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FOREWORD

Nowadays, technology has enabled people around the world to communicate their ideas quickly. In addition, such an exchanging information activity becomes more plausible due to English. English mediates people from different cultural backgrounds to exchange ideas and messages. However, it is quite prevalent that communication barriers are unavoidable. For many reasons, it is because people might fail to use English in socially appropriate ways and to interpret both implicit and explicit meaning according to contexts. As a result, impressions such as abrupt or brusque in social interactions, or rude or uncaring are inevitable. Having awareness and sensitivity about how meanings are constructed through the context of language is vital. It is the role of Pragmatics that help people to able to perform effective communication such as showing understanding and strong emotional responses, giving support, indicating agreement, adding or correcting speaker information, or asking for more information, etc.

KLAUSA Vol 4 No 2 (2020) has some interesting articles on Pragmatics issues. Sinaga and Handayani have written an article entitled Flouting maxims in James Vand Erbilt's White House Down. In their study, they found a variety of flouted maxims performed by several characters.

Furthermore, Siahaan and Mubarak have written "Word formation in Sharena Delon's Instagram Posts". They have mentioned that word formation processes are found in Sharena Delon's Instagram such as derivation process, compounding process, conversion process, clipping process, blends process, backformation process, acronym process, onomatopoeia process, coinage process, and inflection process. Saragih studies types of maxims in John Green's The Fault in Our Stars.

The last article in *KLAUSA Vol 4 No 2 (2020)* is written by Amiroh, Fortunasari, and Ginting. They have studied content and language integrated learning in Mathematics at the primary education level in Indonesia. They have found that CLIL needs to be carried out because of the consideration of the urgency of teaching mathematics in English, appropriate methods of teaching mathematics in English, the period of appropriate CLIL application, and the effects of CLIL on students. By implementing mathematics teaching in English using the CLIL method, Indonesian students will be more familiar with the concept of understanding story problems in English, be accustomed to using high-order thinking, and have a higher interest in mathematics and English.

Following the retraction of two earlier articles due to violation of ethical guidelines, we're introducing two other articles in Chinese. The first article is by Anggrah Dyah Airlinda, who has written qualitative research that is aimed to compare between names used by Indonesians with names used by Chinese people. Airlinda mentions that it is usually possible to immediately know the beliefs or expectations from names. Chinese male names are closely related to words such as Wei (great), Zhuang (strong), Jing (bright), etc. Meanwhile, women's have close relationships with objects such as flowers, pearls, and so on.

The last article in this issue is by Dhatu Sitaresmi, who has examined Indonesian students' listening skills in discerning ü, üe, ün, üan, and iong in monophonic words, word pronunciation, and sentence reading. She has found that when Indonesian students listen to Chinese vowels such as vowels ü, üe, ün, iong, they can comprehend them quite well. Siatersmi

mentions that reasons that explain why Indonesian students make mistakes in Chinese vowels are the students often misinterpret Chinese with similar Indonesian words instead of verbs. Moreover, such a misinterpretation is also influenced by Hanyu Pinyin spellings.

FLOUTING MAXIMS IN *WHITE HOUSE DOWN*

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ABSTRACT

Cooperative principles theorized by Grice (1975) explaines the way people use the language well and efficiently. There are four maxims in order to achieve connection during conversation, i.e. the maxims of quality, quantity, relation, and manner. However, people do not always follow and obey the Cooperative principle and instead flout maxim. The aim of this research was to discuss about the types of maxim which were flouted in the movie *White House Down* written by James Vand Erbilt. As a result, the researcher found 15 samples of flouted maxim, maxim of quantity 4 data, maxim of quality 2 data, maxim of manner 5 data, and 4 data maxim of relation.

Keywords: Cooperative Principle, Maxim, Flouting maxim.

INTRODUCTION

In daily life, language has an important role as a tool for communication. Without language, we can not communicate with other people. In conversation, a speaker says something and then the hearer interprets the meaning. In communication, the speaker will deliver the special message delivered through language and the interlocutor will try to capture the meaning of the message was given. To create good communication, then between speaker and hearer must understand each other well. But sometimes what the speaker said and what the hearer answered is different, but they can understand each other.

In linguistics, it is explained that good communication can be happened by following the "Cooperative Principle" that proposed by Paul Grice. The Cooperative Principle is defined as "make your contribution such as is required, at the stage at which it occurs, by the accepted purpose or direction of the talk exchange in which you are engaged" (Grice, 1975).

Basically the Cooperative Principle explained that in communication every participant said to give contribution well. The intended contribution is to provide information enough to the interlocutor, which are true, clear, coherent, and relevant information talks. In this principle, there are four maxims that must be applied to create good communication, namely maxim of quality, maxim of quantity, maxim of relevance, and maxim of relation. According to Greenall (2006) the concept of maxims is a crucial notion within the theory of the Cooperative Principle. Grice's own characterization of the entity is many-faceted.

In fact, in communication, the four maxims are not always obeyed by the speech participants. When the maxim is not followed or not obeyed in a communication, then this is

called "Flouting Maxims". In his book, Thomas (1995) said "When flouting a maxim, the speaker does not intend to mislead the hearer but wants the hearer to look for the conversational implicature, that is, the meaning of the utterance is not directly stated in the uttered words". From what Thomas said above, it can be concluded that when the speech participant flouts the maxim in communication, the expert hopes the opponent who has been said could capture the meaning of its words which the message the hearer wanted convey it cannot be stated explicitly. This is because when the maxim is flouted it will bring up the implicature or hidden meaning of the conversation.

There are several phenomena which happened when someone said something but the hearer making a false statement, going out of topic, or making vague statements, but people still can progress. For example in daily life communication we can find there are many flouting maxims, as follows:

Siska: Why do you come late?

Hery: I am hungry

From the conversation above the situation was that Siska was waiting for Hery to come home from school, and when Hery came home from school Siska asked him why he had been coming home from school for a long time and Hery replied he was hungry. From this situation, it can be seen that the flouting maxim occurs.

This research will analyze what maxim is flouted in the film "White House Down" and the reason flouted.

REVIEW OF THE RELATED THEORIES

The framework of Grice's cooperative principle includes four maxims of quantity, quality, relevance, and manner (Birner, 2013).

1. Maxim of Quantity

The category of maxim quantity relates to the amount of information to be given. The first maxim from this category requires one "to be as informative as required". This maxim means the speaker must provide all the information that the hearer wants to understand. If the speaker leaves little important information, the listener will not understand it entirely what the speaker is saying. On the other hand, giving the other person too much information in the course of a conversation may be viewed as superfluous and insignificant. According to the second maxim, that requires a speaker to "be brief", the speaker must avoid unnecessary excessive information in his contribution.

In his book, Peter Grundy gives examples of quantity maxim as follows:

A: Can you tell me what time is it?

B: It's 5 o'clock.

In the example above, it can be clearly seen that the speaker "B" gives information that is needed by "A", so in this case "B" has been obey the quantity maxim in the cooperative principle forward by Grice.

2. Maxim of Quality

In this maxim Grice explained that an utterance should be said truly based on what happens in real life. Grice's formulation of the maxim of Quantity has two parts, the first is to

make your contribution as informative as is required for the current purposes of the exchange. The second is do not make your contribution more informative than is required. The first submaxim has received by far the most attention in the pragmatics literature. Obviously, if the utterance was not based on the reality of what happened.

3. Maxim of Relation

The point of this maxim is what the speaker is saying must be related to the previous statement or question. Grice stated that the speaker should be relevant in the conversation. The speakers can not say anything out of topic or what has no correlation with what is being discussed. This maxim is a bridge that connected the interaction between the speaker and the listener. For more clearly, here is an example:

A: Is there a doctor in the house?

B: I'm a doctor.

In the discussion above, it can be seen that the speaker "B" gives relevant information so that the cooperative principle going well between both in a communication.

3. Maxim of Manner

Grice stated that the statement must be clear, unambiguous, and concise to achieve the cooperative principle in interaction. That is called maxims of manner. To avoid misunderstanding and ambiguous meaning, the listener must have a relationship, background knowledge, or a little introduction to the topic being discussed. Otherwise, the conversation will not direct the speaker and listener to connect with others. Grundy in his book gives the following example:

A: I heard that you went to the theater last night, what did you see?

B: I watch the drama performance.

In the above discussion, it can be clearly seen that the speaker "B" give clear information to "A" about the question what he is watching the night before. In this case clearly "B" said that he was watching the show. Thus, it can be concluded that the speaker "B" adhere to the maxim of manner.

RESEARCH METHOD

The research methodology is a guideline system that consists of some elements to solve in research. Therefore it was designed as a descriptive qualitative research proposed by Sudaryanto (2015). The process of research involves emerging questions and procedures. Collecting data in the participants setting. Analyzing the inductively, building from particulars to general themes, and making interpretations of the meaning of data. The final written report has a flexible writing structure.

Qualitative methods are a valuable tool in implementation research because they help to answer complex questions such as how and why efforts to implement best practices may succeed or fail, and how patients and providers experience and make decisions in care (Hamilton & Finley, 2019). In this research, the writer puts more emphasis on the analysis of flouting in the movie script "White House Down", this research is qualitative. This type of research is "descriptive qualitative research".

FINDING AND DISCUSSION

This research examines the type maxim in the movie script "White House Down". Grice's Cooperative Principle is assumed to be a basic concept in pragmatics, yet its interpretation is often problematic (Davies, 2007). From the data, the researches found there are 30 utterances of maxims that flouted in the movie script "White House down". There are maxim quantity flouted 7 times, maxims of quality flouted 9 times, the maxim of manner flouted 5 times, and maxim of relation flouted 9 times.

Table 1. Table of types flouting maxim in "White House Down" movie script.

1.	Quality	2
2.	Quantity	4
3.	Manner	5
4	Relation	4
Total number of data		12

Flouting maxim of quantity

Data 1:

President : Who are you?

Cale: Don't worry, I'm Secret Service, you're safe, oh shit!

This conversation is the data of flouting maxim of quantity. Because in this situation Cale wanted to save the president in a room and the president asked "who are you?" Cale's answer was too much, he just needed to answer his name.

Data 2:

Raphelson: Who's the Assistant Director?

Speaker assistant : Wyck Halsey. Also at the White House.

This conversation happened when Raphelson came to the office and asked about the assistant director to the speaker assistant and his answer was flouting maxim of quantity. It could be seen that he gave the long information and he made his contribution more than was required by saying "Also at the White house".

Data 3:

Raphelson: Alvin, are you okay?

Vice President Hammond : I'm fine, we're just a little shaken up. Do we know what happened yet?

This situation happened when the war began in a white building and Raphelson asked about the condition of Vice President Hammond and his answer was flouting maxim of quantity. It could be seen that he gave the long information and he made his contribution more than was required with too much answer.

Data 4:

Cale: Did you know about this?

President: I just knew about the tunnel from the pool house that leads back to the Residence. Truman put it in because he didn't want to be photographed in his swim trunks walking back to the house.

That situation was when they were going to pass through a tunnel and Cale asked the resident if he already knew about the tunnel. And the President replied with a long answer, it was clear that the president flouted maxim of quantity. He should only need to answer "yes" or "no" and then explained it.

Flouting maxim of quality
Data 1:
John: You are deputy Special Agent Finnerty?
Carol: Oh, you are Jenna's favor?

From the utterance above, it happened when John came and asked Carol about her. Carol flouted the maxims of quality Because carol did not want to answer John's question like something was hidden.
Data 2:
Martin: First lady is back tonight?
Friends: Empressid wheels down at 18.45. They're supposed to have private dinner at the residence, but you know how they are?

From the conversation above, it happened when Martin asked about the lady and his friend answered doubtfully uncertain. Here it was clear that his friend flouted maxims of quality. Because he said what he said was uncertain he just still expected it.

Flouting maxim of Manner
Data 1
President: You're did all this for money?
Bishop: I have a tumor in my head that's supposed to kill me before Arbor Day.

From the utterances above, the situation was when the president asked Bishop what his intentions and intentions were to do his evil deed was only because of money, and the Bishop replied that he had a tumor on his head so he was forced to do it. Bishop flouted the maxim of manner because he did not answer questions from the president directly, he just immediately made a statement.
Data 2:
John: Your family in the compound??
President: They didn't come.

From the conversation above shows that John asked about the president's family because he came alone without his family and it made John curious and the president answered directly that his family didn't came, he knew what is the meaning of John's question. The president flouted maxim of manner because his answer is ambiguous.
Data 3:
Raphelson: John, what are you doing in there?
John: Long story, sir. They've taken the building and are holding hostages. We evaded them so far, but that won't last, so not to put too fine a point on it, but this is the part where you come in here and save us.

This situation happened when Raphelson came to the building and saw a lot of damage. When Raphelson asked "John, what are you doing in there?" John replied "Long story, sir. They've taken the building and are holding hostages. We evaded them so far, but that won't

last, so not to put too fine a point on it, but this is the part where you come in here and save us". It is clear that John flouted maxim of manner. The reason is John did not give the relevance answer based on the question that Raphelson asked.

Data 4:

John: Jenna, Jenna. Did you get me in

Jenna: What do I get if I did?

From the data showed the conversation between Jenna and John, Jenna's answer flouted the maxims of manner because she was supposed to answer John's question instead of asking back, it means she wanted attention from John.

Data 5:

President's Wife : How's it going there?

President: Rophelson is the key.

From the conversation above shows that president's wife asked the president about their friend and he answered directly "Raphelson is the key", and president flouted maxim of manner because his answer were ambiguous and not clear.

Flouting maxim of relation

Data 1

Emily: Did you know the white house used to be called the president's palace?

John: Look, I need you to hear me right now.

From the conversation above, it happened when Emily came and asked John about the white house but John answered was not relevant. Here John has broken the maxims of relation. It can be seen that at that moment John was upset with Emily because she did not listen to John said.

Data 2:

President: When the last time you took a day off?

Wife: Oh I am fine.

This conversation happened when the president asked his wife about her condition was not good and his wife answered that she was good. His wife had understood the president intentions and she tried to make sure that she was fine. She tried to hide it from her husband. The president wife flouted the maxims of relation.

Data 3:

Cale : Good point. Do you have a cell phone?

President : I have a better idea.

This situation happened when Cale and president stucked when cale wanted to save the president, and cale asked if the president had a cellphone, and the president replied that he had other ideas. It showed that at that time the president did not have a cellphone and indirectly he had flouted the maxim of relations.

Data 4:

Bishop: You have a Threat Matrix for us?

Finnerty: Homeland says a guy they were sitting on in Toronto went missing 36 hours ago, they think he might have crossed.

From the conversation above Finnerty flouts maxim of relation. The reason is because Bishop asked "You have a Threat Matrix for us?" and the Finnerty answered "Homeland says

a guy they were sitting on in Toronto went missing 36 hours ago, they think he might have crossed" there are no relation between Bishop question with Finnerty answer but Bishop understood what he meant.

CONCLUSION AND SUGGESTION

Conclusion

Grice's theory influenced the effectiveness of conversation on "White House Down" movie. As is known for maxims in this movie deliberately made to set the storyline. From the results of research, researchers found several types of maxim that is in the movie script "White House Down". Among of them are maxim of Quantity, maxim of Quality, maxim of Manner and maxim of Relation. And the results obtained from the most dominant maxim of quality and relations are widely used. Although there are so many maxims were flouting but the movie still enjoyed by the viewers.

Suggestion

Based on the result of the research, the researcher want to give some suggestion that is, to pay more attention to the way the speaker speak so that the hearer does not misunderstand what the speaker is saying.

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WORD FORMATION IN SHARENA DELON'S INSTAGRAM POSTS: A MORPHOLOGICAL ANALYSIS

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ABSTRACT

This paper is a qualitative descriptive research which investigates the processes of word formation and their influence to part of speech of the data. The data source in this study is Instagram captions of Sharena Delon. The method of collecting data is by observation. The method of analyzing data is *agih* and *padan* method from Sudaryanto. The author uses the theory ofO'Grady which divides word formation process into 10 types, i.e.derivation, compounding, conversion, clipping, blends, backformation, acronym, onomatopoeia, coinage, and inflection. The research uses the theory of Carter & McCarthy to show the change of part of speech of data. The result of this research shows that based on O'Grady's and Carter & McCarthy's theory. There are 30 types of word formation process found in Instagram of Sharena Delon. Three types are by derivation process, 2 types by compounding process, 2 types by conversion process, 6 types by clipping process, 6 types by blends process, 2 types by backformation process, 3 types by acronym process, 3 types by onomatopoeia process, 1 type by coinage process, and two types by inflection process. Some data have change of part of speech because of word formation process and some do not.

Keywords: *morphology; word formation; part of speech.*

INTRODUCTION

Language always develops because people in the society are creative to create the new words and sentences in their communication and writing. For example, when people read or write, they will acquire new expression or style in reading or writing. Malmkjaer (2010) stated that language is an arbitrary system of rules and categories that works by virtue of a 'social contract' tacitly accepted by all speakers. Language is learning social behavior, a skill that is acquired as people grow up in society. To support human's communication in society, people need language to interact and act in the society. Moreover, as well as in economy, education and culture environment, language has an important role there. It is included in international relation. This time, the international language which has been known is English. Because of that, it is an important thing to know the English language. By knowing the English language, people will be more advanced because people can get much important information from abroad. As above discussion, English subject has been taught since Elementary school until in University. Learning English will be easier when people know the science of language which is called as Linguistic.

Nowadays, as everything becomes more sophisticated, English has become a language that many people speak in their daily communication. In addition, globalization era forces people to develop their skill in many fields especially language. There is no fear that Indonesian people will not be able to speak English fluently. The use of English has entered many fields, like politic, economy, education, art, and entertainment. There are many announcers or hosts in the radio and television program mix their language with English in their conversation. Many writers of novel and short story mix their language with English in their composition or work. Likewise with magazine and newspaper, some journalists mix English to their writing. The English can be the word, phrase, clause, and sentence.

Many kinds of subject study about the language. One subject that has the relation to language is word formation. The word formation process is within the scope of the morphology study. Morphology is the study of word forming. Word formation is the creation of a new lexeme from one or more other lexemes through the application of some morphological process, such as affixation or compounding (Aronoff, 2011). Furthermore, O'Grady (1997) asserts that the system of categories and rules involved in word formation and interpretation makes up a language's morphology. Word formation is the process of forming words, by combining, cutting, summarizing and borrowing from other languages so as to change the form of words from the origin. Furthermore, a new expression or style of language is often written and used in social media "Instagram". The language in writing expression in social may be different to others. It uses the interesting natural language which means the language in the social media is written to convey the feelings to readers. Most of people have two or more languages, namely native language and second language. The language which is usually mastered well by people is their mother tongue or native language. Firstly, people use their mother tongue to communicate to their family and society. This condition causes people to learn another language to make their communication effective. By mastering foreign language, speaker will be able in speaking to all people in the world. People are also creative in creating the new word in order to be cooler. For example: the word KEPO. In this case, KEPO is word that is shortened from four words they are *knowing every particular object*. It is usually used by Indonesian Instagram user. This morphological process named acronym, because it is formed by taking the initial letters of the words in a phrase and pronouncing them as a word. KEPO is used for curiosity about other people's business. The word class of KEPO is adjective (A).

This research concerned to discuss word formation process and the change of part of speech because of word formation process in the data. This research applies the word formation theory by O'Grady (1997) who divides the types into 10 types. The types are derivation, compounding, conversion, clipping, blends, backformation, acronym, onomatopoeia, coinage, and inflection. To analyze part of speech, the researcher uses the theory of Carter & McCarthy (2006). This research applies the general part of speech these are noun, verb, adjective, and adverb. The data is taken by Instagram of Sharena Delon.

