



klausa

Journal of Linguistics, Literature, and Language Learning

ISSN 2620-9527

Volume 05

No 01

2021

vol.
05
#01
2021

Redaksi :

Fakultas Bahasa dan Seni

Universitas Ma Chung

Villa Puncak Tidar N-01 Malang 65151

East Java - Indonesia

Telp. +62-341-550 171 | Fax. +62-341-550 175

E-Mail. klausa@jurnal.machung.ac.id | Web. jurnal.machung.ac.id

Editorial Team

Editor-in-Chief	:	Dr. Daniel Ginting
Journal Manager	:	Wawan Eko Yulianto, Ph.D.
Editors	:	Prof. Dr. Patrisius I. Djiwandono Lilis Lestari Wilujeng, M.Hum.
Reviewers	:	F.X Dono Sunardi, M.A. Dhatu Sitaresmi, MTCSOL. Anggrah Diah Arlinda, MTCSOL. Yohanna Nirmalasari, S.Pd., M.Pd. Prof. A. Effendi Kadarisman, Ph.D. Sisilia Halim, Ph.D. Dr. Mundi Rahayu Dr. Ross Wood Dr. Leticia Araceli Salas Serrano
Publisher	:	Faculty of Language and Arts Universitas Ma Chung
Address	:	The Faculty of Language and Arts Ma Chung University Villa Puncak Tidar N-01 (65151) Malang, East Java, Indonesia Email: jurnal.klausa@machung.ac.id
Frequency	:	Twice a year

CONTENTS

FOREWORD	iii
MANAGEMENT OF POLITENESS STRATEGIES AND RHETORICAL DEVICES IN DONALD TRUMP’S SPEECHES DURING THE CONFLICT WITH IRAN: PRAGMATIC VIEW Khoirun Nisak, Lisetyo Ariyanti	1
PERBANDINGAN UNSUR PEMBANGUN CERITA NOVEL DAN FILM <i>SANG PEMIMPI</i> Muhamad Deni Setiawan.....	19
HALF-CASTE’S STATE OF LIMBO IN KATHARINE SUSANNAH PRICHARD’S “MARLENE” AND “FLIGHT” (1967) Laily Ramadhani, Mamik Tri Wedawati.....	29
ANALISIS KUALITAS TERJEMAHAN TEKS BAHASA JEPANG KE BAHASA INDONESIA DENGAN BING TRANSLATOR Wisnu Setya Budi, Febi Ariani Saragih	45
印尼玛中大学汉语学习者词汇学习策略调查研究 Vincentius Valiandy Jiuangga,S.Kom.,MTCSOL.....	63

FOREWORD

KLAUSA Vol 5 no 1 (2020) features several authors who present up-to-date studies in linguistics, literature and foreign language teaching (English and Mandarin). Khoirun Nisak examines the use of politeness strategies and rhetorical devices used by former US president Donald Trump. This ex-president manages to get sympathy from his people, mentioning that taking immediate measures on Iran is intended to make American people feel secure. In addition, he also persuades other nations to make Iranian regime stop the terror. In Trump's speech, he mentions stopping the terror and making peace and living in harmony with all nations in the whole world is to guarantee world peace.

Muhamad Deni Setiawan analyzes *Sang Pemimpi*, a film directed Riri Riza. He has found that this film undergoes significant changes in characterization in the sense that the main character becomes much wiser than the original version in the novel. Apart from that, this film also has a different plot than that of the novel while adding scenes outside the novel. However, in terms of the setting, the film creator has succeeded in making Belitung look awesome.

Laily Ramadhani studies Katharine Susannah Prichard' short stories, "Marlene" and "Flight". Half-caste is the mixed-descent in Australia in the old time. Half-caste, as the only race being disrespected in Australia, has been suffering in their lives. As the mixed-descents, half-caste has a stereotype of always obey the Whites. Half-caste is insisted on staying in the dark, no matter their faith, to go outside and find something better. These tragedies will bring trauma to every half-caste, and the wound will be stuck on them forever.

Wisnu Setya Budi and Febi Ariani Saragih examine the quality of Japanese text translations into Indonesian using Bing Translator. Bing Translator as an automatic translator can translate Japanese text into Indonesian. However, the quality of this translation machine is still in doubt. The results show that this Bing engine does not provide good results for several types of economic, political and health news in terms of the level of accuracy and readability. The quality of the translation is closely related to the rigid grammatical structure, and the use of unfamiliar terms.

Vincentius Valiandy Djuangga studies vocabulary learning strategies among students at Universitas Ma Chung. He has found that Chinese background has little relevance on students' choice of learning strategies. The influence of ethnicity on students' vocabulary strategies is not obvious. The respondents use social strategies most frequently and memory strategies least frequently. In the use of memory strategies, Indonesian students seldom use vocabulary strategies; meanwhile, Chinese students seldom use word meaning coding strategy. Third, academic performance has little effect on students' vocabulary strategies.



MANAGEMENT OF POLITENESS STRATEGIES AND RHETORICAL DEVICES IN DONALD TRUMP'S SPEECHES DURING THE CONFLICT WITH IRAN: PRAGMATIC VIEW

Khoirun Nisak¹, Lisetyo Ariyanti²

¹Universitas Negeri Surabaya, khoirunnisak98@yahoo.com

²Universitas Negeri Surabaya, lisetoyariyanti@unesa.ac.id

ABSTRACT

The research aims to figure out the use of politeness strategies and rhetorical devices used by Trump and attempt to reveal the behavior and purpose behind the speeches delivered by Donald Trump during the conflict with Iran taken by the videos in The White House channel on YouTube which are published on January 4th and 9th, 2020. This study employs a descriptive qualitative method by involving the theories by (Brown & Levinson, 1987), (Jowett & O'Donnell, 2012), (G., Preminger, & Brogan, 1994), and Wodak (1987). This study found that Donald Trump mostly uses positive politeness to attend his audience's attraction to reach his goals and based on the data of the occurrence of rhetorical devices, Donald Trump mostly uses Ethos in persuasion which means he frequently shows his good characteristic to reveal people's trust and followed by using manipulation in each of his in order to manipulate people for achieving his purposes.

Key Terms: *politeness strategies, rhetorical devices, donald trump, pragmatic*

INTRODUCTION

The United States and Iran have been at odds since a long time ago. These two countries have been retaining a cold war to each other which it becomes a common phenomenon to the world. Even after the tragedy of 9/11 attacks, Iran secretly helped the US to defeat the Taliban, a corporate of both countries, but the 43rd president of the United States, George Bush, had a speech in a State of Union address in 2002 and he defined Iran as part of an "Axis of Evil" and it provoked anger in Iran. Though there was finally a big breakthrough obtained for the US and Iran in 2013 by signing an Iran nuclear deal's after years of negotiation with the administration of the 44th president of the United States, Barack Obama, and other six nations which finally slowed Iran's nuclear development program.

But it became in fire again when Donald Trump, the 45th president of the United States declared in his inauguration that the United States would ban nationals from seven Muslim-majority nations, including Iran, from entering the United States. Iran then was offended by his speech and considered that as an insult. Moreover, Trump fulfilled a campaign promise and declared that the United States quit the Iran nuclear deal. The political speeches delivered by either the president or the important leaders of these two countries brought huge impacts to the world, especially these two involved countries.

Political affairs have huge impacts on a country. Since the government takes over most of the country's stuff, the leaders and governors must have an ability to carry the country very well. Furthermore, political speeches play an important and essential role to the politicians as they desire to achieve their purpose by delivering the speech. There is always an intention in every speech delivered by the politician as they can manipulate and persuade people as it means to disseminate or promote particular ideas (Jowett & O'Donnell, 2012).

During the conflict with Iran, Donald Trump, the 45th president of the United States, has delivered plenty of speeches which affected many of things. To reveal the intention and messages behind the speeches, Yule (2010) mentions pragmatics is the best study to use as the definition of pragmatics itself is the study which concerns about communication delivered by a speaker or writer and interpreted by a listener or reader. Two most important subjects of pragmatic which can be used to analyze political speeches are politeness strategies and rhetorical devices since they propose to figure out how politicians behave during giving a speech and reveal the message and purpose behind their speech.

This study will analyze the speeches of Donald Trump during the conflict with Iran taken by the videos in The White House channel on YouTube. This study aims to figure out the use of politeness strategies and rhetorical devices used by Trump and attempt to reveal the behavior and purpose behind the speeches delivered by Donald Trump. There are three research questions in this study: (1) What are the types of politeness strategies used by Donald Trump? (2) What are the rhetorical devices of those politeness strategies? (3) How do politeness strategies and rhetorical devices convey Trump's perspective on conflict with Iran?

Politeness Strategies

Based on Yule (2010), politeness is an attitude of the speaker's social behavior which shows awareness of another person's face. This study determines to analyze politeness strategies in order to identify how Donald Trump as a politician who delivers speeches behaves and maintains social relationship with audience to achieve his goals. The researcher employs a politeness strategies theory by (Brown & Levinson, 1987) which is divided into four.

Bald-on Record

Bald-on record is the most direct, clear, and unambiguous act strategy more than the others. Nasution & Ariyanti (2015) notes the speaker usually does not minimize the threat to the hearer's face since bald-on record responses are often aggressive. Bald-on record is mostly used without further ado and just to the point since the speaker delivers their aim directly so the hearer will immediately understand it, for example when the speaker requests the hearer to do something such as "clean it up!", "hear me out", and etc.

Positive Politeness

To use positive politeness strategy, the speaker needs to minimize the threat to the hearer's positive face. It generally appeals to the hearer's self-esteem rather than their freedom since it is used to value the hearer and make them feel good about themselves. This strategy attempts to avoid a conflict and sometimes it includes statements of friendship, solidarity, compliments, and etc. Some examples of doing this strategy are, "let's send the message to them", "You deserve this peace", and any others which can rise the hearer's positive face.

