AN ANALYSIS OF TRANSLATION TECHNIQUES USED BY SUBTITLE WRITER OF *THE ANGRY BIRDS* MOVIE

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Abstract: This study was aimed to find out the translation techniques used by the translator in English-to-Indonesian subtitle of *The Angry Birds* movie. It was also aimed to find out the most dominant type of translation technique used in the subtitle. To understand the phenomenon of the study, this research applied qualitative method by using purposive sampling technique. A set of 233 utterances of the main characters was used as data of the study and analyzed based on the 18 translation techniques proposed by Molina and Albir (2002). The results show that there are 9 of 18 translation techniques used by the translator that included: established equivalent, linguistic compression, discursive creation, modulation, literal translation, compensation, calque, transposition, and borrowing. The established equivalent is the most dominant translation technique used in the subtitle that comprises 44.6% of the total utterances (104 of 233 utterances).

INTRODUCTION

We realize that not everybody can understand English well, therefore it is important to use translation to understand the information in the source language into the target language. Catford (1965) in his book A Linguistic Theory of Translation states that translation is a process of transporting text in the Source Language (SL) with its equivalence toward the Target Language (TL). The translation equivalent is the closest meaning of text from SL to TL which is written by translator. In doing translations, the translator must be able to convey meaning from SL to TL as good and close to the original as possible. It is important to make the equivalence of the translation result that emphasizes the reproduction of the message rather than the conversation in the form of the utterance (Nida, 1982).

During the translation activities, the translator faces two different languages that appear in the form of words, phrases, clauses, and sentences. He should focus on finding the equivalent in the target language translation. This is a crucial period. However, during the period, the translator may find some difficulties when doing translation. Based on Moentaha in Hartono (2017), some difficulties a translator may find are included: Firstly, understanding the grammatical category such as (a) the singular and plural forms, (b) the aspect (category of verb that states when the activity happens), and (c) the gender (different use of language among genders). Secondly, understanding the lexical category such as the word that has related meaning or the same word having different meaning that can be determined by its position in the sentence. Thirdly, understanding idioms that have obvious meaning in one language and culture but may be completely confusing to speakers that belong to another language and culture.

In view of the importance of translation especially in movie subtitling, this study focused on finding out the types of translation techniques used by the translator in English-to-Indonesian subtitle of the "The Angry Birds" movie (Columbia Pictures and Rovio Animation, 2016) according to the techniques proposed by Molina and Albir (2002). It also sought to determine the most dominant type of translation used by the subtitle writer of the movie.

RESEARCH METHOD

The aims of the research were to find out the translation techniques used by the translator of the "The Angry Birds" movie (Columbia Pictures and Rovio Animation, 2016) as well as to find out the most dominant translation technique used in the subtitle. In order to understand the phenomena of the study, this research applied qualitative method (Mahsun, 2017) using purposive sampling technique.

The Angry Birds movie was selected as the sample of the study based on considerations: the movie was a huge box office that grossed over $352 million worldwide and was placed 4th the highest-grossing movie of all time based on video game. The subtitle was selected based on a consideration that it was translated by a well-known movie translator: Dimas Daffa Yanuardi who has been finishing more than 100 movie subtitles and is famously known in Indonesian movie subtitling forum as Every Agent, a prominent member of the Indonesian Data and File Library (IDFL) (Rasudi, 2016).

The movie with Indonesian subtitle was downloaded in August 2020 from http://149.56.24.226/angry-birds-movie-2016/. From the subtitle, a set of 233 utterances of the two main characters, both Red's (131 utterances) and Chuck's (102 utterances), went into the process of data analysis. The two characters were selected because they made the most verbal interaction in the movie compared to the other characters.

In drawing conclusion about the translation techniques used by the translator, this study referred to the 18 translation techniques proposed by Molina and Albir (2002) that included: Adaptation, Amplification, Borrowing, Calque, Compensation, Description, Discursive creation, Established equivalent, Generalization, Linguistic amplification, Linguistic compression, Literal translation, Modulation, Particularization, Reduction, Substitution, Transposition, and Variation. For the question about the dominant technique used by the translator was determined based on the frequency of occurrences found in the data. For data analysis, two research instruments in the form of tables were used: one was for data analysis and the other was for data tabulation.

FINDINGS AND DISCUSSION

Findings

Translation Techniques Used by Translator in The Angry Birds Movie Subtitle

The result of analysis of translation techniques used on 233 utterances in *The Angry Birds* movie subtitle is presented in **Table 1** below. The table shows the translation techniques used by the translator with reference to the classification of 18 translation techniques by Molina and Albir (2002).

Table 1. Translation techniques used by translator in *The Angry Birds* movie subtitle with reference to the classification of 18 translation techniques by Molina & Albir (2002).

No	Techniques proposed by Molina & Albir (2002)	Techniques used by *The Angry Birds* movie translator
1	Adaptation	-
2	Amplification	-
3	Borrowing	Borrowing
4	Calque	Calque
5	Compensation	Compensation
6	Description	-
7	Discursive creation	Discursive Creation
8	Established equivalent	Establish Equivalent
9	Generalization	-
10	Linguistic amplification	-
11	Linguistic compression	Linguistic Compression
12	Literal translation	Literal Translation
13	Modulation	Modulation
14	Particularization	-
15	Reduction	-
16	Substitution	-
17	Transposition	Transposition
18	Variation	-

It can be understood from the data that there are 9 of 18 translation techniques used by the translator in the subtitle. The techniques included: Established Equivalent, Linguistic Compression, Discursive creation, Modulation, Literal Translation, Compensation, Calque, Transposition, and Borrowing. Meanwhile, the techniques that do not present in the data are Adaptation, Amplification, Description, Generalization, Linguistic amplification, Particularization, Reduction, Substitution, and Variation.

The Most Dominant Translation Technique Used by Translator in the Angry Birds Movie Subtitle

The result of analysis of the most dominant translation technique used on 233 utterances in *The Angry Birds* movie subtitle is presented in **Table 2** below. The table provides data about the frequency and percentages of occurrences of each translation technique used by the translator.

Table 2. The most dominant translation technique used by translator in *The Angry Birds* movie subtitle.

No.	Translation Technique	Frequency	Percentage (%)
1.	Established Equivalent	104	44,60
2.	Linguistic compression	34	14,50
3.	Discursive creation	23	9,80
4.	Modulation	22	9,40
5.	Literal translation	20	8,50
6.	Compensation	17	7,20
7.	Calque	6	2,50
8.	Transposition	6	2,50
9.	Borrowing	1	0,40
	Total	233	100%

From the data, it can be understood that the Established Equivalent is the most dominant used among other techniques in the subtitle of *The Angry Birds* movie comprising 44.6% of the total techniques used in the data. Meanwhile, the least dominant one is the Borrowing technique that comprises only 0.4%.

Discussion

This section further discusses the examples of utterances based on the translation techniques used by the translator of *The Angry Birds* movie. By giving the examples, the writer intends to bring more detailed and true data to the readers. The discussion is started with examples of the Established Equivalent as the most dominant technique and lasted by the Borrowing as the least dominant one.

Established Equivalent

It is the using of a term or expression recognized by the dictionary as an equivalent in the Target Language (Molina & Albir, 2002). Using this technique, the grammar of the source language and the target would be adjusted either in the form of phrases, clauses, and sentences. For example, the phrase "red rose" in SL-Eng is equivalently translated into **mawar** *merah* in TL-Ind. In this case, it is not understood as *merah* **mawar** because the structure of the TL-Ind does not recognize or use adjectives that go before nouns, except for in some special cases such as *happy* **feeling** which is acceptable to translate into either *senang* **hati** or **hati** *senang* without any confusing repercussion.

(1) Data 7,

SL: It's OK. I'm just a clown.

TL: *Tidak apa-apa. Aku hanyalah si Badut*.

The SL expression 'It's OK' in Data 7 is translated into TL '*Tidak apa-apa'*. The translated words do not exactly match the meaning of the word in the SL, but the translator uses the semantic of the sentence to find an equivalent in the TL while the translator is not far off from the meaning of dictionary.

It is understood from the above expression that the translator is practicing common equivalent. The meaning of the word used refers to the dictionary but is not interpreted word-for-word so that it does not sound stiff.

Other examples of the Established Equivalent are shown in Data 80 and 108.

(2) Data 80 and 108

SL: "What are you doing. We're trying to sneak around. We didn't rent this place out."

TL: "*Apa yang kau lakukan. Kita menyelinap. Kita tidak menyewa tempat ini*."

SL: "Chuck, go shut that party down, now!"

TL: "Chuck, *cepat hentikan pestanya, sekarang*!"

In data 80, the phrasal verb 'Sneak around' means to carry out activities covertly and not be known by others (Bull, 2011). The equivalent in the TL used by the translator is '*Menyelinap*. Similarly, in Data 108, the SL phrase 'go shut that party down' means a command of stopping something is translated to the TL into '*cepat hentikan pestanya'*. Despite the fact that the phrase also contains an idiomatic expression, the translator refuses to translate it as such to the TL.

(3) Data 206

SL: "We are facing the same direction"

TL: "*Kita berada di arah yang sama*"

In Data 206, it can be understood that the translator is performing common and simple terms in determining the equivalent. The SL phrase 'we are facing', if it were to be translated word-for-word would be '*kita menatap*'. However, he prefers to transform it into '*kita berada*'. It is supported by visuals in the film when both characters in the film are staring in the same direction. Here, the translator is finding the equivalent semantically which is the typical of the Established Equivalent technique.

Linguistic Compression

This technique synthesizes existing linguistic elements to be simpler because they can be easily understood. This is often used in simultaneous interpreting and in subtitling e.g. to transform the SL-Eng "You must find out!" into "*Carilah!*" in TL-Ind.

(1) Data 25 and 105

SL: "Oh, that's good stuff"

TL: "*Enak Sekali*"

SL: "Let me just go through my notes really quick"

TL: "*Mari kuperiksa catatanku*"

Linguistic compression is more precisely a technique of simplifying speech because it can guess the purpose of the speech and this is also supported by the visuals of the characters contained in the movie. The SL sentence on Data 25 'That's good stuff' is transformed into *'Enak sekali'* in the TL-Ind. This equivalence makes perfect sense because the scene where the main character is showing his face depicts that he really enjoys the birthday cake he has just tasted. Eventually, it is translated simply so that the reader will understand it easily.

In Data 105, the SL sentence 'Let me just go through my notes really quick' is translated into *'Mari kuperiksa catatanku'* in the TL. Clearly, some language elements such as the adverbs are deliberately omitted in the sentence, but that does not eliminate the essence of the meaning to become an appropriate equivalence in the TL.

(2) Data 230

SL: "Well, this just got awkward"

TL: "*Ini jadi canggung*"

The sentence 'Well, this just got awkward' in Data 230 is translated into *'Ini jadi canggung'*. He does not translate it word by word but he makes it simple and straight to the point. Synthesizing the existing linguistic elements to be simpler so that they can be easily understood is one characteristics of Linguistic compression technique.

Discursive Creation

This technique is used to establish equivalence that is totally unpredictable or out of context. In other side, translation techniques that attempt to determine or create a temporary equivalent that is completely outside the unpredictable context of how this technique is used. This is usually used in the translation of titles (Molina & Albir, 2002). For example, entitled book of *Si Malin Kundang* is translated into "A Rebellious Son *Si Malin Kundang*".

(1) Data 3 and 102
    SL: "Giblets"
    TL: "*Astaga!*"
    SL: "So, he's kind of a wackadoodle"
    TL: "*Dia seperti orang yang setengah gila*"

Translator usually involves cognitive adaptation in both the SL and the TL in creating creative results with good equivalence. He also affects the emotions and expressions of the characters displayed in the film. In Data 3 'Giblets' is translated into '*Astaga!*'. The word 'giblets', if put into Indonesian means 'the inner organ', but he decides to choose word '*Astaga!*' instead. That is totally out of context from its meaning in the dictionary.

However, it becomes reasonable when translator interprets the gesture of character displayed in that movie. At that time, "Red" as the main character is falling from the tree with the position of falling right in the middle of his groin, and feels the pain of it.

Another example is shown in Data 102, the SL sentence 'So, he's kind of wackadoodle' is translated into '*Dia seperti orang setengah gila*'. In the SL, the utterance is like an idiom but the translator refuses to translate it idiomatically. Instead, he prefers to use the equivalence semantically by transforming it into semantic looking at the gesture in display.

Modulation

It is a technique used to change the point of view, focus, or cognitive category in relation to the SL. It can be lexical or structural, for example, the SL "I cut my finger" is transformed into the TL "*Jariku tersayat*" which contains the meaning of an unintended action instead of translating it into "*Aku memotong jariku*" which contains the meaning of a deliberate action.

(1) Data 6 and 68
    SL: "Up… and over"
    TL: "*Awas*"
    SL: "I'm looking at all their business here"
    TL: "*Aku melihat semua bagian tubuhnya disini*"

In Data 6, the expression "Up.. and over" is translated into the TL "*Awas*". It can be understood that the translator is leading the readers not to focus on the lexical meaning, rather on the visuals. Despite giving a new perspective in its notion, the translation still is fairly giving a closely semantic equivalent. Meanwhile, in Data 68, the perspective changes when the scene where Red as the main character is seeing pigs not wearing a single piece of clothing that makes the translator look for a semantic equivalent that resembles the original form.

Literal Translation

It is a technique used for translating a word or phrase by word-for-word translation (Molina & Albir, 2002). For example, in the SL sentence "I will ring you" is translated into the TL "*Saya akan menelpon anda*".

