



Issn online  
2541-6804  
Volume 02  
Nomor 01



- 1 - 6** An Analysis of Students' Grammatical Errors in Arranging Jumbled Words into Meaningful Sentences of the Einght Grade at SMP Negeri 4 Banyuwangi in the Academic Year 2016/2017 by Dilla Ayuning Pengestu, S.Pd
- 7 - 15** A Descriptive Study on the Seventh Grade students' Reading Comprehension Achievement at SMP SUNAN GIRI CLURING in the 2013/2014 Academic Year by Tersia Dara Yuanita, S.Pd
- 16 -29** An Analysis on William Ernest Henley's Invictus by Ayu Malinda, S.Pd
- 30 - 41** An Analysis On The Strategies Used To Translate Idioms With Reference To J.K. Rowling's Novel Entitled Harry Potter And The Philosopher's Stone by Nurkasiyati, S.Pd
- 42 - 48** Improving The Students' Ability In Writing Recount Text Through Guided Picture of Class X DKV 2 Semester 1 at SMKN 1 Banyuwangi In The 2017/2018 Academic Year by Karyati, S.Pd

## Issued by

Program Studi Pendidikan Bahasa Inggris  
Fakultas Bahasa dan Seni

Universitas PGRI Banyuwangi  
Jl. Ikan Tongkol No. 22 Kertosari Banyuwangi



*Lunar*

Language and Art Journal  
e-mail: [lunar@unibabwi.ac.id](mailto:lunar@unibabwi.ac.id)

## **An Analysis of Students' Grammatical Errors in Arranging Jumbled Words into Meaningful Sentences of the Eight Grade at SMP Negeri 4 Banyuwangi in the Academic Year 2016/2017**

Dilla Ayuning Pangestu

Prodi Bahasa Inggris, Fakultas Bahasa dan Seni, Universitas PGRI  
Banyuwangi

Received : Tuesday, March 6, 2018

Revised : Monday, March 12, 2018

Accepted : Tuesday, March 27, 2018

### **Abstract**

Writing cannot be separated from sentences. Constructing sentences is a start to write a composition since it has levels of difficulties starting from words to sentences, sentences to paragraph and paragraph to longer composition. Jumbled words is a method of teaching. There are some words or sentences which are jumbled by teacher and the students must arrange them into correct sentences. This research is a descriptive quantitative one that focused on the data analysis with form description with the scoring of the eight grade students' grammatical errors in arranging jumbled words into meaningful sentences at SMP Negeri 4

Banyuwangi in the Academic Year 2016/2017. Purposive method was used to determine the research area. The number of respondent were 30 students. The result of the data analysis showed that compose sentences was difficult for the eight year students of SMP Negeri 4 Banyuwangi. (1) There are 126 miordering of using adjective followed by noun with the percentage 23,37%. (2) There are 46 misordering of using verb followed by

adverb with the percentage 8,53%. (3) There are 98 misordering of using auxiliary verb ( do, do es and did )

with the percentage 18,18%, (4) There are 95 misordering of using to be past tense (was and were) with the percentage 17,62%. (5) There are 75 misordering of using Simple Present Tense with the percentage 13,91%. (6) There are 99 misordering of using Simple Past Tense with the percentage 18,36%

Keywords: writing; jumbled words; descriptive quantitative

### **A. Introduction**

English as a foreign language in Indonesia has influenced many aspects of life, including therefore the educational aspect. English is determined as a compulsory school subject in the national curriculum. One of the problems in studying english is understanding grammar. Grammar problem occured is error in arranging some words into a good and meaningful sentences. errors are considered as the inevitable

consequences of language learning. They are in fact part of a learning process and may provide valuable insight into the language learning process. This, error analysis of a language will lead to the analysis of grammatical errors. the researcher is eager to know the difficulties in arranging jumbled words. the researcher is eager to do a research with entitled "An Analysis of Students' Grammatical Errors in Arranging Jumbled Words into Meaningful Sentences of the Eighth Grade at SMP Negeri 4 Banyuwangi in the Academic Year 2016/2017.

## **B. Research Method**

In this research, the researcher analyzed the students' grammatical errors in arranging jumbled words into meaningful sentences of the eight grade at SMP Negeri 4 Banyuwangi. Therefore the research design which matches with this resarch is descriptive quantitative where the results of this research are in form of description and score. Purposive method is used to select the research area based on specific purpose. SMP Negeri 4 Banyuwangi is selected as the research location because many students at SMP Negeri 4 Banyuwangi don't have capacity in writing mainly arranging jumbled words into sentences. Respondents in this research are the eighth grade SMP Negeri 4 Banyuwangi.

In this research the researcher used Cluster Random Sampling in determining the respondent where each students have a chance to be respondent in this research, but the researcher only take some students to be respondent in this research. In each class there are 30 students. Two classes are determined as the research samples, because they are homogeneous. Finally, VIIIB class and VIIIE class students are chosen as the respondents of this research. Therefore, the researcher used lottery in selecting sample respondent. First the researcher prepare 30 lottery. On each paper, the researcher fill only 15 pictures. Only 15 students from each class who got the pictorial paper be respondents in this research.

Test is a way of discovering, by questions or practical activities, what someone knows or someone can do. The researcher wanted to know the students' ability in an arranging jumbled words in structure of modification (adjective folowed by noun and verb followed by adverb), auxiliary verb and to be (auxiliary verb (do, does and did) and to be Past tense(was and were) and particular tenses (Simple Present Tense and Past Tense). The focus is sentence structure of simple sentences. The teacher analyzed the data resulted from the student's writing test. The researcher followed the following steps:

1. Distribute question paper with 40 questions of jumbled words to the students.
2. Tell the students they are going to arrange words to make meaningful sentence.
3. When the students finished their work, they submit the answer sheets to the researcher.

The interview exists in a variety of forms ranging from formal interviews, for example, conducted in surveys, through the internet, over the telephone, or in face-to-face interaction, to more informal conversations conducted for research purposes. The researcher conducted an interview with English teacher in the teacher's room after writing test. The researcher used the mother tongue or Indonesian language in order to avoid misunderstanding and misinterpreting between the researcher and the teachers.

The researcher followed the following steps:

1. The researcher read some questions.
2. The teacher answer the question.
3. The researcher wrote the teachers' answer in a note.

The research data were analyzed by descriptive quantitative formula to calculate the students' grammatical errors in arranging jumbled words into meaningful sentences of the eight grade at SMPN 4 Banyuwangi in the Academic Year 2016/2017.

### **C. The Result of The Research**

After collecting the data from the test, the researcher found some errors made by students. They are:

1. Misordering of using adjective followed by noun
2. Misordering of using verb followed by adverb
3. Misordering of using auxiliary verb (do, does and did)
4. Misordering of using to be Past Tense (was and were)
5. Misordering of using Simple Present Tense
6. Misordering of using Simple Past Tense

The data processing are taken from students' writing test. Then, the researcher classified the students' grammatical errors in arranging jumbled words into meaningful sentences test. In this case, the researcher only focused on misordering of using adjective followed by noun, misordering of using verb followed by adverb, misordering of using auxiliary verb (do, does and did), misordering of using to be past tense (was and were), misordering of using Simple Present Tense and misordering of using Simple Past Tense.

The researcher made a written test for students of SMP Negeri 4 Banyuwangi total forty (40) items. The students' grammatical errors it can be stated that

1. Total errors of adjective followed by noun are 126 errors on percentage 23,35%
2. Total errors of verb followed by adverb are 46 errors on percentage 8,53%
3. Total errors of auxiliary verb ( do,does and did) are 98 errors on percentage 18,18%
4. Total errors of to be past tense (was and were) are 95 errors on percentage 17,62%
5. Total errors of simple present tense are 75 errors on percentage 13,91 %
6. Total errors of simple past tense are 99 errors on percentage 18,36%

## D. Conclusion

The present study was intended to answer the following research questions: what grammatical errors made by students in arranging jumbled words and what types of grammatical errors made by students in arranging jumbled words. The main data required to answer this research question were taken from writing test and interview.

The result of the data analysis clearly showed that: (1) There were 126 misordering of using adjective followed by noun with the percentage 23,37%. (2) There were 46 misordering of using verb followed by adverb with the percentage 8,53%. (3) There were 98 misordering of using auxiliary verbs with the percentage

18,18%. (4) There were 95 misordering of using to past tense was, were with the percentage 17,62%. (5) There were 75 misordering of using simple present tense with the percentage 13,91%. (6) There were 99 misordering of using simple past tense with the percentage 18,36%.

In general these findings suggest that the degrees of the acquisition of some arranging the jumbled words into meaningful sentences by the eighth students at SMPN Negeri 4 Banyuwangi in the Academic Year 2016/2017 are satisfied. Seeing the facts, the researcher infer that the last result of respondent are good category.

Referring to the significances of the establishment of the present research findings, the following are some suggestions:

1. The English teacher at SMPN 4 Banyuwangi prepare their teaching materials by considering the universal strong pedagogical implications of the sentence form theories. That is, they should give more serious attention and emphasis to the teaching of adjective followed by noun, verb followed by adverb form, auxiliary verbs (do,does and did), to be past tense (was and were), Simple Present Tense, Simple Past Tense. Indeed, profesional teachers should keep on reading books thereby enabling themselves to be more effective and efficient in their teaching. It is actually hard to imagine how English teacher could undertake and manage teaching learning process successfully in case by lack relevant working theories.
2. The eighth grade students of SMPN 4 Banyuwangi in the Academic Year 2016/2017 are also suggested to be more motivated and industrious in their learning of English mainly in arranging the jumbled words into meaningful sentences. Studies have widely recognized and remarked that the learners' motivation is of paramount importance in determining their success or failure in learning English in foreign language settings.

## E. Acknowledgement

The researcher would like to thanks to my greatest advisors Wulan Wangi, M.Pd and Wiwin Indarti, S.S., M.Hum who have guided me with care, patient, and allow me to profit from their advice in writing the thesis. The researcher also thanks to the following peoples :

1. Drs. H. Teguh Sumarno, MM, as the rector of PGRI University of Banyuwangi
2. Abdul Munir, M.Pd, as the Dean of the Language and Art Faculty of PGRI University of Banyuwangi
2. Wulan Wangi, M.Pd, as the Head of English Education Department of PGRI University of Banyuwangi
3. All of my Family who always support me, thank you so much
4. All of my lectures and staffs of English Education Department of PGRI University Banyuwangi
5. All of my friends at PGRI University of Banyuwangi, especially from English Education Department

#### **F. References**

- [1] Andersen. S. 2014. Sentence Types and Functions. San José State University Writing Center.
- [2] Arba'in, Muhammad. 2011. Improving Students' Simple Present Tense Mastery through Task-Based. Salatiga: English Education Department of State Institute of Islamic Studies (STAIN).
- [3] Brinkmann. Svend. 2014. Encyclopedia of Critical Psychology. Denmark : Springer New York.
- [4] Dulay. 1992. Language Two. New York: University of Oxford
- [5] Hotman. C. Robert. 1992. Manual on Descriptive Analysis Testing for Sensory Evaluation. American: Astm Manual Series.
- [6] Joseph. 2003. Collage of Education Writing Studio.
- [7] Kothari. C. R. 2004. Research Methodology Methods and Techniques (Second Revised Edition). Jaipur (India): New Age International Ltd.
- [8] Mart. Tugrul Cagri. 2013. Theory and Practice in Language Studies. Finland: Academy Publisher.
- [9] Robbins. Lara. 2007. Grammar and Style at Your Fingertips.
- [10] Sarbadani. Faizah. 2013. Improving Students' Vocabulary by Using Jumbled Words at the Fifth Grade Students of SD N 03 Mojoandong Boyolali in 2011/2012 Academic Year: School of Teacher Training and Education Muhammadiyah University of Surakarta.
- [11] Setianingsih Tutus. 2016. A Descriptive Study of Errors in the Use of English Articles in Writing Made by the Seventh Year Students of SMPN 4 ROGOJAMPI SATU ATAP in the Academic Year 2015/2016: English Education Department Language And Art Faculty PGRI University of Banyuwangi.

