

e-ISSN: 2747-2957



# ELSA JOURNAL

English Language Studies and  
Applied Linguistics Journal

VOLUME 4, NO. 2 / MAY 2024

**An Analysis of The Translation Methods Used By Customers to Translate  
The Palma Bali Café's Menu Items**

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*Fransiska Way Warti, Tamara Priscila*



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## AN ANALYSIS OF THE TRANSLATION METHODS USED BY CUSTOMERS TO TRANSLATE THE PALMA BALI CAFÉ'S MENU ITEMS

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### ABSTRACT

This research is a study of consumer translation methods on food menu descriptions at Palma Bali Café Pontianak. This study aims to find out what translation methods are used by consumers of Palma Bali Café Pontianak in the description of their favorite food menu in English and what are the potential challenges in translating food menu descriptions at Palma Bali Pontianak. The research method used by the writer to analyze the research data is a qualitative approach and a descriptive approach by collecting data by means of observation and interviews. This research was conducted in West Kalimantan, Pontianak City, precisely at Palma Bali Café. The writer took ten respondents using the purposeful sample technique. The writer applies three stages in data analysis techniques, namely, data condensation, data presentation, and conclusion drawing. The result shows that the customers of Palma Bali Café are more likely to apply four translation methods out of eight translation methods and three potential translation challenges. The challenges and strategies used in translating the menu are related to the background of the customers. Customers with frequent English exposure and habits in experiencing Western menus happen to have no problems in understanding menu items.

**Keywords:** *Translation Methods, Potential Translation Challenges, Customers, Food Menu Descriptions*

### INTRODUCTION

Globalization is changing the world, including the business world, along with the rapid advancement of technology. The English language heavily influences the modern corporate market. English is widely used for international business, marketing, and trade. By utilizing English on menus, for example, businesses can increase the value of the information they provide to customers. Businesses can also benefit from globalization by choosing a larger or more universal market. According to the Lingua Edu page of the Language Services Center in Florida (2022, as cited in Zulkifar, 2022) English has 1.2 billion users worldwide, making it the most widely spoken language globally. As a result, English automatically overtakes other languages as the language of business.

From the discussion of language, the topic can be expanded to translation. Because language and translation are intertwined, a good understanding of language is the key to accurate and effective translation. Translation is converting written or spoken language from one form to another, typically from one language to another. According to Baker (n.d. as cited in Pratama et al., 2022), the translation method refers to specific means of converting terms from the source to the target language. Various translation methods include word-for-word, literal, faithful, semantic, communicative, idiomatic, free, and adaptation. The objective and

context of the translation, as well as the translator's abilities and preferences, all influence the chosen approach.

Customers usually use translation methods to recognize and understand the meaning of textual content on cafe menus published in English to prevent customer confusion. Food and beverages have different language display approaches, according to Yimin et al. (2021), even if translating them is a challenging undertaking. As a result of translation, there is a growing convergence of cultural interactions.

The writer has conducted field observations to find cafes that use English in Pontianak. The writer found Palma Bali Café, which uses English in its menu. Therefore, the research subject the writer will choose is Palma Bali Café, located at Alianyang Street no. 42 Pontianak. Based on the explanation above, figuring out customers' translation methods of food menus can provide useful insights into how customers understand food menus and how customers can be translated more effectively to meet customer's needs. Therefore, the writer arranges research entitled An Analysis of The Translation Methods by The Palma Bali Café's Customers to Translate Its Menu Items.

Based on the above explanation, the research question is the crucial part of this research. Therefore, two main research question are related: What methods do the customers use to understand the meaning of the English menu from Palma Bali and what are the potential challenges faced by customers of Palma Bali in translating the food menu description

## LITERATURE REVIEW

Judging from the above research problem, the writer aims to define the customers' translation method toward the food menu at Palma Bali Café and the potential challenge in translate the food description at Palma Bali Café. The contribution of this research is:

1. This research is expected to be helpful for the readers or the next researcher with a conformable topic as a reference.
2. This research is expected to help the reader or the consumer consider the meaning or translation of the English beverage menu to understand precisely the translation strategies and be a good consumer to compete with globalization trends.

This research was supported by the theory of translation methods and the potential challenge in translation. The writer used translation methods to according Newmark (1988) as cited in Nugraha et al (2017). In order to know the type of translation method, the writer supported by Newmark (1988) theory:

1. **Word-for-word translation** word-for-word is the source language word order is preserved and each of the words is translated singly, e.g., the source language is from English "I can run", the target language aims to Indonesian, "Saya bisa lari"
2. **Literal Translation** the nearest target language equivalents of the source language's grammatical constructions are used in literal translation, while the lexical words are once more translated singly and out of context, e.g., the source language is from English "Don't bring my heart", the target language aims to Indonesian, "*Jangan bawa hatiku.*"
3. **Faithful Translation** the translator translates the meaning from the source language to convey the researcher's intention, e.g., the source language is from English "Raden Ajeng Kartini is a Javanese", the target language aims to Indonesian, "*Raden Ajeng Kartini adalah orang Jawa.*"
4. **Semantic Translation** the semantic translation may replace less effective cultural terms with functional or third concepts that are culturally indifferent but not with their cultural equivalents. It might also provide some minor courtesy to the readers. e.g., the source language is from English "She is a shopaholic" the target language aims to Indonesian, "*Dia adalah orang yang gemar belanja*"

5. **Adaptation Translation** this is the most approachable form of translation. Literatures translated using this method, and the text is then rewritten in the target language's culture, e.g., the source language is from English "The rising sun is not considered rising sun." the target language aims to Indonesian, "*Matahari terbit ternyata bukan matahari terbit. Dunia lah yang sebenarnya mengorbit*"
6. **Free Translation** which replicates the subject without the way or the substance without the original form, is a component of the target language emphasis. e.g., the source language is from English "Killing two birds with one stone." the target language aims to Indonesian, "*Sambil menyelam minum air*"
7. **Idiomatic Translation** replicates the original's "message," but it often distorts subtleties of meaning by favoring colloquialisms and idioms where they are absent from the source text. e.g., the source language is from English "It's piece of cake" the target language aims to Indonesian "*Ini sangat mudah.*"
8. **Communicative Translation** aims to accurately capture the context of the source material so that the target audience finds both the language and the content acceptable and understandable. e.g., the source language is from English "Beware of dog!", the target language aims to Indonesian "*Awas ada anjing!*"

There is a potential challenge in Translation. As explained by North (1991, as cited in Schwarz et al., 2016), classifies translation problems into four categories, which are language, cultural, textual, and pragmatic. The first translation problem is a language or linguistic problem. When there are structural differences between the source and target languages, such as discrepancies in syntax, grammar, and vocabulary. The second translation problem is cultural due to the differences between two different cultures. The third translation problem is textual problems, can arise when there are issues with the source text, such as ambiguous language, incomplete or missing information, or unclear meaning. The fourth translation problem is pragmatic problems can arise when there are differences between the original text and the production situation of the translation situation.

## METHODOLOGY

A qualitative research approach is used in this study to portray and interpret the data. This study examines the translation strategies used by Palma Bali patrons to comprehend menu items. The study's methodology will be centered on the customers' experiences with narrative data. The qualitative method places more of an emphasis on reasoning, identifying a specific scenario, and looking at more aspects of daily life. According to Siahaan (2021), conceptualization, categorization, and description are generated for qualitative research based on "events" gathered during fieldwork.

This research was analyzed at a specific place, at Palma Bali Café, Jalan Alianyang No.42, Pontianak, Kalimantan Barat. In other words, ten customers of Palma Bali are the subject of research and data collecting. The research writing will be accomplished in Pontianak. The writer began the research at the beginning of January 2023 and finished at the beginning of August 2023. Observation will be conducted from February to March 2023. Interviews will be conducted in early April 2023.

The research subject is a research boundary the researcher can determine with objects, things, or people to which the research variables are attached, according to Ana (2022). Researchers may investigate and evaluate things or natural occurrences as research topics in various types of science. This study will focus on how customers translate the items in English on the menu. The participants are customers of Palma Bali Café. The age is no lower than eighteen years old, and Indonesian residents. The writer uses participants aged 18 years and over because they have emotional maturity, can better deal with sensitive or controversial questions, and provide more appropriate responses. In this study, ten participants will be

interviewed. The writer chose ten participants because, with ten different participants, it can obtain enough diversity of data and perspectives to represent the variety of experiences and views in the population under study.

Qualitative research is characterized by disclosing meaning and using a natural setting as a direct data source, where the researcher is the key instrument. This is done through in-depth interviews and observation in the setting where the phenomenon is being studied, according to Rukajat (2018). The writer uses interviews and observation to collect the primary data in this research.

1. **Interview.** An interview in qualitative research is, as defined by Adhabi and Anozie (2017), a "attempt to understand the world from the subject's point of view to uphold the meaning of peoples' experiences, to uncover their lived world before scientific explanations." In this study, the author will speak with ten clients in order to learn more about their translation techniques. Face-to-face sessions will be held for the interviews.
2. **Observation.** According to Hasanah (2016), is one of the key tenets of all data gathering techniques in qualitative research, particularly when it comes to the sciences and human behavior. The author will note the terminology used in the English-language menu items in the various cafes in Pontianak.
3. **Test.** According Susilawati (2018) a test is a tool for data gathering. Tests might take the shape of assignments or questions that must be answered by a certain person, or they can be created by the person in charge of data collecting using specific technologies. Test can gather data from the measurement. As part of this study, the writer administered a test to ten respondents, asking them to identify their favorite dish from one of eight descriptions on the menu. Because only one of the eight selections must be filled out on this written test, it is straightforward.

Critique and evaluation of research findings, both quantitative and qualitative, are necessary to determine the validity and quality of the data generated. Validation and reliability testing are used to evaluate and criticize the data in order to provide accurate study findings. Testing the reliability and validity of measuring equipment used to collect data in qualitative research is assessed using established criteria. Afyanti (2008) developed the following method for measuring validity and reliability in qualitative research.

1. **Credibility.** Credibility becomes important when questioning the quality of the results of a qualitative study. According to Guba and Lincoln (1986), as quoted by the same source, a high level of credibility can also be achieved if the participants involved in the research recognize the truth about the various things they have told. Using member checking, ask participants to review the findings to ensure that the interpretations are accurate and reflective of their experiences.
2. **Transferability.** Transferability is a term that can replace the concept of data generalization in quantitative research, namely the extent to which the findings of a study conducted on a group can be applied to other groups from the same source quoting from (Streubert & Carpenter, 2003, Graneheim & Lundman, 2004). This study focuses on ten visitors to the place under these is. This study may be multiplied in different subjects and places.
3. **Dependability** In qualitative research, the concept of dependability is used. The reliability of the study is increased when numerous data sources or different methodologies produce similar results.
4. **Confirmability** is identified to replace the concept of objectivity in quantitative research. Confirmability in qualitative research is more defined as the concept of transparency, namely the willingness of researchers to disclose the process and elements of their research openly to enable other parties / other researchers to research their findings. This study uses triangulation techniques and data corroboration to increase the research's confirmability.

This research uses a qualitative research approach. According to Rijali (2018) explains, data analysis is an endeavor to thoroughly explore and arrange records of observations, interviews, and other activities to improve the researcher's comprehension of the subject under investigation and present it as results for others. While trying to find food, the analysis must continue to strengthen this understanding.

Concerning the facts, Miles and Huberman (2014) state that analyzing data is divided into the following steps.

- 1. Data Condensation.** The process of selecting, focusing, simplifying, abstracting, and/or altering the data included in the complete set of interview transcripts, papers, and other empirical materials is known as data condensation. The writer will first select the data from the interview process to get data that reflects sharp, focused, and or organize data.
- 2. Data Display.** According to Miles and Huberman (2014), all the visualizations discussed and shown are meant to condense organized data into a brief, understandable format so that the writer can understand what is happening and either come to logical conclusions or move on to the next stage of analysis that the visualization suggests.
- 3. Drawing and Verifying Conclusion.** The conclusion in qualitative research can answer the focus of the research as well as new findings that have never existed. According to Miles and Huberman (2014), stated that as analytic events follow one another, issues of data condensation, display, and conclusion drawing and verifications become more important. This technique allows the writer to conclude while using evidence to make decisions or reach a judgment.

## FINDINGS AND DISCUSSION

The writer collected the data using observation and interviews. The data was collected from ten informants to reach the objectivity of the study. In response to the main research question, the translation methods used by the customer of Palma Bai Café. The writer categorizes the first findings into four types of translation methods based on Newmark's method (1988) and four potential challenge in translation based on North (1991).

All observation and interviews data in this study were described based on the focus of the research question. The customers of Palma Bali Café were asked by the writer to choose and translate one of the most favorite food menus and did an interview about their translation methods. The writer arranged the data as follow:

1. M's favorite food menu is Nasi Ayam Betutu with description Bali's favorite dish. Highly chicken cooked with traditional Balinese spices and served with daun ubi, tahu, tempe, soup and sambal ijo. which translated in Indonesia as "*Menu hidangan Favorit Bali, ayam yang dimasak dengan baik dengan bumbu tradisional Bali dan dihidangkan dengan daun ubi, tahu, tempe, sup dan sambal ijo*"
2. CA's favorite food menu is Bebek Goreng Madura with description Delicious fried duck is made of a unique seasoning served with tahu, tempe, lalapan and sambal hitam. Which translated in Indonesia as "*Bebek goreng enak yang dibuat dengan bumbu unik yang dihidangkan dengan tahu, tempe, lalapan dan sambal hitam.*"
3. KB's favorite food menu is Bebek Goreng Seunah Cekuh with description Balinese style crispy duck with Balinese suna cekuh paste, urap, sambal matah and sambal embe. Which translated in Indonesia as "*Bebek renyah ala Bali dengan pasta suna cekuh bali, urap, sambal matah dan sambal embe.*"
4. RW's favorite menu is Nasi Ayam Meegoreng with description Deep-fried marinated chicken served with side of tahu, tempe, lalapan and sambal terasi. Which translated in Indonesia as "*Marinasi ayam yang digoreng dengan menu sampingan tahu, tempe, lalapan dan sambal terasi.*"

5. RP’s favorite menu is Nasi Ayam Taliwang with description Lombok’s famous chicken grilled with taliwang sauce and served with tahu, tempe, plencing kangkung, sambal terasi. Which translated in Indonesia as “*Ayam bakar yang terkenal di Lombok dengan saus Taliwang dan disajikan dengan tahu, tempe, plencing kangkung, sambal terasi*”
6. RE’s favorite menu is Bebek Ketjap Ubud with description Smoked duck, made from traditional Balinese spices, served with urap sayur, rice and sambal. Which translated in Indonesia as “*Bebek asap terbuat dari rempah-rempah khas Bali disajikan dengan sayur urap, nasi, dan sambel.*”
7. SJ’s favorite menu is Nasi Ayam Meegoreng with description Deep fried marinated chicken served with side of tahu, tempe, lalapan and sambal terasi. Which translated in Indonesia as “*Ayam muda yang dibumbui dengan bumbu khusus kemudian digoreng dengan minyak banyak dengan api tinggi, kemudian disajikan dengan menu sampingan tahu, tempe, lalapan, dan sambal terasi.*”
8. SW’s favorite menu is Nasi Ayam Meegoreng with description Deep fried marinated chicken served with side of tahu, tempe, lalapan and sambal terasi. Which translated in Indonesia as “*Ayam bumbu goreng disajikan dengan sisi tahu, tempe, lalapan & sambal terasi*”
9. VG’s favorite menu is Nasi Ayam Taliwang with description Lombok’s famous chicken grilled with taliwang sauce and served with tahu, tempe, plencing kangkung, sambal terasi. Which translated in Indonesian as “*Ayam khas Lombok yang dipanggang dengan bumbu taliwang dan disajikan dengan tahu, tempe, plencing kangkung, dan sambal terasi.*”
10. VC’s favorite menu is Nasi Ayam Taliwang with description Lombok’s famous chicken grilled with taliwang sauce and served with tahu, tempe, plencing kangkung, sambal terasi. Which translated in Indonesian as “*Ayam taliwang yang dipanggang dengan saus taliwang, lalu ada tahu, tempe, plencing kangkung dan sambal terasi untuk pelengkap.*”

The following is also a list of respondents who use translation methods according to Newmark's theory

<b>Name</b>	<b>Translation Methods</b>
M	Communicative Translation
CA	Communicative Translation
KB	Word-for-Word Translation
RW	Communicative Translation
RP	Communicative Translation
RE	Free Translation
SJ	Adaptation Translation
SW	Adaptation Translation
VG	Communicative Translation
VC	Word-for-Word Translation

**Table 1 Translation Method Result**

In response to the main research question, the translation methods used by the customers of Palma Bali Cafe. The data from each respondent who utilized communicative translation methods are organized by the writer. There are five respondents, M, CA, RW, RP, and VG, that used communicative translation. M’s favorite food menu is *Nasi Ayam Betutu*, meanwhile, CA’s favorite menu is *Bebek Goreng Madura*, meanwhile, VG and RP’s favorite menu is *Nasi Ayam Taliwang*, and the last respondent, RW’s favorite menu is *Nasi Ayam Meegoreng*. M, CA, RW, RP, and VG also have the same response toward the translation method: communicative translation is readily acceptable and comprehensible for others. For instance, it is clear from their translations that RP and VG both enjoy Nasi Ayam Taliwang, but their

approaches to translating the menu description differ. The phrase of Lombok’s famous chicken grilled is translated as "*Ayam khas Lombok yang dipanggang*" by VG and "*Ayam bakar yang terkenal di Lombok*" by RP. As a result, communicative translation is a type of approach that uses the target language and is tailored to the context and usage of the target language.

