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An Analysis of Translation Procedures of Noun Phrases in Carlo Collodi's Novel Entitled "*Pinocchio*"

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Abstract

This research is conducted to identify the noun phrase and its types in Carlo Collodi's novel entitled *Pinocchio* as well as procedures used to translate them in the translation version entitled *Pinokio* which was translated by Wiwin Indiarti.

The data of this descriptive qualitative research are noun phrases found in the novel and their translation in Indonesian. Documentation is used to collect the data. Meanwhile, content analysis method is applied for analyzing data in relation to their contexts.

The result of this research shows that there are 5.283 noun phrases in chapter 1 to chapter 36 of *Pinocchio* novel. It is also found that there are 3 types of noun phrase. They are: 1) noun phrase type I which is identified as Modifier + Head (M+H) with 2.985 data, 2) noun phrase type II which is identified as Head + Modifier (M+H) with 425 data, and 3) noun phrase type III which is identified as Modifier + Head + Modifier (M+H) with 1.873 data.

Furthermore, the translator used eleven translation procedures to translate noun phrases proposed by Newmark. Those procedures are 1) translation by Transference with frequency of 93 data (1.8%), 2) translation by Naturalization with frequency of 102 data (2.1%), 3) translation by Cultural Equivalent with frequency of 308 data (6.2%), 4) translation by Functional Equivalent with frequency of 97 data (1.9%) translation by Componential Analysis with frequency of 773 data (14.7%), 6) translation by Synonymy with frequency of 738 data (14.9%), 7) translation by Through-translation with frequency of 1.205 data (24.3%), 8) translation by Shift or Transposition with frequency of 792 data (17%), 9) translation by Compensation with frequency of 438 data (8%). 10) translation by Couplets with frequency 173 (3.4%), and 11) translation by Modulation with frequency 43 (1%).

It can be concluded that the translator often used Through translation procedure to translate noun phrases into Indonesian. It was used because she wants to deliver the message of the text as natural as possible

Keywords: Noun Phrases, Translation Procedures

A. Introduction

Translation is the process of transferring the meaning of a text from the source language into the target language. Newmark as cited in Satriadi (2014) said that translation is "the process of rendering the meaning of a text into another language in a way that the author

intended the text". In addition, Munday (2001:4) stated that the term *translation* itself has several meanings: it can refer to the general subject field, the product (the text that has been translated) or the process (the act of producing the translation, otherwise known as *translating*). According to Rakhman (2006), there are 4 factors affecting translation process. They are: 1) Textual factor (word, phrase, clause, sentence, punctuation, text grammar), 2) Contextual factor (history of language, the text writer, region in which the text is born, social variation of the text, text topic (general/social English and ESP)), 3) Translator (linguistic competence, cultural competence, repertoire, dictionary type used), and 4) Target readers. Occasionally, Phrases (adjective phrase, noun phrase, adverbial phrase, etc) become the most difficult things to translate, especially in translating English Noun Phrase. It happens because of the lack of comprehension of the translation about noun phrase.

Translation is closely related to the grammatical structure; therefore, the grammatical structure of both languages should be known to get a good translation. One of the language grammatical units is a noun phrase. According to Jackson (1982) as cited in Dharma (2010), "a noun phrase in English is composed potentially of three parts; a head, pre-modification and post-modification. The head of the noun is obligatory; it is a minimal requirement for the occurrence of noun phrase. The other two parts, pre-modification and post-modification are optional". The construction of a noun phrase in English is "article + adjective + noun." While In Indonesian it will be "article + noun + adjective." Notice the following example : 1) *An impatient old man* becomes *seorang lelaki tua yang tidak sabaran*, 2) *A careless boy* becomes *seorang bocah yang ceroboh*. There is also another construction for a noun phrase in English: noun + adjective / adverb. Here is the following example : *Something interesting* means *sesuatu yang menarik*

Particularly, this research focuses on English Noun Phrases found in Carlo Collodi's nove Indiarti (2005) to provide the data research. This novel is chosen because it contains English Noun Phrase in such great quantities. The researcher is interested in analyzing the translation of English Noun Phrases in the novel regarding to their equivalent. The researcher is also interested to identify the translator's translation procedures and how those translation procedures work.

1. Problem of the research

1. Based on the background of the study above, there are some problems that can be formulated as follows:
2. How many Noun Phrases are found in Carlo Collodi's novel entitled *Pinochio*?
3. What are the types of Noun Phrases are found in Carlo Collodi's novel entitled *Pinochio*?
4. What translation procedures of the noun phrases used in the translated version of Carlo Collodi's novel entitled *Pinochio*?

2. Objective of the research

There are some aims of this study, as follows:

- a. To identify the number of noun phrases found in Carlo Collodi's novel entitled *Pinochio*.
- b. To identify the types of the noun phrases found in Carlo Collodi's novel entitled *Pinochio*.
- c. To identify the translation Procedures used to translate the noun phrases found in Carlo Collodi's novel entitled *Pinochio*.

3. Significance of the Research

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

- a. The readers

The result of this research is expected to enrich the readers' knowledge about the translation procedures used to translate English noun phrase into Indonesian

- a. The future researcher

It is hoped that the result will provide a good reference in analyzing noun phrase translation procedures for the other researchers

4. Scope of the Research

The main topic of this research is translation procedures of noun phrases. The analysis will be focused on the way the translator renders the English noun phrases into Indonesian. The data are restricted only on noun phrases found in Carlo Collodi's novel (1996) entitled *Pinochio* and their translation into Indonesian in the novel translated version.

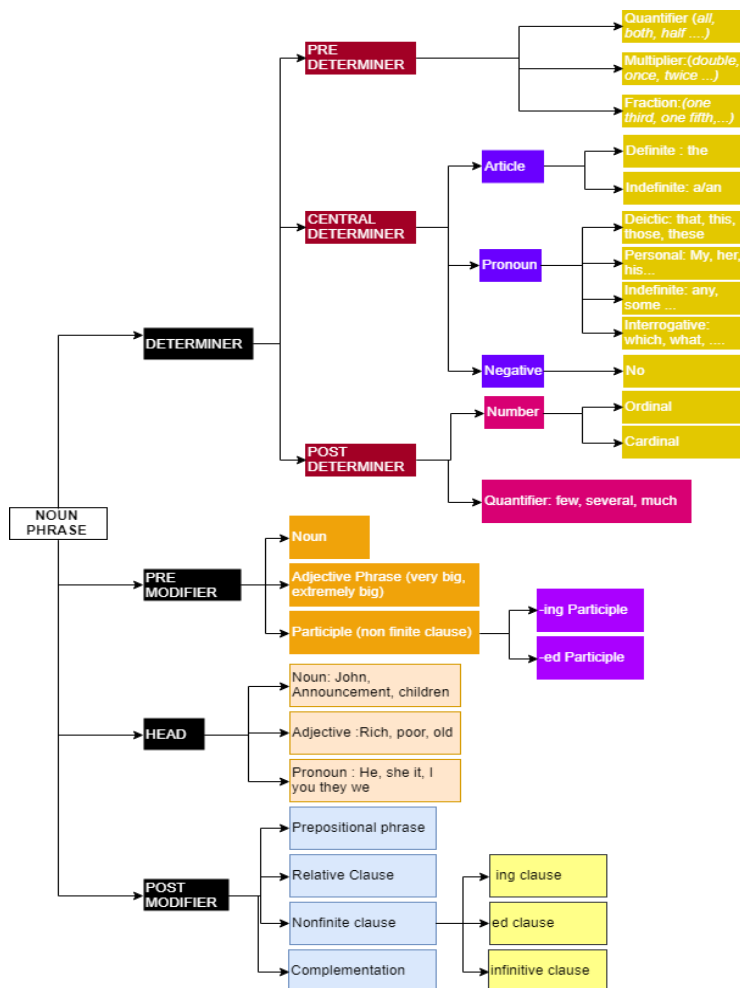
B. Noun Phrase

According to Langacker (1972) as cited in Dharma (2010), "a noun phrase (NP) is a phrase which head is a noun or a pronoun, optionally accompanied by a modifier set. A noun phrase can be defined as a phrase that may occur within one single word or phrase with a noun as a head. In fact, some noun phrases do not consist of the noun at all, for example, *the rich*." Meanwhile, Jackson (1982) as cited in Dharma (2010), stated that in general, a noun phrase in English is composed potentially of three parts; a head, pre-modification and post modification. The head of the noun is obligatory; it is a minimal requirement for the occurrence of a noun phrase. The other two parts, a pre-modification and post-modification are optional. The most common head of a noun phrases is a noun. Besides, a noun phrase may consist of a noun itself without any other elements (bare noun phrase), for example, *books*. The occurrence of a pronoun or proper noun and of a bare noun phrase is counted as a minimal noun phrase

1. Types of Noun Phrase

According to Yuwono (2010), English Noun Phrases can be divided into three major types. Type I is the one which has modifiers only in the left side of the noun head, and type II, the modifiers are on the right side on the noun head. Type III is the compound or mixed type, that is the modifiers come before and after the noun head.

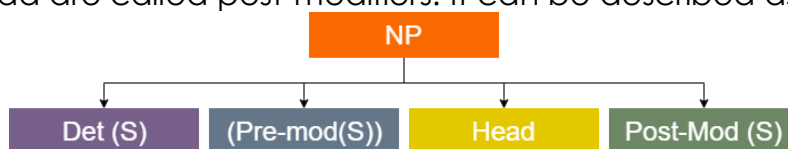
Ayuningsih (2007) stated that noun phrase is any group of words, which consist of head and modifier. Head here consists of noun itself, pronoun, and sometime adjective. There are not only pre-modifier and post-modifier but also there is determiner in forming noun phrase. For the specific explanation, we can see in the diagram below



Adopted from: http://www.teachingenglish.org.uk/think/vocabulary/noun_phrase.shtml.

2. Construction of English Noun Phrase

According to Leech & Svartvik in Ayuningsih (2007), A noun headword in noun phrase can be accompanied by the determiners (the, a, an, some, etc) and other modifier. Modifiers which precede the headword are called the pre- modifiers, and those which follow the head are called post-modifiers. It can be described as follows



3. Types of Indonesian Noun Phrase

Noun Phrase is called *Frasa Nominal* which has the same function with noun phrase in English. There are two modifiers in Indonesian Noun Phrase. Each modifier has different meaning. Pre-

modifier is used to classify the noun phrase, for example: *dua buah buku, seorang teman, and beberapa butir telur*. While the post-modifier is used to limit the meaning of noun phrase, for example: *buku dua buah, teman seorang, and telur beberapa butir*.

There are three types of Noun Phrase in Indonesia. These types will be analyzed in the case below:

a. Modificative Noun Phrase

Modificative Noun Phrase is a noun phrase which modifier has function to modify the noun. For example: *rumah mungil, hari Minggu, buku dua buah, pemuda kampus, and bulan pertama*.

d. Coordinative Noun Phrase

Coordinative Noun Phrase is a noun phrase which modifier has no function to support and explain the noun. For example: *.hak dan kewajiban, dunia akhirat, lahir batin, and adil dan makmur*.

e. Apositive Noun Phrase

Apositive Noun Phrase is a noun phrase which modifier has function to support and explain the noun clearly. For example:

- 1) Anton, mahasiswa teladan itu, kini menjadi dosen di universitasnya
- 2) Burung cendrawasih, burung langka dari Irian itu, sudah hampir punah.

4. The Differences between English Noun Phrase and Indonesian Noun Phrase

Yuwono in his research entitled *Contrastive Analysis Of English And Indonesian Noun Phrase (2010)* gave the description about the English Noun Phrase and their Indonesian equivalence. The word underlined are their noun heads. Look at the following explanations:

- 1) One man = *satu orang laki-laki*
- 2) The facts = *kenyataan-kenyataan itu*
- 3) Your medicine = *obatmu*
- 4) Seven aspects = *tujuh aspek*
- 5) Such limits = *pembatasan-pembatasan semacam itu*
- 6) All the events = *semua peristiwa*
- 7) No choice = *tidak ada pilihan*
- 8) Those questions = *pernyataan-pernyataan itu*

If we pay attention to the Indonesian equivalents on the right side, we shall find out that number 1, 4, 6, 7 behave differently from those of number 2, 3, 5, and 8. To make it clear, consider the following tables.

English	One Seven All the	Choices
---------	-------------------------	---------

Indonesian	No	Pilihan
	Satu Tujuh Semua Tak ada	

Table 2

English	The Your Such Those	Noun head Choices	
		Indonesia	Pilihan

From those two tables it can draw a temporary conclusion that modifier in English NPs comes before the noun head, whereas in the Indonesian language it comes after the noun head, except when it denotes quantity, like: one, two, some, any, a few, several, many, much, all, no, and the like. Now we can go to the next comparison. Look at the following examples:

- 1) good speakers = *pembicara-pembicara yang baik*.
- 2) These various aspects = *aspek-aspek yang bermacam-macam ini*.
- 3) Its basic form = *bentuk dasarnya*.

See the following boxes:

Table 3

English	Good (1)	Noun Head Speakers	
		Indonesian	Pembicara-pembicara

Table 4

English	These various (1) (2)	Noun Head aspects	
		Indonesian	Aspek-aspek

Table 5

English	Its basic (1) (2)	Noun Head form	
		Indonesian	Bentuk

See the figures put under each modifier in the tables numbered 3, 4, and 5. We can notice easily the shift position from

English (symbolized by L2) to Indonesian (symbolized by L1). From those three boxes we can see that all the modifiers in L1 come after the noun head. This evidence again supports the first conclusion because none of the modifiers of the English NPs in number 9, 10 and 11 bears a noun determiner denoting quantity.