LITERATURE REVIEW

Morphology

According to Kirsten Malmkjaer (2010) morphology is concerned with the forms of words themselves. Carstairs-mccarthy (2002) stated morphology is the area of grammar concerned with the structure of words and with relationships between words involving the

morphemes that compose them." This word itself consists of two morphemes, morph + ology. Thus, morphology is the science of word forming and also as a part of linguistic knowledge which focuses on how words are formed. The word formation process is within the scope of the morphology study. According to Aronoff (2011) word formation is the creation of a new lexeme from one or more other lexemes through the application of some morphological process, such as affixation or compounding. The word formation process is within the scope of the morphology study. According to Aronoff (2011) word formation is the creation of a new lexeme from one or more other lexemes through the application of some morphological process, such as affixation or compounding. Furthermore, O'Grady (1997) asserts that the system of categories and rules involved in word formation and interpretation makes up a language's morphology. In word formation, there are several patterns and types to analyze it. This research uses the theory by O'Grady (1997) to analyze word formation process in Instagram of Sharena Delon and the theory of Carter & McCarthy (2006) to analyze part of speech of word formation process in Instagram of Sharena Delon. According to O'Grady (1997) word formation consists of several processes these are derivation, compounding, conversion, clipping, blends, back formation, acronym, onomatopoeia, coinage, and inflection. According to Carter & McCarthy (2006) the main word classes are noun, verb, adjective, adverb, preposition and conjunction. This research uses the theory by O'Grady (1997) to analyze word formation process in Instagram of Sharena Delon and the theory of Carter & McCarthy (2006) to analyze the change of part of speech after the word formation process in Instagram of Sharena Delon.

Types of Word Formation Process

Derivation

O'Grady (1997) stated derivation forms a word with a meaning and/or category distinct from that of its base through the addition of an affix. Derivation is a process of word formation through the addition of affixes, which can be prefixes and suffixes. The new word produced will have a different meaning from the basic word. The new word will also have a class of words that are different from the basic word. For example: affix –able can change word class of word such as fix (verb) changes into fixable (adjective).

Compounding

Another common way to build words in English involves compounding, the combination of lexical categories (O'Grady, 1997). Possible examples of compound prepositions include the words into and onto. In these and most other compounds of this type, the final component determines the category of the entire word. Thus, greenhouse is a noun because its rightmost component is an noun, spoonfeed is a verb because feed also belongs to this category, and nationwide is an adjective just as wide is. The morpheme that determines the category of the entire word is called the head.

Conversion

O'Grady (1997) stated conversion is a process that assigns an already existing word to a new syntactic category. Even though it does not add an affix, conversion is often considered to be a type of derivation because of the change in category and meaning that it brings about. Conversion is the process of changing word classes without changing the original word form. Example: *butter* the bread and *bottle* the water. If interpreted literally, butter and bottle are

nouns. In word formation process the meaning can change into a verb without changing its original form.

Clipping

Clipping is done to make new words with the same meaning. For example: Gasoline becomes Gas and Professor becomes Prof. It has yielded forms like proff or professor, phys-ed for physical education, poli-sci for political science, and burger for hamburger.

Blends

O'Grady (1997) stated blends are created from non-morphemic parts of two already existing items. Blending is the process of forming words by combining two words or more by removing certain parts of the old word. Well known examples of blends include brunch from breakfast and lunch, aerobicise from aerobics and exercise, and chunnel from channel and tunnel.

Backformation

According to O'Grady (1997) backformation is a process that creates a new word by removing a real or supposed affix from another word in the language. Backformation is the process of forming words by separating affixes or the basic words of a word. Backformation is also defined as cutting a part of a word that results the change in the word class from its new form. Simply put, the back formation is a short word made from a longer word. Example: Editor (N), cut or morpheme then become Edit (V).

Acronym

Acronyms are formed by taking the initial letters of the words in a phrase or title and pronouncing them as a word (O'Grady 1997). This type of word formation is especially common in names of organizations, military, and scientific terminology. Acronyms are abbreviated words in English that are smeared like normal words. The words are pronounced as a short form of the words themselves rather than the full form of the actual words. Examples of acronyms include UNICEF for United Nations International Children's Emergency Fund and AIDS for acquired immune deficiency syndrome.

Onomatopoeia

O'Grady (1997) stated that all languages have words that have been created to sound like the thing that they name. Since onomatopoeic words are not exact phonetic copies of noises, their form can differ from language to language. Onomatopoeia is one type of rhetorical device where a word written or pronounced is an imitation of a sound effect that comes from things around like the sound of water dripping, the sound of the wind blowing, even the sound of an animal. In short, Onomatopoeia is words that express sound. Examples of such onomatopoeic words in English include buzz, hiss, sizzle, and cuckoo.

Coinage

Called word manufacture or coinage is especially common in cases where industry requires a new and attractive name for a product (O'Grady 1997). Kodak, Dacron, Orion, and Teflon are examples of product names that are the result of word manufacture. Coinage is a word made from everyday mention of the product name. Communities will tend to mention the

name on products that are similar and that has function the same as them. Sometimes it is possible to make new words from names.

Inflection

According to O'Grady (1997) languages have contrasts such as singular versus plural, and past versus present. Languages have contrasts such as singular versus plural, and past versus present. These contrasts are often marked with the help of inflection, morphology used to indicate the grammatical subclass to which it belongs. For example: In number, apple is singular and apples are plural. In tense, work is non-past tense and worked is past tense.

Part of Speech

A word may be defined as the smallest portions of a sentence which can be pronounced alone and still retain meaning. Some words may contain more than one such element. Each adds a measure of meaning to complete words. Kolln & Funk, 2008 (as cited in Nopikasari, 2018) stated a word class is a set of words that display the same formal properties, especially their inflections and distribution. This research uses the part of speech theory by Carter & McCarthy (2006) that sated the main word classes are noun, verb, adjective, adverb, preposition and conjunction which traditionally called as parts of speech. In this research, the researcher will only analyze the four major word classes these are noun, verb, adjective, and adverb. Class Word has a position as a subject, predicate, object, and description, in a sentence. Related to the position in the sentence and its relationship to the function and meaning indicated, words can be categorized into word classes. The word class is divided into 5 types.

Noun

Noun shows the class and category of things in the world, including people, animals, inanimate objects, places, events, qualities and countries. Nouns are divided into two main classes these are common and proper noun. A common noun is a noun that refers to people or things in general, such as boy, and happiness. A proper noun is a name that identifies a particular person, place, or thing such as Steven and Monday.

Adjective

An adjective is a word used to describe or limit noun or pronoun. It is also used to modify noun or pronoun for giving extra information about it. When adjectives precede the nouns that qualified, they are said to be attributive. For example: an exciting adventure, a green apple, and a tidy room. The adjective system allows learners to compare one thing with another and grade them on the same adjective qualify, for example: small, smaller, and smallest.

Verb

A verb describes what a person or thing does or what happens. For example, verbs describe: an action, an event, a situation, and change. The basic form of a verb is known as the infinitive. It's often preceded by the word 'to'. For example: to follow and to run.

Adverb

It can make the meaning of a verb, adjective, or other adverb stronger or weaker, and often appear between the subject and its verb. For example: She **nearly** lost everything, Can you

move it <u>carefully</u>? It's fragile, and so on. It is especially important for indicating the time, manner, place, degree and frequency of something.

RESEARCH METHODOLOGY

Qualitative method used to obtain in-depth data, the data implies. It is the actual meaning of data, data that is certainly a value beyond data that appears. It has been said that the method of this of study emphasize the research's own as an instrument. To be an instrument, the researcher should have a provision theory and insight. Thus, to ask, analyze, photograph, and construct the social situation under study become more apparent and meaningful. This research uses the qualitative descriptive method which collects the data by observation in Instagram of Sharena Delon. Bogdan and Taylor (as cited in Meleong, 2002) stated qualitative research method is defined as a research procedure which produces descriptive data in the form of words written or spoken of the person. Qualitative research is a method of the research by describing an analysis of the data. According to Arikunto (2010) descriptive research is the study intended to investigate the situation, condition, circumstances, events, and other activities, and the result presented in the form of the research report. This research will be done by non-participant observation method without guide and the researcher has a role as main observer in observing language object. The researcher used distributional method and referential method by Sudaryanto (2015). The writer used distributional method to select the data in the Instagram to classifying the data into the kinds of word formation process and to analyze the data the writer used distributional method. After gaining and collecting the data, the researcher takes the next step that is analyzing the data. In qualitative research, data analysis begins when the observation is started. It is on-going activity throughout the whole investigation. According to Sudaryanto (2015) there are two methods to analyze data, they are *agih* and *padan* method. In this research, *agih* method is used to analyze the word forming process, while *padan* method is used to analyze the meaning of the word. The technique of the *agih* method used in analyzing data is the Ultimate Constituent Analysis. This technique is intended to disentangle a certain lingual unit of its smallest elements. After analyzing the data, the researcher will present the result. There are two methods to present the data analysis (Sudaryanto, 1993, p. 144). The methods are formal and informal method. Formal method is method of presenting data by using symbols and mark. Informal method is method of presenting data by using natural language. The result of this research will be presented informally, because the result will be in the form of words. In this research, the verb is abbreviated with letter (V), adjective is abbreviated with letters (Adj), noun is abbreviated with letter (N), and adverb is abbreviated with letters (Adv). The researcher also finds the data in the form of phrase. The noun phrase is abbreviated with letters (NP) and adjective phrase is abbreviated with letters (AdjP). The data analyzed is about the types of word formation processes and the change of part of speech after the process.

RESULT AND DISSCUSSION

Derivation

Derivation is a process of word formation through the addition of affixes, which can be prefixes and suffixes. The researcher has found the data of derivation these are:

Data 1: Hydropapa

The word of <u>hydropapa</u> comes from word <u>hydro</u> and <u>papa</u>. The <u>hydro</u> (prefix) means the water or something relating to the water and <u>papa</u> (N) means a person who has a role as a father in a family. <u>Hydropapa</u> is a nutrient that is water intended for a father. The word formation process of the word <u>hydro</u> and <u>papa</u> becomes <u>hydropapa</u> is derivation, because there is an adding of prefix <u>hydro-</u> to the word. The morphological process of <u>hydro</u> and <u>papa</u> becoming <u>hydropapa</u> changes the meaning, but part of speech of the word remains as a noun (N), because the word referring to the shape of an object. It is included into common, countable, and concrete noun, because it denotes the general thing, can be counted, and it has the appearance.

Data 2: Selfie

The base word of <u>selfie</u> is <u>self</u>. <u>Self</u> has the meaning as a person personality or character that makes them different from others. <u>Selfie</u> has meaning as the activity of taking photos done by as a photo taking activity carried out by the self typically with a smartphone or a webcam. The word class of the word <u>self</u> is noun (N). The word formation process of the word <u>self</u> to <u>selfie</u> is derivation, because there is an adding of suffix -ie that is self and -ie becomes <u>selfie</u>. The morphological process from the word <u>self</u> to <u>selfie</u> changes the meaning, but part of speech of the word self to selfie does not change or remains as a noun, because the word <u>selfie</u> describes the noun or person. Hence, part of speech of the word <u>selfie</u> is noun (N), the same as the word <u>self</u>. This word is included into common, countable, and concrete noun, because it denotes the general thing, can be counted, and this is tangible.

Data 3: Instagrammable

The base word of the word <u>instagrammable</u> is <u>Instagram</u> (N). The word class of <u>Instagram</u> is noun (N). <u>Instagram</u> is social media that is widely used and liked by almost all people both young and old people because the model is not complicated and as a place to upload photos, videos and live broadcasts. Meanwhile, <u>instagrammable</u> is something cool and appropriate appears on social media Instagram and interestingly uploaded to Instagram. The word formation process of the word <u>Instagram</u> becomes <u>instagrammable</u> named derivation, because there is an adding of suffix -able that is <u>Instagram</u> + able becomes <u>instagrammable</u>. The morphological process of the word <u>Instagram</u> becomes <u>instagrammable</u> changes the meaning and also part of speech of the word <u>instagrammable</u> becomes adjective (Adj), because suffix –able is an adjective suffix. This word is included into gradable adjective, because it is something that can be graded.

Compounding

Compounding is the combination of lexical categories. In these and most other compounds of this type, the final component determines the category of the entire word. The researcher has found the data of compounding process these are:

Data 1: Waterbaby

Waterbaby comes from two words these are water (N) and baby (N). They are compounded to make a new word with the different meaning. Water is liquid chemical substance and baby is a newborn child and still very young. Waterbaby means the babies whose birth process is done in water which aims to simplify the birth process, as well as relieve pain in the mother and is done naturally. The process of the forming of the word water and baby becomes waterbaby named as compounding, because there is a process of forming new words by combining two words and producing the new meaning. The morphological process of the word water and baby becomes waterbaby changes the meaning and part of speech of this word remains noun (N), because the word refers to an object. It is included into common, countable, and concrete noun, because it denotes the general thing, can be counted, and it has the form.

Data 2: Breast-feeding

Breast-feeding comes from two words these are breast (N) and feeding (N). They are compounded to produce a new word with the different meaning. Breast function as a food source for babies and feeding is an activity in giving the food or nutrient. Breast-feeding is milking activity for infants or young children from breastfeeding woman. The process of the forming of the word breast and feeding becomes breast-feeding called as compounding, because they form the new word by combining two or more words which the meaning of the new word is far different from the words that form it or merging words as a whole. The morphological process of the word breast and feeding becomes breast-feeding changes the meaning, but part of speech of the word breast-feeding still as noun (N) because it identifies the thing. It is included into common, countable, and concrete noun, because it denotes the general thing, can be counted, and this is the noun that can be seen.

Conversion

Conversion is the process of changing word classes without changing the original word form. The researcher has found the data of conversion these are:

Data 1: Post

Post has more than one function in language, can be as a verb (V) and noun (N) in language. If it is as a verb (V), the meaning of post is displaying or uploading text, images, and videos on an Instagram. It is included into lexical verb, because it denotes the type of event. If it is as a noun (N), post is pictures, text, videos uploaded on Instagram. It is included into common, countable, and concrete noun, because it denotes the general thing, can be counted, and it has a form. The word formation process of the word post called as conversion, because this process changes the part of speech and meaning of the existing root without producing any changes in pronunciation or spelling and without adding any affixes. The morphological process of the word post changes the meaning it produces in accordance with its function in the language as well as its word class. Each part of speech has a specific meaning and purpose.

Data 2: Spot

Spot has two functions in language, can be as a verb (V) and noun (N) in language. If it is as a verb (V), the meaning of spot is to look, searching, and finding something. It is

included into lexical verb, because it denotes the type of action. If it is as a noun (N), the spot is the dot, place, speck, and stain. It is included into common, countable, and concrete noun, because it denotes the general thing, can be counted, and this is tangible. The word formation process of the word spot named as conversion, because the meaning and word class of spot can change without changing the original form of the word and there is nothing the adding of any affixes to the word. The morphological process of the word spot changes the meaning that it brings about in accordance with its function in the language as well as its word class. Each part of speech has a specific meaning and purpose.

Clipping

Clipping is done to make new words, but with the same meaning. The researcher has found the data of clipping these are:

Data 1: Bio

The word bio comes from the word biography. If the word biography is shortened by deleting two syllables these are gra and phy, it becomes bio. The meaning of biography is stories or information about someone that is usually displayed in the upper right of someone's Instagram account. The morphological process of the word biography becomes bio named clipping, because this word is shortened and some syllables are reduced from a longer word to make a new word. The word class of biography is noun (N), because it refers to the thing; it can be seen from the noun suffix -graphy. It is included into common and countable noun, because it denotes the general thing and it is something that can be counted and it is a concrete noun. This morphological process does not change its meaning a well as part of speech of the word. Therefore, part of speech of bio is noun (N), the same as the word biography.

Data 2: Pro

The word pro comes from the word professional. If the word professional is shortened by reducing three syllables these are fes, sion, and al, it becomes pro. The meaning of professional is high ability possessed by someone with a particular field. The morphological process from the word professional to pro called as clipping, because some syllables are removed from a longer word to create a new word. The word class of professional is adjective (Adj); it can be seen from the adjective suffix –al in the word professional, because suffix –al identifies the adjective. It is included into gradable adjective, because it can be graded. This morphological process does not change its meaning; it means they have the same meaning and also part of speech of the word. Therefore, part of speech of pro is adjective (Adj), the same as the word professional.

Data 3: App

The word app comes from the word application. If three syllables li, ca, and tion of the word application are dropped, it becomes app. Application is a software or computer programs that operate on certain systems that are created and developed to carry out certain commands with specific objectives. The morphological process from the word application becomes app is clipping, because there is the reducing of some syllables from a longer word in order to create

a new word. The word class of <u>application</u> is noun (N); it can be seen from the noun suffix – ation which identifies the noun in the word <u>application</u>. It is included into common and countable noun, because it identifies the general thing and can be counted and it is also a concrete noun. This morphological process does not change its meaning as well as part of speech of the word. Therefore, part of speech of <u>app</u> is noun (N), the same as the word <u>application</u>.

Data 4: Lil

<u>Lil</u> comes from the word <u>little</u>. One syllable of the word <u>little</u> is reduced and shortened, it becomes <u>lil</u>. This word is often used by social media user, like in saying <u>lil</u> brother or <u>lil</u> sister. The meaning of <u>little</u> is the something that is not much or small or to say the younger. The morphological process from the word <u>little</u> becomes <u>lil</u> named clipping, because one syllable is reduced from a longer word to produce a new word. The word class of <u>little</u> is an adjective (Adj), because this word is able to explain or change noun or pronoun to be more specific. This word is included into gradable adjective, because it can be graded. This morphological process does not change the meaning as well all its part of speech. Therefore, part of speech of the word <u>lil</u> is adjective (Adj), the same as the word <u>little</u>.

Data 5: Burger

<u>Burger</u> comes from the word <u>hamburger</u>. One syllable <u>ham</u> in the word <u>hamburger</u> is removed or dropped, it becomes <u>burger</u>. <u>Hamburger</u> is a type of food in the form of round bread sliced in half and filled with patty in the middle which is usually taken from meat, then vegetables in the form of lettuce, tomatoes and onions. The morphological process of the word <u>hamburger</u> becomes <u>burger</u> called clipping, because one syllable is omitted from a longer word in order to produce a new word. The word class of <u>hamburger</u> is noun (N), because it refers to the thing or object. It is included into common noun and countable noun, because it identifies the general thing and can be counted and it is also a concrete noun. This morphological process does not change its meaning and part of speech of the word. Therefore, part of speech of the word <u>burger</u> is noun (N), the same as the word <u>hamburger</u>.

Data 6: Gym

<u>Gym</u> comes from the word <u>gymnastic</u>. Two syllables <u>nas</u> and <u>tic</u> in the word <u>gymnastic</u> are dropped, it becomes <u>gym</u>. <u>Gymnastic</u> has the meaning as the means to carry out physical activities in sports. The morphological process of the word <u>gymnastic</u> becomes <u>gym</u> is called as clipping, because there is the removing of two syllables from a longer word in order to produce a new word. The word class of <u>gymnastic</u> is noun (N), because it denotes to the thing or object. It is included into common noun and countable noun, and concrete noun, because it identifies the general thing, can be counted, and has the physical object. The morphological process of the word <u>gymnastic</u> becomes <u>gym</u> does not change its meaning as well as part of speech of the word. Therefore, part of speech of the word <u>gym</u> is noun (N), the same as the word <u>gymnastic</u>.

