research, the writer use Miles and Huberman (2014)’s technique of data analysis in qualitative research, which is consisted in three steps: data condensation, data display and conclusion drawing and verification.

### Findings and Discussion

The objects of research are an English novel entitled “And Then There Were None” and its Indonesian translation entitled “Lalu Semuanya Lenyap”. “And Then There Were None” is a crime novel written by Agatha Christie. The novel was first published in the United Kingdom in 1939 by the Collins Crime Club and was published in Indonesia in 1984 by PT Gramedia Pustaka Utama. The Indonesian translation was done by Mareta.

The versions of the novel used in this research are “And Then There Were None” that was published in 2003 by HarperCollins Publisher in London, and the Indonesian translation of the novel titled “Lalu Semuanya Lenyap” that was published in 2017 by PT Gramedia Pustaka Utama.

The collection of the data was done by reading the “And Then There Were None” novel, to find the cultural terms in both “And Then There Were None” and its translation in the Indonesian translation version of the novel by using content analysis. The findings of the research showed that the novel contained 48 cultural terms. The cultural terms were sorted into five cultural categories: (1) ecology, (2) material culture, (3) social culture, (4)

organizations, customs, activities, procedures, concepts, and (5) gestures and habits, and they were analyzed based on theories of translation strategies. The cultural terms found in the novel belonged to each category can be seen as in the followings:

In ecology category, there are two cultural terms. According to Newmark (1988), ecology consisted of flora, fauna, winds, plains and hills.

Table 1. Ecology

Cultural Terms	Translation
red herring	ikan <i>herring</i> merah
Salisbury Plain	dataran Salisbury

In the sub-category of fauna, there is red herring. In the sub-category of plains, there is Salisbury Plain.

In material culture category, there are 28 cultural terms. Newmark (1988) divides material culture into several sub-categories: food, clothes, houses and towns, and transport.

Table 2. Material Culture

Cultural Terms	Translation
bathing dress	baju renang
Mackintosh	jas hujan
Pyjamas	Piama
pyjama jacket	jubah tidur
Wig	Wig
Brandy	Brendi
Cascara	Cascara
Gin	Gin
ginger beer	<i>Gingerbeer</i>
Cocktail	Koktail
Whisky	Wiski
Soda	Soda
Wine	Anggur
Ham	Ham
Marmalade	Selai
Belhaven	Belhaven
Belhaven House	Belhaven Guest House
Cambridge	Cambridge
Exeter	Exeter

Newquay	Newquay
Oakbridge	Oakbridge
Plymouth	Plymouth
Ritz Hotel	Hotel Ritz
Torquay	Torquay
Morris	Morris
motor-boat	perahu motor
Super-Sports	<i>supersports</i>
Dalmain car	Dalmain
The Dalmain	Mobil Dalmain

In the sub-category of clothes, there are bathing dress, mackintosh, pyjamas, pyjama jacket and wig. In the sub-category of drink, there are brandy, cascara, cocktail, gin, ginger beer, soda, whisky and wine. In food category, there are ham and marmalade. In the sub-category of houses and towns, there are Belhaven, Belhaven Guest House, Cambridge, Exeter, Newquay, Oakbridge Plymouth, Ritz Hotel and Torquay. In the sub-category of transport, there are Morris, motor-boat, Super-Sports Dalmain car and The Dalmain.

In social culture category, there are nine cultural terms. Social culture included any name of jobs, entertainment, hobbies, sports, games. Newmark (1988) divided social culture into two sub-categories: work and leisure.

Table 3. Social Culture

Cultural Terms	Translation
Knitting	Merajut
Mountaineering	mendaki gunung
Shooting	Berburu
The Times	The Times
Yachting	berperahu layar
Butler	Pelayan
Governess	guru privat
nursery governess	guru pengasuh
Sister	Perawat

In the sub-category of leisure, there are knitting, mountaineering, shooting, The Times and yachting. In the sub-category of work, there are butler, governess, nursery governess and Sister.

In organizations, customs, activities, procedures, concepts category, there are seven cultural terms. Newmark (1988) divided the category into several sub-categories: political and administrative, religious, and artistic.