Now we come to the more complex type of English NPs. Examples:

- 1) A literal translation from some languages
- 2) The form of the verb ending in -ing

If they are translated into Indonesia, we shall have the following equivalents:

- 1) *Sebuah terjemahan harfiah dari beberapa Bahasa*
- 2) *Bentuk dari kata kerja yang berakhiran -ing*

See also the following two tables under each modifier

Table 6

		Noun Head	
English	A literal	Translation	From some languages
	(1) (2)		(2) (4) (5)
Indonesian	Sebuah	Terjemahan	Harfiah dari beberapa bahasa
	(1)		(3) (3) (4) (5)

Table 7

		Noun Head	
English	the	form	Of the verb ending in -ing
		(1)	(3) (4) (5)
Indonesian		bentuk	dari kata kerja yang berakhiran -ing itu
		(2)	(3) (4) (5)

In the table number 6 in L1 we have one modifier that comes before the noun head because the word a meaning sebuah denotes quantity and the other modifiers come after the noun head, whereas all the modifiers in the box 7 come after the noun head because this NP has no modifier that denotes quantity. If we look at the last two examples (number 12 and 13) carefully, we shall see that the modifier in each number consist of NP as well, examples some language in number 12, and verb ending in -ing in number

The word languages and verb are the noun heads of each. In this paper we shall call this kind of noun head sub noun head. When we have a very long English NP, we may have more than one sub noun head.

C. Translation

Definitions of translation have been stated by a number of translation experts. Regarding this, it is defined by Mc. Guire (1991 in Sunarto:2015) that translation is rendering of a source language (SL) text into the target language (TL) so as to ensure that the surface meaning of the two will be approximately similar and the structure of the SL will be preserved as closely as possible, but not so closely that the TL structures will be seriously distorted.

According to Catford in Widyamartaya (1989:12 in Suryawinata and Hariyanto, 2003), translation is the replacement of textual material in

one language by equivalent textual material in another language. This definition explains that a translator has to find the equivalence and give the same information from source text into target text.

From the definition above, it can be concluded that translation is rendering source language (SL) into the target language (TL) in order to make the readers understand the message of the text.

D. Previous Studies

The studies about translation procedures have been conducted by many researchers. Most of the researches were conducted by referring to procedures suggested by Newmark. There are two previous studies that will be presented to strengthen the implementation of this research.

Error Analyzes on The Use of Noun Phrases was a research done by Wisnu Aji Dharma (2010). In his research, he discussed about the error analyzes on the use of the noun phrase in descriptive writing faced by eight years students of MTs Assaid Blado, Batang in academic year of 2009/2010. The difference between this research is the researcher didn't explain on how the way the noun phrase were translated.

Mutiayah Nuraini Widyaningsih (2013), *Subtitling Analysis Of Noun Phrases In Madagascar 3 Movie*. This research focused only on translation shift. The objectives of this study are to classify the translation shift of noun phrase and to describe the equivalence translation of noun phrase in Madagascar 3 Movie. This research belongs to a descriptive qualitative study which takes a document oriented as the method of collecting data. As the data source, the researcher uses Madagascar 3 movie and its subtitle, and the data are sentences that containing noun phrase on Madagascar 3 movie which happened translation shift. The results of this research show that translation shift There are 2 translation shift of noun phrase in the Madagascar 3 movie subtitle, they are, level shift and category shift.

A Translation Shift Analysis Of Noun Phrase In Subtitling Of Ice Age 4 Movie By Sagaz Net done by Edy Sunarto (2015). This research aims to identify the translation shifts of noun phrase found in the subtitling of Ice Age 4 movie by sagaz net and to describe the equivalence of noun phrase subtitling found in the Ice Age 4 movie by sagaz net. The data in this research are English and Indonesian movie subtitling. The data source was in Ice Age 4 movie subtitle containing noun phrase. The type of this research is descriptive qualitative research. The writer uses documentation technique to collect the data and the collected data are analysed by using comparison technique.

E. Research Design

This research will make use of the descriptive qualitative method. It involves organizing, accounting for and explaining the data (Cohen et al, 2007:

461). The qualitative research processes and analyzes the data. It is concerned with qualitative phenomenon, or more specially, the aspects relating to or involving quality or kind (Khotari, 2004: 3). The data will be analyzed qualitatively because the characteristic of the

data used is non-numerical data. The result of this study will be presented in the form of words.

1. Data Collection Method

The researcher will apply documentation method to gather the data. It has an influence on the quality of the data that can be used for interpretation (Flick, 2009: 303). The data of this research are noun phrases and its Indonesian translation. The data will be collected from Carlo Collodi's novel entitled *Pinochio* (1996) and its Indonesian version which is translated by Wiwin Indarti. The two versions of the novel are as the data resources.

2. Data analysis Method

In order to accomplish the further analysis, the researcher will use content analysis method. It is used to specify characteristic within the text that the researcher systematically works through each transcript assigning code, which maybe numbers or words (Dawson, 2002: 118). This method will be used to collect the data concerned in translation procedures.

Firstly, the data will be collected from the English version. The researcher will analyze the noun phrases found in the novel. Afterwards, the English will be compared to their equivalent by direct evaluation. Then the data will be categorized based on the translation procedures they belong to. The last step, the result of the research will be presented to make it easier to the readers to get the message of the text.

3. Research Procedure

In conducting this research, some procedures will be taken in conducting the research. Those steps are as follows:

- 1) Identifying the noun phrase in the English version of the novel
- 2) Comparing the noun phrases found in both original and translation version of the novel
- 3) Categorizing the noun phrases based on the procedures used by the translator.
- 4) Drawing conclusion.
- 5) Making the report

F. Findings

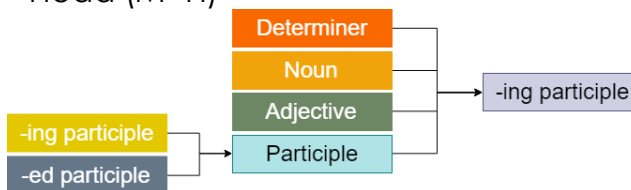
1. The Quantities of Noun Phrases Found in The Novel

After conducting the research, it is found that there are 5.283 noun phrases with 3 types of noun phrase in chapter 1 to chapter 36 of *Pinochio* novel. The result of the research shows that 2.985 data are noun phrases with Modifier + Head (M+H) type, 425 data are noun phrases with Head + Modifier (H+M) type, and 1.873 data are noun phrases with Modifier + Head + Modifier (M+H+M) type.

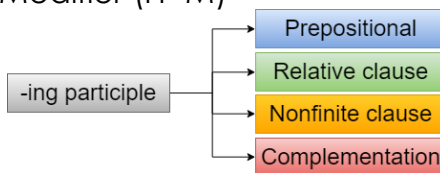
2. Types of Noun Phrase.

According to the research, it is found that there are three types of noun phrase. They are: 1) noun phrase with Modifier + Head (M+H), 2) noun phrase with Head + Modifier (H+M), and 3) noun phrase with Modifier + Head + Modifier (M+H+M). Below are the diagrams of those three types of noun phrase classification.

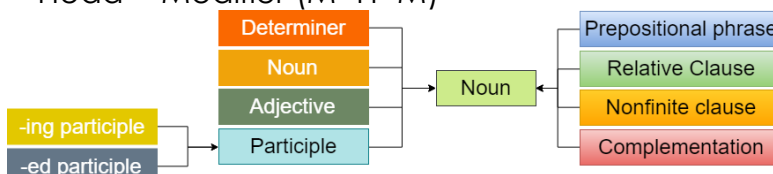
a. Modifier + Head (M+H)



b. Head + Modifier (H+M)



c. Modifier + Head + Modifier (M+H+M)



Number of the types of Noun phrases:

Table 8

Modifier + Head (M+H)	Head+Modifier (H+M)	Modifier + Head + Modifier (M+H+M)
2.985	425	1.873

3. The Translation Procedures of Noun Phrases.

According to the result of the research, it was found that the translator used the procedures to translate noun phrases proposed by Newmark. She used the eleven procedures out of fifteen. Those procedures are 1) translation by Transference, 2) translation by Naturalization, 3) translation by Cultural Equivalent, 4) translation by Functional Equivalent, 5) translation by Componential Analysis, 6) translation by Synonymy, 7) translation by Through-translation, 8) translation by Shift or Transposition, 9) translation by Compensation, 10) translation by Couplets, 11) translation by Modulation. The frequency of the use of the procedures is shown in the table below:

Table 9. frequency of Translation Procedures Usage

NO	Procedures	Frequency	Percentage(%)
1	Transference	93	2.1
2	Naturalization	102	1.8
3	Cultural Equivalent	308	6.2
4	Functional Equivalent	97	1.9
5	Componential Analysis	773	14.7
6	Synonymy	738	14.9
7	Through-translation	1.205	24.3
8	Shift or Transposition	792	17
9	Compensation	631	13.7
10	Couplets	173	3.4
11	Modulation	43	1
	Total	4.955	100

G. Discussion

After conducting the research and discovering the findings, here the researcher discusses the result of the research.

1. Analysis of The Quantities and The Types of Noun Phrase.

It is found that there are 5.283 noun phrases in the novel entitled *Pinochio* with 3 types of noun phrase in chapter 1 to chapter 36 of *Pinochio* novel. The result of the research shows that 2.985 data are noun phrases with modifier + head (M+H) type, 425 data are noun phrases with of head + modifier (H+M) type, and 1.873 data are noun phrases with modifier + head + modifier (M+H+M) type.

2. Analysis of the Procedures to Translate Noun Phrases

It is found that there are 5.283 noun phrases in the novel entitled *Pinochio*. Also, it is found that there are 328 noun phrases are not translated into Indonesian. It means that there are only 4.955 noun phrases here as the data to determine the procedures of translation used in translating noun phrases. The translator used eleven translation procedures to translate noun phrases proposed by Newmark. Those procedures are 1) translation by Transference with frequency of 93 data (1.8%), 2) translation by Naturalization with frequency of 102 data (2.1%), 3) translation by Cultural Equivalent with frequency of 308 data (6.2%), 4) translation by Functional Equivalent with frequency of 97 data (1.9%) translation by Componential Analysis with frequency of 773 data (14.7%), 6) translation by Synonymy with frequency of 738 data (14.9%), 7) translation by Through-translation with frequency of 1.205 data (24.3%), 8) translation by Shift or Transposition with frequency of 792 data (17%), 9) translation by Compensation with frequency of 438 data (8%). 10) translation by Couplets with frequency 173 (3.4%), and 11) translation by Modulation with frequency 43 (1%).

a. The translation procedures of Noun Phrases:

1) Translation by Transference

Transference is the process of transferring an SL word to a TL text. It includes transliteration. Here is the example of the case:

Datum No. 104

SL: *Master Antonio. (Pinocchio, p.4, line 12)*

TL: *Tuan Antonio. (Pinokio, p.18, line 4)*

The words *Antonio* in the SL and its translation in the TL are the same. It is because the translator took the original word of the SL in maintaining the word. In terms of form, both words cannot be said as naturalization.

2) Translation by Naturalization

This procedure adapts the SL word first to the normal pronunciation, then to the normal morphology of the TL. This is the translation case where the procedure is used:

Datum No. 19

SL: *Master Cherry*. (Pinocchio, p.1, line 11)

TL: *Tuan Ceri*. (Pinokio, p.14, line 1)

It is seen that the word *Cherry* in the SL is translated into *Ceri* in the TL. The translator used its normal pronunciation and wrote it down in the normal morphology form. In terms of form, both words cannot be said as transference.

3) *Translation by Cultural Equivalent*

In this procedure, a translator uses a specific word of TL to replace a specific word of the SL. Because every society has its own distinctive culture, this procedure is used eventhough it cannot be used to preserve the precision of meaning. The use of this procedure can be analyzed in the case below:

Datum No. 971

SL: *The gendarmes*.

(Pinocchio, p.36, line 22)

TL: *Para prajurit*.

(Pinokio, p.65, line 17)

It can be seen that *gendarmes* is translated into *prajurit* in order the target readers understand the meaning of the sentence. According to *Marriam-Webster*, *gendarmes* means *initially* a police officer; *especially* : a police officer in a country where French is spoken.

4) *Translation by Functional Equivalent*

This procedure requires the use of a culture-neutral word. The use of this procedure can be analyzed in the case below:

Datum No. 392

SL: *The lid*.

(Pinocchio, p.16, line 9)

TL: *Tutup panci*.

(Pinokio, p.34, line 9)

In this case, the word *the lid* is translated into *tutup panci*. It means that Functional Equivalent procedure is used to suggest that the target term would be understandable to the target reader.

5) *Translation by Componential Analysis*

This pocedure is used when there is no one-to-one equivalent in the TL and the translator thinks that the readers need to know their real meanings. The use of this procedure can be analyzed in the case below:

Datum No. 2599

SL: *The Island of The Industrious Bees*.

(Pinocchio, p.89, line 1)

TL: *Pulau orang-orang yang suka bekerja.* (Pinokio, p.145, line 1)

If it is translated literally, it means *pulau para lebah rajin*. In order to maintain the meaning of the translated expression in the TL, the translator applied componential analysis procedure.

6) *Translation by Synonymy*

According to Newmark in Suryawinata and Hariyanto (2003), synonym is using a near equivalent word in target language to an source language word in a context. It is because the equivalent word may not exist in the target language. The use of this procedure can be analyzed in the case below:

Datum No. 128

SL: *in a fury.* (Pinocchio, p.5, line 16)

TL: *Geram.* (Pinokio, p.18, line 26)

Based on the case above, it can be seen that a *fury* is translated into *geram* in TL. It is used because the translator tried to maintain the understandable meaning of the text

7) *Translation by Through-translation*

Through-translation is the literal translation of common collocations, names of organizations and components of compounds. The use of this procedure can be analyzed in the case below:

Datum No. 1021

SL: *The Fox.*

(Pinocchio, p.38, line 4)

TL: *Rubah.*

(Pinokio, p.67, line 7)

Based on the case above, it can be concluded that through-translation is used to translate *The Fox* literally

8) *Translation by Shift or Transposition*

According to Newmark in Suryawinata and Hariyanto (2003), this procedure involves a change in the grammar from SL to TL, for instance, (i) change from singular to plural, (ii) the change required when a specific SL structure does not exist in the TL, (iii) change of an SL verb to a TL word, change of an SL noun group to a TL noun and so forth. The use of this procedure can be analyzed in the case below:

Datum No. 11

SL: *The rooms.*

(Pinocchio, p.1, line 10)

TL: *Ruangan.*

(Pinokio, p.13, line 11)

Based on the case above, it can be seen that *The rooms* in SL is translated into *Ruangan* in TL. Here, the translator change the plural to singular.