Blends

Blending is the process of forming words by combining two words or more by removing certain parts of the old word before being combined into a new word. The researcher has found the data of blends these are:

Data 1: *Busui*

Busui is blended word by phrase *ibu menyusui*. This word is usually used by Indonesian people. *Ibu* (N) is someone who gives birth to a child, while *menyusui* (V) is the activity of feeding a baby. If these two words are combined, *busui* means a mother who is breastfeeding her baby or small child. The word class of the phrase *ibu menyusui* is noun phrase (NP), because it refers to the object. The morphological process of the words *ibu and menyusui* become *busui* named blends, because two words are combined becomes one word by removing certain syllables of the words before being combined into a new word. It is included into common noun and countable noun, because it is the general thing and can be counted and it is also a concrete noun. The morphological process of the word *busui* does not change the meaning and part of speech of the word; only shortens the words. In conclusion, part of speech of

the word *busui* is noun (N), the same as the phrase *ibu menyusui*.

Data 2: *Modus*

Modus is blended word by phrase *modal dusta*. This word is usually used by Indonesian society. *Modal* (N) means something owned or an asset. *Dusta* (N) means lie or falsehood. If they are combined, *modus* is the activity of lying to someone, because it has certain purpose and intention. The word class of the phrase *modal dusta* is noun phase (NP). The morphological process of the words *modal* and *dusta* become modus called blends, because there is the combination of two words become one word by removing certain syllable of the words before being combined into a new word. The word class of *modus* is noun (N), because it denotes the abstract thing. It is included into common and countable noun, because it is the general thing can be counted and it is an abstract noun. The morphological process of the word *modus* does not change the meaning and part of speech of the word; only shortens the words. In conclusion, part of speech of the word *modus* is noun (N), the same as the phrase *modal dusta*.

Data 3: *Jadul*

Jadul is blended word by phrase *jaman dulu*. It is usually used by Indonesian people. *Jaman* (N) means the era or time, while *dulu* (Adj) means the past or the time has passed. It these two words are combined, *jadul* means the objects that are old or have not been produced anymore and are no longer used today. The part of speech of the phrase *jaman dulu* is adjective phrase (AdjP). The morphological process of the words *jaman* and *dulu* become *jadul* named blends, because two words are combined becomes one word by removing certain syllable of the words before being combined into a new word. The word class of *jadul* is adjective (Adj), because it describes the quality of the noun. *Jadul* is included into gradable adjective, because it is something which can be graded. The morphological process of the word *jadul* does not change the meaning; only shortens the words, but it produces the new part of speech that is

adjective (Adj). In conclusion, part of speech of the word *jadul* is adjective (Adj), the same as the phrase *jaman dulu*.

Data 4: Vlog

Vlog is blended word by phrase <u>video blog</u>. <u>Video</u> (N) is an electronic technology of a moving image and <u>blog</u> (N) is an online journal that contains the latest posting information. If they are combined, <u>vlog</u> is the note or information in the form of blogging activities using video or moving image media. The part of speech of the phrase <u>video blog</u> is noun phrase (NP). The morphological process of the words <u>video</u> and <u>blog</u> become <u>vlog</u> is blends, because there is a union of two or more parts of the word to form a new word by reducing the certain syllable of each word. The word class of <u>vlog</u> is noun (N), because it denotes class of the thing. It is included into common, countable and concrete noun, because it is the general thing, can be counted, and it has the form. The morphological process of the word <u>vlog</u> does not change the meaning and part of speech of this word remains the noun; only shortens the words. In conclusion, part of speech of the word <u>vlog</u> is noun (N), the same as the phrase <u>video blog</u>.

Data 5: *Ongkir*

Ongkir is blended word by phrase *ongkos kirim*. It is usually used by Indonesian people. *Ongkos* (N) means shipping or delivery fees and *kirim* (V) means delivery actions carried out by intermediaries. If these words are combined, *ongkir* has the meaning as shipping costs in buying and selling transactions. The part of speech of the phrase *ongkos kirim* is noun phrase (NP). The morphological process of the words *ongkos* and *kirim* become *ongkir* named as blends, because there is a combination of two parts of the word to form a new word by omitting certain syllable of each word. The word class of *ongkir* is noun (N), because it denotes an object. It is included into common, countable, and concrete noun, because it is the general thing, can be counted, and it has the form. The morphological process of the word *ongkir* does not change the meaning; only shortens the words, but it makes the new part of speech that is noun (N).

Data 6: *Mager*

Mager is blended word by phrase *malas gerak*. It is usually used by Indonesian people. *Malas* (Adj) has the meaning as a feeling in which someone is reluctant to do something or there is no desire to do it and gerak (N) has the meaning as the motion or action. If these two words are combined, *mager* has the meaning as the nature or state of being lazy to move and do any activity. The part of speech of the phrase *malas gerak* is adjective phrase (AdjP). The morphological process of the words *malas* and *gerak* become *mager* named as blends, because there is a merging of two parts of the word to form a new word by dropping the syllable of each word. This morphological process does not change the meaning and part of speech of this word remains the adjective. The word class of the word *mager* is adjective (AdjP), because it describes the state of the noun or pronoun. It is included into gradable adjective, because it can be graded. The morphological process of the word *mager* does not change the meaning; only shortens the words, but it creates the new part of speech that is adjective (Adj).

Backformation

Backformation is the process of forming words by separating affixes or the basic words of a word. The researcher has found the data of backformation these are:

Data 1: Photographer   Photograph

If the suffix –er in the word of photographer is removed, the word will change becoming photograph. The word photographer comes from the base word photograph to show the different noun. The word class of photograph is verb (V) and noun (N), while the word class of the word photographer is noun (N). Photograph is a picture or images obtained from photography (N) and record photographic films (V), while photographer is someone who takes photos professionally. The words photographer and photograph are included into common, countable, and concrete noun, because they denote the general thing, can be counted, and they have the shape. The word photograph is included into lexical verb, because it denotes the type of action. This process called as backformation process, because the process creates a new word by removing a real affix from the word photographer. The morphological process of the word photographer becomes photograph changes the meaning as well as part of speech in accordance with its function in the language.

Data 2: Receptionist   Reception

If the suffix –ist in the word receptionist is cut, the word will change becoming reception. The word receptionist comes from the base word reception. The word class of reception is noun (N) as well as the word receptionist is noun (N). The words receptionist and reception are included into common and countable noun, because they are the general things and can be counted. Receptionist is the concrete noun, while reception is the abstract noun. This morphological process named as backformation process, because it is the process of forming words by separating affixes or the basic words of a word and simply put, it is a short word made from a longer word. The morphological process of the word receptionist becomes reception changes the meaning, but not part of speech. In conclusion, the part of speech of them is still the same.

Acronym

The words are pronounced as a short form of the words themselves rather than the full form of the actual words. The researcher has found the data of acronyms these are:

Data 1: *ASI*

ASI is word that is shortened from three words these are *air susu ibu*. This word is used by Indonesian people. *Air* (N) means the liquid form, *susu* (N) is white nutritious liquid produced by the mammary glands, and *ibu* (N) is someone who gives a birth to a baby. *ASI* is the milk that is produced by mother for consumption by infants and is the main source of nutrition for infants. The part of speech of the phrase *air susu ibu* is noun phrase (NP). The morphological process of the phrase *air susu ibu* becomes ASI named as acronym, because it is formed by taking the initial letters of the words in a phrase and pronouncing them as a word. This morphological process of the word ASI does not change the meaning as well as its part of

speech. In conclusion, part of speech of the word *ASI* is noun (N), the same as the phrase *air susu ibu*. It is included into common, countable, and concrete noun, because it is general thing, can be counted, and it is tangible.

Data 2: *BPOM*

BPOM is word that is shortened from four words these are *badan pengawas obat dan makanan*. It is used by Indonesian society. The word *badan* (N) means agency or institution, *pengawas* (N) means the people who control and look after something, *obat* (N) means the substances used to cure diseases, and *makanan* (N) means substances eaten by living things to get nutrients. In conclusion, BPOM is an institution in which is tasked with overseeing the distribution of medicines and food. The part of speech of the phrase *badan pengawas obat dan makanan* is noun phrase (NP). The morphological process of the phrase *badan pengawas obat dan makanan* becomes BPOM named as acronym, because it is formed by taking the initial letters of the words in a phrase and pronounced as a word as usual. The word class of *BPOM* is noun (N). This morphological process does not change the meaning as well as its part of speech. Therefore, part of speech of the word *BPOM* is noun (N), the same as the phrase *badan pengawas obat dan makanan*. It is included into common, countable, and concrete noun, because it is general thing, can be counted, and it has form.

Data 3: *SIM*

SIM is word that is shortened from three words these are *surat izin mengemudi*. It is used by Indonesian people. The word *surat* (N) has the meaning as means of communication in the form of written information, *izin* (N) is the approval or allow, and *mengemudi* (V) is carrying and controlling vehicles. In conclusion, *SIM* is a proof of registration and identification provided by the Indonesian National Police to someone who has fulfilled administrative requirements, is physically and mentally healthy, understands traffic rules and is skilled at driving a motorized vehicle. The part of speech of the phrase *surat izin mengemudi* is noun phrase (NP). The morphological process of the phrase *surat izin mengemudi* becomes *SIM* is acronym, because it is formed by taking the initial letters of the words in a phrase and it is pronounced like a word in general. This morphological process does not change the meaning as well as part of speech of the word. Hence, part of speech of the word *SIM* is noun (N), the same as the phrase *surat izin mengemudi*. It is included into common, countable, and concrete noun, because it is general thing, can be counted, and it has form.

Onomatopoeia

Onomatopoeia is words that express sound. The researcher has found the data of onomatopoeia these are:

Data 1: Ngakak

Ngakak is created by the sound of laughing. It is usually used by Indonesian people. It can happen if there is something funny. It imitates the natural sound of the thing that is in laughing. *Ngakak* has the meaning as the term of roaring with laughter. The morphological process of the word *ngakak* named as onomatopoeia, because the word is produced by imitation

of the natural sounds of a thing. The word class of *ngakak* is verb (V) in language, because it denotes the action of noun or pronoun. It is included into lexical verb. This morphological process does not change the meaning as well as part of speech of the word. In conclusion, the word *ngakak* will be a verb (V) in language.

Data 2: *Pukpuk*

Pukpuk is created by the sound of hitting something. It is usually used by Indonesian people. The term *pukpuk* may come from the word "*menepuk-nepuk*". It imitates the natural sound of the thing that is in hitting something. This word has the meaning as giving feelings of pity to people or something that is sad, broken hearted, and upset which is basically an expression of pity with the touch of a hand and sounds *pukpuk*. The morphological process of this word named onomatopoeia, because the word is produced by imitation of the natural sounds of a thing. The word class of *pukpuk* is verb (V), because it identifies the type of event or action. This word is included into lexical verb. This morphological process does not change the meaning as well as part of speech of the word. In conclusion, the word *pukpuk* will be a verb (V) in language.

Data 3: *Mengaum*

Mengaum is created by the sound in the roar of tigers and lions. It is usually used by Indonesian people. It imitates the natural sound of animal's roar. It has the meaning as to roar like a tiger and lion or make a roar. This morphological process called as onomatopoeia, because the word is produced by imitation of the natural sounds of a thing. The word class of *mengaum* is verb (V), because it indicates the type of state or action. It is included into lexical verb. This morphological process does not change the meaning as well as part of speech of the word. In conclusion, the word *mengaum* will be a verb (V) in language.

Coinage

Coinage is a word made from everyday mention of the product name. The researcher has found the data of coinage these are:

Data 1: IPhone

IPhone is the brand name of Apple smartphone. It connects computers, iPods, digital cameras and cellphones into one device with a touch screen interface. It has the same function as a mobile phone in general, but the iPhone has many advantages over the others. Sharena Delon mentions her mobile phone as iPhone in her caption. Word class of IPhone is noun, because it represents the thing and object. It is included into proper, countable, and concrete noun, because is the specific thing, can be counted, and has the form or shape. The morphological process of the word IPhone is coinage, because the Instagram user uses the brand of product in mentioning her personal belongings rather than the name of the thing, like mobile phone. This morphological process does not change the meaning of the word as well as part of speech of the word. In conclusion, part of speech of this word is always noun (N).

Inflection

In the case of English noun, inflection marks the plural subclass by adding the affix -s and in the case of verbs, inflection can mark a distinction between the past and non-past subclasses by adding the suffix -ed to indicate the past tense. The researcher has found the data of inflection these are:

Data 1: Stories

The word stories come from the base word of story. Both have the same meaning, but differ in subclass. Story has the meaning as the event that unfolds how things happen. The word formation process of the word story becomes stories is inflection, because there is the mark of plural subclass by adding the affix -s in the word story that is story + s becomes stories. The word story is singular subclass, while the word stories is plural subclass. Part of speech of the word story is noun (N), because it indicates the object or thing. This word is included into common, countable, and abstract noun, because it is the general thing, can be counted, but cannot be seen and touched. This morphological process does not change the meaning and also part of speech of the word. It just changes the subclass of the word from singular to plural. In conclusion, part of speech of the word story and stories are noun (N).

Data 2: Changed

The word changed comes from the base word change. Both have the same meaning, but differ in subclass. Change has the meaning as to make the transformation or to be different than before. Changed is the past form of the word change. The word formation process of the word change becomes changed called as inflection, because there is the mark of a distinction between the past and non-past subclasses by adding the suffix –ed to the word change. The word change is present subclass, while changed is the past subclass. Part of speech of the word change is verb (V), because it indicates type of action or event. It is included into lexical verb. The morphological process of this word does not change the meaning and also part of speech of the word. It just changes the subclass of the word from present to past. In conclusion, part of speech of the word change and changed are verb (V).

CONCLUSION

The researcher has done the research about an analysis of word formation process in Instagram of Sharena Delon: morphological approach. The process is based on the theory of O'Grady (1997). They are derivation, compounding, conversion, clipping, blends, backformation, acronyms, onomatopoeia, coinage, and inflection. This research also applies the theory by Carter & McCarthy (2006) to analyze part of speech of the data. Part of speech consists of noun, verb, adjective, and adverb.

There are 30 types of word formation process found that occur in Instagram of Sharena Delon. 3 types by derivation process, 2 types by compounding process, 2 types by conversion process, 6 types by clipping process, 6 types by blends process, 2 types by backformation process, 3 types by acronym process, 3 types by onomatopoeia process, 1 type by coinage process, and two types by inflection process. Some data have the change of part of speech

because of word formation process and some data do not. Based on the data that researcher found, it can be seen that the clipping and blends process are mostly occur in Instagram of Sharena Delon. It shows that people like to shorten the longer word for becoming one new word in the use of their daily language. Coinage process is the least process used in Instagram of Sharena Delon. It indicates that people do not often use branded products to name goods.

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PENERAPAN *CONTENT AND LANGUAGE INTEGRATED LEARNING* (CLIL) PADA PELAJARAN MATEMATIKA DI TINGKAT PENDIDIKAN DASAR DI INDONESIA

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ABSTRAK

This article aims to describe the fitness of Content and Language Integrated Learning (CLIL) in Mathematics subject for elementary education in Indonesia. The research was a qualitative study conducted through a case study. The case study was conducted in the context of elementary education. This research discovered that CLIL needed to be conducted in consideration of the urgency of teaching Mathematics in English, the appropriate method of teaching Mathematics in English, the appropriate duration of applying CLIL, and the impacts of CLIL on learners. Through the application of CLIL in teaching Mathematics in English, Indonesian students will be accustomed to the concept of understanding word problems in English, be accustomed to the application of higher order thinking in solving math problems, have higher interest in math and English, and have a stronger foundation for a more complex math learning at a higher level.

Keywords: *mathematic literacy, Content and Language Integrated Learning (CLIL), mathematics learning in English*

PENDAHULUAN

Dengan semakin berkembangnya teknologi dan menguatnya globalisasi, sangatlah penting bagi pelajar di Indonesia untuk meningkatkan kompetensi diri. Literasi matematika adalah salah satu keahlian yang penting untuk dipahami dan dikuasai oleh para pelajar. Sayangnya, tingkat literasi matematika di kalangan pelajar Indonesia saat ini masihlah rendah (Mahdiansyah & Rahmawati, 2014). Hasil tes *Programme for International Student Assessment* atau yang disingkat dengan PISA untuk tahun 2018 menunjukkan bahwa Indonesia menduduki peringkat 73 dari 78 negara di bidang literasi matematika (OECD, 2019). Rata-rata skor PISA untuk literasi matematika Indonesia juga masih jauh di bawah rata-rata OECD (OECD, 2019). Hal ini menunjukkan bahwa pelajar Indonesia membutuhkan pelatihan pemahaman literasi matematika dasar. Selain itu, kumpulan soal literasi matematika pada tes internasional umumnya menggunakan Bahasa Inggris sebagai bahasa pengantar. Penulis berpendapat bahwa siswa membutuhkan pondasi literasi matematika dengan metode

pengajaran yang memasukkan Bahasa Inggris ke dalamnya. Pengajaran matematika dalam Bahasa Inggris perlu dimulai dari tingkat dasar, yaitu tingkat sekolah dasar karena usia pelajar di tingkat tersebut merupakan usia prima di mana siswa dapat menyerap pengajaran bahasa dengan baik (Ferreira & Morrison, 1994) dan dapat memahami pengajaran interdisipliner (Piaget, 2003).

Content and Language Integrated Learning (CLIL) merupakan metode yang menggabungkan mata pelajaran sekolah dengan menggunakan bahasa asing (Lasagabaster, 2008). Metode CLIL telah diterapkan dalam sistem pendidikan negara Eropa seperti Finlandia, Jerman, Belanda, dan Belgia semenjak tahun 1990 (Marsh, 2002). Metode ini dikembangkan oleh David Marsh dan memiliki manfaat ganda yaitu menguatkan pemahaman siswa terhadap mata pelajaran yang diajarkan, serta pemahaman bahasa asing yang diterapkan (Marsh, 2002). Metode CLIL juga memiliki prinsip penggunaan *higher-order thinking* (Collins, 2014) yang selaras dengan prinsip literasi matematika (Dinni, 2018). Metode CLIL terbukti dapat meningkatkan kesadaran metalinguistik (Surmont, 2016), meningkatkan motivasi siswa di bidang yang dipelajari (Lasagabaster, 2008) dan meningkatkan performa matematika siswa (Lasagabaster, 2008, Surmont, 2016). Berdasarkan latar belakang ini, tulisan ini bertujuan untuk mendeskripsikan kelayakan metode CLIL dalam mata pelajaran matematika pada jenjang pendidikan sekolah dasar.

KAJIAN PUSTAKA

Content and Language Integrated Learning adalah metode pengajaran *immersion-based* dimana dalam pengajarannya mempelajari mata pelajaran tertentu dengan menggunakan bahasa asing (Marsh, 2002) dan telah banyak diterapkan di negara-negara Eropa seperti Finlandia, Jerman, Belgia, dan Belanda (Marsh, 2013). Banyak penilitian yang telah membuktikan manfaat dari CLIL, dan ini bisa menjadi sebuah hasil dari pembelajaran berbasis konteks. Siswa di kelas CLIL akan secara langsung dihadapkan pada *target language* sembari mempelajari makna konteks (contoh, matematika). Dengan demikian, siswa secara otentik menggunakan bahasa untuk memahami konteks dari mata pelajaran tersebut, dan tidak terlalu tertekan untuk menggunakan *target language* dengan benar. Ketakutan menggunakan *target language* akan berkurang secara berangsur, dan dengan demikian siswa CLIL dapat lebih banyak mempraktikkan *target language* dibandingkan ketika mereka berada di kelas bahasa secara tradisional. Selain itu, interaksi dengan guru juga lebih intensif dibandingkan dengan kelas *non*-CLIL (Nikula, 2010).