- [12] Setyawan Harits. 2012. Analysis of Students' Errors in Using Correlative Conjunction at the Third Year Students of SMP Karya Bakti Gadingrejo based on Surface Strategy And Communicative Effect Taxonomies. University of Lampung.
- [13] Wageyono. 2001. The Acquisition of Structures of Modification by the Second Year Students of SLTP 10 Denpasar. English Department Faculty of Teacher Training And Education Mahasaraswati University at Denpasar 2001.
- [14] Yogatama. 2017. Learning to Compose Words into Sentences with Reinforcement Learning. University of Oxford: Published as a conference paper at ICLR 2017.

---

## **A Descriptive Study on the Seventh Grade students' Reading Comprehension Achievement at SMP SUNAN GIRI CLURING in the 2013/2014 Academic Year**

Tersia Dara Yuanita  
English Educational Departement, Universitas PGRI Banyuwangi

Received : Tuesday, March 13, 2018  
Revised : Friday, March 16, 2018  
Accepted : Wednesday, March 28, 2018

---

### **Abstract**

In this research, the researcher wanted to describe about the students' reading comprehension achievement. This research design was applied on descriptive quantitative research. The respondent was the seventh class students at SMP Sunan Giri CLuring in 2013/2014 Academic Year. The total respondent was 22 students from one class determined through population.

The primary data was a reading comprehension test as an achievement test in the form of multiple choices. The result was analyzed statistically in percentage then descriptively which presented the students' scores for their achievement in Literal Reading Comprehension, and Inferential Reading Comprehension. The secondary data was taken from the documentation and interview.

The results of the research showed that the seventh class students' achievement in reading comprehension is good (73,4%). The details are good (75,4%) for Literal Reading comprehension. And was fair (67,2%) for Inferential Reading comprehension.

The students get the lowest achievement for Inferential Reading Comprehension and the highest achievement for Literal Reading Comprehension. The students need to improve their vocabulary in order to make them easier in reading comprehension especially for Inferential Reading Comprehension.

**Keywords:** Reading Comprehension, Achievement

---

### **A. Introduction**

Reading comprehension is the ability to read text, process it and understand its meaning. And individual's ability to comprehend text is influenced by their traits and skills, on fo which is the ability to make inferences. If word recognition is difficult, student use too much of their processing capacity to read individual words, which interferences with their ability to comprehend what is read. We define nreading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. We use the words extracting and constructing to emphasize bot the importance



and the insufficiency of the text as a determinant of reading comprehension. (Snow, 2002).

In the process of reading. Students have to understand the text, but the most important thing is they can comprehend the content of the text or the message of the reading text. The detail comprehension is necessary to get information of the reading text. The detailed comprehension is necessary in order to know the contents of the text.

Since the reading comprehension skill is the main focus on the teaching of English at Junior High School, it is necessary to conduct research to know the students achievement in reading comprehension. In this cas, the writer conducted the research entitled " A Descriptive Study on the Seventh Grade Students' Reading comprehension Achievement at SMP Sunan Giri Cluring in the 2013/2014 Academic Year.

Here, how is the the seventh grade students' reading comprehension achievement at SMP Sunan Giri Cluring in the 2013/2014 Academic Year? As the main question in this research. Which was it's objective was to describe the seventh grade students' reading comprehension achievement at SMP Sunan Giri Cluring in the 2013/2014 Academic Year.

Conducting this research would be significantly influenced to the students in order to motivate and increase their reading comprehension achievement and to get as much as information that the text given in real reading materials.

The research was limited on describe the condition and the result of reading comprehension in the seventh grade students of SMP Sunan Giri Cluring in 2013/2014 academic year. Which consisted of 22 students in it's class.

## **B. Reading**

The main purpose of reading is to get information about anything, give motivation to the readers and understanding the meaning of the text. According to Anderson (Sofyah, 2011:10) the purpose of reading are:

### **1. Reading for details and facts**

To acquire some inventions that have been done by the actor, what has been acted by the actor, what has happened to the characters, and soon. and summarize the things that have been done by the actor to reach his purpose.

### **2. Reading for main ideas**

To find out the problems, what has happened to the actor, and summarize the things that have been done by the actor to reach his purpose.

### **3. Reading for sequence or organization**

To know what is happening in every part of the story.

### **4. Reading for inference**

To know why the actor acted in such ways, what is the author intended to the story or the reading, why there is a change to the actor, and so on

**5. Reading for classify**

To find and know the things that are not unusual, what was funny in the story or passage, whether the actor was succeed, whether it is good for us to act like the actor, and so on

**6. Reading for valuate**

To find out whether the actor was succeed, whether it is good for us to act like the actor, and so on

**7. Reading to compare or contrast**

To find out how to change the character, how his life is different from the habits of life as we know, how the two stories have in common, and so on.

**8. Reading Comprehension**

Reading for comprehension should be the primary objective of reading process. It is also known as a difficult process to grasp the meaning of vocabulary or series of words highlighted in oral or printed form. It includes not only the ability to decode words but also the awareness of their meaning. Furthermore, comprehension and decoding skills combine to allow an individual to make sense of a printed text. In addition, once students are able to decode, formal instruction should be continued to make them understand what they had read. This will enhance students thinking and reading process. Thus, comprehension monitoring skilled and unskilled awareness is important to develop student reading skills.

Reading comprehension is not a single step or easily acquired. It is a very complex process that teacher find difficult to teach.

Eksay (Yossuke, 2011) stated that reading comprehension is viewed as the result from the four ways interaction between readers, text task and structured activity. Kee (Yossuke, 2011) explained that reading comprehension is a process. Instead, it is an activity two way process in which the reader and the text interacting each other. The reader test clues from the text against his knowledge to arrive at an understanding of the text acceptable to the reader.

In short, comprehension is an important aspect to develop student ability to read with understanding. Besides that, comprehension monitoring skill reader and non-skill reader are crucial because students are bale to engage appropriate methods to highlight their reading skills. Moreover, its give some insight to instructors or teachers that how unskilled and skilled learners engaged with the reading skills. It is important for teachers and instructors to know about reading processes and it will be discussed in the next sub topic.

Finally based on the experts stated before, researcher concluded that reading comprehension is the final products of combining some skills and reading process itself to identify the text structures to get the meaning to of the text comprehensively. In this research, reading comprehension referred to the degree of ability or the final product of reading process in finding literal comprehension and inferential comprehension.

### C. Methodology

This research was descriptive study as Ary (2002:558) states, descriptive research is a research that asks question about the nature, incidence, or distribution of variables; it involves describing but not manipulating variables.

The researcher chose SMP Sunan Giri Cluring were selected as the area of research by considering two reasons. First, the school principle officially permitted the researcher to administer the research. Second, as the result of interview with the English teacher, it was said that the teacher had difficulties in promoting students' reading comprehension achievement in descriptive text.

According Arikunto (2002:117), purposive method is employed by researcher to decide the area because of certain purposes. In this research, the researcher took the seventh grade student of SMP Sunan Giri Cluring as research area with the seventh grade students as population of this research. The researcher had 22 students, that's consist of 12 males and 10 females.

Primary data and secondary data were collected by certain methods. Primary data collected by using test, in this case was reading test that was given to students. It was collected in order to measure students' ability in comprehending reading material. The test result were analyzed then researcher infer students' reading comprehension to answer the general problem of this research.

Secondary data were administered by interview and documentation. Researcher interviewed the students, teacher and some other respondents were correlated to this research. The information dig from those respondents were used to support the result of primary data, in this interview was the ways how teaching grammar were taught in the classroom. Interview was conducted on May, 28<sup>th</sup> 2014.

The last, documentation were needed in supporting the process of the research such as, list of English teacher, list of respondents, and school map. All those data were collected before and after researcher started the primary research.

### D. Data analysis

#### 1. Research procedures

In this research, there were two kind of collected data, qualitative data and quantitative data. The qualitative data was the record or note of information from respondents, students and English teacher. Kind of this data were analyzed by grouping the data then interpret them in order to draw conclusion.

Quantitative data were collected from reading comprehension test result, students' score. Analyzing those data were using the following formula.

$$\sum = \frac{n}{N} \times 100\%$$

Notes:

$\sum$  = the percentage of the students' reading comprehension skill

$n$  = the scores of each indicator obtained by the students

$N$  = the total score of the test items

(Adapted from Cholisa, 2002:246)

The result of equation was consulted to the table of classification of the score levels, as shown in the following table:

Score	Category
80 – 100 %	Excellent
70 – 79 %	Good
60 – 69 %	Fair
40 – 59 %	Poor
0 – 39 %	Failed

(Adapted from DEPDIKBUD, 1999, as quoted by Nurul Khotimah 2013:31)

## 2. Data presentation

### a. Qualitative Data

Qualitative data as it was said before, reported that: SMP Sunan Giri Cluring was founded in 1986. It is located on JL Raya Genteng 09 Phone (0333) 394102. the foundation that manages this school is LP. Ma'arif NU. it has 2040 m<sup>2</sup> and building 600 m<sup>2</sup>. It has single class for each level.

SMP Sunan Giri facilitates with compure lab, office, multimedia class and parking lot both for students and teachers/school staff. Human resources of this school consist of teachers, school staff, librarian and gardeners.

The numbers of the students are 93 students in total. Seventh grader 22 students, eighth grader 29 students and ninth grader 39 students. Researcher determined the respondent and population of the research the seventh grader.

First interview was conducted with the English teacher, the interview intended to collect information about the teaching technique in reading comprehension. From the interview founded that the teacher has applied communicative or meaningfulness approach based on the English Curriculum 2006 and the point of expected in learning process is to communicate at functional level: communicate through spoken and written. The teaching process around the four English skills, which are reading, writing, speaking and integrally with the reading and writing skills. In the English teaching and learning process, the teacher used Indonesian more frequent than English.