(1) Data 2 and 153
    SL: "Beak, wing, tail, ribs"

TL:" *Paruh, sayap, ekor, rusuk*"

SL: "I want Fruit"

TL: "*Aku mau buah*"

Words in Data 2 "Beak, wing, tail, ribs" are translated into literal translation "*Paruh, sayap, ekor, rusuk*". Also, in Data 153 the SL sentence "I want Fruit" is translated into the TL "*Aku mau buah*". Both data show that the translator is using word-for-word or literal translation.

Compensation

It is a technique used to introduce the element of information or stylistic effects in another place in the TL because it cannot be reflected in the same place as in the SL. In other words, the style brought by the SL cannot be used if translated literally to the TL. Therefore, the translator searches for the right words that scarcely differ in meaning from the SL.

(1) Data 5 and 21

SL: "Bottom Feeder"

TL: "*Pemakan Bokong*"

SL: "I run my butt off"

TL: "*Aku berlarian kesana kemari*"

It can be understood that the translator perceives the SL contained in Data 5 and Data 21 uses a style of language that the meaning cannot be referred directly to the dictionary. In coping with this issue, he uses the compensation technique to dig deeper the semantic meaning through the visuals displayed in the movie. As a result, the SL phrase "Bottom Feeder" is translated into "*pemakan bokong*" and the SL sentence "I run my butt off" is translated into "*Aku berlarian kesana kemari*". Both of these SL texts are translated using the contextual meaning of the SL because the language style is not commensurate with the direct meaning of the TL. The TL equivalence may differ in the expressions but related in meaning with the original texts in the SL.

Calque

It is a literal translation of foreign word or phrase from SL to TL in both lexical and structural. This technique is characterized the changes made by following the SL to TL in phonological form. For example, the phrase "Secretariat General" is translated into *Sekretaris Jendral*. The TL form is not far from its SL pronunciation.

(1) Data 63 and 137

SL: "Yeah, that was some clever **symbolism**"

TL: *"Ya, itu contoh **simbol** kecerdasan"*

SL: "Maybe, it wasn't **ice cream.**"

TL: *"Mungkin, itu bukan **es krim**"*

In Data 63, the SL phrase *"Yeah, that was some **clever symbolism***" is translated into *"Ya, itu contoh **symbol** kecerdasan"* and in Data 137 *"*Maybe, it wasn't **ice cream**" into *"Mungkin itu bukan **es krim**".* Both expressions are translated using the Calque technique because by following the SL pronunciation.

Transposition

It is a technique of replacing or shifting the grammar category, structure, or unit in the SL into that of the TL. For example, the SL "I make peace with the past" is transpositioned into the TL "*Aku berdamai dengan masa lalu*".

(1) Data 65

SL: "That house took me 5 years to build"

TL: "*Butuh 5 tahun untuk membangun rumah itu*"

It can be understood from Data 65 that the SL word "took" is categorized as verb in the sentence "That house **took** me 5 years...". However, it is shifted into a noun (gerund) in the TL into "*Butuh 5 tahun....*". The word *butuh* is the meaning of the SL word "took" itself.

Borrowing

This technique borrows words or phrases from the SL. It is purely borrowed the form of SL to TL without any change at all. For example, the SL word 'Harddisk' is translated into the TL "*Harddisk*" without any changes whatsoever.

(1) Data 194

SL: "Hors d'oeuvres"

TL: "*Kue Hors d'oeuvres*"

In Data 194, the SL phrase "Hors d'oeuvres" is translated into "*Kue Hors d'oeuvres*" in the TL. The translator purely takes the term from the name of the cake mentioned, without changing or looking for its equivalent in the SL.

CONCLUSION AND SUGGESTION

After analyzing data related to the English-Indonesian translation techniques used in 233 utterances of *The Angry Birds* movie subtitle, it can be concluded that there are 9 (nine) translation techniques used by the translator in the subtitle that included: Established Equivalent, Linguistic Compression, Discursive Creation, Modulation, Literal Translation, Compensation, Transposition, and Borrowing. The most dominant technique used in the subtitle is Established Equivalent that occurs 107 times (44.6%) in the data. Meanwhile, the least used technique is borrowing that occurs only 3 times (0.4%) in the subtitle.

To suggest, it is important that the translator explore various types of translation techniques and be selective in using these techniques based on the movie genre. Producing balanced TL translation with the SL utterances that reflect the emotions and the context displayed in the movie is also of great necessity. For the further researchers, it is important that they provide insight develop more in-depth related research on this issue.

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AN ANALYSIS OF SARCASM ON HATE SPEECH UTTERANCES ON *JUST JARED* INSTAGRAM ACCOUNT

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Abstract: This research focuses on how sarcasm on hate speech is used by the followers of Just Jared's account on Instagram. The purposes are to investigate what maxims are violated in the sarcastic comments made by the IG followers, which violation of maxim is the most dominant, and what factors cause hate speech in the comment. There were 50 comments collected as the primary source of data. The comments were those from the October 2019 to May 2020's posts. Grice's theory of maxims that classifies the rules of conversation into the maxims of quality, quantity, manner, and relevance was used to decide whether the comments violated the maxims or not. The results show that the analyzed data were proven to contain violation of the Gricean maxims that included violations of: the maxim of manner (17 comments), the maxim of quality (11 comments), the maxim of relevance (8 comments), and the maxim of quantity (4 comments). Besides single violation, some comments contain mixed violations that included the combinations of: the maxim of quantity and relevance (3 comments), the maxims of manner and relevance (3 comments), the maxim of quality and relevance (2 comments), and the maxim of quality and manner (2 comments). While violation of the maxim of manner records the highest (34%) in the data, combinations of violation of the maxim of quality-relevance and the maxim of quality-manner record the lowest (4.0%). Factors that motivate people to these violations are mostly due to the absence of providing brief, clear, and orderly information in the comments, the cultural value in the western countries that gives people the right and privilege to speak freely, the exaggeration for seeking other people's attention, and the ego that enhances self-importance among individuals while at the same time diminishing others'.

INTRODUCTION

Communication is simply an act to transfer and exchange information with others. The information that is exchanged by the speaker and listener can be misunderstood. The ability to interpret the meaning of what is literally said or written is required to achieve the effectiveness of a conversation. Grice (1975) has identified the rules of conversations known as conversational Maxims, based on people's interpretations on others. Currently, written language may have more influence than spoken language, especially on social networks.

According to Filik *et al* (2016), due to the explosive growth of the internet, social media has become an attractive source of information for research purposes on written communication. There is a strong reason why the researcher conducts this study. There is a great deal of respect on how we produce the language. The fact that the impact of our words on the community, young people and future generations.

The freedom to express our thoughts and speech has almost no limit on a social media platform like Instagram (IG). The researcher chose Instagram because Instagram is a relatively new social media platform but it already has made a big influence on young people,

especially because young people focus on entertainment. Further, the users are still growing and currently are three times bigger than Facebook and Twitter users, respectively.

The researcher focused on an Instagram account named "Just Jared". "Just Jared" spots hot online sources for pop culture gossip, fabulous celebrity photo galleries and breaking entertainment news. Investigating how people express themselves in social media has attracted the attention of the researchers.

The researchers' aim is to discover whether there is any violation related to the maxims or rules of conversation as proposed by Grice in the comments of Just Jared Instagram posts and to describe the factors that caused such violations.

LITERATURE REVIEW
Grice's Maxim Theory

Grice (1975) believes that communication is a cooperative activity and cooperative principle: when two people communicate it is in their own best interest to make it go as smoothly as possible. He states, "Make your contribution such as it is required, at the stage at which it occurs, by the accepted purpose or direction of the talk at which it occurs, by the accepted purpose or direction of the talk exchange in which you are engaged". The conversational maxims arise from the pragmatic of natural language. The Gricean Maxim is a way to explain the link between what the utterances and the responses of what the receiver understood from the speaker or writer. This way the conversation will achieve the efficient purposes where the speaker or writer and the receiver accept one another to be understood in a particular way. This cooperative principle based on Grice's four categories of maxims:

1. The maxim of quantity, where one tries to be as informative as one possibly can, and gives as much information as is needed, and no more.
2. The maxim of quality, where one tries to be truthful, and does not give information that is false or that is not supported by evidence.
3. The maxim of relation, where one tries to be relevant, and says things that are pertinent to the discussion.
4. The maxim of manner, when one tries to be as clear, as brief, and as orderly as one can in what one says, and where one avoids obscurity and ambiguity.

Thomas (1995) defines if Maxim Violation means that the speaker intends to mislead the hearer. There are various ways in which a maxim may go unfulfilled which lead them to the violation of the maxims. Grice (1975) claims that violation takes place when speakers intentionally refrain to apply certain maxims in their conversation to cause misunderstanding on their participants' part or to achieve some other purposes. People also can choose to ignore the Maxims to get a particular effect, for instance sarcasm. Grice (1989) believes that when the speaker does not fulfill or obey the maxims, the speaker is said to be violate the maxims. The relation of the maxims with sarcasm is that the complexion of how the people show and express their feelings and their behaviors in the internet have become a concerning topic. People on the internet tend to be more aggressive compared to the real life these days. Based on the cases that we see daily on the TV shows or celebrity interviews, they will prefer to talk politely.

Compared to the internet posts, the social media platforms tend to use attracting words that invite people to click on the link which also called as click bait. Click bait is the

words that are used by the content creator to attract people attention whether it is the fact or it is just fake news. People also use sarcasm for jokes and to reinforce the self-esteem of others. Irony is often deemed as a synonym of sarcasm due to the subtle distinction between both terms according to Giora *et al* (2015). Irony is an umbrella that covers sarcasm. Verbal irony is related to the concept of sarcasm (Brown, 1980; Gibbs & O'Brien, 1991; Kreuz & Roberts, 1993 as cited in Farias, 2017).

Sarcasm

Sarcasm is an expression which shows the opposite things of the literal or intended meaning of the speaker. It is used to say the opposite of what is true (Kreuz & Glucksberg, 1989). The words can mean everything for people who heard when someone says "you look beautiful today", "you are genius". Those sentences can be a compliment but also a criticism. In the spoken language, the intonation of the voice plays important role to know the real intention of what the speaker saying. Even though the words are beautiful but it can hurt someone because it is not the real situation in some perception. While in the written language it is a little bit different to recognize the real meaning of what the writer intent to say because we do not know the expression and the intonation of the writer who addressed it to reader. The words can become an ambiguity for the reader. For instant, the sentence "You killed it!" can mean more than one intended meaning. It can mean someone has killed or murdered maybe a person or an animal but it also means in this era, someone did something great or no failure.

Those parts of speech are what we called as sarcasm. Sarcasm is intensively used as a joke or it can be a criticism to say as hate speech. The term of sarcasm can be seen from the features of the conversational situation or context and not just on the conventional meanings of the words used (Grice, 1975). According to Leech (1983), context is the background of understanding that is owned by the speaker and the interlocutor so that the interlocutor can make an interpretation of what is meant by the speaker when making certain speeches.

Hate Speech on Social Media

School of Peacemaking and Media Technology in Central Asia (2014) reported that hate speeches are any expressions which humiliate to any race, religious, ethnic, or particular national group through racism, xenophobia, interethnic hostility or intolerance, instigating violence, hatred or discrimination. Brown (2017) asserts a concept of hate speech tends to be linked to the terms such as 'group defamation', 'incitement to hatred', the circulation of ideas based on inferiority', 'racist propaganda', 'speech xenophobia, homophobia, Islamophobia, and anti-Semitism', 'group vilification', 'violation of dignity', discrimination harassment', 'racist fighting words' and 'Holocaust denial'.

Hate speech has become a part of the daily communication in the social media. Everything that people post in the social media will get easily teased and judged by the other users especially the comments for the celebrities. Hate speech refers to the communicative actions in the form of verbally or symbolically which is intended to against particular communities or groups of people and even an individual who are coming from different ethnicity, sexual orientation or even religion. The relation between hate speech expressions and social media can be seen from the recent issues where many people transformed the

positive benefits of social media into the negative such as hate speech contents on their social media platforms. One of the issues is the gossip account that they can deliberately expose about the entertainment world called "Just Jared".

RESEARCH METHOD

This research used qualitative approach with descriptive method which commonly refers to a qualitative descriptive method. According to Creswell (1994), qualitative *research* is descriptive in what the researcher is interested in process, meaning, and understanding gained through words or pictures. Thus, the qualitative descriptive method deals with description of the research analysis which including the events, human status, object, condition, and the way of thinking. The object of this study was the conversation in the comment section from "Just Jared". This research aimed to identify and classify the hate speech utterances in Instagram account called "Just Jared".

The source of primary data in this research were the comments in "Just Jared" account from October 2019 to May 2020. The data were selected from general topics, mostly entertainment. There were also significant secondary data that were taken from the documents, books, articles, journals, and many others, posted on "Just Jared" Instagram account.

All selected comments from "Just Jared" were thoroughly read to support the content of this *research*. After gathering the data, the researcher classified the comments based on Grice's theory of logic and conversation. In this method, the researcher also read secondary data mentioned above. This literature supplemented the research work.

The data were analysed using three data analysis steps: reading the comments and updates on every picture, classifying the comments according to Grice's maxim definitions, and identifying the reasons that cause a comment is categorized a hate speech.