The writer arranges the data from each respondent that used word-for-word translation methods. There are two respondents, KB and VC that used word-for-word translation. KB’s favorite menu is *Bebek Goreng Seunah Cekuh*. While VC’s favorite menu is *Nasi Ayam Taliwang* KB and VC also gave the same response toward the translation method this translation approach involves translating each word in the original text into the corresponding word in the target language.

The writer arranges the data from each respondent that used the free translation method. There is one respondent, RE used the free translation. RE favorite menu is *Bebek Ketjap Ubud*. RE gave the response stating that free translation was no requirement for a highly formal or precise translation. This method allows for more flexibility and creativity in the translation process.

The writer arranges the data from each respondent that used the adaptation translation method. There are two respondents, SJ and SW used the adaptation translation to translate their favorite menu description at Palma Bali Café. SJ and SW have the same favorite menu which is *Nasi Ayam Meegoreng*. Both stated that this method is the freest in translation, language and cultural attachment to source language is very thin and almost non-existent. For instance, SJ and SW translate using adaptation, SJ would translate the phrase "Deep fried marinated chicken" as "*Ayam muda yang dibumbui dengan bumbu khusus kemudian digoreng dengan minyak banyak dengan api tinggi*" while SW would translate it as "*Ayam bumbu goreng*" This shows that adaptation is the most flexible type of translation. Due to the way in which respondents interpret the term "Deep-fried marinated chicken" here.

Although they have the same favorite menu, their translation results are different, this is because the methods they use are different. As follows:

Name	Menu	Methods
RP	Nasi Ayam Taliwang	Communicative Translation
VG	Nasi Ayam Taliwang	Communicative Translation
VC	Nasi Ayam Taliwang	Word-for-Word Translation

**Table 2 Same Food Different Methods 1**

RP, VG, and VC have the same favorite food menu, Nasi Ayam Taliwang, but they use different translation methods, RP and VG choose to use Communicative Translation and VC chooses to use Word-for-Word Translation. It can be seen from the way they translate the menu description of Nasi Ayam Taliwang, for example the phrase Lombok's famous chicken grilled is translated as "*Ayam khas Lombok yang dipanggang*" by VG and "*Ayam bakar yang terkenal di Lombok*" by RP who uses communicative translation. Then VC "*Ayam taliwang yang dipanggang dengan saus taliwang*". The difference in how to translate the Taliwang Chicken Rice menu description can occur due to differences in status, RP and VG happen to be university students, while VC is already working, and does not continue his education at the university.

Name	Menu	Methods
RW	Nasi Ayam Meegoreng	Communicative Translation

SJ	Nasi Ayam Meegoreng	Adaptation Translation
SW	Nasi Ayam Meegoreng	Adaptation Translation

**Table 3 Same Food Different Methods 2**

Table 3 which shows that RW, SJ and SW have the same favorite menu, Meegoreng Chicken Rice. However, the results of their translations are different, even RW uses communicative translation, while SJ and SW use adaptation translation. SJ and SW said the reason why they use adaptation translation as their method is because this method is the freest method to use, especially seen from the condition of using food menu description in Palma Bali Caf e which uses code mixing, this makes them freer to translate the menu description. As an example of the difference in translation methods between RW, SJ, and SW is with the phrase "Deep fried marinated chicken" RW who uses communicate translates it as "*Marinasi ayam yang digoreng*", whereas SJ and RW translated the phrase using the adaptation translation method as "*Ayam muda yang dibumbui dengan bumbu khusus kemudian digoreng dengan minyak banyak dengan api tinggi*" by SJ and "*Ayam bumbu goreng*" by SW. The three respondents' translation results may be seen to vary, especially for SJ and SW, who share the same favorite menu and translation technique yet produce quite diverse translation outcomes. SW merely translates in general, whereas SJ's translation is more thorough and precise.

The ten respondents have a range of educational backgrounds, career situations, and levels of experience when it comes to reading menus in other languages, which may account for the variations in the methods used and the outcomes of translation. For instance, CA, a bank employee and University of Indonesia graduate, claimed that she was familiar with these techniques because she had studied Newmark's translation method in college. Then there is VC who works in digital marketing and is accustomed to reading or seeing the language found in restaurant menu descriptions. Despite working as a barista, SW claimed that because the kitchen and cafe sections are adjacent, he is familiar with food-related terms and can interpret the menu.

This is different from M, who is an administrative worker who only went to secondary school. M said that Newmark's methods were new to her. M also said that he usually asks the caf e waiter before deciding to choose food or drink for fear of choosing the wrong food or drink. Therefore, M experienced potential challenges as discussed. The differences in respondents' educational backgrounds, occupations, and experiences make the results of translation more varied.

After finding out the methods used by Palma Bali Cafe customers, the author also found out what could be the respondents' potential challenges in translating, as follows:

<b>Name</b>	<b>Potential Challenge</b>
M	Cultural Problem
CA	Language or Linguistic Problem
KB	Pragmatic Problem
RW	Language or Linguistic Problem
RP	Cultural Problem
RE	Language or Linguistic Problem
SJ	Cultural Problems
SW	Language or Linguistic Problem
VG	Cultural Problem
VC	Language or Linguistic Problem

**Table 4 Potential Challenge**

Respondents who experienced potential challenge cultural problems were M, RP, SJ, and VG. They said compactly that cultural problems would be a potential challenge because they have different culinary habits and culinary incompatibilities. It is said by RP that some foods or ingredients may be unfamiliar or unusual in the interpreter's culture. This may cause difficulties in finding the right equivalents or explaining unfamiliar culinary concepts. In contrast to M, VG and SJ they said that tradition can affect the way people interpret and understand texts.

Then in other potential challenge CA, RW, RE, SW, and VC were among the respondents who mentioned potential difficulties they had translating the menu descriptions at Palma Bali Caf e. According to CA and RW compacts, some terms in the source language might not have direct translations in the target language; instead, translators should search for substitute words that have a comparable meaning or clarify the same idea in the target language in a suitable manner. Following what CA and RW mentioned, SE, SW, and VC had various perspectives. They claimed that because the source language and the target language can differ from one another, the translator must make sure that the words they chose are appropriate for the target language's context in order to retain their acceptability.

And the last one KB was the respondent who stated that he felt that he had a pragmatic issue. KB claimed that he would find it challenging to convey the subtleties or flavor elements that are peculiar or distinctive to a given cuisine. Sometimes it's challenging to distinguish between pragmatic issues and other issues in the context of text comprehension.

## CONCLUSION

After researching customers' translation methods and potential challenges toward the food menu at Palma Bali Caf e from the respondents, the writer can conclude that, customers at the Palma Bali Caf e translate menu descriptions in accordance with the theory listed in chapter 2, according to Suryawinata (2016) and Larson (1984) by first deciding on the target language, which in this case is Indonesian, then the respondent finds the meaning, which determines the meaning, and finally re-expressing the meaning based on the respondent's style. Then the writer can conclude the results of the research that has been done as follows:

1. It can be concluded that although each of the ten respondents has a different favorite food menu, some of them have the same favorite food. However, they interpret their favorite food menu differently. Out of the eight translation methods from Newmark's theory, there are only four translation methods used by the respondents.
2. The translation methods used by Palma Bali Caf e customers are four translation methods. There is communicative translation with five respondents applied, word-for-word translation with two respondents applied, adaptation translation with two respondents, and last free translation with one respondent. The common translation methods used by the respondents is communicative translation. This was the type of translation method that emphasize the target language (reader-centered). Reader-centered is a "translation that is adjusted by situation and condition with the target language or target culture.
3. Although some of the respondents have the same favorite menu, the result of their translation is different, this is because they use different methods. This could be due to their educational background, status, and experience with reading food in English. and others. This could be due to their educational background, status, and experience of reading food in English.
4. There are three potential challenges faced by customers of Palma Bali Caf e, they are the first language or linguistic problem with five respondents, the second is cultural problem with four respondents, then the least is pragmatic problem with one respondent.

Based on the result of the research, customers' translation methods toward food menu description at Palma Bali Caf e Pontianak, the writer proposed some suggestion as follow:

Putra, R. D. (2024). An Analysis Of The Translation Methods Used By Customers To Translate The Palma Bali Café's Menu Items. *ELSA Journal*, 4(2), 1-11.

1. For Palm Bali Café Pontianak, judging from the translation methods that the respondents of Palma Bali Café Pontianak used the most common methods that Palma Bali Café Pontianak respondents used is the Communicative Translation. In order to avoid misunderstanding, Palma Bali Café Pontianak could add a translation and explanation in Indonesian so that it could concord the ideas of the customers of Palma Bali Café Pontianak. The menu is written in Indonesian, and the description is written in English with an Indonesian translation. So, it could concord the customer idea about the menu at Palma Bali Café Pontianak.
2. For the next researcher, this study can be expanded by analyzing other aspects that the writer had analyzed or another study that might enhance the references of English stud. Regarding the aspect of English at Palma Bali Café Pontianak, these things could be analyzed, such as the customers' pronunciation toward the English food menu or the customers' perception of the English food menu.

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## **AN ANALYSIS OF TRANSACTIONAL AND INTERACTIONAL ENGLISH SPEAKING USED BY WORKING STUDENTS IN THE WORK ENVIRONMENT**

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### **ABSTRACT**

This study aims to analyse the transactional and interactional English spoken communication utilised by university students working in a professional environment. Effective communication is crucial for human interaction and societal development. This qualitative research study examines the significance of oral communication skills for working university students. Eight interviewees, consisting of eighth-semester students engaged in occupations such as entrepreneurship, administration, banking, marketing, and sales, were purposefully selected. Through in-depth interviews, the study explores the importance of communication as both an interactive and transactional tool, enabling effective socialization and achieving desired outcomes. The findings indicate that speaking performance varies based on one's role and responsibilities. By understanding real-life scenarios, individuals can enhance their word selection, mitigate miscommunication, and navigate cultural differences. This study highlights the relevance of oral communication skills in the professional environment and offers valuable insights for improving professional communication among university students.

**Keywords:** *transactional English speaking, interactional English speaking, university students, work environment, oral communication skills*

### **INTRODUCTION**

English has been declared an international language because it is used in various aspects of life in business, politics, education, and entertainment. Viewing the vital aspect of English, one should be able to master English to participate in global competition in any field. One of the Indonesian government's efforts to improve English proficiency is introducing English early in formal educational institutions. Furthermore, some countries in the world also make English a second language to conduct trade with other countries whose English is the formal medium of communication and transaction. That means learning English is an important thing that must be introduced early so that learners can communicate well because English now provides opportunities for learners to access the world.

Moreover, Fitriana (2012) defined communication as understanding and expressing information, thoughts, and feelings and developing science, technology, and culture using language. In order to achieve this objective, there are four skills of communication aspects of English, namely listening, speaking, reading, and writing. Factually, English is widely spoken around the world, there is a need for learners to acquire communication skills to succeed in the field of work or education.

The critical function of English communication is emphasized by Rao (2019), who stated that speaking is the most critical skill among the four language skills to communicate well in this increasingly globalized world. Rao claims that speaking is the most critical in use for communication. Through speaking, people express their ideas and feelings to others. Despite

the claim, the four language skills certainly have an equal important role that a person must have in focus communication, both in conveying information, solving problems, and providing feedback.

In focus on speaking skills, there are many aspects and functions to be discussed. Speaking skills are essential in communication, both in personal and professional life. In personal life, speaking is crucial for building and maintaining relationships with family and friends, resolving conflicts, and expressing love and appreciation. In professional life, for example, in the work environment, effective communication is an essential aspect of the working environment.

Ambar said that Interactional Communication is mainly used for social interaction, such as small talk and conversation. It creates a positive atmosphere and a comfort zone for people who may not know each other. However, transactional activities can be considered a series of individual movements or functions that, when combined, create a 'script.' For example, when an employee communicates with a customer to resolve an issue, the communication is transactional, as the goal is to resolve the problem as quickly and effectively as possible (Richards, 2014). Both forms of communication are crucial in the work environment, and understanding their role and impact on work outcomes is essential.

To be more specific, there is previous study which investigated in the same field written by Siumarlata (2017), Julio & Contreas (2018), and Wardyaningrum and Hutomo (2022). Although many previous studies have focused on speaking communication in transactional and interactional models, there are still insufficient studies regarding the use of transactional and interactional communication in the work environment. In this sense, this study is then designed to highlight an overview of how Politeknik Tonggak Equator (POLTEQ) students, especially those currently working, use oral communication in terms of transactional and interactional communication in the work environment. The writer believes there must be a gap between the two topics in question and there is an urge to explore this phenomenon to understand better how the students use their English skills.

Based on the description above, communication skills, particularly speaking skills, are essential for effective communication in both personal and professional life. Therefore, this study aims to provide an overview of how Politeknik Tonggak Equator (Polteq) students use spoken communication in terms of transactional and interactional in the work environments, which can contribute to developing knowledge and theory for future researchers. The writer will conduct this proposed research titled An Analysis of Transactional and Interactional English Speaking Used by Working Students in Work Environment.

From the explanation above, the problems of this study are:

1. What are the transactional skills of the communications model used by the students in their work environment?
2. What are the interactional skills of communications model used by the students in their work environment?

The scope of this study includes a focus on English, a focus on final semester students of Politeknik Tonggak Equator (POLTEQ) and a focus on the types of oral communication in transactional and interactional English.

In the analysis of this theory, the writer put forward the theories related to this research.

## **LITERATURE REVIEW**

### **Definition of Communication**

Humans need communication. Everyone communicates to socialize. If both parties understand the message, communication will go smoothly. Good communication requires communication skills. Widiastuti (2013) defines communication as a social process that uses signs to understand the world. Iksan et al. (2012) state that interviewers will test

communication skills, especially during the job search. Communication is essential in all aspects of life, especially at work.

A simple communication model shows the relationship between communication components. Many experts create three communication models. Hariyanto (2021) describes the communication models.

1. Linear communication model

Linear (Wenburg and Wilmot): This model defines communication as sending a message from a source to a receiver over a channel. Messages are information sent without response.

2. Transactional communication model

Barnlund Transactional Communication Model: Communication is a complex transactional process in this model. Communication in this model involves mutual influence, interdependence, and understanding.

3. Interactional Communication Model

Interaction or Two-Way Communication Model (Osgood and Schramm) This model emphasizes the interaction and response between the sender and receiver of the message. Communication is a process of mutual information and understanding within a specific situational context.

This study is to find out more about two of the three communication models used by POLTEQ students in the work environment. The writer chose Transactional and Interactional as the object of research because the nature of communication can be defined as an interaction between two or more individuals, with all parties involved acting as senders and receivers of information. Communication allows people to know and convey information about what they need and want, as well as share opinions, ideas, and emotions. Ineffective communication can cause both the speaker and the listener to become unsure, resulting in a decreased discussion outcome.

### **Transactional Communication Model**

The transactional communication model was first developed by Barnlund in 1970. Barnlund (1970) states that this model shows how messages are sent and received repeatedly during communication. Transactional communication is a two-way street: both sender and receiver are responsible for how the message is received and how well it works, Further, The definition is supported by Richards (2014), who states that transactional activities can be thought of as a series of individual moves or functions that, when combined, create a 'script.' Effective transactional communication requires clear and concise messages, active listening, and a willingness to negotiate and compromise when necessary. It is an essential aspect of many professional transactions and can help ensure that tasks are completed efficiently and successfully.

Transactional communications have many forms in daily life. The model of communication is effectively used for different occasions and purposes. Examples of transactional communication, according to Siumarlata (2017) as follows.

1. Ordering food from the menu in the restaurant
2. Making a telephone call to obtain a hotel reservation
3. Asking someone for directions on the street
4. Discussing needed repairs to a cell phone with a technician

Richard (2015, as cited by Julio and Contreas, 2018) further elaborate the transactional communication in practical matters. The model of transactional model is separated into features and skills. Some of the skills involved in talk as transaction, according to Richard (2015):

1. Explaining a need or intention
2. Describing something
3. Confirm and ask for clarifications.
4. Justifying an opinion

5. Making Suggestions
6. Clarifying understanding
7. Agreeing and disagreeing

In the transactional communication model, communication is considered to have occurred when the sender and receiver play alternating roles through communication acts. This model describes the sender sharing a message or forwarding a message to the receiver. When the message arrives at the receiver, the receiver can provide clear feedback that allows the sender to know if the message was understood as intended by the sender. If the message is not received as intended by the sender, then communication will continue until both parties discover the true meaning.

### **Interactional Communication Model**

The interactional model was developed by Schramm in 1954. Schramm (1954) said that Interactional Model is based on the idea that communication between communicators goes both ways. In other words, communication goes both ways: from the sender to the receiver and from the receiver to the sender. Furthermore, in this sense, Richard (2014) remarked that interactional communication refers to communication that is mainly used for social interaction, such as small talk and conversation, and it serves to create a positive atmosphere and a comfort zone between people who may not know each other at all. Effective interactional communication also involves being able to express oneself clearly and assertively while still being respectful of others. By practicing good communication skills, individuals can strengthen their relationships, build trust, and Interactional communications have many Forms in daily life. The model of communication is effectively used for different occasions and purposes examples of interactional communication according to Siumarlata (2017), are as follows.