### b. Quantitative data

The result of the test shown in the following table:

NO	NAME (INITIAL)	THE NUMBER OF CORRECT ANSWER FOR EACH INDICATOR		CORRECT ANSWER	TOTAL
		LRC	IRC		
		15 ITEMS	5 ITEMS		
1	AM	10	5	15	75
2	AF	9	5	14	70

3	A	15	3	18	90
4	BH	13	3	16	80
5	DIA	13	3	16	80
6	IFB	9	2	11	55
7	KC	8	4	12	60
8	MH	13	4	17	85
9	MKA	12	2	14	70
10	MSA	8	4	12	60
11	MSA	11	3	14	70
12	MIK	13	2	15	75
13	MMIF	12	3	15	75
14	MRH	10	3	13	65
15	MYA	10	4	14	70
16	M	12	4	16	80
17	NSN	13	2	15	75
18	QA	13	4	17	85
19	RA	13	3	16	80
20	SJ	9	3	12	60
21	VS	12	3	15	75
22	VIR	11	5	16	80
TOTAL		249	74	323	
%		75,4	67,2	73.4	

- LRC : Literal Reading Comprehension  
 IRC : Inferential reading Comprehension  
 Score : The total Number of each Students score  
 Score (%) : The Average score of each indicator in each percentage

After the formulation of the quantitative data result, shown in the following table:

No	Indicator	Score Percentage	Power Grade	Interpretation
1	Literal Reading Comprehension	75,4 %	70 % - 79 %	Good
2	Inferential Reading Comprehension	67,2 %	60 % - 69 %	Fair
3	The students' reading comprehension achievement	73,4 %	70 % - 79 %	Good

After the data has been analyzed, the researcher gets the results which are needed in this research. The result in the table 4.4 gives the reality about the students' reading comprehension achievement of the seventh class students at SMP Sunan Giri Cluring in 2013/2014 academic year. The students' reading comprehension

achievement is categorized as good because they got 73,4 % which is the score is in the interval between 70 % - 79 %

The range of reading comprehension that is achieved by the students ids from 67, 2 % up to 75,4 %. Based on the data analysis presented above, the students' highest achievement is the literal comprehension that is 75, 4 % which is categorized as good. This is because the students could understand the material without knowing all the meaning of words in a sentence to save the time. The analysis of test item showed that the students got many correct answers in literal comprehension

And for the inferential comprehension achievement is 67, 2 %. It is categorized fair because is the lowest achievement that is gotten by the students. We can see that the students have a problem with the inferential comprehension

that related to their vocabulary. It is presented in the analysis of the test item that the students got many faults in the inferential comprehension items

In this research, the problem was faced by the seventh class students at SMP Sunan Giri Cluring in 2013/2014 academic year in inferential reading comprehension. It is happened because the students' inferential reading comprehension influenced by the vocabulary that they got. The way of the teacher in teaching vocabulary is considered as the weakness. The students will also get the problem with their comprehension if they cannot comprehend the inferential well and lack of vocabulary.

The teacher can add some context to teach vocabulary for the students so they can be familiar with the words. The teacher also can improve the students' reading comprehension by giving some tasks in any English textbook or supported books that appropriate for the students. The students can also read articles, English magazine or short stories to avoid the boredom in reading. Newnue (2011) said that reading for understanding is needed by the students to comprehend the relation between information and knowledge of the subject. By these ways, hopefully the students can gain much knowledge in comprehending reading text.

This finding shows that the students' reading comprehension achievement at SMP Sunan Giri Cluring for the seventh grade students in 2013/2014 academic year is good. They still cannot perform more than good because they have a problem in inferential reading comprehension

## **E. Conclusion**

The result of the data analysis shows in general that the seventh class students at SMP Sunan Giri Cluring in 2013 / 2014 academic year can be concluded had good qualification (73,4 % ) on reading comprehension achievement of each indicator as follow

The seventh class students' achievement for literal reading comprehension at SMP Sunan Giri Cluring in 2013/2014 academic year was good (75,4%).

The seventh class students' achievement for inferential reading comprehension at SMP Sunan Giri Cluring in 2013/2014 academic year was fair (67,2%).

The result above shows that literal reading comprehension was the easier for the students than inferential reading comprehension. The average score on the literal reading comprehension was higher than inferential reading comprehension. It was because the students could manage the time to understand a sentence without knowing all the meaning of words

This shows that the seventh class students of SMP Sunan Giri Cluring still need to improve their reading comprehension achievement especially for inferential reading comprehension achievement.

#### F. References

- Bos, S.C and Vaughn, S.1991. *Strategies for Teaching Students*.Unites Stated of American: Allyn and BaconNuttal, C.2012. *Teaching Reading Skills in a Foreign Language*. Boston: Heinemann.
- Counter, S., Balaraman, P., &Hochgraf. 1996. *Strategies for Effective Teaching*  
A Handbook for Teaching Assistant. Mandison: University of Wisconsin.
- Fairbain, G.J. and Winch, C. 1996. *Reading Writing and Reasoning. A Guide for Students*. Second Edition. Buckingham Philadelphia: Open University Press.
- Grellet, F.1996. *Developing Reading Skill*. New York: Cambridge University Press.
- McMillan, J. H.1992. *Educational Research: Fundamental for the Consumer*.New York: Harper Collins Publisher.
- Wood, N. V.1991. *Strategies for College Reading and Thinking*. New York: McGraw-Hill, Inc.
- Parrish, B.2007. *Teaching Adult ESL ( A Practical Introduction )* Hamline Univercity: McGraw-Hill ESL/ELT Published.
- (<http://www.usingmindmaps.com/what-is-at-mind-map.html> Accessed on May 1,2014
- (<http://www.readingsuccesslab.com/glossary/improvreadingcomprehension.html>)

- California State University. 2012. Definitions of Assesment. (Online). Available:<http://www.csulb.edu/divisions/aa/gradundergrad/senate/committess/assesment/dev/info/what/> (23th June 2013)
- Cambridge University Press. 2011. Definition of Informant. (Online). Available:<http://dictionary.cambridge.org/dictionary/british/informant> (23th June 2013).
- Collin. 2012. Definitions of Informant. (Online). Available: <http://www.collinsdictionary.com/dictionary/english/informant> (23th June 2013)
- Higher Learning commission. 2006. A Definition of Assessment. (Online). Available:<http://www.uni.edu/assessment/definitionofassessment.shtml> (23th June 2013)
- Ipurangi, Te Kete. Definition of Student Achievement. (Online). Available: <http://assessment.tki.org.nz/Overall-teacher-judgment/Definitions-of-achievement> (23th June 2013)
- Muhammad.2010. English for Young Learners. Banyuwangi: UNIBA
- Newneu. 2011. Purpose for Comprehensive reading.(Online). Available:<http://www.shvoomg.com/writing-and-speaking/copywriting/2099899-purpose-comprehensive-reading/> (27th June 2013)
- Owens, Jr. J. E. 2008. The Purpose of Reading. (Online). Available: <http://www.education.com/reference/article/process-reading/>. (27<sup>th</sup> June 2013)
- Yossuke, Yosta. 2011. Definition Reading Comprehension. (Online). Available: <http://yoyoi.blogspot.com/2011/06/definition-reading-comprehension.html> (2th July 2013)
- Yossuke, Yosta. 2011. Kinds of Reading Comprehension. (Online). Available: <http://yoyoi.blogspot.com/2011/06/kinds-of-reading-comprehension.html> (2nd July 2013)



---

## An Analysis on William Ernest Henley's *Invictus*

Ayu Malinda

English Educational Departement, PGRI University of Banyuwangi

Received : Tuesday, April 3, 2018

Revised : Friday, April 6, 2018

Accepted : Tuesday, April 24, 2018

---

### Abstract

The research is an analysis the poem structure of William Ernest Henley *Invictus*. The purpose of this research is to understand the structure that used in the poem of William Ernest Henley *Invictus*. The data were taken from documentation of *Invictus* poem and biographical of the poet. The researcher used objective approach as data analysis method. The structure of poetry is consisting of two structures, namely; physical structure and inner structure. The physical structure is consisting of six sections, they are diction, imagery, concrete word, figurative language, version and typography. While, the inner structure is divide on four proportion they are theme, tone, feeling and mandate. To make a good poetry the poet should pay attention in the elements of poetry, especially the structure of poetry.

Keywords: Analysis; *invictus*, structure and William Ernest Henley

---

### A. Introduction

Some people write the beautiful words just to convey their feeling or information by song, novel and poetry. Poetry is one of media that commonly used to convey information or feeling by the beautiful word and is an interesting study material to be examined given the many languages in it.

Poetry is one of media for expressing personal stories as lived experiences (social and psychological experiences). Thus, poetry as a creative writing genre is not merely a form of literary work. It a social space for enacting psychologically laden social practices that someone experience as a routine story. As Cermin (2009), poetry writing involves effect, intention, integrates, personal history and future actions. Thus, in crafting poetry, he has manipulated and make sense of the language he used in his work. Poetry is used to express whatever he wants or needs as result of his lived experience in poetry writing and his capabilities of manipulating the language or creating new and acceptable terminologies in his poetry writing.

#### 1. Research Problem

Based on the background above, researcher formulate the research problem as follow:

What is the structure of *invictus*?

## 2. Objective of the research

Based on the problem, the objective of the research is to understand the structure that used in the poem of William Ernest Henley *Invictus*.

## 3. the significance of the Research

the result of the research was expected can be useful for the readers and the other researchers:

### a. For readers

The action giver were useful for readers to know the structure of the poetry and the reflected life in the poem by analyzing William Ernest Henley's *Invictus*

### b. For the Other Researchers

It can be used as a references or alternative source

## B. Poetry

Waluyo argues that poetry is a form of literature that expresses the poet's thoughts and feelings imaginatively and is composed by concentrating all the power of language by concentrating the physical structure and inner structure (2003). In poetry there are structures that compile it. These structures include the physical and inner structures. Physical structure is so-called the linguistic structure while the inner structure is the inner expression of the author.

Paul (2005) states that poets always write as tuned to rhythm, imagery, and feeling. Every phrase, every sentence, is carefully balanced so that it is held in perfect tension with the structure as a whole he added that poetry consists of rhythm, imagination, and feelings Have a balanced structure Like a circle. Referring to that opinion in the poem is present Structures that build them equally. It is intended for poetry Has a beauty that can be enjoyed by the reader.

Waluyo argues that the physical structure of poetry consists of diction, counseling, concrete words, assignments, versions, and typography. While the inner poetic structure consists of: theme, tone, feeling, and mandate (2003: 28)

### 1. Physical Structure of Poetry

The physical structures of poetry is in the forms of diction, imagery, a concrete word, figurative language, versions and typography of poetry.

#### a. Diction

Atar Semi reveals that diction is a word choice(1993). This opinion is similar to H. J. Waluyo Who argued that the poet is very careful in choosing words, because the written words should be considered the meaning. The composite side of the sound in rhyme and rhythm, the position of the word in the middle of the context of other words and the position of the word in the entire poem(2003). Referring to that opinion, the selection and use of words in poetry is an important aspect to be observed Right.