Negative Politeness

Appealing to someone through negative politeness is respecting their personal space and not intruding on them which attempts to cause as little inconvenience as possible and apologizing if engaging which them are acts which represents negative politeness. Negative politeness strategies are oriented towards the hearer's negative face and emphasize avoidance of imposition on the hearer. For example, being negatively polite may be to ask someone if you may open a window, so as not to infringe on their desire to have it shut or to ask "It is not too much trouble, could you please open the window?." Therefore it is giving options. Negative politeness can even go as far as to not direct request something in fear of infringement, but rather to hint at your desire and hope the other person complies.

Off-Record

Off-record is the most indirect and polite than the other politeness strategies outlined by Brown and Levinson. Off record is avoiding responsibility for the FTA often by being indirect. It means to response to a face-threatening act is to not response to it at all. This may mean completely ignoring the comment, or to comply with what the face-threatening act instructed someone to do. This strategy uses indirect language and removes the speaker from the potential to be imposing. For example, a speaker is using the indirect strategy might merely say "wow, it is getting cold in here" insinuating that it would be nice if the hearer would get up and turn up the thermostat without directly asking the hearer to do so.

Rhetorical Devices

Rhetorical devices are the tools to persuade and convince people and mostly used in political speeches to persuade people, as the main aim of politician is to convince people so they will get people's trusts and achieve their goals. Rhetorical devices are classified into some branches, there are:

Persuasion

(Jowett & O'Donnell, 2012) states that interactive process within a sender and receiver which is linked by symbols, verbal and nonverbal through which the persuader attempts to influence the audience's belief, behavior, and attitude. Persuasion itself demands into three appeals:

1. Ethos, derived from Greek word which means ethics. It is essential to any attempt to persuade because it reveals to character. Moreover, ethos can be seen as an attempt to create credibility which reveals to people's trust. Ethos represents character and credibility.
2. Logos, derived from Greek word which means logic or reason. It is a feature to the use of facts, statistics, figures, hard evidence, and so on. Logos represents logic, fact, and reason.
3. Pathos, derived from Greek word which means feeling. It is a feature to share values and emotions as it reveals to people's heart, sympathy, love, and compassion. Pathos represents sharing values and emotions.

Amplification

Amplification is one of rhetorical devices which is used to embellish a statement or sentence by adding further information. In speech, especially political speech, amplification performs the emphasis of the speaker's intention. The speakers repeat something that they already said which the purpose is to emphasize their aims. Not only repeating the words or phrases, the speakers sometimes add more information and details in order to highlight the importance of their idea. It also highlights the persuasive aspects of an idea by elaborating and emphasizing the reason why it needs to be considered as well as it increases the rhetorical effect and adds an overstatement.

Repetition

As a rhetorical device, repetition has been used by politicians to get the audience attention as it intends to emphasize the speaker's purposes and achieve clarification, confirmation, and effectiveness. The researcher elects some of the repetition types which are used the most by politicians in their speech:

1. Anaphora, which is the repetition of the same words or phrases which reinforces the meaning of words and arranges sentences in a similar way.

2. Polysyndeton, which means the use of conjunctions to link a sequence of words, phrases, and sentences. Some politicians employ this strategy to emphasize a particular item to represent the flow and continuity (G., Preminger, & Brogan, 1994).

Manipulation

Wodak (1987) mentions that manipulation is a form of persuasion. Moreover, in political speech, it is the most important thing to use as the main purpose of delivering a speech is to persuade the audience. Eloquence is also the best weapon for politicians while delivering a speech to attract the audience's attention. There are many ways of what politicians do in order to manipulate people and achieve their intention while giving a speech in public.

RESEARCH METHOD

The object of this study is Donald Trump which is the 45th president of the United States who delivers two speeches to give a remark to Iran during the conflict. The videos were uploaded on January 4th and 9th, 2020 in The White House channel on YouTube with a duration of each is 4 minutes and 16 minutes and 9 minutes and 17 minutes. There are ten utterances in total which each of the speeches has five utterances selected as they have the elements of politeness strategies and rhetorical devices to be analyzed. In this study, the researcher uses a descriptive qualitative method with two approaches in order to get a specific result, there are politeness strategies and rhetorical devices.

There are five techniques for gathering data based on Litosseliti, (2010) in her book entitled *Research Method in Linguistics*, those are: *observation* which consists of two types, the first one is *participatory* and the second one is *non-participatory*. *Interview* which also has two types, *structure* and *non-structure*. *Questionnaire* which is branched into two, *open* and *close*. The fourth one is *test*. And the last one is *documentation*. This study requires two techniques out of those five techniques to gather the data, there are non-participatory observation and documentation to collect the data since they are taken from the YouTube videos and the utterances delivered by Donald Trump.

This study employs different aspects to answer each of the research questions and get the data which are related to the research questions. The variety of the aspects will help the researcher to find out the relevant data related to the research questions. The information of the connection between research questions, data collection techniques, and aspects of data involved to answer each of the research questions are provided in Table 1.

Table 1. The variety of the aspects to get the relevant data related to the research questions

Research Questions	Theories for Analysis	Data Collection Techniques	Specific Aspects
RQ-1 What are the types of politeness strategies used by Donald Trump?	(Brown & Penelope, 1987)	1. Non-participatory observation 2. Documentation	1.Politeness Strategies
RQ-2 What are the rhetorical devices of those politeness strategies?	(Jowett & O'Donnell, 2012) (G. et al., 1994) Wodak, (1987)	1. Non-participatory observation 2. Documentation	1.Rhetorical Devices
RQ-3 How do politeness strategies and rhetorical devices convey Trump's perspective on conflict with Iran?	(Brown & Penelope, 1987) (Jowett & O'Donnell, 2012) (G. et al., 1994) Wodak, (1987)	1. Non-participatory observation 2. Documentation	1.Politeness Strategies 2.Rhetorical Devices

The researcher is required to analyze after gathering and finding the relevant data by using data analysis technique according to (Miles, Huberman, & Saldana, 2014), those are: *data condensation*, *data display*, and *conclusion drawing/verification*. First, the data need to be reduced to make the data simpler, which means only particular utterances which match to the theories of the research questions will be applied. To answer the first and second research question, data display will be employed since they require the use of each aspects. Conclusion data/ verification attempts to examine the validity of the data to make them more significant. The examples of data display to answer the first and second research question are drawn in Table 2 and 3.

Table 2. The example of analysis of the occurrence of Politeness Strategies

Politeness Strategies	Frequency
Bald-on Record	
Positive Politeness	
Negative Politeness	
Off-Record	
Total	

Table 3. The example of analysis of the occurrence of Rhetorical Devices

	Rhetorical Devices					
	Persuasion	Frequency	Amplification	Repetition	Frequency	Manipulation
	Ethos			Polysyndeton		
	Logos			Anaphora		
	Pathos					
Total						

FINDINGS AND DISCUSSION

A video by The White House channel on YouTube entitled “President Trump Delivers a Statement on Iran” published on January 4, 2020.

Data A-1

“As President, my highest and most solemn duty is to defense our nation and its citizens”.

1. Politeness Strategy

In this statement, President Trump uses positive politeness as he indirectly says his promise to defense the nation and its citizens. He indirectly promises his citizens that he will protect the country from any threat, as in the context of his speech is the conflict with Iran. He declares that statement in order to make all of Americans feel safe and lessen their worries.

2. Rhetorical Devices

a. Persuasion (Ethos)

The President Trump tries to convince his people to trust him because he will always defense his nation and the people. He wants to show his credibility with protecting the United States and declaring that to Iran to stop a war.

b. Amplification

The superlatives are used twice in President Trump’s statement as he says “my highest and most solemn duty”. He wants to emphasize his duty by saying the superlatives two times which means he holds the responsibilities tightly so that the audience will get his purpose which is to defense the United States and its citizens.

c. Repetition

The President Trump uses the repetition of Polysyndeton as he adheres a conjunction ‘and’ to emphasize his purpose “my highest and most solemn duty is to defense our nation and its citizens”.

d. Manipulation

The President Trump attempts to manipulate Iran to change their behavior towards using nuclear weapon by indirectly saying that he has the responsibility of protecting the United States which means that President Trump will never give up on Iran.

Data A-2

“Under my leadership, America’s policy is unambiguous to terrorists who harm or intend to harm any American, we will find you, we will eliminate you, we will always protect our diplomats, service members, all Americans, and our allies”.

1. Politeness Strategy

In this statement, President Trump uses bald on record as he directly warns and threatens the terrorists or any people who harm or intend to harm any American that they will be found and eliminated by the US government because President Trump will always protect the US diplomats, service members, people, and allies.

2. Rhetorical Devices

a. Persuasion (Ethos)

President Trump attempts to warn anyone who harms or intends to harm any American by clarifying that under his leadership, America’s policy is unambiguous to terrorists. He emphasizes his responsible characteristic by saying “We will always protect our diplomats, service members, all Americans, and our allies”.

b. Amplification

President Trump emphasizes his intention by inserting amplification in his speech as he says “America’s policy is unambiguous to terrorists who harm or intend to harm any American”. He mentions the word ‘harm’ twice which the second one here is more emphasizing his intention.

c. Repetition

The repetition of anaphora is used in this statement as the President Trump repeats the phrase ‘I will’ three times while saying “We will find you, we will eliminate you, we will always protect our diplomats, service members, all Americans, and our allies” to emphasize his promise.

d. Manipulation

Trump intends to warn the Iranian regime by manipulating ominous atmosphere in his speech by declaring his statement and promise to never let any terrorists destroy the US.

Data A-3

“We took an action last night to stop a war. We did not take action to start a war”.

1. Politeness Strategy

In this statement, President Trump uses a plural pronoun “we” as he explains to Iran that what the US did was to stop a war, not to start a war. One of the negative politeness aspects is to use plural pronouns.

2. Rhetorical Devices

a. Persuasion (Logos)

President Trump tries to explain his reason of doing an action last night was to stop a war. He asserts the reason to make the Iranian regime knows that the war between them needs to be ended.

b. Repetition

Trump uses the repetition of anaphora as he mentions a noun phrase ‘a war’ twice in his statement said “We took an action last night to stop a war. We did not take action to start a war”. He emphasizes ‘a war’ in purpose to Iran to stop the war.

c. Manipulation

The statement which delivered by President Trump was made to manipulate Iran to bound a peace with the United States as he says he took an action last night to stop a war. The US no longer wants to have a war.