9) *Translation by Compensation*

According to Newmark in Suryawinata and Hariyanto (2003), compensation occurs when loss of meaning in one part of a sentence is compensated in another part. The use of this procedure can be analyzed in the case below:

Datum No. 66

SL: The poor piece of wood. (*Pinocchio*, p.2, line 38)

TL: Kayu malang itu. (*Pinokio*, p.13, line 21)

From the case above, it can be seen that *piece of* is not translated into Indonesian. This compensation doesn't give much influence in the meaning of the TL.

10) *Translation by Couplets*

This procedure occurs when the translator combines two different procedures. The use of this procedure can be analyzed in the case below:

Datum No. 1

SL: Master Cherry The Carpenter.

(*Pinocchio*, p.1, line 1)

TL: Tuan Ceri si tukang kayu. (*Pinokio*, p.13, line 1)

From the case above, it can be seen that this procedure is used because there are two different procedures that might be used. They are: 1) Shift or transposition procedure, where the structure of the SL text is changed in TL, 2) Naturalization, where the translator used its normal pronunciation and wrote it down in the normal morphology form

11) *Translation by Modulation*

This procedure occurs when the translator reproduces the message of the original text in the TL text in conformity with the current norms of the TL. Besides, the dissimilar in terms of perspective may appear between SL and the TL. The use of this procedure can be analyzed in the case below:

Datum No. 75

SL: A little courage. (*Pinocchio*, p.3, line 11)

TL: Menenangkan hati.. (*Pinokio*, p.16, line 7)

It can be seen that there is a different point of view between the SL text and the TL. In this case, the noun which may positioned as object or the subject changed or transformed into verb which indicates the activity of

something. Those texts may not be classified as Synonymy because they have different meaning and function.

As explain in the aforementioned description, the data of this research were 4.955 From those data, 93 data were translated by Transference, 102 data were translated by Naturalization, 308 data were translated by Cultural Equivalent 97 data were translated by Functional Equivalent, 773 data were translated by Componential Analysis, 738 data were translated by Synonymy, 1.205 data were translated by Through-translation, 792 data were translated by Shift or Transposition, 438 data were translated by Compensation, 173 data were translated by Couplets, and 43 data were translated by Modulation. It is obvious that Through- translation is procedure to translate noun phrases with the highest number of usage. The translator applied Through-translation to translate noun phrases in most of the data because she wants to convey the message of the text as natural as possible.

H. Conclusion

Through this section, this research comes to conclusion related to the problems of the research and the objectives of the research. In this study, the focus is in analyzing the procedures to translate noun phrases found in the novel *Pinocchio* and its Indonesian version. Three questions have been discussed, they are: 1) how many noun phrases are found in [Carlo Collodi](#)'s novel entitled *Pinocchio*?, 2) what are the types of Noun Phrases are found in [Carlo Collodi](#)'s novel entitled *Pinocchio*?, and 3) what translation procedures of the noun phrases?

1. After conducting the research, it can be concluded that there are 5.283 noun phrases in chapter 1 to chapter 36 of *Pinocchio* novel.
2. It is also found that there are 3 types of noun phrase. They are: 1) noun phrase type I which is identified as Modifier + Head (M+H) with 2.985 data, 2) noun phrase type II which is identified as Head + Modifier (M+H) with 425 data, and 3) noun phrase type III which is identified as Modifier + Head + Modifier (M+H) with 1.873 data.
3. In translating noun phrases, the translator used eleven translation procedures to translate noun phrases proposed by Newmark. Those procedures are 1) translation by Transference with frequency of 93 data (1.8%), 2) translation by Naturalization with frequency of 102 data (2.1%), 3) translation by Cultural Equivalent with frequency of 308 data (6.2%), 4) translation by Functional Equivalent with frequency of 97 data (1.9%) translation by Componential Analysis with frequency of 773 data (14.7%), 6) translation by Synonymy with frequency of 738 data (14.9%), translation by Through-translation with frequency of 1.205 data (24.3%), 8) translation by Shift or Transposition with frequency of 792 data (17%), 9) translation by Compensation with frequency of 438 data (8%). 10) translation by Couplets with frequency 173 (3.4%), and 11) translation by Modulation with frequency 43 (1%).

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A Descriptive Study on Students' Perceptions About The Foreign Volunteer's Roles in Learning Process of The Seventh Grade at Smpn 2 Glagah Banyuwangi in 2015/2016 Academic Year

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Abstract

Perception is the experience about objects, events, or the relations that are gotten by concluding the information and interpreting the message. The more complex definition is given by Pareek in Alex (2003:446) who states that perception is a process of receiving, selecting, organizing, interpreting, evaluating, and giving relation to stimulate of the sense. Based on the definition above, it can be summarized that perception is a process of recognizing/receiving the stimuli in form of events, objects, or others through the sense, then those stimuli are organized and interpreted, and lastly giving reaction toward them.

To achieve the research purposes, this research uses analytic induction. The researcher use theory from Walters that is self perception Self perception is based on self-efficacy. It means that the perception occurs based on individual mind (intrinsic). Because the student's appreciate about the foreign volunteer's role by themselves. They will appreciate does the foreign volunteers give positive or negative impact. Learning with foreign volunteer made the seventh grade's at SMPN 2 Glagah Banyuwangi more interested to study English and foreign volunteer give big impact to the students, so they can study hard.

Based on the result, it is suggested To the teacher it is suggested to imitate the techniques applied by foreign volunteer, or the teacher can consolidate the teacher's techniques and the foreign volunteer's techniques. Students should be active, creative and also fun in teaching learning process and be more confident and do not afraid with English lesson. Students should pay attention to teacher explanation. While for the the other researcher, it is suggested to use the information to know the student's perceptions about the foreign volunteer's roles in English learning process at SMPN 2 Glagah. The other researcher are also suggested to use it as reference if having similar research

Keywords: Perception, foreign volunteer

A. Introduction

The way English is taught plays a crucial role in its position, status and success as a foreign language in Indonesia (Lie, 2007). Students generally only encounter small amounts of English inside and outside classrooms due to English not being used for language instruction in

classrooms, nor as a tool of communication during social interaction. This absence places a large responsibility on English teachers to ensure students learn English in a supportive atmosphere, and bring successful language learning into the classroom. Thus, teachers' language knowledge and teaching skills, together with a suite of other complex skills, are important in the teaching of EFL (Bartels, 2009).

In Indonesia, English is a foreign language. It means the students must learn English when they want to be a master in English. It should make them become master in four skills in English, such as listening, speaking, reading and writing.

Nowadays, some of junior and senior high schools are helped by the foreign volunteers in teaching English. The coming of foreign volunteers to Indonesia from year to year never stopped

According to Mahartana (2008), many reasons that make foreign volunteer happy to choose volunteer activities in Indonesia, such as (1) learning about a new culture and country, (2) gaining leadership skills, (3) skills to benefit other people, (4) seeing a new culture from the inside and not as tourist, (5) learning new life skills, (6) developing new experience, (7) can master the Indonesian language.

Based on the opinion, the researcher is eager to do a research entitled "A Descriptive Study of the Students' Perceptions about the Foreign Volunteer's Roles in English Learning Process of the Seventh Grade at SMPN 2 Glagah Banyuwangi in 2015/2016 Academic Year

1. Problem of the Research

The problem of this research is formulated in the following question : How are students' perceptions about the foreign volunteer's roles in English learning process of the seventh grade at SMPN 2 Glagah Banyuwangi in 2015/2016 Academic Year?

2. Objective of the Research

Related to the research and research problem, the objective of this research is to analyze the students' perceptions about the foreign volunteer's roles in English learning process of the seventh grade at SMPN 2 Glagah Banyuwangi in 2015/2016 Academic Year

3. Significance of the Research

This result of this study is expected to give a specific information about the students' perception on the roles of foreign volunteer in English learning process of the seventh grade at SMPN 2 Glagah Banyuwangi in 2015/2016 Academic Year.

4. Operational Definition of the Key Terms

a. Foreign Volunteers :

Foreign volunteer are those give time, effort and talent to a need or cause without profiting monetarily

b. Student's Perceptions :

Student's perceptions are ability of the students in seeing or understanding something.

- c. Roles :
An attitude or behavior which is expected by many people or a group of people against a person who has certain position or status.
- d. English Learning Process :
The process of interaction between students and teacher in English learning activities.

5. Scope and limitation of the Study

This study would like to describe the students' perception about the foreign volunteer's roles in English learning process. The researcher just focused to describe the students' perception about motivation learning, and interesting learning.

B. Volunteering

According to Merrill (2006:10), definition of *volunteering* and the use of the term *volunteer* vary within and between countries and settings. Volunteering, at different times and in different places, is used to (a) define the setting of work, such as formal or informal; (b) define the value of work; and/or (c) define the scope of work, such as reaching out beyond the confines of employment and normal responsibilities or performing activities that benefit others. Safrit and Merrill (1995) identified the four defining tenants of volunteering:

- Volunteerism implies active involvement. The act of volunteering involves active participation or contributions of time, energies or talents; it is never seen as the giving of financial or material resources as a donor/sponsor.
- Volunteering is uncoerced. Individuals give their time, energies and talents freely and for whatever motivation(s).
- Volunteering is not (primarily) motivated by financial gain. Many programs reimburse volunteers for personal and material expenses incurred during their service. These financial remunerations have been termed reimbursement, stipend or living expenses, but never salary
- Volunteering focuses on the common good. Although reasons for volunteering may be individualized and perhaps even self-serving, the outcomes of volunteering are focused beyond the individual towards a larger, common good.

C. Perception

Rakhmat in Alex (2003:446) stated that perception is the experience about objects, events, or the relations that are gotten by concluding the information and interpreting the message. The more complex definition is given by Pareek in Alex (2003:446) who states that perception is a process of receiving, selecting, organizing, interpreting, evaluating, and giving relation to stimulate of the sense. Based on the definition above, it can be summarized that perception is a process of recognizing/receiving the stimuli in form of events, objects, or others through the sense, then those stimuli are organized and interpreted, and lastly giving reaction toward them.

Based on that explanation, it can be stated that there are five types of perception. They are self perception, learned perception, physical perception, and cultural perception. Those types are classified based on the source of the perception coming. In other words, the types of perception can be seen from where the stimulus comes in order to build the perception itself.

D. English Learning Process

Learning is a change in a person's ability to behave in certain ways. This change can be traced to two key factors past experience with the subject (e.g., in the field) and practice (e.g., training in the classroom). Learning can occur both formally (inside the classroom) and informally (around the dinner table) (Connick, 1997). Formal learning does not occur by accident. It is the direct result of a program designed by an instructor (Butler & McManus, 1998). An adult learner may intentionally set out to learn by taking classes or by reading about a subject. She/he may also gather information through the experience of living that changes the learner's behavior. Informal learning occurs spontaneously and continually changes the adult learner's behavior. Ideally, learning is created through the blending of individual curiosity, reflection, and adaptation (Stewart, 2003). English learning process is the process to gain knowledge or skill in English subject.

E. Roles of Teacher

According to Zeiger (2000:1), a teacher's role involves more than simply standing in front of a classroom and lecturing. In fact, though even a teacher spends the majority of the day in the classroom, the actual teaching component is only part of the job. An effective teacher understands that teaching involves wearing multiple hats to ensure that the school day runs smoothly and all students receive a quality education.

F. The Research Methodology

The design of this research is qualitative research. According to Moriarty (2011:2), qualitative method is a broad term that can be applied to a range of research approaches that have their theoretical origins in a range of disciplines including anthropology, sociology, philosophy, social psychology and linguistic. The data in this study are presented descriptively in order to give clear explanation on students' perceptions about the foreign volunteer's roles in English learning process of the seventh grade at SMPN 2 Glagah Banyuwangi in 2015/2016 Academic Year

1. Area Determination Method

Purposive method is used to determine the research area. In this qualitative research, SMPN 2 Glagah is chosen as the research location because the researcher found foreign volunteer there.

2. Data Resources

a. Respondent

Respondent is the person who gives the "response" or responses to what is required or determined by the investigators. While on qualitative research, respondent position is very

important. On this occasion the respondents are the seventh grade at SMPN 2 Glagah Banyuwangi in 2015/2016

Academic Year. The seventh grade at SMPN 2 Glagah Banyuwangi consists of six classes. Every class consists of 35-40 students. The researcher took three of these six classes using purposive sampling because there are just three classes taught by the foreign volunteer. They are the seventh grade is of A, B, and C classes. Therefore, the whole respondents are 109 students.

b. Informants

Informant in the research is a person who provides privileged information about a person. The Informants are English teacher, foreign volunteer, and administration staff

3. Method of Data Collecting

To analyze the data, the researcher applied Questionnaires. Questionnaire are very convenient way of collecting useful comparable data from a large number of individuals. However questionnaires can only produce valid and meaningful results if the questions are clear and precise and if they are asked consistently across all respondents. Careful consideration therefore needs to design of questionnaires (Marther, et al, 2009:9).

Dealing with data collection methods, this research applied the Questionnaire. The questionnaire is number of list written question submitted to respondent to acquire the information of what they undergo in the instructional process and in the learning activity, so the method is utilized or implemented to the acquired data about the students' perceptions about the foreign volunteer's roles in English learning process of the seventh grade at SMPN 2 Glagah Banyuwangi in 2015/2016 Academic Year. The questionnaires contain ten questions, written in the form of multiple choice and consist of only two items. The gratings of questionnaire in this research involve students' motivation in learning, and interest of learning while learning English with the foreign volunteer.