Dalam studi yang dilakukan oleh Rumlich dan Grum (2012), akurasi pelajar CLIL dalam teks tertulis secara signifikan lebih tinggi dibandingkan pelajar *non*-CLIL. Grum menganalisis data mengenai kemampuan peserta didik untuk menanggapi tugas komunikatif lisan yang kompleks dari 90 sampel peserta didik dari CLIL dan kelas *non*-CLIL di Berlin. Grum menemukan bahwa pelajar CLIL secara signifikan bekerja lebih baik daripada rekan *non*-CLIL dalam hal cakupan leksikal dan kefasihan. Fehling (2008) menemukan keunggulan peserta didik CLIL dalam dimensi afektif, yang melihat pada sikap dan keterikatan peserta didik dengan bahasa asing. Prochazkova (2013) dalam studinya menyebutkan bahwa pembelajaran Matematika dalam bahasa asing memberikan perspektif yang berbeda terhadap peserta didik pada area konten tersebut; dapat memperkaya kosa kata yang berbeda yang kemudian menciptakan asosiasi lebih lanjut; dan CLIL menjadi metode untuk pengajaran

konten melalui bahasa asing, yang dapat memicu pendekatan yang lebih aktif dan pemahaman yang lebih dalam.

METODE PENELITIAN

Studi ini merupakan studi kualitatif, dan metode penelitian yang digunakan dalam penelitian ini adalah studi kasus. Studi kasus ini dilakukan dalam konteks pendidikan dasar. Sumber data primer berasal dari dua informan kunci yaitu A, seorang ahli dalam bidang pengajaran Bahasa Inggris. Beliau adalah seorang guru besar di sebuah perguruan tinggi di kota Malang. Narasumber kedua adalah B, yaitu seorang praktisi pendidikan di bidang matematika. Beliau sudah bekerja di bidang matematika selama lebih dari 44 tahun. Pengalaman dan keahlian adalah kriteria dari pemilihan kedua narasumber kunci ini.

Interview adalah teknik pengambilan data yang dilakukan dalam studi ini. Data dianalisis dengan mengikuti beberapa tahapan yaitu pengumpulan data, reduksi data, proses pengkodean, dan penarikan kesimpulan. Data sekunder didapatkan dari buku, teori, artikel dan penelitian yang telah dilakukan sebelumnya, serta laporan nilai siswa sekolah dasar yang mengikuti kursus program CLIL di Malang.

TEMUAN DAN PEMBAHASAN

Temuan

Pada bagian ini, penulis akan memaparkan temuan penelitian: pentingnya pengajaran matematika dalam Bahasa Inggris, metode pengajaran matematika dalam Bahasa Inggris yang tepat, masa penerapan CLIL yang tepat, serta efek dari CLIL terhadap siswa.

Pentingnya Pengajaran Matematika Dengan Bahasa Inggris

Narasumber berkesimpulan bahwa pengajaran matematika dalam Bahasa Inggris di sekolah di Indonesia cukup penting supaya dapat meningkatkan daya saing di ranah internasional. Selain itu, narasumber juga mengatakan bahwa pengerjaan matematika dalam Bahasa Inggris dapat meningkatkan kepercayaan diri anak bila ingin mengikuti kompetisi Internasional.

Masa Yang Tepat Untuk Menerapkan Clil

Narasumber berpendapat bahwa sebaiknya pengajaran dilakukan dimulai di tingkat sekolah dasar, karena siswa di usia sekolah dasar sedang berada di tahap perkembangan kognitif yang optimal dalam pembelajaran bahasa. Narasumber juga mengatakan bahwa sebisa mungkin pengajaran ditanamkan dari SD karena materinya masih dasar, sehingga siswa bisa mendapatkan pondasi yang kuat sebelum melanjutkan ke tingkat SMP yang lebih kompleks.

Metode Pengajaran CLIL Yang Tepat

Menurut narasumber, penerapan CLIL sebaiknya mengikuti perkembangan jaman, seperti memasukkan unsur teknologi dan permainan *game* untuk anak-anak, supaya anak-anak tidak merasa bosan. Narasumber berpendapat bahwa matematika merupakan pelajaran yang menakutkan bagi anak-anak, apabila dalam pengajaran bisa disertakan gambar, ilustrasi, dan juga dibuat seperti permainan *game*, maka narasumber menyimpulkan bahwa hal ini akan cocok untuk usia SD. Penerapan CLIL juga sebaiknya memasukkan soal cerita supaya anak-anak belajar logika. Selain itu, jika bisa menggunakan aplikasi *game* dan permainan akan jauh lebih baik, mengingat pelajar masih anak-anak SD, dan jikalau bisa disesuaikan juga dengan perkembangan jaman supaya dapat mengikuti minat anak-anak. Kurikulum bisa dimulai

dengan penyebutan angka dan operasinya, aritmetika, bangun datar, serta bangun ruang yang mana siswa SD sudah tahu istilah dalam bahasa Indonesianya.

Urgensi Literasi Matematika Dalam Bahasa Inggris Untuk Kompetisi Dan Tes International

Narasumber berpendapat bahwa pelatihan literasi matematika dalam Bahasa Inggris cukup diperlukan, mengingat kompetisi Internasional umumnya menggunakan soal-soal dalam Bahasa Inggris. Siswa perlu dibiasakan mengerti soal cerita dalam Bahasa Inggris dan cara memecahkannya secara kritis dan analitis, dimana hal ini perlu diajarkan dimulai dari bangku sekolah dasar. Narasumber juga menambahkan bahwa pengajaran literasi matematika dalam Bahasa Inggris penting terutama bila targetnya ingin mengikuti kompetisi Internasional. Tetapi kembali lagi anak-anak yang mengikuti kompetisi perlu yang memang suka matematika.

Efek Dari Clil

Narasumber mengatakan bahwa metode CLIL dapat memberikan manfaat ganda bagi siswa SD. Dikarenakan mereka mempelajari matematika dan juga Bahasa Inggris dalam waktu yang bersamaan. Hal ini memberikan pemahaman interdisipliner yang baik untuk anak sekolah dasar, sehingga mereka akan dapat berpikir lebih luas dan memiliki fleksibilitas yang tinggi. Siswa akan lebih terbiasa berpikir kritis dan analitik, yang mana merupakan bentuk *higher-order of thinking*. Menurut narasumber, dalam jangka panjang, pengajaran matematika dalam Bahasa Inggris semenjak SD dengan metode CLIL memberikan efek positif untuk tes internasional seperti PISA. Narasumber juga merasa bahwa pengajaran matematika dalam Bahasa Inggris dapat memberi efek yang bagus untuk siswa SD. Bila dilakukan dengan tepat dan memasukkan unsur teknologi, anak-anak akan lebih termotivasi dan tertarik dengan matematika. Mereka akan lebih percaya diri, dan siap apabila dikirimkan ke lomba tingkat Internasional, dan lebih siap apabila mereka melanjutkan jenjang pendidikan ke luar negeri.

Berdasarkan hasil laporan siswa dari sebuah program CLIL di Malang, terdapat peningkatan performa dan nilai siswa yang berada di bangku SD. Sebanyak 10 siswa SD yang mengikuti kursus matematika dalam Bahasa Inggris dengan metode CLIL mengalami peningkatan hasil Ulangan Harian (UH) di mata pelajaran matematika dan Bahasa Inggris, serta mendapatkan skor Penilaian Akhir Semester (PAS) di atas 96 untuk pelajaran matematika dan Bahasa Inggris.

Tabel 1.Nilai rata-rata pelajaran matematika dan Bahasa Inggris siswa yang mengikuti program kursus CLIL

Mata Pelajaran	Kelas	Mean UH 1	Mean UH 2	Mean PAS
Matematika	1	90	92	96
Bahasa Inggris	1	86	95	98

Mata Pelajaran	Kelas	Mean UH 1	Mean UH 2	Mean PAS
Matematika	2	90	95	98
Bahasa Inggris	2	92	95	98

Mata Pelajaran	Kelas	Mean UH 1	Mean UH 2	Mean PAS
Matematika	3	95	96	97
Bahasa Inggris	3	85	94	96

*Keterangan : Ulangan Harian (UH) dan Penilaian Akhir Semester (PAS).
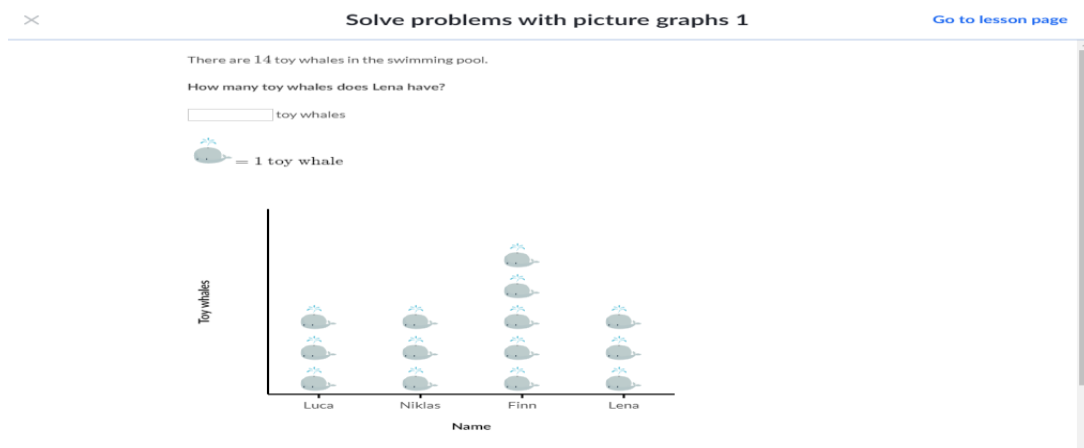
Pembahasan

Penelitian ini menemukan beberapa hal terkait dengan penerapan metode CLIL, yaitu pentingnya penerapan matematika dalam Bahasa Inggris di sekolah Indonesia, masa penerapan CLIL yang tepat, metode pengajaran matematika dan Bahasa Inggris yang tepat, pentingnya literasi matematika dalam Bahasa Inggris untuk performa di ranah Internasional, dan juga efek dari penerapan CLIL. CLIL memiliki efek yang cukup baik dalam peningkatan performa siswa (Lasagabaster, 2008), yang didukung oleh data nilai siswa yang telah mengikuti program kursus CLIL, di mana siswa CLIL mengalami peningkatan nilai di mata pelajaran matematika dan Bahasa Inggris. Hal ini selaras dengan studi yang dilakukan oleh (Surmont, 2016) di Belgia yang menunjukkan bahwa siswa CLIL memiliki peningkatan performa di bidang matematika.

Faktor pertama yang mendukung kelayakan penerapan CLIL adalah faktor kesiapan usia. Jenjang pendidikan yang tepat untuk memulai pengajaran matematika dalam Bahasa Inggris adalah jenjang sekolah dasar. Hal ini dikarenakan pada usia tersebut, siswa sedang berada di tahap perkembangan kognitif yang optimal untuk pembelajaran bahasa dan logika. Hal ini selaras dengan teori perkembangan kognitif (Piaget, 2003) di mana di usia sekolah dasar, siswa sedang mengembangkan kemampuan berpikir logis dan konkret. Penelitian yang dilakukan oleh (Ghazi, 2016) menunjukkan bahwa siswa usia 7-11 tahun dapat mengerjakan persoalan logika dengan baik. Usia pada tahap *concrete* juga memungkinkan siswa untuk melakukan *decenter* atau kemampuan untuk fokus ke lebih dari satu hal dalam satu waktu (Piaget, 2003). Usia ini merupakan usia optimal untuk belajar sistem pengukuran, berat benda, volume, perubahan bentuk benda, di mana siswa belajar berdasarkan kehidupan sehari-hari mereka (Kandola, 2019). Hal ini sesuai dengan konsep literasi matematika di mana siswa diberikan persoalan sehari-hari dan perlu memecahkannya secara logis dan konkret (OECD, 2019). Di jenjang SD, materi yang diajarkan masih merupakan materi dasar, sehingga siswa mendapatkan pondasi ilmu dan motivasi yang kuat (Lasagabaster, 2008) sebelum melanjutkan ke jenjang yang lebih tinggi.

Faktor kedua yang mendukung kelayakan penerapan metode ini adalah stimulasi *higher-order thinking*. Pengajaran CLIL di tahap perkembangan *concrete* akan melatih siswa untuk berpikir secara analitik, dan belajar mengaktifkan *higher-order thinking*. *Higher-order thinking* terwujud di dalam cara anak-anak memecahkan persoalan matematika dengan cara berpikir analitik. Metode pengajaran matematika dalam Bahasa Inggris yang tepat adalah metode CLIL karena CLIL menganut prinsip yang mendorong siswa untuk mampu berpikir kritis, analitis, melatih penggunaan *higher-order thinking* (Marsh, 2013), berempati, serta meningkatkan kemampuan metalinguistik siswa (Surmont, 2016). Penggunaan *higher-order thinking* berkesinambungan dengan performa literasi matematika (Collins, 2014, Dinni, 2018).

Faktor ketiga adalah penggunaan teknologi yang terintegrasi ke dalam proses pembelajaran. Penerapan CLIL akan berlangsung dengan baik bila didukung dengan penggunaan teknologi, aplikasi berbasis teknologi, permainan atau *gamification*. Hal ini didukung oleh penelitian (Wakil, Qaisar, & Mohammed, 2017) yang menunjukkan bahwa siswa yang menggunakan teknologi di kelas memiliki GPA 20 poin lebih tinggi dibandingkan siswa yang tidak menggunakan teknologi di kelas. Pengajaran juga sebaiknya memasukkan unsur gambar dan ilustrasi ke dalam materi pengajaran. Hal ini selaras dengan teori

pembelajaran anak yang menyatakan bahwa siswa sekolah dasar belajar lebih baik dengan gambar yang mengilustrasikan hal nyata (Piaget, 2003).

Gambar 1. Contoh soal kelas 2 SD yang diajarkan di program CLIL matematika dalam Bahasa Inggris (sumber gambar dari Khan Academy, 2019).

KESIMPULAN

Pengajaran matematika dalam Bahasa Inggris dinilai perlu untuk dilakukan. Adapun alasannya adalah supaya daya saing siswa Indonesia di ranah Internasional dapat meningkat. Selain itu, banyak tes literasi matematika yang menggunakan Bahasa Inggris. Menurut narasumber, masa tepat untuk menerapkan metode CLIL dalam pengajaran matematika adalah saat usia sekolah dasar. Hal ini dikarenakan pada usia tersebut, siswa sedang berada di tahap perkembangan kognitif yang optimal untuk pembelajaran bahasa. Penerapan CLIL di tahap sekolah dasar juga disarankan karena pada jenjang SD, materi yang diajarkan masih merupakan materi dasar, sehingga siswa mendapatkan pondasi ilmu dan motivasi yang kuat sebelum melanjutkan ke jenjang yang lebih tinggi.

Para narasumber juga menyepakati bahwa sebaiknya pengajaran CLIL mengikuti tren pembelajaran yang relevan untuk masa kini. Pengajaran sebaiknya memasukkan unsur teknologi dan *game* supaya siswa merasa termotivasi dan tertarik dengan pelajaran yang disampaikan. Pengajaran juga disarankan untuk menyertakan ilustrasi, gambar, *icon* yang sesuai minat anak sekolah dasar. Kurikulum pengajaran juga disesuaikan dengan tingkat matematika anak, di mana anak-anak diajarkan angka dan operasinya, bangun ruang, bangun datar yang mana mereka telah mengetahui istilah dalam Bahasa Indonesia.

Selain itu, para narasumber menyatakan bahwa pelatihan literasi matematika dalam Bahasa Inggris penting dan cukup diperlukan bagi siswa Indonesia karena umumnya kompetisi Internasional menggunakan soal-soal dalam Bahasa Inggris. Siswa perlu dibiasakan mengerti soal-soal dalam Bahasa Inggris dan dilatih untuk memecahkan secara analitis dan hal ini perlu dilatih semenjak bangku sekolah dasar.

Kemudian menurut narasumber, CLIL dapat memberikan manfaat ganda bagi siswa SD, yaitu mereka mendapatkan pemahaman mata pelajaran dalam bahasa asing. CLIL juga dapat meningkatkan motivasi dan rasa percaya diri siswa. Siswa juga akan memiliki pemahaman interdisipliner yang baik, memiliki fleksibilitas yang lebih tinggi, terbiasa berpikir

analitik dan kritis, dan secara jangka panjang. Hal tersebut akan mendukung siswa ke jenjang pendidikan selanjutnya dan mampu memberikan efek positif untuk performa siswa di tes internasional.

Untuk memperbaiki performa siswa Indonesia di bidang literasi matematika, baik dari segi pemahaman maupun performa dalam tes berskala internasional, dibutuhkan solusi baru yang perlu diterapkan di jenjang pendidikan dasar. Diharapkan dengan penerapan CLIL, kemampuan literasi matematika siswa dapat dikuatkan semenjak tingkat dasar. Penerapan CLIL akan lebih efektif dan menarik bila didukung dengan dengan aplikasi berbasis teknologi dalam pengajarannya, serta memasukkan unsur *gamification*. Dengan menerapkan pengajaran matematika dalam Bahasa Inggris dengan metode CLIL, siswa Indonesia akan lebih terbiasa dengan konsep pemahaman soal cerita dalam Bahasa Inggris, terbiasa menggunakan *high-order thinking* saat memecahkan soal matematika, memiliki minat yang lebih tinggi terhadap matematika dan Bahasa Inggris, mempersiapkan pondasi yang kuat untuk pelajaran matematika yang lebih kompleks di tingkat pendidikan lebih tinggi, serta menguatkan kemampuan literasi matematika berstandar Internasional.

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ANALISIS KUALITAS TERJEMAHAN TEKS BAHASA JEPANG KE BAHASA INDONESIA DENGAN BING TRANSLATOR

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ABSTRAK:

Seiring perkembangan zaman, bermunculan teknologi yang memudahkan manusia di berbagai bidang. Salah satunya adalah di bidang penerjemahan, dengan munculnya mesin penerjemah otomatis. Kemunculan mesin penerjemah otomatis tersebut membuat kegiatan menerjemahkan menjadi semakin mudah dan praktis. Bing Translator sebagai salah satu mesin penerjemah otomatis memiliki kemampuan menerjemahkan teks bahasa Jepang ke bahasa Indonesia. Namun, kualitas mesin penerjemah ini masih diragukan. Karena itu dibutuhkan penelitian lebih lanjut terkait kualitas terjemahan mesin penerjemah. Penelitian ini bertujuan untuk megidentifikasi dan mendeskripsikan kualitas mesin penerjemah Bing Translator dengan menggunakan metode penilaian terjemahan Nababan yang meliputi: keakuratan, keberterimaan, dan keterbacaan. Pendekatan kualitatif deskriptif dan analisis dokumen digunakan pada penelitian ini. Data penelitian diperoleh dari hasil analisis peneliti dan hasil validasi dari validator data. Dalam menganalisis data, peneliti menggunakan metode perbandingan tetap yang digagas oleh Glaser. Hasil penelitian menunjukkan bahwa berita ekonomi memiliki tingkat keakuratan sedang, kurang berterima, dan keterbacaan sedang. Berita politik memiliki tingkat keakuratan sedang, tidak berterima dan keterbacaan rendah. Berita kesehatan memiliki tingkat keakuratan sedang, kurang berterima, dan keterbacaan rendah.