1. Greeting the people around you
2. Small talk with people
3. Giving praise to people
4. Recount a recent experience

Richard (2015, as cited by Julio and Contreas, 2018) further elaborate the interactional communication in practical matters. The model of the interactional model is separated into features and skills. Some of the skills involved in talk as interaction, according to Richard (2015):

1. Opening and closing conversation
2. Choosing topics – Making small talk
3. Recounting personal incidents and experiences
4. Turn-taking
5. Using adjacency-pair
6. Interrupting
7. Reacting to others

Interactional communication is the process of exchanging messages between two or more people to build and maintain social relationships. It involves verbal and nonverbal communication and various social cues, such as tone of voice, facial expressions, and body language. A critical aspect of interactional communication is listening actively and responding appropriately to others. This includes understanding their perspective, showing empathy, and asking questions to clarify misunderstandings.

### **METHODOLOGY**

This study used qualitative case study research. Qualitative research explores social issues and human meaning, according to Creswell (2014). Sugiyono (2021) called it a qualitative

method because it uses natural conditions and collects and analyses qualitative data. This study uses a qualitative approach to observe subjects' feelings and understanding of transactional and interactional work environments. The case study method is also useful for understanding an intriguing problem, event, or phenomenon in a natural, real-world context. Case studies are used to understand complex problems in real life, according to Crowe et al. (2011). The transactional and interactional communication used by students in administration, digital marketing, customer service, and marketing or sales will be studied using a qualitative case study method. Pontianak hosts this study. Face-to-face interviews in a comfortable setting will conduct the research. On Jalan Fatimah, number 1-2, Politeknik Tonggak Equator. Preparing the proposal project from February to March 2023, followed by the proposal seminar, will conduct the study.

This study uses purposive sampling. Qualitative research uses purposive sampling to choose study participants. Purposive sampling (judgmental sampling) is useful in certain situations, according to Neuman et al. (2014). Cohen et al. (2018) added that qualitative research requires purposeful sampling. The writer can select topic-savvy participants and collect rich, detailed data relevant to the research questions using this method. This method can also ensure a diverse sample with different perspectives and experiences. Purposive sampling gives the writer deep insights and rich data on workplace transactional and interactional communication. This study involves eight Politeknik Tonggak Equator students, particularly final-year workers. The writer chose final year students because several have enough work experience for research. Research subjects:

1. Two Bankers
2. Two Entrepreneurs
3. Two marketing/sales people
4. Two Admins

The subjects for this study were chosen based on the observation of the Students and Academic Division at Polteq (BAAK) that most students work in sales, admin, banking, or entrepreneurship. Many POLTEQ students work in these three fields, as observed. The sender-receiver conversation context also affects the communication model. Thus, the subjects were chosen to enable a comprehensive analysis of communication styles and contexts in the four occupational fields.

Primary data was data taken from the subjects of this study. Regarding that, Sugiyono (2021) mentioned the technique of data collecting called an interview. It was explained that interviews provided researchers with a means of gaining a deeper understanding of how participants interpreted situations or phenomena than could be obtained through observation alone. In this research, interviews obtained information from the participants that helped answer the research questions. This way of getting information was based on self-reporting or at least what a person knew and thought. In this interview, the writer took eight final semester students of Politeknik Tonggak Equator, Pontianak, who were working in the specified field.

In this study, interviews obtained information from the participants that helped answer the research questions. This way of getting information is based on self-reporting or at least what a person knows and thinks. The purpose of the interviews was to find out what communication models the students used. The duration of each interview was between 15 and 20 minutes. The interviews were semi-structured and consisted of open-ended questions, which allowed the interviewees to express their opinions and motivations freely.

A qualitative approach using the case study method can provide valuable insights into complex phenomena. The validity of qualitative case studies can be assessed by ensuring that research questions are aligned with research objectives, appropriate data collection methods, and interpretation of findings consistent with the data. In this sense, Sugiyono (2021) theorized

that credibility testing is one way to ensure that a qualitative study is valid. Sugiyono also said that the writer could also increase the validity of the research by using techniques such as triangulation (the act of using multiple data, sources, research, and interviews), member checking, and peer checking to show that this research is valid and reliable. One way to increase the validity of case studies is to use multiple data sources, such as interviews, observations, and documents, to triangulate findings and provide a more comprehensive understanding of transactional and interactional communication.

Reliability in qualitative case studies can be built using clear and systematic procedures for data collection and analysis. " Reliability is a general term for dependability, consistency, and replicability over time, across instruments and groups of respondents." (Cohen et al, 2018, p. 268). Researchers should document the steps taken during the study and ensure they can be replicated. In addition, researchers can improve the reliability of research by using multiple data sources and analysing data consistently and rigorously. This study used a qualitative approach with a case study method. According to Miles and Huberman (1984, as cited in Sugiyono 2021), activities in qualitative data analysis were carried out interactively and occurred continuously until completion to ensure data saturation.

## **FINDINGS AND DISCUSSION**

All eight interviews were conducted face-to-face, with the writer managing to gather all interviewees within a two-month period while writing this article. The interviewees were chosen by the writer as they are friends, which allowed for a more comfortable questioning process to achieve the research objectives. However, the writer encountered difficulties in setting up interview times due to the busy schedules of both the writer and the interviewees, who had their own tasks and responsibilities as students or employees. Once the interview times were agreed upon, the writer asked the interviewees to fill in a consent form as proof of their willingness to participate in the research. After the interviews, the writer proceeded to translate, edit, and transcribe the interviews. Subsequently, the writer analysed and elaborated on the interview results to write and structure the subsequent discussion. To respect and protect the privacy of the interviewees, they will be referred to by the initials of their names from this point on. This practice is done to foster trust, create a relaxed environment during the interviews, and encourage the interviewees to be open with the writer. It also ensures that information is not misused without the interviewees' consent. The interviews covered employees from various occupations, highlighting the frequency and usage of different oral communication skills in the workplace.

### **1. Talk as Transaction**

#### **a. Explaining a need or intention**

This skill highlights the exchange of information when individuals articulate their desires, seek help, or express their intentions to achieve a desired outcome. It emphasizes the transactional nature of communication, where participants interact and negotiate to meet their needs or convey their point effectively. All the interviewees considered these skills important. Additionally, JA mentioned that the company she works for encourages employees to communicate in English and find solutions together when facing work-related problems because the owner of the company is from Singapore. Thus, it can be concluded that it is very important to ask for help or explain a need in the work environment, both in serving international customers in the banking sector and in communicating with colleagues and superiors from abroad. English is an important means of communication to meet the needs of foreign customers and to interact with company owners from other countries.

#### **b. Describing Something**

Talk as a transaction, in the context of describing something, refers to the communication process in which individuals convey information or provide explanations about a particular

subject or topic. It involves using language to describe the characteristics, features, or details of something to another person or audience. Through talk as transaction, individuals can effectively convey their ideas, thoughts, and descriptions, facilitating meaningful exchanges of information and promoting effective communication. All the interviewees mentioned that they frequently must explain their products to customers or business partners, particularly when interacting with foreign nationals. JA, for example, stated that using English as a medium of communication enables her to describe or seek explanations from superiors in her job as a rubber exporter. She mentioned how she initially had many communication exchanges with her superiors to understand the rubber export procedure, from the first step to the customs process. Moreover, AS, who is an entrepreneur in the gold sector, and SM, who is an entrepreneur in the health and beauty sector, said that they speak English when presenting products to potential customers, especially from foreign countries, as SM and AS said in the interview. In summary, it is evident that all the interviewees rely on English as a verbal communication tool in the workplace, particularly when interacting with foreign nationals. However, they still use their mother tongue as the primary medium of daily communication.

c. Confirm and Ask for Clarifications

Talk as transaction, particularly in the context of confirming and seeking clarification, involves actively engaging in conversation to confirm understanding, verify facts or seek further explanation to ensure clarity and accuracy. This form of transactional communication emphasizes the importance of active listening, asking questions, and seeking confirmation to build shared understanding among participants. ILM emphasized the importance of this skill in preventing miscommunication and data entry errors. She mentioned that when something is too complicated or confusing.

ILM's response aligns with V's, who also stressed the importance of seeking confirmation and details in her role, which involves entering customer information for ticket bookings. AS also shared a similar perspective, mentioning difficulties with pronouncing foreign nationals' names when they visit their shop to purchase gold. AS always confirms everything the customer says to ensure accurate understanding. To summarize, all interviewees agree on the significance and utilisation of this particular skill. Considering their duties and responsibilities, they strive to prevent and minimise mistakes and misunderstandings, especially when serving foreign nationals.

d. Justifying Opinion

Talk as transaction, particularly in the context of justifying one's opinion, involves presenting arguments or providing evidence to support one's point of view. When individuals engage in talk as transaction to justify their opinions, they aim to convince others of the truth. In the interview with JA, she said that it is very important to listen to colleagues' opinions first, if she feels that the opinion is not correct, then she will straighten it out and provide clear information to defend her opinion. SM's response also supports JA's perspective. SM acknowledged that everyone holds different opinions on a product, each with its own advantages and disadvantages. As a result, SM strives to maintain a neutral stance and attentively considers arguments presented by business partners. To summarize, while it may be necessary to defend one's opinion, actively listening to the opinions of others is crucial, particularly in cases of disagreement. Providing explanations that strengthen one's standpoint is important to ensure that our viewpoints are well-received by others.

e. Making Suggestions

Talk as transaction, in the context of making suggestions, involves the exchange of ideas to propose possible actions or solutions to a problem. When engaging in conversation as a transaction to make suggestions, individuals aim to contribute to the problem-solving, decision-making, or improvement process. All interviewees stated that the ability to give advice is very important. However, the frequency of use varied from one person to another.

ILM mentioned that she applies this skill during customer transactions, specifically when reminding them about the correct use of their account. She said, "Advice typically involves suggesting that the customer should use their account themselves and not let relatives or friends use it to avoid potential misuse" (ILM, customer service, interview, May 11, 2023). Additionally, SM and AS highlighted the significance of these skills in their respective business roles. They explained that they often utilize these skills when serving customers who come to purchase their products. For example, if a customer who is not a native Indonesian uses English to communicate and has already tried one of our products, once they experience its benefits, they are likely to reorder. In contrast, JA, a Logistics admin, rarely encounters the need to suggest products to customers, especially when serving foreign clients, as they specialize in exporting rubber. This skill is primarily utilized by individuals involved in selling various types of products. For those not engaged in product sales, the use of this skill is infrequent, particularly in terms of English-speaking abilities. It is primarily employed when interacting with foreign customers.

#### f. Clarifying Understanding

Talk as transaction, particularly in the context of clarifying understanding, refers to the communicative process of seeking clarification and ensuring mutual understanding between individuals. It involves active listening, asking questions, and providing explanations or examples to ensure that both parties have a clear and accurate understanding of the topic or information being discussed. All interviewees mentioned that they rarely clarify completed tasks unless it is required to report to their supervisors. JA, who works as a logistics admin, utilizes this skill when dealing with overseas customers to confirm their orders. Similarly, while JA clarifies product details with customers, AS clarifies customer statements to avoid any misunderstanding in interpreting English. Interviewees frequently employ this skill to ensure mutual understanding of orders or requests among coworkers and clients, as well as to verify the completion of tasks without any problems. Generally, they noted that these skills are commonly used in everyday communication among coworkers. The use of English for this skill in the workplace is rare unless they are interacting with foreign customers, residents, or business partners.

#### g. Agreeing and Disagreeing

Talk as transaction, particularly in the context of agreeing and disagreeing, refers to the communicative process of expressing agreement or disagreement with someone's ideas, opinions, or statements. When engaging in conversation as transaction to express agreement or disagreement, individuals aim to assert their point of view and contribute to the ongoing discussion. Some interviewees stated that encountering situations where they have to express agreement or disagreement is rare, especially when they have to communicate in English. JA, who works in a company with an overseas boss, mentioned that she tends to agree more often in the situations she encounters. In the majority of cases, I choose to agree rather than disagree. However, if there is a decision from the boss that I disagree with, I would still convey my reasons without undermining their authority (JA, admin logistic, interview, May 16, 2023). ILM mentioned that she would express disagreement only when she feels the need to educate the customer, and she prefers to provide better advice in such cases, she said that "We may disagree with customers when it comes to educating them. However, when it comes to disagreements with coworkers, we prefer to use Bahasa Indonesia" (ILM, customer service, interview, May 11, 2023). In summary, encountering situations that require expressing agreement or disagreement is rare for interviewees, and when they do find themselves in such situations, they do not respond in English. Some interviewees prefer to use Bahasa Indonesia to prevent misunderstandings arising from language differences.

## 2. Talk as Interaction

### 1. Opening and Closing conversations

Opening and closing conversations is an important part of interaction. This creates a friendly atmosphere and starts the conversation off well. On the other hand, closing the conversation is also important to end the interaction politely. By paying attention to how to open and close a good conversation, it can create better communication relationships in every interaction. Based on the interview results, all the interviewees consider the skill of using English in workplace communication to be important. However, they mentioned that in their current workplaces, the use of this skill is still uncommon in daily practice.

In an interview, ILM emphasized the significance of greeting customers as a customer service representative at BCA. JA mentioned that when speaking to a business partner or executive for the first time, she greets and introduces herself respectfully and formally. She adjusts her approach based on the individual she is addressing. FA, a salesman, also mentioned that according to the company's standard operating procedure (SOP), there is a specific greeting they must use to welcome customers at the stores they visit. In conclusion, the use of English in the workplace holds significant value, particularly when interacting with foreign customers or business partners. Although the interviewees recognized the importance of this skill, its usage is still not prevalent in their current workplaces. Therefore, improving English communication skills can provide a significant advantage in fostering better professional relationships and expanding opportunities in the work environment.

## 2. Choosing Topics – Making small talks

Talk as an interaction, particularly in terms of choosing topics and small talk, refers to the skill of initiating and engaging in casual conversations on a variety of topics. It involves selecting appropriate and interesting subjects that are generally light and non-controversial, such as current events, hobbies, weather, or shared interests. Small talk is highly useful for breaking the ice, initiating conversations with strangers, or maintaining social interaction in both personal and professional settings.

JA mentioned that she rarely engages in small talk in the office because of its professional environment. She stated that avoiding discussions outside of work helps prevent awkward situations. She said, "In the office, we don't really engage in small talk. Everything is quite professional, so if you hear coworkers or superiors conversing outside of work, it's less common."

JA's response raises a valid point. She emphasized maintaining professionalism in the workplace by refraining from discussing non-work-related matters. In contrast, ILM mentioned that making small talk with coworkers in English is very rare. However, when interacting with foreign customers, ILM engages in small talk to foster good relationships.

In conclusion, JA and ILM experience different situations in their respective workplaces. JA prioritizes professionalism and avoids non-work-related conversations, whereas ILM uses small talk as a strategy to maintain good relationships with foreign customers. The other interviewee, on the other hand, mentioned that small talk in English is very rare.

## 3. Recounting personal incidents and experiences

Talk as an interaction, specifically in terms of recounting personal events and experiences, involves sharing personal stories and anecdotes with others. This form of communication allows individuals to connect on a deeper level, share perspectives, and build empathy. By recounting personal events and experiences, people can foster stronger bonds, create trust, and engage in meaningful conversations.

ILM's response suggests that sharing personal stories with others might be the next step after engaging in small talk. ILM stated, "Personally, if a customer asks how long you've been working here or if you know certain individuals who might be familiar to the customer as well" (ILM, customer service, interview, May 11, 2023).

On the other hand, other interviewees mentioned that sharing personal stories is often done using their native language. V mentioned using English mainly for making jokes with coworkers. V stated, "Not really for personal problems or stories because English is also limited. At most, it's like telling a joke to a friend but never to a customer" (V, admin ticketing, interview, May 16, 2023).

In conclusion, ILM tends to share personal stories in small talk with overseas customers to build better relationships, while V considers sharing personal stories to be more colloquial with coworkers.

#### 4. Turn Taking

Taking turns in a conversation refers to the skill of appropriately sharing and exchanging speaking roles with others. It encourages effective communication by allowing everyone to engage in back-and-forth interaction, contributing to the flow and coherence of the conversation. All interviewees acknowledged the importance of this skill, but they mentioned that they rarely encounter its usage in English. When asked about this skill, ILM responded, "Yes, always using Bahasa Indonesia."

In contrast, CP mentioned that he waits for the customer to finish speaking before continuing with his response. He said, 'I will wait until the customer has finished speaking, and then I reconfirm what was said.'

Similarly, AS stated that she also waits until the customer has finished talking. She believes that interrupting the conversation could lead to misunderstandings or misinterpretations. She said, "I let them finish talking first, just to ensure clarity and avoid any potential miscommunication. For example, if we cut someone off, it could convey a different intention."

To summarize, the interviewed employees understand and appreciate the importance of taking turns when communicating. Lack of understanding and wrong actions make one appear to disrespect the right of others to speak which can lead to being reprimanded and counselled.