4. Method of Data Analysis

To analyze the data, the researcher applied analytic induction. According to Smelser (2001), analytic induction is a research logic used to collect data, develop analysis, and organize the presentation of research findings. To achieve the purpose of the research, the researcher use analytic induction. There were some procedures in analytic induction. First the researcher collected the data about perceptions of the students about the foreign volunteer. Then classified the data into agree and disagree. The third step is identifying the data. The analysis process continued by relating the result of the questionnaires with the theory. The last step is conclusion drawing.

G. Result and Discussion

1. Result of the Questionnaire

Based on the questionnaires that were given, the researcher knows that almost all of the seventh A,B and C class students of SMPN 2 GlagahBanyuwangi agree with the statement in the questionnaire. It means that students have a good or positive perceptions about the foreign volunteer. The data of student's perceptions can be presented completely as follows :

- a. The statement is "Cara mengajar yang diberikan relawan asing lebih menyenangkan daripada guru sebelumnya." There are 81 (74.3%) students agree and 28 (25.7%) students disagree with the first statement. It means most of the students feel happier when they are taught by foreign volunteer than the English teacher.
- b. The statement is "Siswa lebih memahami pelajaran bahasa Inggris bersama relawan asing." In the second statement, the researcher count that there are 72 (66%) students agree with the statement and 37 (34%) students disagree with the statement. It shows that most of the students can understand the subject which is taught by foreign volunteer.
- c. The statement is "Kedatangan relawan asing membuat siswa lebih menyukai pelajaran bahasa Inggris." From one hundred and nine students, there are 91 (83.5%) students agree with the statement and the 18 (16.5%) disagree with the statement. The result shows that arrival of foreign volunteer gives big effect to students in learning English. It is proved by almost all of the students like the English lesson.
- d. The statement is "Penjelasan relawan asing lebih jelas dibandingkan dengan gurubahasaInggris." There are 98 (89.9%) students agree with the statement and 11 (10.1%) disagree with the statement. It means the foreign volunteer's explanation is clearly. It is showed by most of the students agree with the fourth statement.
- e. The statement is "Dengan bahasa yang tidak terlalu fasih,tidakmempengaruhi siswa dalam proses belajar bahasa Inggris bersama relawan asing." There are 73 (66.9%) students agree with fifth statement while 36 (33.1%) students do not agree with the statement. It means foreign volunteer's language does not give big impact In teaching learning process. Students still understand about what the foreign volunteer's means.
- f. The statement is "Relawan asing menggunakan media pembelajaran saat pelajaran bahasa Inggris." In the sixth statement, the researcher counts that there are 92 (84.4%) students agree with the statement and 17 (15.6%) students disagree with the statement. It can be conclude that the foreign volunteer use media in teaching English.

- g. The statement is "Adanya relawan asing mendorong motivasi siswa untuk lebih giat belajar Bahasa Inggris." 77 (70.6%) students agree with the seventh statement while 32 (29.4%) students do not agree with the statement. It means foreign volunteer give impact to the students so they can study hard.
- h. The statement is "Relawan asing membantu siswa yang kesulitan dalam mengerjakan latihan." There are 85 (77.9 %) students agree with the statement and 24 (22.1%) disagree with the statement. It means that the foreign volunteer always help the students who have difficulty in learning English. It is proved by almost all of the students agree with the statement.
- i. The statement is "Dalam menjelaskan materi relawan asing menguasai materi dengan baik tidak hanya mengandalkan buku pegangan." From one hundred and nine students, there are 94 (86.2%) students agree with the statement while 15 (13.8%) students disagree with the statement. It means foreign volunteer has mastered the material because she does not need handout or English book in teaching English.
- j. The statement is "Relawan asing bisa menciptakan suasana belajar yang menyenangkan." In the last statement, the researcher counts that there are 85 (77.9%) students agree with the statement and 24 (22.1%) students disagree with the statement. It means the students enjoy the class because the foreign volunteer can create the situation of the class became enjoyable and comfortable.

2. General Description of the Research Area

SMP Negeri 2 Glagah is located on Jln. Kenjo No. 45 Glagah Banyuwangi. Dra. Enny Purnamaningrum, M.Pd is the headmaster of SMP Negeri 2 Glagah. The following is the profile of SMP Negeri 2 Glagah :

School Name	: SMP NEGERI 2 GLAGAH
Address	: Jln. Kenjo No. 45 Glagah Banyuwangi
No. Telp. / Fax	: (0333) 418566
NPSN	: 20525649
Status	: Negeri

3. Data Presentation

To obtain the required data, the researcher has conducted the research using questionnaire. The questionnaire was given on June, 1st 2016. The following is the result of the questionnaire

4. Discussion

This section presents the discussion of the findings of the research. It concerned about students' perception on the foreign volunteer's roles in English learning process of the seventh grade at SMPN 2 Glagah Banyuwangi.

Based on the result of the research the students are more interested in learning English with foreign volunteer because foreign volunteer gives motivation and positive impact for the students. Foreign volunteer here is the same with native speaker of

English because her mother tongue is English. It relates to Dr. İsmet ŞAHİN's statement that the study investigated the effect of native speaker teachers of English on the attitudes and success of EFL learners in Turkish setting. The results confirm that the learners who are exposed to native speaker teachers of English have more positive attitudes towards target language community and are more successful in English lessons compared to those who are not exposed to any native speaker teachers of English (2005:29).

According to Dr. İsmet ŞAHİN (2005:30), teaching English to speakers of other languages has gained importance very rapidly in recent years. One of the vital variables in the learning situation is the teacher himself. His skill and his personality are instrumental in creating the conditions for learning. His skill is dependent on two factors, his own proficiency in the language and his knowledge of and expertise in methods and techniques of language teaching. It relates to the findings of the research that the ability of foreign volunteer in teaching English can influence the student's understanding. The foreign volunteer does not need a handout in teaching learning process, so the foreign volunteer can focus to the students.

Media is important thing in teaching English. It relates to the Bolla Mallikharjuna Rao that most of the students in the trial class improved in their comprehension skills as well as their vocabulary after reading newspapers, magazines, journals, articles and other printed materials provided by the teacher. Students enthusiastically responded to the transistor carried by the teacher and the occasional trips to the TV room (2014:141). Teaching English using media can also create the enjoyable classroom. It relates to Bolla Mallikharjuna Rao's statement that heartening to note that all of them irrespective of their medium of instruction showed tremendous interest in listening and watching programme. It was also noticed that there was a deep sense of joy and fulfillment among the students because they got an opportunity to enjoy learning English language without being conscious of grammar rules. All of them enjoyed themselves while learning from these sources and quite happily narrated how they used media in order to learn English (2014:141).

Based on fact, it can be stated that there are many types of perception. In this research, the researcher use theory from Walters that is self perception Self perception is based on self-efficacy. It means that the perception occurs based on individual mind (intrinsic). Because the student's appreciate about the foreign volunteer's role by themselves. They will appreciate does the foreign volunteers give positive or negative impact

H. Conclusion

The analysis in Chapter IV leads the researcher to draw the following conclusions: Learning with foreign volunteer made the seventh grade's at SMPN 2 Glagah Banyuwangi more interested to study English

and foreign volunteer give big impact to the students, so they can study hard.

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During writing this thesis, there are a lot of people who give great helps from the beginning phase of the research until it is finished. I would like to express my thanks to everyone who had contribute suggestions and critics.

The researcher greatly hopes that this thesis will be useful for the reader or everyone who read this thesis and thanks a lot for helps. May Allah bless you all, Amen.

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An Analysis on Indonesian English Translation Shifts Found in Two Short Stories of Bilingual Children Book Series Published by “Gema Insani”

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Abstract

English is international language which everyone should understand even a little. In this research, the researcher deals about translation shift especially in the bilingual children books. Indonesian is the source language while English as the target language. The objective of this research are to find out kinds of translations shift and to know how are the translation shift applied in translating two of short stories there are “Cerita Si Lebah and Cerita Si kupu-kupu”. This book very interesting, many children like to read this book, because this book makes children easy to learn English. In book Cerita Si Lebah and Si Kupu-Kupu translating Indonesian into English there are a shifting. Shift is departures from formal correspondence in the process of going from SL into the TL. There are two types Translation shift they are Level Shift and Category Shift.

The method of this research uses descriptive qualitative method. The data analysis used by the researcher is content analysis. The researcher read and compares both Indonesian as the source language and English as the target language. The researcher took the entire sentence from the Indonesian text and English text, check whether there are shifts in translations which are taken the valid data. Then, analyze the types of translation shifts occurred and draw conclusion based on the analysis.

The objects being analyzed are books entitle Cerita Si Lebah and Cerita Si Kupu-Kupu. The researcher takes the data from that's book found 22 data there are 1 data is Level Shift and 21 data is category shift. Then, from Cerita si Lebah was found 9 data, they are level shift and category shift. The category shifts found are unit shift, structure shift and class shift. From Cerita Si Kupu-Kupu book found 13 data they are category shift, they are structure shift and Intra system shift. So, it can be concluded that the translation shift found in two short are mostly category shift.

Keywords: Translation, Translation Shifts, Short Stories

A. Introduction

Language is very important communication tool. English language is an example for the importance of a language because it is the international language and has become the most important language for people in many parts of the world. There are many reasons that makes English is the most important language in the world, one of them is English mostly used in publishing books, making film, music and a lot of

entertainment things. There are so many languages in this world, we need a translation to make understand and it easier for us in communication. In term of translation, we have been acquainted with both the source language (SL) text and the target language (TL) text. Source language (SL) is the language being translated, while Target language (TL) is the language being translated. To be a good translator, not only translating the meaning from the SL into the TL, but also delivering the authentic message.

The main problem in translation is the different of grammar system of SL and TL. SL grammar of a text is replaced by equivalent formal corresponding TL grammar, there will be no shift. But translation equivalence from formal correspondence in SL grammar may not exist in the TL grammar, it lends to the shift. Catford (1965:73) cited in Selly Anna Ringga Sari (2013:1) defines shift as "departures from formal correspondence in the process of going from SL to the TL". Shifting in translation unlikely to be avoided because of cultural differences and sentence structure in every language available, thus requiring theoretical understanding in the translation process. Catford (1965:73) cited in Selly Anna Ringga Sari (2013:1) defined there are two types of translation shift "Level Shift and Category Shift". The Category shifts there are four "Class Shift, Structure Shift, Unit Shift and Intra System Shift".

B. Problem of the Research

What types of translation shift found in two short stories of Bilingual Children Book series published by Gema Insani?

How are the translation shift applied in two short stories of Bilingual Children Book series published by Gema Insani from Indonesian into English?

C. Objective of the Research

Based on the problem of the research, the objectives of the research are:

To analyze types of translation shift found in two short stories of bilingual children they are *Cerita Si Lebah* and *Cerita Si Kupu-Kupu* published by Gema Insani.

To analyze how the translation are shift applied in two short stories of Bilingual Children Book series published by Gema Insani from Indonesian into English

D. Significance of the Research

The result of the research was expected to give benefits, for children, the research and other researchers and the readers:

1. For children

This research can facilitate the children to make easier for understand reading English Story.

2. For research and other researchers

This research can increase the knowledge about translation shift for the research, and it can used as a references or alternative source for other researcher.

3. For the Reader

This research help the readers to know which word include the types of translation shift available in the books.

This research give knows to the readers How are the translation shift applied in the books.

This research can help the reader easily to understand the reading books.

E. Research Methodology

In this research, the researcher used descriptive qualitative method. According to (Moleong, 2009:3) descriptive research was a type of a research which result the descriptive data in the form of written or oral words from observed object. The process of research involves emerging questions and procedures, data typically collected in the participant's setting, data analysis inductively building from particulars to general themes, and the researcher making interpretation of the meaning of the data. This research uses descriptive qualitative, because the data is not analyzed by statistical procedure, the data were in the form of words and this study was case study which focused on the short stories book, which was to be the object of the research. In this research the researcher used by content analysis to collect the data, classifying the data, analyzes them and drawing conclusion without making any generalization.

In doing analysis, the researcher compared the studies of some previous researchers which the same case as this research. There are:

- a. Took the entire sentence from the Indonesian text and English text
- b. Check whether there are shifts in translations which are taken the valid data.
- c. Analyze the types of translation shifts occurred.
- d. Draw conclusion based on the analysis

F. Result

The result is found by describing the translation shift used by the researcher. All types of translation shift are found in the data. There are 22 data that found by the researcher. 1 categorized level shift and 21 data is categorized shift. Then, from Cerita si Lebah was found 9 data, they are level shift and category shift. The category shifts found are unit shift, structure shift and class shift. From Cerita Si Kupu-Kupu book found 13 data they are category shift, they are structure shift and Intra system shift. Therefore, the translation result can be categorized as a "good" translation.

G. Discussion

After analyzing the selected data, the researcher found all types of translation, there are level shift and category shift. According to the data finding the researcher is going to discuss how translation shift usually happen. Those shifts occur within grammar level so that, Catford call it as level and category shift.

Level shift meant by Catford here is the shift from the level grammar to lexis and vice versa. It means that level here is structuring dimension of language is based on the substance of phonic, graphic and

situations. The researcher found one level shift as change from grammar to lexis. There are four of category shift:

The first is unit shift. Unit shift involves changes in rank. The translation equivalent of a unit shift to one rank in SL is the unit at a different rank in TL. The researcher found 3 unit shifts such as change from clause to word, phrase to clause, and phrase to compound word

The second is structure shift. Structure shift usually occur in the agreement of sentence, a clause, or a phrase the researcher found two structure shifts that is noun followed by adjective.

The third is class shift. Class shift occur when the translation equivalent of SL item is a member of a different class from the original item. The researcher found one class shift change the adjective to noun.