Jabrohim, Suminto and Chairul Saleh (2001) state that diction has an important role to achieve effectiveness in the

writing of a literary work. The choice of words in poetry is closely related to meaning. It aims to communicate the poet's intention to the reader. Therefore, the words used in the poem should be chosen as carefully as possible by the poet. In addition, the poet also considers words used in poetry from various aspects and effects of pronunciation. H. J. Waluyo reveals that the words the poet chooses are poetic words in order to have a beauty effect (2003). Referring to that opinion, the poet uses the connotative words in his poetry which has more than one meaning. But still often found poets who use the words in everyday language. All of it aims to give beauty in his poetry and for readers to easily understand his work. In addition, poetry is also a revelation of the poet's flowing feelings which is poured in the form of beautiful words. Therefore, not infrequently the poets use the word typical of poetry and also clear words such as language that usually use every day in his poems

b. Imagery

Imagery can be defined as a word or the arrange of word that can make fantasy or imagination according to Kosasih. E (2008). With the imagination, the readers as feel, hear and see like the dilivered by the poet. Imagery can be divided into three, namely sound image ( auditive ), visual image (visual), and touch or touch image (tactile image). Atar Semi (1993) argued that imagery is the arrangement of word raises the meaning of abstract be concrete and accurate. With the clear illustration can make the readers easy to enter to the atmosphere created.

c. Concrete Word

H. J. Waluyo (2003) reveals that every poet is trying to express what the poet wants to say. It aims in order to the reader to imagine with more life what is the poet describing. In relation to that opinion, every poet has the way of using different concrete words. The concretized is related the imagination, symbol and figurative. Concrete words are also called words that can be captured by the senses that allow the appearance of images. If the poet is skilled to concretize of the word, the readers can be clear to imagine the event or situation that the poet's described. The concretized is the effort of the poet to clarify his unimpeded attitude

d. Figurative language

According to H. J. Waluyo (2003), figurative language is the language used by the poets in stacked or framed. This opinion is accordance with Jabrohim, Suminto and Chairul Saleh (2001), they state that figurative language is also called a figurative that commonly used to make a live of the described for Concrete and more express the feelings in the raised. From the opinion it can be aware that the figurative

language used by the poet to say something by the used of figurative, indirectly express the meaning. Majas are used to convey the feelings, hopes, moods, and passions of his life so that poets avoid the limitations of denotative words meaningfully straightforward.

From the opinion above the researcher that the figurative language can be used to say some words by the figurative, that is reveal the meaning indirectly. The poet used the figurative language to avoid the limitation of denotative which has real meaning.

e. Verification

Verification is the modification consists of rhyme, rhythm, and poetic meter. Marjorie Boulton In H. J. Waluyo mentions rhyme as phonetic form (2003). Rhyme is a sound equation in poetry, both at the beginning, middle, and end of the line of poetry. H. J. Waluyo (2003) suggests that repeated sound equations can create concentration and strength of language or often called the magic word.

Rhythm is closely related to sound and is also associated with repetition of sounds, words, phrases, and sentences. The rhythm in poetry arises because the repetition of sounds is successive and varies, for example the final rhyme, assonance, and alliteration. The rhythm is also caused by weakly lethal word stresses, caused by the properties of the consonant and the vowel or the short length of the word. Herman J. Waluyo (2003) states that the rhythm of repetition of sounds, words, phrases, and regular sentences of a line of poetry lead to regular waves and create beauty.

Herman J. Waluyo (2003) states that the poetic meter in poetry is a repetition of fixed word pressure. The opinion is in line with Djoko Pradopo who revealed that the metrum is a fixed rhythm. That is, the turn is fixed according to a certain pattern (1990). This is caused since the amount and tension of syllable constantly therefore the increasing and decreasing sound is constant. Djoko Pradopo also revealed that the feels like having a poetic meter, that is traditional poem. This is caused since the amount of syllables in each line of the stanza and pattern of the rhyme(middle and last) constantly . Herman J. Waluyo (2003) states that the metrum in poetry is difficult to determine.

f. Typography

Atar Semi suggested that typography is also called form carving (1993). Typography is defined as an arrangement of lines, stanzas, phrases, words and sounds to produce a physical form capable of supporting the content, taste, and atmosphere of poetry. Poems are created to build the stanza. The poet is trying to create a poem like a picture called a

concrete poem because of its facial order to form an image that represents a certain purpose.

Therefore, poetry is also a revelation of the poet's flowing feelings which is poured in the form of beautiful words and there are concrete words that can be captured by the senses that allow the appearance of images. In writing Poetry need too majas to convey the feelings, hopes, moods, and passions of his life so that poets avoid the limitations of denotative words meaningfully straightforward. The last, need a rhythm to related the sound and is also associated with repetition of sounds, words, phrases, and sentences to make a beautifully of poetry.

## 2. Inner Structure of Poetry

The inner poetry's structure are themes, feeling, tone and mandate.

### a. Themes

H.j Waluyo (2003:106) states that theme is the subject-matter proposed by the poet through his poetry. From the opinion it can be seen that the theme is the idea of the poet in his poems. The central idea of the matter or mind is so strongly urged in the poet's soul that it becomes the main foundation of his pronunciation. The theme is the central idea implicit in the entire contents of the poem. The feeling expressed are depiction of the inner atmosphere. Themes can be divide into diverse, e.g. Godhead (religious), love, solidarity, patriotism, struggle, failure of life nature, justice, social criticism, democracy, and so on.

### b. Feeling

The poet has a certain attitude towards reader. The poet's attitude to the reader is called the tone of poetry. H.J. Waluyo stated that the tone is the poet's attitude towards readers (2003). Referring to that opinion that tone in the poem is made by the poet to give rise to a certain atmosphere. The atmosphere of poetry is felt by the reader as a result of the poet's tone. H.J. Waluyo (2003) reveals that there is a cynical poem, protest, patronize, rebel, playful, serious, patriotic, compassionate, fearful, gripping, casual, ignorant, pessimistic, humorous, mocking, charismatic, philosophical, Solemn, and so on. Referring to that opinion, from the compassionate tone created by the poet in his poetry can create an air of compassion for the reader as he reads the poet's work, and so on. In addition, through the tone, the reader can know the submission of the poet is either impressed patronizing, advising, mocking, relaxing, etc. or being straightforward just to tell something to the reader.

### c. Tone

Poetry is the literature that best represents expression the poet's feelings. Therefore, the poet is creating a poem has

different feelings. Feelings of the poet (feeling) is the inner feel of the poet who expressed with full appreciation and the right dose so expected poetry created poet was alive, touching emotion, and thrilling. Feelings are participated expressed and should be appreciated by the reader. The tone and feeling of the poet will more captured if the poem is read aloud inn reclamation. Herman J. Waluyo (2003:40) states that the feeling that animates poetry can be a feeling of joy, sadness, tears, alienation, offense, heartbreak, arrogance, grief, jealousy, loneliness, fear and regret

d. Mandate

A message is an impression that the reader sees after reading a poem. The message, order, or advice to be conveyed by the poet can be examined after the theme, taste, and tone of the poem are understood (Herman J. Waluyo, 2003). Referring to that opinion, the message in poetry cannot be separated from the theme and contents of poetry proposed by the poet. In addition, the mandate is an impression captured by the reader after reading poetry. After reading the poem,

The reader will be able to deduce the peom's message. The poem's passage also relates to the reader's perspective on something.

Form the discussion can be said theme is the main idea of the poems to make foundation of pronunciation to know the background of the poems and covey with the tone to led the certain atmosphere. The poet used the feeling to make the poetry more memorable life and the reader can take the mandate clearly.

### 3. **Invictus**

Invictus, meaning "unconquerable" or "undefeated" in Latin consist of four stanzas and sixteen lines, the rhyme scheme is ababcdcd-efef-ghgh it is a poem by William Ernest Henley. The poem was written while Henley was in the hospital being treated for tuberculosis of the bone, also known as Pott's disease. As he healed in the infirmary, Henley began to write poems, including "Invictus," which concludes with the oft-referenced lines "I am the master of my fate" I am the captain of my soul." Henley's poems often engage themes on inner strength and perserverance. The poem is written in 1875 and published in 1888. The poem was originally untitled, but in 1900 Arthur Quiller Couch included the poem along with the title " Invictus" in his book The oxford Book of English Verse. In order to completely understand the meaning of this poem, it is important to know the life of William Ernest Henley. As young boy, Henley developed tuberculosis. Of the bone. At the age of 25, the tuberculosis spread to his foot. Physicians decided that in order to safe Henley's life, the must amputate his leg below the knee. While in the hospital bed, Henley wrote the poem Invictus.

## **C. Research Methodology**

### **1. Design of the Research**

In this research, the researcher used descriptive qualitative method. The researcher would try to analyze the data and make a description about the Structure of Invictus. According to Gay (2000), qualitative methods involve the collection and analysis of primarily non numeral data obtained from observation, interviews, tape recording, and document. By applying this research method, the researcher would try to describe and interpret the current problem based on the accurate data. This research deals with the poem of William Ernest Henley.

### **2. Data Collection Method**

Evidence helps provide answers to the research questions. To get these answers, the researcher engage in the step of collecting or gathering data. Collecting data means identifying and selecting individuals for a study, obtaining their permission to study them, and gathering information by asking people question or observing their behaviors (Fraenkel 2005)

Therefore, the researcher used the documentation such as the process of classifying and annotating texts, photographs, like arranged the collection and documentation of photographs as the object in data collection method.

In doing this research, there are some steps used by the researcher in collecting the data. First, the researcher read the poem Invictus of William Ernest Henley. Second the researcher analyzed the structure of poetry used in the poem. Third, the data were arrangement based on the types of structure

### **3. Data Analysis Method**

the researcher used objective approach. Objective approach is an equation to be optimized given certain constraints and with variables that need to be minimized or maximized using nonlinear programming techniques. The objective approach to interpretation means the court interprets the words or conduct according to what it would lead a reasonable person to believe. The objective approach is distinct from the subjective approach in that it does not consider the actual or 'inner' desires and opinions of the party, but simply what it outwardly manifests. In this case the researcher can be use the objective approach to Analysis the Structur of Invictus

### **4. Research Finding**

The physical structures of Invictus are inter-related each other. The connection of structures and invictus is to build a great poem. The research's results of physical structures in Invictus are

#### **a. Diction**

In Invictus the poet used poetic words in the first stanza  
 Out of the night that covers me, Black as the pit from pole to  
 pole and last stanza It matters not how strait the gate

The word night in the first stanza is the word to describe how the dibble of the dark night that he felt. The word in the next line black as the pit is the words to support the first line to make the readers imagine his felt about everything in the black as a symbol of hopeless and depressed

In the last stanza the poet wrote it matter not how strait the gate. It conveyed no matter how really hard to survived, but he will walk on and words the gate is the symbol of the hard way to get better life after it.

b. Imagery

Imagery in this poem is strong very much. There are two kinds of imagery which can be found in the poem. They are tactile and visual images. These images are formed by the diction which is used by the poet. The poet invited the readers to feel, see and hear what the poet felt. The tactile images can be viewed from the quotes

c. Concrete word

The concrete words which are used by the poet in his poetry aim to make the readers reflect on the poet's means and make the poetry is more alive. It can be seen in the used of the concrete word in the poem. The poet used words "not cried aloud" and "me unafraid."

d. Figurative Language

the poet used two figurative languages, they are personification and parallelism. Personification is a figurative language that gave the characteristic of human to the noun while parallelism is a figurative language that repeated the words in the same lines in one stanza.

e. Verification

The poet used it to create the concentration and the strength language with rhyme, then he gave the rhythm with the repeating sound with the regularly sentences to create regularly phase and beauty.