Data A-4

“The future belongs to the people of Iran—those who seek peaceful coexistence and cooperation—not the terrorists warlords who plunder their nation to finance bloodshed abroad”.

1. Politeness Strategy

In this statement, President Trump uses positive politeness as he attends to Iran’s interest by indirectly making a request to Iran to stop the terror so that they will have a future. President Trump considers that the terrorist warlords do not have a future and thus he attempts to influence the other of Iran people to have a future by seeking peaceful coexistence and cooperation rather than following their ruthless regime.

2. Rhetorical Devices

a. Persuasion (Logos)

President Trump tries to persuade Iran to make peace by saying “The future belongs to the people of Iran—those who seek peaceful coexistence and cooperation—not the terrorist warlords who plunder their nation to finance bloodshed abroad”. He attempts to convince all the Iranians that if they seek peaceful coexistence and cooperation, they will have a bright future.

b. Amplification

The noun phrase ‘the people of Iran’ is emphasized by President Trump as he says “the people of Iran—those who seek peaceful coexistence and cooperation—not the terrorist warlords who plunder their nation to finance bloodshed abroad”. Here, the President Trump seems to emphasize the characteristic of Iran people who will have a future by adding further explanations which are “those who seek peaceful coexistence and cooperation” and “not the terrorist warlords who plunder their nation to finance bloodshed abroad”.

c. Repetition

The repetition of polysyndeton is used in this statement since the President Trumps uses some conjunctions ‘and’ and ‘to’ to emphasize his statement as he says “The future belongs to the people of Iran—those who seek peaceful coexistence and cooperation—not the terrorist warlords who plunder their nation to finance bloodshed abroad”.

d. Manipulation

President Trump attempts to manipulate Iran by mentioning a future will belong to the people of Iran who are seeking peaceful and not the terrorist warlords. He indirectly wants Iran to stop a war by manipulating them in the statement declared by him.

Data A-5

“The United States has the best military by far, anywhere in the world. We have the best intelligence in the world. If Americans anywhere are threatened, we have all of those targets already fully identified, and I am ready and prepared to take whatever action is necessary. And that, in particular, refers to Iran”.

1. Politeness Strategy

In this statement, President Trump uses bald on record as he directly points Iran if they threaten any Americans, the US government and him are ready and prepared to take whatever is necessary. There is no attempt to minimize the threat to Iran conveyed in this statement.

2. Rhetorical Devices

a. Persuasion (Ethos)

The statement claimed by President Trump seems to be showing the characteristic and credibility of Trump. He mentions that the United States has the best military and intelligence in the world. He also utters that if any Americans are threatened, he is ready and prepared to take whatever is necessary. In this statement, President Trump wants to show to people that with the characteristic and capability he has, he will be responsible for all of the affairs which are relevant to the United States.

b. Repetition

This statement uses the repetition of anaphora as he repeats the phrases 'we have' and 'the best' in his statement said "The United States has the best military by far, anywhere in the world. We have the best intelligence in the world. If Americans anywhere are threatened, we have all of those targets already fully identified, and I am ready and prepared to take whatever action is necessary. And that, in particular, refers to Iran". President Trump wants to emphasize that America has the best quality of everything as he warns anyone out there to never take a risk to destroy the United States.

c. Manipulation

Trump tries to create a manipulation to frighten the Iranian regime by mentioning that America has the best military and intelligence in the world and he is ready and prepared to take whatever action is necessary if his people are threatened. In the last of this statement, he also says "And that, in particular, refers to Iran" which is intended for Iran.

B. A video by The White House channel on YouTube entitled "President Trump Delivers Remarks" published on January 9, 2020.

Data B-1

"The American people should be extremely grateful and happy, no Americans were harmed in last night's attack by the Iranian regime. We suffered no casualties, all of our soldiers are safe, and only minimal damage was sustained at our military bases".

1. Politeness Strategy

In this statement, President Trump uses positive politeness as he attends his audience's needs by sharing gratefulness and happiness to all Americans and shares reasons of that by being safe in last night's attack by the Iranian regime and only minimal damage was sustained at military bases.

2. Rhetorical Devices

a. Persuasion (Ethos)

President Trump aims to show his characteristic to people that with the credibility he has from the United States citizens make him to be responsible and able to protect his people from the last night's attack delivered by the Iranian regime so that no one were harm and everyone was safe.

b. Amplification

Trump uses an amplification here as he tries to emphasize his purpose that the American people should be extremely grateful and happy, then he adds the reasons why as he says "No Americans were harmed in last night's attack by the Iranian regime. We

suffered no casualties, all of our soldiers are safe, and only minimal damage was sustained at our military bases”.

c. Repetition

The repetition of polysyndeton is used in this statement as the President Trump emphasizes his purpose by repeating the conjunction ‘and’ as he states “The American people should be extremely grateful and happy, no Americans were harmed in last night’s attack by the Iranian regime. We suffered no casualties, all of our soldiers are safe, and only minimal damage was sustained at our military bases”

d. Manipulation

President Trump attempts to manipulate the tense atmosphere to be better and convince the American people to be unworried by saying the statement that no one was harm in last night’s attack because of the US government and him were already prepared.

Data B-2

“At my direction, the United States military eliminated the world’s top terrorist, Qasem Soleimani”.

1. Politeness Strategy

In this statement, President Trump uses off record as he indirectly declares his achievement that under his leadership, the United States military has eliminated the world’s top terrorist, Qasem Soleimani which is to warn the Iranian regime in a winding way to not take a risk to destroy the US anymore.

2. Rhetorical Devices

a. Persuasion (Pathos)

President Trumps attempts to evoke the emotional response of the audience by stating that at his direction, the United States military successfully eliminated the world’s top terrorist, Qasem Soleimani.

b. Manipulation

Trump employs the statement that the United States military finally eliminated Qasem Soleimani at his direction to make the Iran afraid and stop the war.

Data B-3

“The civilized world must send a clear and unified message to the Iranian regime: Your campaign of terror, murder, mayhem will not be tolerated any longer. It will not be allowed to go forward”.

1. Politeness Strategy

In this statement, President Trump uses positive politeness as he invites the civilized world to send a clear and unified message to the Iranian regime to stop the terror. He sends a request to other nations by involving both speaker and hearer in the activity in order to make the Iranian regime stop the terror.

2. Rhetorical Devices

a. Persuasion (Pathos)

President Trump requires other countries to make a clear and unified message to Iran to stop their cruel behavior by saying “The civilized world must send a clear and unified message to the Iranian regime: Your campaign of terror, murder, mayhem will not be tolerated any longer. It will not be allowed to go forward”. He raises the emotional response of the audience especially other countries as he invites them to deliver a message to Iran.

b. Amplification

President Trump uses an amplification in his statement as he says ‘a clear and unified message’ and he emphasizes the content of the message by adding information as he says “Your campaign of terror, murder, mayhem will not be tolerated any longer. It will not be allowed to go forward”.

c. Repetition

The repetition of polysyndeton is used here to emphasize the purpose as President Trump employs the conjunctions ‘and’ and ‘to’ as he delivers the statement “The civilized world must send a clear and unified message to the Iranian regime: Your campaign of terror, murder, mayhem will not be tolerated any longer. It will not be allowed to go forward”

d. Manipulation

Trump wants to manipulate other countries to make Iran stop the terror by inviting them to send a message to the Iranian regime as he evokes “The civilized world must send a clear and unified message to the Iranian regime: Your campaign of terror, murder, mayhem will not be tolerated any longer. It will not be allowed to go forward”.

Data B-4

“Over the last three years, under my leadership, our economy is stronger than ever before and America has achieved energy independence. These historic accomplishments changed our strategic priorities. These are accomplishments that nobody thought were possible”.

1. Politeness Strategy

In this statement, President Trump uses positive politeness as he gives gifts to the Americans by stating his accomplishments which nobody thought were possible. He presents his people as the reciprocal for trusting him during his duty.

2. Rhetorical Devices

a. Persuasion (Ethos)

To make people believe that he is such a great President, Trump reveals his accomplishments which changed the US strategic priorities. He aims to convince the audience of his characteristic and credibility by emphasizing the achievements he has made.

b. Manipulation

As a way of convincing the audience, President Trump shows his capability of achieving accomplishments that nobody thought were possible. He also intends to manipulate his enemy that under his leadership, the United States has evolved rapidly.

Data B-5

“Finally, to the people and leaders of Iran, we want you to have a future and a great future—one that you deserve, one of prosperity at home, and harmony with the nations of the world. The United States is ready to embrace peace with all who seek it”.

1. Politeness Strategy

In this statement, since the audience of his public speech is not only the Americans but all around the world, including the Iranian people, President Trump uses positive politeness as he invites Iranian people as his hearers to have a great future by seeking peace and harmony with the nations of the world.

2. Rhetorical Devices

a. Persuasion (Ethos)

President Trump persuades Iran to make peace with others so they will have a great future and shows his characteristic of peaceful and openness to any country by saying “The United States is ready to embrace peace with all who seek it”.

b. Amplification

Trump uses an amplification by saying “a future and a great future” to emphasize his purpose that Iran will have a future, even a great future if they seek peace and harmony with the nations of the world.

c. Repetition

The repetition of polysyndeton is used in this statement to emphasize a purpose as the President Trump uses a conjunction ‘and’ while declaring “Finally, to the people and leaders of Iran, we want you to have a future and a great future—one that you

deserve, one of prosperity at home, and harmony with the nations of the world. The United States is ready to embrace peace with all who seek it”.

d. Manipulation

As a way of convincing Iran, President Trump says about having a great future if they seek peace and harmony with other nations. He also says that the United States is ready to embrace peace with all who seek it to manipulate Iran to stop the terror and war and start having peace with other countries around the world.