FINDINGS AND DISCUSSION
Findings
Types of maxims violated in the sarcastic comments on Just Jared account

The results show that the analyzed data are proven to contain some violations of maxims that included violations of: the maxim of manner, the maxim of quality, the maxim of relevance, and the maxim of quantity. Besides containing single violation of maxims, some comments contain mixed violations of maxims that included combinations of: the maxims of quantity and relevance, the maxims of manner and relevance, the maxims of quality and relevance, and the maxims of quality and manner.

The most dominant violation of maxim in the sarcastic comments

Table 1 below shows the number of violations found in the comment of *Just Jared* account that included violations of: the maxim of manner (17 comments), the maxim of quality (11 comments), the maxim of relevance (8 comments), and the maxim of quantity (4 comments). Besides single violations of maxim, some comments also contain combination of violations that included combinations of: the maxims of quantity and relevance (3 comments), the maxims of manner and relevance (3 comments), the maxims of quality and relevance (2 comments), and the maxims of quality and manner (2 comments). While

violation of the maxim of manner records the highest (42.5%) in the data, violation of the maxim of quantity records the lowest (10.0%).

Table 1. The most dominant violation of maxim in the sarcastic comments of *Just Jared* account.

No.	Violation of the maxim	Freq.	Percent.
1	Manner	17	34.0
2	Quality	11	22.0
3	Relevance	8	16.0
4	Quantity	4	8.0
5	Combo of Quantity-Relevance	3	6.0
6	Combo of Manner-Relevance	3	6.0
7	Combo of Quality-Relevance	2	4.0
8	Combo of Quality-Manner	2	4.0
	Total	50	100.0

Discussion

This section discusses the selected examples of violations found in the 50 comments of the 24 pictures/posts posted on *Just Jared*'s Instagram account and explaining the factors that prompt people to comment using sarcastic words or hate speech.

Violation of the maxim of quality

Data 6.
Caption: "Nick Jonas in Zegna Official and wife Priyanka Chopra in Ralph and Russo".
Comment: *Jenniferjuniper254: **fire her stylist!***

Figure 1. *Just Jared*'s IG caption on Nick Jonas and Priyanka Chopra's photo
(January 27, 2020).

In Figure 1[1], Priyanka Chopra, together with his husband Nick Jonas, is seen attending an event (https://www.instagram.com/p/B7zVMhqF0iY/). Chopra who is wearing a dress designed by Ralph and Russo is criticized by some netizens for wearing an exaggerated and inappropriate dress. The comment made by *Jenniferjuniper254* that says "**fire her stylist!**" literally means Chopra should fire her fashion stylist for dressing her so badly while praising Jonas, Chopra's husband, for wearing a perfect suit designed by Ermenegildo Zegna.

The comment on Data 6 that blames the fashion stylist for dressing Chopra with unattractive dress violates the maxim of quality based on considerations that the speaker has

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[1] The screen capture of the picture of the two celebrities is not shown here due to the immodest dress worn by them.

insufficient data about who has dressed Chopra is. It is not clearly stated in the caption. Yes, the caption does state who the designer of that dress is but there is no information about who has chosen to wear that dress: is it Chopra herself or her stylist or the designer? There is not enough evidence to justify the claim that Chopra's fashion stylist is the one to blame and that he/she deserve to be fired for dressing Chopra so bad. The comment violates the maxim of quality that rules "Do not say that for which you lack evidence" and "Do not say what you believe to be false."

Violation of the maxim of quantity

Data 22.

Caption: "Dakota Johnson carries a greenjuice in her hands, heading back to her car after doing a bit of shopping in LA".

Comment: *Cjm18: **In her hands???!! Just like us!!***

Figure 2. *Just Jared*'s IG caption on Dakota Johnson' photo (March 10, 2020).

The comment (Data 22) of *@cjm18* on Dakota Johnson's photo carrying a juice that says "**In her hands???!!! Just like us!!**" violates the maxim of quantity based on the consideration that he/she assumes that the caption is exaggerated by repeating the words and adding some exclamation and question marks for more than three times to show her sarcastic expression (https://www.instagram.com/p/B9iwXMIjrp7/?hl=id).

Violation in maxim of manner

Data 13.

Caption: "Taylor Swift's full phone call with Kanye West from 2016 has leaked online and it proves her side of the story".

Comment: *Salvador_celio_01: **lil nigga.***

Figure 3. *Just Jared*'s caption on Taylor swift and Kanye West's photo
(March 21, 2020)

Kanye West is a black-American rapper, singer, songwriter, record producer, enterpreneur and fashion designer. He is the husband of Kim Kadashian who makes both of them so famous and super rich.

The comment by *Salvador_celio_01* account on Taylor Swift and Kanye West's photo (http://bit.ly/2Zbv3xV) that flicks West with "lil nigga" violates the maxim of manner. According to Urban Dictionary (https://www.urbandictionary.com), the most common definition of this phrase is "f**k you". It is an expression or an act of being or giving the youngest and most immature in a group of friends. The expression is often used to insult the tribe of African-American. Using such a rude expression to abuse someone with racial slur violates the maxim of manner that when you talk to or about someone you have to show your attitude.

Violation of the maxim of Relevance

Data 26:

Caption: "There's a video of how at their reunion during the Commonwealth Service this afternoon. Tap this pic in the LINK IN BIO to see the video and see what happened…"

Comment: *Polodelima: I want that* **lip gloss!**

Figure 4. *Just Jared*'s caption on Meghan Markle and Prince Harry's photo
(March 10, 2020)

The comment posted by account *Polodelima* in response to the caption by saying "**I want that lip gloss!**" violates the maxim of relevance. A lip gloss which is a lip product has no relation with the reunion in the Commonwealth Service of the royal family the caption is talking about. Instead of commenting to how Markle and Harry greet other princess and prince, she talks about wanting a lip gloss worn by the princess. The cooperative principle in the maxim of relevance rules that the exchange given by the recipient in responding to the speaker's utterance should be "relevant" to avoid misunderstanding.

Violation of the maxims of quantity and relevance

Data 45:

Caption: Former couple Harry Styles and Kendall Jenner reunited last night for an appearance on Late Late Show. He guest hosted the episode!

Comment: *Vionanastav:* **THOSE NAILS**

justjared ✓ Former couple
@harrystyles and @kendalljenner
reunited last night for an appearance
on @latelateshow. He guest hosted
the episode!
#HarryStyles
#KendallJenner
Photo: Terence Patrick/CBS

Figure 5. *Just Jared*'s caption on Harry Styles and Kendall Jenner's photo.
(December 12, 2019)

The comment "**Those nails**" posted by *Vionanastay* on Data 45 refers to Harry Style's nails which coloured with the nail polish as seen in the picture. It violates both the maxim of relevance and quantity. First, it is out of topic because the account mentions Styles's nails which is irrelevant to the caption about the reunion. Second, it violates the maxim of quantity because she is not asking substantial question about the celebrities meeting which is more informative than asking about the nails (https://www.instagram.com/p/B58FGO8DL1g/).

Violation of the maxim of quality and relevance
Data 33:
Caption: "Justin Bieber and Hailey Bieber were spotted out with Justin's manager Scooterbraun for a meeting in LA this week."
Comment: @*rixchell: Homeless*

Figure 6. *Just Jared*'s caption on Justin Bieber and Hailey Bieber's photo.
(January 16, 2020)

The comment posted by @*rixchell* that says "**Homeless**" violates both the maxim of quality and relevance. It violates the maxim of quality because @*rixchell* is not being truthful about Bieber and his wife's who are living in lavish lifestyle instead of being homeless. There is no evidence whatsoever from the post that he and his wife are homeless. It is obvious that this violation is meant as sarcasm that criticizes Bieber's appearance for not wearing fashionable clothes as a celebrity. The comment also violates the maxim of relevance because the caption mentions about the two celebrities being without a roof over their head which is irrelevant to the caption that does not show or mention Bieber's fashion style or cribs.

Violation in maxim of Quality and Manner

Data 27:

Caption: There's a video of how Duchess Meghan Markle and Prince Harry greeted Duchess Kate Middleton and Prince William at their reunion during the Commowealth Service this afternoon. Tap this pic in the LINK IN BIO to see the video and see what happened…

Comment: @rosa_kon: *The Royal **Grinch***

Figure 7. Just Jared's caption on Meghan Markle and Prince Harry's photo.
(March 10, 2020)

The comment "The Royal Grinch" on Data 27 violates both the maxim of quality and manner. It violates the maxim of quality because the speaker uses the word "grinch" to abuse Markle which means a person who is mean-spirited and unfriendly. Media sometimes twist the news to make money and they cooperate with other person or company to seek more attention that people cannot fully trust and rely on some particular news on social media. The utterance "The Royal Grinch" violates the maxim of manner because it can be considered as a designation or slang to call others besides their real names. It is obvious that the utterance violates the cooperative principle of conversation and is meant to be used as sarcasm.

The reasons for hate speech comments

According to the data, the researchers found three reasons why the commentators of the Just Jared's Instagram posts violated the maxims. First, freedom of speech as a cultural value in western countries that opens the right for people to speak freely is often used to mislead. Second, exaggeration to capture the readers' attention. Third, the commentators' ego that enhances their self-importance while diminishing others'.

CONCLUSION

As a final point, there were 40 comments in the data that contained single violations and 10 comments that contained combinations of violation of the maxims. The former included violations of the: maxims of manner (34%), maxims of quality (22%), maxims of relevance (16%), and maxims of quantity (8%); while the latter included the combinations of violations of the: maxims of quantity and relevance (6%), maxims of manner and relevance (6%), maxims of quality and relevance (4%), and maxims of quality and manner (4%). Violation of the maxim of manner records the highest compared to the others with 34%. The main factors that cause hate speech comments on *Just Jared* account are included: (1) freedom of speech on western social media gives rise to the abusive comments without filter despite the fact that there are thousands of comments that have been reported and hidden

from the comment section. However, some of the abusive comments cannot be hidden from the comment section; (2) inflated sense of some narcissistic people who want to be the center of attraction; and (3) the exaggeration of some news outlets on of the social media platforms (e.g. *Just Jared.com,* etc.) that do not always post what they are supposed to post that tend to be misleading, uninformative, provocative, and bias.

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LANGUAGE NEEDS ANALYSIS OF STUDENTS AT PHYSICS EDUCATION DEPARTMENT FACULTY OF TEACHER TRAINING AND EDUCATION, MATARAM UNIVERSITY

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Abstract: The purposes of this study are to: (1) describe the students' level of English at Physics Education Department, the Mataram University; (2) describe the needs of English perceived by the students at Physics Education Department; and (3) describe the needs of English perceived by English lecturers at Physics Education Department. It employed a mixed method by combining both quantitative and qualitative research. The subject of this research was 55 students at the Physics Department and 3 English lecturers. The data were collected by using a triangulation technique such as test (placement test), questionnaire, and interview. The result of the test showed that (1) most of the students' level of English are in the elementary level; (2) students and English teachers perceived the language needs differently. These situations caused conflicts in designing language programs between the results of Present Situation Analysis (PSA), and Target Situation Analysis (TSA).

Keywords: needs analysis, physics department, teaching English.

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INTRODUCTION

English has a very important role for human beings to improve the quality of human resources. Every aspect of human life such as education, business, social, economic, politic, and culture, needs English as an international language. The acquisition of English, therefore, becomes a central and crucial issue for the preparation of human resources to face the digital and globalization era. Having adequate English will become a plus point of academic and job competitions. For higher education (HE) students, English is needed during and after their study. During their study, they need English to obtain information for their academic lives such as reading textbooks, journal articles, manuals, and other resources on their own fields. In academic lives, the students are required to read the academic references, most of which are written in English, to write academic papers, and sometimes to do presentations in English. After completing their study, they need English for job competition and professional development (Sujana, Fritriana, & Syahrial, 2016; Sujana, Hanafi, Sudirman, Fitriana, Syahrial, 2019).

However, some studies conducted at the University of Mataram involving some study programs within UNRAM show the failure of students' English proficiency (Sujana, 2001, Sujana, 2001; Sujana, 2016; Sujana, et al, 2016; Juliansyah, 2017; Sujana, et al, 2019). The failure was due to several reasons: the conflict of target needs and present situations; the teaching and learning situations (time allocation, class size, materials); lack of TL management and control (Sujana, et al., 2016). Considering the results of study, Sujana, et al (2016) suggested the redesign of teaching English at the University of Mataram by

conducting more comprehensive needs analyses to find a skeleton of teaching English for all study programs at the same time to find specific characteristics and needs of each study program. As Hutchinson & Waters (1987) argued, the language in one context may differ from other context, contents and methods of second language teaching could be different in order to find the students' needs in specific situations. For instance, the needs of English between students of tourism and students of Physics will be totally different because they have different subjects and areas. So, in order to create a suitable material for some specific purposes, the curriculum used by the teacher should be based on the learner's needs. This is known as teaching English using an ESP approach, that is, an approach of designing courses based on learners' reasons (needs) for learning English (Hutchinson & Waters, 1987; Dudley-Evans & St. John, 1998; Gatehouse, 2001; Basturkmen, 2010; Brown, 2016). However, the meaning of needs is multi-interpreted. Needs can be interpreted as necessities, lacks, and wants (Hutchinson & Waters, 1987), as subjective and objective needs (Brindley, 1989), as present situations, target situations, learning situations (Dudley-Evans & St. John, 1998), and many others. The process of finding needs is known as Needs Analysis (Needs Assessment).