Physical Structure	Quote	
Diction	<p><u>the first stanza</u>  <u>Out of the night that covers me,</u>  <u>Black as the pit from pole to pole</u></p> <p><u>last stanza</u></p>	<p>The word <u>night</u> in the first stanza is the word to describe how the dibble of the dark night that he felt</p> <p><u>black as the pit</u> is the words to support the first line to make the readers imagine his felt about everything in the black as a symbol of hopeless and depressed</p> <p><u>it matters not how strait</u></p>



	<u>It matters not how strait the gate</u>	<u>the gate</u> . It conveyed no matter how really hard to survived, but he will walk on <u>the gate</u> is the symbol of the hard way to get better life after it
Imagery	<u>Beyond this place of wrath and tears Looms but the Horror of the shade, And yet the menace of the years Finds, and shall find, me unafraid</u>	From the quotations the poet looked into the future about the anger and the pain that he felt in his life, particularly in the places such as the hospital. The words horror of the shade described that the hospital became the hellish place
	<u>Out of the night that covers me, Black as the Pit from pole to pole, I thank whatever gods may be For my unconquerable soul</u>	The visual images the sentence <u>Out of the night that covers me</u> described that the poet wants the reader to imagine that the poet in the night and the dark was covers everything in a black. He cannot be seen everything that can be symbolized as hopeless and depression in his soul which is lost
Concrete word	<u>not cried aloud” and “me unafraid.</u>	by the using it, the poet wants to show that the words have the real meaning not figurative. The concrete word that the poet used to make his poetry is easier to understand. The additional of the concrete words are to make the reader to imagine more vividly what is mean in his poetry
Figurative Language	<u>Out of the night that covers me</u>	The poet makes word the night as something which is life and it can cover the poet. It told the readers that in the night, the dark

		was cover him and make everything in a black. The night is a symbol of hopeless and depression of losing a soul and cannot see the future
	<u>I am the master of my fate and I am the captain of my soul</u>	That was used the parallelism in repeating the word I am to emphasized the meaning of the words. The words have meaning that he is the one who know about herself and he decides what he wants to do freely
	<u>covers me, pole to pole, may be, soul; circumstance, cried aloud, chance, but unbowed; tears, shade, years, unafraid</u>	In Invictus the poet used the rhyme, rhythm and poetic meter. The rhyme scheme is abab-cdcd-efef-ghgh. It can be seen from the first stanza
	<u>the gate, the scroll, my fate, and my soul</u> <u>I am the master of my fate</u> <u>I am the captain of my soul</u>	The poet used it to create the concentration and the strength language with rhyme, then he gave the rhythm with the repeating sound with the regularly sentences to create regularly phase and beauty
Typography		the poet used typography for writing every line in Invictus. The typography can be seen by using the punctuation (drop and comma). By using of punctuation, it can make the poetry look beautiful and also make stressed in reading, so the readers can read the poem easily and always interested to read it

## D. Discussion

Based on the data analysis, the poet found two structures in *Invictus*. In making the poetry, the poet used the structure of poetry in the way they express their feeling or to make the poetry more interesting and alive. The structure is divided into two sections that are physical structure and inner structure.

The physical structure, the first found is the dictions. The researcher found the diction in the first and the last stanza. In the first stanza, the word night is the word to describe how the darkness of the dark night that he felt. The words in the next line black as the pit is the words to support the first line to make the readers imagine his felt about everything in the black as a symbol of hopeless and depressed. In the last stanza, the words the gate is the symbol of the hard way to get better life after he passed the trial.

The second is the imagery, it was divided in tactile and visual images in the poem were added all of type of imagery that has purposed to make the readers easier to imagine how the poet felt at the time. Furthermore, the concrete word, the poet using it too and it found in some lines of the stanza to made the readers knew the poet means clearly. The figurative language added too in this poem in some lines, it is purposed to beautify the poem. In verification the poet used the rhyme, rhythm and poetic meter to emphasize the meaning of the poem. It can be seen in the last stanzas that the poem was using the repeating words to make the emphasized there. The last is typography; the poet made the poem by his felt not used the rules and certain system. That can be called the conversational typography.

The inner structure only divided in the four sections. They are theme, tone, feeling and mandate. The poet was using it in the poetry to make the readers get the point of the poetry and get the message or moral value that explains in the poetry. The theme fight to survive is taken of the real in his life so the poetry became more alive. The tone was used to make the certain situation to support the theme. The atmosphere that make the situation felt seriously. From the tone of poetry which made a mercy, serious, and anger situation the readers can imagine the feeling of the poet. The last is the mandate, the poetry can be lesson to the readers make the readers not felt meaningless after read the poetry and they can take some moral value to increase some knowledge from the poetry. The only purposed is how the readers enjoyed the poetry and they can felt the message or some explanations that the poet want to tell by the poet or the poem.

Out of the night that covers me describes the troubles of his early life. He is covered pole to pole with something terrible. Luckily, his soul is unhindered. In the fell clutch of circumstance continues the story. He has high spirits, regardless of what has happened. He was bruise, but he is not ashamed. The third stanza states that even though he may not know what is to come, he is unafraid and ready

for life. The last stanza states that even though his future may be established to the disease, he will continue on and control his own fate and soul with whatever time he has.

#### **E. Conclusion**

To make a great poem, the poet need some structure. The structure of poetry is consisting of two structures, namely; physical structure and inner structure. The physical structure consists of six sections, they are diction, imagery, concrete word, figurative language, version and typography. While, the inner structure is divide on four proportion they are theme, tone, feeling and mandat.

In the end, the researcher expects that this study would be a valuable asset of reference for generations to come who conduct more advanced study in studying literature especially in the structure of poetry.

#### **F. Acknowledgement**

First of all, the researcher would like to thank to Almighty God Allah S.W.T, for his everlasting blessings. Peace and blessing are upon her beloved prophet, Muhammad S.A.W and all of his family.

Secondly, I would like to express my greatest appreciation and sincere gratitude to those who have supported for their invaluable guidance and correction in the course of the undertaking and writing of this thesis:

1. Drs. H. Teguh Sumarno, MM. as The Rektor of PGRI University of Banyuwangi
2. Abdul Munir, M.Pd. the dean of Faculty of Language and Art at University of PGRI Banyuwangi
3. Wulan Wangi, M.Pd. the head of English Education Department of Faculty of Language and Art at University of PGRI Banyuwangi
4. Wulan Wangi, M.Pd. as the first consultant and Yuli Sugianto, M.Pd. as the second consultant for their invaluable guidance and constructive suggestions for the completion of this writing.
5. My mother and my friends for their support and sacrifice.

Any shortcoming, lack of information and mistakes in the thesis both in terms of techniques and contents are responsibility of the writer.

#### **G. Reference**

Buckley, Jerome Hamilton. William Ernest Henley: A Study in the Counter-Decadence of the Nineties. Princeton: Princeton University Press, 1945.

Cohen, Edward H. The Henley-Stevenson Quarrel. Gainesville: University of Florida Press, 1974.

Connell, John. W. E. Henley. London: Constable, 1949.  
<http://www.victorianweb.org/authors/henley/introduction.html>

Ross, John D. Henley and Burns. Port Washington, NY: Kennikat Press, 1970.  
 Sayuti, Suminto A. 1996. Apresiasi Prosa Fiksi. Jakarta:Depdikbud.

- Siswanto, Wahyudi. 2008. Pengantar Teori Sastra. Jakarta: Grasindo.
- Pradopo, Rachmat Djoko. 2000. Pengkajian Puisi Analisis Sastra Norma dan Analisis Struktural dan Semiotik. Yogyakarta: Gajah Mada University Pers.
- Waluyo, Herman J. 1987: Teori dan Apresiasi Puisi. Jakarta: Erlangga.
- Buckley, Jerome Hamilton. William Ernest Henley: A Study in the Counter- Decadence of the Nineties. Princeton: Princeton University Press, 1945.
- Cohen, Edward H. The Henley-Stevenson Quarrel. Gainesville: University of Florida Press, 1974.
- Connell, John. W. E. Henley. London: Constable, 1949.
- Davidson, Donald. British Poetry of the Eighteen-Nineties. Garden City, NY: Doubleday, Doran, 1937.
- Frawley, Maria H. Invalidism and Identity in Nineteenth-century Britain. Chicago: The University of Chicago Press, 2004
- meyyer, Jim. 1997. What is literature. University of North Dakota
- Moran, Jessica. 2003. Literary culture in history. Berkeley: university California Olilla and Jantas, 2006. deffinition of poetry
- Patrick, Suppes. 2009. Rhytm and meaning in poetry
- Reymond williams. 1977 marxism and literature. New york: oxford New York
- Wellek and Warren. 1989. theory of literature. New York: harcourt, brace and company

## INVICTUS

Out of the night that covers me,  
 Black as the Pit from pole to pole,  
 I thank whatever gods may be  
 For my unconquerable soul.

In the fell clutch of circumstance

I have not winced nor cried aloud.  
Under the bludgeonings of chance  
My head is bloody, but unbowed.

Beyond this place of wrath and tears  
Looms but the Horror of the shade,  
And yet the menace of the years  
Finds, and shall find, me unafraid.

It matters not how strait the gate,  
How charged with punishments the scroll.  
I am the master of my fate  
I am the captain of my soul

---

## **An Analysis On The Strategies Used To Translate Idioms With Reference To J.K. Rowling's Novel Entitled Harry Potter And The Philosopher's Stone**

Nurkasiyati

English Educational Departement, PGRI University of Banyuwangi

Received : Tuesday, April 17, 2018

Revised : Tuesday, April 24, 2018

Accepted : Monday, April 30, 2018

---

### **Abstract**

This research is conducted to identify the idiom and its types in Joanne Kathleen Rowling's novel entitled Harry Potter and the Sorcerer's Stone as well as strategies used to translate them in the translation version

The data of this descriptive qualitative research are idiomatic expressions found in the novel and its translation in Indonesian language. Documentation is used to collect the data. The data of this research are phrases or sentences that contain idiomatic expressions. Meanwhile, content analysis method is applied for analyzing data in relation to their contexts.

The result of this research shows that 140 idioms in 13 types were found in the English novel from chapter 15 to chapter 17. Those thirteen types are phrasal verb (61.43%), prepositional phrase (13.57%), semi-opaque idiom (7.86%), noun phrase (5%), clause idiom (4.29%), idiom of comparison (2.86%), miscellaneous (1.43%), proverb (0.71%), adverb phrase (0.71%), adjective phrase (0.71%), idiomatic pairs (0.71%), and simile (0.71%).

Furthermore, there are three translation strategies used by the translator. They are translation using an idiom of similar meaning but dissimilar form, paraphrase, and omission. The researcher found that paraphrase is the highest number with 134 idioms (95.7%). The second strategy is translation by using an idiom of similar meaning but dissimilar form with 5 idioms (3.59%). The less strategy used by the translator is translation by omission with only one idiom (0.71%). It can be concluded that paraphrase is the most preferred strategy used by the translator. It was used because she wants to deliver the message of the text as natural as possible by using the most equivalent meaning of the idiom in Indonesian

Keywords: Idioms; Translation Strategies

---

### **A. Introduction**

Idioms are considered to be one of the hardest and most interesting parts of the English vocabulary. On the other hand, they are considered one of the most peculiar parts of the language. Furthermore, idioms are difficult to translate because of their unpredictable meaning and grammar. Moreover, idioms may be culture-bound and this may

cause even greater problems for the translator. Therefore, in order to transfer an idiom into the TL the translator must choose the most appropriate strategy. The translator must learn a lot about the function of idioms in the SL and the TL. She or he must know the characteristics of idioms in both languages. Moreover, in order to deal with the problems that arise in the process of translation, translators use various strategies. The examination and classification of strategies is very useful and helpful for the work of translator.

Specifically, this research focuses on J.K. Rowling's novel entitled *Harry Potter and the Philosopher's Stone* and its Indonesian translation *Harry Potter dan Batu Bertuah*. This novel is chosen because it contains English idioms in such great quantities, and also it has its Indonesian translated version to provide the research data. Furthermore, due to language-cultural specific and non-literalness that idioms carry, the researcher is interested in analyzing the translation of idioms in the novel regarding to its equivalent result. The researcher is also interested to identify the strategies used by translator and how those applied strategies work. These preceding points are the main concerns of this research.