Table 4. Organizations, Customs, Activities, Procedures, Concepts

Cultural Terms	Translation
Colonel	Kolonel
General	Jenderal
Inspector	Inspektur
Lord	Lord
Regiment	Resimen
Scotland Yard	Scotland Yard
Supreme Court	Kejaksaan Tinggi

In the sub-category of political and administrative, there are Colonel, General, Inspector, Lord, Regiment, Scotland Yard, and Supreme Court.

In gestures and habits category, there are two cultural terms. Terms belong to gestures and habits category are terms that are used to express movement, practice or custom that existed in a particular culture. There are two cultural terms belong to gestures and habits in the novel.

Tabel 5. Gestures and Habits

Cultural Terms	Translation
Inclined	Menunduk
Bowing	Membungkuk

There are seven translation strategies used to translate 48 cultural terms in the novel. The translation strategies are: (1) translation by a more general word (superordinate), (2) translation by cultural substitution, (3) translation using a loan word or loan word plus explanation, (4) translation by paraphrase using a related word, (5) translation by omission, (6) literal translation, and (7) naturalization. The translation strategies applied in cultural terms in the novel can be seen in the followings.

Translation by a more general word (superordinate) is used in three cultural

terms. It is found in material culture category and social culture category.

Tabel 6. Translation by a More General Word (Superordinate)

Cultural Terms	Translation
Marmalade	Selai
Knitting	Merajut
Butler	Pelayan

Translation by cultural substitution is used in one cultural term. It is found in drink category.

Tabel 7. Translation by Cultural Substitution

Cultural Terms	Translation
Wine	Anggur

Translation using a loan word or loan word plus explanation is used in 20 cultural terms. It is found in ecology category, material culture category and social culture category, and organizations, customs, activities, procedures, concepts category.

Tabel 8. Translation using a Loan Word or Loan Word plus Explanation

Cultural Terms	Translation
red herring	ikan <i>herring</i> merah
Wig	Wig
Cascara	Cascara
Gin	Gin
ginger beer	<i>Gingerbeer</i>
Soda	Soda
Ham	Ham
Belhaven	Belhaven
Belhaven House	Belhaven Guest House
Cambridge	Cambridge
Exeter	Exeter
Newquay	Newquay
Oakbridge	Oakbridge
Plymouth	Plymouth
Torquay	Torquay
Morris	Morris
The Dalmain	Mobil Dalmain
The Times	The Times
Lord	Lord
Scotland Yard	Scotland Yard

Translation by paraphrase using a related word is used in 12 cultural terms. It is found in material culture category, social culture category, organizations, customs, activities, procedures, concepts category, and gestures and habits category.

Tabel 9. Translation by Paraphrase using a Related Word

Cultural Terms	Translation
bathing dress	baju renang
Mackintosh	jas hujan
pyjama jacket	jubah tidur
Mountaineering	mendaki gunung
Shooting	berburu
Yachting	berperahu layar
Governess	guru privat
nursery governess	guru pengasuh
Sister	perawat
Supreme Court	Kejaksaan Tinggi
inclined his head	menunduk
Bowing	membungkuk

Translation by omission is used in one cultural term. It is found in material culture category.

Tabel 10. Translation by Omission

Cultural Terms	Translation
Super-Sports	<i>supersports</i>
Dalmain car	Dalmain

Literal translation is used in four cultural terms. It is found in ecology category and material culture category.

Table 11. Literal Translation

Cultural Terms	Translation
Salisbury Plain	dataran Salisbury
Ritz Hotel	Hotel Ritz
motor-boat	perahu motor

Naturalization is used in eight cultural terms. It is found in material culture category and organizations, customs, activities, procedures, concepts category.

Tabel 12. Naturalization

Cultural Terms	Translation
Pyjamas	Piama

Brandy	Brendi
Cocktail	Koktail
Whisky	Wiski
General	Jenderal
Inspector	Inspektur
Kolonel	Kolonel
Regiment	Resimen

The cultural terms in “And Then There Were None” novel were analyzed with content analysis based on Newmark’s (1988) theory of cultural categories and Baker’s (2018) as well as Newmark’s (1988) translation strategies. From the findings, it is shown that there are a total of 48 cultural terms found in “And Then There Were None” novel. The cultural terms were sorted into five categories and 11 sub-categories.