Kata Kunci: penerjemahan, mesin penerjemah, keakuratan, keberterimaan, keterbacaan

PENDAHULUAN

Mesin penerjemah otomatis diciptakan dengan tujuan mempermudah kegiatan penerjemahan, termasuk menerjemahkan teks berbahasa Jepang ke dalam bahasa Indonesia. Mesin penerjemah merupakan sebuah *software* atau piranti lunak komputer yang bertugas menerjemahkan teks dari satu bahasa ke bahasa lain (Localization Industry Standards Association [LISA], 2010). Penerjemahan adalah proses memproduksi ulang pesan dalam *BSu* ke *BSa* (Nida, 1969). Jenis teks yang paling sering diterjemahkan dengan menggunakan mesin adalah teks berita. Berita merupakan laporan tercepat dari suatu peristiwa menurut Willard C. Bleyer (dikutip dari Romli, 2009, hlm. 35). Salah satu mesin penerjemah yang paling sering digunakan yaitu *Bing Translator*, yang merupakan mesin penerjemah besutan *Microsoft* yang dapat menerjemahkan lebih dari 70 bahasa termasuk menerjemahkan bahasa Jepang ke dalam bahasa Indonesia. Walaupun menawarkan kemudahan serta kepraktisan, kualitas terjemahan mesin masih dipertanyakan. Kualitas terjemahan sendiri bisa dinilai berdasarkan aspek keakuratan, keberterimaan, dan keterbacaannya. Keakuratan mengacu pada kesepadanan atau kesamaan antara *BSu* dan *BSa*. Keberterimaan mengacu pada apakah suatu terjemahan sudah

diungkapkan sesuai kaidah-kaidah, norma dan budaya *BSa*. Keterbacaan mengacu pada derajat kemudahan sebuah tulisan untuk dipahami maksudnya menurut Nababan (2003, hlm.62).

Berdasarkan pengalaman peneliti ketika menggunakan *Bing Translator* untuk menerjemahkan teks berita berbahasa Jepang ke dalam bahasa Indonesia, hasil terjemahan terkesan kurang alamiah dan membingungkan. Banyak terdapat pemadanan kata yang kurang tepat serta susunan kalimat masih mengikuti struktur gramatikal bahasa Jepang. Peneliti bertujuan untuk mengidentifikasikan dan mendeskripsikan keakuratan, keberterimaan, dan keterbacaan terjemahan mesin penerjemah *Bing Translator*.

METODE PENELITIAN

Metode yang digunakan pada penelitian ini yaitu deskriptif kualitatif dikarenakan data yang digunakan merupakan kata, frasa dan kalimat seperti yang dikatakan oleh Bogdan dan Taylor (dalam Moleong, 2010, hal. 4). Desain penelitian yang digunakan adalah studi kasus dengan teknik mengkaji dokumen. Kasus yang dimaksud disini adalah bagaimana hasil terjemahan *Bing Translator* dalam menerjemahkan teks berita bahasa Jepang ke dalam bahasa Indonesia.

Data dan sumber data pada penelitian ini yaitu semua kata, frasa, dan kalimat dari berita ekonomi, politik, dan kesehatan berbahasa Jepang yang bersumber dari portal berita *Digima News* serta hasil terjemahan bahasa Indonesianya dari *Bing Translator*. Untuk mengumpulkan data penelitian, digunakan teknik pengkajian dokumen yang memungkinkan untuk menemukan berbagai macam hal sesuai dengan kebutuhan dan tujuan penelitian seperti yang dikemukakan oleh Yin dalam Sutopo (2006, hal. 81). Yang pertama dilakukan yaitu paragraf pada teks berita ekonomi, politik, dan kesehatan berbahasa Jepang yang bersumber dari *Digima News* dibagi ke dalam beberapa segmen. Kedua, teks berita asli dalam bahasa Jepang dan hasil terjemahan bahasa Indonesianya dari *Bing Translator* dibaca dan dibandingkan. Ketiga, menandai tiap frasa, kalimat, dan klausa pada tiap segmen. Keempat, melakukan pengumpulan, pencatatan dan klasifikasi data dan menganalisis keakuratan, keberterimaan, dan keterbacaan terjemahan teks berita dari masing-masing teks berita. Terakhir, menarik kesimpulan.

Untuk menganalisis data digunakan metode perbandingan tetap *(Constant Comparative Method)* yang mencakup: reduksi data, kategorisasi data, sintesiasi data, dan penyusunan hipotesis kerja. Pada tahap reduksi data, berita dibedakan dan diberi kode berdasarkan topiknya, yaitu berita ekonomi (BE), politik (BP), dan kesehatan (BK), lalu membaginya ke dalam beberapa *segmen* berdasarkan paragrafnya. Selanjutnya pada tahap kategorisasi data, tiap data dibagi dan dilabeli berdasarkan keakuratan, keberterimaan, dan keterbacaan. Berikutnya pada tahap sintesiasi data, data dianalisis dengan menggunakan metode penilaian terjemahan Nababan.

TEMUAN DAN PEMBAHASAN

Temuan

Keakuratan

Untuk menganalisis segi keakuratan terjemahan digunakan indikator penilaian tingkat keakuratan sebagai berikut.

Tabel 1. Instrumen Penilaian Tingkat Keakuratan Terjemahan

Kesimpulan	Skala	Indikator
Akurat	3	Makna kata, frasa, klausa, dan kalimat bahasa sumber dialihkan secara akurat ke dalam Bsa.
Kurang Akurat	2	Sebagian besar makna kata, frasa, klausa dan kalimat BSu sudah dialihkan secara akurat ke dalam BSa. Namun, masih ada distorsi makna yang mengganggu keutuhan pesan
Tidak Akurat	1	Makna kata, frasa, klausa , dan kalimat bahasa sumber dialihkan secara tidak akurat ke dalam BSu atau dihilangkan (*deleted*)

Setelah menganalisis berita ekonomi, politik, dan kesehatan didapat temuan sebagai berikut.

Tabel 2. Tingkat Keakuratan Hasil Terjemahan Bing Translator

Berita Ekonomi		Berita Politik		Berita Politik	
Kode	Skor	Kode	Skor	Kode	Skor
Judul BE	2	Judul BP	2	Judul BK	1
BE 1.1	3	BP 1.1	2	BK 1.1	1
BE 1.2	2	BP 1.2	2	BK 2.1	2
BE 2.1	1	BP 2.1	2	BK 3.1	2
BE 3.1	1	BP 2.2	2	BK 4.1	2
BE 3.2	2	BP 3.1	1	BK 4.2	2
BE 3.3	2	BP 4.1	1	BK 5.1	1
BE 3.4	2	BP 4.2	1		
BE 4.1	1				
BE 4.2	1				
BE 5.1	2				

Berikut merupakan diagram yang menunjukkan perbandingan tingkat keakuratan dari berita ekonomi, politik, dan kesehatan.

Diagram 1. Tingkat Keakuratan Hasil Terjemahan Bing Translator
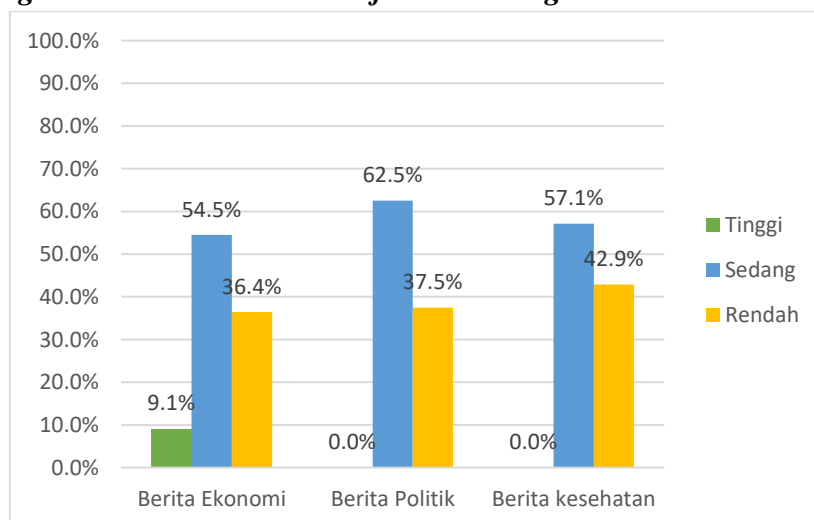
Keberterimaan

Untuk menganalisis segi keberterimaan terjemahan digunakan indikator penilaian tingkat keberterimaan sebagai berikut.

Tabel 3. Instrumen Penilaian Tingkat Keberterimaan Terjemahan

Kesimpulan	Skala	Indikator
Berterima	3	Terjemahan terasa alamiah, istilah yang digunakan lazim dan sesuai dengan kaidah Bahasa Indonesia.
Kurang Berterima	2	Pada umumnya terjemahan sudah terasa alamiah, namun ada sedikit masalah pada penggunaan istilah atau terjadi sedikit kesalahan gramatikal.
Tidak Berterima	1	Terjemahan tidak alamiah atau terasa seperti karya terjemahan, istilah yang digunakan tidak sesuai dengan kaidah bahasa Indonesia.

Setelah melakukan analisis secara mendalam ditemukan data tingkat keberterimaan dari berita ekonomi, politik, dan kesehatan adalah sebagai berikut.

Tabel 4. Tingkat Keberterimaan Hasil Terjemahan Bing Translator

Berita Ekonomi		Berita Politik		Berita Politik	
Kode	Skor	Kode	Skor	Kode	Skor
Judul BE	2	Judul BP	2	Judul BK	2
BE 1.1	2	BP 1.1	1	BK 1.1	2
BE 1.2	2	BP 1.2	3	BK 2.1	2
BE 2.1	2	BP 2.1	2	BK 3.1	2
BE 3.1	2	BP 2.2	2	BK 4.1	2
BE 3.2	2	BP 3.1	1	BK 4.2	2
BE 3.3	2	BP 4.1	1	BK 5.1	1
BE 3.4	2	BP 4.2	1		
BE 4.1	1				
BE 4.2	1				
BE 5.1	1				

Berikut merupakan diagram yang menunjukkan perbandingan tingkat keakuratan dari berita ekonomi, politik, dan kesehatan.

Diagram 2. Tingkat Keberterimaan Hasil Terjemahan Bing Translator
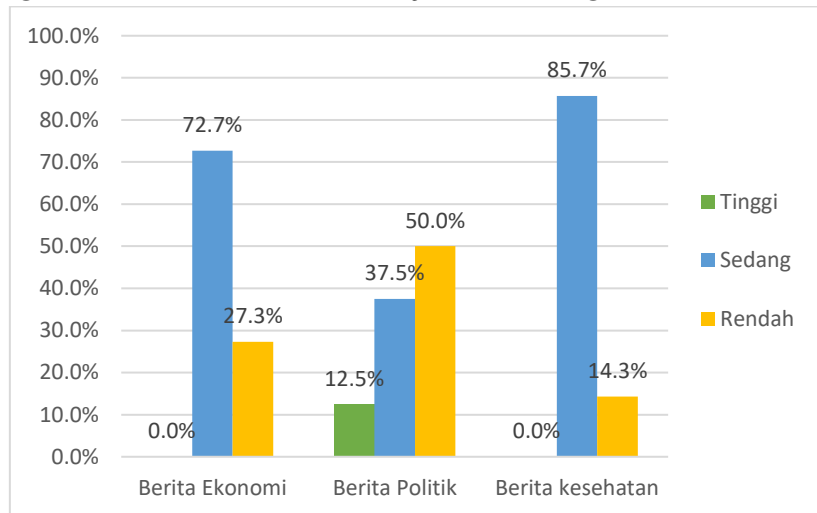
Keakuratan

Untuk menganalisis segi keterbacaan terjemahan digunakan indikator penilaian tingkat keterbacaan sebagai berikut.

Tabel 5. Instrumen Penilaian Tingkat Keterbacaan Terjemahan

| Kesimpulan	Skala	Indikator
Keterbacaan tinggi	3	Kata, frasa, klausa, dan kalimat terjemahan dapat dipahami dengan mudah oleh pembaca.
Keterbacaan sedang	2	Pada umumnya terjemahan dapat dipahami oleh pebaca; namun ada bagian tertentu yan gharus dibaca lebih dari satu kali untuk memahami terjemahan.
Keterbacaan rendah	1	Terjemahan sulit dipahami oleh pembaca.

Setelah melakukan analisis secara mendalam ditemukan data tingkat keterbacaan dari berita ekonomi, politik, dan kesehatan adalah sebagai berikut.

Tabel 6. Tingkat Keterbacaan Hasil Terjemahan Bing Translator

Berita Ekonomi		Berita Politik		Berita Politik	
Kode	Skor	Kode	Skor	Kode	Skor
Judul BE	2	Judul BP	1	Judul BK	1
BE 1.1	3	BP 1.1	1	BK 1.1	2
BE 1.2	2	BP 1.2	3	BK 2.1	1
BE 2.1	2	BP 2.1	3	BK 3.1	1
BE 3.1	3	BP 2.2	3	BK 4.1	2
BE 3.2	2	BP 3.1	1	BK 4.2	2
BE 3.3	2	BP 4.1	1	BK 5.1	1
BE 3.4	2	BP 4.2	1		
BE 4.1	1				
BE 4.2	1				
BE 5.1	1				

Berikut merupakan diagram yang menunjukkan perbandingan tingkat keterbacaan dari berita ekonomi, politik, dan kesehatan.

Diagram 2. Tingkat Keterbacaan Hasil Terjemahan Bing Translator
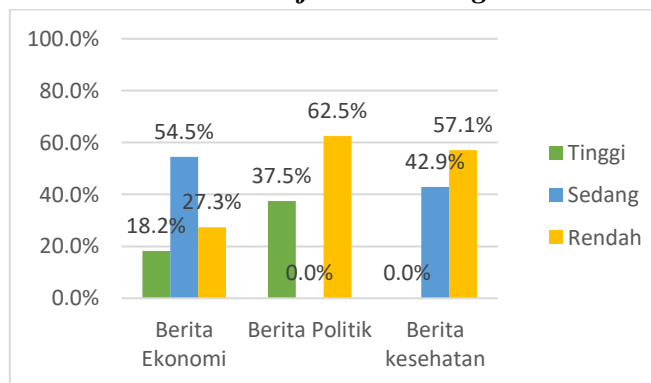
Pembahasan

Keakuratan

Untuk berita ekonomi, dalam terjemahan yang akurat hanya terdapat satu data yang masuk kategori ini, yaitu pada BE 1.1.

BE 1.1	観光庁は 6 月 17 日、2020 年 3 月 31 日時点での都道府県別消費税免税店数をとりまとめ、発表した。	Pada 17 Juni 2020, Badan Pariwisata Jepang menyusun dan mengumumkan jumlah toko bebas pajak konsumsi berdasarkan prefektur per 31 Maret 2020.

Untuk terjemahan kurang akurat, yang termasuk kategori ini ditemukan sebanyak 6 nomor, yaitu: Judul BE, BE 1.2, BE 3.2, BE 3.3, BE 3.4, dan BE 5.1. Contohnya sebagai berikut.

Judul BE	国内の免税店数 前回調査から 4.7%増の 5 万 4667 店に地方免税店は念願の目標 2 万店を達成	Jumlah toko bebas bea di Jepang: 54.667 toko bebas bea lokal, naik 4,7% dari survei sebelumnya, mencapai target jangka panjang 20.000.

Ada dua hal yang membuat makna kurang tersampaikan:

1. (*Toko bebas bea lokal*); lokal menunjukkan satu wilayah tertentu, sedangkan kata 国内 (*kokunai*) berarti *dalam negeri (Jepang)*, bukan hanya satu wilayah tertentu yang ada di Jepang.

2. Kata 念願の目標 *(Nengan no mokuhyō)* seharusnya diterjemahkan menjadi *target yang telah lama ingin dicapai* atau *target awal*.

Untuk terjemahan tidak akurat, data yang termasuk terjemahan yang tidak akurat, yaitu data bernomor: BE 2.1, BE 3.1, BE 4.1, BE 4.2. Contohnya sebagai berikut.

BE 2.1	三大都市圏とそれを除く地方の免税店数をみると、東京、神奈川、千葉、埼玉、愛知、大阪、京都、兵庫の三大都市圏では前回調査から 5.1%増の 3 万 3997 店になり、三大都市圏を除く地方では同期間で 4.0%増加、初めて 2 万店を突破し、2 万 670 店となった。	Jumlah toko bebas bea di tiga wilayah metropolitan utama dan wilayah lain meningkat 5,1% dari survei sebelumnya menjadi 33.997 di tokyo, Kanagawa, Chiba, Saitama, Aichi, Osaka, Kyoto, dan Hyogo, dan di wilayah ini tidak termasuk tiga wilayah metropolitan utama, jumlah toko bebas bea melebihi 20.000 untuk pertama kalinya, melebihi 20.670 toko.

Ada beberapa penghilangan kata dan membuat makna tidak akurat.

1. Frasa 三大都市圏とそれを除く地方の免税店数をみると *(Sandaitoshi-ken to sore wo nozoku chihō no menzei-ten-sū wo miru to)* seharusnya diterjemahkan menjadi *Di wilayah selain tiga wilayah metropolitan utama*. Namun frasa tersebut malah dihilangkan.

2. 前回調査から*(Zenkai chōsa kara)* kata *dari* di sini bukan menunjukkan tempat, melainkan waktu saat dilakukan survey.

3. を突破し *(wo toppa shi)* lebih baik jika diterjemahkan menjadi *menembus* atau *melampaui*.

4. Frasa 同期間で 4.0％増加 *(Dō kikan de 4. 0-Pāsento zōka)* dihilangkan sehingga mengganggu keutuhan pesan.

5. Kata となった *(to natta)* bukan *melebihi*, melainkan *menjadi*. Partikel yang dipakai adalah と*(to)*, menandakan menjadi, terlebih kata yang dipakai adalah なった *(natta)* yang memang berarti *menjadi*.

Untuk berita politik, terjemahan yang akurat tidak terdapat satupun data yang termasuk ke dalam kategori akurat. Untuk terjemahan kurang akurat yaitu: Judul BP, BP 1.1, BP 1.2, BP 2.1, dan BP 2.2. Salah satu contohnya sebagai berikut.

Judul BP	臨時国会は 12 月 5 日まで、政府・与党が調整: 関係筋	Sesi Diet Luar Biasa hingga 5 Desember, dikoordinasikan oleh pemerintah dan pihak yang berkuasa = sumber.

Terjemahan di atas kurang akurat karena adanya beberapa kekeliruan yaitu:

1. Kata 臨時国会 *(Rinji kokkai)* diterjemahkan secara kurang akurat menjadi *Sesi Diet Luar Biasa*. Lebih tepat apabila diterjemahkan menjadi *Masa Sidang Parlemen Luar Biasa*

2. 与党 *(Yotō)* merujuk pada partai, bukan sekedar pihak.

Untuk terjemahan tidak akurat terdapat pada: BP 3.1, BP 4.1, dan BP 4.2. Salah satu contohnya sebagai berikut.