The fourth is intra system shift. Intra system shift occurs when SL and TL process system which approximately correspond formally as to their constitution but translation involves selection of a non-corresponding term in the TL system. The article and number system are regarded as formally corresponding in English and Indonesian. The researcher found 4 intra system shift such as one number shift from singular to plural noun, article shift from plural, and the last from article to number system

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A Content Analysis On the Quality of Short Stories in Short Stories For Children's Published By Children's Book Trust

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Abstract

Reading is one of the language skills. There are four components of the language skills are: listening, speaking, reading, and writing. Reading is one of the important skills in teaching English. In this research, the researcher is interested to discuss about a content analysis on the quality of short stories in short stories for children's published by children's book trust. The purpose of this research are to measure the quality of short stories in short stories for children's published by children's book trust, and to identify the readability and gender equality of short stories for children's published by children's book trust. The design of this research was descriptive qualitative research. To get the data of the research, The researcher used a documentation. The researcher used flesch reading ease formula. The data sources from this research taken from book entitled short stories for children's published by children's book trust. In this book consist of 17 titles from 17 authors. Based on the result of the data analysis of documentation, it can be known that all of short story can be read by children from the age 8 – 11 years old. Types of reading level in this short stories are easy and very easy. From the 17 short stories, total number of short stories that tell about men life there were 12. While total number of short stories that tell about women life there were The researcher concluded that the quality of short stories for children's published by children's book trust is enough. The readability of short stories in short stories for children's published by children's book trust is easily understood by children's and all short stories are suitable as children's books. The gender equality in short stories for children's published by children's book trust is gender bias. The short stories only focus on one gender. The suggestion are for the readers, the researcher suggest that the readers can selecting to choose short stories which is most suitable to reading. The reader can also apply the result of this study as feedback on their reading activities, improve their knowledge and experience in choosing appropriate book, so that the reader is better in reading skill. For the other researchers, it would be useful for the other researcher to use the result as additional reference for those who want to conduct research. The researcher suggest that the other researchers can add research on the short story

Keywords: content analysis, reading, short story

A. Introduction

English is the first foreign language in Indonesia. In this globalization era, English is very important to be mastered because it becomes an international language. It means that, it is used for communication by the people around the world. Nowadays, there are many kinds of information media, such as TV, radio, magazine, newspaper, book and also internet use English to transmit information. So, besides it is used as communication medium by people with another, it is also used by many kind of information or news. In brief, by mastering English the people can obtain a lot of information either it is in written or spoken forms and establish relationship with the people among countries.

Actually, there are four skills in English that should be learned by students. Those are reading, listening, speaking and writing. Reading is one of an English skill which make the students be able to enrich their knowledge. By comprehend reading, they will get lot of information about what they read. The next skill is listening. Listening skill only focuses on hearing and getting the idea of what the speaker says. Besides that, to increase the students ability in hearing, this skill also will help them to know how to pronounce a certain word appropriately. Another skill is speaking. Speaking is the most particular way to express idea and opinion. By practicing to speak more and more, someone will be able to speak more fluently and has good performance in spelling or pronouncing

word. The last skill is writing. In writing, grammar, the creativity to think, and ability in choosing appropriate word are absolutely needed, in order the content of writing is communicative, clear and understandable by the reader. All of four English skills are very important and should be mastered as good as possible by the students.

From the fourth language skills, the researcher takes one of the four skills, that is reading. Reading is a process in which the reader reconstructs a message which has been encoded by a writer. Reading as an active process of comprehending where the students need to be taught strategies to read more efficiently, guess from context, define expectations, make inferences about the text, skim ahead to fill in the context. By such a definition, it can be said that reading can be seen as an interactive process between a reader and a text which leads to automaticity or reading fluency. In this process, the reader interacts dynamically with the text, tries to elicit the meaning and various kinds of knowledge are being used linguistic knowledge or systemic knowledge and schematic knowledge. According to Alyousef (2005:144) There are six general component in reading process, namely : automatic recognition skills, vocabulary and structural knowledge, formal discourse structure knowledge, content or word background knowledge, synthesis and evaluation skills or strategies and metacognitive knowledge and skills monitoring.

By reading activity, people may gain important information that are not presented. It means that the cognitive model, people as readers are more than passive participants who receive information while an active text makes itself and its meanings known. Actually, the act of

reading is a push and pull between reader and text. According to Fauziati (2009:34) during the reading, the reader processes his background knowledge and the printed text using specific skills and strategies to form expectations or predictions about the text, selecting and using the most productive cues to confirm or reject those predictions. Therefore, it can be concluded that the reader in reading, constructs a message which is encoded by writer, in cyclical process of sampling from the input text, predicting, testing, and confirming or revising these predictions.

In reading, the readers not only read and understand the text but also they have to know the quality and criteria of texts. For the reader, knowing the quality and criteria from the book will make them understand about reading. To compare a good reading material and for teacher can use the reading as additional reference to teaching reading comprehension

1. Research Problem

a. General Problem

How is the quality of short stories in short stories for children's published by children's book trust ?

b. Specific Problem

How is the readability of short stories in short stories for children's published by children's book trust?

How is the gender equality in short stories for children's published by children's book trust ?

2. Objective of the Research

a. General Objective

To measure the quality of short stories in short stories for children's published by children's book trust.

b. Specific Objective

To identify the readability of short stories in short stories for children's published by children's book trust.

To identify the gender equality in short stories for children's published by children's book trust

3. Significance of the Research

It is hoped that the result of the research in short stories book published by children's book trust can be useful in term to the readers and the other researcher.

For the readers, it is hoped that result will give an information in selecting short stories which is most suitable to reading. The reader can also apply the result of this study as feedback on their reading activities, improve their knowledge and experience in choosing appropriate book, so that the reader is better in reading skill.

Besides that, it would be useful for the other researcher because it can improve the researcher knowledge about the gender equality and readability in content analysis. And the other researcher can use the result as additional reference for those who want to conduct research.

4. The Scope and Limitation of the Research

In this study, the researcher limits the discussion about a content analysis of short stories book published by children's book trust. It measures the quality of short stories book by identifying readability of short stories book and gender equality in short stories book published by children's book trust.

5. Definition of Key terms

a. Content Analysis

Content analysis is a method that may be used with either qualitative or quantitative data and in an inductive or deductive way. Cole (in satu elo & helvi kyngas, 2008:107) stated that content analysis is method of analysis of written, verbal or visual communication message. In this research, content analysis as a method to collect relevant information from short stories. There parts of content analysis such us lexical density, authenticity, readability, and gender equality. From this part the researcher will identify the readability and gender from the short stories.

b. Short Stories

The definition of short stories in this research is a short stories designed for children which is published by children's book trust.

B. Literature

Literature is more focused and restricted to merely imaginative works, which comes up from the imaginative mind of the story writers. Klarer (2004:1) stated that in most cases, literature referred to as the entirety of written expression, with the restriction that not every written document can be categorized as literature in the more exact sense of the word. The definitions, therefore, usually include additional adjectives such as aesthetic or artistic to distinguish literary works from texts such as newspapers, scientific textbooks, magazines, legal documents, brochures, and so on. Literature can be said as a creative writing by an author with aesthetic values which makes literature regarded as an art. Literature as a writing form differentiates its form from other art products, and its aesthetic or artistic values make it different from other writings.

Literature has three general genres, they are Drama, Poetry, and Prose. The word drama is derived from the Greek word dran means to do or to act. Poetry is created in various forms and the classification is based either on technique of writing or content. The word prose is derived from the Latin prosa, which literally translates to straightforward. Prose is the ordinary form of written language. Prose is adopted for the discussion of facts and topical reading, as it is often articulated in free form writing style. Classify prose into two, fiction prose and nonfiction prose. Fiction, originally meant anything made up or shaped, it is prose stories based on the author's creation and imagination. It includes myths, parables, novels, romances, and short stories. On the other hand, nonfiction is

literary works which describe or interpret facts, present judgments, and opinions It consists of news reports, essays, magazines, newspapers,

encyclopedias, broadcast media, films, letters, historical and biographical works and many other forms of communication.

1. Short Stories

Definition of short stories is a relatively short stories and communicating complex life events. Event of story based on events in community. Short stories tend to be less complex than novels. Usually, a short story will focus on only one incident, has a single plot, a single setting, a limited number of characters, and covers a short period of time. On the other hand reading short stories is enjoyable and be hooked because short stories are little and always entertains the reader. Reading short stories does not make the reader bored.

Short stories have some characteristics that are different from the other story. Characteristic of short stories are divided into two elements. There are intrinsic elements and extrinsic elements. In intrinsic elements there are six elements. The first is character, in character there are main character, additional figures, protagonist, and antagonist. The second is theme. Theme can be interpreted as a subject matter in the story. The third is background of story. There are three elements in background of story such as place, times, and social. The fourth is plot, there are three elements in plot such as events, conflict, and climax. Fifth is point of view, and the last is suggestion. On the other hand extrinsic elements are the background of the community, the background of the author, biographies, psychological, and genre. First, the background of the community is that a movement of the people against the formation of a storyline. Second, the background of the author can include understanding the history of life from the author or historical have been made before. Third is biographies. Biographies usually contains biographical of the author that was written as a whole. Fourth is psychological. Psychological condition is about understanding the mood when the author writes the story. Finally, is genre. The author will certainly follow a particular literary genre. it is extremely influential on the style of writing used by the author in creating a story in the short story. In short stories there are some text structure. The first is abstraction. This part explains about summary or core of story. The second is orientation. It tells about background of story such as place and times. The third is complication, complication is the event of the story that introduces the conflict. After that is evaluation. It is completion and problem solving. Next resolution, resolution is the point of the story when conflict is resolved. The last is coda or moral.

The language of short stories has a dual role. It not only serves as a transmitter idea of the authors, but also as a transmitter of feelings. The authors not only tells to the reader about what is done and experienced figure of the story, but also intends to invite the reader to participate and feel what is felt by the characters. In short stories there are also some types of short stories. They are mini short stories with number of words between 750 until 1.000, ideal short

stories with number of words between 3.00. until 4.000, and long short stories with number of words reach 10.000.

2. **Aspect of Good Reading Material**

There are some aspects of good material such as gender equality, readability, lexical density, and authenticity:

a. Readability

Readability is an attempt to match the reading level of written material to the comprehension level of the readers. This increasingly demands a high level of comprehension and the application of knowledge, rather than a simple ability to recognize letters and decode words. Readability is concerned with the problem of matching between reader and text. An accomplished reader is likely to be bored by simple repetitive texts. A poor reader will soon become discouraged by texts which she or he finds too difficult to read fluently. This is likely to happen when the text is poorly printed, contains complex sentence structures, long words or too much material containing entirely new ideas. The term readability refers to all the factors that affect success in reading and understanding a text. These factors are the interest and motivation of the reader, the legibility of the print, and the complexity of words and sentences in relation to the reading ability of the reader.

b. Gender Equality

In many cultural contexts, the differences between girls and boys, and between men and women, are regarded as natural. Children are classified at birth usually by observing their genitals into two categories: male and female. On the basis of the category to which they belong, society will consider them qualified to do certain things and expect certain attitudes and behavior of them. Their rights and duties and their social, economic and political roles will be different during their childhood and throughout their adult lives. All societies are organized around this basic social differentiation, which dominates the life of individuals to a considerable extent. Based on the statement definition of gender is related to culture and the social division into masculine and feminine. Gender therefore pertains to the qualities, tastes, aptitudes, roles, and responsibilities associated

with men and women in a society. Definition of masculine and feminine is very enormously, demonstrating the social origin, since every society develops its classification on the basis of its own criteria and principle. The concept of masculinity and femininity are not developed independently of each other but are mutually dependent. In reading material, learning material presented in the book can be either a narrative text or illustrations. However, from books are used as teaching materials in schools many contain text and illustrations of gender bias. The examples of exemplarily shown in the text or pictures in these

books often represent the role, nature, and status of gender bias. Generally, women appear in the role of domestic, feminine and in a position of subordination. While men more displayed in public roles, masculinity and dominating position. Therefore, good material should be balance. Between men and women must be balanced on different types of roles, properties, or a particular position. Natural, not contrived to train a child looking at the reality of men and women are equals. Explicit, the image or text reading between men and women have the same position. And repetition, the description of the role, nature, and equivalent position shown consistently and repeatedly.

c. Lexical Density

Lexical density is a measure of the amount of content information in a text. Lexical density is calculated by dividing the number of content words in a clause complex by the number of clauses in the complex. It means that the lexical density measures the density of information in any passage of text, according to how tightly the lexical items have been packed into the grammatical structure. This is a measure of how much information provided in a particular piece of writing. Lexical words are perhaps more commonly known as content words or information words. Nunan (in Sholihatun, 2011: 15) stated that lexical density referred to the number of lexical content of function words per clause. Lexical density measures of the proportion of content words in a sentence or text. In addition, lexical density is a term used in discourse analysis. It is used to measure the ratio of content words to grammatical words in any given text.

d. Authenticity

According to Tatsuki (2006) stated that authenticity is taken as being synonymous with genuineness, realness, truthfulness, validity, reliability of materials. Furthermore, McDonald et al (2006) stated that if a correspondence occurs between the texts used by teachers in the classrooms and kinds of texts used in the real world, in this case, these texts can be regarded authentic. Mishan (2005) stated that there are three approaches which are regarded as the basis for the term authenticity in language teaching. These are communicative, materials focused, and humanistic approaches. Communicative approach, in this approach focus in communication from both sides (the learning process and the teaching method). Materials focused approach, the learning in this approach is text centered. Humanistic approach, this approach emphasized the unity of learners' feelings and the learning process.

From the aspect of good reading material, the researcher takes two aspects that are gender equality and readability.

3. Previous Study

There are studies related with a content analysis on the quality of short stories in short stories. Firstly, a research done by Syafitri "Analysis Reading Materials On Look Ahead Textbook Of Tenth Grade Students By PT. Erlangga", the researcher used descriptive method with the purpose of the research was to describe reading materials in English textbook "Look Ahead" for Senior High School of tenth grade students fulfill the criteria of reading material or not, where the result of the findings show that reading materials in the textbook are appropriate with the criteria. There are five criteria of good reading materials, they are subject matter, vocabulary and structure, exercises, illustrations, and the last is physical make up. According to those criteria, the materials of reading in English textbook "Look Ahead" for senior high school of tenth grade students by PT. Erlangga are appropriate with the criteria of good reading material.