Richards (2001:51) defines NA as "a procedure used to collect information about learners' needs", while Nunan (cited in Sujana, et al., 2016) defines it as a set of procedures for specifying the parameter of a course. The parameter includes the criteria and rationale for grouping learners and the selection and sequencing course material/content, methodology, course length, intensity and duration. In addition, Iwai, et al. (1999) state that Needs Analysis refers to the activities involved in gathering information that will serve as the basis for developing a curriculum that will meet the learning needs of a particular group of students. Some experts (such as Graves, 2000; Basturkmen, 2010; Brown, 2016) claim that NA is an integral part of teaching English using an ESP approach; Brown (2016) extremely claims that there no ESP, if there is no Needs Analysis.

Of various elements of needs mentioned above, the main purpose of conducting NA is to find the needs in three main areas, that is, to find target needs (known as TSA), present situation needs (PSA). Both kinds of information are then used to design Learning Needs known as Target Situation Analysis (TSA) (Dudley-Evans & St. John, 1998).

From those studies and opinions, the present research is directed to conduct needs analysis to students of the Physics Education Department, Faculty of Education, the University of Mataram Lombok. Through English needs analysis, this research is expected to provide information of current practices and the needs in specific contexts for redesigning the teaching of English for students of the Physics Education Department, the University of Mataram. The present research is intended to(a) describe the students' level of English at Physics Education Department, the University of Mataram; (b) describe the needs of English perceived by the students at the Department; and (c) describe the needs of English perceived by English lecturers at Physics Education Department.

RESEARCH METHOD

This research employs a mixed method which combines both quantitative and qualitative research. According to Johnson and Onwuegbuzie (2007) mixed methods research is the class of research where the researcher mixes or combines quantitative and qualitative research technique, methods approach, concept or language into a single study or set of

related studies. It was conducted at the Physics Education Program, FKIP Mataram University, involving 55 students and 3 English teachers. The data were collected using triangulation techniques such as test, questionnaire, and interview. The collected data were then analysed qualitatively and quantitatively. Quantitative analysis is used to analyse the results of the test to find out the English level of students is known through the proficiency test English Communication Skill for Civil Service (ECSCS test). The result of the test was analysed by descriptive statistics in the form of means and standard deviation. Qualitative data would be obtained from questionnaires and interviews. The data was analysed through qualitative procedure. While to find the needs of students and lecturer, questionnaire and interview were analysed with descriptive statistics. So that, the result of the questionnaires and interview answered the problem of study.

FINDINGS AND DISCUSSION
The English Level of Students at Physics Department

The level of English of students at the Physics Department is measured by using ECSCS Placement test. The total number of respondents who participated in this study test are 55 students, most of them have English skill at the level of elementary (25 students or 45, 45%) the test results are shown in Table 1 below.

Table 1. The result of the placement test of the students at Physics Department.

ECSCS Level	Score	Number	Percentage (%)	Level
8	140-150			Advanced
7	124-139			Pre-advanced
6	111-124			Post-intermediate
5	96-110	1	2%	Upper-intermediate
4	80-95	4	7%	Intermediate
3	61-79	6	11%	Pre-intermediate
2	36-60	25	45%	Elementary
1	0-35	19	35%	Basic

Based on Table 1, 1 student (2%) had the English skill in Upper-intermediate level, 4 students (7%) in Intermediate level, 6 students (11%) in Pre-intermediate level, 25 students (45%) in Elementary level,19 students (34%) in basic level, and no one of the students is above Upper-intermediate level. So that 50 students (91%) were at a low level (Basic-Pre intermediate). Then 5 students (9%) were in high levels (Intermediate- Upper intermediate). Thus, we can assume that the students at the Physics Department are mostly at low level.

This result supports the previous studies conducted at the University of Mataram (among others Sujana, et al, 2016; Juliansyah, 2017; Sujana, et al, 2019), which found that the level of English of students registered at the UNRAM was relatively low. It means that it needs extra efforts to improve their English level to the targeted proficiency. As Dudley-Evans & St. John (1998) claim that ESP ideally starts from an intermediate level.

The Needs of Students at Physics Department in Learning English

The questionnaire is used to determine the students' needs (wants and lack). The data which is needed to find out the students' needs were students' personal information, students' need and want toward ESP course, and learning and class activity prepared by the students.

Students' personal information

The result of the questionnaires showed that 41 students have not taken an informal English course, and 14 students have taken the English class outside the classroom. Most of the students said that they never use English outside classroom with 32 students, 14 students using English for several times in 1 month, 7 students in several times in a week, and only 2 students who almost every day using English. So they assume that they are at the basic level of English.

Students' Needs and Wants toward ESP Course

The result of the objective of learning English was obtained by using a questionnaire involving 55 students from the Physics Department of FKIP. The objectives are divided into three categories: (1) to prepare students to read textbook in the field of each (English for Academic purposes/EAP), (2) to prepare students to find a job after college (English for Occupational purpose/EOP), (3) a combination between first and second. The result showed that most of the students choose combination between first and second as their target of learning English, followed by improving speaking skill and reading skill in the part of language skill to be improved. Then, in the part of abilities to be developed, most of them choose vocabulary mastery as their priority followed by pronunciation.

Learning and Class Activities Preferred by Students

The table below is the student's perception related to the syllabus, learning objective, and material that introduced by the lecturer at the beginning of learning.

Table 2. Explanation about syllabus at the beginning of learning.

Is there any explanation about the syllabus, learning objective, and the material at the beginning of the learning by the lecturer?	
Yes (%)	**No (%)**
53 (96%)	2 (4%)

Based on Table 2, it shows that 53 students (96%) state that the syllabus and objective of learning are introduced at the beginning of the learning. Meanwhile 2 students (4%) are not. By the number of 53 students, they mostly agree with the syllabus that IS introduced by the lecturer even though the students are against their own choice.

Table 3. Learning activities in the classroom preferred by students.

How do you grade the following activities during learning English?
(1= important, 2= rather, 3= unimportant)

Rank	Grammar practice	Pronunciation practice	New vocabulary practice	Textbook reading practice	Writing practice	Speaking practice	Listening practice	Presentation and discussion practice	Making report practice
1	40 (73%)	41 (75%)	48 (87%)	32 (58%)	37 (67%)	50 (91%)	39 (71%)	34 (62%)	18 (33%)
2	15 (27%)	13 (24%)	7 (13%)	19 (35%)	18 (33%)	5 (9%)	16 (29%)	20 (36%)	29 (53%)
3		1 (2%)		4 (7%)				1 (2%)	8 (15%)

Table 3 shows the variation of learning activities preferred by the students. It is seen that the students have their learning preference. The result show that the learning English activities that are necessary by the students are grammar practice with 40 students (73%%), pronunciation practice with 41 students (75%), new vocabulary practice with 48 students (87%), textbook reading practice with 32 students (58%), writing practice with 37 students (67%), speaking activities with 50 students (90%), listening practice with 39 students (71%), and presentation practice with 34 students (62%). While learning English considered pretty fair needed is making report practice with 29 students (53%). In addition to the aspect of language learning English above, the learning activities in the classroom also preferred by the students that can be seen in the table below.

Table 4. Learning activities in the classroom preferred by students.

	How do you grade the following activities in the classroom?				
	(1=very like, 2=pretty fair, 3=dislike)				
Rank	Individual	Pair work	Small group discussion	Large group discussion	Total
1	10 (18%)	37(67%)	34 (62%)	15(27%)	
2	31 (56%)	18(33%)	21 (38%)	37 (67%)	
3	14 (25%)			3 (5)	
	55	55	55	55	

Table 4 shows the learning activities preferred by students, it shows the variation of learning style in the classroom, but most of the students preferred pair work and small group discussion. 37 students (67%) choose learning in pairs is very like, followed by 34 students (62%) who prefer small group discussion in the classroom. While fairly activities that are selected by the students are individual with 31 students (56%), and large group discussion with 37 students (67%). The first position which pairs work and small group discussion, it indicates that most of the students are comfortable in doing the task when they have a

companion in learning. Besides that, the students felt better learning English through some activities in following table:

Table 5. Students' perception about the best way of learning English.

Items of learning English (you can choose more than one)	Percentage of Students (%)
1. Read some written information (%)	6 (11%)
2. Listening (in general) (%)	40 (73%)
3. Repeat what you have learned (%)	23 (42%)
4. The activities that needs and action activity (%)	15 (27%)
5. The explanation from the lecturer (%)	20 (36%)
6. Listening western song (%)	37 (67%)
7. Reading novel or other stories (%)	10 (18%)
8. Learning autodidact (%)	9 (16%)

Based on Table 5, it shows that the best way of learning English chosen by students is listening. The first position was 40 students (73%) feel better in learning English when they listen. Second position, which is 37 students (67%), chose 'listening to western songs' as one of the best ways in learning English. The third position is 'repeat what they have learned' with 23 students (42%), followed by 'the explanation from the lecturer' as the fourth position with 20 students (36%). In addition, 'the activity that needs an action' is the fifth position with 15 students (27%). Sixth position belong to 'reading novel or other stories' with 10 students (18%), followed by 'learning autodidact' as the seventh position with 9 students (16%), and 'read some written information' as the eight position as one of the best way in learning English chosen by students with 6 students (11%). From this data, it can be concluded that the students prefer to learn English through listening.

Table 6. Justification of the English lecturers.

Justify the English lecturer in faculty 1= less/uninteresting/not much, not many 2= enough 3= much, many, very interesting/too much, so many			
Situation/condition	1	2	3
Number of students in the classroom (%)		52 (95%)	3 (5%)
1. Time allotment (credits) (%)	46 (84%)	9 (16%)	
2. The material that are taught (%)	5 (9%)	38 (69%)	12 (22%)
3. The material explanation (%)	10 (18%)	35 (64%)	10 (18%)
4. The learning facility available (%)	20 (36%)	35 (64%)	
5. Practice of using English (%)	34 (62%)	18 (33%)	3 (5%)

Based on Table 6, it shows that there are some aspects that should be considered in the teaching and learning process. Those are the number of students in one class, time allotment (credit), the materials that are taught, the way of the material presented, the learning facility available, and practice of using English. Firstly, the table above indicates that 52 students (95%) judged that the number of students is enough, while 3 students too much, and none of them choose less. It means that almost all of the students agree that the number of students is enough, which is around 20 students in one class.

Second, in the aspect of credit given in the English learning process, there are 46 students (73%) choosing less, 9 students (16%) choosing enough, and none of them choosing too much. It means that most of the students feel that the time allotment that is given is less proven by 46 students (84%). Third, in the part of materials that are taught, 38 students (69%) choose enough, 12 students (22%) choose very interesting, and 5 students (9%) choose uninteresting. It means that the material given by the lecturer is enough. Fourth, in the aspect of the way the lecturer present the material, there are 10 students (18%) that choose uninteresting, 35 students (64%) chooses enough, and 10 students (10%) choose very interesting. It means that the way the lecturer deliver the material is interesting. Fifth, the facility that is available, 35 students (64%) who choose enough, 20 students (36%) choose less. The last is about practice using English depending on their self-perception. The result shows that there are 34 students (62%) choose less, 18 students (33%) choose enough, and 3 students (5%) choose too much. It indicates that the students do less practice of using English when during the class.

Table 7. Topic for speaking and writing.

For speaking and writing activities, what topic that has been put on the syllabus?			
Speaking and writing related to the program. (%)	Speaking and writing unrelated to the program (general material) (%)	Speaking and writing related to the humorous. (%)	Speaking and writing related to the trending information. (%)
32(58%)	18(33%)	5(9%)	0(%)

Based on Table 7, it indicates that 32 students (58%) chose the topic for speaking and writing that related to their program as the activity required to be put on the syllabus. Then, 16 students (29%) chose speaking and writing to the program of general material, followed by 5 students (9%) who chose the topic of speaking and writing activities related to the humorous, and none of them chose topic for speaking and writing related to the trending information. It means that most of the students acquire the English for speaking and writing that are related to their program and general material as the topic on syllabus.

Needs Finding from English Lecturers and Subject Specialist

Based on the results of interviews of English lecturers and subject specialists at the Physics Department, it was found that the average skills of students at Physics programs are at elementary level. The lecturer explains that the main problems faced by the students are lack of vocabulary, less frequent use of English, limited time allotment, and so on. Besides that, the English lecturer expected to improve students' vocabulary mastery related to their field. Thus, they can read and understand their textbook, journal, or article related to their filed that is written in English. This expectation is similar to the learning objective from the institution which is one of the goals is that students can read and understand the textbook in their field (EAP) and prepare them to enter the job (EOP).

Furthermore, identification of students' characteristics also influences the achievement of learning objectives. Characteristics here refer to the students' background,

current level of English, their learning goal, social background and so on. Those characteristics become a consideration in many things, such as how to design the material, how to explain the material, and choosing teaching method. Thus, the characteristics of students should be considered in order to the success of teaching and learning process.

CONCLUSION AND SUGGESTION

From the result of analysis and discussion, it can be concluded that the students' level of English at Physics Program Faculty of Teacher Training and Education Mataram University is below the intermediate level and most of them are in the elementary level. It shows that the input English of students is very low.

In addition, to the needs of English perceived by students are to improve their communication skills and skill development that students choose. Thus, the improvement of communication skills includes vocabulary mastery, pronunciation, and grammar needs to be prioritized in teaching of English at Physics program.