BP 4.1	19日に予定されている衆参両院の議院運営委員会理事会で加藤勝信官房長官が召集日などを正式に通達する。	Kepala Sekretaris Kabinet Katsunobu Kato secara resmi akan memberikan tanggal untuk panggilan di Dewan Direksi Komite Pengarah DPR dan DPR yang dijadwalkan pada 19 Agustus.

Dalam pengalihan pesannya, terjemahan di atas tidak akurat. Kesalahan terdapat pada:

1. Kata 衆参両院 *(Shūsan ryōin)* diterjemahkan kurang akurat, seharusnya: *Kedua Dewan Parlemen Majelis Rendah dan Majelis Tinggi.*

2. 議院運営委員会理事会で*(Giin un'ei iinkai riji-kai de)* diterjemahkan kurang akurat, seharusnya: *Pertemuan Dewan Pengawas parlemen untuk Kedua Dewan Parlemen Majelis Rendah dan Majelis Tinggi.*

3. 召集日 *(Shōshū-bi)* diterjemahkan kurang akurat, seharusnya: *tanggal undangan pemanggilan*

4. Terjemahan kata 通達する *(Tsūtatsu suru)* lebih akurat menggunakan kata *menyampaikan.*

5. Tidak ada kata di dalam *BSu* yang merujuk pada bulan Agustus.

6. Susunan kalimat terjemahan, membuat makna tidak akurat, menimbulkan penafsiran berbeda.

Untuk berita kesehatan, terjemahan yang akurat tidak terdapat satupun data yang termasuk ke dalam kategori akurat. Untuk terjemahan kurang akurat, yaitu pada: BK 2.1, BK 3.1, BK 4.1, dan BK 4.2. Contohnya:

BK 2.1	加藤官房長官によると、4連休中の航空各社と新幹線の予約状況は、前年同期比50%程度となり、今年5月の大型連休や旧盆休み期間よりも増えたという。	Menurut Kepala Sekretaris Kabinet Kato, reservasi untuk maskapai dan kereta shinkansen selama empat hari libur berturut-turut sekitar 50% dibandingkan dengan periode yang sama tahun lalu, peningkatan dari liburan besar berturut-turut dan bekas periode Liburan Bon pada Mei tahun ini.

Kesalahan yang menyebabkan terjemahan BK 2.1 kurang akurat, yaitu:

1. Kata *empat hari libur berturut-turut* kurang akurat, lebih baik menggunakan kata *empat hari liburan akhir pekan panjang*.

2. Kata 各社 *(kakusha)* tidak diterjemahkan jadi mengurangi makna aslinya.

3. Kata 大型連休 *(Ōgata renkyū)* sebaiknya diterjemahkan menjadi *liburan panjang*.

4. Kanji 旧 *(Kyū)* dari kata 旧盆 *(Kyūbon)* bukan berarti bekas, tetapi penanggalan lunar, beberapa tempat mengggunakan perhitungan penanggalan lunar untuk menentukan tanggal acara obon.

5. Peletakkan bulan Mei pada frasa *periode Liburan Bon pada Mei tahun ini* tidak tepat, seharusnya diletakkan setelah kata *liburan panjang* karena melekat di sana (5月の大型連休), dengan salah letak ini bisa menimbulkan dua penafsiran, yaitu:

   1. Kedua liburan terjadi pada bulan Mei, atau
   2. Liburan bon terjadi pada bulan Mei.

Untuk terjemahan tidak akurat yaitu pada: Judul BK, BK 1.1, dan BK 5.1. Contohnya:

BK 1.1	［東京 23日 ロイター］– 加藤勝信官房長官は23日午後の会見で、敬老の日と秋分の日の祝日を含めた4連休中に多くの人出があったことと今後のコロナ感染状況に関して、どうなるのか慎重に注視していくとの見解を示した。	[Tokyo 23rd Reuters] - Kepala Sekretaris Kabinet Katsunobu Kato mengatakan pada konferensi pers pada Rabu sore bahwa ia akan memperhatikan dengan baik banyaknya orang selama empat hari libur berturut-turut, termasuk Penghormatan untuk Hari Tua dan Liburan Hari Musim Gugur, dan apa yang akan terjadi pada situasi infeksi koronal di masa depan.

Ada beberapa hal yang membuat terjemahan tidak akurat, yaitu:

1. Frasa 23日 *(ni juu san nichi)* kurang akurat, lebih baik ditambah kata *tanggal* 23.

2. Kata *mengatakan* kurang akurat, lebih baik menggunakan kata *berkata* karena tidak diikuti dengan obyek tertentu.

3. Frasa *empat hari libur berturut-turut* kurang akurat, lebih baik menggunakan kata *empat hari liburan akhir pekan panjang*.

4. Terjemahan Frasa 23日午後の会見で *(ni juu san nichi gogo no kaiken de)* yaitu *pada konferensi pers pada Rabu sore* tidak akurat. Pada BSu tidak ada kata yang menunjukkan hari Rabu, hanya tanggal, dan tanggal tidak diterjemahkan.

5. Frasa 多くの人出 *(Ōku no hitode)* yang diartikan menjadi *banyaknya orang* kurang akurat, karena tidak hanya semata orang, melainkan orang yang bepergian.

6. Frasa 敬老の日 *(Keirō no hi)* yang diartikan menjadi *Penghormatan untuk Hari Tua* kurang akurat dan susunan kata juga kurang tepat, harusnya *Hari Penghormatan bagi Orang Lanjut Usia.*

7. Frasa 秋分の日 *(Shūbun no hi)* lebih akurat diterjemahkan sebagai *Hari Ekuinoks Musim Gugur*.

8. Kata 祝日 *(Shukujitsu)* tidak diterjemahkan dengan baik, hanya dimasukkan pada *liburan musim gugur*, padahal merujuk pada 2 hari libur yang disebutkan.

9. Penulisan kata koronal pada frasa *situasi infeksi koronal di masa depan* tidak tepat.

Keberterimaan

Dari berita ekonomi dari segi keberterimaan, untuk terjemahan berterima tidak ditemukan satupun terjemahan yang berterima. Untuk terjemahan yang kurang berterima. yaitu pada: Judul BE, BE 1.1, BE 1.2, BE 2.1, BE 3.1, BE 3.2, BE 3.3, dan BE 3.4. Berikut salah satu data yang tergolong kurang berterima:

BE 3.3	去年 10 月に行った前回調査では、トップが岩手県、2 位沖縄県、3 位熊本県、4 位香川県、5 位愛媛県だったが、その内今回 5 位以内に残ったのは前回トップの岩手県だけだった。	Dalam survei sebelumnya yang dilakukan Oktober lalu, Prefektur Iwate, Prefektur Okinawa Juara 2, Prefektur Kumamoto Juara 3, Prefektur Kagawa ke-4, dan Juara 5 Prefektur Ehime adalah yang teratas di antara mereka, tetapi hanya prefektur iwate yang tetap berada di 5 besar kali ini.

Ada beberapa kesalahan yang menyebabkan data BE 3.3 kurang berterima, yaitu:
1. Penulisan prefektur dan nama tempat ada yang tanpa huruf kapital.
2. Sebelum kata *Oktober* lebih baik diawali dengan kata *bulan*
3. Kata トップ *(toppu)* tidak diterjemahkan sehingga kurang utuh.
4. 去年 *(kyonen)* diterjemahkan menjadi *lalu*, seharusnya *tahun lalu*.
5. Pemakaian kata *juara* tidak tepat, karena bukan pertandingan kejuaraan.

Terjemahan tidak berterima pada berita ekonomi yaitu pada: BE 4.1, BE 4.2, dan BE 5.1. Berikut salah satu data yang tergolong tidak berterima:

BE 4.2	地方が 1148 店で全体の 27.5%だった 8 年前に比べると 10.3%伸びており、地方での免税店普及率が著しい。	Jumlah toko bebas bea di daerah pedesaan adalah 10,3% lebih tinggi dari delapan tahun yang lalu, ketika jumlah toko di wilayah itu adalah 27,5% dari total.

Ada beberapa kesalahan yang menyebabkan data BE 4.2 tidak berterima, yaitu:

1. Kata 1148 店で *(sen hyaku yon juu hachi mise de)* dihilangkan.

2. Istilah *daerah pedesaan* untuk menerangkan kata 地方 *(Chihou)* tidak berterima, karena memang bukan merujuk pada daerah pedesaan yang ada di Jepang.

3. Kata に比べると *(ni kuraberu to)* dihilangkan sehingga membingungkan saat membaca maknanya, sangat tidak alamiah.

4. Penggunaan kata *itu* membuat terjemahan terasa kaku secara keseluruhan dan terkesan tidak alamiah.

Untuk berita politik, terjemahan yang berterima yaitu data BP 1.2.

BP 1.2	複数の政府・与党関係者が明らかにした。	Beberapa pejabat pemerintah dan partai yang berkuasa mengungkapkan masalah ini.

Terjemahan diatas sudah sesuai dengan norma, kaidah, dan budaya pada bahasa Indonesia. Untuk data yang termasuk kategori kurang berterima dan tidak berterima, peneliti dan penerjemah ahli memiliki sedikit perbedaan penilaian Judul BP.

Judul BP	臨時国会は12月5日まで、政府・与党が調整:関係筋	Sesi Diet Luar Biasa hingga 5 Desember, dikoordinasikan oleh pemerintah dan pihak yang berkuasa = sumber.

Berikut hasil analisis yang dilakukan oleh penerjemah ahli terhadap Judul BP:

1. Pemakaian kalimat pasif di sini membuat terjemahan kurang akurat, lalu kata (hingga) tidak cocok di sini membuat kesan bahwa acara berlangsung hingga/sampai tanggal 5 Desember.
2. Penggunaan kata partai yang berkuasa lebih pas daripada (pihak yang berkuasa).
3. (Sesi) dalam konteks parlemen kurang pas, terkesan hanya acara biasa
4. Penggunaan kata (Diet) juga kurang pas dalam kaidah bahasa Indonesia, *parlemen.*
5. Seharusnya terjemahannya menjadi: *Pemerintah dan partai yang berkuasa akan mengatur pelaksanaan Sidang Luar Biasa Parlemen sebelum tanggal 5 Desember;Sumber*

Dengan dasar analisis diatas, penerjemah ahli mengelompokkan Judul BP ke dalam kategori kurang berterima dengan skor 2. Peneliti sepakat dengan poin-poin analisis yang dikemukakan oleh penerjemah ahli, namun untuk pengkategorian data, peneliti memiliki penilaian yang berbeda, dengan pertimbangan yaitu: *Struktur gramatikal yang masih terpaku pada bahasa Jepang* , sehingga tidak sesuai dengan kaidah bahasa Indonesia. Hal ini mengacu pada indikator terjemahan kurang berterima yang menyatakan bahwa: *Pada umumnya terjemahan sudah terasa alamiah, namun ada sedikit masalah pada penggunaan istilah atau terjadi sedikit kesalahan gramatikal.* Kesalahan gramatikal yang ada pada Judul BP bukan kesalahan yang sedikit, namun keseluruhan kalimat tersebut salah, karena masih terpaku pada sususan gramatikal bahasa Jepang (*BSu*), sehingga lebih cocok apabila Judul BP termasuk katergori tidak berterima dengan skor 1.

Dalam berita kesehatan tidak ditemukan satupun data yang berterima Untuk yang kurang berterima yaitu pada: Judul BK, BK 1.1, BK 2.1, BK 3.1, BK 4.1, dan BK 4.2. Contohnya:

BK 4.1	また、菅義偉首相と小池百合子東京都知事が23日に会談したことに関し、コロナ感染拡大の防止と経済回復の両立に向け、緊密に連携していくことを確認したと述べた。	Mengenai pertemuan antara Perdana Menteri Yoshihide Suga dan Gubernur Tokyo Yuriko Koike pada 23 Agustus, Perdana Menteri Yoshihide Suga dan Gubernur Tokyo Yuriko Koike menegaskan bahwa mereka akan bekerja sama secara erat untuk mencegah penyebaran infeksi korona dan mencapai pemulihan ekonomi.

Faktor yang membuat terjemahan tersebut kurang berterima, yaitu:

1. Pengulangan nama Perdana Menteri dan Gubernur dua kali di tempat yang berdekatan, membuat kalimat tidak alamiah. Akan lebih baik menggunakan kata ganti *mereka*/*keduanya* pada nama Perdana Menteri dan Gubernur yang terakhir. Sehingga kalimatnya menjadi: *Selain itu, terkait pertemuan antara Perdana Menteri Yoshihide Suga dan Gubernur Tokyo Yuriko Koike pada tanggal 23, mereka menegaskan akan bekerja sama secara erat untuk mencegah penyebaran COVID-19 serta akan mencapai pemulihan ekonomi.*

Untuk terjemahan tidak berterima yaitu pada BK 5.1.

BK 5.1	衆院解散の有無とも関連して召集時期が注目されている臨時国会について、与党内で具体的な日程に関する案が出ているとの質問に対し、加藤官房長官は「どういう話か承知していない」と述べるにとどまった。	Menanggapi pertanyaan tentang jadwal tertentu dalam partai yang berkuasa mengenai sesi Diet yang luar biasa, yang menarik perhatian karena pembubaran DPR, Kepala Sekretaris Kabinet Yoshihide Kato mengatakan, "Saya tidak menyadari apa ceritanya nanti."

Secara keseluruhan terjemahan terasa membingungkan karena tidak beraturan, terdapat kalimat yang diterjemahkan tidak secara utuh, dan kata 承知していない *(Shōchi shite inai)* lebih baik diterjemahkan menjadi *mengetahui*. Terjemahan akan lebih berterima apabila disusun ulang menjadi: *Yang paling menyita perhatian adalah menengenai apakah Majelis Rendah akan dibubarkan atau tidak, juga terkait Sidang Parlemen Luar Biasa. Ketika ditanya apakah di internal partai berkuasa ada usulan tanggal pastinya, Kepala Sekretaris Yoshihide Kato berkata "Saya tidak menegtahui hal tersebut".*

Keterbacaan

Dari berita ekonomi dari segi keterbacaan, untuk tingkat keterbacaan tinggi. Dalam berita ekonomi yang dianalisis, hanya terdapat 2 data yang termasuk dalam kategori ini, yaitu data BE 1.1 dan BE 3.2

BE 1.1	観光庁は 6 月 17 日、2020 年 3 月 31 日時点での都道府県別消費税免税店数をとりまとめ、発表した。	Pada 17 Juni 2020, Badan Pariwisata Jepang menyusun dan mengumumkan jumlah toko bebas pajak konsumsi berdasarkan prefektur per 31 Maret 2020.

Terjemahan BE 1.1 terbaca dengan baik, tidak perlu membaca berulang kali untuk memahami maksud dari kalimat tersebut dan secara gramatikal tidak ada masalah. Untuk keterbacaan sedang. Terdapat 6 data berita ekonomi yang masuk dalam kategori ini, yaitu: Judul BE, BE 1.2, BE 2.1, BE 3.1, BE 3.3, BE 3.4. Berikut salah satu data yang termasuk memiliki tingkat keterbacaan sedang:

BE 3.4	長崎が全都道府県において飛び抜けた伸び率を記録したが、2 位以下は東北の活躍が目立った。	Nagasaki mencatat tingkat pertumbuhan yang melonjak melalui semua prefektur, tetapi keberhasilan Tohoku mencolok di tempat kedua atau lebih rendah.

Kata *melalui* membuat kalimat agak sulit dipahami sehingga kalimat harus dibaca lebih dari satu kali agar dapat dipahami maksudnya. Sebaiknya kata tersebut diganti dengan *melampaui* agar lebih mudah dipahami. Atau keseluruhan kalimat diubah menjadi:
Nagasaki mencatat tingkat lonjakan pertumbuhan yang melampaui seluruh prefektur, tetapi untuk tempat kedua dan selanjutnya aktivitas Tohoku terlihat mencolok.
Untuk keterbacaan rendah, yaitu terjemahan yang sulit dipahami atau bahkan tidak dapat dipahami dan dibaca. Dalam penelitian ini terdapat tiga data berita ekonomi yang termasuk kategori ini, yaitu: BE 4.1, BE 4.2, dan BE 5.1. Contohnya:

BE 4.1	三大都市圏と地方の比率は、三大都市圏が全体の割合の 62.2%を占め、地方が 37.8%となった。	Rasio tiga wilayah metropolitan terhadap provinsi ini adalah 62,2% dari total, sementara tiga wilayah metropolitan menyumbang 37,8%.

Terjemahan di atas sama sekali tidak dapat dibaca dengan jelas. Selain akibat dari kesalahan keakuratan pengalihan pesan, kata tunjuk *ini* membuat keseluruhan kalimat menjadi ambigu. Karena tidak disebutkan provinsi mana yang dirujuk oleh kata *ini* tersebut.

Pada berita politik, terjemahan dengan keterbacaan tinggi ditemukan sebanyak 3 data yaitu: BP 1.2, BP 2.1, dan BP 2.2. Contohnya:

BP 2.2	菅義偉首相就任後初めての所信表明演説が行われる。	Pidato kebijakan pertama sejak pelantikan Perdana Menteri Yoshihide Suga akan disampaikan.

Terjemahan BP 2.2 sangat mudah untuk dibaca, bahkan hampir tidak seperti karya terjemahan yang dihasilkan mesin penerjemah pada umumnya. Selanjutnya, dari hasil analisis yang dilakukan tidak ditemukan satupun data yang memiliki tingkat keterbacaan sedang. Untuk keterbacaan rendah. Dalam penelitian ini ditemukan sebanyak 5 data yang termasuk ke dalam kategori ini, yaitu: Judul BP, BP 1.1, BP 3.1, BP 4.1, dan BP 4.2. Contohnya:

BP 3.1	当初は会期を12月10日前後までとする案も浮上していたが、11月中にも首相が正式に策定を指示するとみられる2020年度第3次補正予算などの準備作業に配慮し、会期末を前倒しする格好だ。	Awalnya, rencana untuk menetapkan sesi yang akan diadakan hingga sekitar 10 Desember telah muncul, tetapi diharapkan untuk bergerak maju ke akhir sesi dengan mempertimbangkan pekerjaan persiapan seperti anggaran tambahan ke-3 untuk tahun fiskal 2020, yang diharapkan perdana menteri secara resmi akan segera dirumuskan pada akhir November.

Terjemahan BP 3.1 selain tidak akurat, tidak berterima, juga tidak dapat dibaca dengan baik sehingga sulit dipahami. Ada banyak hal yang harus diperbaiki dari terjemahan diatas.

Untuk berita kesehatan sendiri, data yang termasuk kategori keterbacaan tinggi dan keterbacaan sedang, peneliti dan penerjemah ahli memiliki sedikit perbedaan penilaian pada dua data, data yang dimaksud disini yaitu BK 4.1 dan BK 4.2.

BK 4.1	また、菅義偉首相と小池百合子東京都知事が23日に会談したことに関し、コロナ感染拡大の防止と経済回復の両立に向け、緊密に連携していくことを確認したと述べた。	Mengenai pertemuan antara Perdana Menteri Yoshihide Suga dan Gubernur Tokyo Yuriko Koike pada 23 Agustus, Perdana Menteri Yoshihide Suga dan Gubernur Tokyo Yuriko Koike menegaskan bahwa mereka akan bekerja sama secara erat untuk mencegah penyebaran infeksi korona dan mencapai pemulihan ekonomi.
BK 4.2	さらに来年の「東京五輪開催に向けて準備を進めることで一致した」と語った。	Selain itu, dia berkata, "Kami sepakat untuk mempersiapkan Olimpiade Tokyo tahun depan."