### **1. Problems of the research**

Based on the background of the research above, the problems of this research are formulated as follows:

1. What types of idioms are found in J.K. Rowling's *Harry Potter and the Philosopher's Stone*?
2. What are the strategies used to translate idioms in J.K. Rowling's *Harry Potter and the Philosopher's Stone*?

### **2. Objective of the research**

The objectives of this research as the answers of the problems above can be described as follows:

To identify the types of idioms found in J.K. Rowling's *Harry Potter and the Philosopher's Stone*.

To identify the strategies used to translate idioms into Indonesian in J.K. Rowling's *Harry Potter and the Philosopher's Stone*

### **3. Significance of the research**

The result of the research is expected to give some advantages to the following people

- a. The translators

This research can be used as a reference by translators in choosing the appropriate translation strategies in translating English idioms into Indonesian

- b. The other researchers

It is hoped that the result will provide a good reference in analyzing idioms translation strategies for the other researchers.

- c. The educational people

It is hoped that this thesis will give contribution to the educational people such as the teacher and the students as well. This research can be used by teachers as material to



teach translation about idioms and its translation strategies. Furthermore, it can give benefit to develop the learners' or students' understanding about English especially the idioms

#### 4. **Scope of the research**

Due to the limit of time the researcher decided to analyze only chapter 15- chapter 17. The main topic of this research is strategies used to translate idioms. This research focuses on translation as a product, more specifically on words, phrases, or expressions closely related to idiom from English into Indonesian. The research analysis focuses on how the translator translates the English idioms into Indonesian, what strategies used by the translator to translate idiom. The data are restricted only on idioms that found in the J.K. Rowling's Novel entitled Harry Potter and the Philosopher's Stone and its translation in the Indonesian version.

#### 5. **Strategies to Translate Idioms**

Translation strategy as a part of translation process is a procedure used by the translator to overcome the translation problems (Lorscher as cited in Silalahi,

2009: 28). In addition, Suryawinata as cited in Indarti (2013: 5) defined translation strategy as tactic to translate word, or even a full sentence that cannot be divided into smaller unit to be translated. It can be concluded that translation strategy is a way to settle down the problem in translation in order to produce a good translation. There have been many scholars writing about strategies used for rendering a text from SL into TL during the history of translation. In order to deliver the meaning of an idiomatic expression, a translator needs some strategies to translate the idiomatic expression into TL. As stated by Baker in Saputro (2012: 2), there are four strategies to translate idioms.

##### a. Using an idiom of similar meaning and form

This strategy involves using an idiom in the TL which conveys roughly the same meaning as the SL idiom and, in addition, consists of equivalent lexical items. This kind of match can only occasionally be achieved. For example

SL: We rarely dine out these weeks.

TL: Kita jarang makan di luar minggu ini

In this case, it is said to have similar meaning and form if it also has the idiomatic expression and phrasal verbs construction. The idiomatic expression dine out is translated into makan di luar in the TL because the SL and TL have idiomatic meanings and forms. And also the context is included into literal expression in the SL and TL, because based on the form, it has similar literal element. It will be in the same constructions in meaning when it is translated back into English because of its similar meaning and form in both languages. That is why the translator uses the translation strategies of similar

meaning and similar form because of the similar meaning and construction in this. Instead of the similarity in meaning, this idiomatic will be in same lexical item after it is translated back into English

b. Using an idiom of similar meaning but dissimilar form

It is sometimes possible to find an idiom or fixed expression in the TL which has a meaning similar to that of the source idiom or expression, but which consists of different lexical items

SL: It would twist itself round and look up in her face, with such a puzzled expression that she could not help bursting out laughing.

TL: Tapi, burung itu memutar dirinya dan menatap wajah Alice dengan sangat bingung sehingga Alice tidak dapat menahan diri untuk tertawa

According to *Dictionary of American Idioms and Phrasal Verbs*, the idiom *could not help (doing something)* means *could not prevent or avoid on doing something*. It means *could not restrain*, the word *restrain* refers to *prevent oneself from doing something*. Thus, idiomatically *could not prevent* means *tidak dapat menahan diri*. Therefore, both expressions in the SL and its translation in the TL refer to the same meaning. In terms of form, both expressions cannot be said as equivalent. If the idiomatic expression *could not help* translated literally, it will become *tidak dapat menolong* and it will be confusing to the reader

c. Translation by paraphrase

The most common way of translating idioms when a match cannot be found in the TL or when it seems inappropriate to use idiomatic language in the target text because of differences in stylistic preferences of the SL and TL.

SL: 'Why you have rats suddenly decided to clean up your act?'

TL: 'Mengapa kalian para tikus tiba-tiba memutuskan untuk bersikap baik?'

The idiomatic expression *clean up* is analyzed based on the word class, the result is *clean* (verb) which mean *bersih*, and *up* (preposition) which means *atas*. However, if it is translates literally the meaning can be distorted. In order to make the meaning sounds more natural in the TL, so it is translate

into *bersikap baik*. The researcher unable to find appropriate idiomatic expression in the TL to translate idiom

*clean up*. It proves that the idiomatic expression is translated by paraphrase because of differences in style of the SL and TL

d. translation by Omission

An idiom may sometimes be omitted altogether in the target text for some reason. This may be because it has no close match in the TL, its meaning cannot be easily paraphrased, or for stylistic reasons.

This strategy is done mostly in the sentence or paragraph level. The reason for this phenomenon is that when an idiomatic expression is omitted, nearly always there is a 'loss' in the meaning. To 'compensate' the resulting loss, one is obliged to mention some supplementary words in some parts of the sentence or paragraph where an omission has been done. The example is presented below

SL: 'Who are you talking to?' said the King coming up to Alice

TL: 'Kau sedang berbicara dengan siapa?' Tanya sang Raja kepada Alice

The phrase *coming up* is omitted because it would be of any use. It had better to omit one of these idiomatic expressions, so it would sound more natural in the TL.

## B. Previous Study

In doing an analysis in this research, five works from other researchers are viewed in an intention to use it as main references of this research. The research about translation strategies of idioms have been conducted by many researchers

Most of them apply theory of idioms translation suggested by Baker. There are five previous studies that will be present to strengthen the implementation of this research.

The first is a thesis by Pratiwi entitled *The Translation of Idioms in Rowling's Harry Potter and the Prisoner of Azkaban into Indonesia* (2014). She concluded that to translate the 129 idioms found in *Harry Potter and the Prisoner of Azkaban*, the Indonesian translator used four types of strategies. Those four strategies are *idiom to idiom*, *paraphrase*, *omission*, and *literal strategy*. From the research, she found that the most preferred method to translate the idioms was paraphrase strategy (76%). It was used because most of the idioms in source text have no match idioms in the target text, so they have to be translated by delivering the actual meaning. Second leading is literal strategy (17%). Most of the idioms translated by this method are considered as phrasal verbs, such as *blow-up* and *back-off*. Third strategy is idiom to idiom (5%), which is divided into: idiom to idiom with the same form and meaning (2,5%), and idiom to idiom with different form but similar meaning (2,5%). This strategy is less dominant because finding two idioms with the same meaning in English and Indonesian is really difficult.

Beside a thesis by Pratiwi another work is reviewed here. The study that was done by Mayasari in her thesis entitled *Strategies Used for Idiom Translation in J.K. Rowling's Novel Entitled Harry Potter and the Goblet of Fire (2008)* showed that the dominant strategy used by the translator was using an idiom of similar meaning and form. The strategies used by the translator in translating "Harry Potter and the Goblet of Fire" from English into Indonesian are the one

suggested by Mona Baker (1992) such as: (a) using an idiom of similar meaning and form, (b) using an idiom of similar meaning but dissimilar form, (c) translation by paraphrase, and (d) translation by omission.

The third work that also has been reviewed is done by Saputro (*Idioms and Strategies of Translation in Harry Potter and the Deathly Hallows* in *Anglicist* Volume 01 Number 02, 2012: 27). He concludes that the translator used four strategies proposed by Baker to translate the idioms in *Harry Potter and the Deathly Hallows*. As the result, the study showed several translation strategies are applied, which is include idioms of similar meaning and form, using an idiom of similar meaning but dissimilar form, translation by paraphrase, and translation by omission. Paraphrasing strategy mostly used because it enables translator to find equivalents in the TL

The research about idiom also done by Suryanata (*The Equivalence of English Idioms into Indonesia with References to the Translation of Gilbert's Eat, Pray, Love into Doa, Makan, Cinta: 2013*). Based on this study, the semantic adjustments concerned in two ways, they are: (1) idiom to non-idiom, and (2) idiom to idiom. In general, the translator has used the natural form of the TL to avoid misinterpretation and be able to translate them well.

The last work that is being a reference was done by Sari. In her thesis entitled *Strategies in Translating Idiomatic Expressions of Phrasal Verb in Terence Blacker's Bilingual Novel "Ms Wiz Goes Live" into :Ms Wis Jadi Bintang Televisi"* by Mala Suhendra (2013). She found that the highest number of idioms was translated by using similar meaning and dissimilar form. Meanwhile,

there were no translation strategies of similar form and meaning. There were 45 idiomatic expressions found in this novel. The 43 idioms were translated using an idiom of similar meaning and form. The rest used paraphrase and omission strategies to translate idioms.

These five previous studies mentioned above become the important fundamentals to accomplish this research about strategies to translate idioms in J.K. Rowling's novel entitled *Harry Potter and the Philosopher's Stone*.

## **C. Research Method**

### **1. Research Design**

This research applied descriptive qualitative approach method. It involves organizing, accounting and explaining the data (Cohen *et al*, 2007: 461). The qualitative research processes and analyzes the problems. It concerns with qualitative phenomenon, or

more specially, the aspects relating to or involving quality or kind (Khotari, 2004: 3). The data were analyzed qualitatively because the characteristic of the data used is non-numerical data. The results of this study are descriptive data that will be presented in the form of words. It uses narrative in answering the questions

## 2. Unit of Analysis

The unit of analysis of this research was words or phrases that contained idiomatic expression taken from the English version of the novel and its translation in Indonesian version. Analysis of the data reveals the translation strategy that was applied by the translator.

## 3. Data Collection Method

The data of this research were collected by documentation method. The method was chosen because it has an influence on the quality of the data that can be used for interpretation (Flick, 2009: 303). In conducting this research, the data were collected by several stages; those are as listed below:

- a. Preparing the instruments to collect the data such as pen, papers, and PC .
- b. Taking both the novels, the English entitled *Harry Potter and the Philosopher's Stone* and its translation into Indonesian entitled *Harry Potter dan Batu Bertuah*.
- c. Close reading of the data source, in this stage, the researcher read the novel attentively with the focus on the idiom expressions and their translations in the Indonesian version. The idiom expressions found in both novels were compared in searching for the equivalences.
- d. Noting down the English idioms and their translation in Indonesian found in a paper completed with the page number and the sentences.
- e. Putting all the data found in PC in order to make them easier to organize.
- f. Selection of the Data. Furthermore, the data collected was purposively selected. The selection was done to search for the data to be described qualitatively. It was conducted in order that the data used is sufficient in terms of the number and is also able to represent the whole characteristics of all the data found.