#### 5. Using adjacency-pair

Talk as interaction involves the use of adjacency pairs, which refers to the sequential exchange of conversational turns that are usually structured formally or informally. Formal adjacency pairs adhere to established social norms and conventions, such as formal greetings and introductions. On the other hand, informal pairs are more casual and relaxed, often observed in friendly conversations or informal settings.

ILM said that in a meeting with superiors, he would of course use formal language especially in the use of Indonesian, apart from that, speaking English with superiors is something he has never experienced, ILM said "Formally, of course, in a meeting with some officials at the bank, you have to speak formally and more in Indonesian if you are meeting" (ILM, customer service, interview, May 11, 2023).

CP added that when communicating with customers, the level of formality depends on the situation and the individual he is conversing with, aiming to create a relaxed atmosphere. CP said, "It's usually not overly formal but also not too informal, striking a balance between being relaxed and not overly rigid. However, if there are specific rules requiring formality, we follow them. With customers, we often adopt an informal approach to make them feel more comfortable and at ease" (CP, teller, interview, June 8, 2023).

JA also mentioned that the work environment she is in calls for formal language when communicating with others, while KA stated that she speaks formally in formal situations. KA added, "Even though I rarely speak English, when I do, it would depend on the situation. If it's a formal setting, the language used would also be formal" (KA, salesman, interview, June 5, 2023).

In conclusion, whether the interviewees speak formally or casually depends on the environment and situation. It can be observed that they tend to speak casually (at least semi-

formally) with their coworkers or customers to establish a comfortable atmosphere. However, in meetings or similar formal situations, they make an effort to use formal language for communication.

#### 6. Interrupting

Interrupting in the context of speech as interaction refers to the act of cutting off or interrupting someone's speech while they are speaking. This can occur for various reasons, such as seeking clarification, expressing agreement or disagreement, adding additional information, or diverting the conversation. It requires a balance between active participation and respectful listening to ensure effective contributions from all participants. All interviewees expressed their intention to wait until the other person has finished speaking before responding. ILM mentioned that if she were to interrupt someone, she would first apologize to avoid misunderstandings and maintain politeness.

ILM also mentioned that in certain circumstances, such as when a coworker is speaking or interacting with a foreigner, permission may be sought from the customer before interrupting. ILM stated, "If we want to interrupt, we usually ask permission from the customer first before interrupting. We can't just interject" (ILM, customer service, interview, May 11, 2023).

KA and AS shared a similar opinion, indicating that they would wait for the other person to finish speaking and repeat what was said if there were any unclear sentences during the conversation. JA mentioned that she would listen until the end and provide an opinion, if necessary, but if not, she would simply listen. AS stated, 'We let them finish talking first to ensure clarity and avoid cutting them off. If we interrupt, it might convey a different meaning' (AS, entrepreneur, interview, May 16, 2023)

KA expressed, 'So far, I have never interrupted. If there is a situation like that, I would definitely say sorry first or at least wait for them to finish' (KA, salesman, interview, June 5, 2023). JA added, 'We respect what they are chatting about and wait until they finish. If they want an opinion, we provide it. If not, we just listen' (JA, admin logistic, interview, May 16, 2023). It is evident that the interviewees consider interrupting others' conversations as impolite. Interruptions may be used to correct mistakes and maintain conversation focus, but they should be avoided depending on the occasion, situation, type of conversation, and the participants' positions. As mentioned by JA, respecting the other person's speech until they finish what they are saying is an essential step before responding. These skills reflect our nature and character as speakers/listeners, regardless of whether are using English or Indonesian. Paying attention to these aspects is important for everyone.

#### 7. Reacting to Other

Talk as interaction in reaction to others refers to the skill of responding to and expressing one's thoughts and feelings in conversation with others. These skills involve actively listening to what others are saying, understanding their perspectives, and providing appropriate reactions or responses. These skills include showing empathy, offering support or encouragement, asking follow-up questions, and respectfully expressing agreement or disagreement. All interviewees considered that these skills are often experienced especially when serving customers, because all interviewees have similar tasks, namely serving customers. How they serve customers, respond to customer complaints, and how they resolve those complaints. They conveyed all of this during the interview and used the skills when they met with foreign customers. JA, as an admin, added that dealing with customer complaints is a regular part of her responsibilities. The interviewees emphasized the need to respond to these complaints promptly to maintain customer trust in the products being sold. While they may not always be able to fully satisfy every customer's complaint, finding a resolution for each issue is a crucial task for them. Based on the insights shared by SM and JA, it can be inferred that while it may not be possible to fulfil every customer's expectation entirely, the interviewees are committed to finding solutions

to address their concerns. This approach reflects their dedication to providing support and maintaining customer satisfaction, even in challenging situations.

## Conclusion

In the working environments and situations of students, most interviewees provided similar answers regarding transactional and interactional speaking skills. It is evident that interaction and transaction communication serve different purposes and exhibit varying levels of engagement. Interaction primarily focuses on breaking the ice and dealing with unfamiliar individuals, without requiring an in-depth understanding of the topic being discussed. Conversely, transactional communication encompasses a broader range of intentions and objectives, in addition to the level of involvement of the parties engaged in the communication. However, the responses from the interviewed students indicate that the use of English in the workplace is infrequent, except when interacting with customers from overseas.

1. Based on the interviews, effective communication skills are essential for working students. The most frequent use of English language skills in the workplace is when transacting with customers from overseas. Transactional conversations require the ability to explain, confirm, justify, advise, and clarify understanding, with limited use of English to express agreement or disagreement. All the above skills are possessed by all working interviewees, especially those whose jobs require them to deal with overseas customers. Two of the students who worked as salesmen said that speaking English was something they rarely did because the customers they met were native to Pontianak and used their mother tongue to communicate.
2. Interactional talk involves opening and closing conversations, choosing topics, sharing personal stories, taking turns speaking, adjusting language formalities, and reacting to others respectfully. While the use of English may be infrequent, understanding and utilizing these communication skills contributes to the successful interaction and handling of tasks in the work environment.

Based on the analysis of this study, there are few suggestions that can be proposed for English learners and future researchers as stated in the following points:

1. This research can also serve as a valuable resource and instructional tool for educators in preparing students to study or work in English-speaking countries and businesses where English usage is prevalent. Additionally, it can guide the translation strategy used in translating cultural terms. The interviewees provided real-world examples in their responses, highlighting the importance of students seeking out and learning from such situations. Simulating daily real-world scenarios can assist students in selecting appropriate and functional words, avoiding misunderstandings, culture shock, and awkward situations, and predicting potential outcomes. As introductory training materials, group simulations and self-study through imitating textbook conversation examples can be utilized. Subsequently, students should learn how to improvise in various situations and conversations. Furthermore, understanding translation strategies for cultural terms (Angelina, Riadi, & Thennoza, 2020) is essential to ensure accurate and meaningful communication. This includes recognizing cultural nuances, idiomatic expressions, and context-specific meanings that may not have direct equivalents in English. By incorporating these translation strategies, educators can better prepare students for effective cross-cultural communication.
2. It is suggested that future researchers should gather more references and refine their interview questions. Future researchers can expand the scope of interviewees with different backgrounds to enhance the analysis. For instance, researchers could target individuals working in environments where English proficiency is crucial. While this study focuses on interviewees who only use English when communicating with foreigners,

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future researchers could include those working in companies where English is the primary language. This would provide a richer range of experiences, information, and data for the study.

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**THE EFFECT OF USING ENGLISH SONGS ON MOTIVATION TO LEARN ENGLISH IN GRADE 8 STUDENTS AT SUSTER JUNIOR HIGH SCHOOL****Mariesthania Elviany<sup>1</sup>, Hilaria Janariani<sup>2</sup>, Fariska Wulandari<sup>3</sup>***mthaniae@gmail.com<sup>1</sup>, hilaryjana03@gmail.com<sup>2</sup>, RiskaDiandra0212@gmail.com<sup>3</sup>*Politeknik Tonggak Equator<sup>1,2,3</sup>**ABSTRACT**

Indonesian students' motivation to learn English is low. This is caused by several factors such as loss of self-esteem, physical discomfort, frustration, reprimands that are not understood, tests that have not been discussed or taught, and material that is too difficult or easy. Therefore, students' English learning strategies need to be carried out to increase students' motivation to learn English. The purpose of this study was to determine whether the use of English songs has a significant effect on the motivation to learn English of 8th grade students at Suster Junior High School. This study used quantitative method. This study was conducted in May 2023. The sampling technique used in this study was purposive sampling with a total sample of 32 respondents who were grade 8 students at Suster Junior High School Pontianak. The data collection method used was observation and questionnaire. Data were analyzed using simple linear regression analysis. The results has shown that the use of English songs had a significant effect on the motivation to learn English of students in class 8B at Suster Junior High School Pontianak.

**Keywords:** *English Language, Use of Songs, Learning Motivation***INTRODUCTION**

English is the most widely used international languages in the world. English is the most widely used language in the world in 2022, with a six percent increase from one year ago, so that English is made one of the international languages (The Most Spoken Languages 2022, December 26, 2021). According to Nuraeni (2021, p.19), "International language is a language that can be used as a means of communicating with many people from various countries in the world". Therefore, it can be said that English is one of the languages used to communicate globally. As the language most widely used by people in many countries, it is important for students to learn English in order to keep up with the future developments. One of the important international languages to learn is English (Maduwu, 2016). However, students' motivation to learn English in Indonesia is low. Rahmat and Jannatin observed students in 2018 and concluded that a lack of motivation to learn English was caused by laziness, boring subjects, and difficulty with the English subject. In addition, there are other researchers who found the same thing. In 2013, Setiyowati found that a majority of students lost motivation for learning English as a result of the use of less than optimal learning methods. The low level of learning motivation among students at Jawahirul Ulum Jabon Sidoarjo Vocational High School, which caused to the low value of the students' learning outcomes, was also found by Setiawati's research in 2017.

There are some students who are enthusiastic in learning English because they have certain motivations, but there are also some students who do not have motivation in learning

English. The students does not participate actively in class. This is caused by several factors expressed by Anggraini (2016), namely loss of self-esteem, physical discomfort, frustration, reprimands that are not understood, tests that have not been discussed or taught, and material that is too difficult or easy. Rashed (2017) stated that some students think learning English is too difficult to understand, thus making students feel that learning English is not important.

Students' English learning strategies need to be carried out to make the learning atmosphere enjoyable. One strategy for learning English that can be used is learning English through listening. This learning will provide new experiences for students to learn English, thus enabling students to understand English material that was not understood before.

Based on the explanation above, the problem can be formulated as: “Does the Use of English Songs significantly affect the Motivation to Learn English of Grade 8 students at Suster Junior High School?”

Based on the background explanation above, the purpose of this study is to find out whether the use of English songs has a significant effect on the motivation to learn English of grade 8 students at Suster Junior High School.

This study is supposed to have the following contributions:

1. This study is expected to contribute to the development of science and can be a reference for other studies, especially similar research that examine the effect of using English songs on students learning motivation in the future.
2. This study is expected to be useful for readers in increasing their motivation to learn English. Learning English through listening to English songs can be done as a way to increase reader motivation. In addition, this research is also expected to help teachers, especially English teachers in planning learning strategies that can motivate students to learn.

The hypothesis and conceptual framework of this study are as follows:

Ho: The use of English songs has no significant effect on students' motivation to learn English.

Ha: The use of English songs has a significant effect on students' motivation to learn English.

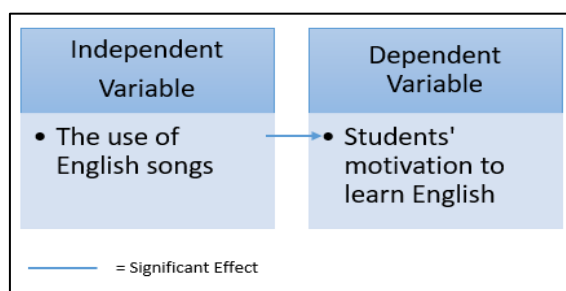


Figure 1. Conceptual Framework

## LITERATURE REVIEW

In this study, the writer suggest theorist related to this study:

Listening is one of the four main skills in language. When you want to learn English, listening is an important skill that must be learned because listening helps us to understand what we hear around us. Glikjani and Sabouri (2016) explained that receiving what the speaker says, creating and showing meaning, determining the meaning with the speaker and responding, and generating meaning by interaction, creativity, and empathy are all process of listening.

From all the types of listening mentioned by Tyagi (2013), comprehension listening is the listening that is suitable to be applied in this study. Comprehension listening is a type of listening that aims to find and understand the meaning of what is heard. Comprehension

listening can be used to listen to songs or other media, so that the meaning of the song can be understood by the listeners, who in this study was students at Suster Junior High School.

There are five process of listening. They are hearing, understanding, remembering, evaluating, and responding as follows, as mentioned in Tyagi (2013, p.2-3). The listening processes are as follows:

1. First Step: Receiving (Hearing)

Receiving or Hearing is the response caused on by sound waves stimulating the sensory receptors of the ear (perception necessary for listening depends on attention). You must hear to listen, but you need not listen to hear. Brain screens stimuli and permits only a select few to come into focus. These selective perception is known as attention, an important requirement for effective listening.

2. Second Step: Understanding (Learning):

By analyzing the meanings of the stimuli we have accepted, the second stage helps in the interpretation of signs that we have never seen and heard before. Additionally, not just words serve as symbolic stimuli, but also sounds like applause and sights like blue uniforms do as well. The listener's perception of the sender's context and intended meaning is important to successful interpersonal communication.

3. Third Step: Remembering (Recalling)

The most important stages of listening is remembering, that means that the listener not only receives in and interprets the information but also keeps it in their mind memories. Our memory and attention are both selective when we listen. What have remembered may be entirely different from what it was actually seen or heard.

4. Fourth Step: Evaluating (Judging)

At this stage, only active listeners are involved. The involved listener carefully weighs the information, sort reality from speculation, and evaluates whether a message has bias or prejudice. When this stage of the process is begin before a message has completed, it requires us to stop hearing and concentrating to the incoming message, which finishes the listening process. The effective listener wants to make sure that he or she does not beginning this activity too soon.

5. Fifth Step: Responding (Answering)

The sender does not have an option to detect if the information has been accepted. This step is the only open way for the sender to know the percentage of message transmission success. The recipient is offered the chance to finish the stage with verbal or nonverbal responses.

From the five stages in listening mentioned above, the most important stages in understanding the meaning of a song are the understanding and remembering stages. The understanding and remembering stages are the most important stages in the listening process because to be able to capture the message from the sender, the listener must understand the message sent by the sender. If at this stage the message is not understood by the listener, then the listening process cannot proceed to the next step. Then, if the message that the sender wants to convey has been understood by the listener, then the listener must store the message he heard in their memory.

Motivation comes from the word *movere* which is a Latin word which means encouragement or driving force. Robins (2007, as cited in Mendari, 2010) defines motivation

as process that describes an individual's direction, perseverance, and intensity in achieving their goals. In relation to this study, student motivation can increase if students have something they want to achieve that encourages students to learn English. Student motivation can be seen from the attitude and persistence of students in learning English.

The song is one of the audio stimulation that can move the listener's feelings and emotions. Listeners can feel happy, sad, calm, excited, even feeling scared just by listening to the song. Song is an entertaining medium, so people like to listen to songs, including students. Therefore, listening to songs can affect students learning motivation.

Listening to songs is an intrinsic factor that influences students learning motivation. Prihartanta (2015) explained that intrinsic motivation is the motivation that arises and already exists within each individual. This type of motivation is not caused by external factors. Prihartanta (2015) also mentioned concrete example of intrinsic motivation to find out more clearly about intrinsic motivation. The concrete example is a student who studies hard because he or she really wants to gain knowledge and skills. In relation to this study, students learning motivation appears when students learn by using song media because students have a hobby of listening to songs. The songs that will be used are English songs which are not limited to certain song genres. Therefore, listening to songs can affect the enthusiasm and motivation of student learning.

## **METHODOLOGY**

In this study, the writer used quantitative research. Purwanza (2022) stated that quantitative research can be defined as an attempt to gain knowledge by analyzing a problem or a phenomenon based on empirical experience and incorporating various theories to analyze numerical research results. This study used survey research. Leavy (2017) defines survey research as research conducted by recruiting participants, collecting data and using a variety of instrumentation methods for relevant information about the behavior and preferences sample of individuals regarding the characteristics, actions, or opinions of a large group of people through their responses to questions.

This research was conducted at Suster Junior High School located at Arif Rahman Hakim Street number 106, Pontianak City. The reason why the writer chose Suster Junior High School as the object of this study is because the writer is an alumnus of the school. The 8<sup>th</sup> grade students of Suster Junior High School were chosen as the sample of this study by using purposive sampling. The writer chose 8B class because this class is one of the classes that have been taught using learning strategies using songs as media in English classes. Sumargo (2020) explained that purposive sampling is a technique from the non-probability sampling approach that takes a sample based on the researcher's considerations about which sample according to the researcher is the most representative of the population.

This primary data of this study were questionnaires and observations. The writer observed the behavior of students in class 8B at Suster Junior High School when the English class used English songs in learning on May 09, 2023. Then, the writer collected the questionnaire data on May 23, 2023. Sugiyono (2015) stated that a questionnaire is the provision of questions or statements in written form as a way of collecting data which is then carried out by respondents. In this study, the writer used a closed questionnaire which is a type of questionnaire that can be answered by respondents in the form of answer choices.