The last study research is a research done by Sholichatun (2011) "Content Analysis Of Reading Materials In English On Sky Textbook For Junior High School", the researcher used descriptive qualitative method with the purpose of the research was to find out the kind of genre contained in the reading passage

found in English On Sky textbook for 9th grade of junior high school published by

Erlangga, and find out the lexical density of reading text based on English On Sky textbook for 9th grade level of junior high school, the result of the research that the English on Sky textbook contained three genres. They are procedure, report and narrative. The dominant text on this book is report text. The writer found seven report texts. Furthermore, the writer found only one procedure text in this book. And From ten of the reading texts, there are three lower lexical densities (easily to be understood), seven quite lexical densities. However, there is no difficult to be understood, most of them have quite lexical densities. It means that the texts are not quite difficult to be understood.

C. Research Method

1. Research Design

Research design is a procedure in planning research. It is useful as a guide to build a strategy that result in the research model. According to John W. Creswell (2008:7), research is a process of steps used to collect and analyze information to increase our understanding of a topic or issue. The design of research is a descriptive qualitative research. Qualitative research is one of research procedures that produce the descriptive data, such as; utterance or written texts and people behavior that are observed (Creswell, John 2008:173). Qualitative research is descriptive since it is intended to analyze more on words than numbers and the findings of this research were reported in the form of statement. The study also

adopts descriptive research. According to Burns and Grove (2003:201) descriptive research is designed to provide a picture of a situation as it naturally happens. It may be used to justify current practice and make judgement and also to develop theories. The objectives of this research are to measure the quality of short stories, to identify the readability of short stories, and to identify the gender equality of short stories book published by children's book trust.

2. Data Sources

The source data from this research taken from book entitled short stories for children's published by children's book trust. In this research, the researcher uses a documentation. Documentation is a way of collecting data dealing with the variables or things which have been written or printed in the form of short stories in children's book published by children's book trust. In this book consists of 17 titles from 17 authors.

3. Research Instrument

The writer is the instrument in the study. The writer is involved in the whole process of research, from getting permission to do the research, take the data from books, doing the research of the data, and making analysis

4. Data Analysis method

To find the result of this research, the researcher uses a content analysis. Content analysis is a method that may be used with either qualitative or quantitative data and in an inductive or deductive way. Cole (in satu elo & helvi kyngas, 2008:107) stated that content analysis is method of analysis of written, verbal or visual communication message. There are two measure of content analysis such us the readability and gender equality. In readability, the ease of comprehension of short stories can measured using the Felsch Reading Ease Formula. The Felsch Reading Ease Formula is considered as one of the oldest and most accurate readability formulas. The Felsch Reading Ease Formula is a simple approach to assess the grade level of the reader. It is also one of the few accurate measures around that can rely on without too much scrutiny. This formula is best used on school text. This empirical test is based on the linguistic properties of the input text, such as the average number of words per sentence and the average number of syllables per word. The resulting readability scores range from 0 to 100 and can be interpreted as follows:

$$RE = 206 - (1.015 \times ASL) - (84.6 \times ASW)$$

RE : Readability ease

ASL : Average sentence length

ASW : Average number of syllables per word

Table 1. The resulting readability scores

Score	Reading Level	Grade
90 - 100	Easily understandable	Fifth Grader
60 - 70	Easily understood	Eighth and ninth

0 - 30	Easily understood	Collage graduates
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The following table is also helpful to assess the ease of readability in a document:

- 90 – 100 : very easy
- 80 – 89 : easy
- 70 – 79 : fairly easy
- 60 – 69 : standard
- 50 – 49 : fairly difficult
- 0 – 29 : very difficult

On the other hand in gender equality the researcher focus on the reading texts from the short story. The analysis using manual techniques by reading one by one of seventeen story title. If the story is not equality between male and female figures it means that the story is a gender bias. In a short story called gender bias if the contains of the story was to show the reading text that puts one gender is more dominant or likely to be described repeatedly on the type, character or certain positions

D. Research Finding and Discussion

In this part contains the data presentation from short stories as can be seen below:

Table 2. The Data Presentation

No.	Title of Short Stories	The Authors
1.	Man Overboard	Vasantha Murthi
2.	When Papa Scolded Me	Ira Saxena
3.	To The Memory Of A Lion	Tara Tixoari
4.	The Triumphant Smile	K.C. Batra
5.	The Turkish Cap	B.P. Gupta
6.	The Goose Thieves	Padmini Bannerjee
7.	Christmas Bells	R.K. Murthi
8.	In A Guava Orchard	N.P. Singh
9.	All Because Of My Hair	S.G. Haidar
10.	The Pink Card	Indira Ananthakrishrn
11.	The Unforgettable Journey	E. Sheila
12.	Varunkaka's Lemonade Pals	Valjayanti Savant Tonpe
13.	Hanuman And I	Rupa Gupta
14.	At The Party	Anil Ektobe
15.	Outwitted	Tara Parameswaran
16.	That Sunday Morning	Savita Singh
17.	The Boy From Standard III	Pratibha Nath

1. Result of Gender

To analyze the readability, this analysis used Felsch Reading Ease Formula. There are three types in this formula such as readability

consensus, word statistics, and graph statistics. Readability consensus was to know the grade level, level of reading, and readers age. Word statistics were to know about total of words, total of unique words, total of repeat words, average of words per sentence, total of sentences, total of characters, average of characters per word, average of syllables per word, total syllables in text, total of words with double syllable, percent of double syllables in text, total words with single syllables, percent of single syllables in text, percent of 3 syllables in text, and total of words with 3 syllables.

In this part the researcher described about the result of readability. The first title is *Man Overboard*. This story can be read by children's from fourth grade, especially children's aged eight and nine years. The reading level from this story is easy to read. The second title is *When Papa Scolded Me*. The third is *The Memory of a Lion*. And the fourth is *The Triumphant Smile*. The stories are same as the first story that can be read by children's from fourth grade, especially children's aged eight and nine years. The reading level from this story is easy to read. The fifth is *The Turkish Cap*. This story can be read by children's from third grade, especially children's aged eight and nine years. The reading level from this story is very easy to read. The sixth is *The Goose Thieves*. This story can be read by children's from fifth grade, especially children's aged ten and eleven years. The reading level from this story is easy to read. The seventh, eighth, and eleventh titles are same from the fifth title. This stories can be read by children's from third grade, especially children's aged eight and nine years. The reading level from this story is very easy to read. The ninth, thirteenth, fifteenth, and sixteenth are same from the sixth title. This stories can be read by children's from fifth grade, especially children's aged ten and eleven years. The reading level from this story is easy to read. The tenth title is different from the other titles. This story can be read by children's from second grade, especially children's aged six until eight years. The reading level from this story is very easy to read. Then, the twelfth, fourteenth, and seventeenth are same from the first title. This stories can be read by children's from fourth grade, especially children's aged eight and nine years. The reading level from this story is easy to read (see appendix 5). Based on the result the score of readability ease and word statistics can be seen in appendix 4

2. Discussion

The purposes of this research are to measure the quality of short stories in short stories for children's, to identify the readability and gender equality in short stories for children's published by children's book trust. Based on the result on short stories, all of short story can be read by children from the age 8 – 11 years old. From the 17 short stories there two types of reading level such as easy and very easy. From the 17 short stories there are 13 short stories that criteria of reading level is easy. While the other four short stories is very easy. And in gender, character between male and female not balance. Some short stories only tell on one gender. From the result of gender equality

and readability, this short story is enough to be an reading children's book

E. Conclusion

The findings reported in the four chapter discussed previously have given us a description about the result of this research. Here, the researcher draws some concluding remarks based on the statements of the problem of this research. They are:

1. The researcher concluded that the quality of short stories for children's published by children's book trust is enough.
2. The readability of short stories in short stories for children's published by children's book trust is easily understood by children's and all short stories are suitable as children's books.
3. The gender equality in short stories for children's published by children's book trust is gender bias. The short stories only focus on one gender.

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IMPROVING STUDENTS' WRITING ABILITY BY USING PERSONAL PHOTOGRAPH OF SEVENTH YEAR AT SMPN 4 BANYUWANGI IN THE 2014/2015 ACADEMIC YEAR

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Abstract

English plays important role for all aspects because the development of science and technology is mostly transferred through it. English is taught in the forms of speaking, writing, listening and reading integrative. Among the four language skills, writing is considered to be most difficult to master, because it needs continues thinking process for expressing ideas, feelings, or thought in a piece of paper.

The research was carried out at SMP 4 Banyuwangi. The subjects of the research are the students of the seventh grade A student. The research method was classroom action research. This classroom action research had two cycles which consisted of four main stages in each cycle. They are preparation, implementation, observation, and reflection of the action. In each cycle, the teaching and learning process were conducted into three meetings which include two meetings of applying method and one meeting for the writing test. In the first cycle the researcher used personal photograph as a media in teaching descriptive text, researcher asked students to describe their personality and their families in the class based on the example that had been given by the researcher. In the second cycle, researcher asked students to describe their friend in photos that was brought by the student in group.

The result of preliminary study showed that the main score of the students' writing descriptive paragraph result was low ($M= 49,78$). Meanwhile, the standard minimum passing level score in this school is 75. In the first cycle on Monday, 11st May until 16th May 2015 in three meetings, there se a r c h e r found the mean of the score of the students' writing was 74,83 with the total score 2694. In the second cycle on Monday 18th May until 25th May 2015, the researcher found the mean of the score of the students' writing was 79,72 with the total score 2870. Based on that fact, the result of the research shows that the students improve their ability in writing descriptive text by using personal photograph as the media. They are better in writing and arranging the sentences than in pretest.

The objectives of the research are firstly to know the improvement of students' ability in writing descriptive paragraph. The second is to find out how the use of personal photograph to improve the students' writing descriptive paragraph

Keywords: Improving, Personal Photograph, Writing, Descriptive Paragraph

A. Introduction

Writing is the one that be the most difficult skill to learn. The students think it is difficult because they are afraid to make errors in their writing such as errors in spelling, grammar, punctuation, and wrong in choosing vocabulary. Then they also difficult in organizing their ideas in paragraph unity. It includes the ability to express the student's opinion or thoughts clearly and effectively. Ratnasari (2004) as cited by Sa'diyah (2011:164) stated that writing skill can be achieved by the students if they know some techniques of writing such as how to gathering the ideas about they will write on, how to sequence the sentences, how to organize them chronologically and coherently, and how to review and finally revise the composition until the writing is good stated

In teaching and learning process of writing, the teacher needs a media to help them conduct the study. The Media can make the teaching and learning process successful and run well. There are many that can be taken when the teacher uses a media in supporting the teaching of writing. The one of them is making the students easier to write a paragraph unity because they have understood what they should write on. With the media the students will interest in writing process. The teacher must be smart to choose the correct media that suitable to be used in teaching and learning process because of there are many media to teach the students.

Based on the standard competency in the syllabus of the second grade in Junior High School is to express meaning in the functional text and the very simple short essay in the descriptive and procedure form to interact with their closed environment (Depdiknas 2013). More specific in basic competencies, the students are expected to express meaning and rhetorical steps of very simple essays using written language accurately, fluently, and appropriately in daily life contexts in the descriptive and procedure form.

Based on the objectives of the study indicates that the students are expected to be able to write simple paragraphs such as descriptive, narrative, report, recount, and procedure text. In this case, researcher uses the descriptive text to help the students improve their writing ability. Descriptive text is the text which describes something, situation, someone, and etc. or write about the way places, persons, or things appear. In learning descriptive text, students may have difficulties in learning it. Students confused to write the descriptive paragraph although they know the topic which has been given by the teacher. They are confused to write their idea about the topic to make a paragraph unity.

The researcher investigated the learners' proficiency in descriptive writing paragraph accurately, fluently and acceptable in the environment. The researcher conducted the study to seventh grades of SMPN 4 Banyuwangi. The researcher gave the writing test. The test is the students must make descriptive paragraph depend on the pictures that was prepared by the teacher. The teacher gave 45 minutes for the students to do it. The result showed that the students' writing ability was unsatisfactory. Most of the students could not achieve the minimum

passing criterion is 75. Based on the result, the students had problem in gathering and improve their ideas, they could not organize their writing, they used incorrectly in the grammatical and the vocabulary. It makes they lose motivation in writing. Among those problems, the major problems are the students' weaknesses in their writing were lack of ideas and poor ability to organize them.

Based on the problems mentioned above, the teacher chooses the media to help the students upgrade their writing ability. In this case, the teacher chooses the personal photograph to be media in teaching and learning process. The personal photograph is the authentic material that the students always know and do in their daily activities. In this modern era, most of the students have social media and they always take pictures and upload them in to their social media. It is the real conditions that happen in the students' activities. Besides that, they also have many personal photographs that have beautiful moment and important meaning in their lives. It can be the authentic material that can help the students in teaching and learning writing.

1. Statement of the Problems

Based on the background of the study which has been discussed, the research problem is how can personal photograph improve the seventh year students' writing descriptive paragraph ability at SMPN 4 Banyuwangi in the 2014/2015 Academic Year?

2. Objective of the Study

In relation to the problems which have been stated above, the objective of the study is to investigate and to improve the students' writing descriptive paragraph ability by using personal photograph the seventh year students at SMPN 4 Banyuwangi.

3. The Significance of the Study

The result of conducting this study hopefully will give contribution to English teaching and learning, they are:

a. Students

The result of this study may motivate the students to improve their interest in writing, especially in writing descriptive text.

b. Teacher

The teacher will make a right decision to use some media or techniques for supporting teaching and learning process, especially to use personal photograph or pictures in improving the students' writing ability.

c. Further Researcher

The further researcher will use this research result as the reference to conduct the research in different method research.