Those findings can be summarized into two divided tables which discuss about the occurrence of politeness strategies and rhetorical devices that will examine the behavior and purpose behind the speeches delivered by Donald Trump. The analysis of the occurrence of politeness strategies is drawn in Table 4 below.

Table 4. Analysis of the occurrence of Politeness Strategies

Politeness Strategies	Frequency
Bald-on Record	2 data
Positive Politeness	6 data
Negative Politeness	1 data
Off-Record	1 data
Total	10 data

From the data above, Donald Trump mostly uses positive politeness more than the others which is consisting of six data, then followed by bald-on record which consists of two data, negative politeness and off-record with each of them consists of only one data.

Table 5. Analysis of the occurrence of Rhetorical Devices

Rhetorical Devices						
	Persuasion	Frequency	Amplification	Repetition	Frequency	Manipulation
	Ethos	6 data	6 data	Polysyndeton	5 data	10 data
	Logos	2 data		Anaphora	3 data	
	Pathos	2 data				
Total		10 data	6 data		8 data	10 data

The table above shows that President Trump uses four of rhetorical devices, there are: persuasion, amplification, repetition, and manipulation. Donald Trump uses three types of persuasion, which he mostly uses is Ethos with six data involved, followed by Logos and Pathos with each of them has two data. The usage of amplification applied in his speeches is only six data. The repetition of Polysyndeton owns five data and Anaphora owns three data. The President Trump also employs manipulation in all of his speeches.

Both of the tables above convey Donald Trump's perspective on conflict with Iran as in those two speeches, particularly in politeness strategies, Donald Trump mostly uses positive politeness to attend his audience's attraction since his main audience are not only Americans who were there witnessing his speeches in the stage, but all people around the world who watch and listen to his speeches, he invites the other nations around the world to force the Iranian regime stop the terror and make the Iranian people themselves have a great future by stopping the terror and start making peace and harmony with all nations in the whole world. Donald Trump also wants to make the American people feel safe in order to make them always give their trust on him as he declares that his highest and most solemn duty is to defend the United States and its citizens and he makes it true. President Trump some time uses bald-on record since he attempts to emphasize his major goal which is to warn Iran to stop the terror by using bald-on record without lessening the threat so that Iran will feel threatened.

Based on the data of the occurrence of rhetorical devices, Donald Trump mostly uses Ethos in persuasion which means he frequently shows his good characteristic such as being responsible to his duty to reveal people's trust. He also employs six data in amplification in order to emphasize his intention and make it comprehensible by using repetition which consists of Polysyndeton with the total of five data and Anaphora with only three data. The data also shows that Donald Trump uses manipulation in each of his speeches as the function of political speech itself is to manipulate people for achieving the speaker (politician)'s goals as he purposes to make Iran stop the terror by warning them and inviting the other nations around the world to do so.

CONCLUSION

After collecting the findings and data, the researcher finds that Donald Trump mostly uses positive politeness more than the others which is consisting of six data as he wants to make the American people feel safe in order to make them always give their trust on him and invites the other nations around the world as well to force the Iranian regime stop the terror and make the Iranian people themselves have a great future by stopping the terror and start making peace and harmony with all nations in the whole world. Then followed by using bald-on record which consists of two data, negative politeness and off-record with each of them consists of only one data.

In rhetorical devices, Donald Trump uses three types of persuasion, which he mostly uses is Ethos with six data involved which means he frequently shows his good characteristic to reveal people's trust, then followed by Logos and Pathos with each of them has two data. The usage of amplification applied in his speeches is only six data in order to emphasize his intention and make it comprehensible by using the repetition of Polysyndeton which owns five data and Anaphora owns three data. The President Trump also employs manipulation in all of his speeches in order to manipulate people for achieving his purposes.

In addition, this study is recommended for the next researchers who are interested in doing further researches in these scopes to use these findings as the starting points in conducting the research. By using the same theories as this study, the next researchers are suggested to use different data sources, in this case of political speech which is a formal discussion in any literary work. The researchers should consider how pragmatics, especially politeness strategies and rhetorical devices are necessary in doing discussions such as this study.

REFERENCES

- Brown, P., & Penelope, S. C. L. (1987). *Politeness: Some Universal in Language Usage*. Cambridge University Press. <https://doi.org/10.1515/lpp-2013-0005>
- G., E., Preminger, A., & Brogan, T. V. F. (1994). *The New Princeton Encyclopedia of Poetry and Poetics*. Princeton University Press. <https://doi.org/10.2307/605141>
- Jowett, G. S., & O'Donnell, V. (2012). *Propaganda and Persuasion sixth edition*. SAGE Publications, Inc.
- Litosseliti, L. (2010). *Research Methods in Linguistics*. London: Continuum.
- Miles, M. B., Huberman, M. a, & Saldana, J. (2014). *Qualitative Data Analysis second edition*. SAGE Publications, Inc. <https://doi.org/January 11, 2016>
- Nasution, A. F., & Ariyanti, L. (2015). *The Usage of Face Threatening Act in Princess Diaries 1 and Princess Diaries 2 : The Royal Engagement Movies*. Surabaya: State University of Surabaya.
- Wodak, R. (1987). *Language, Power and Ideology Studies in Political Discourse*. Amsterdam: John Benjamins Publishing Company. <https://doi.org/10.1515/text.1.1987.7.4.377>
- Yule, G. (2010). *The Study of Language fourth edition*. Oxford University Press. <https://doi.org/10.1007/s13398-014-0173-7.2>



PERBANDINGAN UNSUR PEMBANGUN CERITA NOVEL DAN FILM *SANG PEMIMPI*

Muhamad Deni Setiawan¹

¹Universitas Sebelas Maret, muhammaddenie@gmail.com

ABSTRAK

Banyaknya karya sastra yang dienkransasi menjadi film membuat penelitian mengenai hal tersebut menjadi menarik. Penelitian ini bertujuan untuk membandingkan komposisi isi dari karya sastra ke novel. Karena umumnya, pada versi film dilakukan berbagai perubahan untuk menyesuaikan dengan mediumnya yang berupa audio-visual. Novel *Sang Pemimpi* ditulis oleh Andrea Hirata dan filmnya disutradarai oleh Riri Riza. Novel *Sang Pemimpi* terbit pertama kali pada 2006 oleh Bentang Pustaka sedangkan versi film rilis pada 2009. Prinsip pengumpulan data yang digunakan dalam penelitian ini yakni metode simak. Metode ini dipilih untuk menyimak kalimat dalam novel maupun film *Sang Pemimpi* yang nantinya akan dijadikan data. Menurut Mahsun (2012, hal. 93) teknik catat merupakan teknik lanjutan yang dipilih dan digunakan ketika menerapkan metode simak. Hasil penelitian berupa deskripsi hasil perbandingan unsur pembangun cerita, meliputi penokohan, alur cerita, dan latar cerita. Film mengubah dan mengembangkan penokohan dalam novel, seperti sosok Arai yang dibuat jauh lebih bijak dari sosok aslinya dalam novel. Selain itu film juga menghilangkan beberapa tokoh dalam novel. Ia juga memiliki alur yang berbeda dari novel dan melakukan penambahan adegan di luar novel. Namun dari segi latar, apa yang ditampilkan dalam film memiliki banyak kesamaan dengan novel. Ia mampu menerjemahkan latar Belitung dengan baik.

Kata kunci: *enkransasi, Sang Pemimpi, unsur pembangun.*

PENDAHULUAN

Dengan perkembangan media naratif, sejak tahun 70-an, banyak film yang terinspirasi dari karya sastra. Cara mengadaptasi novel menjadi film disebut dengan ekranisasi. Karya sastra (dalam hal ini novel) biasanya dienkransasi karena novel tersebut sudah dikenal masyarakat secara umum dan dianggap mendukung/memiliki

aspek komersial. Selain itu ada alasan lain, seperti ide ceritanya dianggap menarik oleh pembuat film.

Tidak jarang novel yang dienkranisasi menjadi film, ceritanya sedikit banyak menjadi berbeda. Hal ini sering kali menimbulkan kekecewaan dari para penonton bahkan penulis dari novel itu sendiri. Beberapa tanggapan yang biasanya muncul, seperti: film tidak mampu menangkap makna/pesan novel, film melenceng dari inti cerita novel, film mengubah karakter novel dan latar novel. Walaupun demikian, bukan berarti enkranisasi selalu berselimut kekecewaan. Karena pada dasarnya medium yang dipakai oleh film (gambar/visual) dan novel (tulisan) memang berbeda.

Singkatnya, ekranisasi adalah pengangkatan/pemindahan atau pelayarputihan sebuah novel ke dalam film. Enkranisasi berasal dari bahasa Perancis, yaitu *ecran* yang berarti layer/proses perubahandari kesenian yang dapat dinikmati di mana saja dan kapan saja menjadi kesenian yang hanya dapat dinikmati di waktu-waktu tertentu dan pada tempat-tempat tertentu pula (Eneste, 1991). Sedangkan Damono (2012) menggunakan istilah alih wahana untuk perubahan karya sastra/kesenian menjadi bentuk kesenian yang lain. Ini berarti bahwa karya sastra tak hanya dapat diterjemahkan atau dialihkan dari satu bahasa ke bahasa lain, melainkan juga dapat dialihwahanakan atau diubah menjadi kesenian lain. Cerita fiksi dapat diubah menjadi film, tari, atau drama. Bahkan puisi juga dapat diubah menjadi lukisan.

Kemudian, film pada dasarnya lebih banyak menggunakan perlambangan dibandingkan dengan novel. Misalnya dengan menampilkan kepompong yang berubah menjadi kupu-kupu, film telah melambangkan suatu kehidupan baru. Sementara novel, untuk melambangkan suatu kehidupan baru membutuhkan penjelasan yang panjang lebar. Di sisi lain, film hanya perlu waktu sepersekian detik saja. Hal ini tentu disesuaikan dengan prinsip ekonomis dan keterbatasan teknis film. Di dalam novel, hal ini harus dijelaskan dengan kalimat yang panjang, sementara film hanya memerlukan beberapa detik untuk menampilkan perlambangan yang digunakan (Eneste, 1991, hal. 54). Di dalam novel, dialog memiliki kedudukan yang amat penting, sedangkan pada film alat utamanya merupakan gambar-gambar yang bergerak.