The needs perceived by institution, English lecturer, and subject specialist are divided into short term goal and long-term goal. Short term goal of English is to prepare students as students who need English for reading textbook of their field that written in English. Long term goal refers to prepare students as job seekers who need English for looking for job after finishing their study, applying job at international school, and help them to continue their study at higher level. Short term goal directly guides the students to the activity for reinforcement their vocabulary mastery in order to help them understanding the material on their textbook. The activity could be done by integrated learning that combining the whole skills in one lesson, such as summarizing, note-taking, retelling, and paraphrasing. Those activities refer to the academic reading. In the other hand, short term goal also helps them for preparing them themselves for their future for seeking job or to compete in globalization era with the ability and knowledge that they get from study.

Besides that, the needs for learning English for students at Physics Education Department that is providing more opportunities for the students to practice using English, preparing them to read and understands their textbook, preparing them for job seeker, and additional credit of English is recommended to maximize the teaching and learning process because 2 credits are not enough to achieve the learning objective.

The suggestions in this study are: If the Physics study program emphasizes on the quality of graduates, especially in English, it is necessary to increase the students' ability in English in order to prepare the students entering the world of ESP. Therefore, the institution should change their policy such as adding credit of English (times allotment), providing facilities that support the learning process, and combining the English lecturer and subject specialist in one semester, so that the knowledge that acquired by the students would be completed. The lack of students in mastering vocabulary caused the problem and difficulties in their English learning. So, introducing more vocabulary that relates to their field is crucial in order to help them understand the material given. So, the reinforcement of vocabulary is really needed to support the learning process.

The consideration of the time allocation that is very limited with only 2 credits, it is impossible to teach one skill in one meeting. Thus, the integrating learning that combines whole skills is importantly suggested.

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SYMBOLISM IN SOUNDTRACKS OF *THE LION KING MOVIE*

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Abstract: The research was aimed to find out the kind of symbol in soundtracks of The Lion King Movie in 2019. This research follows a descriptive and qualitative approach with a purpose to identify, describe and analyze the phenomenon of symbolism. The data was taken from seven songs of soundtracks of film The Lion King Movie in 2019 containing symbolism; the data was analyzed along with Jung's (1964) theory of symbolism, and semiotics theory to interpret the data. The discussion showed that there are found 24 symbols in seven soundtracks of The Lion King Movie in 2019, which are divided into two kinds; conventional symbol and contextual symbol. There are 18 conventional symbols in seven soundtracks, while there are only 6 contextual symbols that exist in five soundtracks of The Lion King Movie. The division of types depends on the situations. It is portrayed through scene by scene in the different situations in the movie in which it impacts its meaning.

Keywords: Soundtrack; Symbolism

INTRODUCTION

Literature is an artistic writing as an expression of human feelings, experiences, ideas, spirit or beliefs (Subhan et al, 2019). Literature is a place where the authors can express many things in the form of literary works such as poetry, song lyrics and novels. Nowadays song lyrics are the most widely enjoyed in literary work. Awe (2003) stated that song lyrics are an expression of a person about something that has been seen, heard or experienced. In expressing experiences, the authors choose beautiful attractive and distinctive words and combine it into a lyric. Pradopo (1990) in Daewoo (2012) said that song lyrics are similar to poetry which is created based on expressions, expressions of feelings that are based on experience and based on human life. It should be known what the poem means when the song's lyrics definition is considered the same as poetry. The words of the lyric are occasionally difficult to interpret because the author does not directly share their ideas to the point instead he has symbols. Through symbolism the author has a freedom to add double meaning to his work which cannot easily be understood by the audience unless they focus on finding further to know. In the Oxford dictionary the word "symbol" means an image, object, etc. that suggests more than itself or refers to something else. In everyday life we find so many songs with the lyrics that imply indirect meanings. Even the new songs were sometimes adapted from the movie or in other words the song was deliberately created specifically as a soundtrack of a particular movie. Of course the lyrics of the song have a meaning which is related to the movie. Talking about the meaning of lyrics, it is not conveyed directly but through symbols or signs. To be able to enjoy a song of course we must understand the meaning of the lyrics of the song first, the submission of implied meanings through the symbol then we have to learn what the symbol is.

Symbolism is the use of symbols that aim to signify ideas and qualities by giving them symbolic meanings that differ from their literal significance (Nuriadi, 2016). The authors use symbolism to connect certain things that initially might seem insignificant with more general themes. For example, an author can use a particular colour but that is not merely a colour, but suggests a deeper meaning. Symbols can change in their meaning depending on the background. The symbolic meaning of an object or action is understood by when, where and how it is used. It also depends on who reads it.

Based on Jung's theory, symbol is a term, name, or image, which is quite prevalent in everyday life, but has a specific connotation beyond its real and conventional meanings (Jung, 1964:6). It refers to something vague, incomprehensible, or hidden for example the monument of a train civilization featuring a double-edged axe; it depicts objects that we know, but the symbolic cues contained behind them we don't know precisely. In other words something becomes symbolic when a word or object suggests something else beyond its near and real meaning.

1. Types of Symbol

A literary symbol can be a setting, character, action, object, name, or anything else in a work that maintains its literal significance while suggesting other meanings. Literary critics typically draw a distinction between "conventional" (or "universal") symbols, and "contextual" (or "literary") symbols.

1. The meaning of "conventional" (or "universal") symbols is symbols that have meanings that are widely recognized by a society or culture. Writers use conventional symbols to reinforce meaning. Some conventional symbols are the Christian cross, the Star of David, a swastika, or a nation's flag.

2. In contrast, "contextual" (or "Literary") symbols are aesthetically contingent, characteristic of particular artists, and only emerge in context of a particular literary work. A literary or contextual symbol can be a setting, character, action, object, name, or anything else in a work that maintains its literal significance while suggesting other meanings. Such symbols go beyond conventional symbols; they gain their symbolic meaning within the context of a specific story.

Literary work is a reflection of the community, therefore literary work has a symbolic meaning to be revealed with a semiotic approach (Lustyantie, 2012). We cannot predict the meaning of a work without the underlying theory; therefore we need semiotics as the fundamental. Eco (1976) as cited in Berger (2010), stated that Semiotics relates to all things that can be interpreted as signs. A sign is anything that can be attached as a significant replacement for something else. It means that the semiotics themselves were born amid society and become unified.

In semiotics there are terms of denotations and connotations that play a very important role. Based on Berger (2010) the meaning of the denotations is straightforward, and can be referred to as a representation of a sign. Thus, if we look at an object, for example Wayang, then the meaning of the denotation contained is "This Wayang is 67centimetress long and has a width of 31centimetress. Wayang was first created 1500 BCE". The meaning of the context will differ slightly and will be associated with the culture implied (Berger, 2010). In other words an explanation of the implied meanings therein will be different and more widespread. The meaning will be attributed to the Indonesian culture, about the imagery to be transmitted

and the consequences caused, and others. Semioticians thus not only study what a symbol implies, but also how it got its meaning and how it functions to make meaning in society. Symbols allow the human brain continuously to create meaning using sensory input and decode symbols through both denotations and connotation.

In this case the researcher took the soundtracks on *The Lion King Movie* as the object of the study based on several reasons and consideration: First, The soundtracks of *The Lion King Movie* contains many symbols or signs that must be considered and comprehended thoroughly by the listeners in order to get the message or meaning from the song. Secondly, this movie has several soundtracks that contain many symbols. Thirdly, symbolism is part of literature since literature never escapes from human life. Literature particularly symbolism is not much learned by people when it is closely related to our daily lives. For that reason the researchers are very interested in lifting the title of *Symbolism in Soundtracks of the Lion King Movie*.

RESEARCH METHOD

In this study, the researcher used a descriptive qualitative method because the researcher focused on findings symbols and interpreted its meaning. Moleong (2017) said that, qualitative research is a study that intends to understand the phenomenon of what is experienced by the subject of research e.g., attitudes, perception, motivation, action, etc., holistic, and by descriptions in terms of words and language, in a specific context that is natural and by utilizing various natural methods. So, qualitative researchers investigate meanings, interpretations, symbols, and the processes and relations of social life. This research applies the theory of symbolism by Jung (1964) and theory of semiotics by Saussure theory in Berger (2010) to interpret it. Using this theory is expected to help English learners and listeners to understand deeper and find the symbolism applied to both education and daily life.

FINDINGS AND DISCUSSION

There are two types of symbol found which are conventional symbols and contextual symbols. The division into types depends on the situations. It is portrayed through scene by scene in the different situations in which it impacts its meaning. The meaning of conventional symbols is symbols that have meanings that are widely recognized by a society or culture. While contextual symbols can be a setting, character, action, object, name, or anything else in a work that maintains its literal significance while suggesting other meanings. Such symbols go beyond conventional symbols; they gain their symbolic meaning within the context of a specific story. The following are symbols found in soundtracks of *The Lion King Movie*;

Conventional Symbol
The Sun

In line 10 there is a piece of lyric "*from the day we arrive on the planet, and blinking step into the sun*", a phrase *the sun has* the implied meaning. The sun commonly known as the star that shines in the sky during the day and gives the earth heat and light. In ancient times many nations worshiped the sun in religious settings as an example in ancient Turkish myths, Mithras was the sun god who was believed to be the Aryans in India, Persia, and the Turans. This god is believed to be up to six centuries, spread from Iran, Egypt, and Rome, Greece to

England. The Persians called it the sun god, light, truth, the universe and human creator. While In another history it is known that ancient Egypt, which stood thousands of years BC, was a sun worshiping community. One of the ancient Egyptian kings who were known to be very loyal to *Lord Ra* (sun god) was Ramses II. When governing in 1279-1213, he developed the sun worship sect. Meanwhile, in this lyric *the sun* symbolizes the lion king who is strong as the god sun, and the king for various kinds of animals in Pride Lands.

In the film, Muphasa is a king who is greatly admired by all the people of pride lands, even enemies (herds of wolves) subservient to Muphasa. As exempted in the scene of the song "Circle of Life", in the morning, when sunrise appears, all the inhabitants of the Pride Lands race eastwards to "the sun", where the king, Muphasa is about to introduce his son to the public. The lyrics read "From the day we arrive on the planet, and blinking step into the sun", Phrase "The sun" in this context actually refers to The Lion King, portrayed the enthusiasm of the inhabitants of the pride lands on the run east it shows how much they respect their King. Their respect comes from the belief that The Lion is the most powerful, capable of keeping them from enemy attacks. On the basis of this sense of security, pride lands residents glorify and worship lions as their kings. As with the sun worshippers, they believe that the sun is a protector for them. This symbol belongs to a conventional symbol. Because it's been a long time since people recognized the power of the sun.

Wing

On "I Just Can't Wait To Be King" song, in line 20 there is a piece of lyric "*I wouldn't hang about... The Aaagh! This child is getting wildly out of wing*" the word "*Wing*". Wings relate to cognitive abilities, imagination, mind, freedom and victory. In the Greek Hermes has winged heels, traveller's coat of arms and messengers, dreams, impulses, movements. The Greeks represented love and victory with wings. According to Plato, wings represent a symbol of intelligence, which is why some fabulous animals are winged. In this context, "*Wing*" is included into the conventional symbol seen through the scene when Zazu is mad because Simba manages to trick him; Simba is so agile and smart, so that Zazu said "*I wouldn't hang about... The Aaagh! This child is getting wildly out of wing* ", Zazu felt annoyed because he lost. Simba insists he wants to go anywhere without an escort. In this scene, Simba's curiosity at the boundary outside the pride lands, which makes him trick Zazu by passing and jumping over a group of animals. That works; it shows that Simba has intelligence.

In Greek mythology, it is known that the god Hermes is the messenger god. Hermes is also considered an inventor of language and speech, translator, liar, thief, and con artist. These roles make hermes an ideal representative figure for hermeneutics. One of Hermes' signature features is "*Wings*", as it uses winged heels at the time of sending messages. As the messenger, Hermes, also considered an inventor of language and speech, translator, wild, thief, and con artist. These roles make Hermes an ideal representative figure for Hermeneutics (the branch of knowledge that deals with interpretation, especially of the Bible or literary texts). One of Hermes' signatures is "*Wings*", as he uses winged heels when he sends messages. The Greek representation of the "wings" as a symbol of intelligence begins with the mythology above. If we refer to the conventional symbol, the Greeks are a society, and they recognize this symbol. This is why the symbol "*Wing*" in this song belongs to the conventional symbol.

Hakuna Matata

When little Simba was forced to leave the pride lands, he brought with him his grief and guilt. Sadly, because of Mufasa, his beloved father is dead. He is feeling guilty, because of his father's death in order to save himself from the rampage of a herd of bulls running around in panic. Even little Simba doesn't care if he almost dies in the wilderness. Were it not for the appearance of Pumba and Timon, his body would have been torn apart by a group of Votive birds, Timon and Pumba as his saviour, who then took him home with them in the beautiful wilderness with various animals living inside. And this is where Simba are taught about the philosophy they hold tightly "Hakuna Matata".

On "Hakuna Matata" song, in the first line there is a piece of lyric sung by Timon; "*Hakuna Matata! What a wonderful phrase!*" a phrase "*Hakuna Matata*" comes from the Swahili language which means "*don't worry*" which is later adapted into the Lion King movie. Hakuna Matata has a symbol of beam notes on the music. As for the Hakuna Matata symbolizes luck in Africa. The Africans are accustomed to use the Hakuna Matata symbol that is why the symbol is included in the conventional symbol. It is recognized by society, and also has the same implied meaning both in society and the context. In the Lion King Movie, Hakuna Matata symbolizes "*Fortune*" also for Timon, Pumba and Simba. Over the time, Simba grew up not as much as a lion preying on antelopes or deer as a meal, but he grew up with a habit of eating insects living on land or logs as a daily menu. That's what all the wilderness dwellers taught him. Simba is really not worried, even though he is far from where he came from, pride lands. The philosophy really worked on him.