In this study, the questionnaire used answers with a Likert scale. Sugiyono (2015) argued that the likert scale is one of the measuring tools used to measure attitudes, opinions, and perceptions of a person or group of people towards a social phenomenon which can be referred to as a research variable.

According to Sugiyono (2015), observation is a data collection technique that has different characteristics from other data collection techniques, such as questionnaires and interviews which are not limited to people, but also other objects. The other expert, Hudang (2022) stated that observation is a data collection technique that is used to obtain information by reviewing various phenomena, situations and conditions that occur.

The secondary data was obtained from books, national and international journals, and articles from reliable sources. Secondary data is data obtained from indirect sources and was previously available in the form of documents or written data (Purwanza, 2022, p.12).

In this study, the independent variable (X) was the use of English songs, while the dependent variable (Y) was students' motivation to learn English. Independent variable is a variable that influences or causes changes in the dependent. Otherwise, dependent variable is a variable that is influenced by the independent variable (Musfirah, et al, 2022, p.17-18).

## FINDING AND DISCUSSION

Respondents in this study were students of Suster Junior High School Pontianak who were in class 8B. The number of respondents used in this study amounted to 32 respondents. In filling out the questionnaire, respondents were asked to fill in their identity consisting of their name, age, gender, class and absence number.

The following is an explanation of the characteristics of respondents:

Table 1. Respondents' Characteristics Based on the Age

		Age	
		Frequency	Percent
Valid	13 years old	14	43.8
	14 years old	16	50.0
	15 years old	2	6.3
Total		32	100.0

Source: Processed Data, SPSS 26, 2023

According to the data in table 1, the majority of respondents are 14 years old as seen from the percentage results of 50% and followed by aged 13 years old with a percentage of 43,8%.

Table 2. Respondents' Characteristics Based on the Gender

		Gender	
		Frequency	Percent
Valid	Male	15	46.9
	Female	17	53.1
Total		32	100.0

Source: Processed Data, SPSS 26, 2023

According to the data in table 2, the majority of respondents were 17 female with 53,1% percentage, while male respondents were about 15 people with a percentage of 46,9%.

Table 3. Respondents' Characteristics Based on the Interest of English Songs

		Interest in English Songs	
		Frequency	Percent
Valid	Disagree	3	9.4
	Neutral	19	59.4
	Agree	6	18.8
	Strongly Agree	4	12.5

Total	32	100.0
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Source: Processed Data, SPSS 26, 2023

According to the data in table 3, the majority of respondents have an ordinary interest in English songs as seen from the percentage results of 59,4% and followed by respondents who are interested in English songs totaled six people with a percentage of 18,8%.

Validity tests are conducted based on item analysis, namely by correlating the score of each questionnaire item with the variable score using the Pearson Correlation Technique. The validity test was calculated with the help of SPSS. The test criteria are as follows:

- a. If  $r_{\text{count}} \geq r_{\text{table}}$ , then the question item is considered valid
- If  $r_{\text{count}} < r_{\text{table}}$ , then the question item is considered not valid

Table 4. Result of Validity Test to Variable X

Variable	Item	r count	r table	Validity
The Use of English Songs (X)	X1	0,726	0,349	VALID
	X2	0,847	0,349	VALID
	X3	0,367	0,349	VALID
	X4	0,708	0,349	VALID
	X5	0,781	0,349	VALID
	X6	0,573	0,349	VALID
	X7	0,527	0,349	VALID
	X8	0,708	0,349	VALID
	X9	0,752	0,349	VALID
	X10	0,640	0,349	VALID

Source: Processed Data, SPSS 26, 2023

According to table 4, the result of r count higher than 0,349 (r table), it can be concluded that all the statement of variable X are valid.

Table 5. Result of Validity Test to Variable Y

Variable	Item	r count	r table	Validity
Students' Motivation to Learn English (Y)	Y1	0,617	0,349	VALID
	Y2	0,676	0,349	VALID
	Y3	0,749	0,349	VALID
	Y4	0,812	0,349	VALID
	Y5	0,746	0,349	VALID
	Y6	0,621	0,349	VALID
	Y7	0,698	0,349	VALID
	Y8	0,532	0,349	VALID
	Y9	0,686	0,349	VALID
	Y10	0,649	0,349	VALID
	Y11	0,512	0,349	VALID
	Y12	0,630	0,349	VALID
	Y13	0,592	0,349	VALID
	Y14	0,529	0,349	VALID
	Y15	0,593	0,349	VALID

Source: Processed Data, SPSS 26, 2023

According to table 5, the result of r count higher than 0,349 (r table), it can be concluded that all the statement of variable Y are valid

The reliability test in this study was conducted by calculating the Cronbach's Alpha instrument value of each variable tested using SPSS. According to Nunnally (1994, as cited in Ghozali, 2018), if the Cronbach's Alpha value is above 0,70, the questionnaire instrument is declared reliable.

Table 6. Result of Reliability Test to Variable X

Reliability Statistics	
Cronbach's Alpha	N of Items
.859	10

Source: Processed Data, SPSS 26, 2023

According to table 6, the output "Reliability Statistics" has shown that the Cronbach Alpha value is 0,859. The X variable questionnaire instrument was declared reliable because the Cronbach Alpha value is more than 0,7.

Table 7. Result of Reliability Test to Variable Y

Reliability Statistics	
Cronbach's Alpha	N of Items
.894	15

Source: Processed Data, SPSS 26, 2023

According to table 7, the output "Reliability Statistics" has shown that the Cronbach Alpha value is 0,894. The Y variable questionnaire instrument was declared reliable because the Cronbach Alpha value is more than 0,7.

Normality test is a test used to determine whether the data population is normally distributed or not. The data is considered normally distributed if the significant value obtained is more than 0,05.

Table 8. Result of Normality Test  
One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		32
Normal Parameters <sup>a,b</sup>	Mean	.0000000
	Std. Deviation	5.92247163
	Most Extreme Differences	
	Absolute	.092
	Positive	.085
	Negative	-.092
Test Statistic		.092
Asymp. Sig. (2-tailed)		.200 <sup>c,d</sup>

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

Source: Processed Data, SPSS 26, 2023

According to table 8, the Asymp. Sig. (2-tailed) is 0,200 which means the value is more than 0,05. It can concluded that the data is normally distributed.

Heteroscedasticity test is conducted by regressing the independent variables to their absolute residual values. The criteria in this test are if the significant value or p-value is more than 0,05, then heteroscedasticity does not occur. The method used in this heteroscedasticity test is the Glejser test.

Table 9. Result of Heteroscedasticity Test Using Glejser

Model	Coefficients <sup>a</sup>		Beta	t	Sig.
	Unstandardized Coefficients	Standardized Coefficients			
1 (Constant)	.225	3.735		.060	.952
Total_X	.118	.104	.204	1.139	.264

a. Dependent Variable: ABRES

Source: Processed Data, SPSS 26, 2023

According to table 9, the significance value for The Use of English Songs (X) was 0,264. The X variable has a significant value higher than 0,05. So, it can be concluded that there is no heteroscedasticity problem in the study data.

Linearity test in this study was conducted using the Test for Linearity method with a significant level of 0,05. Two variables are considered to have a linear relationship if the significant value is less than 0,05. The criteria for this test are as follows:

1. If the linearity value is  $< 0,05$ , then there is a linear relationship between the independent variable and the dependent variable.
2. If the linearity value is  $> 0,05$ , then there is no linear relationship between the independent variable and the dependent variable.

Total Y * wee	Bet	(Combined )	1656.042	19	87.160	2.558	.050
Total_X	n	Linearity	977.529	1	977.529	28.692	.000
	Gro ups	Deviation from Linearity	678.512	18	37.695	1.106	.439
Total	206						
	4.875	31					

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Total Y * wee	Bet	(Combined )	1656.042	19	87.160	2.558	.050
Total_X	n	Linearity	977.529	1	977.529	28.692	.000
	Gro ups	Deviation from Linearity	678.512	18	37.695	1.106	.439
Within Groups			408.833	12	34.069		
Total			2064.875	31			

Source: Processed Data, SPSS 26, 2023

According to table 10, the significance value for linearity was 0,000. This means that the significant value for linearity is less than 0,05. It can be concluded that there is a linear relationship between the use of English songs (X) and students' motivation to learn English (Y).

Simple linear regression is an analysis used to determine how much influence the independent variable has on the dependent variable. In addition, this test is conducted to determine whether an independent variable has a positive or negative effect on the dependent variable, as well as predict the value of the dependent variable if the value of the independent variable increases or decreases.

Table 11. Result of Simple Linear Regression Test

		Coefficients <sup>a</sup>				
		Unstandardized Coefficients	Standardized Coefficients	t	Sig.	
Model		B	Std. Error	Beta		
1	(Constant)	25.034	5.832		4.293	.000
	Total X	.842	.162	.688	5.193	.000

a. Dependent Variable: Total\_Y

Source: *Processed Data, SPSS 26, 2023*

The simple linear regression equation can be written as follows:

$$Y = a + bX_1 + e$$

$$Y = 25,034 + 0,842X_1 + e$$

The regression equation can be explained as follows:

1. The constant value (a) of 25,034 explained that if the independent variable (The Use of English Songs) is zero, then the dependent variable (Students' Motivation to Learn English) will have a positive value of 25,034.
2. The coefficient value of X (b) of 0,842 indicated that the variable The Use of English Songs has a positive effect on Students' Motivation to Learn English. In other words, if the Use of English Songs increases by one percent, then Students' Motivation to Learn English will increase by 0,842.

The Correlation Coefficient test is used to measure how far the relationship between the independent variable (X) and the dependent variable (Y) is. The measurement scale for this test is as follows:

0,00 – 0,199 = very weak

0,20 – 0,399 = weak

0,40 – 0,599 = intermediate

0,60 – 0,799 = strong

0,80 – 1,000 = very strong

Table 12. Result of Correlation Coefficient Test (R) and Goodness of Fit Test

		Model Summary		
		R	Adjusted R Square	Std. Error of the Estimate
Model	Correlation Coefficient (R)			
1				

1	.688 <sup>a</sup>	.473	.456	6.020
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a. Predictors: (Constant), Total\_X

Source: Processed Data, SPSS 26, 2023

According to table 12, the correlation value (R) was 0,688. This has shown that there is a strong relationship between the variable of using English songs (X) and motivation to learn English (Y).

The coefficient of determination ( $R^2$ ) is used to measure how far the ability of the independent variable is to describe the variation in the dependent variable. The coefficient of determination is between zero and one. If the value of  $R^2$  is close to one, then almost all variations of the dependent variable can be explained by the independent variables.

According to table 12, The result of the coefficient of determination of adjusted R

Square has shown that the ability percentage of the independent variable (The Use of English Songs) influenced the dependent variable (Students' English Learning Motivation) was 0.456 or 45.6%. The remaining 54,4% (100-45,6) was influenced and explained by other variables outside the focus of this research.

Partial Significance Test (t-test) is used to determine how the effect of independent variable can explain variation in the dependent variable.

Table 13. Result of t-test

		Coefficients <sup>a</sup>				
		Unstandardized Coefficients	Standardized Coefficients	t	Sig.	
Model		B	Error Std.	Beta		
1	(Constant)	25.034	5.83		4.293	.000
	Total_X	.842	.162	.688	5.193	.000

a. Dependent Variable: Total\_Y

Source: Processed Data, SPSS 26, 2023

Ha = If sig.  $\leq$  0,05 / t table < t count, then the independent variable has a significant effect on the dependent variable.

Ho = If sig.  $>$  0,05 / t table  $>$  t count, then the independent variable has no significant effect on the dependent variable.

Table 14. Interpretation of the Hypothesis

t count	t table	Interpretation	
5,193	> 2,039	Ho rejected	Ha accepted

Source: Processed Data, SPSS 26, 2023

According to table 13 and table 14, the t count value was 5,193. The t table value in this study was 2,039 which is obtained from the degree of freedom (df) of 31 (n-1 or 32-1) with a significance of 0,050. Therefore, it can be seen that the t count value of 5,193 was bigger than the t table value of 2,039 (5,193  $>$  2,039) which means the research hypothesis Ha is accepted.

## CONCLUSION

Based on all the results of the analysis and discussion of this study, the writer can conclude as follows:

1. Most of the respondents in this study were female with 17 people or 53,1% of the total respondents. The majority of respondents are 14 years old, with a percentage of 50% or 16 respondents. Based on respondents' interest in English songs, most respondents expressed an ordinary interest in English songs with a percentage of 59,4% or 19 people. The number of respondents who are interested in English songs was six people or 18,8%, while respondents who are very interested are four people or 12,5%. The rest are respondents who are not interested in English songs.
2. From the test results that have been conducted, it can be seen that the accepted research hypothesis is  $H_a$ , which means that there was a significant effect between the variable the use of English songs on the variable students' motivation to learn English.
3. In the partial significance test (t test), the t count value of 5,193 was higher than the t table value of 2,039, so that based on the decision-making criteria, it can be seen that there was a significant effect of the use of English songs on students' motivation to learn English.
4. In the Simple Linear Regression analysis, the coefficient of determination ( $R^2$ ) value of 0,456 or 45,6% was obtained, which has shown that the use of English songs variable is able to affect the students' motivation to learn English variable by 45,6%. The remaining 54,4%, there are other variables that also affect students' motivation to learn English outside of this study.
5. There was a relationship between students' interest in English songs and students' motivation to learn English. If English learning is carried out with song media, then students who have a hobby of listening to English songs will be more interested in English and focus on learning. This can increase the students' motivation to learn English.

Based on the conclusions, the writer would like to provide the following suggestions:

1. Based on the results of this study, it has shown that the use of English songs in learning English has a significant effect on students' motivation to learn English. Therefore, the writer suggests to the teachers of Suster Junior High School, especially for English teachers to keep increasing their knowledge, thus developing learning strategies that are more suitable and fun for the students at Suster Junior High School so that they are more motivated to learn English.
2. For future researchers, the writer suggests developing this research, by adding respondents in order to better represent the existing population. This research can also be developed by increasing the number of variables that may have an effect on students' motivation to learn English, such as English movies or the desire to get good test scores. In addition, the writer suggests to future researchers to conduct data collection with other techniques, such as interviews with English teachers. Interview data can be used as additional data to see the effect of using English songs on students' English learning motivation from the perspective of the English teacher. Then, the writer suggests making several observations to get more detailed and accurate observation data.

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## THE PERCEPTION OF OWNERS AND CUSTOMERS TOWARD ENGLISH MENU AT CAFES IN PONTIANAK

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### ABSTRACT

Developments in the business world are getting faster. These advances often require entrepreneurs to be creative and innovative, including entrepreneurs whose businesses are in the beverage and food sectors. The restaurant or café business with English menu in Pontianak city is also developing particularly in Gajah Mada and Adisucipto areas. This study aims to investigate the owners' purposes in using English in the menu at their cafes and to find out the customer's perceptions about the use of English in the café's menu. There were 15 customers and 2 owners of Kopi Viral and Adis.Coffee who participated as respondents and informants in this study. Data were analyzed using a descriptive qualitative method. The result of this study showed that the owners' use English in their menu to make them seem more exclusive, modern, and to educate customer. Customers' perception is in line with the owners'. They viewed the menu as more exclusive and modern. But customers prefer menu in local language.

**Keywords:** *English, menu, design, language*

### INTRODUCTION

In 2019, the café business growth in Jakarta was predicted to reach 15% - 20% compared to 2018. Syafrudin, the chairman of Specialty Coffee Association of Indonesia (SCAI), predicts that café business growth rate will continue to increase by 35 – 40% Zuhriyah (2019). With the development of the café business, it will also help Indonesia's economy to become better. The café business of Pontianak city is also developing which is in Gajah Mada street. The writer has observed and found that there are several cafes in Gajah Mada street offer menus in English. While, not necessarily all Pontianak people understand English, and not all the business owners write a menu in English with no reason, so the writer is quite interested in doing this research.

Based on the previous research by Kaspere (2012), entitled "What's on the Menu? The English Versions of Menus of Some Top Restaurants in Vilnius" also explained that, the menu becomes a socio-cultural and linguistic phenomena. The menu is also serves as an informative text detailing the dishes and ingredients of a restaurant. Not only providing information, but the menu can also represent a country's culture. Then, the language used on the menu must be done precisely, so as not to cause miscommunication. The quality of English language in the translation of the menu is important because it will give the best impression to the visitor.

In this research, the writer focuses on the use of English language on the menu at three cafes in Pontianak area, which are Le Ponty Alfresco Lounge (Hotel Gajah Mada), Apostroffee (Hotel Neo), and 5G Garden Café & Lounge (Hotel Harris). Basically, the writer focus on the owner's purposes using English language at their cafes and the perception of customers about the café's menu written in English.

## LITERATURE REVIEW

### Language

Language functions as a tool for communication (Castillo, 2015), to convey messages to others (Sidiq, 2019). Moreover according to Santoso (2019), there are four functions of language:

1. Informative

Language plays an essential role in conveying information which can result in a reciprocal process between speakers.

2. Self-Expression

Language can be used to express everything that happens to a person, such as feelings, attitudes, emotions, ideas, and so on.