Table 13. Frequencies and Percentages of Cultural Categories

Cultural Categories	Frequency	Percentage
Ecology	2	4.17%
Material Culture	28	58.33%
Social Culture	9	18.75%
Organizations, Customs, Activities, Procedures, Concepts	7	14.58%
Gestures and Habits	2	4.17%

According to table 13 above, it is shown that in “And Then There Were None” novel, the material culture terms is the most frequent of all cultural terms. There are 28 material culture terms found in the novel. Meanwhile, the least amount of cultural terms belongs to ecology and gestures and habit.

In the translation version of “And Then There Were None” novel, it is found that there are eight strategies applied in the translation of cultural terms. There are six translation strategies from Baker’s (2018) theory and two translation strategies from Newmark’s (1988) theory.

Table 14. Frequencies and Percentages Translation Strategies

Translation Strategies	Frequency	Percentage
Translation by a more general word (superordinate)	3	6.25%
Translation by cultural substitution	1	2.08%
Translation using a loan word or loan word plus explanation	20	41.67%
Translation by paraphrase using a related word	12	25%
Translation by omission	1	2.08%
Literal translation	3	6.25%
Naturalization	8	16.67%

According to table 14 above, it is shown that there were seven translation strategies used in “And Then There Were None” novel translated into “Lalu Semuanya Lenyap”. The translation strategy that was more frequently used is translation using a loan word or loan word plus explanation. The strategy was used 20 times to translate cultural terms in the novel. The translation strategies used the least are translation by cultural substitution and translation by omission.

### Conclusion

The findings of the research showed that the novel contained 48 cultural terms. The cultural terms were sorted into five cultural categories: (1) ecology, (2) material culture, (3) social culture, (4) organizations, customs, activities, procedures, concepts, and (5) gestures and habits. The result of the research showed that from the total of cultural terms, 4.17% belonged to the category of ecology,

58.33% belonged to the category of material culture, 18.75% belonged to the category of social culture, 14.58% belonged to the category of organization, customs, activities, procedures and concepts, 4.17% belonged to the category of gestures and habits. The largest amount of cultural terms in the novel belong to material culture.

Among the strategies proposed by Baker (2018) and Newmark (1988), seven strategies were applied to translate the cultural terms: (1) translation by a more general word (superordinate), (2) translation by cultural substitution, (3) translation using a loan word or loan word plus explanation, (4) translation by paraphrase using a related word, (5) translation by omission, (6) literal translation, and (7) naturalization. Out of all translation strategy, translation by a more general word (superordinate) was used 6.25%, translation by cultural substitution 2.08%, translation using a loan word or loan word plus explanation was used 41.67%, translation by paraphrase using a related word was used 25%, translation by omission was used 2.08%, literal translation was used 6.25%, naturalization was used 16.67%. The most frequent translation strategy applied in the translation of “And Then There Were None” is translation using a loan word or loan word plus explanation. It reflects that the translator keeps the original term as it is the closest target language equivalent.

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## ANXIETY IN SPEAKING ENGLISH AMONG HIGH SCHOOL STUDENTS IN PONTIANAK

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### Abstract

Studies on learning anxiety of EFL learners have been done by many educators. Different experts have investigated the issue of learning anxiety from different perspectives. It is believed that students' anxiety has an impact on language learning, especially in learning speaking. In Indonesia, English is learned as a foreign language at high school levels. This study intended to investigate the anxiety factors in the speaking performance that faced by grade 12 students at SMA Santu Petrus in Pontianak. There are two purposes of this study (1) To investigate the factors that cause students to feel anxious when they speak English, and (2) to find out the most dominant factors that cause the students' anxiety in speaking English. Data were analyzed using a qualitative descriptive method and were obtained by conducting interviews and observation. The findings indicated that there were factors that triggered the feeling of anxiety among the students when they speak English, namely: rumination, fear of feedback and avoidance and the most dominant factor was avoidance.

**Keywords:** *Language Anxiety, Speaking Anxiety, High School students*

### Introduction

Everyday people communicate in various ways, starting from using words, actions, or expression to express their feelings or delivery the information. Most communication is conveyed through a language to information.

English is regarded as a global language for communication and is employed as a medium of interaction between two people who come from different national, and cultural backgrounds which suggests the english language could be a media in delivering any information between two different languages (Sharifian, 2009).

In Indonesia, English is a foreign language for students and as EFL learners students have problems when speaking English which is known as speaking anxiety. The intimidation of anxiety can

distract someone whether from inside or outside of themselves.