Proses penggarapan dari karya sastra (novel) ke film terjadi perubahan (Eneste, 1991, hal. 60). Novel merupakan hasil kerja (kreativitas) individu sehingga siapa pun yang memiliki ide/gagasan dan pengalaman bisa langsung menuliskannya dan jadilah sebuah novel yang siap untuk dibaca. Namun, tidak demikian dengan pembuatan film, sebab film merupakan hasil kerja dari banyak orang (pihak).

Karenanya ada dua hal yang perlu digaris bawahi di sini, yaitu film dan novel menggunakan medium yang berbeda. Pertama, film menggunakan medium audio-visual untuk menyajikan suatu peristiwa, sedangkan novel menggunakan medium bahasa/kata-

kata untuk menyajikan suatu peristiwa/cerita. Kedua, novel merupakan hasil kerja individual (dalam hal ini terkait kepenulisannya), sedangkan film merupakan kerja bersama dari berbagai pihak (sutradara, produser, aktor, dll.). Selain itu, perbedaan yang ada juga bisa tercipta berkat adanya interpretasi, ideologi, tujuan-tujuan, misi, dan keinginan sutradara/penulis yang memang berbeda. Kompleksitas ini tentu berpengaruh besar terhadap perbedaan-perbedaan yang ada antara novel dan film yang disajikan.

Kemudian, film adalah jenis seni yang paling baru, sebelum televisi (Damono, 2012, hal. 91). Televisi sebenarnya adalah film, yaitu gambar bergerak yang kita lihat di layar. Film merupakan sebuah gambar tayangan yang ada di dalam televisi, gambar tersebut berupa gambar yang bergerak. Unsur pembangun film adalah pendukung terwujudnya sebuah film. Fachrudin (2015) memiliki teori lain, baginya film adalah jenis drama televisi yang berbentuk skenario cerita yang kemudian ditampilkan dalam film, sinetron, atau novela. Ia mengemukakan unsur-unsur cerita drama/film yaitu, judul, ide cerita, kerabat kerja, tema, inti cerita, sudut pandang, pesan moral, gaya bahasa, klimaks, intrik, segitiga membangun konflik, pola cerita, keingintahuan, kejutan, milieu, ketegangan, penggoda, dan pikatan.

Salah satu karya yang layak untuk diteliti enkransasinya adalah *Sang Pemimpi*. Novel *Sang Pemimpi* pertama kali terbit pada tahun 2006, sedangkan filmnya pertama kali tayang pada tahun 2009. Film ini disutradari oleh Riri Riza dan diproduksi oleh Mira Lesmana. Versi novel terdiri dari 202 halaman dan dibagi dalam 18 mozaik (bab), sedangkan filmnya memiliki durasi sekitar 140 menit. Secara garis besar *Sang Pemimpi* menceritakan kehidupan Ikal dan Arai yang berjuang untuk mengapai mimpinya bersekolah ke luar negeri, tepatnya di Paris. Lika-liku dan sikap pantang menyerah dari keduanya adalah isi dari cerita yang disampaikan oleh Andrea Hirata.

Berdasarkan uraian di atas, penelitian ini memiliki tujuan untuk membandingkan novel dan film *Sang Pemimpi*. Hal yang akan dibandingkan adalah unsur pembangun cerita yang meliputi: penokohan, alur cerita, dan latar cerita.

METODE PENELITIAN

Penelitian ini adalah penelitian kualitatif dengan metode deskriptif. Penelitian ini bersifat komparatif dengan mendeskripsikan perbandingan cerita novel dengan film *Sang Pemimpi*. Adapun prinsip pengumpulan data yang digunakan dalam penelitian ini yakni metode simak. Metode ini dipilih untuk menyimak kalimat dalam novel maupun film *Sang Pemimpi* yang nantinya akan dijadikan data. Menurut Mahsun (2012, hal. 93) bahwa teknik catat merupakan teknik lanjutan yang dipilih dan digunakan ketika menerapkan metode simak.

TEMUAN DAN PEMBAHASAN

Pembahasan akan difokuskan untuk membandingkan unsur pembangun pada novel dan film *Sang Pemimpi*, berupa: penokohan, alur cerita, dan latar.

Penokohan

Hal pertama yang akan dibandingkan di sini adalah penokohan yang ditampilkan pada masing-masing novel dan film *Sang Pemimpi*. Pada film *Sang Pemimpi* ada beberapa tokoh yang beberapa kali muncul di novel namun dihilangkan di film: 1) A Put, seorang dukun gigi yang terkenal di kampung Ikal, 2) Capo Lham Nyet Pho, seorang Tionghoa kaya-raya, 3) Taikong Hamim, seorang guru ngaji di kampung Ikal (penggawa masjid). Kemudian ada beberapa perubahan dan penambahan (penguatan) karakter tokoh di film.

1. Ikal: Karakter Ikal di novel bisa dibilang lebih bijak dibandingkan dengan Ikal yang ada di film. Hal ini karena ada beberapa perubahan krusial yang dilakukan di film. Sebagai contoh: ketika Ikal, Arai, dan Jimbron dihukum oleh Wakil Kepala sekolah yang bernama Pak Mustar untuk membersihkan WC sekolah, di situ ada konflik antara Ikal dan Jimbron. Ikal yang sedang emosi dengan hukuman yang sedang menimpanya, tiba-tiba merasa bertambah kesal dengan cerita kuda yang selalu diulang-ulang oleh Jimbron.

Ikal : "Kenapa kata kau? Ini semua gara-gara kau, mimpi-mimpi kau, ndak cukup apa? Kita ini orang miskin. Harus dihukum segini hina."

Arai : "Ada apa ini? Hei kau lagi marah, payah kau Kal, ini belum seberapa Kal, tantangan kita di Jakarta lebih besar lagi, Kal. Belum lagi Paris."

Arai : "Kal!"

Ikal : "Kau saja yang ke Paris! Kuda-kudanya Jimbron juga!"

Di dalam novel, Ikal sadar dengan sendirinya dan segera meminta maaf dengan Jimbron, sedangkan di film Ikal dinasihati dan disadarkan oleh Arai jika perbuatannya itu salah.

"Maafkan aku, Bron... , "kataku lembut.

"Tapi memang sudah saatnya kau berhenti memikirkan kuda... (Hirata, 2006).

2. Arai: Karakter Arai di dalam film dibuat jauh lebih bijak dan dewasa dibandingkan karakternya di dalam novel. Sering kali Ikal berlaku sebagai penengah seperti contoh di atas, ketika Ikal marah-marah. Pun, di dalam film semakin memperkuat

bahwa pusat dari segala cerita berasal dari mimpi-mimpi yang dipercayai oleh Arai. Kemudian dari segi penampilan fisik juga sedikit berbeda, Arai di dalam film dibuat lebih tampan secara fisik dibandingkan deskripsi perawakannya di dalam novel.

Arai: Kal, mungkin di mata kau aku ini macam orang gila yang ndak nerima kenyataan, yang hanya bisa bermimpi, yang hanya bisa ketawa. Ayahku sering ceritakan aku Kal, bermimpilah, maka Tuhan akan memeluk mimpi-mimpimu, tapi lalu ditinggal aku sendiri, aku sangat ketakutan Kal, tapi kau harus tau Kal, pertama kali aku melihat kau dan ayah kau menjemput aku setelah ayahku meninggal rasa takutku, rasa sedihku hilang seketika, aku yakin betul kalau kau dan ayah kau adalah orang-orang yang akan menyelamatkan keyakinanku untuk tidak pernah berhenti bermimpi. Kalau ndak punya mimpi dan harapan, orang-orang macam kita ini akan mati, Kal.

3. Pak Mustar: Karakter Pak Mustar di dalam film dibuat lebih lurus dibandingkan di dalam novel. Di dalam novel ada peristiwa di mana Pak Mustar bersikeras supaya anaknya dimasukkan di SMA Negeri Bukan Main lewat jalur dalam (sebab anaknya tak mampu memenuhi nilai minimum yang ditentukan untuk masuk di sekolah itu). Namun, secara keseluruhan karakternya yang galak, keras, dan konservatif masih dipertahankan.

Pak Mustar yang merasa memiliki SMA itu menatapnya dari atas ke bawah, artinya kurang lebih, “

“... Sok idealis. Anak muda bau kencur, tahu apa. “

“Benar saja.”

“Saya berani bertaruh, angka 0,25 tidak akan membedakan kualifikasi anak saya dibanding anak-anak lain yang diterima, apalah artinya angka 0,25 itu?!” (Hirata, 2006).

4. Zakiah Nurmala: Karakter Zakiah Nurmala di dalam film juga sedikit berbeda dibandingkan dengan yang ada di novel. Di dalam novel Zakiah jauh lebih dingin dibandingkan dengan karakternya di dalam film (dalam hal ini sikapnya kepada Arai). Walaupun di akhir cerita ia begitu ingin tahu terhadap kondisi Arai.

“Aii, Ikal, bagaimana beritanya Arai? “Dan detik itu juga. Di situ, tak jauh dariku, di wajahnya jelas kutangkap sebersit kilatan yang aneh. Jelas sekali, walau hanya sedetik. Maka aku memberanikan diri bertanya, “Rindukah rupanya? “Pipi perempuan cantik itu memerah...”

“Ha! Itu katamu! Bukan kataku! Aku hanya menanyakan kabarnya... (Hirata, 2006).

Alur cerita

Struktur cerita, adegan satu cerita ke cerita selanjutnya yang membentuk satu-kesatuan/urutan yang teratur. Pada pembahasan ini akan dijabarkan alur cerita dari masing-masing karya film dan novel, serta pengurangan, penambahan, perubahan yang terjadi di film *Sang Pemimpi*. Perbedaan alur cerita di dalam novel dan film bahkan terjadi di awal cerita. Selain itu alur cerita juga berkaitan dengan pengurangan/perubahan/penambahan yang sempat di singgung di atas.