Contextual Symbol

The Planet

On "Circle of Life" song, in line 9 there is a piece of lyric "*from the day we arrive on the planet*" a phrase *the planet* is one of the symbols. The planet is commonly known as a large object in space that moves around star (such as the sun) and receives light from it; the planet of our solar system i.e. Earth/Venus/Mars. Furthermore the planet used to mean "*the world*" and it commonly symbolizes "*Life*" especially when talking about the environment. As we know the earth is a place for various types of living things. The scene seen in this lyric passage is of various animals walking and running towards Pride Rocks, where the lion king will introduce his new-born son, future king, successor himself, Simba.

A phrase "*the planet*" in the circle of life lyric is symbolizes "*diversity*", this belongs to contextual symbol because the author refers to a variety of living things that are live side by side without attacking each other, whereas we know in real life animals have no sense and generally they pounce on each other. Meanwhile in *The Lion King Movie*, a pride lands is a place where various kinds of creatures coexist which live in peace because of the protection and rule of their king. In real life, "*the planet*" is identical to earth while the earth is symbolized as "*life*" because creatures can only live on earth. We coexist with differences, but on the condition that we are one population, that is, a human population, even if humans are one population, they are more often in conflict, war and murder. While in the life of pride lands, all animals even with various populations can live peacefully. That's why "the planet" that refers to the pride lands symbolizes diversity, it is more tolerant than in humans themselves. The

meaning of "the planet" as "diversity" applies only to this context, certainly based on the story. That's why this symbol belongs to the contextual symbol.

Leonine

In Line 9 on "Be Prepared" song there is a word "*Leonine*" which comes from "*yes Leonine times are changin'''*. Leonine is associated with a lion or commonly known as a herd of lions (a designation for herd lions). In *The Lion King Movie*, leonine is a herd that holds power over the Pride lands. While Scar, one of the herd of lions separating himself because he was ambitious to be king in place of king Muphasa, this was seen in the piece of the lyrics *"Yes, leonine times are a-changin'"*. Just like in real life, the king only can give the throne to his eldest son. While scar itself is the brother of king Muphasa, so it is impossible for Scar to ascend to the throne. Based on the case above, "*Leonine*" is symbolized *"Royal family"*.

The Royal family is the title given to the ruling family. As a form of appreciation for the dedication to the State, however, in common parlance members of any family who reigns by hereditary right are often referred to as royalty or "royals". It is also customary in some circles to refer to the extended relations of a deposed monarch and his or her descendants as a royal family for example i.e. in countries that are still in the form of Monarchies; British, European, Spanish, Swedish, Belgian, etc. This symbol is included into contextual symbol, as the movie adapted the conflict of the kingdom in real life; it is same with the *leonine* on this movie, which as the royal family because they are the ruling in the Pride Lands

The Heaven

On "spirit" song in line 10 there is a piece of lyrics "*spirit, watch the heavens open (open). Spirit, can you hear it callin'? (callin) yeah*" a phrase The Heaven, in this scene, Muphasa appears behind a cloud up the heavens. People especially who is believed in religion commonly equate the function of the heavens (sky) as heaven; they believe that the deceased will surely live in heaven, as for heaven is above. Regarding "*The Heaven*" symbol of peace, end, harmony and satisfaction. It is something that no one has experienced. But everyone wishes to experience in their life. Heaven is a symbol that reminds of good deeds and alerts us from doing wrong things. It is also related to inner guilt that makes fearful as lack the guts to enter the gate of heaven. In this case "*heaven*" symbolizes Simba's father, "*Muphasa*". Because at the time when Simba is trauma, feeling scared, had no direction and wanted to give up. The spirit of his deceased father appeared in front of him as a reminder that he was the true king.

"*Muphasa*" is symbolized as "*Heaven*" because in this scene Simba's father tried to warn Simba to return to the pride lands and take his throne back. This lyric confirms that Muphasa calls Simba, it's like a call of duty; it's time for Simba to take back his place. This symbol belongs to the contextual symbol, because only in this movie that *the lion* symbolizes *heaven*, both serving as reminders. In real life "*heaven*" warned human, while '*Muphasa*" warned his son, Simba.

CONCLUSION

Based on findings and data analysis, there were 24 symbols found in seven soundtracks of *The Lion King Movie* in 2019, with two types of symbols which are conventional symbol and contextual symbol. Conventional symbol has meanings that are widely recognize by a

society or culture, and there are 18 conventional symbols found in seven soundtracks of *The Lion King Movie*, which are; (in "Circle of Life"; *The sun, Circle, The path*), (in "I Just Can't Wait To Be King"; *Little hair, Roar, Wing, The Spotlight*), (in "Be Prepared"; *Teeth*), (in "Hakuna Matata"; *Hakuna Matata*), (in "The Lion Sleep Tonight"; *The village, The Lion, The Jungle*), (in "Can You Feel The Love Tonight"; *Twilight, The air, Love*), (in "Spirit"; *The wind, Flame,* and *The stars*). Meanwhile, contextual symbols are aesthetically contingent, characteristic of particular artists, and only emerge in context of particular literary work. This type only exists in five soundtracks of *The Lion King Movie*, that is only six symbols, which are; (in "Circle of Life"; *The planet, Sapphire sky*), (in "I Just Can't Wait To Be King"; *Mighty king*), (in "Be Prepared"; *Leonine*), (in "Hakuna Matata"; *Sensitive soul*), (in "Spirit"; *The heaven*). So, it can be concluded that conventional symbol is mostly dominant used in seven soundtracks of *The Lion King Movie* in 2019.

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LANGUAGE CHOICE IN TEACHING CONTENT SUBJECTS AT ENGLISH DEPARTMENT FKIP UNIVERSITY OF MATARAM

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Abstract: This research discusses the language choice in teaching content subjects used by lecturers in the online classroom. The objectives of this study are finding out the types of code-switching and code-mixing and the reason for using code-switching and code-mixing. This study is a descriptive qualitative. The researcher observed and collected the data by entering the online class. The researcher recorded the conversation from the start until the end of the class. After gaining the data, the researcher transcribed them into written data. The writer then classified data based on the types of code switching and code mixing and analyzed the reasons why code-switching and code-mixing were used. The result of the data analysis showed that the most frequently used type was Intra-Sentential Code-Mixing. Meanwhile, the lecturers mostly applied Extra-Sentential Code-Switching. The most dominant reason is the intention of clarifying the content of the course for the interlocutor.

INTRODUCTION

Language is required to be used in daily life to communicate. People cannot appropriately communicate if they do not have excellent language skills. The collaborative exchange of thoughts, feelings, or ideas between two or more people will not work well if each of them does not understand the language being spoken. Besides being used to communicate individually, it is also used in groups. A speech community is the same of the language use in a group situation. Likewise, the speech community is applying the same style in a group of community that has a similar term conveyed by (Scherre, 2006). There are three important constituents in speech community discussed by Scherre. The three components are the existence of the same linguistic system, the existence of social norms of use or social scale, and the set of social attitudes towards the language used.

According to Oriana and Rusnaningtyas (2018), the linguistic system is influenced by the most of people in an area. For example, the participants are encouraged to communicate when English is dominant language used. The second component is the existence of social norms. It can be recognized from how people speak in particular way. For instance, the participants speak English for everyday communication because it is a rule applied in an area.

Moreover, the attitude towards language can be positive or negative. The positive attitude can be recognized when the use of a single language is more dominant or high since a preferable comprehension should be gained by the participants. However, this does not mean that different languages are not brought or applied by the other participants in speech community, even though the use of single language is more dominant. The situation where the other participants brought the different language leads to a multilingual situation in this speech community. Thus, people usually choose to use particular languages to interact with one another in this speech community.

Nowadays, English is used for daily conversation. When people have fluency in English, not only English is applied, but the mother tongue is usually more dominantly used in daily conversation. It is mentioned as bilingualism. Applying two languages and even use two codes, namely bilingualism. It is defined as well in sociolinguistics about bilingualism, which utilizes two languages by participants in his or her action by turn (Mackey 1962:12, Fishman 1975:73, cited in Chaer and Agustina, 2004: 84). It is more generally stated as multilingualism. In a multilingual community, language use is affected by the social situation. The speakers must choose about two or more codes due to the language use when there is a conversation in the community. Those codes are such as language, dialect, variety, and style. Its process is called language choice. Holmes (2013) cites that it is necessary to examine the participant, setting, and topic such as participants in the social behavior. As previously stated, the participant, setting, and situation influence the code choice. In language choice circumstances, the code emerges if a speaker chooses between two languages at one time. That means the speaker uses code-mixing and code-switching in spoken language.

Code mixing is a circumstance using element language such as term or word, a phrase in which a participant mixes it with a different style without transforming the theme. In case a speaker talks Bahasa in one sentence but mixing English without ruining the first language's grammatical rules. From the definition of code-mixing, it is concluded that a speaker mixes two languages in the same discourse is related to the use of code-mixing, especially in a friendly circumstance. According to Wardhaugh (in Mustain, 2011:46), code-mixing is converting a single language to a different language in which situation a speaker speaks two languages at the same time.

Code mixing indicates regular communication since it is necessary and involves dependency on society. The use of code-mixing to attract the intention in order an individual comprehends the topic. For example, the lecturer uses English in code-mixing to provide a clear explanation to the students or to assist in learning the language. Hoffman (1991) states these three types of code-mixing states; those are intra-sentential mixing, Intra lexical code-mixing, and Involving change of pronunciation.

Intra-sentential mixing is used when a single word, a phrase, or clause is within a single sentence or utterance. For example, "*saya sedang mengerjakan project baru minggu ini*." The project is the mixing of language in sentences. On the other hand, Intra-lexical mixing emerges within a word boundary. For instance, "*saya mencarimu lowongan seharian untuk meng-*apply *pekerjaan*." The example shows the term intra-lexical code-mixing in this case since the word meng-apply is mixed the language between English and Indonesia by the speaker. Further, Involving Change of Pronunciation related to phonological level because it refers to a habitual in applying the words for daily conversation. Since Indonesian speaks many languages, especially English, people tend to use English, which is varied to Indonesian phonological order. The example of this kind of code-mixing is the word 'racket' is mentioned to be 'raket' by Indonesian. Another name "journal" is stated, "*jurnal*." Furthermore, the words' document' and 'photo' are said *'dokumen'* and *'foto*.'

In contrast, converting from one language to a different language in conversation emerged if a speaker is involved in alteration topic and attitude, namely code-switching. It is considered depending on the circumstance and motif, which makes an individual required to apply code-switching. Likhitphongsathorn and Sappapan (2013:495) explain code-switching as the term in which has the purpose of implicating a speaker alternating in one language and another at the level of the sentence.

In the educational setting, Hanna and Mahyuni dkk (2019) stated that the English lecturers tend to apply more than one or two languages in the daily conversation when they are involved in English teaching and learning process. It occurs since the lecturers are familiar with at least three languages, such as Indonesia, English, or local language. The phenomenon is recognized as code-switching. Hymes (cited in Chaer and Agustina, 1995:142) states two types of code-switching; those are intra-sentential switching and Extra-sentential switching.

Intra-sentential switching is described as alternation of word or phrase another language in the sentence. This types of code-switching commonly use in a single clause or phrase. The word class is part of intra-sentential switching such as a verb, adjective, and adverb. For example, "close the window! *Udaranya semakin dingin*." Close the window as code switching of phrase. While, shifting of single sentences in two languages shifted from the first to the second sentence, namely extra–sentential switching. For instance, "I know that day will come. *Saya harus siap-siap untuk segalanya*"

Hoffman (1991:116) stated, people, switch or mix the languages for several reasons such as talking about a particular topic, quoting somebody else, being emphatic about something (express solidarity), exclamation, repetition used for clarification, the intention of clarifying the speech content for the speaker, expressing group identity.

Therefore, based on the statements above, the reason I use code-switching and code-mixing is the desire to recognize reasons why lecturers use code-switching and code-mixing in an online classroom between students and lecturers, whether or not there is relevance to the improvement of the learning process. To conduct the research, the author utilizes the sixth semesters, which provide content subjects because it uses a lot of target language. Thus, it is applicable to take the content subjects.

This research study aimed to (a) discover types of code-mixing and code-switching used by lecturers at the English Department in the teaching-learning process, (b) To find out the lecturers' reasons for using code-mixing and code-switching used at English Department.

RESEARCH METHOD

This research used qualitative descriptive as the research method because it intended to analyze the language choice in teaching content subjects at the English Department. The subjects of the research were lecturers at English department FKIP University of Mataram. The data were gained from the online classroom conversation among lecturers and students. The researcher observed five classrooms in the fifth semester. There are three lecturers who are involved. Data of this research were lecturers' utterances. They focused on the types of code-mixing and code-switching and the reasons for using code-mixing and code-switching as the object of the research found on the lecturers' utterance. The data were analyzed by making certain codes on all collected data in accordance with their types. Next, the data were examined in-depth and classified according to the types. The researcher conducted a reduction continuously and finally, interpreted the data that had been reduced.

FINDINGS AND DISCUSSION

This part presents the findings of the study to address the research question concerning three types of code-mixing. The data classification is based on Hoffman's hypothesis, for example, intra-lexical code mixing, intra-sentential code mixing and involving a change of pronunciation were utilized by lecture. The theory used for code-switching and the reason is Hymes's theory. From this data, all lecturers in the online class frequently used three types of

code-mixing: intra-sentential, intra-lexical, and involving change of pronunciation. While in this study, there were two types of code-switching used by all lecturers. They were extra-sentential code-switching and intra-sentential switching.