Students at SMA Santu Paulus Pontianak learn English using National Curriculum of 2013. The writer did a pre-observation with the English teacher of SMA Santu Petrus to find out the problems of speaking English among students. He said there was definitely a problem, particularly in speaking in which a number of the students were extremely quiet and passive. And the possible reason for that might be the feeling of anxiety.

Based on the situation at the school, there are two purposes of the study: (1) to know the factors that cause students to feel anxious to speak in English, and (2) to seek out the most dominant factors of students' speaking issues in relation with the anxiety.

### Literature Review

Communication is considered effective if the speaker delivers the message that is

clearly understood and, if possible, acted upon.

The most stressful skill among the four skills for English learners is speaking (Sutarsyah, 2017). English speaking is difficult for some speakers because they should know many significant components like pronunciation, grammar, vocabulary, fluency, and comprehension. Learners should possess enough English speaking ability in order to communicate easily and effectively with other people. Another researcher added that EFL students' speaking skill is influenced by some linguistic components of language like phonology, syntax, vocabulary, and semantics and psychological factors such as motivation and personality (Mahripah, 2014)

Meanwhile, Leong and Ahmadi stated that speaking a language can cause anxiety. Some people are not able to control their feeling of apprehension (Leong & Ahmadi, 2017).

Boyes, in her book, explained that anxiety is concerning the feeling of worry, nervous and unease which come from personal mindset and she mentioned some factors of anxiety that overcome someone, which are:

#### 1. Rumination

It is about overthinking and the feeling of anxious that people will criticize and keep blaming ones for not doing well.

#### 2. Fear of Feedback and Criticism

Feedback always help people to improve themselves. However, anxious people will avoid any feedback from other people because they will feel frustrated and annoyed.

#### 3. Avoidance

It is about avoiding situations or avoiding anything that will cause anxiety. The anxious people tend to avoid something they dislike, and they lose the opportunities to learn something good or fall behind in gaining skills. (Boyes, 2015).

Anxiety in language learning is a complex phenomenon. Most studied in this area concerned about the speaking anxiety

in the classroom. There are different reasons that trigger it and its consequences are detrimental to students' learning and performance.

Thus, it can be concluded that in educational research, anxiety is usually classified as being trait or state. Trait anxiety is a relatively stable temperament trait. A person who is trait anxious tends to feel anxious in certain situations. State anxiety, on the other hand, is a temporary condition experienced at a particular time (Onwuegbuzie, A. J., Bailey, P., & Daley, 2000).

### Method

This study employed the qualitative descriptive research method because it aims at providing an insight into the problems of language anxiety in the SMA Santu Paulus Pontianak grade 12 students, especially anxiety in speaking English.

Descriptive study is about describing the situation, problem or phenomenon related to the problem being studied (Kumar, 2019).

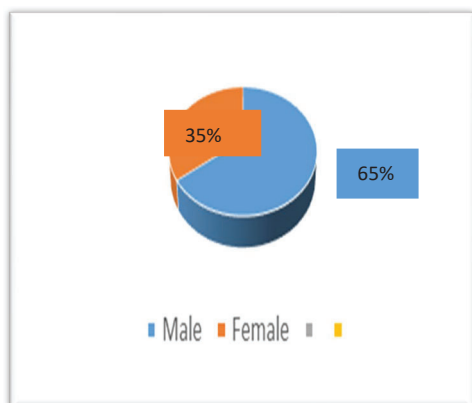
The participants were 20 students in grade 12, Social stream. A set of 12 structured interview questions were used to gather information about their speaking problems related to the feeling of anxiety. Finally, the data were listed and discussed that enable the writer to draw a conclusion of this research.

### Findings and Discussion

This section aimed at elaborating the statements of the students collected from the interviews.

The list of the informants that consists of 13 females and 7 males students is presented in chart 1.

Chart 1. Data of Informants  
Source: School 2020



The interview had focused on searching which of the three aspects of anxiety the students experienced when they had to perform speaking in English. There were 12 questions and the answers were varied.

*Question 1: Do you like studying English?*

Among 20 students, 16 students who like English and only four students who do not like English. It means that the majority of the respondents like English.