1. Alur cerita novel: Secara singkat alur di dalam novel dimulai dengan peristiwa ketika Ikal, Arai, dan Jimbron dikejar-kejar oleh Pak Mustar sampai ke pasar. Kemudian berlanjut di peristiwa ketika Ikal dan ayah Ikal menjemput Arai selepas dirinya sebatang kara dan penceritaan singkat tentang Arai yang bersambung ke peristiwa Arai membantu Mak Cik Maryamah untuk berjualan kue. Peristiwa dan adegan tentang penggawa masjid yang tak terlalu banyak di bahas di film, kemudian tentang Laksmi. Mozaik Afghanistan tentang peristiwa penting yang terjadi di alam semesta yang juga tak dibahas di dalam film. Pengambilan rapor oleh ayah Ikal. Kejadian di bioskop, hukuman dari Pak Mustar. Peristiwa kuda yang dinaiki Jimbron, Arai yang menyanyikan lagu untuk Zakiah Nurmala. Naik dan turunnya semangat dan cita-cita Ikal, peristiwa perjalanan Ikal dan Arai di Jawa, adegan wawancara beasiswa dan terakhir pengumuman beasiswa ketika Ikal dan Arai sudah kembali ke Belitung.
2. Alur cerita film: Secara singkat film dimulai dengan peristiwa selepas Ikal lulus sarjana dan tinggal di Jawa. Ketika itu ia sudah hilang kontak dengan Arai yang pergi mencari pekerjaan. Yang kemudian *flashback* ke adegan ketika Ikal, Arai, dan Jimbron dikejar-kejar Pak Mustar karena membuat onar saat upacara. Dilanjutkan dengan adegan ketika Ikal dan ayahnya menjemput Arai di rumahnya dan peristiwa ketika bertemu dengan Jimbron. Adegan-adegan ini seperti menceritakan tentang kepribadian Arai, yang dilanjutkan dengan peristiwa membantu Mak Cik Maryamah. Pengambilan rapor dan adegan Arai belajar gitar dengan Bang Zaitun untuk memikat Zakiah Nurmala. Kemudian adegan bioskop dan hukuman dan naik-turunnya semangat Arai. Kemudian adegan tambahan tentang peristiwa naik pangkat ayah Ikal yang ternyata keliru. Ikal dan Arai kemudian pergi ke Jawa dan sama-sama berkuliah di UI kemudian kembali ke masa kini dengan adegan wawancara untuk beasiswa dan mereka dapat bertemu kembali. Film ditutup dengan adegan Ikal dan Arai di luar negeri.

Kemudian terkait pengurangan, penambahan, dan perubahan alur cerita yang terjadi di film *Sang Pemimpi*. Ada beberapa bagian berbeda di dalam film, yaitu sebagai berikut.

1. Pertama, adalah terkait dengan pengurangan. Di dalam novel usaha Arai untuk mendekati Zakiah Nurmala terlampaui lebih sulit dibandingkan dengan yang di dalam film. Di dalam novel Arai menyanyikan lagu sebanyak dua kali dalam waktu yang berbeda untuk Zakiah Nurmala. Hal ini karena di kesempatan yang pertama Arai tak digubris oleh Zakiah Nurmala. Sedangkan di dalam film Arai hanya menyanyi satu kali untuk Zakiah Nurmala. Pun lagu dinyanyikan juga berbeda, di dalam film Arai menyanyikan lagu melayu, sedangkan di dalam novel Arai menyanyikan lagu barat. Kemudian, cerita terkait Taikong Hamim juga dihilangkan pembahasannya di dalam film. Film hanya memberikan sedikit porsi terkait kegiatan mengaji dan orang-orang penggawa masjid. Ada juga bab (mozaik) pendek terkait Afghanistan yang sama sekali tak disinggung di dalam film. Peristiwa hukuman juga dikurangi di mana di dalam novel, Ikal, Arai, dan Jimbron dihukum oleh Pak Mustar untuk mempraktekkan adegan di dalam film yang mereka tonton di bioskop dan membersihkan WC. Sedangkan di dalam film mereka hanya dihukum untuk membersihkan WC. Peristiwa atau adegan perjalanan Ikal dan Arai di dalam film juga sama sekali tak ditampilkan di dalam film. Zakiah Nurmala yang kuliah di UI juga dihilangkan sama sekali di dalam film. Ikal dan Arai yang kembali ke Belitung juga tak ada di dalam film, sebab di dalam film mereka langsung ke luar negeri. Tokoh orang Australia ketika membawa kuda yang dibeli oleh Cupo juga tak dimunculkan di dalam film. Kemudian pengurangan terakhir yaitu terkait anak Pak Mustar yang tidak diterima di SMA Bukan Main seperti penjelasan di topik yang pertama yang tak ditampilkan di dalam film.
2. Kedua, adalah terkait dengan perubahan. Di dalam film peristiwa ketika Ayah Ikal dan Ikal menjemput Arai di rumahnya berbeda. Di dalam novel mereka menaiki truk untuk kembali ke rumah, sedangkan di dalam film mereka menaiki perahu. Kemudian, saat Nurmi memainkan biola di mozaik (bab 4), di dalam novel ia memainkannya biolanya untuk Ikal di dapur, sedangkan di dalam film ia memainkannya di luar rumah. Kemudian perubahan terakhir yang saya temui, yaitu perbedaan tempat kuliah Ikal dan Arai. Di dalam film mereka berkuliah di tempat yang sama, yaitu di UI. Sedangkan di dalam novel mereka berkuliah di tempat yang berbeda. Ikal di UI sedangkan Arai berkuliah di Kalimantan, tepatnya di Universitas Mulawarman. Perbedaan lain juga ada, seperti di dalam film Pak Mustar merupakan kepala sekolah sedangkan Julian Ichsan Balia yang di dalam novel merupakan seorang kepala sekolah, di dalam film ia hanyalah seorang guru biasa.
3. Penambahan, selain melakukan pengurangan dan perubahan. Film *Sang Pemimpi* juga menambahkan beberapa adegan penting. Pertama, adegan di mana ayah Ikal mendapatkan surat naik jabatan dari tukang pos yang ternyata keliru dari pekerjaannya di PN Timah dan fakta bahwa Ikal membenci tukang pos tak ada di dalam novel.

Latar

Dari segi latar, baik dari novel maupun film tak terlalu banyak perbedaan. Latar utama cerita berada di Belitung dan di Jawa. Karena itu, ketika membaca novel dan menonton film kita bisa melihat dan mengimajinasikan latar yang kurang lebih sama, yaitu, di SMA Negeri Manggar/SMA Negeri Bukan Main, Pelabuhan Magai, pasar pagi, rumah orang tua Ikal, rumah Bang Zaitun, pekarangan rumah Zakiah Nurmala, bioskop dan beberapa tempat lain.

Kemudian, latar waktu yang ditampilkan pagi, siang, dan sore. Namun pagi dan siang lebih banyak disorot, ini dikarenakan tokoh Ikal, Arai, dan Jimbron merupakan seorang siswa yang kegiatannya banyak dilakukan di antara pagi dan siang. Lewat latar waktu ini para pembaca/penonton juga jadi tahu tentang bagaimana kehidupan orang-orang Belitung pada masa itu. Terutama kehidupan orang-orang yang dekat dengan dermaga. Ikal, Arai, dan Jimbron pada pagi-sore sekolah, bekerja sebagai kuli ngambat. Kemudian malam hari di sana ada hiburan bioskop.

Latar sosial yang tergambar di *Sang Pemimpi* adalah kehidupan orang-orang Belitung. Di dalam novel diceritakan bahwa orang-orang Belitung cukup tertinggal, mereka memiliki timah, namun kekayaan sumber daya alam yang mereka miliki malah dinikmati oleh segelintir orang yang memiliki modal.

Mereka memandang kehidupan dengan gigih dan pantang menyerah. Merefleksikan kehidupan, tradisi, dan adat-istiadat dengan sudut pandang orang Belitung.

KESIMPULAN

Berdasarkan analisis- analisis yang ada dapat disimpulkan bahwa novel dan film memiliki unsur pembangun yang sedikit berbeda. Film melakukan beberapa perubahan, pengurangan, dan penambahan terkait dengan penokohan dan alur cerita. Ikal dan Arai memiliki karakter lebih bijak di dalam film. Zakiah Nurmala diceritakan tetap tinggal di Belitung, padahal di dalam novel ia juga berkuliah di UI seperti Ikal dan sikapnya terhadap Arai di film tak sedingin sikapnya terhadap Arai di dalam novel. Di film Arai juga diceritakan kuliah di UI, sedangkan di dalam novel ia sebenarnya berkuliah di Kalimantan. Sikap Pak Mustar yang bersikeras supaya anaknya diterima di SMA Negeri Bukan Main/SMA Negeri Manggar juga dihilangkan di film. Beberapa tokoh dalam novel tidak ditampilkan di dalam film, kemudian ada satu mozaik dalam novel yang tidak ada di alur film. Selain itu film juga menambahkan adegan yang tidak terdapat di dalam novel, yaitu adegan perihal ayah Ikal yang memperoleh surat naik jabatan dan sikap Ikal yang membenci tukang pos.

Kesamaan antara novel dan film *Sang Pemimpi* terletak pada latar cerita yang berada di Belitung. Suasana yang dibangun di dalam film mirip dengan apa yang ada di novel. Film mampu menerjemahkan latar yang ada di dalam novel.

Sesungguhnya kita tak perlu mempertentangkan antara novel dan film karena dua karya tersebut memiliki medium yang berbeda. Kemudian, sudah seyogianya kita dapat melihat film tanpa harus terpaku dengan novelnya. Pada akhirnya kita akan bisa memahami perbedaan yang ada dan memberikan apresiasi terhadap kedua karya tersebut, baik versi novel maupun film.