## 4. Data Analysis Method

In order to accomplish the further analysis, the researcher used content analysis method. It is used to specify characteristic within the text that the researcher systematically works through each transcript assigning code, which may be numbers or words (Dawson, 2002: 118)

The data were analyzed by identifying the types of idioms. Then, the data were categorized based on the translation strategies they belong to. Afterwards, the researcher quantifying the number of translation techniques implemented by the translator in the

translation idioms into Indonesian. The number in each strategy is presented in form of percentage. After all those steps, the result was presented descriptively in order to make the result easier to comprehend.

**D. Data Analysis**

In this data analysis, the researcher presents the data that have been collected. This chapter is used to answer the question in Chapter I. In this chapter, the data that have been collected were analyzed and discussed to know the result of each activity during the research. The points discussed in this chapter are about the findings of the types of idioms and the translation strategies. For the further explanation, this chapter also provides the discussion of the findings that will be elaborated clearly.

**1. Findings**

Here the researcher presents about the findings of the research about types of idioms and strategies to translate idioms found in the novel *Harry Potter and the Philosopher's Stone*.

a. Types of Idioms

According to the research there are 140 idioms with 13 types found in chapter 15 to chapter 17 of *Harry Potter and the Philosopher's Stone* novel. The result of the research shows that 86 data are PV, 19 data are PP, 11 data are SOI, 7 data are NP, 6 data are CI, 4 data are IC, 2 data are Mis, 1 datum is proverb, 1 datum is AdvP, 1 datum is AdjP, 1 datum is IP, and 1 datum is simile.

The Number of the Types of Idioms is shown in the following table:

Phrasal Verb	Prepositional Phrase	SemiOpaque Idiom	Noun Phrase	Clause Idiom	Idiom of Comparison
86	19	11	7	6	4
Miscellaneous	Proverb	Adverb Phrase	Adjective Phrase	Idiomatic Pairs	Simile
2	1	1	1	1	1

b. The translation strategies of Idioms

According to the result of the research, it was found that the translator using the strategies to translate idioms proposed by Baker. She used three strategies out of four. These three strategies were 1) translation using an idiom with similar meaning but different form, 2) translation by paraphrase, and 3) translation by omission. Furthermore, the researcher identified that 134 idioms were translated by paraphrase, 5 idioms were translated by using an idiom with similar meaning but dissimilar form and 1 idiom was translated by omission.

The frequency of the use of the strategies is shown in the table below:

Tabel 02. Frequency of Translation Strategy Usage

No	Strategies	Frequency	Percentage (%)
1	Paraphrase	134	95.7
2	An Idiom of Similar meaning but dissimilar form	5	3.59
3	Omission	1	0.71
	<b>Total</b>	<b>140</b>	<b>100</b>

Based on the table, the data showed that paraphrase is strategy with the highest number of percentage. It means that the translator often used paraphrase strategy to translate idioms into Indonesian

## 2. Discussion

The Discussion of the strategies to translate idioms can be seen in the following analysis:

a. The Translation Strategies of Idioms

The translator uses some strategies proposed by baker to translate idioms in the novel. She used the dthree strategies out of four. Those strategies are 1) using an idiom of similar meaning but dissimilar form, 2) translation by paraphrase and 3) translation by omission.

b. Analysis of the strategies to translate Idioms

As explain in the as inform before, the data of this research were 140. From those data, 134 data were translated by paraphrase 5 data were translated by using an idiom of similar meaning but dissimilar form and only one datum were translated by omission. It is obvious that paraphrase is strategy to translate idiom with the highest number of usage. The translator applied paraphrase to translate idiom in most of the data because she wants to convey the message of the text as

natural as possible. The translator picked out the words or phrases with the same level of meaning so that the reader thought as if it is non- translation text.

## E. Conclusion

Through this section, this research comes to conclusions related to the problems of the research and the objectives of the research. In this study, the focus is in analyzing the strategies to translate idioms found in the novel *Harry Potter and the Philosopher Stone* and its Indonesian version. Two questions have been discussed; they are 1) what are idioms used in the novel, and 2) what are strategies used to translate idioms into Indonesian in the novel.

Several conclusions can be drawn after observing the translation result of idioms from *Harry Potter and the Philosopher Stone* and its Indonesian translation, specifically regarding the idioms expression. The significant findings are listed as follows

### a. Types of Idioms

The first objective of this research is to identify the idioms used in the novel *Harry Potter and the Philosopher's Stone*. From the research that has been conducted, there were found thirteen types of idioms in the novel. Those thirteen types are *phrasal verb, prepositional phrase, semi-opaque idiom, noun phrase, clause idiom, idiom of comparison, miscellaneous, proverb, adverb phrase, adjective phrase, idiomatic pairs, and simile*. The result of the research shows that 86 data as the highest number are phrasal verb

### b. The translation strategies of idioms

The second objective of this research is to identify the strategies used to translate the idioms into Indonesian. The research result shows that 140 idioms were found in the English novel from chapter 14 until chapter 17. The researcher found that paraphrase is the highest number with 134 idioms (95.7%). The second strategy is translation by using an idiom of similar meaning but dissimilar form with 5 idioms (3.59%). The less strategy used by the translator is translation by omission with only one idiom (0.71%). It can be concluded that paraphrase is the most preferred strategy used by the translator. It was used because she wants to deliver the message of the text as natural as possible by using the most equivalent meaning of the idiom in Indonesian

## F. Acknowledgements

First and foremost, heartfelt gratitude and thankfulness is due to The Merciful Allah [\*Subhanahu wa ta'ala\*](#), The Creator and Provider, for all the favors and grace He has bestowed upon His creation.

In addition to thanking The Lord for guidance, I would like to show my gratitude to my first advisor H. Muhamad, M.Pd., for having a great patience in providing continuous and careful guidance as well as encouragement, indispensable suggestion and advice.



My sincere thank is also expressed to my second advisor Yuli Sugianto, M.Pd., for having made such a good correction and valuable suggestion in the completion of this thesis

On this occasion, I would never forget to thank Wiwin Indarti, S.S., M.Hum., as for her sincerely advice and motivation had unintentionally given me an idea for this research. I would also like to thank her for lending me her precious novel to be the object of this research.

Last but not least, I would like to express deepest gratitude to my beloved father for love, support and sincere pray in his life time. No matter how, he will always be there for me

## G. Rerefence

- Adelnia. Amineh and Dastjerdi, H.V. 2011. *Translation of Idioms: A Hard Task for the Translator*. Theory and Practice in Language Studies, Vol. 1, No. 7, pp. 879-883, July 2011
- Akbari, Monireh. 2013. *Strategies for Translating Idioms*. Journal of Academic and Applied Studies (Special Issue on Applied Linguistics) Vol. 3(8) August 2013, pp.32-41
- Cohen, Louis et al. 2007. *Research Methods in Education (Sixth Edition)*. New York: Routledge.
- Dawson, DR Catherine. 2002. *Practical Research Methods: A User-Friendly Guide to Mastering Research*. United Kingdom: How to Books Ltd.
- Flick, Uwe. 2009. *An Introduction to Qualitative Research*. London: Sage.
- In d i a r t i , W i w i n a n d W u l a n W a n g i . 2 0 1 3 . *Per an I d e o l o g i d a n S r a t e g i P e n e r j e m a h a n T e r h a d a p K u a l i t a s T e r j e m a h a n I s t i l a h B u d a y a U s i n g p a d a P u b l i k a s i P a r i w i s a t a D w i b a h a s a K a b u p a t e n B a n y u w a n g i*. Banyuwangi: Universitas PGRI Banyuwangi.
- Khotari, C.R. 2004. *Research Methodology: Method and Techniques (2nd Revised Edition)*. New Delhi: New Age International Publisher. McCarthy and O'del. 2003. *English Idioms in Use*. Cambridge: CUP.
- Munday, J. 2001. *Introducing Translation Studies Theories and Applications*. New York.
- Murar, Ioana. 2009. *Pragmatic and Functional Uses of Idioms*. Retrieved on Februari 22, 2015 from [http://cis01.central.ucv.ro/litere/activ\\_st/articole\\_anale\\_lingvistica\\_2009/murar\\_ioana.pdf](http://cis01.central.ucv.ro/litere/activ_st/articole_anale_lingvistica_2009/murar_ioana.pdf)
- Novianti, Eva. 2012. *An Analysis of the Translation Strategies of Idiomatic Expressions in Lewis Carroll's Alice in Wonderland in its*

---

*Translation by Khairi Rumantati. Yogyakarta: English Language and Literature Study Program, English Educational Department, Faculty of Languages and Art, Yogyakarta State University. (Thesis)*

Rowling, J.K. 1997. *Harry Potter and the Philosopher's Stone*. London: Bloomsbury

Rowling, J.K. 2000. *Harry Potter dan Batu Bertuah*. Jakarta: Gramedia

Saputro, Rizky Febriawan. 2012. *Idioms and Strategies of Translation in Harry Potter and the Deathly Hallows*. *Anglicist* Vol 01 No 02 (pp. 23-28) (August 2012).

Silalahi, Roswita. 2009. *Dampak Teknik, Metode, dan Ideologi Penerjemahan pada Kualitas Terjemahan Teks Medical-Surgical Nursing dalam Bahasa Indonesia*. Medan: Sumatera Utara State University (Disertasi)

Spears, Richard A. 2005. *McGraw-Hill's Dictionary of American Idioms and Phrasal Verbs*. USA: McGraw-Hill's Companies

---

## **Improving The Students' Ability In Writing Recount Text Through Guided Picture of Class X DKV 2 Semester 1 at SMKN 1 Banyuwangi In The 2017/2018 Academic Year**

Karyati

English Education Departement, PGRI University of Banyuwangi

Received : Monday, April 23, 2018

Revised : Thursday, April 26, 2018

Accepted : Monday, April 30, 2018

---

### **Abstract**

This classroom action research discussed certain ways to solve students difficulties in composing recount, and the researcher would like to develop the technique of learning composing recount through guided picture, and the problem of this research is: How can the students' ability in writing recount text through guided picture of X DKV 2 Semester 1 at SMKN 1 Banyuwangi in the 2017/2018 Academic Year be improved?. This classroom action research applied the strategy in order to improve the students' ability in writing composition of recount text, and the strategy which is used in teaching writing composition is the use of guided picture as the media..

The use of guided pictures as media in teaching writing composition of recount can improve the students' ability of class X DKV 2 SMKN 1 Banyuwangi. It can be seen in the result of cycle I and cycle II. From preliminary test, the students writing composition of recount score ranged from 55 to 68, there were 24 students. It gradually improved to 37.1%, it means that the score range in cycle 1 was from 55 to 68 there were 11 students. In cycle 2, there were 9 students in the score range from 55 to 68. It means that there was 5.7% achievement. It can be concluded that the test result from pre-action, cycle 1, to cycle 2 have had improved significantly based on the criteria of success which has been stated in previous chapter that is 75%.

On the other hand, it can be concluded that the students' motivation and interest in learning writing composition of recount are also improved

---

Keywords: Writing composition of recount, guided pictures

---

### **A. Introduction**

English is considered as an international language that becomes the most important language in the world. As a meant of communication, English is widely spoken all over the world. Realizing the important role of the English language, the government makes it on of the compulsory subjects at schools. English is learned formally as a foreign language at schools beginning from Elementary school up to university level.