Dalam analisisnya, penerjemah ahli memberikan penjelasan pada BK 4.1 yaitu: *Agak mudah dipaham.cPoin-poin utama kalimat asal tersampaikan dengan cukup baik, jadi bisa dipahami* dan untuk data BK 4.2 penjelasan yang diberikan penerjemah ahli, yaitu: *Agak mudah dipahami. Kalimat ini pendek, hasil terjemahannya tidak terlalu membingungkan* . Dengan dasar analisis diatas, penerjemah ahli mengelompokkan BK 4.1 dan BK 4.2 ke dalam kategori tingkat keterbacaan sedang dengan skor 2.

Peneliti kurang sepakat dengan penerjemah ahli, Peneliti sendiri memiliki penilaian yang berbeda, dengan pertimbangan yaitu: *Kata, frase, klausa, dan kalimat terjemahan dapat dipahami dengan mudah oleh pembaca*, sehingga tidak cocok apabila dikatergorikan pada tingkat keterbacaan sedang. Hal ini mengacu pada indikator terjemahan tingkat keterbacaan tinggi yang menyatakan bahwa: *Kata, frasa, klausa, dan kalimat terjemahan dapat dipahami dengan mudah oleh pembaca.* Peneliti berpendapat bahwa BK 4.1 dan BK 4.2 dapat dimengerti hanya dengan sekali baca sehingga lebih cocok masuk kategori tingkat keterbacaan tinggi dengan skor 3.

Untuk tingkat keterbacaan rendah, ditemukan 4 data yang termasuk kategori ini, yaitu: Judul BK, BK 2.1, BK 3.1, dan BK 5.1. Contohnya:

| BK 5.1 | 衆院解散の有無とも関連して召集時期が注目されている臨時国会について、与党内で具体的な日程に関する案が出ているとの質問に対し、加藤官房長官は「どういう話か承知していない」と述べるにとどまった。 | Menanggapi pertanyaan tentang jadwal tertentu dalam partai yang berkuasa mengenai sesi Diet yang luar biasa, yang menarik perhatian karena pembubaran DPR, Kepala Sekretaris Kabinet Yoshihide Kato mengatakan, "Saya tidak menyadari apa ceritanya nanti." |

Istilah yang digunakan pada BK 5.1 tidak familiar bagi pembaca *BSa*, serta susunan gramatikal yang tidak beraturan membuat kalimat secara keseluruhan tidak dapat dimengerti sama sekali walaupun sudah dibaca berulang kali.

KESIMPULAN

Dari hasil analisis dan evaluasi pada bagian sebelumnya tentang kualitas hasil terjemahan *Bing Translator* dalam menerjemahkan teks berbahasa Jepang ke dalam bahasa Indonesia dapat disimpulkan bahwa: (1) dari segi keakuratan, berita ekonomi, berita politik, dan berita kesehatan termasuk kategori kurang akurat. Sebagian besar dari kekurang-akuratan terjemahan dari ketiga berita tersebut disebabkan oleh pemadanan kata yang kurang tepat; (2) dari segi keberterimaan, berita ekonomi dan berita kesehatan termasuk ke dalam kategori kurang berterima, sedangkan berita politik masuk kedalam kategori tidak berterima. Sebagian besar kekurang-berterimaan terjemahan dari berita ekonomi dan berita kesehatan disebabkan oleh penggunaan istilah yang kurang familiar bagi pembaca *BSa* pada bagian tertentu. Mayoritas ketidak-berterimaan terjemahan dari berita politik disebabkan oleh penggunaan istilah yang kurang familiar bagi pembaca *BSa* serta susunan gramatikal yang masih mengikuti *BSu* sehingga terkesan kaku dan sangat tidak alamiah. (3) Dari segi keterbacaan, berita ekonomi termasuk ke dalam kategori keterbacaan sedang, berita politik dan berita kesehatan termasuk ke dalam kategori keterbacaan rendah. Keterbacaan sedang pada berita ekonomi disebabkan oleh adanya sedikit kesalahan pada struktur gramatikal dan penggunaan istilah yang kurang familiar pada beberapa bagian, sehingga terjemahan harus dibaca lebih dari satu kali agar dapat dimengerti. Keterbacaan rendah pada berita politik dan berita kesehatan disebabkan oleh kesalahan penyusunan kata, penggunaan istilah yang tidak familiar, serta ketidaktepatan penggunaan konjungsi kata.

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中印姓名比较研究

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ABSTRACT

Penelitian ini merupakan penelitian kualitatif yang bertujuan untuk mengetahui perbandingan antara nama yang digunakan oleh orang Indonesia dan nama yang digunakan oleh orang Tiongkok. Melalui penelitian ini dapat diketahui bahwa pada nama orang Tiongkok letak marga ada di depan, sedangkan letak marga orang Indonesia ada di belakang. Dari pemilihan suku kata pada nama orang Tiongkok biasanya dapat langsung diketahui kepercayaan atau harapan yang terkandung di dalamnya. Pada nama laki-laki orang Tiongkok biasanya ada kata *Wei* (hebat), *Zhuang* (kuat), *Jing* (terang), dsb. Sedangkan pada nama perempuan mengandung kata-kata yang ada unsur bunga, mutiara, lemah lembut, dan sebagainya. Karena orang Indonesia mempunyai banyak suku, terkadang dengan melihat nama orang Indonesia, kita bisa mengetahui suku orang tersebut. Selain itu, kita juga bisa mengetahui agama seseorang dari nama Indonesia-nya. Pada penulisan nama orang Indonesia dapat dicantumkan gelar akademik, sedangkan pada nama orang Tiongkok tidak ada penulisan gelar akademik.

Kata Kunci: *nama, orang Indonesia, orang Tiongkok, perbandingan*

引言

本文选择中印姓名比较的题目理由，是因为想要进一步了解中国人与印尼人姓名的意义、形式、特征、并且找出来这两种国家的姓名异同。通过中印姓名比较研究来更加深入自己对两个国家姓名的理解。

1. 中印姓名结构形式

1.1 中国人姓名的结构形式

古代中国人的姓名是多么丰富。他们的姓名不仅有姓和名字两部分，而且有氏、字、号的多层互补性。这姓名的形成有悠久的历史，它的发展与中国文化是很紧密。现代中国人姓名大部分只包含姓和名字、如：

姓名	姓	名	性别
广宾	刘	宾	男
金凤	刘	凤	女
玉梅	赵	梅	女

中国人的姓位子是固定在名字前面。一个家的孩子可以随父性还是母性。但大多数中国人随父性。世界上的姓名结构多种多样，根据张则桥所述：现代中国人

的姓名结构只包含姓和名两部分。中国人姓名结构中姓永远在名字的前面，位置是不可变的。

1.2 印尼人姓名的结构形式

印尼人姓名形态比较复杂，有的姓名反映出印尼文化的多元性、也有的反映个人的民族。因为印尼人不看重姓，所以他们一般只有名字，没有姓。印尼人的名字经常不只有一个词，也有两个词或两个以上词。与中国人姓名相比印尼人姓名结构中最突出的特点是没有固定的姓、如：

姓名	姓	名	性别
Joko	-	Joko	男
Joko Widodo	-	Joko Widodo	男
Joko Widodo	Widodo	Joko	男

印尼人的姓名形式，虽然姓名有两个词，但是不一定最后面的词是姓。如果印尼人有姓的话，他的姓跟定放在最后面。

总结，印尼人的姓名结构主要有多种，一种是只有名字；另一种是名字+名字或名字+名字+名字；第三种是名字+姓或名字+名字+姓；第四种是名字+父名+姓。

2. 中印姓名的文化内涵

2.1 中国人姓名的文化内涵

人们生活离不开文化，至少要受传统文化的影响，即使是小的名字，也不可避免与民族文化相关。中国人的名字往往寄托着传统文化的伦理精神、价值观念以及宗教的理想。古代中国文化一向重视伦理道德的教育或儒家的思想。因此、很多中国人取名的时使用：仁、义、礼、智、信、德、忠、孝等。

道德/儒家教育	人名范例
仁	林爱仁、张惠仁、郑有仁
义	卢志义、肖永义、甘义
信	黄信达、郑有信、李存信
德	吴玉德、张思德、许德政
忠	张大忠、杨干忠、李国忠
孝	李思孝、方孝纯、张孝颜

这些以传统美德词汇当中的名字反映中国人道德精神的取向，重视儒家的教育，并希望能得到仁义礼智信，大忠大孝的美德，做一个高尚的人。

汉族人多有追求美名的习俗。春秋以来，人名较为质朴，汉代以后，追求美名的习俗便盛行起来。追求美名与审美意识密切相关。虽然，美名的深层文化密码是人们盼望交上好运，通过美名能给自己带来好的命运。但这里也隐藏着社会的审美意识，那些男性或女性的美名，反映了人们对男性美和女性美的追求。男子的命名中，多用：

- **伟**（方志伟，钱伟长，余伟荣）-- 伟，盛大也，壮美也
- **景**（赵景云，赵景环，吴景亮）--景，远大也，明也。
- **刚**（陈刚，林志刚，方铁刚）-- 刚，紧也，强直也。
- **壮**（吴大壮，李壮，王壮君）-- 壮，大也，建也

表现了人们对阳刚之气男性的雄伟、刚健的审美心里。女性命名中，多用：

- **花鸟**（许彭梅，吴玉花，郭小兰，郭美英，等等）
- **珠宝**（李玉珍，林珊珊，赵琼琼，赵秀宝）
- **柔辞**（李淑芳，王娇娇，顾媚，谢彩云）

表现人们对女性阴柔之美的审美心里。

2.2 印尼人姓名的文化内涵

印尼有一百多个民族，不同的民族有不同的名字。印尼人采取名字里会有文化内涵。本文解释两个较大民族的名字，以爪哇与巴厘民族。有很多印尼名字用 Sekar（花）、Agung（伟大）、Surya（太阳）、Riski（富裕）、Lintang（星星）等。

（1）　爪哇人姓名的文化内涵

在印尼爪哇族是最大的民族。因此、爪哇传统文化是印尼本土文化的突出代表。所以爪哇人的名字最能反映印尼本土文化的痕迹。典型爪哇男子名字一般以 Su-开头。Su 在爪哇语里有"好"的意思，如：Suparjo（好的后代）、Supriyadi(又好又帅的男人)、Susilo（好的态度）、Sudarmi（又好又伟大的女孩）、sumitro（好的朋友）等。爪哇人名字中体现的爪哇传统文化还表现在：

古爪哇语数词	释义	人名范例
Eko	一	Eko Pratomo
Dwi	二	Dwi Endarwati
Tri	三	Tricaksono
Catur	四	Catur Perdana
Ponco	五	Ponco Kusumo
Sad	六	Sadtono
Sapto	七	Sapto Raharjo
Hasto	八	Asto Rukmana
Nowo	九	Nowo Suryanto
Doso	十	Doso Handoyo
神明	**释义**	**人名范例**
Surya	太阳神	Suryatomo
Candra	月神	Chandra Kirana
Indra	雷雨之神	Indra Rukmana
Wisnu	守护之神	Wisnu Wardhana
哇扬人物	**释义**	**人名范例**

Hanuman	哈努曼	Hanoman
Bima	怖军	Bima Putranto
Semar	赛玛尔	Ismoyo

(2)　巴厘人姓名的文化内涵

在印尼的巴厘岛，印度教与当地文化有机结合，挺生出生命力强大的巴厘一印度教文化。因此，印尼巴厘人的名字既有本土的文化特征，又含有印度教文化的印记。他们习惯按照出生顺序取名，如：老大叫 Gede、Wayan、Putu；老二叫 Made、Kadek；老三叫 Nyoman、Komang；老四叫 Ketut。巴厘人会在成年后冠以表示印度教种姓的名号。这是他们的名字显得非常特别。

3.　不同结构形式反映文化异同

中印姓名结构中有不同的基础。通过对比中印姓名，本人发现中印姓名在不同结构上反映文化异同。

3.1 相同的文化内涵

3.1.1 名字都有象征地位的组成方面

中印姓名结构中都有象征地位的组成方面，只是中印姓名结构中出现顺序不同。中国人姓名先出现的是姓，姓的出现最早是为区分血缘，限制和规范婚配行为。

印尼人姓名结构中，最早出现的是名字。我们会看得出个人的民族从他们的名字、也能看得出一个名字文化内涵。

3.1.2 名字都可以反映时代特征

在中印名字结构中，姓是比较固定，即是不可轻易改变的方面。可以有变化的部分只有名字，这部分最能反映个人姓名的独特性，也能反映所处时代的特征。无论是印尼名字还是中国名字，都会受到时代变革、社会发展、思想解放等因素的影响。

中国人名字的时代特征很明显、能当社会的一面镜子。建国初期中国人名字多以保家卫国，如：杨国建、杨建新、李国祝等等。中国人名字也反映着那个特殊时代的政治气息，如：欧中军、陈绍红、邓泽军等等。进入新时代后，中国人思想解放。现在中国人名字有各种各样的名字、会根据出生时的自然状况、接用明星的名字或把父母的姓都命名到姓名中去。

印度尼西亚民族众多，宗教信仰各异，因而其姓名的构成也比较复杂。印尼人的名字以前看重有良好的意义，如：Setya （忠实）、Kartika（星星）、Kusuma（花）等等。但在新时代、印尼人觉得如果取名的时只取一个方面，别的方面不够好，所以印尼名字越来越长，如：Briliandi Waluya Jati（聪明、身体健康、优秀）、Ronny Wicaksana （有明哲的男人）、Adha Maha Adhi Prayoga（伟大、友好）、

Satria Raya Putera（伟大的冠军）、Febryana Nur Maharani（一个2月出生的女孩，有皇帝的力量）。印尼人也喜欢使用"伟大"（Agung、Akbar、Gedhe）、"美丽"（Ayu、Bagus、Endah）、"优秀"（Briliandi、Cendikia、Limbad）取名。新时代印尼名字现在也采取一种西式的取名方法，如：Jack、Jackson、Jane等等。印尼人姓名可以反映出西方文化与土文化的自然融合。印尼独立后，印尼人在给子孙取西化的名字时并不会回忆起曾被西方列强殖民的痛苦历史，许多人把拉丁教名和英文名字印尼化，如：Joni，Stefani，Anton，Teresia，Cindy，Andy，Carolina，Isabela，Ronaldo，David，Jonatan，Melisa等。此外，在印尼夹杂外语和印尼语的名字也常见，如：Ananda Mikola，Ricky Harun，Christian Sugiono，Albert Wiyono等等。印尼人觉得使用这些名字比较洋气。因此、这种印尼化现象和语码混合反映出印尼人非常欢迎西方文化。现在与印度、伊斯兰教、基督教等外来宗教有关取名的印尼人也较多、反映印尼对宗教很敏感，如：Iqbal Ramadhan，Nur Widyaningsih，Sholeh Raharjo，Albertus，Maria，Yakobus，Adam，Brahma，Dewi Sri，Dewa，Shinta等等。

伊斯兰教徒或受伊斯兰教影响较深的地区（亚齐、加里曼丹、爪哇等），人们常用伊斯兰教名作为自己的名，如:阿里（Ali）、穆罕默德（Mohammed）、马哈茂德（Machmud）等。平民姓名各节间往往用"宾"（Bin，意为"某某之子"）或"宾蒂"（Binti，意为"某某之女"）连接。在这些地区，只有贵族的姓才代代相传。贵族不但有名有姓，而且名字前面还有贵族等级尊称，如"Sultan"，"Anak Agung Gede Agung"，"Raden"，"Raden Mas"等。平民的姓，每代各异。如阿里·沙斯特罗阿米佐约（Ali Sastroamidjojo），可以简称"阿里"，也可以称"沙斯特罗阿米佐约"，因叫"阿里"的人太多，所以通常都简称"阿里·沙斯特罗阿米佐约"为"沙斯特罗阿米佐约"。巴厘岛上的巴厘族信奉印度教，贵族与平民的姓名与上述的爪哇族人类同。基督教徒或受基督教影响较深的苏拉威西岛居民，不分贵族和平民，一般都用基督教名，也有固定的姓。如亨利·亚历克西斯·鲁道夫·蒂拉尔（Henry Alexis Rudolf Tilaar）"蒂拉尔"是姓，其余三节都是名。

4. 中印姓名的特点
4.1 中国人名字的特点
（1） 中国人姓名的文化意义
中国人采取名字的时候采用的"字辈谱"，不但浸透着父辈的文化心理，而且体现了数代、数十代以前的列祖列宗对子孙后代的希望与期待。这是一种通过各人的血缘关系命名的典型例证。
（2） 男女名字的意义
中国传统上的男名，多取英武博大之词，表抱负者，如：赵济世、钱柱国；表志愿者，如：孙景贤、李幕圣；表操守者，如：周宗廉、吴清风。女子名字的用字频率与男子名字有较大的差异。这种差异就是比较注重女子的性别特征。男

子名字多用阴刚、果断之气。女子名字多用阴柔、妩媚之态。当代中国女子的取名用字（由父母命名或自己改名）。

（3） 单音节与双音节名字语素

中国人名字的语素结构是很丰富。它有单音节和双音节语素。所有汉语语素都可以成为名字的构成成分。人名中单音节语素有一定的必要。中国历史上，东汉与三国时期，大部分人名是一个字（单音节语素），如：东汉的王黄、王充、孔备、黄昌，三国时期的人物有：刘备、孙权、曹操、张飞、周云等。单音语素在现代人名中也相当普遍，其中以独立语素为名的最多，如：王芳、陈风、赵玉、王力、李光、周民、李南、王燕、君红、李郡。这里的芳、风、玉、力、光、江、民、水、南，都是可以独立成词的语素。除此，还有用现代汉语中不能独立的语素为名的，如：王之、浓亚、方谟等。在现代时代，双音节的人名越来越多。名字中的双音节语素的构成有三种不同的情形：取汉语中双音词入名（如：王建国、李红梅、张爱民、罗青春、林玉石、杨可歌、黄光明、李建设、张福贵、王壮志、王春雨），取数词入名（李五四、黄六一、陈乃六、陈乃五），名字中独特的组合语素（如：高庆灵、李京生、陈法今、李庆海，孟守介、林赛生、胡士宝、朱希章）。中国人的名字中有许多双音语素，有其特殊的复杂的来源。有的是以出生地取名（如：严沪生），有的以时代取名（张抗美，李卫东），有的以排行取名（王伯仪、王仲力），有的以出生时间取名（如：林赛生）。这种取名来源的复杂性，使人们采用各种各样的语素组合。由于到多数中国人的名字只用两个语素,而命名取意又很复杂，这不得不使命名人采用独特的语素组合方式。

上面有关名字语素成分分析中，前两类的语素取自汉语双音复合词，而第三类却是名字独特的语素结构。第三类的名字语素结构，带有很强的个人言语创造性。从名字的取意到名字语素结构的形式都反映个人言语创造的过程。

名字中语素的组成关系有：

- 同义关系——陈远瑶、林江河
- 反义关系——林方圆、赵少曾
- 连义关系——姓和名连成一个意义整体，如：沙千里、关山月
- 谐音关系——有双声，桑韵、同音三类，如：李莉、方峰、扶苏、林林

4.2 印尼人名字的特点

（1） 名随人变

印尼人的名字常常伴随它的主人一起成长。出生的时候，印尼人会得到一个名字，如果一个孩子的身体较弱多病，父母会帮其换个名字。成人会有加封头衔、接受学历教育后还可以冠上学衔。