4. The Scope and Limitation of the Study

The researcher conducted this classroom action research at SMPN 4 Banyuwangi of seventh year the subject of this research is 35 students of VII A, registered in second semester of 2014-2015 academic years. It is very important to limit the scope of analysis to get the relevant data. In this proposal focuses on using personal

photograph to improve students' writing descriptive paragraph ability. The researcher attempt analyze the use of personal photograph as media to improve the students' writing ability and the teacher's way to evaluate the students' writing ability in writing descriptive paragraph.

5. Definition of Keyterms

a. Improving

It means the way to make the students' writing ability become well than before.

b. Writing

Writing is regarded as a productive skill especially in writing descriptive paragraph. It aims at assisting students in expressing their idea written.

c. Descriptive Paragraph

It is part of factual genre which describes a person in the students' family.

d. Personal Paragraph

It is the media personal photograph to be the way to help the students be easier in making descriptive paragraph writing.

B. The General Concept of Writing

Writing is one of language skills and productive skill that will be learned by students in junior high school, senior high school, and University. (Handini and Saragih, 2013: 5) state that the most grateful communication tools that used to share and create our thoughts and ideas in our life is writing. It can help people to remember all of the information because most of the people tend to remember written communication than oral. Hence, the students will be able to express their ideas and feeling by English writing. (Taselin in Cahyono, B.Y .2010: 103) writing skill make the students increase their language and reasoning skill as well.

Learning writing as a foreign language is not easy as learning native language. They will meet all of learning problems dealing vocabulary, organization, content, and grammar or structure. Many English students think of writing as the fact of picking up a pencil and forming a letters either by printing or writing them in cursive they could think about the fact composing a piece of text. There are two main types of writing. First, writing which in each character is picture of an object or media, called picture writing or ideographic writing. Second, writing in which each character represents speech sound called alphabetic writing. Most of languages, including English and Indonesian use alphabetic writing to represent their speech sound which is used by public in books, paper, magazines, and writing letters.

Based on the statement above, writing is one of the language skills which have combination of process and productive skill that can be used to preserve thoughts, ideas, and speech sounds. All of them will be presented in manner that is polished and comprehensible to the readers. Therefore, writing is the way of thinking or sending message from the writer

to the reader which becomes the part of language or language skills and it also means communication.

1. The Characteristic of Good Writing

Harmer (2004: 22-24) said that a good writing is a product of careful thinking. There are several characteristic of a good writing. They are cohesive structure, coherent structure and the last correct spelling and grammar.

a. Cohesive structure

It means that the used of appropriate grammatical patterns; substitutions, elliptical construction, preposition, conjunction to relate among the clauses within paragraphs, and references. The writer can use various grammatical devices to help the reader understand what is being referred to at all times, even when words are left out or pronouns are substituted for nouns.

b. Coherent structure

It means that writing have organizational scheme or outline. The text to have coherence needs to have some kinds of internal logic which the reader can follow with or without the use of prominent cohesive devices.

c. Correct spelling and grammar

Strong grammatically skills lend credibility to the writing. They also enhance the readability of the documents, since misspelled words and grammatical errors distract readers from the message, Widarso (1992:12).

Grammatical errors, there are some errors that always done by the students. The first grammatical error is comma splices. Comma splices are independent clauses joined by a comma. The second is run-on sentences which are independent clauses joined together without punctuation or a coordinating conjunction. And then the last is sentences fragments which are incomplete sentence. To be complete, a sentence must have a subject and a verb, and it must make a sense.

Jeremy Harmer (2004:39) said that a good writer always has a purpose in mind and construct their writing with a view to achieving that purpose. There are three main categories of teach which it worth considering.

Based on the purposes above, important for the writers to know how to make the readers understand what information being delivered. Also a good writer should make readers interested, the last is a good writer should persuade readers in their text.

2. Process in Writing

Writing process is the stages a writer produces something in its final written form. This process, of course, is affected by the content (subject matter) of the writing, the type of the writing (shopping list, letter, essays, report, thesis, or etc.). The process of writing make framework of writing well and easily. Generally the writing process

consists of three stages, they are prewriting, drafting, editing and publishing.

a. Prewriting

This stage is the most productive way to begin the writing. In this case, it is very important to collect thoughts and ideas on paper without pressure of structuring into its final form. Harmer (2004: 4) argues that in planning stage, the writers have to think about three main issues. First is the purpose of their writing. It will influence not only the type of the text they wish to produce, but also the language they use, and the information they choose to include. Second is the thinking of the audience. And third, must know how to consider the content structure of the piece. It shows the facts, ideas, or arguments which they have decided to include. Taselin in Cahyono B.Y(2010: 108) states that there are several ways to warm up before writing, the first is Brainstorming. It is a quick way to generate a lot of ideas on a subject. The purpose is to make a list as many ideas as possible without worrying about how to use them. They can include words, phrases, sentences, or even question. To brainstorm, there are some steps: first, begin with a broad topic, second, write down as many ideas about the topic, third, add more items to the list by answering the questions what, how, when, where, why, and who, fourth, group similar items on the list together, and then the last cross out items that do not belong.

The second of ways to warm up before writing is clustering is another prewriting technique. It is a visual way of showing how ideas are connected using circles and lines. In other words, clustering is an activity of drawing the ideas. To cluster, there are some steps: firstly, write the topic in the center of a blank piece of paper and draw a circle around it, secondly, write any ideas that come into mind about the topic in circles around the main circle, thirdly, connect these ideas to the center word with a line,

Fourthly, think about each of new ideas, write more related ideas in circles near the new ideas, and then connect them and the last repeat this process until the ideas run out.

b. Drafting

In the drafting stage, it must focus in put the ideas in some kind of order and envision a potential shape for the work that the students will produce: a beginning, a middle, and an end. Hence, refer to the first version of a piece of writing as a draft. As the processes proceed of editing, all of the concept of writing can be produced into the final version.

When writing a paragraph, remember to: first, begin with a topic sentence that states the main idea, next, include several sentences that support the main idea, third, stick to the topic – do not include information that does not directly support the main idea, fourth, arrange the sentences so that the order of

ideas makes sense, and the last use signal words to help the reader understand how the ideas in paragraph are connected.

c. Editing

After drafting, the next step is revising. It is because to revise their writing is important if they want to be a professional writer. After completing the first draft, a writer must look for ways to improve it. This step is called revising. When revising paragraph, we can do the following: 1) Add new ideas to support the topic, 2) Cross out sentences that do not support the topic, and 3) Change the order of the sentences.

From the writing process above, it must to conclude that writing is a process of creating, organizing, writing and revising. In the first step of the process is creating ideas. In the second step is organizing the ideas. In the third step is writing a rough draft. In the final step is editing a rough draft and making revisions. Harmer (2004: 5) argue that reflecting and revising are often helped by other readers who comment and making suggestions. Another reader's reaction to a piece of writing will help the author to make appropriate revisions.

d. Publishing

After the process of editing their draft, making the changes they consider to be necessary, they produce their final version. This may look considerably different from both the original plan and draft, because things have changed in the editing process. But now, the result of written text is ready to send to its intended audience.

3. Teaching Writing for Junior High School

Writing as one of the four language skills has always formed part of the syllabus in the teaching of English. Writing has always been used as a means of reinforcing language that has been taught Stated by Harmer (2004: 31). In other words, writing is a good way for students who learn English. They can put their ideas on paper by paying attention on grammar rule and vocabulary. When writing, students need more time to think. Teacher asks students to focus on the accurate language used and what ideas they will write. It can provoke their language development.

Teaching writing for Junior High School is not an easy job, because the range of age of Junior High School students varies between thirteen to fifteen

years old. They can be named teenagers. Teens are in between childhood and adulthood, so it is the period of transition and growing. In this period, they will experience the confusion, self-consciousness, and changing bodies and minds. They will be very sensitive to how others perceive their changing physical and emotional selves along with their mental capabilities. One of the most important concerns of the secondary school teacher is to keep self-esteem high by; first, Avoiding embarrassment of students at all

costs. Second, affirming each person's talents and strengths and then third allowing mistakes and other errors to be accepted, fourth de-emphasizing competition between classmates and then the last fifth encouraging small-group work where risks can be taken more easily by a teen.

Based on the statement above, the researcher concludes that the teacher's role is very needed to motivate students in teaching learning process while students in a transition period. Therefore, they will have good discipline and responsibility, if a teacher encourages their students to learn in writing in the target language. Therefore, teens are a period of change, new experiences learning, and instability life. Teacher should provide them with opportunities to explore and experiment in a stable and supportive atmosphere. Teacher's job is to provoke intellectual activity by helping them be aware of constructing idea, then let them to resolve it by themselves even though still with the teacher's guidance.

Based on the statement above, at the Junior High School level, students can start writing short texts consisting of several sentences. When writing short paragraphs in this way, the students learn to relate one sentence to the next by connecting the sentences using pronouns and conjunctions. Students should be introduced to this type of writing activity in steps. First, they can be given picture prompts. By writing simple sentences to describe the pictures, they can write a simple short paragraph or story

4. The nature of Genre

Genre is one of the most important and influential concept in language education. Genre can be defined as a culturally specific text – type which result from using language (written or spoken) to (help) accomplish something. So genres are cultural specific and have associated with: particular purposes, particular stages and particular linguistic features.

Every genre has communicative purpose, generic structure and lexicon grammatical features. Students are taught these features and a language for talking about the language in the context of learning how these features contribute to overall meaning of text they are writing. The meaning of the genre intended is that students are able to understand the concept and they would be able to identify a kind of texts that students will have to writ. In this case, the students will know how to represent the use of language to respond the situations. (L. Gerrot and P. Wignell 1995: 1992 cited by Hami Widodo 2011:14) stated that there are kinds of the text which is studied in Junior High school, it is recount, narrative, descriptive, procedure and report.

a. Recount

Recount is a piece of text that retells events for the purpose of informing or entertaining.

- b. Report
Report is a piece of text that describes the way things are, with reference to arrange of natural, man-made social phenomena in our environment.
- c. Narrative
Narrative is a piece of text that amuses, entertains and deals with actual or vicarious experience in different ways. Narratives deal with problematic events which lead to a crisis or turning point of some kinds, which in turn finds a resolution.
- d. Procedure
Procedure is a piece of text that describes how something is accomplished through a sequence of actions or steps.
- e. Description
Description is piece of text that describes a particular person, place, or thing. (Susanto, 2011:23) said that descriptive text is the text that describes people, places, animal etc. a descriptive text is usually used to create and to develop the characteristic of a person and why he or she is so special that the reader can create a vivid picture of character.

The key to writing a good description is to use details that help the reader imagine the person the students are describing, so when the students describe what a person looks like, the students write about physical characteristics such as height, weight, and hair color. There are two keys to writing good description. First key is to use space order, and the second key is to use specific detail. In space order, students might describe something from top to bottom or from left to right.

The second key to writing good description is to use specific details. When students describe something, they paint a picture with words. The goal is to make the reader see what they have describe. The way to do this is to use many specific details, specific means exact, precise. Karen Blanchard and Christina Root (2003:70) stated that the more specific they can do, make the reader can see what they are describing.

The descriptive writing will be good if the writer use the generic structure correctly. The structure of descriptive text follows some particular stages, the beginning, middle, and last part of the text. Pardiyono cited by Hami Widodo (2011:18) the generic structure of descriptive text is shown in the following

table 01: The Generic Structure of Descriptive Text

Generic	Structure Function
Identification	<ul style="list-style-type: none"> It is a statement or a short paragraph that identifies the object that is going to be described. It is usually interesting and able to provoke the readers to b be eager to read the text.

Description	<ul style="list-style-type: none"> • It may consist of one of • several paragraphs. This part is used to give sufficient description about the object as mentioned in the identification part. • The description of the object can be done according to different angles, such as size, length, strength, color, height, condition of the location, weather, qualities, shape, etc.
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So, the criteria of the words and sentences that always used in descriptive text must be known because it makes the writer easier in making descriptive paragraph.

5. The Nature of media

Media are means of communication and source of information that can be in various forms such as video/audio recordings, television, diagrams, printed materials, real objects, computer programs, instructors and etc. All of the media is categorized as instructional media because they provide messages with an instructional purpose that is to facilitate communication in the learning process

There are some media in teaching and learning process; audio, visual and audio visual (Ruis et al, 2009:10). First, audio is media that only rely on the sense of hearing/ listening. The examples of audio media are gramophone, open real tapes, cassette tapes, compact disc, radio etc. The second media is visual; visual is media which involve the senses of sight. There are two types of the message are delivered in a visual medium; verbal (in the form of words) and non-verbal (in the form of symbols) message. The examples of visual media are picture, photos, graphs, diagrams, charts and maps. The last kind is audio visual, visual audio which equipped with sound and images in a single unit. The examples are movie, television and video.

The one of media that very useful in teaching descriptive text is visual media. Many kinds of visual media, there are picture, graphs, diagrams, charts and maps. Picture in this classroom can represent situation which would be impossible to create in any other way. Many actions can be demonstrated in a classroom, many objects can be brought into the classroom like toys, tools, clocks, etc. Picture is one of the varieties of teaching aids which is used to explain language meaning and construction, engage students in a topic, or as the basis of a whole activity. Harmer (2011: 134) argues in teaching writing, teachers can use pictures – whether drawn, taken from books, newspaper and magazine, or photographs to facilitate learning.