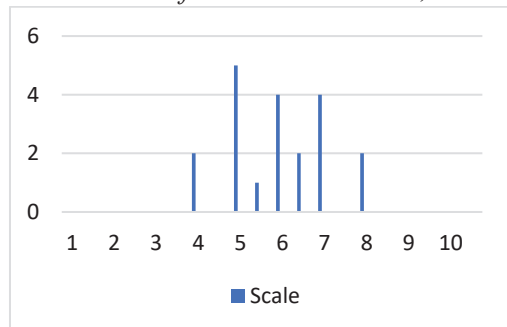
*Question 2: Is it hard to speak in English?*

Ten students admitted that to speak in English is hard, and the rest said that it was not difficult for them to speak English.

*Question 3: In the scale of 1-10, how would you rate your speaking skill?*

The answers to this question are shown in figure 1 below.

Figure 1. The Rate of Speaking Skill  
Source: data of students' interview, 2020



*Question 4: Do you feel nervous when speaking English in the classroom?*

Eight students mentioned that they were nervous while seven students said they did not. On the other hand, three students said sometimes they became nervous but only sometimes, and two students admitted that they were not too nervous. The finding indicated that most students were nervous when they had to speak English in the classroom.

*Question 5: When you do the English presentation, do you use text?*

The majority accounted for 16 students said that they used text. It meant that most of the students prepared text to help them to memorize the presentation. Four students said they sometimes wrote the text and sometimes they did not.

*Question 6: If one day in the class, your English teacher suddenly asks you to do a presentation or speak in English, how would you feel?*

The answers were varied and it can be seen below:

- Student 1: Scared, worry

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- Student 4: Panic

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- Student 5: Not too scared

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- Student 6: Panic and not confident

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- Student 7: Scared, shy, panic

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- Student 8: Panic, nervous

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- Student 9: Nervous, but at first only

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- Student 10: Shock, scared

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- Student 11: Panic and worry

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- Student 12: Panic and worry

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- Student 13: Depend on the learning material

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- Student 14: Panic

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- Student 15: Panic and not prepared

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- Student 16: Panic, Scared

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- Student 17: Nervous, Panic, Scared

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- Student 18: Nervous

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- Student 19: Nervous

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Student 20: Nervous

The replies showed that half numbers of all the participants were panic. The rest were scared, nervous, shy and shock.

*Question 7: How do you feel when you get negative criticism from your teacher or friends about your speaking skills?*

This question referred to the factor of fear of feedback or criticism. The result showed that fourteen students in the group said that criticism was fine with them. They took it positively. The rest of the participants acknowledged that they felt bad, insecure, and sad of negative comments from others.

*Question 8: Do you always think about other people's opinion about your performance?*

This question aimed at seeking out the students' rumination or overthinking about something when speaking in English. The result showed that there were 11 students who never thought that other' opinions were important but the teacher, six students agreed that they thought about people's opinions, two students said sometimes and a student said they did not overthink it. From the results, it can be concluded that most of the students did not worried about other people's opinions about their performance.

*Question 9: Do you feel scared of being laughed at by your teacher or friends during a presentation?*

Only five students answered that they became scared if someone laughed at them during the presentation, and a student said that she was rarely scared of being laughed. This question aims to find out about students who tend to feel afraid toward feedback from others and the result showed that most of the students did not feel scared being laughed at by others.

*Question 10: You know your speaking ability, do you feel insecure in front of other friends?*

Among 20 students, 16 students who answered that they did not feel insecure. Another three students said that sometimes they had the insecure feeling and sometimes they were fine. One student voted that he was insecure in front of his friends because he knew that he could not speak English well.

*Question 11: did you try to avoid to speak in the classroom and how did you do to that?*

This question was asked to reveal the avoidance factor. The result showed that most of the students tended to avoid looking at the teacher during the lesson so they would not be picked to speak in the classroom. Twelve students chose to avoid, three students determined to focus and did not avoid, five students said it depends on how interesting the topic was and the rewards they could get by participating.

*Question 12: Do you always feel like you fail to perform well when you speak English?*

Ten participants disagreed about failing in the speaking performance because they thought they were good, seven students agreed as they were not confident about their speaking skill, three students mentioned that they sometimes failed. The majority of the students said they did not feel that they failed to perform in the speaking class.

Anxiety is a common human emotion. People describe that emotion using words such as nervous, stress, worry, fear and panic to describe feelings of anxiety. No matter the words that are used to describe it, most people will agree that anxiety causes some unpleasant symptoms. The findings indicated those symptoms existed among

the students of Grade 12 students at SMA Santu Paulus Pontianak during the speaking performance.