(2) 崇尚名誉

印尼的名字往往还包括各种头衔，大部分可以分 5 类：皇室和宗族世袭头衔、宗教头衔、教衔和军衔、职业头衔、学术头衔，如：Prof. Dr. Ignatius

Eka、H. Sholeh Shallahudin, MM、Hj. Umi Kalsum、Dr. Zulmiar Yara, Ph.D。
下面解释印尼几个头衔的意义：

头衔	中文意思
KH	伊斯兰教育学硕士
M.Pdi	学士
Prof.	教授
Dr.	博士
Ir	工学士
Hj	哈查
MM	管理学硕士
Kol(Purn)	退役上校
Drs	社会科学学士
Ph.D	博士
dr.	医生
Sp.OK	职业病专业家
Dipl.Ing	德国工学硕士
H	哈吉

(3)品位使用

　　印尼人取名的时还注意色彩。印尼名字常常用来纪念某个事件或一段岁月，如：Irianto 表示他的父亲曾参加保卫伊利安的战争、Subiakto 是为了纪念他的父亲在 Biak 岛上服役、Pestiati 是为了庆幸逃脱鼠疫的危险等。名字还被寄语某种精神和希望，如：Hartawan Sejahtera 代表希望可以拿到成功和丰富（当一个富翁的人）、Surya Kamampa，其中的 Kamampa 代表"Kepada Mama dan Papa（尊敬母亲和父亲）。印尼名字也用于迎合上层社会，逃避政治歧视。米南加保地区（Minangkabau）曾是全面斗争约章集团叛乱活动的根据地。有很多米南人为了避免牵连不得不改换带有部族色彩的名字，如：一个名字 Bastian St. Ameh 的叛乱成员改名到 Sebastian Tanamas，并成为一名成功的企业家。

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印尼留学生汉语撮口呼韵母偏误分析

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ABSTRAK

Artikel ini meneliti bagaimana mahasiswa Indonesia melafalkan lima suku kata bahasa Mandarin dengan isebagai akhir, yaitu *ü* 、 *üe* 、 *ün* 、 *üan* 、 *iong*. Penelitian ini akan menggunakan tes sebagai alat untuk mendeteksi kesalahan siswa. Akan ada tiga bagian dalam tes, yaitu, mendengarkan, pengucapan dan membaca kalimat. Penulis akan menjelaskan dan menyimpulkan ciri-ciri kesalahan pengucapan mahasiswa Indonesia pada lima suku kata bahasa Mandarin dengan *ü* sebagai akhir; menganalisis penyebabnya; dan memberikan saran kepada para dosen tentang cara mengajar mahasiswa Indonesia untuk mengucapkan suku kata tersebut. Penulis berharap artikel ini dapat meningkatkan pengucapan mahasiswa Indonesia pada lima suku kata bahasa Mandarin dengan *ü* sebagai akhir dan berkontribusi pada koreksi kesalahan pengucapan tersebut. Kuesioner akan membantu penulis untuk mengukur kemampuan mahasiswa Indonesia melafalkan lima suku kata bahasa Mandarin dengan *ü* sebagai final. Setelah itu, penulis akan menggunakan hasilnya sebagai data untuk mengamati kesalahan, dan menarik kesimpulan tentang karakteristik kesalahan pengucapan dan penyebabnya.

Kata kunci: *mahasiswa Indonesia, suku kata, bahasa Mandarin, kesalahan pelafalan, analisis kesalahan*

提要：

本文以印尼留学生为观察对象，通过测试问卷，考察印尼学生在单念韵母、词语发音、语句朗读三种语境下，对 ü、üe、ün、üan、iong 五个撮口呼韵母进行听辨、念词语与朗读时产生的偏误。论文对印尼留学生在撮口呼韵母上的偏误进行了阐述，得出印尼留学生习得撮口呼韵母的一些特点。调查显示，印尼留学生在听辨汉语撮口呼韵母时，韵母 ü、üe、ün、iong 没有出现偏误，撮口呼韵母 üan 的听辨正确最低；学半年汉语的学生在听辨撮口呼韵母时，比学一年以上的学生更容易产生混淆。发音方面，印尼学生习得撮口呼现出一定的特点：五个撮口呼韵母习得难度由高至低次为：ü>üan>üe >ün > iong。印尼留学生汉语撮口呼韵母偏误的主要原因有以下几个：一是学生用自己认为最接近的印尼语语音代替撮口呼；二是受汉语拼音拼写形式的影响；三是看撮口呼后面是否有其他音素。

关键词：印尼留学生；撮口呼韵母；偏误分析；原因及对策

一、引言

根据刘珣（2002），"汉语作为第二语言教学的目的是，第一，掌握汉语基础知识和听说读写基本技能，第二，增加学习汉语的兴趣和动力，发展智力，培养汉语的自学能力，第三，掌握汉语的文化因素，熟悉中国的基本国情和文化知识"（p.58）。"汉语作为第二语言教学的内容有四个，第一是语言要素。语言要素包含汉语语音、词汇、语法和汉字。第二是言语技能。言语技能包含汉语听、说、读、写。第三是言语交际技能。第四是相关文化知识"（刘珣，2002，p. 62）。

一些国家和地区在学习一门语言时并不重视语音的学习。然而，汉语语音是学习汉语的基础，是培养学生听、说、读、写技能和社会交际能力的首要前提。忽视语音教学会严重影响交流，因此我认为，在汉语教学中，语音教学是重中之重。只有掌握了汉语语音的基础知识和正确、流利的发音，才能良好地通过语言进行交际。

汉语有其他语言没有的语音，比如说撮口呼韵母。因此汉语撮口呼韵母是外国学生较难掌握的一个语音点。印尼语里面没有"ü"这个音，所以汉语撮口呼韵母给学习者带来很多困难。对多数外国学习者来说，汉语语音是不太容易掌握好的，若想学好汉语语音，除了学习者本身努力之外，还要把握好正确的方法。

根据Henry（1989），"学习第二语言时犯错误是很自然的，也是不能避免的。如果我们理解分析理论，造成错误是能了解的。误差分析包括学生学习外语时所面对的实际问题。这一分析告诉我们学生的语言错误，也帮助语言教师找出较好的方法来克服学生的困难。学生的错误必须有所减少，若有可能完全消除。如果我们把错误仔细和深入调查，这个目的是能够达到的"（p. 9）。

笔者选择研究母语为印尼语的印尼留学生在学习汉语撮口呼韵母上的偏误，对偏误进行详细的分析，找出误读的原因并给出相应的对策，希望能给教师和学习者一些提示和帮助。

关于语音的偏误研究：杜依倩（《印尼留学生汉语学习偏误类别及原因调查报告》2011）通过课堂观摩与留学生交谈的方式，发现了印尼留学生一些语音上的问题，就是声调偏误、zh、ch、sh、r的发音偏误与送气音的偏误。董琳莉（《印尼华裔学生学习普通话语音的难点及其克服方法》1997）通过对被试汉语中介语语音与汉语普通话语音的对比，从声、韵、调三个方面分析了印尼华裔学生语音学习上的难点及其产生原因。倪伟曼和林明贤（《关于印尼华裔学生汉语语音的调查及相应的教学对策》2000）指出在印尼语中没有ü音，而有辅音y。王功平（《印尼华裔留学生普通话双音节

上上连读调偏误实验研究》2004）指出印尼留学生发普通话双音节上上连读调时所存在的主要偏误是：调域偏小、最大音高值偏低、音节发音时长偏长且前后字的时长比例不当。王茂林（《印尼华裔留学生汉语声调习得分析》2006）验证了印尼华裔学生四声习得由易到难的顺序是：阴平、去声、阳平、上声，另外该文还指出绝大多数印尼华裔学生的强势语言不再是汉语方言而是当地的印尼语，由于他们大多会讲英语，其语调偏误与母语为英语的汉语学习者是一样的。王茂林、孙玉卿（《印尼华裔留学生汉语三合元音韵母的偏误分析》2007）分析了印尼华裔学生汉语三合元音韵母的习得偏误。王韫佳（《近三十年汉语作为二语的语音习得研究述评》2001）引进和运用Best（1995）对韩、日研究了汉语普通话5个高元音。他们发现两国学生错误率最高的是ü[y]，主要错误倾向是将它同化为i[i]。错误倾向是因为受到声母因素的干扰。在学习时间相同的条件下，日本学生ü[y]的错误率高于韩国学生。朱永平（《美国学生习得汉语声母的难度》2004）对美国两所大学一年级学生学习汉语声母的情况进行了调查，得出他们的汉语声母学习难度等级序列为：m、n、f、b、d、g、s> p、t、k、h>j、q、x、z>sh、zh、ch、c（从左至右，难度增加）。梅丽（《日本学习者习得普通话卷舌声母的语音变异研究》2005）研究了日本学生习得普通话卷舌声母的语音变异想象。李红印（《泰语母语者习得汉语后响二合元音的分析》1995）指出由于泰语没有高元音，许多学生常以不同的圆唇高元音代替，如 qu 读成 qi、yu 读成 yiu、yuan 读成 yan、yue 读成 ye、jue 读成 jie 等。

二、实验设计

笔者通过测试问卷系统地收集印尼留学生汉语撮口呼韵母听辨与发音的有关资料，了解印尼留学生习得汉语撮口呼韵母的偏误情况。这项研究运用定量分析法。即根据确定人数的数据进行统计，得出确定数字的结果，并对它们进行分析和研讨。

本文的研究采取测试的方法是：从汉语撮口呼的听辨和发音两方面入手，对印尼留学生进行考察。本文试图通过听辨和发音测试偏误分析，总结出印尼留学生汉语撮口呼听辨和发音的偏误规律，以验证印尼留学生的发音偏误是否具有对应性关系，也就是说，验证学生汉语撮口呼发音偏误类型是不是因为受到听辨偏误类型的直接影响。本文的研究目的是对印尼留学生汉语撮口呼发音偏误进行分析，听辨测试及分析是用来为汉语撮口呼发音偏误分析服务的。

本次测试选取的受试者为：江西师范大学的印尼留学生。共有30个人，所有学生都完成了拼音阶段的学习，学习时间为6个月到4年。受试者在来江西学习汉语之前，没有学习其他有撮口呼韵母语言的经历。

测试问卷从结构来说，由两个部分组成的。第一部分是调查对象的背景信息，包括调查对象的基本信息，如：性别、年龄、专业和学汉语的时间。第二部分是撮口呼韵母习得情况。

测试的步骤是：第一步：听辨测试。发放听辨测试试卷，要求学生听后选择正确的答案，然后回收试卷。听辨测试的录音由普通话标准的中国人录制，听辨测试结果由本人整理统计。第二步：发音测试。对学生的发音进行录音。由一位中国学生和本人自己进行听音，我们可以根据各自需要反复听录音，对发音正误的评判要综合在一起判断学生的发音偏误。

三、研究结果及讨论

撮口呼韵母偏误情况

听辨韵母的错误频率为60%，18个学生。正确率有40%，12个学生。他们的偏误形式都是一样的，把üan听成uan。听错韵母最常见的错误发生在女生，学一年到两年的汉语，频率为23%。第二最大的听辨错误也是在女生，学半年的汉语，频率为20%。第三常见的错误是在男生，学半年的汉语，频率为13%。第四发生在男生，学一年到两年的汉语，频率为3%。18位错误者的专业背景，一位本科三年级，两位语言班中级下，六位语言版初级上，四位本科一年级，四位本科二年级，一位旅游管理。

词语发音中撮口呼韵母的偏误。从读音方面来看，发音音节 nü 的撮口呼韵母偏误率最高，为20%，偏误的类型就是他们用[u]代替[ü]。第二是，发音音节 lüe 的撮口呼韵母，偏误率为16%，偏误的类型就是他们用[ue]代替[üe]。第三是，音节 yuan 的撮口呼韵母，偏误率为13%，偏误的类型就是他们用[uan]代替[üan]。第四是，音节 juan 的撮口呼韵母，偏误率为10%和音节 lü 的撮口呼韵母，为10%，偏误的类型就是他们用[uan]代替[üan]和用[u]代替[ü]。第五是，音节 nü、qü、xü 和 jü 的撮口呼韵母，偏误率为7%，偏误的类型就是他们用[u]代替[ü]。10% 的人读错韵母，xu 读错成 su，偏误类型就是他们用[ɕ]代替[s]，q 错读成 c，偏误类型就是他们用[tɕʰ]代替[tsʰ]，jue 错读成 que，偏误类型就是他们用[tɕ]代替[tɕʰ]。3%的人，发音 jù jué

的词语时，发了两个错误，他用[u]代替[ü]和[ue]代替[üe]。词语韵母 ju、xue、yong、iong、you 和 lu 未出现偏误。

印尼留学生习得撮口呼韵母的偏误特点

根据各撮口呼韵母的平均偏误率，5 个撮口呼韵母习得难度由高至低为：ü>üan>üe>ün>iong。韵母 ü 习得难度最高，其次为 üan、üe、ün，韵母 iong 最容易习得。各种环境下各撮口呼韵母习得难度比较：念词语时，习得难度由高至低为：ü>üan>üe。韵母 ü 最难习得，其次是韵母 üan、üe。韵母 ün、iong 最容易习得。念语句时，习得难度由高至低依次为：ü>ün>üe>üan。韵母 ü 最难习得，韵母 iong 最容易习得。

各种环境下的各撮口呼韵母习得难度排序：一、在辅音声母音节中的韵母 ü，最难习得。二、在辅音声母音节中的韵母 üe，习得难度列第二。三、在辅音声母音节中的韵母 ün，习得难度列第三。四、在辅音声母音节中的韵母 üan 和在零声母音节中的 üan，习得难度列第四。五、在零声母音节中的韵母 ün，习得难度列第五。六、在零声母音节中的韵母 üe，习得难度列第六。七、零声母音节中的韵母 ü，零声母音节中的韵母 iong 和在辅音声母音节中的韵母 iong，没有习得难度。

印尼留学生习得撮口呼韵母偏误原因

第一个原因，母语的干扰。汉语里的 ü 与印尼语里的 i 和 u 的发音方法接近。它们是个舌面元音。i 和 ü 的不同是，ü 是个圆唇元音，而 i 不是，所以发音 ü 时，双唇要拢圆。u 和 ü 都是圆唇元音，不一样的是发 u 时舌面在后，而 ü 不是。印尼留学生就是在双唇音要拢圆和舌面要在前面的圆唇元音这方面做得不够好。由于这元音，导致很多印尼留学生在发此音时出现错误。

调查显示，撮口呼韵母与声调放在一起时，经常出现错误，特别是撮口呼韵母加上声。这是因为学生除了分不清 ü、i、u 的发音方法还不太了解上声的发音，使学生更加糊涂，混乱。学生往往把上声读成半上声，听起来很像阳平调。这是因为印尼语里没有声调，导致学生在学习声调时产生负迁移的作用。

第二个原因，汉语拼音方案带来的偏误。根据汉语拼音的拼写规则，ü 行的韵母跟声母 j，q，x 拼的时候，写成：ju（句），qu（去），xu（须），ü 上两点要省略。

此外，在韵母表中 ü 行的韵母，在零声母音节中，不论 ü 后面有没有别的元音，在 ü 前面要加 y。加 y 后，ü 上两点要省略。这种省略两点的拼写形式对一部分学生习得撮口呼韵母也造成了负面影响。但是跟声母 n、l 拼的时候，仍然写成：nü（女），lü（绿）。调查显示，印尼留学生发 nü 的偏误率很高。他们将撮口呼韵母发成合口呼韵母。

第三个原因，学习时间的长短和性别差异。调查还显示，学习半年汉语的学生的偏误率最高。这是因为他们没有足够的时间正确习得汉语撮口呼韵母的发音，所以导致这些偏误。但是随着汉语学习年的增长，偏误率也逐渐降低。此外，女生偏误高于男生，这是因为女生比男生人数多。本调查中女生 20 人，男生 10 人。还有一个就是女生容易紧张读错。

第四个原因，撮口呼后面是否有其他音素。调查显示，5 个撮口呼韵母的偏误率按从高往低排列为 ü>üan>üe >ün > iong，撮口呼韵母 üan、üe、ün、iong 的偏误率比 ü 低。通过走访留学生调查询问，再加上自己的亲身体会，认为主要原因有二。一、是因为他们发不准 ü 导致的这种现象。单韵母认读困难，而且没有参照物，反而容易读错。二、是 üan、üe、ün、iong 等撮口呼后面还有其他音素，因为整体认知和诵读、记忆的缘故，学生花功夫多，印象深刻，比较容易发准这些撮口呼韵母。例如：yüan、xüe、qün 后面有其他音素，自然的帮他们更容易发准这些韵母。

四、结论

由于印尼语没有 ü 这样的音，汉语撮口呼韵母成为印尼留学生习得汉语语音的一个难点。本文以印尼留学生为观察对象，通过测试卷等手段，考察印尼留学生对 ü、üe、üan、ün、iong 五个撮口呼韵母在念词语时和朗读绕口令的情况。对印尼留学生汉语撮口呼韵母偏误情况进行了研究，得出印尼留学生习得撮口呼韵母的一些特点，分析造成这些偏误的原因，并提出对印尼留学生汉语撮口呼韵母教学的一些建议，希望本文可以对帮助印尼留学生更好地习得汉语撮口呼韵母作出一定贡献。

调查显示，印尼留学生在听辨汉语撮口呼韵母时，韵母 ü、üe、ün、iong 没有出现偏误，撮口呼韵母 üan 的听辨正确最低；学半年汉语的学生在听辨撮口呼韵母时，比学一年以上的学生更容易产生混淆。

发音方面，印尼学生习得撮口呼现出一定的特点：五个撮口呼韵母习得难度由高至低次为：ü>üan>üe >ün > iong；综合各种环境下各撮口呼韵母的偏误率来看，印尼

留学生习得辅音声母音节中的撮口呼韵母时难度最高，其次是零声母音节中的撮口呼韵母，念词语时撮口呼韵母的偏误率最低；音节 qiong 的发音正确率是 100%、音节 nü 的发音偏误率最高。

调查表明，在声调方面学生的声调偏误率很高并有一定的规律。学生发上声的偏误率最高。他们基本上不了解阳平与上声的区别。从总体上看，在学习时间方面，学生习得撮口呼韵母的情况呈现出随着学习时间的增长，正确率越来越高的整体趋势。

印尼留学生汉语撮口呼韵母偏误的主要原因有以下几个：一是学生用自己认为最接近的印尼语语音代替撮口呼；二是受汉语拼音拼写形式的影响。撮口呼韵母去掉上面两点的拼写形式导致学生容易产生误读。三是看撮口呼后面是否有其他音素，如果有其他音素，学生会进行整体诵读和记忆，出现错误的频率反而低于 ü 这种单韵母。

对印尼留学生的撮口呼韵母教学，本文认为，应该从知识讲解和语音训练两个方面入手。知识讲解包括对 ü 的发音要领的讲解和对汉语拼音拼写规则的讲解。语音训练包括听辨训练和发音训练两个方面。发音训练的具体方法有：示范模仿方法、带引发音方法。

由于研究的限制，本文还存在一些不足和可以改进的地方。如人数范围还可以更大一些，获得更加可靠的数据。还可以到江西师范大学以外的地方去进行测试，看出不同地区的区别来等等。此外，笔者对印尼留学生撮口呼韵母发音情况进行偏误叙述，这需要比较强的语音分析能力。笔者在这方面的能力有限，虽然通过向导师请教，但是无法做到百分之百地叙述精准。

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