In this study shows that the number of code-mixing in the online class conversation was 83. All lecturers in the online class frequently used three types of code-mixing: intra-sentential with 69 (83.1%) data as the highest number, intra-lexical with 11 (12.1%) data and involving change of pronunciation with 4 (4.8%) data as the lowest number.

Data 1:

For instance, when the lecturer spoke, "*Beberapa, Bapak sudah masukkan dalam teori-teori*, coverage *dari materi ini apa saja*." the utterance was in Indonesian. Next, the lecturer mixed the English word "coverage" in the center of the statement. Since the word that mixed was an English word, "coverage," it was mentioned that the mixing of English in Indonesian utterance. The term was Intra-Sentential code-mixing because the mixing appeared in a sentence boundary.

Data 2

The lecturer spoke an English word and mixed it with the Indonesian grammatical form. For instance, in data number 18, when the lecturer said, "*kemudian ada kegiatan* di whilst activity *pada* joint construction-*nya di sana*." The utterance referred to Intra-lexical because "construction-*nya*" derives from the mixture of English and Indonesian language. Construction is taken from English, while the suffix "–*nya*" is the concept of Indonesia. Therefore the code-mixing occurs within the word boundary.

Data 3

This data was involving Change of Pronunciation because the mixing happened at the phonological level. The lecturer said "…but if you want to *konek* (connect) *paragraf* one to *paragraf* two, idea one to idea two…" The lecturer uttered an English word but mixed Indonesian phonological structure. For instance, in data number 23, when the lecturer utterance *konek* /kɔnek/ it should be said connect /kəˈnekt/.

The researcher also found two types of code-switching; there were 49 (59.0%) extra-sentential switching in the first and 34 (40.9%) intra-sentential switching in the last number. All of them were applied by all lecturers, 83 occurrences appeared for code-switching.

Data 4

The data involved intra-sentential switching because the Indonesian statement appeared before the English phrase "*Kalau ada yang belum mengerti*, raise your hand." The lecturer switched Indonesia to English because he asked the students to raise the hand if they did not understand.

Data 5

The lecturer switched the language between English to Indonesia in the utterance. The lecturer uttered, "I have also included in *spada* Unram for this material. *Materi ini sudah ada, materi ini isinya adalah* guideline *memandu Anda untuk menghasilkan materi*." The first utterance applied English then he switched to Indonesia. In the sentence, the lecturer provided the guideline for students.

There were various reasons the lecturers applied code-mixing and code-switching in the teaching-learning process. Based on the interview result, the researcher connected the results with Hoffman's theory about the reason for using code-mixing and code-switching. The reason why the lecturer applied code-mixing and code-switching in the class to talk about a particular topic. The lecturer was talking about the lesson plan in ELT Lesson Planning and

Development subject. Thus, many terms should be explained in Indonesia. However, the lecturer sometimes used English to practice language skills. This extract belonged to talking about particular topic because it indicated that the lecturer was more comfortable and required to speak in Indonesian to provide a brief explanation.

The lecturer applied code-mixing and code-switching in the class was the intention of clarifying the speech content for the interlocutor. The lecturer expected that the student did not face the problem or difficulties. Thus he mixed or switched the language. Based on the result, the researcher connected it with Hofmann's theory concerning the reasons for using code-mixing and code-switching in the intention of clarifying the speech content for the interlocutor. It could be intended when a speaker switched or mixed codes to clarify the concept. The switch included the word that the speaker understood and repeated in one code to a second code to clarify the concept.

The lecturer used code-mixing and code-switching was to deliver the utterance clearer. Sometimes when the students were confused or did not understand what the lecturer said, repetition is necessary to understand more. This reason is the same as Hoffman's theory, called repetition used for clarification. It meant that when a speaker needed to clarify the speech, the listener would better understand it, the lecturer could sometimes apply both languages (code) that he mastered to say in the same message. Based on the explanation above, the researcher assumed that one of the lecturer's reasons to use code-mixing was Repetition Used for Clarification. For different reason, the lecturer clarified the speech contents or the materials by applying the Indonesian language to make the students understand the speech contents well. Therefore, it was clear that this reason belonged to the intention of clarifying the speech content for the interlocutor.

Another reason was the real lexical need. The lecturers applied the words in English because the meaning becomes unclear or vague if all those code-mixing changed into the Indonesian. Besides, nearly all the phrases applied by participants are the general terms used in English class. The lecturer mixed the utterance from the Indonesian language into the English language; thus, the students still got or still stayed to the talked material point.

In identifying the types of code-mixing and code-switching used by the lecturers, the result was 166. Code-mixing with 83 data and code-switching with 83 data .This result means that all lecturers applied both language, English and Indonesia in their teaching-learning process. They used two languages with the same portion of usage. In the reason for using code-mixing and code-switching, the result showed that the lecturers switched and mixed their language because lecturers commonly used the intention of clarifying the course content for the interlocutor. It caused them as English lecturers to reemphasize their course content to the students to understand the lecturers' intention and. The different reason that the students need to improve the language skill.

The finding of this study was supported by Harahap (2017). This study's aims were finding out the type of language choice experienced by the student and teacher in a class of English subject and Finding out the reason of the teacher and student experienced by language choice by using the theory of speaking of Hymes (2010). This study stated that code-mixing and code-switching are the types of language choice experienced by the student and teacher, which used English and Indonesia in a similar portion. The code-mixing and code-switching had similar result that was 75 data. The reason for using code-mixing and code-switching because the teacher and students feel easier to understand when use code-mixing and code-switching in conversation. Because they understand many words when them are mixed and

switched. Another research by Dumanig (2010) stated that there was the same portion of using English as their medium of communication at home with some switching to other languages. However it did not specify the types and the reason for using code-mixing and code-switching.

However, the result of this study contradicts with Mukti (2017) stated the low rate of using English in the classroom. This means that the teachers dominantly used Indonesia than English. The contradicts may have been caused by the absence of a class contract between teacher and students to use English consistently in or outside the classroom and the preparation of the teacher before teaching. While this research, the participants apply English and Indonesia in the similar portion which the reason to reemphasize the course content and the students can improve their target language.

CONCLUSION

There are three types of code-mixing used by the lecturers. They are intra-sentential mixing, involving change of pronunciation, and intra-lexical mixing. The most dominantly used is intra-sentential code-mixing because several English common terms are usually apply within a single sentence or utterance. Furthermore, there are two types of code-switching used by the lecturer. They are extra-sentential code-switching and intra-sentential switching. The lecturers mostly apply the extra-sentential code-switching. Furthermore, there are reasons why the lecturers switch and mix their language. They are; talking about a particular topic, intention of clarifying the speech content for the interlocutor, repetition used for clarification, real lexical need. The most dominantly reason is the intention of clarifying the content of the course for interlocutor. It caused them as English lecturers to reemphasize their content of the course to the students to understand the lecturers' intention.

This study only limited in its observation on the types, and the reasons for using code-mixing and code-switching applied in English Department FKIP University of Mataram, and its relation to Sociolinguistics. After describing the conclusion, the researcher realizes that this study still has several weaknesses. Since the research does not cover all code-mixing and code-switching, it is suggested for future researchers to analyze code-mixing and code-switching from different viewpoints such as use the different method or different instrument. The researcher suggests that the future researchers conduct a similar study with different place of research, for example on the online course in Indonesia related to English content course. It is intended that this research will guide the next researcher who performs a similar topic of research as the source or example that might be related to their research. Furthermore, since the researcher only gains the data from the respond of lecturers, the next researcher will conduct the respond of students. Lastly, the researcher expects this study is able to provide a beneficial contribution to people and reader.

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FOREIGNIZATION AND DOMESTICATION OF LEXICONS USED IN THE NOVEL "DID I MENTION I LOVE YOU" TRANSLATED BY DINA BEGUM

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Abstract: This research was aimed at finding Foreignization and Domestication in the novel Did I Mention I love You? It also described the cultural-specific terms of the data found. The data collected from the novel Did I Mention I Love You? and its translation were presented by descriptive qualitative method. The findings reveal that there were several techniques belong to foreignization and so do domestication. Foreignization consisted of literal translation, transliteration, borrowing, and transference while domestication consisted of transposition, omission, addition, and adaptation. It was also found some categories of cultural-specific terms. The result of this research showed that there were 287 data of foreignization and 565 data of domestication. Furthermore, there were 137 data of foreigization and 219 data of domestication categorized in cultural-specific terms classification based on Newmark's.

INTRODUCTION

Pinchuk (1977) stated that translation is a way for the speech of the source language to find an equivalent target language. Nida and Charles (1982) stated that translation is the process of reproducing the closest natural equivalent message of the source language into the receptor language. Based on the definitions, it can be concluded that translation is a process of obtaining an equivalent understanding and perception between the source and the target language.

In the case of translating the novel of western culture into the eastern culture, the translator has to do an extra effort to maintain the messages contained in the novels. Related to this, when two languages have to meet the same perception, the translator not only has to have a bilingual skill but also bicultural expertise to make the translation written text be not-translation like. The translator may translate the word or the phrase from the source language into the target language with absolutely different lexical meanings or prefer to not translate the word or the phrase depending on the readers' acceptance to the lexicons used. These techniques of translation are called foreignization and domestication which represent many aspects of culture. Newmark (1988) stated that there are five categories of cultural-specific terms, they are: a) ecology, b) material culture, c) social culture, d) organizations, customs, activities, procedures or concepts, and e) gestures and habits.

In this research, the researcher studied the foreignization and domestication of the lexicons used in the novel entitled *Did I Mention I Love You?* and its translation. The researcher chose this novel because this novel represents the social life story of a group of society in Los Angeles which is also own by a group of society in Indonesia. With the same story of life, those are marriage, divorce, having stepmother and step-sibling, and also love, would this have a natural translation and in what culture-specific term is it?

The chosen of novel analyzed in this research belongs to the fact that to do an analysis of Foreignization and domestication, the most important aspect is skimming any detail of each word. The researcher has to pay attention to any detail of every single lexicon from the source language that is translated into another lexicon in the target language, the missing word, and the addition word. Moreover, this research also requires the written text of each word to be analyzed. Since English and Indonesian may have different symbols for the same phonetic, novel is the best instrument to use.

Based on the background above, the researchers aimed at finding the types of foreignization and domestication in the novel *Did I Mention I Love You?* and at classifying the cultural-specific terms of the data found.

RESEARCH METHOD

The type of research used in this research is descriptive qualitative. Descriptive research is concerned about describing a phenomenon and its characteristics. This research focused on *what* rather than *how* or *why* something has happened. Qualitative research involves an inductive exploration of the data to identify recurring themes, patterns, or concepts and then describing and interpreting those categories (Creswell, 2003). There are 2 main objectives of this research. The first is to find out the types of foreignization and domestication in the novel *Did I Mention I Love You?* and the most dominant strategy used. The *s*econd is to classify the cultural-specific terms of the data found. The data were collected through documentation technique. In analyzing the data, the researcher used comparative technique by comparing different sources of the data. The equivalence and validity in collecting the data are the main point in conducting comparative empirical research in order to avoid biases in sampling, measurement, and instrument (Esser, 2016).

FINDINGS AND DISCUSSION

Translation strategies used in the novel *Did I Mention I Love You?*

Based on the result of the analysis of the novel *Did I Mention I Love You,* it was found that the translator used all eight translation strategies under foreignization and domestication by Venuti (2008) including literal translation, transliteration, borrowing, transference, transposition, omission, addition, and adaptation.

Table 1. The Numbers of Foreignization and Domestication Data

Foreignization	Calculation	Percentages	Domestication	Calculation	Percentages
Literal translation	9	3.13%	Transposition	301	53.27%
Transliteration	102	35.54	Omission	53	9.38%
Borrowing	146	50.87%	Addition	60	10.61%
Transference	30	10.45%	Adaptation	151	26.73%

Based on the data analysis above, in the term of foreignization, borrowing is the most dominant strategy occurred in the data while for domestication, transposition has the highest percentage in the occurrence. Both foreignization and domestication are highly used even domestication is twice as much as foreignization.

Table 2. Percentages of Foreignization and Domestication Data

No	Translation Strategies	Number	Percentage
1	Domestication	565	66.31%
2	Foreignization	287	33.69%

These data were classified into the cultural-specific terms by Newmark as can be seen in the table below.

Table 3. Cultural-specific terms of the data found

Foreignization	Calculation	Percentages	Domestication	Calculation	Percentages
Ecology	6	4.37%	Ecology	11	5.02%
Material culture	65	47.45%	Material culture	92	42.01%
Social culture	9	6.56%	Social culture	18	8.22%
Organizations, customs, activities, procedures, concepts	58	42.33%	Organizations, customs, activities, procedures, concepts	73	33.33%
Gesture and habits	1	0.73%	Gestures and habits	25	11.42%

Table 3 above displays the domination of material culture above the other cultural-specific terms, both in foreignization (47.45) and domestication (42.01%).