3. Adaptation and Integration

By language, everyone can adjust and mingle in community environment.

4. Social Control

Language can function to influence the attitudes and opinions of others. Both those who are in direct conversation, as well as listeners without direct communication.

### Coffee Shop / Cafe

Along with the high consumption of coffee in Pontianak, the coffee shop business, commonly known as a cafe, also increases food and drinks consumption. This phenomenon creates great opportunities for entrepreneurs to start a cafe business. The coffee shop provides coffee drinks and a wide variety of interesting foods and beverages. Apart from food and drinks, cafes also provide education and unique experiences. For example, customers can enjoy the decoration atmosphere of a coffee shop.

Building a cafe business requires good planning to be competent in the business world, including creativity and innovation that is on target (Rahardjo et al., 2019). Giesen (2010) confirmed, business model innovation is essential in achieving the success of an organization or company. The growing era demands every company to innovate, adapt, and to the changes that keep occurring.

### Customers' Perception on The Use of English in Menus

English is a global language and is a critical ingredient of a successful personality because English can be used worldwide. English language skills are essential in this modern era to communicate effectively and expand the global business environment. Generally, English is used in the world of education. However, nowadays, English is widely found in the business. Some examples are writing an e-mail, doing negotiations, making presentation materials, attending a meeting, or telephone, also in menu writing. English is used not only for domestic, but also to communicate with the international (V. C. S. Rao, 2017).

According to Baiomy (2016), the menu is a list of food and drink items provided in a restaurant. Several authors explained that a menu is a crucial marketing and selling tool. Menus can be written in multiple language. For example in Malaysia, Ismail (2019) confirmed, that there are also several menus in the of Research University that also use English language. The unique menu can attract customer's attention. Some of the attributes of the menu that essential in attracting customer's satisfaction are menu design, menu item description, and menu variety. Menu is also an objective that include communication and tangible evidence (Bowen & Morris, 1995). There are few explanations of menu design, menu item description, and menu variety.

1. Menu design is useful for impressing the customer. A well-designed menu can affect customer satisfaction. The National Restaurant Association identifies seven elements from the design menu: cover design, physical design format; typefaces and sizes; type weight; paper quality; color, and white space (Bowen & Morris, 1995).
2. The menu item description can build an image in the customer's mind about the restaurant he visits. A clear and attractive description greatly influences the purchasing decision

because the menu provides positive expectations about the quality of food and drinks offered by a restaurant (Wansink et al., 2005).

3. Menu variety is also an important attribute in the menu. In fact, “the menu variety has been debated in the literature for decades due to its strong contribution in generating revenue for the restaurant / cafeteria” (Ismail et al., 2019). The reason is that the menu provided has various variations and categories. In line with this, customers can try a variety of different food and drinks or not monotonous. In sum, the menu is an essential promotional aspect for the company because it has an important role, such as promotional media for companies, and is a supporting factor for customer purchasing decisions.

All customers decisions on the menu are the basis of a perception. Based on KBBI (Kamus Besar Bahasa Indonesia) (2019), “perception is an immediate response (acceptance) of something / the process of someone knowing things through their five senses.” In other words, customers’ perception are huge impact towards customer’s decision and it is affect the business profit. Hence, the business must influence customers’ perception towards reality by using a business strategy to make the profit higher. For example, the cafe business using an English menu to attract customers with simple word selection, so customers can be easily understood the English menu meaning. Fruentes – Luque (2017) confirm that, menus must be made in a professional, quality, and error-free manner so that customers can have a good perception and make decisions that satisfy both parties.

### **Empirical Studies**

The writer uses these three journal articles in an empirical study to help the writer to do the research:

1. "The first journal research is written by (Choi et al., 2018) with the title “Consumer Response to Authentic-Language Versus English-Language Menu Labeling in Ethnic Dining”. This research is discussed about the comparison of the English menu between the authentic-language menu, spesifically to find out which menu do consumers like. The study used a menu labelling which English vs authentic as the object of NFCC (Need For Cognitive Closure) quasi-experimental and have a total of 171 U.S adults consumers as the subject to complete this study. The findings of this study show that, consumers with low NFCC prefer menus labeled with the authentic language, while the consumers with high NFCC more favorably the English language. Finally, the result of this study describes that menu liking positively affects consumer’s point of view toward the restaurant.
2. The second is a research with “Intelligibility of Thai English Restaurant Menus as Perceived by Thai and Non-Thai Speakers” title by (Duangsaeng & Chanyoo, 2017). This study uses a quantitative method with the T-Independent test with descriptive statistics such as the mean score, percentage and standard deviation were utilized for data analysis. The menus were retrived from Phra Athit Road, `Maharaj Road, Tha Phrachan (Phrachan Pier), Yaowarat Road, Khao San Road and Sukimvit Soi 38. The number of participants are 55 native Thai speakers and 41 international, the total is 96. The result of this research shows that Thai speakers pay more attention to the mistake in translating English menus into local languages. Apart from that translation, Thai speakers also found odd vocabulary or spelling in the menu as well. One of the reasons behind the results of this study lies in the participants' knowledge of English and Thai, so that speakers can identify difficulties and mistakes.

The similarity of this second research with the writer’s is the customer’s perspective about English menu. The writer would like to know how the subject of the research, which is the customers from seven cafes mentioned in Pontianak area, react the cafe’s menu.

3. The third study is “What’s on The Menu? The English Versions of Menus of Some Top Restaurants in Vilnius”, researched by Kaspars (2012). The subject of this study is the

customer of 25 Vilnius restaurants and cafes in Lokys, Neringa, Balzac, Graf Zeppelin, La Provence, Stikliai, Amatininkai, Bistro 18, Zoe's Bar & Grill, Belmonto kriokliai (Vila Gloria), Aula, St Germain, Vapiano, Da Antonio, Medininkai, Narutis, Brasserie de Verres en Vers (Radisson), Markus ir Ko, Zola vyninė, California Gourmet, Esse, Tores, Fiorentino, Steakhouse Hazienda, Debut Cafe. This study is also used the language of the menus from 25 restaurants and cafes in Vilnius as the object. The purpose of this study was to discuss the impression of English menu to the visitor.

The findings show that there are technical mistakes which is in spelling, which show poor knowledge of English spelling. All of them indicate negligence of the restaurant owner and / or translation agency regarding the quality of the translation. The next mistake is about grammatical nature, especially varied are suggestions to get information from the waiter, some article usage mistakes (*on a top* (on top)), also numerous word order and word usage mistakes (*fresh various vegetable salad* (various fresh vegetable salad)). Those all completely confusing to the visitor.

## METHODOLOGY

This is a qualitative descriptive research. According to Perry (2005) “qualitative research have originated with anthropologists and sociologists who rely heavily on verbal description rather than numbers.” According to Sugiono (2010) descriptive research is a type of research that aims to describe factually, accurately data, and tries to describe phenomena in detail.

The research was conducted on Gajah Mada street Pontianak from March 2021 until May 2021. Purposive sampling method (Sugiyono, 2018) was used. The subjects of this research are the owners/marketing officer of three coffee shops or cafes in Jl. Gajah Mada. There are 15 customers and 2 owners interviewed in this research. The customers must have visited the cafe at least 2-3 times and they are grouped based on characteristics such as age, profession, etcetera.

The cafes that will be researched are Le Ponty Alfresco Lounge (Gajah Mada Avara Hotel), Apostroffee (Neo Hotel), 5G Garden Cafe & Lounge (Harris Hotel). The writer choose those three cafes because the writer had glimpsed it while on the road (pre-observation of Gajah Mada street). In Gajah Mada street, there are some cafes that provide menu in English, crowded with visitors, strategic location, unique, modern, and luxury decorations as the writer’s cafe criteria, but only these three cafes have the most dominant English language on their menu. The object of this research is the menu of the three cafes that predominantly use English.

Primary data were obtained through observation (Sugiyono, 2010), observing the menus at Le Ponty Alfresco Lounge, 5G Garden and Lounge, and Appostroffee located in Gajah Mada street, Pontianak. Primary data were also obtained through interview (Bastian et.al., 2018). The writer interviewed the business owners/marketing and customers of seven cafes in Gajah Mada street, Pontianak, with semi-structured method. The writer recorded the interview conversation’s audio as evidence or screenshot the text (via Whatsapp). The writer will use literature, e-books, and dictionaries that related to the research topic as secondary data (Sugiyono & Republik Indonesia, 2010).

The data were then analyzed using Huberman’s (2014) data analysis technique:

### 1. Data Condensation

“Data condensation refers to the process of selecting, focusing, simplifying, abstracting, and/or transforming the data that appear in the full corpus (body) of written-up field notes, interview transcripts, documents, and other empirical materials.” In this research, the writer will give a code to the data like rename the audio record from default to something, also categorize the data, then transform the data become that show in complete corpus (body).

### 2. Data Display

The good appearance is the main criterion for a robust qualitative analysis. “All are designed to assemble organized information into an immediately accessible and compact form, so that

the analyst can see what is happening and either draw justified conclusions or move on to the next step of analysis that the display suggests may be useful.” The data display of this research is the voice recording and the observation sheet of seven cafes in Gajah Mada street.

### 3. Conclusion Drawing and Verification

From the start of data collection, the qualitative analyst interprets what things mean by noting patterns, explanations, causal flows, and propositions. Final conclusions may not appear until data collection is over, depending on the size of the corpus of field notes; the coding, storage, and retrieval methods used; the sophistication of the researcher; and any necessary deadlines to be met. The conclusion drawing and verification will be explained by the writer into the conclusion to make the data valid.

## FINDINGS AND DISCUSSION

### Observation Result

The observation was done by observing the English menu at Kopi Viral on Jl. Pondok Indah Lestari, Komplek Pawan Permai Mas 2 No.E1 and Adis.Coffee on Jl. Adisucipto No. 16, Pontianak. Based on observations made by the writer, it was found that the menu offered by Kopi Viral has a good appearance. With a simple design, font and sentences that made it easier for the writer to read the menu. Kopi Viral has a display menu with a fairly simple description.

The results of the observations on Adis. Coffee's English menu found that Adis. Coffee's menu display is quite interesting, the sentences of the menu can be easily understood, equipped with a product image, and the product name is according to the product reflection, so that the writer can guess what the main ingredients of the product are. For example: “Matcha Latte Taro”, the writer gets an overview of the main ingredients of the drink, the drink will be made with matcha and taro flavors. There is no price description on Adis.Coffee menu.

### Interview Result

The customers perceived English menu as having a more exclusive and luxurious impression, even unique. According to VAN's opinion, "The English menu is very unique and makes me curious about the food or drink that is offered." The writer also gets customers' opinions regarding the influence of English on the price of food and beverage offered. Regarding prices, there were 12 customers who stated that English greatly influenced the price height because they used more premium ingredients and English was an international language as if it came from abroad, even though some products came from within the country. One example is "es teh" or "chicken sate" as a menu in Indonesian and "ice tea" or "chicken skewer with peanut sauce". Based on the above statement, it can be seen that the English menu seems more attractive.

There are 3 customers, IA, LS, KA, who have different perceptions that a menu can be expensive when using English. These customers perceived that a complete menu display can also give the best impression to the customers rather than the English language. Furthermore, what makes the menu more expensive is the place or building of the cafe, production costs, and other costs of the cafe itself. The more classy decoration and the building, The higher the price on the menu offered because the owners need to cover the costs incurred, including paying annual taxes or other expenses.

As for the results of the interviews conducted by the writer regarding whether the customers prefer menu written in English or Indonesian, almost all customers have chosen Indonesian. The customer's reason for choosing a menu in the local language because it is easier to understand without having to think or translate it into the local language. Nine of the customers also stated that it all depends on the conditions. When visiting a cafe that does use English, customers still have to deal with it. Furthermore, nine customers gave suggestions and

hopes the cafe's owner also considered adding additional descriptions to the menu to make it easier for consumers to choose the food or drink they wanted.

Based on the result from the interviews, it is shown that the two owners have the same perception about the purpose of using English menu at the cafes, that is, "even though I'm not good in English and there are still customers who do not understand English, I decided to use English on the menu." Ms. Victoria Nini said, "Over the time, my customers will understand my menu because customers usually share information, reviews and tell others about the menu at Kopi Viral". Otherwise, the two cafes owner used English menu to make it look more up to date in accordance with "English is recognized as one of the most expanded languages for the world-wide communication include business, it has attained global status" (P. S. Rao, 2019), and to give a more exclusive impression to customers. Based on the viewpoint of the owner of Kopi Viral, Ms. Victoria Nini, that education on the use of English must also be done in business too, so that all customers will familiar with the menu and do not judge that the price of a product is determined by the language used on the menu.

The writer asked the owners using voice call about the effect of menus on prices, the two owners spontaneously answered that English had no effect on the prices. In determining the price, the owners make special calculations. An example of a general calculation given by Kopi Viral owner, such as the total costs incurred divided by the available cups is the same as the capital yield of one glass and then, the owner adds some percentage (%) per glass on top of the initial cost of each glass, the percentage is called profit. Therefore, the use of pure English is only to give an exclusive impression and educational to all customers.

In addition, in this study the writer also found new findings that menu design and menu descriptions in English are unique strategies in business. For example, Adis.Coffee's menu used a black background menu design, attached some drink photos and simple descriptions to attract customers' attention. Adis.Coffee owner prefers to use a black background menu as a reflection of simplicity and elegance. The use of English on the menu is not mandatory, but it can be used as an appropriate alternative for business people in the food and beverage industry because English pronunciation is not that far from Indonesian pronunciation, such as "cafe" and "kafe", "coffee" and "kopi", and so on. The two owners have also agreed that the language on the menu can be mixed, for example Indonesian mix English "*menantea*" or "*mateamatika*". Based on the previous sentence, at a glance it can be guessed that the menu is a drink and tea-based which is modern and a bit comedy-themed, so it all depends on the tastes, strategies, and goals of each owner in determining the language to be used on the menu.

Based on the explanation above, it can be seen that the two cafe owners have the same purposes in using English on the menu, which are to make the product and cafe look more modern, seem exclusive, also impressive. In addition to the similarity in the purpose of using English menus found by the writer, there is another findings which is Kopi Viral will also educate customers about English through the menu offered that the use of English on the menu does not affect the price increase. All customers in this study admit that the English menu has a special impression. Menus that use English seem more unique, interesting, and exclusive. However, some customers also prefer to make transactions on the local language menu because it is easier to understand.

## CONCLUSION

The conclusion based on the result of the research are as follows:

1. In this research, there are some purposes expressed by the owners in using English on the menu at the café. Those purposes are to create the impression of being more exclusive and following the increasingly modern times because English is the international language. Besides that the owner also educates the customer through the menu offered with the aim

that the customer does not think that an expensive product is influenced by the English language on a menu.

2. Regarding customer perceptions of English menus, all customers admit that menus that use English are very exclusive, even unique. However 14 of all customers prefer to make transactions using menus in local languages because they are easier to understand.

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## TRANSLATION QUALITY OF THE INDONESIAN SUBTITLES IN *CHEF* MOVIE

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### ABSTRACT

The increasing demand for foreign films has resulted in the need for subtitles. However, not all subtitles accurately convey the intended meaning, which can hinder the understanding of audience of the original message. This research aims to assess the accuracy, acceptability, readability, and translation quality of Indonesian subtitles in the declarative sentences used in the movie "Chef" using Nababan's Translation Quality Assessment. The study utilized a descriptive qualitative method with simple random sampling and a checklist containing criteria for declarative sentences, along with content analysis techniques for data collection. The findings indicate that the average scores for accuracy, acceptability, and readability are 2.39, 2.63, and 2.66, respectively. Based on these results, the overall quality of subtitles by Lebah Ganteng is rated at 2.51. Overall, the translation quality of the subtitles was good and easier to understand. The analysis also revealed that 13% of the subtitles were inaccurate, 9% were deemed unacceptable, and 11% had readability issues.

*Keywords:* movie subtitles, Accuracy, acceptability, readability

### INTRODUCTION

Nowadays, there has been a growing concern regarding the accuracy of subtitle translations in movies. It has been observed that some subtitles fail to convey the intended meaning in the target language, leading to criticism from viewers. For instance, the popular Korean film, *Squid Game* (Groskop 2021) received backlash for inaccurate subtitles, despite its compelling storyline. This issue is not unique to a single film, as many movies suffer from inconsistent or misleading subtitles. These inaccuracies not only confuse viewers but also hinder their understanding of the storyline. In this context, translators face the challenge of accurately translating movie transcripts, especially when it comes to conveying cultural nuances and maintaining the integrity of the original dialogue.

Priambodo (2016) reported that many movies contain inconsistent subtitles; for example, a dialogue is not fully translated, an error in translating the actual meaning, a literal translation but not connecting, translation into slang that doesn't match the setting, and others. Even though the watched movie has a good storyline and moral message, the audience cannot enjoy it due to the wrong subtitle. This

condition makes subtitle audience confused and do not understand the storyline in the movie—factors that can affect such as ambiguous subtitle translation, not translated, and errors in other translations.

Apart from that, there are challenges that a translator often faces in translating subtitles. According to Sudana et al. (2014), language is the main challenge. The translator needs to know the source and target languages to adjust the use of language so that it is equivalent to the source language. Besides language, culture is also one of the challenges in translating. It is undeniable that the culture of each language will be different, as well as the source language and target language. In contrast, not all terms have equivalent words in other cultures.