Kemudian penelitian mengenai kajian ekranisasi novel dan film *Sang Pemimpi* ini lebih terfokus pada aspek instrinsik berupa unsur pembangun cerita saja, sehingga ke depan masih dapat dilakukan penelitian terhadap aspek-aspek lain selain aspek tersebut. Penelitian setelahnya dapat mengambil perspektif lain untuk mengkaji karya ini selain menggunakan kajian ekranisasi. Pun teori film yang digunakan pada penelitian ini masih belum begitu terperinci. Untuk itu, penelitian selanjutnya diharapkan lebih mampu membedah dengan teori film yang lebih detail. Dengan menggunakan teori film yang lebih banyak dan mendetail maka permasalahan mengenai fungsi yang ditimbulkan dari ekranisasi yang dilakukan pada novel dan film juga dapat terjawab.

DAFTAR RUJUKAN

- Damono, S. D. (2012). Sastra Bandingan. Ciputat: Editum.
- Endraswara, S. (2011). Metodologi Penelitian Sastra Bandingan. Jakarta: Bukupop.
- Eneste, P. (1991). Novel dan Film. Flores: Nusa Indah.
- Hirata, A. (2006). Sang Pemimpi. Yogyakarta: Penerbit Bentang.
- Mahsun. (2012). Metode Penelitian Bahasa: Tahapan Strategi, Metode, dan Tekniknya. Jakarta: Rajawali Pers.
- Moleong, Lexy J. (2010). Metodologi Penelitian Kualitatif. Bandung: Remaja Rosdakarya.
- Muhardi dan Hasanuddin WS. (1992). Prosedur Analisis Fiksi. Padang: IKIP Padang Press.
- Nurgiyantoro, B. (1998). Teori Pengkajian Fiksi. Yogyakarta: Gadjah Mada University Press.



HALF-CASTE'S STATE OF LIMBO IN KATHARINE SUSANNAH PRICHARD'S "MARLENE" AND "FLIGHT" (1967)

Laily Ramadhani¹, Mamik Tri Wedawati²

¹Universitas Negeri Surabaya, laily.17020154031@mhs.unesa.ac.id

²Universitas Negeri Surabaya, mamikwedawati@unesa.ac.id

ABSTRACT

Half-caste refers to the mixed-blood in Australia who suffer much in their lives. They are not a part of Aborigines nor the Whites. They are not accepted by everyone and being mistreated. They suffer from unfair treatment and are also incapable of making decisions to get a better life. The purpose of the study is to reveal the state of limbo of the half-caste in Katharine Susannah Prichard's "Marlene" and "Flight" (1967). The method used is qualitative by applying Wilson Harris' state of limbo theory on the post-colonialism approach. Limbo is a transition where a person or community belongs in two contexts. There are three characteristics of limbo that are needed to be analyzed in the chosen literary work; anxieties, questions, and conflicts that every person or community cannot embrace. As a result, "Marlene" and "Flight" each have three characters of limbo. "Marlene" demonstrates the half-caste's disrespectful life by being locked in the camp and not able to decide on making their life better. "Flight" demonstrates the three half-caste children that are taken forcibly to the Aborigines Protection Board. These children are locked in the room of the carrier so that they will not run away. Stuck in the camp, locked in the room, and unable to do anything to make their life better defines the limbo state of the half-caste's lives.

Key Terms: *half-caste, limbo, post-colonialist approach*

INTRODUCTION

Australia has race diversities, including Aborigines, Whites, and even part of Aborigines and Whites, which is called half-caste. Half-caste has been a scandalous topic in Australia. Based on their racial appearance, they are not a part of Aborigines and the Whites. However, their existence could be seen in the discriminations by the Whites. Even though half-caste is born from the Whites and the Aborigines, the Whites are having bad feeling even hatred towards them. There are two factors behind this feeling, are physical

appearance and social factors. The physical appearance stands for the mixture of a White and an Aborigine, half-caste is considered as a degenerated hybrid. While social factors stand for lack of education, unemployment, and poverty (McGregor, 1993, pp. 54–55).

Half-caste is one of the most underestimated races in Australia, they do not have a natural place to live except in the camp that was built and secured by the Whites. Not only places, but they also do not have any chance to get the same job as the other races. They would only do some jobs which do not give many amounts of money. Even when a half-caste has the same ability and cleverness, he will consistently be underestimated. The tragedy of stolen generation made some of the aborigine mothers who gave birth to a fair-skin baby were not allowed to raise their children. The law in Australia has strictly declared that aborigine mothers are not allowed to raise children.

This study analyzes the half-caste's state of limbo in two short stories by Australian writer Katharine Susannah Prichard with a particular focus on the conflict of half-caste's character chosen. In Prichard's "Marlene" (1967) and "Flight" (1967), Prichard presents a great explanation of how the half-caste's living through injustice and discrimination from the Whites. Their life are all depending on the Whites. However they do not get their rights. In this context, Wilson Harris' theory on state of limbo offers grounds for understanding the condition where a community might feel limb depends on their specific situations.

In this study, each stage presented in the theory will be applied to the Wilson Harris' state of limbo with the half-caste's life condition in "Marlene" and "Flight". Using Wilson Harris' state of limbo, this article presents several questions that must be analyzed: a) how are the half-caste depicted in Katharine Susannah Prichard's "Marlene" and "Flight"? (b) How do the half-caste character's conditions lead to the state of limbo?

Katharine Susannah Prichard was an Australian writer and the founding member of the Communist Party of Australia. Prichard's public position is as both a communist and female writer there. Prichard has published many literary works while she lived from 1883 to 1969; there were thirteen novels and one full-length biography (Hobby, 2016, p. 2). Prichard has a desire to write stories about Australian society, especially the half-caste. "Marlene" and "Flight" (1967) are the examples of her works that will be analyzed. Both of the short stories talk about the half-caste' life. "Marlene" tells about a white Madam, Mrs. Boyd, who looks for her half-caste worker that has not been coming for some weeks to the camp of the half-caste. Mollie, the sixteen years old mixed-race worker, could not make it due to her giving birth. In the journey to find Mollie, Mrs. Boyd is accompanied by another white girl named Miss Ann. There, every half-caste is trying to hide Mollie so that Mrs. Boyd would not meet her. This story focuses on the relationship between the half-caste and the whites. Some conflicts have taken place in the short story; one of them is Albert –a clever half-caste who cannot get a proper job due to his identity as a half-caste. "Flight" tells about Constable John O'Shea, who is asked to bring three half-caste children to be taken by the Aborigines Protection Board. In his journey bringing the children,

Constable O'Shea feels uneasy since he is also a father who does not want his children to be taken forcibly. To keep these children, Constable O'Shea brings them to his house and locks them in a room. Constable O'Shea could never let them run away, or else he will be in trouble.

REVIEW OF RELATED THEORIES

Unfortunately, half-caste's life is not easier either due to their hatred from the whites and Aborigines. Although they are part of Aborigines, they do not treat better than the whites. At least Aborigines do not treat them like a vermin. Half-caste are treated very badly. Not only in their place to live but also their education, even their love life. This condition leads to the half-caste's state of limbo, a transition between two contexts. To define the half-caste's limbo state, the data analyzed will be focus on their characteristics based on the book by A.O Neville titled *Australia's Colored Minority*.

Russel McGregor argues that the 1920s is when the social anthropologists focused on the functioning of societies and tried to advance no critique of racial science. However, racial science existed right after that year. There was a critique that the criticism of its political misuse overshadowed the concept of race. When World War II happened in Australia, there was an idea of race that applied a strong influence in developing the science of anthropology. Regarding idea, the concept of race was revealed there better than in the area where the guess of racial boundaries was passed in mixed descent people. Even before the 1930s, 'half-caste' had been attracted to the scientist's attention (McGregor, 1993, pp. 51–52). This year, half-caste had been mention in some writing.

Rich Pascal tries to define the half-caste's real identity in literary works by saying that half-caste is about to disappear due to the mainstream of Australia's policies in race, practices, and attitudes. Because of the legal implication, people think the half-caste is not worthy enough as the whites or Aborigines itself. Katharine Susannah Prichard tried her best on writing issues about Aborigines and half-caste. Her works have occurred as the introduction to the people who are not an Abo-reader to understand the half-caste's mainstream society can even be used to change the racial policies (Pascal, 2013). Being a half-caste has been problematic since they do not have a real indigenous identity in Australia.

To define the indigenous identity in Australia, John McCorquodale analyzes the legal definitions of race in his journal (2011). McCorquodale limits his analysis of Aborigines and half-caste definitions in each jurisdiction from the earliest times to the present. As a result, Alfred Deakin from The Commonwealth Attorney-General defined that half-caste was not part of the aboriginal native (McCorquodale, 2011). Half-caste is not acknowledged by the Australian back then. The concept is that the people born with more Aborigine blood are considered aborigine natives. However, the half-caste has fewer Aborigines blood, so they are not a part of aborigine natives.

This paper will only focus on the specific characters and their conflict in “Marlene” and “Flight” to reveal the half-caste's limbo. Due to Mollie's problem with giving birth at such an early age, Albert's difficulty getting a job even the marriage he wants, and three half-caste's children taken away from their families to be sent to the Aborigines Protection Board. The revelation will be based on a state of limbo's characteristics; anxieties, questions, and conflicts.

Half-caste

Half-caste is derived from the Latin adjective *castus*, which means pure or unpolluted to its subjects. Modern English takes this word 'chaste,' and then half-caste is translated as a child of linguistic miscegenation in Portugal and Britain's empires. English then adapted this term by adding the 'e' in the final. The term is spelled as 'caste'; it refers to the person who has a mixed percentage of European and Indian (Douglas & Ballard, 1940, p. 328). Half-caste stands for the mixed-race, mostly European and Indian.