From the definition above, it can be concluded that picture is one of the media in teaching learning process to support the presentation of the material by emphasizing the students visual sense

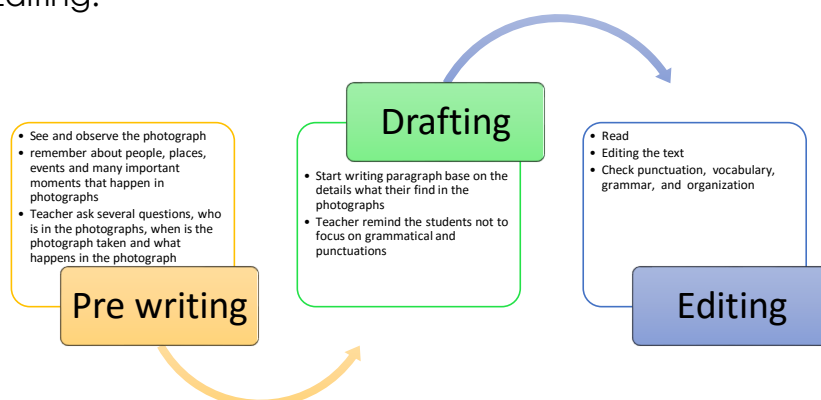
that can be used to motivate and increase the students interest in teaching and learning process. According Harmer (2011: 136-137) In general, picture can be divided into several types, namely: the first flashcard, It is a small card which we can hold up for students to see. Flashcard is particularly useful for "drilling" grammar items, for cueing different sentences, or practicing vocabulary. The second large wall picture, it is big enough for everyone to see detail. Sometime teachers use large wall pictures when pointing to detail of a picture to elicit response. The third Cue card, it is small card which students use in pairs or group work. Teachers put students in pair of groups and give them some cards so that when a student picks up the top cue card in a pile he or she will say a sentence that the card suggests. And the fourth photograph or illustration, It is a photo or an image that depicts a situation or people in action. The teacher uses it to make the situation or the action clear. Photograph can be found in the book, newspaper, magazine, and now photograph and now photograph already very familiar in daily lives. Many people capture beautiful moments and make them in the form of photographs.

Photograph is worth a thousand words through which a complex idea can be conveyed with just a single still image. Pictures make it possible to absorb large amounts of data quickly. Using photographs for explaining complex phenomena is one of the teaching aids of modern education system all over the world. As the world is changing day by day so are the methods of instructions as the modern curriculum requires conceptual elaborations. Visual aids have the tendency to materialize the thoughts of students in the form of graphics to give thoughts a concrete frame of reference. Use of photographs is important for students because they are more likely to believe findings when the findings are paired with colored images describing complex situations during learning as opposed to other representational data such as complex book text. In addition, a photograph captured images or photography. Not only as the picture but also photograph is an effective visual media because it can visualize objects with more concrete, more realistic and more accurate. Pictures can transcend time and space. When students pay attention to a picture, they will be encouraged to talk more; interact well with the drawings, as well as with each other; make connections between paradoxes and build new ideas.

6. The Procedure of Using Personal Photograph in Descriptive Text

Using instructional media can stimulate the students because there are many benefits in using it. Latuheru (1998 cited in Sa'diyah 2011:166). Media can be used to be a stimulus for the students to find many ideas in their writing. In this case, the teacher must be smart to choose the media in teaching learning process. There are so many media that can be used in teaching such as video, songs, pictures, personal photograph, etc. personal photograph is the one of media that is easy to get. In this era some of people always capture the

moment in their live. Personal photograph can be considered as teaching descriptive writing. It makes the students will be easier in writing process. To use the personal photograph. The teacher conducts it through three phase stages: Pre writing, Drafting, and Editing.



7. The Positive effects of Using Personal Photograph on the Students' Descriptive Writing

Steven (2004: 2) argues that the students will interested in the writing process when they can write about the topics that relating directly with their lives.

The use of personal photograph causes the positive effects for the students in the steps of writing.

1	2	3
<ul style="list-style-type: none"> • the personal photograph make the students easy to find a good ideas to write the descriptive writing 	<ul style="list-style-type: none"> • Students will be easier to draft their descriptive writing. 	<ul style="list-style-type: none"> • Photograph will recall their memories concerning to detail and moments when it was taken

In conclusion, the personal photograph has many positive effects for the students in descriptive writing. The students will be easier to find the ideas in write the descriptive writing and they will not difficult in drafting activities. After that, they will more enthusiasm in the learning process, they have interested in write a descriptive writing and they will have a good attention in the class. So, using the personal photograph is very appropriate to be used in the teaching and learning process to improve the students' descriptive writing

8. Previous Study

There are two previous researches that are used by the researcher; they are the previous research that was conducted by Tri Yuliani (2007) and Ulin Ni'mah (2012).

The Use of Picture as Media in Writing a Descriptive Text at SMP N 1

Taruh Tegal in the academic years of 2006/2007 that was conducted by Tri Yuliani explained that using picture as a media in teaching descriptive text is very helpful in producing the words or sentences. The students can see something through picture which gives imagination for students to describe something or place, so they are able to choose the appropriate words according to the description based on the picture.

The similarities between her research and writer are that this research focused on writing descriptive text and the approach used classroom action research and the differences between the previous research and the present research was about the implementation of the personal photograph of the students. This research used the reality that happened in the students' lives. Then, research entitled *The Effectiveness of Using Basic Questioning with Picture to Improve the Students' Descriptive Writing Skill of the seventh grade at SMPN 31 Semarang in the 2011/2012 in the Academic Year by Ulin Ni'mah*. The objective of her research was to find out the effectiveness of using basic questioning with the picture as media in improving the students' descriptive writing skill. The result showed that the use of the strategy by using picture as the media very useful in teaching writing descriptive text. It because the enthusiastic and motivated from the students in writing activity. Her thesis had similarities with this thesis. The first, it is similar in the skill and the media that used in the research. The second, the objective of the research which was want to know the improvement of the students' writing descriptive paragraph by using pictures and the last the result of the research showed that there was improvement of the students' descriptive writing ability. But, the differences between Ulin Ni'mah's thesis with this thesis are the use of technique and method.

C. Research Method

this study is classroom action research which is focuses on a particular group of the students in a certain classroom. The objective of this action research is to investigate and to find out the improvement of students' writing descriptive paragraph ability in generic structure and academic writing by using personal photograph of seventh year students at SMPN 4 Banyuwangi in 2014/2015 Academic Year.

The research design is collaborative action research which focuses on a particular group of the students in a certain classroom. It is most rationally empowering when undertaken by participants collaboratively, though it is often undertaken by individuals, and sometimes in cooperation with 'outsiders'. In this research, the researcher acts as a teacher who will prepare the activities such as designing a plan of action, observing and making test for the students. The researcher directly works together with one of the English teacher to help conducting the research as well as to cope with the student problem investigate and note the student actions. There are four activities in this part: planning, implementation/acting, observation and reflecting.

The research respondent was population of the students in the 7th grade of SMP 4 Banyuwangi Class A 2014/2015. it consisted 35 students, 15 males and 20 females.

Writing test delivered as the primary data collection, and the first test was preliminary study and the second test was the achievement test.

the writing test materials consist of the content mastery, organization mastery, vocabulary mastery, grammar mastery, mechanic mastery. The detail of the test score as follow:

NO	ELEMENT OF WRITING	SCORE
1	The content mastery	20%
2	The organization mastery	25%
3	The vocabulary mastery	20%
4	The grammar mastery	25%
5	The mechanic mastery	10%
TOTAL SCORE		100%

Matrix assessment for students writing in Descriptive Text

Score	Value	Description
80 – 100	Excellent	Describe all of the parts, qualities, and characteristics completely
60 – 79	Good	Describe parts, qualities, and characteristics. Somewhat choppy loosely
40 – 59	Fair	Fairly describe parts, qualities, and characteristics. Some are missing
20 – 39	Poor	Poorly describe; many parts, qualities, and characteristics are missing
0 – 19	Very Poor	Does not describe the parts, qualities and characteristics anymore

The result of the writing test analyzed by following procedures:

- The researcher computes the student's structure score in their ability to write descriptive text.
- The researcher put those score into a table. It's supposed to know the values writing ability score.
- After knowing the values, the researcher analyzed by data quantitative.
-

The quantitative formula for analyzed the score is:

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

Formula Description:

$\sum n$ = percentage of the students' writing test

n =score of the students' writing test

N =total the highest score

The result of the quantitative analysis consulted to the following table:

Score level	Category
86 – 10	Excellent
71 – 80	Good
56 – 70	Enough
41 – 55	Poor
26 – 40	Bad
< 25	Very Bad

D. Result and Data Presentation

1. The Preliminary Study

The preliminary study stated from observation to find the problem. It was done on May 9th, 2015. As results of the preliminary study, the researcher identified a problem in students writing ability. They had problem in writing descriptive text, especially in deliver their ideas and language features of the text.

The average of reading comprehension score in the preliminary test was 49,78 that consist of 10 sentences to write descriptive text. The respondents from preliminary test were 36 students, 16 males and 20 females. The result of test showed that the students' average score was lower than the Standard Minimum of the school where it was used as the criteria of success in this research. The average score for the criteria of success in this research is 75 based on Standard Minimum of the school.

2. First Cycle

The first cycle was conducted on May 11st, 2015 until May 16th, 2015 in three meetings; two meetings were for giving treatment and one meeting for

implementing writing test by using personal photograph. The test was held on Wednesday, May 16th, 2015. The students' activity was writing descriptive paragraph that consist of 10 sentences about their personality and their families. Before the students presented writing test, the researcher explained the material first. It was about describing person. After giving the explanation about it, the students did the writing test.

Based on the mean of the students' score, it can be said that the students' achievement on writing ability had improved, but the problem was not solved yet. It is because the researcher couldn't reach the criteria of success where there must be 75% of the students' score were up to 75 based on the Standard Minimum Score in SMPN 4 Banyuwangi. Therefore, the researcher made a revision of learning strategy for the next cycle.

3. Second Cycle

The second cycle was conducted on May 18th, 20th, and 25th, 2015 in three meetings. Two meetings for giving treatment and one meeting for implementing writing test by using personal photograph as a media. The second cycle was done because the

students' score of descriptive writing text still low and there were many aspects that should be improved. The total of students' score was 2694 and the number of the students who took the test was 36 students. So the mean of students' score was 74.83. Based on the result in first cycle, the researcher decided the better way to make the approach more effective in teaching learning process. There were many students have difficulties in writing descriptive text, it is because writing English is not their habit. The researcher made a planning based on the difficulties in the previous cycle in teaching writing descriptive text. Therefore, the researcher revised the plan to improve the students' achievement in writing ability.

Based on the data above, the problem could be solved because the researcher could reach the criteria of success where there must be 75% of the students got score 75 the Standard Minimum score in SMPN 4 Banyuwangi.

4. Discussion

The result of data analysis showed that personal photograph positively contributed to the students' writing descriptive paragraph achievement at SMPN 4 Banyuwangi in the 2014/2015 Academic Year. This could be seen from the result of the writing test in the seventh grade that they had improved in writing descriptive paragraph.

Based on the previous research, the purpose of this research is to know whether there is improvement of students' ability in writing descriptive paragraph or no after being taught by using personal photograph as the media. In this study, the researcher found that there was improvement to the student's ability in writing descriptive paragraph through personal photograph. It could be seen from the student's ability level in writing descriptive paragraph from the first test (pre-test), the second test (at the end of cycle 1), and the third test (at the end cycle 2). The result of the preliminary of the students' writing test is low. The mean of the students' writing test is 49.78. It means that the students have problems in writing. After recognizing the students' problems in writing, the researcher would explore ways that personal photograph can become an aid in teaching writing descriptive paragraph.

The criteria of success have been fulfilled on the second cycle. It means teaching writing especially descriptive text, is the use of personal photograph as the media is potentially applicable. There were things that the researcher found in the presents research. The understanding of the students was improved during the teaching and learning activity. It helps them to get idea by connected their real life with the material easily and made them easier to make a descriptive paragraph.

The mean of writing score during the actions, that of first cycle was 74, 83 and 79.72 in second cycle. Those mean that the actions implemented in this research have given positive result in improving the students' descriptive text writing ability. The first cycle, the

researcher gave some explanation about descriptive text and explains how to use personal photograph in writing descriptive paragraph. The researcher also gave models how to identify the photos and how to make sentence based on the photos until they make a paragraph of descriptive text. From the first cycle, the researcher gave a writing test and the result of the test better than in preliminary test. The mean of the result on writing test in first cycle was 74.83 with total score 2694. The students' writing had improved but it did not reach the criteria of success where there must be 75% of the students' score were up to 75 based on the Standard Minimum Score in SMPN 4 Banyuwangi. Therefore, the researcher made a revision of learning strategy for the next cycle.

The second cycle, the researcher gave the explanation about descriptive text than the researcher makes a new strategy in teaching descriptive paragraph. The researcher asked the students to bring their personal photograph. After that, the researcher asked them to work in group and described about their friends' photos. The student's enthusiasts in did the tasks. From the second cycle, the mean of the result of the students' writing test was 79.72 with total score 2870. It means that the problem could be solved because the researcher could reach the criteria of success where there must be 75% of the students got score 75 the Standard Minimum score in SMPN 4 Banyuwangi.

From the above discussion, in line with the statement by (Wright 2002:86) that was cited by (Selly Silvia: 2014) states that pictures have many roles in teaching descriptive paragraph. It is very important in helping the students to retell experiences or understand something because they can represent place, object and people in the real lives. The result of the writing test in second cycle showed that the use of personal photograph can improve the students' writing descriptive paragraph of the seventh grade A students at SMPN 4 Banyuwangi in the 2014/2015 Academic Year.

Based on the analysis data, the researcher thought that this classroom action research should be ended up to the second cycle. Having learnt the research result, the researcher believes that the use of personal photograph as the media in teaching writing descriptive text can motivate the students to write simple sentences and can improve the students' writing ability.

E. Conclusion

Based on the result of data analysis, it can be concluded that the use of personal photograph as media in teaching and learning process can help the students to have relation between their real lives with the material taught especially descriptive text. It also helps the students to write simple sentences and develop them into good paragraph. Besides, it can stimulate the students more active in learning English, so that they can express their thought or ideas in the written form. In this research, the researcher also found the fact that the use of personal photograph can improve the students writing

ability. It was proved by the increase of the seventh year students writing score from 74, 83 in first cycle and 79, 72 in second cycle

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