This study aims to delve into the quality of subtitles, focusing on declarative sentences in the film, *Chef* (2014), and scrutinize the discrepancies in translation that may impact viewer comprehension.

In this study, the writer intends to study the quality of the subtitles by Lebah Ganteng that focuses on the declarative sentences in the film *Chef* released in 2014. Several strong reasons behind choosing declarative sentences to be studied compared to other types of sentences are :

1. Declarative sentences are more dominantly used in dialogue.
2. Declarative sentences function to convey information or statements, which can be in the form of facts or opinions.
3. The audience gets plenty of information or messages from the dialogue in declarative sentences.

In addition, the writer detects that there are imperfections in the translation of the subtitles in this movie. There are errors with the meaning in translation. For example:

(1) SL: I like food trucks.

TL: Saya tidak suka truk makanan.

(2) SL: And our place is in a fucking creative rut.

TL: Tempat kita ada jadi kreatif membosankan.

In sample (1), the meaning transferred to the target language contradicts the original meaning. The target language should be “Saya suka truk makanan.” which means a truck that sells food not the food in the form of truck. Mistakes like this can result in viewers getting the wrong understanding of the original message. In addition, the writer also found that there are less understandable subtitles in the sample (2). The target language should be “Dan tempat kita berada dalam rutinitas yang kreatif.” Likely, the audience will not understand the expression in the target language. This problem can definitely affect the quality of subtitles in the movie. Based on the experience, the writer is interested in investigating the quality of the subtitles in this movie.

## LITERATURE REVIEW

### Translation

The translation is one way that can be done to understand a language. Translation can also be referred to as a means of communication wherein translation changes the language from the source language (SL) to the target language (TL) to

make the audience understand the language being conveyed. However, translation is not only limited to changing the language. Many things must be considered and equated when they want to translate. For example, cultural awareness and cultural understanding are often overlooked.

Nevertheless, they are essential in translation (Bassnett, 2014). Other things include the theme of language and the difficulty level of vocabulary because they have to adapt to the original target audience. In addition, the natural level of translation is also significant because the more natural the translation, the audience will absorb the translation more easily. The impression given to the audience is also not a rigid language that is less than perfectly translated.

On the other hand, McNamara (2002) writes that translation is a process that changes one language into several other languages without giving a significant difference in complexity and formality to the source language (SL). In addition, the thing to avoid is the presence of confusing words. Of course, this will have a significant effect on the translation results, which will make the audience not capture 100% of the meaning of the translation. Newmark (1988) points out that translation is about changing language and that many complex things must be considered not to cause significant differences. According to the fifth version of the KBBI (2017), translation transfers language from one language to another. House (1997) stated that translation has two primary and bound things related to the source text and communication with the audience. First, there is an approach between the suitability of elements in the source language; the results poured into the target language in translation.

Meanwhile, Machali (2009) argues commensurate text replacement activities from source language texts to target language texts. It should be underlined that the substitution only translates the source language text without changing the meaning. The meaning must be similar to what the author intended for the source language. For this reason, it is stated that the replacement of the text must be commensurate.

From the experts' opinions above, it can be concluded that registers must be considered to keep presenting things equivalent to the original version in translation. Equivalent means having the same level as the source language (SL).

Equivalent associated with theme, readability, language difficulty level, type of language, formal or informal, language culture, to choice of diction. The role of registers in the use of English is as a difference in context and level of formality. Registers play an essential role in translation because they can determine whether the translation in question has a good translation quality or not.

### Quality of Translation

From the previous discussion, translation transfers meaning from the source language to the target language. The essence of translation is that the audience must understand and have the same understanding as the intent contained in the source text. However, a translation quality measurement instrument is needed to determine whether a translation result has good quality. No translation can be translated perfectly. For this reason, a translator needs an instrument to measure the quality of translation. It serves to measure how well a translation results to avoid distortion of meaning.

The instrument that can measure the quality of translation is also known as TQA (translation quality assessment). According to (Nababan et al., 2012), there are three instruments measuring translation quality and the criteria for each instrument to produce quality translations.

#### 1. Accuracy

This criterion assesses the compatibility between the source text and target text in terms of similarity of message content. Things that must be avoided in translating a text are adding or subtracting words because they can causedifferent meanings. It can be fatal, mainly when translating essential texts, such as legal texts. The possibility of this being done is the difference in meaning- affecting a person's rights. It should be remembered that in translation, a translator has no right to change the text by adding or subtracting words, unlike an interpreter who is allowed to do so. (Nababan et al., 2012) claims that some instruments can be used to measure the level of accuracy of a translated text, as below:

Accuracy Assessment Instruments

Category	Score	Qualitative Parameters
Accurate	3	The meaning, technical terms, phrases, clauses, sentences, or source language texts is accurately transferred in the target language; there is no distortion of meaning.
Less Accurate	2	Most of the meanings of words, technical terms, phrases, clauses, sentences, or source language texts have been accurately transferred into the target language. However, there are still meaning distortions or double

		meaning translations, or meanings that are omitted, disrupting the integrity of the message.
Inaccurate	1	The meaning of words, technical terms, phrases, clauses, sentences, or source language texts is inaccurately transferred into the target language or deleted.

## 2. Acceptable

In addition to testing the accuracy, a translated text must also be good in acceptability. The translated text must follow the prevailing norms and culture in the target language. It is attempted in order to achieve acceptance with the target audience. For example, a translator wants to translate English text into Indonesian text. In the source text, there is an expression of the interaction between a son and a father.

Source Text (ST): I like food trucks.

Target Text (TT): Saya tidak suka truk makanan.

From the target text above, an expression uses rigid language because it is too formal. In fact, in the conditions of the film, the conversation takes place between a son and father. The stern expression lies in the word "I," which translates to "saya." In English, the word "I" can match all situations. However, this is different with native Indonesian speakers. Although this expression is justified in the KBBI, its use is not the right situation, creating an unnatural impression. The translation is correct if the source text is translated directly in the target text with modifying the subject. However, translation is less acceptable in the target language culture (Nababan et al., 2012). Three scales can be used in measuring the level of acceptance in a translated text, as in below:

Acceptable Assessment Instruments

Category	Score	Qualitative Parameters
Acceptable	3	The translation is not rigid, uses terms that are familiar to the reader, follows the rules of the target language.
Less Acceptable	2	The translation is not rigid, but there are grammatical errors.
Unacceptable	1	Stiff translation.

## 3. Readability

In translation, translators need to pay attention to the readability of the text, both source text and target text. It is so that the reader can capture the meaning of the target text, which is commensurate with the source text. Unfortunately, there is

no definite indicator in measuring the level of readability of a text until now. However, (Nababan et al., 2012) argue that there is an instrument for assessing the translation readability to measure the readability level of the translation, as shown below :

Readable Assessment Instruments		
Category	Score	Qualitative Parameters
High Readability	3	Readers can easily understand words, phrases, or sentences in the translated text.
Medium Readability	2	Readers can understand the translation but, they need to read over and over again to understand the translated text fully.
Low Readability	1	Readers find it hard to understand the translation.

There are many translation quality assessments from several experts. However, the writer will use Nababan's (2012) translation quality assessment model in this study because many people use Nababan's theory to research translation quality. In addition, this TQA also supports this research which aims to examine the accuracy, acceptability, and readability of a translation.

### Subtitle

Currently, it is included as the era of the internet because many things can be done using the internet. In addition, many people cannot live without the internet. Including in terms of entertainment, most people like the world of cinema. Internet is used as a tool that facilitates them to access movies for streaming. There are many categories of films that come from various parts of the world so that as film lovers, they have a wide selection of films that they can choose according to their taste.

The number of available films has been enormous in the past year of film production, even though film connoisseurs can still access them. However, the language used in a film is almost different in each country that produces it. In addition, not all film lovers master many languages from various countries. Most of them are more fluent and familiar with their native language. For this reason, the presence of subtitles in the film industry is very much needed.

The subtitle is the translated text displayed in the bottom center of the film. The text will change according to the conversational audio contained in a video or movie. This text will be a tool for film lovers in understanding the dialogue contained in a film. The maximum number of characters in one run is 42 characters per line. It is regulated by considering the film's target audience (Saraf, 2019).

It is a different case with subtitling. Subtitling is an audio-visual translation activity. Someone who wants to do subtitles must combine their focus on the image

and sound contained in the film. Then the conversion into the target language text form occurs at this stage. As previously discussed, translation includes transferring meaning accepted and understood by the audience by paying attention to equivalence. However, in subtitling, the emphasis is on translating a film or video that is transferred in text form. It is displayed following the dialogue in the film. In comparison, people who do subtitles are also referred to as subtitlers (Saraf, 2019).

It can be concluded that subtitling is an activity that processes subtitles that act as products carried out by subtitler as actors. The subtitle function is a translation in the form of a caption listed at the bottom center of the film. The subtitle display will change according to the audio that is currently appearing. Subtitles are arranged to be read well by the target audience to understand the film's contents well. Now, subtitles are made for films in foreign languages and other short videos.

Translation can be divided into several kinds of translation. However, Kurniawan (2018) claims that there are two kinds of subtitle translation, such as Interlingua and intralingua. Both of them aim to translate from source language to target language. However, what distinguishes the two is the concept of translating. In Interlingua translation, one language will be translated into another, unlike intralingua translation, which translates using the same language but paraphrases the translated text. The writer will focus on Interlingua translation in this research from the explanation. It is confirmed by the research object, namely examining the quality of translation in the descriptive text of *Chef* Movie subtitle, which is an English-Indonesian context.

In doing subtitling, a subtitler must go through a series of processes to produce subtitles that are right on target and commensurate. According to an expert in the art of subtitles, O'Donovan (2018) stated that before translating subtitles, a subtitler needs to determine the scope of the subtitles to be displayed at one time so that they can appear in tandem and achieve compatibility with the audio. Then, the audio can be translated into the source language in text or captions. In this case, the suitability and compatibility with the audio source need to be considered. Next, the subtitler can advance to the stage where he has to make a series of corrections to the draft of the subtitle. These corrections can include proper grammar, punctuation, and other improvements that can support the naturalness of subtitles when read. Finally, a subtitler needs to perform a simulation by playing back a movie with subtitles on the screen to ensure that the three previous processes have been carried out correctly. In addition, it serves to ensure that the subtitle display time is appropriate and understandable.

### **Declarative Sentences**

There are several types of sentences, one of which is declarative sentences. According to Mubaraq (2019), declarative sentences convey a statement of fact or

opinion. Therefore, declarative sentences can also be referred to as declarative statements. In addition, declarative sentences have unique characteristics that distinguish them from other types of sentences. With the characteristics, this can make it easier for someone to determine whether this sentence is included in declarative sentences or not. Windiasari (2020) explains that the characteristics that indicate that a sentence is a declarative sentence, namely:

1. Ends with a period (.).
2. Contains statements.
3. The subject is placed before the verb and adverb.

The following is an example of a declarative sentence:

Tony and I were out late last night.

The sentence above reflects that the sentence contains all of the characteristics of a declarative sentence. The sentence ends with a period. The sentence also contains a statement. It can be proven from the context of the sentence, which states that Tony and I were out late last night. The sentence also fulfills the last characteristic of a declarative sentence: the subject that comes before the verb and adverb. Tony and I act as a subject, out acts as a verb, and late-night acts as an adverb.

To get to know declarative sentences further, Arikunto (2019) suggests that there are two declarative sentences types as follows:

1. Simple declarative sentences.

As the name implies, this type is a simple declarative sentence. In its use, simple declarative sentences consist of a subject and a predicate only, without any other additions. The subject can be a noun or pronoun located at the beginning of the sentence. At the same time, the predicate can include verbs and adverbs.

2. Compound declarative sentences.

This type differs from the previous one, where compound declarative sentences contain conjunctions (e.g., but, yet, and others). Sometimes, the conjunction can also be replaced with a semicolon in a few sentences.

## **METHODOLOGY**

This research used descriptive method with qualitative approach. The writer wants to describe a phenomenon that exists based on the reality that occurs in society. Bhandari (2020) explains that qualitative research is used for non-numerical data research. It means the data used in the research can be text, video, or audio. In this study, the writer wants to research the quality of the translation of a subtitled movie produced by a well-known freelance translator. The writer collected data from the translated subtitles the freelance translator made and compare them with the source language. Then the writer asked three experts in translation to analyze the data.

The writer used a checklist and content analysis techniques to collect data from subtitles on films and film transcripts. The writer identified whether a sentence is a

declarative sentence by using a list that contains the characteristics of a declarative sentence and is included in one of the types of declarative sentences to be studied. Only sentences that meet the criteria be the candidates. The writer decided to examine the quality of subtitle translation in declarative sentences because declarative sentences in a dialogue are dominant. A declarative sentence is a tool that can lead the audience to get information so they can get the real message from the storyline.

Meanwhile, the writer obtained the subtitles from film shows from freelance translator websites. Instead, the writer got the movie transcripts from the *sublikescript* website. This section used content analysis. The advantage of this technique is that writer needs less time to find core information. Nevertheless, the writer needs a high level of focus to avoid missing critical information. Because in this study, the main focus is the declarative sentence, the writer ignored the dialogue other than the declarative sentence.

The object of this research is declarative sentences in the subtitle of *Chef* (2014) movie as the object of this research. This movie was published on 09th May 2014 for 114 minutes. This movie uses a foreign language (English) and has subtitles in Indonesian. The writer chose this film as the object of research because this film has a core story that describes the career journey of a chef who wants to establish his restaurant. It has a good story plot that shows the twists and turns of a person's life before achieving success. This film is the latest release from John Favreau, directed, written, and acted. In making this film, John Favreau applies his life story to this film through John Favreau, the main character. Several Marvel actors took part in this film, such as Robert Downey Jr. and Scarlett Johansson. Riantrisnanto (2014) states that this film won a trophy at the 13th Tribeca Film Festival in 2014 in New York, won the Audience Awards in the Best Narrative category and earned US\$250,000, and won the Best Documentary category. Tribeca Film Festival program director, Genna Terranova, stated that this film has a theme of achieving dreams while looking for the meaning of friendship and family to capture the hearts of New York audiences. Apart from that, the film was also well-regarded by the critics for its story and background music. In addition, this movie has a relatively high rating, which is above 7 out of 10. This condition means it is good enough and exciting to watch, and many people like it. The writer used the work of Lebah Ganteng, a freelance translator who is quite well-known as a translator for movie subtitles in cyberspace. The advantage of the subtitles published by LG is that LG provides subtitles in several color options and various formats. It allows users to choose which subtitles they will use. In addition, the writer also found that there were dialogues that other subtitle translators did not translate.

The technique of data analysis were start with organizing. The writer collected data from subtitles and movie scripts. Writer collects data in the form of a list. However, the writer did not include all the dialogues contained in the movie. The writer only chose dialogue in the form of declarative sentences.

The next stage is data classification, which is a reasonably tricky stage. In this stage, the data processing process divides data into several categories. The category is divided into three types, accuracy, acceptability, and readability. It is helpful to

avoid duplication of data and facilitate data retrieval (Groot, 2021). The writer classified the data according to its type, as shown in the appendices.

After classifying the data correctly, the writer proceeds to the analysis stage. The analysis includes processing, checking, and validating data (Cohen et al., 2018). Then, the data can be processed and examined according to the research objectives. The last step is testing the validity of the data by using expert judgment. In this study, the experts analyzed the quality of subtitle translations in a film by comparing the results of subtitle translations with movie scripts. Aspects that need to be analysed are accuracy, acceptability, and readability. In determining the results, the writer is assisted by an expert judgement that strengthens the validity of the results.

The analysis scoring applies is presented below:

Data Analysis Scoring					
No.	SL	TL	Score		
			A	AC	R
1	I gonna pick up the kid.	Aku harus jemput anakku.	3	3	3
2	Tony and I were out late last night.	Toni dan aku pulang larut.	2	2	3
3	But don't worry; he's going to be here.	Tapi dia pasti datang.	2	3	3
<b>Total</b>			<b>7</b>	<b>8</b>	<b>9</b>
<b>Score Average</b>			<b>2,3</b>	<b>2,67</b>	<b>3</b>

The last stage is reporting. In this report, the scores obtained from each aspect of translation quality will be summed and averaged. The highest value indicates the final result of this study. In terms of accuracy, three possible final results will be obtained: accurate, less accurate, and inaccurate. Then on the acceptability aspect, the possible final

results will be obtained, namely acceptable, less acceptable, and unacceptable. While in the aspect of readability, the possibilities that will be obtained are high, medium, and low readability levels. Before reviewing the final report, the following is the weight to the three aspects in measuring translation quality.