Table 4. Foreignization and Domestication Data

	Translation Strategies	Source Text	Target Text
1	Literal Translation	- The people around me shove and chat loudly. - I fight the urge to gag. - I glance around the cell. - I don't like adjustment.	- *Orang-orang di sekelilingku mendorong dan mengobrol dengan berisik.* - *Aku melawan dorongan untuk tersedak.* - *Aku memandang berkeliling sel.* - *Aku tidak suka penyesuaian*
2	Transliteration	- Cartoon - Alpha - Relax - Calligraphy	- *Kartun* - *Alfa* - *Rileks* - *Kaligrafi*
3	Borrowing	- Panel - Diagram - Orange - Concentration - Basic - Bizarre	- *Panel* - *Diagram* - *Oranye* - *Konsentrasi* - *Standar* - *Absurd*
4	Transference	- Earphone - Converse	- *Earphone* - *Converse*
5	Transposition	- Sparkling blue eyes - Dad quickly clears his throat - His steps uneven - Philip offers me a half smile	- *Mata biru terang* - *Dengan cepat ayah mendehem* - *Langkahnya tidak stabil* - *Philip tersenyum kepadaku*
6	Addition	- His sharp eyes - Pale brick house	- <u>*Sorot*</u> *mataya yang tajam* - *Rumah bata* <u>*berwarna*</u> *pucat*
7	Omission	- "Here she comes now!" - Where the hell is Tyler?	- *"Ini dia!"* - *Dimana Tyler?*
8	Adaptation	- I was three inches shorter - High school	- *Aku tujuh setengah senti lebih pendek* - *SMA*

The data on Table 4 displays the significance differences between the foreignization and domestication. The foreignization data show that the focus of translation is mainly about the spelling, the phonetic aspects of the lexicons, or the dictionary-based translation. However, for the domestication, it includes wider aspects related to part of speech, sentence structures, and the most important of it is cultures. They derive the occurrence of omission, addition, and adaptation. Domestication deals with the process of maintaining the content including the societies and cultural acceptance of the target language readers.

Translation Strategies for Foreignization

Literal Translation

Literal translation refers to a method of rendering a text from one language into another by following closely the form of the source language. It doesn't compromise the accurate meaning and suitable tone of the translation (Linda, 2011).
SL: I don't like adjustments.
TL: *Aku tidak suka penyesuaian*.

On the example above, each lexical from the source language is translated into the target language exactly the same as the dictionary translation word-for-word. However, this strategy of translation is rarely used, or almost not used. This technique of translation causes the strangeness when the reader of the target language read this translation. This strangeness causes the awareness that the text read is a translation text. In this example, the sentence of the source language refers to the condition where a person has to do an adjustment with her new family. In Indonesian, the common sentences used are "*penyesuaian diri*" or "*adaptasi*".

Transliteration

Transliteration is usually achieved through intermediate phonemic mapping (Jian & Haizhou, 2004). It is the process of writing a word or sentence in the script or characters from one language into the other language that can be understood easily by the people. Transliteration is a strategy of translation in which the translator rewrites the lexicon of the source language with the writing characteristics of the target language to represent the same or the similar phonetic of the source language.

The example is the translation of the lexicon "box" into "boks". The lexicon "box" is rewritten into "boks". This phenomenon belongs to the fact that the alphabet "x" is infrequently used in Indonesian. It also can be stated that it does not exist in Indonesian lexicons, but in borrowing word. Since "x" is spelled "ks" in Indonesian, this lexicon is then rewritten by replacing the alphabet "x" with "ks" to represent the phonetic from the source language into the target language.

Borrowing

Borrowing is related to the process of adapting a word from one language to be used in another language (Nordquist, 2019). Borrowing is divided into three types, 1) loanword, 2) loandblend, and 3) loanshift.

First, loanword has the same writing with different phonetic. "Parade" in the source language is read [pəˈrād], while "parade" in Indonesian is read [paradə]. Despite of this change, the meaning carried by both lexicons remains the same. Second, loanblend is the assimilation of both characteristics of the languages. The examples are "orange" that is translated into "*oranye*", "algebra" that is translated into "*aljabar*", and "coffee" that is translated into "kopi". Third, loanshift is a technique of borrowing by which a lexicon from the source text is translated by the other lexicon of the source text too. The examples are "car" that is translated into "*mobil*", "basic" that is translated into "*standar*", and "bizarre" that is translated into "absurd".

Transference

The emphasis on the source language rather than the target language causes some theorists do not consider transference a translation strategy at all. The reason is related to the assumption that its extreme may cause the intended message to be not well communicated. The foreign flavor triggers the target language readers and right away helps keep track with the original text (Obeidat, 2017).

In transference, the lexicon "platform' is translated into "platform", "earphone" is translated into "earphone", and "converse" is translated into "converse". Both source language and its translation have the same phonetic and writing. It can be stated that transference is a copy-paste of the lexicon of the source language into the target language.

Translation Strategies for Domestication

Transposition

Transposition is the other name of shifting in translation. This theory is cited by Catford (1965). It includes structure shift, rank shift, intra-system shift, and class shift. First, structure shift belongs to the shifting of parts of a sentence of the source language into the target language. For example, if in English the common form of noun phrase is det+Noun, in Indonesian, it is Noun+det (*diterangkan+menerangkan*).

SL: Their voices helps drown out the orrendous pop music.
TL: *Suara mereka membantu mengalahkan musik pop mengerikan itu*.

The topic of the phrase in the source text above is "music" which is placed in the end of the phrase. Since Indonesian does not have this sentence structure, the lexicon "music" then has to move to the beginning of the phrase when this phrase is translated. This translation follows the Indonesian sentence structure called *DM (Diterangkan Menerangkan)*. The lexicon "*diterangkan*" is placed in the beginning of the phrase, while the lexicon "*menerangkan*" is placed right after the lexicon "*diterangkan*".

Second, rank shift is about the shifting from clause into phrase or vice versa. The verb phrase" folds her arms" is translated into a verb "*bersedekap*", or in the opposite, the noun "loser" is translated into noun phrase "*anak yang kurang pergaulan*". Third, intra-system shift belongs to the change of plural into singular, vice versa. Fourth, class shift is related to the changes of the lexicons part of speeches. The noun "urgency" is translated into the verb "*desakan*", the noun "negativity" is translated into the adjective "*negatif*", and the verb "faze" is translated into the adjective "*heran*".

Addition

The addition is the process of adding a word in a sentence to make it more understandable (Puspitasari, 2016). Based on Newmark (1988). The addition is normally about cultural (accounting for the differences between the source language and the target language), technical (related to the topic), or linguistic (explaining wayward use of words).

SL: I'm falling for him.
TL: *Aku jatuh cinta kepadanya*.

The data above shows the addition of lexicon "*cinta*" in the translation. This addition deals with the effort to maintain the content of the source language. Even there is no lexicon refers to "*cinta*" mentioned in the source language. The content of it refers to the activity of loving someone. It is understandable by the reader without mentioning the lexicon "love". However, if the text of the source language is translated word-for word, it will cause a misleading understanding by the readers of the target language. The word-for-word translation "*aku jatuh kepadanya*" refers to the falling of someone physically into another. Based on this, to keep the content of the source language when it is translated, the addition can be used.

Omission

Omission is a process of eliminating words, phrases, clauses or sentences on the source language into the target language (Setiawan, 2016). The translator omits the lexicons from the source language that do not have equivalents in the target language, or that may raise the hostility for the receptor (Iacovoni, 2011, cited in Sharma, 2015)

SL: Where the hell is Tyler?

TL: *Dimana Tyler*?

In this case, the phrase "the hell" from the source text is omitted and not translated into the target language. In the source language, it is functioned as an intensifier for the lexicon "where" and it represents a curse. However, Indonesian does not have the equivalent words for this concept. Literally, it can be translated into "*neraka*", but this referent does not match the referent requirement of the lexicons from the source language. This omission belongs to domestication. This technique of translation creates an equivalent understanding for the reader of the source and the target language.

Adaptation

Adaptation is a type of translation which involves a number of changes to be made so that the target text produced can be in a harmony with the spirit of the source text (Assaqaf, 2014). Adaptation is reworking of an existing text either in the same language (intralingual Adaptation) or in another language (interlingual adaptation) to produce a target text that cannot be considered as a translation but can be traced to a source text (Ngongeh & Awug, 2018)

The lexicons "three inches" are translated into "tujuh setengah senti". In English, it is common to use "inch" as the customary unit of height. However, In Indonesia, "Inch" is rarely used. The customary unit of length in Indonesia is centimeter "senti". One inch is equal to 2.4 cm. Therefore, three inches is equal to 7.2 cm. Since Indonesian people love using integers, 7.2 cm will be 7.5 cm or in Indonesian it is 'tujuh setengah senti".

Culture-Specific Terms

Ecology

Ecology deals with any data including flora, fauna, winds, plains, and hills. It also includes anything related to this. In foreignization, the lexicon related to ecology remains similar with the lexicon of the source language. While the lexicon of Ecology in domestication is translated based on the concept of both readers have and it does not require dictionary translation.

The lexicon "oxygen" is translated into "oksigen" by foreignization while the lexicon "joints" is translated into "ganja" by domestication. The data of foreignization is translated by using transliteration in which the phonetic of the translation is remained the same as the source language. While the data of domestication is translated by using adaptation, in which the lexicon "joints" is translated into "ganja". Both data of translation are the example of ecology, oxygen is a chemical element contained in the air. This is the chemical element that is needed the most in the process of breathing. The domestication data "ganja" is a flora. Its leaves, in a certain does, can be used while cooking and has the same function as MSG (Monosodium Glutamate). However, this plant may cause drunk in an overdose use.

Material Culture

The data of Material Culture includes food, clothes, houses and towns, and transport. Shortly, anything that can be captured by the sense of touched and sight.

Those lexicons, "ice cream", "es krim", "pretzels", "pretzels", "salads", "salad", belong to food. Even these all lexicons belongs to food, the three of them carried different techniques of translation. The lexicon "pretzels" is translated into "pretzels". The technique of

translation used here is Transference in which the lexicon from the source language is translated as the same as the translation, a copy-paste technique. This case belongs to the fact that pretzels is a typical food of European and unfortunately this food is not well known by the people of Indonesian. The absence of this referent causes no *reference* and no *symbol* in the target language. That is why transference is the best technique to choose.

This case is in the opposite with the lexicons "ice cream" that is translated into "es krim". Despite this food comes from foreigner, it is well known and has already been one of the most favorite food for children, teenagers, or even for the elders. This fact creates an existence of "ice cream" in Indonesian people's reference. This familiarity causes borrowing of the lexicons "ice cream" into Indonesian. The process of this borrowing named transliteration, or rewriting the lexicons of the foreign text into the target language without changing the phoneme.

Both examples above belong to foreignization. However, for the lexicon "salads" which is translated into "salad", there is an intra-system shift of the lexicon that is from a plural word into a singular word without changing the meaning. In English, it is common to use plural marker –s in every plural lexicon. However, Indonesian with plural lexicons, there is a process of repetition word. If it is plural, the translation will be "salad-salad". Too much representing plural in such a way becomes a distraction to the readers.

Social Culture

Social culture relates to any activities, works, or even leisure times done by a group of people. For example, the lexicon "celebrity" translating into "selebritas" is a social status in society. It has a great influence to the society. The status of being celebrity causes an intense attention to everything they do. The negativity and the positivity will determine their reputation. Since these lexicons belong to society, so they are categorized into social culture.

Organizations, Customs, Activities, Procedures, Concepts

There data of organizations, customs, activities, procedures, and concepts are found dominant in the result of this research.

As examples, the lexicon "tattoo" translated into "tato", "calligraphy" translated into "kaligrafi", and "pop music" translated into "music pop" belong to Artistic. Tattoo is a body painting. Calligraphy is a visual art. Then, music is an art of sound including rhythm, melody, lyrics, and harmony. Therefore, according to the definitions, these lexicons belong to Artistic.

Gesture and Habits

Gestures belong to the body language of the characters described by the authors while habits belong the activities done in regular times.

The lexicons "routine" taken as the example is translated into "rutinitas" and the lexicons "the annual beach party" is translated into "pesta pantai tahunan". They belong to habit. It belongs to activities that happened regularly. Based on the text, the lexicon "routine" takes place every day. While "the annual beach party" is held every year. While the gestures are described by "folds her arms across her chest", "clears his throat", and "hair on my arms begins to stand up".

CONCLUSION

Based on the results of the research, there are 852 total numbers of the whole data consisting of 287 data of foreignization and 565 data of domestication. In the terms of foreignization, borrowing is the most dominant technique used (50.87%). It is then followed by transliteration (35.54%). However, there are minimal uses of literal translation (3.13%) and transference (10.45%). These findings belong to the fact that even foreignization deals with keeping the lexicons of the source language characteristics linguistically, it is obvious that there

are still efforts to make the translation become transparence as the main focus of Venuti's theory, even just little.

Further, the most dominant technique of domestication used is transposition (53.27%) which includes structure-shift, rank-shift, intra-system shift, and class-shift. The second dominant technique used is adaptation (26.73%). Then, the less used techniques are addition (10.61%) and omission (9.38%). These findings show that domestication is totally applied in the term of sentences structures.

From the total numbers of the data, unfortunately, not all of the data found can be categorized into Newmark's cultural-specific terms. Only 356 out of 852 data can be included into one of the classifications made. Pronoun, adjective, preposition, and adverb does not belong to any Newmark's classification. Material culture is the most frequent classification, 47.35% of foreignization and 42.01% of domestication. The second most dominant classification of the data belongs to cultural-specific terms number 4, specifically activity, 24.09% of foreignization and 26.03% of domestication. The rest of the categories, ecology, social culture, organizations, customs, procedures, concepts, political, administrative, religious, artistic, gestures, and habits, are in the average of 10%.

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