English teaching learning consist of four language skills, those are, reading, writing, listening, and speaking. In fact, writing activity in

Vocational High School as one on four language skills gets less attention, because the aspect of writing ability is not included in passing grade criteria of National Final Examination. But if 'writing composition' is not taught to the students, they will not be able to write a composition which is a part of competence standard in 'Curriculum 2013' (kurikulum tahun 2013) because in teaching English there are four language skills which should be mastered by the students based on the standard level of education, whether they are Junior High School, Senior High School or Vocational High School.

There were nineteen classes for tenth grade in SMKN 1 Banyuwangi, and all these classes have been in the same criteria of cognitive, psychomotor, and affective aspect, but when the research taught in the X DKV 2, she found that the students of class X DKV 2 had the lowest score in writing composition, especially in composing a recount.

Moreover, the writing activity will be useful for the students when they are in high level of education or in their life society. As it has been stated in The English Curriculum (2004: 10), "It is the goal of teaching English which force students to be able to listen, speak, and read". It is obvious that writing as one of the four language skills must be taught in Junior High School, even though it is obtained from the observation conducted the pre action test to know the students' ability in writing composition of recount, and the scores show that students' of class X DKV 2 got the lower score.

Actually, writing activity is not as the difficult subject to be learned as the students thought. If the students are interested and try to practice regularly in writing composition, it will be easier for them.

In order to know the casual factor of the students' ability in writing composition of recount, the research observed the teaching writing composition. From the observation it is found that the main factor is from the students themselves and the other one is from the teacher.

The casual factor from the students is that the students can not imagine, express their ideas, and then put it into the composition form. The students are not able to construct some word into sentences and composing them into a good composition, in short it can be said that they are difficult to master everything about writing composition of recount, or example, how they begin to write the composition of recount, or how they arrange their word into a good paragraph, or how they catch their ideas. All of them are not interesting for the students, and usually the students got bored in writing composition. The other factor is from teacher, as long as the time, the teacher only uses the classical ways to explain the writing composition of recount without understanding from the student who got some difficult about it. The teacher is also not creative in using media which can help the students to make a good composition.

Moreover, the test result in teaching learning writing composition of recount when the researcher did the pre-action activity showed that

the students of SMKN 1 Banyuwangi in Class X DKV 2 had low mastery in writing recount.

Related to the problem which are faced by students of class X DKV 2 at SMKN 1 Banyuwangi who got difficult how to begin or start writing a composition of recount, the English teacher is expected to be able to help the students by creating an attractive situation in the teaching learning process. In this case the English teacher or the research can motivate the students by creating an attractive and interesting way in order to help the students in practicing to make a composition of 'recount'. So, it is important to choose an applicable technique for composing 'recount' that is by using an interesting media in the teaching learning process. The media which is used to practice 'composing recount' is a pictures, especially guided pictures, or it can't be said that composing recount through guided pictures as the media will develop the students' writing skill.

Dealing with the explanations above, the research is interested in conducting the classroom action research entitled "Improving the Students' Ability In Writing Recount Text through Guided Picture of Class X DKV 2 Semester 1 at SMKN 1 Banyuwangi in the 2017/2018 Academic Year".

## **B. RESEARCH METHOD**

The design of the research which was chosen by researcher was Classroom Action Research. This research was focused in teaching learning process by finishing understanding of writing ability in recount and defining the research problem, carrying out the action of research and doing reflection. This research is intended to improve the ability of students of class XI DKV 1 at SMKN 1 Banyuwangi in writing recount text through guided pictures. The action is conducted by the English teacher in which cycle covered four stage activities, namely, planning of the action, implementation of the action, observation evaluation, and reflection.

The Variable of the research was The students' ability in writing recount text of class XI DKV 1 Semester 1 at SMKN 1 Banyuwangi in the 2017/2018 academic year. Purposive sampling was used in this research as the method to determine the area in which the research was conducted. In this action research, SMKN 1 Banyuwangi was chosen as research location. The location of this research was in SMKN 1 Banyuwangi located at Jalan Wijaya Kusuma, Giri Banyuwangi. The Respondent of this action research was determined by using purposive sampling method. The Respondents in this research were the Class X DKV 2 SMKN 1 Banyuwangi in the 2017/2018 academic year.

Before researcher create research instrument, first draw up a table showing the relation between the variables studied with source data taken are 1). Primary Data, According to Marzuki (2002: 55) primary data is data obtained directly from the source and observed for the first time. Primary data directly relevant to the purposes of research or collected to achieve the research objectives. In this research the primary

data is Writing recount text. 2). Secondary Data : Observation, Interview, Documentation.

The primary data from the result of the students' post test scores are going to analyze by using selecting the data obtained which is suitable with this Classroom Action Research. This data is taken from the test of composing recount through guided pictures which is focus on the aspect of unity, coherency, the use of past form. The data obtained will be analysed by using the measurement indicators of writing composition in recount through guided pictures

$$\sum n = \frac{n}{N} \times 100\%$$

$\sum n$  = the percentage of students' ability in writing composition of recount through guided pictures

$n$  = The writing score of each indicator obtained by the students

$N$  = The total score of the test item of each indicator.

### C. Discussion

This classroom action research applied the strategy in order to improve the students' ability in writing composition of recount text and the strategy which was used in teaching writing composition was the use of media. Here, the researcher used guided picture as a media.

The result of preliminary test showed that the students' ability of class X DKV 1 of SMK Negeri 1 Banyuwangi in writing composition of recount was lower. It was caused by the individual factor of students' ability in writing a composition of recount. Most of students were not able to write a composition of recount. They also said that they didn't know how to start writing a composition of recount. The result of observation and interview which are conducted by the researcher showed that the students of class X DKV 2 were less interested in learning writing composition of recount, because the teaching learning process which is done by the English teacher when they got the material of writing composition of recount was not attractive. The teacher explained the material classically. The teacher didn't use the media the students interested in learning writing composition. So it made the students got boring with the material that is being explained.

By applying the strategy of using guided pictures as the media in teaching writing composition of recount in cycle 1 and cycle 2, gradually the students' ability in writing composition of recount can be improved. It could be seen in the table of students score test in cycle 1, and the score test in cycle 2, at the last the students' ability has fulfill the target of in criteria of success.

Moreover, by using the strategy of teaching writing composition of recount through guided pictures, the students are more interested in learning writing composition of recount.

This classroom action research used the strategy of teaching writing composition of recount through guided pictures. It is in line with the statement of Rohani that has been quoted in chapter II about picture as media.

#### **D. Conclusion**

The use of guided picture as media in teaching writing composition of recount can improve the students' ability of class X DKV 2 of SMK Negeri 1 Banyuwangi. It could be seen in test result of cycle 1 and cycle 2. From pre-action test, the students writing composition of recount score is ranged from 55 to 68, and there were 24 students. It gradually improved to 37.1%, it means that the score range in cycle 1 was from 55 to 68 there were 11 students. In cycle 2, there were 9 students in the score range from 55 to 68. It means that there was 5.7 % achievement. It can be concluded that the test result from pre-action, cycle 1, to cycle 2 had improved significantly based on the criteria of success which has been stated in previous chapter that is 75%.

On the other hand, it can be concluded that the students' motivation and interest in learning writing composition of recount are also improved. It means that the use of guided pictures as media in teaching writing composition of recount can made the students are more motivated interested because the teaching learning process is more active and attractive and it didn't make the students boring in learning writing composition of recount. From pre-action, cycle 1 and cycle 2, there were gradually improving in joining the class of writing composition of recount.

#### **E. Acknowledgement**

This paragraph template after heading 1

#### **F. Reference**

Last name, First name. Year. Title. Publisher

#### **G. Main Content** [replace it, as your article needed]

##### **1. Heading 2**

This paragraph template after heading 2.

##### a. Heading 3

This paragraph template after heading 3.

##### 1) Heading 4

This paragraph template after heading 4.

#### **H. Conclusion**

This paragraph template after heading 1

#### **I. Acknowledgement**

First of all, I would like to thank to Allah SWT, for giving me time, chance, health to finish this thesis on time. My special thanks to my greatest consultants, H. Muhammad, M.Pd. and Prof. Dr. Miftahul Arifin, M.Pd. who have kindly guided me with care; and allowed me to profit from their advice in writing this thesis

My Thanks also due to the following people :

1. Drs. H. Teguh Sumarno, MM, as the Rector of UNIBA Banyuwangi.
2. Abdul Munir, M.Pd, as the Dean of Language and Art of Faculty of University of Banyuwangi.
3. Wulan Wangi, M.Pd as the Head of English Education Department of PGRI Universitas of Banyuwangi.
4. All my Sisters who supported me. Thanks for everything.
5. All my Lectures and Staffs of English Educational Department at PGRI University of Banyuwangi.
6. All my friends at PGRI University of Banyuwangi, especially from the English Education Department.
7. All people who helped me finishing this thesis.

I realize that this thesis is far for being perfect without their precious comment and critics. Therefore, I will be grateful to have others from all readers.

## J. Reference

- Alter, JB.1991. *Guided English Skill: Composition, Comprehension, Vocabulary, Use of English*. Jakarta: Primary 2, Bina Karya.
- Anderson, A. and Aderson, K.1997.*Text Types in English 2*.South Yara: MacMillan Education Australia PTY CTD.
- Aqib, Zainal.2007. *Penelitian Tindakan Kelas*. Jakarta: Yaama Widya.
- Brown, J.W. et al. 1959. *Instructional Materials and Methods*. New York: McGraw – Holl Book Company, Inc.
- Brown,H.P. 2001. *Teaching English by Principal and Interactive Approach to Language Pedagogy*. New York: Longman.
- Fadloli,O. 1968. *Buku Materi Pokok Writing IIA Modul 1-3*. Jakarta: Karonika VI.
- Faye, V., et al. 1985. *ESL Composition*. USA. Newbary House Publisher Inc.
- Hamalik, O. 1978. *Media Pendidikan*. Bandung: PT. Cipta Aditya Bakti.
- Handayani Eko.2 et.al.2010.*Improving the Ability of the Eighth Year Students of SMPN 1 Kalipuro Banyuwangi In Writing Recount Through Guided Pictures*.Islamic University of Malang.
- Harmer, Jeremy.1998. *How to teach English*. Essex: Pearson Education Limited.
- Harmer, Jeremy.2007. *How to teach Writing*. Essex: Pearson Education Limited.
- Heaton, J.B. 1984. *Writing English Language Test*. Singapore: Longman Group Ltd.



- Hughes, A. 1984. *Testing for Language Teacher*. London. Longman.
- Muslich, Masnur. 2009. *Melaksanakan PTK Itu Mudah*. Jakarta: Bumi Aksara.
- Noeng Muhajir. 2000. *Metodologi Penelitian Kualitatif*. Yogyakarta: Rake Sarasin. Indonesia.
- Noor, A.V. 1981. *Preparing and Using AIDS for English Language Teaching*. Singapore: Oxford University Press.
- Rohani. 2001. *Media Pengajaran*. Bandung: Sinar Baru
- Suharsimi, Arikunto.2006.*Metodologi Penelitian*.Yogyakarta: Bina Aksara.
- Tim Pelatih Proyek PGSM. 1999. *Penelitian Tindakan Kelas*. Depdikbud Dirjen Dikti. Proyek Pengembangan Guru Sekolah Menengah. Indonesia.
- Wright, Andrew.1989. *Pictures For Language Learning*.Cambridge:Cambridge University Press.
- Zumakshin and Yulia Mufarichah. 2007. *Progress A contextual Approach to Learning English*. Jakarta. Ganeca Exact