Weight from the Aspect of Translation Quality		
No	Aspects of Translation Quality	Weight
1	Accuracy	3
2	Acceptability	2
3	Readability	1

Nababan et al. (2012) have specific reasons for giving each aspect with different weights. Accuracy has the highest weight because, in essence, accuracy is the basic concept of translation. Acceptability has the second-highest weight because a translation is directly related to acceptability in terms of the rules and culture of the target language. Meanwhile, readability has the lowest weight. It is because

readability is not directly related to translation. It is said that it is not directly related because, in general, target language users only focus their attention on the target language, considering that the target language is the language they understand, without reviewing the source language. The table for reporting can be seen below:

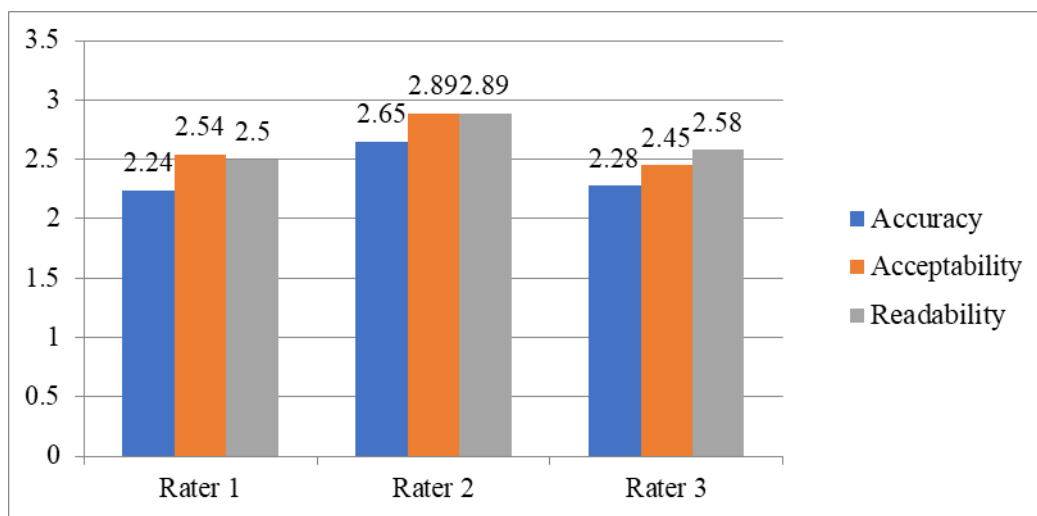
Reporting				Average
Average Score			Total	
Accuracy	Acceptability	Readability		
2,3x3=6,9	2,67x2=5,34	3x1=3	15,24	15,24:6=2,54

From the table above, the accuracy, acceptability, and readability average scores are multiplied by their respective weights. Then the results of the multiplication are added up and divided by six. Six is obtained from the sum of the weights of the three aspects and then averaged.

## FINDINGS AND DISCUSSION

According to the first rater, most translations are readable and acceptable, except for some complex sentences. However, the raters found several errors, ambiguities or unclear translations, missing parts, and inappropriate word choices. Some translations were less accurate and inaccurate because the translator (LG) did not translate articles (particularly "the"), which may change the entire meaning. Some translations are meaningless. There are a few punctuation issues as well as misspelled words. A few source texts are also incorrect, which leads to inaccurate translations. Besides that, the second-rater considers that a (relatively) long sentence is hard to score than shorter sentences/strings. The third rater's argument was slightly different from the others because the translator omitted some needed terms. It makes there is a difference in the translation results.

The writer got the following final results: Regarding translation accuracy from rater one, the data for the total score is 224, and the average value is 2.24. While in the aspect of translation acceptability, the data obtained a total score of 254 and an average value of 2.54. In contrast to the readability aspect, the data obtained a total score of 250 and an average value of 2.50. The second assessment provides an assessment of the accuracy aspect of achieving a score of 265 with an average rating of 2.65. On the acceptance and readability aspects, it obtains a total score of 289 with an average rating of 2.89. In the third assessment, the accuracy aspect obtained a total score of 226 with an average of 2.26. The acceptability aspect obtained a total score of 242 with an average rating of 2.42. The readability aspect obtained a total score of 255 with an average of 2.55. To display a more detailed picture of the rater's assessment results for each aspect of translation quality, see the following graph:



Results of Rater on Translation Quality

Based on the figure above, the raters' assessments show that the ratings are varied. However, the three raters still gave the same rating even though the total score results for each aspect of each rater were different. Of the three aspects of translation quality, it can be seen that the accuracy aspect holds the lowest score. This condition is evidenced by the high score given by each rater on this aspect. The low assessment of the accuracy aspect indicates that the translation of the subtitles carried out by Lebah Ganteng is still not on target with SL. Some of the causes that occur include distortion of meaning. The text also not translated or even omitted interferes with the integrity of the message, which affects the accuracy of subtitle translation. Then the aspect that occupies the highest position is readability. The audience can quickly understand the subtitle translation of the film *The Chef* (2014) in one reading. Although the results of the three raters' assessments of the acceptability and readability aspects are different, all three give scores that are not much different between the two but differ significantly from the accuracy score. It can be said that the acceptability and readability aspects have an almost balanced score. The raters give a similar assessment for each aspect by looking at the high and low of the graph displayed. In addition, this also does not judge that the accuracy of the subtitle of the film *The Chef* (2014) is terrible just because it gets the lowest rating. The rating is the combined result in all accuracy aspects according to the rating of the three raters. Then, the inaccurate data from the rating results have a minority percentage, compared to the amount of data that gets less accurate and accurate assessments.

### 1. Accurate Translation

A translation can be accurate if the meaning, clause, sentence, or text can be appropriately transferred without any distortion of meaning. Based on 100 data that became the object of research, 52 data, or as much as 52%, fall into the accurate category. The following is a discussion of one of the data that falls into the accurate category:

Data 7

SL: I'm so tired.

TL: Aku sangat lelah.

Source: Film Chef (10:25)

The translation of data 7 is equivalent between SL and TL. Equivalence does not mean that the translation has to be done precisely word for word, but rather towards the similarity of meaning, as happened in data 7, where TL shows a sentence structure that happens to be similar to SL. However, because the rater did not find any distortion of meaning, data 7 was considered accurate.

## 2. Less Accurate Translation

Inaccurate translation means that the translation is partially equivalent, but there is a distortion of meaning, both in clauses, phrases, sentences, and texts. Of the 100 data that are the object of research, 34 data, or as much as 34%, fall into the less accurate category. The following is a discussion of one of the data that falls into the less accurate category.

Data 12

SL: I already apologised to him.

TL: Aku sudah minta maaf.

Source: Film Chef (15:40)

The translation of data 12 is not fully-equivalent. There is a distortion of meaning due to the translation of the TL. It interferes with the integrity of the message. The word is omitted, namely "to him." It makes that word in TL not translated and omitted. As a result, TL does not convey the whole meaning of SL by omitting the object in the sentence. Although contextually, data 12 is accurate because, without translate the word "to him" into TL, the audience can understand to whom the apology sentence is addressed. However, in this study, the writer refers to the translation quality assessment instrument from Nababan (2012), so technically, the data is less accurate.

## 3. Inaccurate Translation

Inaccuracies in the translation make the original meaning of the SL not fully conveyed in the TL. Of course, audiences who use TL want accurate translations to get the message contained in the dialogue. A translation is inaccurate if there is a distortion of meaning. Based on 100 data that became the object of research, 13 data, or as much as 13%, fell into the inaccurate category. The following is a discussion of one of the data that falls into the inaccurate category:

Data 1

SL: Yeah, I like food trucks.

TL: Ayah tak suka.

Source: Film Chef (02:42)

Data translation 1 is inaccurate. The meaning of the TL displays a different meaning from the SL. In SL, the word "I," is translated correctly into TL, namely "Ayah" because based on the movie script, the sentence is a dialogue from a father named Carl Casper who is having a dialogue with his son, Percy. However, the word "like" is inaccurately translated into TL. In these words, the meaning of TL is very different from the meaning of SL. The word "like" should be translated into "suka,"

not "tak suka." In addition, the word "food trucks" in SL was deleted. Even though in context, without translating the word "food trucks," the audience can also understand that the object of the sentence is a food truck because, in the previous dialogue, they discussed food trucks. However, based on Nababan's assessment instrument, if the meaning is omitted and the meaning of the word translated is inaccurate, then data 1 is considered an inaccurate translation.

#### 4. Acceptable Translation

A translation can be included in the acceptable category if it meets the following requirements: the translation is translated naturally, the translation uses terms that are familiar to the reader, and the translation meets the rules that apply in the TL.

From the study results, as many as 72 out of 100 (72%) received an acceptable assessment. A discussion of examples of acceptable data can be seen below:

Data 4

SL: Sometimes my ideas work.

TL: Terkadang ideku berhasil.

Source: Film Chef (07:20)

The translation of data 4 has been accepted. This indicates that data 4 has been translated naturally, using terms that are familiar to the reader, and has complied with the language rules that apply in TL. Data translation 4 succeeded in transferring the meaning from SL to TL appropriately. The sentence structure translated in TL is not much different from the sentence structure in SL. However, the choice of the meaning of the word "work" translated into "berhasil" can be accepted by the audience because it gives a natural impression like the expression in TL. In addition, data 4 displayed the appropriate level of formality, such as the expression "ku," not "saya." The context of "ku" in TL is appropriate, taking into account the situation in the dialogue. In addition, the use of the right words gives the impression of a dialogue that is not rigid and can be accepted by the audience.

#### 5. Less Acceptable Translation

Less acceptable translations will give the impression of raw text, but there will be a few grammatical errors. From the study results, as many as 19 out of 100 (19%) received a less than acceptable rating. A discussion of examples of unacceptable data can be seen below:

Data 49

SL: In two weeks, I've lost 15.

TL: 2 minggu, aku turun 15 pound.

Source: Film Chef (52:14)

The translation of data 49 uses foreign technical terms for TL readers. In TL, the unit term for weight, pounds, is not generally used. The most common use unit of weight in TL is the kilogram. In the context of SL, 15 pounds, when transferred to kilograms, can become almost 7 kilograms. For information, that 1 pound is equivalent to 0.45 kilograms. Therefore, what makes data 49 falls into the category of less acceptable translation.

## 6. Unacceptable Translation

Unacceptability in the translation indicates that the translation is rigid, contains terms or expressions that are unusual for the audience, and violates the rules of language in TL. As a result, the target reader cannot understand the original meaning contained in the SL. From the study results, there are 9 data (9%) that fall into the unacceptable category. One example is as follows:

Data 6

SL: And our place is in a fucking creative rut.

TL: Tempat kita ada jadi kreatif membosankan.

Source: Film *Chef* (07:53)

The translation of data 6 is not commonly accepted syntactically (in terms of word order). The reason is that TL displays the meaning of an unusual sentence due to a grammatical error. Inappropriate word choice is also one of the causes that affect the acceptability of translation data 6. The word "ada jadi" is considered inappropriate to be used in the sentence. Because the next dialogue explains that they've served the same food for five years. It will be more suitable for the word changes to "benar-benar." For "fucking," it is emphasized using "sudah tidak lagi." Meanwhile, the meaning of the word "creative rut" which is not creative, and "fucking" confirm the word. So, according to the rater, a more acceptable translation is if data 6 becomes "Dan restoran kita benar-benar sudah tidak kreatif lagi."

## 7. High Readability Translation

A translation can have a high level of readability if the target reader can easily understand the translation results. A total of 76 data (76%) from the research object falls into the category of high readability. The following is an example of data that has high readability.

Data 11

SL: Hi, Flora.

TL: Hai, Flora.

Source: Film *Chef* (15:32)

The readability level of data 11 shows a high level of readability because it uses a choice of words, phrases, and sentences that the reader can easily read and understand. In data 11, there is no change in sentence structure, but the translation of SL to TL shows translation results that are easily understood by the reader in just one reading. Moreover, the three raters have also given a score of 3 for the readability aspect of data 11. This assessment strengthens that data 11 has a high level of readability because it has an easy-to-understand translation.

## 8. Medium Readability Translation

A translation is said to have a medium level of readability if only a few sentences make the reader have to read it several times until the reader can understand the translation

(TL) in its entirety. There are 13 data (13%) of the research objects that fall into moderate readability. The following is an example of data that has a medium readability level:

Data 68

SL: This is what makes it a Cubano.

TL: Ini yang menjadikan Cubano.

Source: Film Chef (01:11:00)

The translation of data 68 has certain parts that are untranslated. It makes the audience become harder to understand the meaning. For instance, on data 68, the word "Cubano" is not translated into TL. Referring to the film, Cubano is a type of food from Florida. It has other name called Cuban sandwich (Three Guys from Miami, 2017). Another reference confirmed that statement, such as the Merriam-Webster dictionary, which says the same thing. However, "Cubano" is unique proper noun so, the TL does not have a suitable equivalent word. If kept using the word "Cubano," the translator can add a small note to the TL that gives a little information about what Cubano is. Unfortunately, not all audiences can understand what is meant by Cubano. If the audience watches the film in detail, maybe they can understand what Cubano means. However, if the audience is not too focused on detail while watching the film, there is a possibility that the audience does not understand the meaning of Cubano. In addition, the pronoun (it) is untranslated in TL. It also affects the readability of TL because the sentence becomes ambiguous when read in TL..

#### 9. Low Readability Translation

A translation that has a low level of readability is a translation that is difficult for readers to understand. In the subtitle film *Chef* (2014), 11 data (11%) are included in the translation category with low readability. The following is an example of the data:

Data 42

SL: That guy deserved it.

TL: Dia pantas.

Source: Film Chef (44:06)

In data 42, there is omission in the meaning of words that make TL difficult for readers to understand. As a result of removing the meaning, TL becomes an ambiguous sentence. In fact, in SL, "That guy" has been translated well into TL to "Dia." While the word "deserved" has also been translated well into TL to be "pantas." But unfortunately, the word "it," which is an object and a word that can explain the meaning of the sentence is removed in TL, so it raises questions about the statement in TL which is interpreted as "He deserves." But there is no further information that explains what that guy deserved. Therefore, data 42 has low readability in translation.

Assessment of translation quality serves to find out how good the quality of the translation is. A translation will be of good quality if the translation from SL to TL is accurate, acceptable, does not conflict with TL rules, and is easily understood by the target reader (Nababan, 2012). One needs to use a translation quality assessment instrument to measure translation quality. The results of the assessment of the

subtitle translation for Film *Chef* (2014) are averaged, the average results will be as follows:

Table 3.5 Reporting

Average Score				Average
Accuracy	Acceptability	Readability	Total	
2,39x3=7,17	2,63x2=5,26	2,66x1=2,66	15,09	15,24:6=2,51

The results of assessing the quality of the translation of the subtitle *Film Chef* (2014) include three aspects, namely accuracy, acceptability, and readability, which is 2.51. Based on the analysis of the raters, the quality of the subtitle translation performed by *Lebah Ganteng* in the film *Chef* (2014) is pretty good and easy to understand. However, there is a problem with accuracy, which results in a shift in meaning. So this problem needs to be looked at again. Meanwhile, acceptability also needs more attention, especially in translating acceptable words in SL, not necessarily in TL..

## CONCLUSION

Overall, the quality of the translation of the subtitles can be said to be pretty good because it has a final average score above 2.5. However, there is still range between the predicates of good (score 2) and very good (score 3) which can be improved to achieve a higher score, especially in accuracy and acceptability. The average score also shows that readability has the highest score compared to other aspects. Even so, there are a few things that can affect the level of readability and can be improved. However, overall, the subtitles translation by *Lebah Ganteng* must be maintained because it is easy for audiences to understand. According to the raters' rating, some parts are inaccurate, such as the untranslated article (especially "the") translations that don't make sense and untranslated words. This thing often makes it difficult for raters to score the data, particularly long sentences. In addition, un-suitable word choices and ambiguations also affect the quality of the translation. So some of these aspects need to be improved. Several things that done in the translation above are also reasons for raters to give scores of 1 and 2 on the accuracy aspect, making the accuracy score the lowest in determining translation quality. However, the results of the assessment of the quality of the translation do not judge that the subtitle translation of *Lebah Ganteng* in *Film Chef* (2014) is terrible. The proof is that out of 100 data from this translated subtitle, only 13% is inaccurate, 9% is not acceptable, and 11% of data has a low readability level.

For *Lebah Ganteng*, specifically in the translation of subtitles, can improve in several things, such as selecting the appropriate equivalent, natural translation, and determining which parts of the word need translating and which ones do not. By paying attention to the errors identified in this study, it can be a reference for the *Lebah Ganteng* to pay more attention to this section to minimize the mistakes in similar translations. In addition, the subtitle translation produced by LG can be more accurate, acceptable, and readable.

The writer hopes this research can be a reference for other subtitlers to reflect on the translation result to avoid making the same mistake in translating subtitles.

Fransiska, W. W. (2024). Translation Quality of The Indonesian Subtitles in *Chef* Movie. *ELSA Journal*, 4(2), 46-64.

This research consists of examples of the scores given for TL. It is also complete with an explanation of the reasons for these scores. In the end, this research also provides the final result of the quality of the translation. The writer feels that all this information is important enough to know and review.

The writer also hopes that future researchers can conduct research in a similar field, such as research on the quality of translations in film subtitles even better. In the future, the research conducted can be more detailed and exceed the limitations of this research. For instance, in this study, the writer was only able to provide comments from raters regarding the results of the overall data analysis. Future researchers can provide comments from raters for each data analyzed. Future researchers will get the consequence of applying that suggestion, which must incur higher costs and longer research time. However, the analysis results obtained will be much sharper and more accurate. Then this study also uses a measurement from Nababan where there is no definite measure that the writer can use in the reporting section to judge the final result of the translation quality assessment. It makes it too subjective. Future researchers can develop measurements from Nababan or use measurements from other sources to provide a definite measure in judging the assessment's final results.

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