The research questions number one was answered by revealing that all students were affected by rumination, fear of Feedback and Criticism, and avoidance that was described in their confessions during the interviews.

In term of rumination, students showed no sign that they were disturbed by what their classmates' comments or opinion regarding their speaking performance. They responded to inputs positively as a way to improve their speaking. "I will use those comments to improve myself." (Student 10)

"I take it as a positive comment. We need to practice harder." (Student 12)

"Yes, I think about what part that I am still not good, and I will make it better later on." (Student 14)

"I feel fine. Just take it as a motivation!" (Student 15)

When asked in thinking about something repeatedly over a long period time, only some of the students have problem with overthinking. For example, Student no. 7 who said that she always thought about people's opinion on her performance, always concerned being laughed at by her teacher or friends during a presentation and always worried that she would fail to perform when speaking in English.

Being careful about something that would happen is a good thing to do because that can make people prepare themselves better. However, the overthink about it can risk making someone become less confident.

When asked about their feeling of negative feedback or any criticism the received from their teacher or their classmates as in Question 7 (Q.7), the majority of students surprisingly said that they took it fine when they received

criticism or negative feedback. This was considered positive feedback when it helped people to improve themselves. However, anxious people tended to avoid any feedback from other people because they felt frustrated and annoyed. For some students, fear of feedback even if it was a positive one was a problem. Probably, the most common reason for someone to be this sensitive is that in their past they were severely and frequently criticized.

"Yes, I had a bad experience. I had an English presentation, but my grammar was wrong." (Student 3)

"I am shy and not confident." (Student 7)

"I feel not confident and sad because it means they think that I am stupid." (Student 11)

"I feel insecure." (Student 16)

"I feel shy and not confident." (Student 18)

Avoidance was another issue from the findings. The majority of the participants agreed that they would do many things in the classroom in order to avoid being called to speak during the English lesson.

The students chose to avoid the teacher when she/he was looking for a volunteer to answer the question. They chose to avoid by looking around (avoiding eye contact with the teacher) or being busy with activity, such as playing with their pen, pretending to write something on the book. They did that because they were scared that they gave the wrong answer, as mentioned by Student 6, "I choose to avoid, of course! I am scared if I cannot answer his questions correctly."

"Yes, I ever had a bad experience. I had an English presentation, but my grammar was wrong." (Student 3)

"Yes, I had a bad experience. speaking in the class, but my teacher asked me to do it again." (Student 7)

“I have already memorized my text, but when I had to perform, I forgot what I wanted to say. Blank...” (Student 16)

It might be normal if some of them had a bad experience during learning English because English was not the first language for the students. However, the impact after having such experience had contributed to the feeling of insecurity and anxiety in them.

### Conclusion

Language anxiety had become a problem for students of SMA Santu Petrus Pontianak of grade 12 social 5, which affected the performance in their speaking class. The interview-based on the three aspects of anxiety, such as rumination, fear of feedback and criticism, and avoidance revealed those three issues existed in English speaking classroom.

Students could overthink or ruminate about what happened in the past or worrying about what would happen when they were going to perform in the speaking class. Surprisingly the study revealed that this was not the main issues for them. Most students were not overthinking about what other classmates think of their performance. In term of fear of feedback and criticism, students had the ability to use negative feedback as a motivation which was very important in the speaking skill. However, the most dominant problem was avoidance in which most students avoided situations or anything that would cause anxiety. In order to avoid whatever triggers their anxiety they use compensatory strategies—like being extremely passive in the classroom but that only decreased their anxiety temporarily. On the other hand, being passive increased anxiety over the long-term.

In light of the results of this study, teachers needed to employ different strategies appealing to students to decrease

their anxiety levels. A certain strategy that would benefit students in reducing anxiety was to stop stigmatizing them and avoid blaming them for their lack of participation.

Teacher was also responsible to improve the English proficiency level of the students and create a supportive learning atmosphere in the classroom that was enjoyable and fun. Providing a wide range learning technique to encourage and motivate students to speak English was also an essential strategy. By doing so students would see an opportunity to improve themselves and this should encourage and motivate them to be an active member in the speaking classroom.

To overcome the anxiety issues, students should aware of their shortcomings and with the teacher’s assistance, students then identified their problems, dealt with the issues to enable them to increase their performance.

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