In the 1930s, a 30,000 population of mixed White and Aboriginal descent called a half-caste in Australia. Half-caste is also known as mixed-blood, part-Aborigines, and part-Whites, or colored folk. However, these terms have a different meaning. Half-caste stands for the people who have an equal percentage of Aboriginal and non-Aboriginal ancestry –it could be Whites. Colored folk is divided into three; three-quarter caste, quarter-caste (quadroon), and eighth-caste (octoroon). These three means that each of them belongs to three-quarters, one-quarter, or one-eighth of Aboriginal ancestry (Neville, 1947, p. 3). In Australia, the problem mainly focuses on half-caste only. They are being underestimated in every realm. Half-castes try their best to improve themselves economically and socially. However, they give up easily since they are not wanted by residence, especially the town.

Back then, there was an assimilation project made by the States. The assimilation here stands for how half-castes are being adopted by the Whites (Neville, 1947, p. 167). It is intentionally done because the State wants the tribe to be melted in a pot. The children are taken forcedly and being adopted by the Whites. The purpose of assimilation is to support the children through adolescence to adulthood. The State wants the children to have their rights to get a better future. Although the purpose is good, it has to separate the children from their biological parents. This tragedy is called the stolen generation.

The characteristics of half-caste are living in an inappropriate camp built near the rubbish dump or riverbank. They do not live healthily since there is no decent food for feeding; they have a health disease such as malnutrition, a skin disease caused by exchanging clothes, digestive pains, and enteritis. They do not get a chance to be educated than the Whites; they do not even have a chance to get a proper job (Neville, 1947, pp. 133–145). These conditions have limb the half-castes; they even feel how they are not unwanted by the others, especially the Whites.

State of Limbo

The term of limbo comes from Wilson Harris, which he thought of as limbo imagination that is demonstrated as representing the inner universality of Caribbean man. It is a concept represented by Harris in the waves of migration that have lived on America's shores (Hunte, 2017, p. 45). Harris defines limbo as "a certain kind of gateway or threshold to a new world and the dislocation of a chain of miles (Ashcroft et al., 2013, p. 379)". Limbo gives us the impression of being in two contexts in which the people are unsteady and limb between those two.

Limbo derives from limbo dance, a known feature in the Carnival life of the West Indies. The limbo dancers have to conquer the bar by continuously lowering their bodies without touching it; they remain through the bar with spread-eagled limbs they pass like a spider. Truthfully, limbo was born on the slave ships of the Middle Passage. According to Bill Ashcroft and others, the folk's limbo imagination consists of a strong inner re-creative response on violations of slavery and arrangement and victory (Ashcroft et al., 2013, pp. 378–382). Harris demonstrates the critical thing of limbo imagination on the stamp of the spider metamorphosis, which is depicted in the shaping of every community that appears sea-change. Harris calls upon the resonance of limbo with term limb to show the flexibility of common descendants in devastation and deep trauma. Harris' idea on the limb body parts stands for reminiscent of a slave's imprisoned body, striving for space, and the slave's condition while being threatened is similar to a spider. The position of a spider when it is standing is spread-eagled and low to the ground. It demonstrates how suffering the slaves while passing the Middle Passage, and it is their consequence for their journey over water while having their bodies hanging in space and trapped in time. They will get a sea-change, which means a specific alternation merely can be done by the survivors. The appeal of limbo imagination through limb/limbo metaphor relies on the main idea of time-travel and mutilated bodies to depict the community above the traumas in the past (Hunte, 2017, p. 46).

Limbo expression invokes the afterlife province, which some religions have to believe in it. It labeled for the souls who neither go to heaven or hell. It shows metaphorical comparison in waiting transitional state that contrasts to immigration on a type of death or rebirth. This idea demonstrates the perspective of immigration and cultural alteration in limbo. It shows the burdensome and hurtful process where the identity is being negotiated (Catalano et al., 2016, p. 144). Backed up by this background, the characteristics of a limbo state can be seen from the person's condition whether he has anxieties, questions, and conflicts as he is incapable of finding comfort that he can embrace (Al-Saidi, 2014, p. 103).

METHODOLOGY

Regarding the purpose of the study is revealing the state of limbo of the half-caste, a qualitative method is required to get the objective and specific result. The qualitative

method is being needed to analyze the sentences, paragraphs, and dialogues in the short stories selected. The sentences, paragraphs, and dialogues needed are the one which shows the half-caste's state of limbo. To gain the data, reading the short stories "Marlene" and "Flight" (1976) by Katharine Susannah Prichard have to be done and then analyze the specific sentences or paragraphs needed. Based on the characteristics of the limbo state, there are five characters in total will be analyzed. These five characters are Albert and Mollie in "Marlene" (1967) and three half-caste children named Mynie, Nanja, and Coorin in "Flight" (1967). The characters selected are having anxiety, conflict, and questions that become the characteristics of limbo. The conditions they have will answer how half-caste characteristics bring them to the state of limbo using postcolonialism theory. The citation of the sentences, paragraphs, and dialogues will be showed to become the data.

FINDING AND DISCUSSIONS

A. The half-caste's characters state of limbo

The half-caste's characters state of limbo in "Marlene"

"Marlene" shows an excellent example of introducing the half-caste who lives in the camp. There are several characters; however, the analysis will be limited to two characters. These are the analysis of the half-caste's characters that will lead to the state of limbo:

Albert's state of limbo based on three characters

1. Anxiety

"He's sore because he can't get work and the Protector won't let Penny Carnarvon marry him," Ruby said. "Penny in service, and she's such a good servant they don't want to lose her. But she's fond of Albert. She says she'll learn the Protector." (Robertson, 1967, p. 118)

As a young half-caste, Albert has someone he likes. He wants to marry her, and the girl he likes is Penny Carnarvon, who works for the Protector. A protector is police from the Whites who protect the natives (Neville, 1947, p. 214). Quoted from the data, Albert has anxiety that he cannot achieve what he wants. Including the job and the person, he likes to marry. The reality hits him since most of the jobs are given to the Whites, neither Aborigines nor half-castes could bear but accept it.

The other reason that might interfere with Albert and Penny's marriage is the inability of a young couple to live after marriage (Neville, 1947, p. 188). Well, we know that marriage has many kinds of difficulties. Including how to make money for a living, and a newlywed is familiar with the small fight. Not only financial but emotional control is needed in marriage life. If Albert decides to marry Penny at the end, he might get anxious because he cannot give a living to his wife. Because he has no job, he might have difficulty maintaining his wife outside the settlement. The probation is made to prevent the half-caste's disadvantages on their life after marriage.

2. Questions that the character could not embrace

"It's hard on Albert not being able to get work, Mrs. Boyd," Ruby expostulated. "He's real clever: can read and writes as good as any white man. When he went to school, he could beat any of the boys."

"Lot of good it's ever done me," Albert sneered. "If I'd been myall I'd've had a better life. The blacks of any tribe share all they've got with each other. The whites grab all they can for themselves—and let even their own relations starve." (Robertson, 1967, p. 117)

Albert's difficulties in getting a job are an unending story. Truthfully, Albert is capable of doing many things. He is gifted by his cleverness, which the other half-caste do not have. Most of the workers are whites because Albert is mixed-race, he has some problems about getting a job. The reason behind it is because the Whites do not want the half-caste to be stand out, especially when it comes to a clever half-caste who could beat the Whites down (Neville, 1947, p. 196). Whites want to stand out more since they feel superior; their dignity will not let the half-caste have a better job than them.

Truth hits the reality; whenever a half-caste is more capable than the Whites, they would never get the same wage as the Whites. How clever or how capable the half-caste is, they will get a lower wage than the Whites. The reason is that they do not only want the half-caste to get the same position as the Whites. Half-caste is considered as the degenerated hybrid over the Whites and the Aborigines.

3. Conflict

"Funny, isn't it?" Albert's lounging, graceful figure tilted back as he gazed at her. "You're the granddaughter of one of the early settlers who shot off more blacks than any other man in the country. Mrs. Jackson is the granddaughter of one of the survivors and related to the best families in the district. But you've got the land and the law on your side. They put the dogs onto her if she goes round the homesteads asking for a bit tucker or old clothes."

"And this is the only spot where we're allowed to camp in the district."

"Something will have to be done about it," Mrs. Boyd declared.

"What?" Albert demanded. "All the land about has been taken up. It's private property now. We're not allowed to work in the mines. We're not allowed to sell the fish we catch—not allowed to shot or trap. They don't want us on the farms. They won't let us work on the roads. All we're allowed to do is draw rations and rot though there is some talk of packing us off to one of those damned reservations 'where diseased and dying remnants of the native race are permitted to end their days in peace'. Excuse me quoting the local rag."

"You can't say I haven't tried to help you," Mrs. Boyd protested. "I've always given you work on my farm when I could."

A wry smile twisted the young man's mouth. "And paid us less than half you'd have had to pay the other workers." (Robertson, 1967, p. 116)

As one of the clever half-caste, Albert gives his voice about the injustice which half-caste gets from the Whites. Half-caste is placed in the camp, which is near the bank or the hill. The camp setting in "Marlene" is on the hillside and crouched among the rocks and wet undergrowth. Making a camp for half-caste is a kind of isolation (Neville, 1947, p. 135). Half-caste is a taboo thing which the Whites do not want to get bad influence from them. While staying in the camp, they do not get healthy food and an excellent place to live. Albert and the others suffer from wetness all the time the rain is falling hard.

The other thing that can be seen from the data is the half-caste does not worth as the other workers –that might be the Whites or Aborigines. Then, there were many excuses not to pay the half-caste as they worth. The Whites believe that a white worker may worth twice more than a half-caste (Neville, 1947, p. 193). There is much determination of why the half-caste does not get the price they worth. For example, the half-caste does not know the value of money. Also, the half-caste is paid that much due to their consistency in working. Some half-caste might be more competent than the Whites since they are used to be a labor. However, their condition of not knowing how worth the money wage leads them to the consistent money wage they get. There are not many half-castes aware of this issue; he knows that injustice will always follow the half-caste regarding Albert's cleverness.

Mollie's state of limbo based on three characters

1. Anxiety

"Let me see the child," Mrs. Boyd demanded: turned her horse and rode to Mollie.

"She's very little and red," Mollie apologized, tenderly lifting the dirty shawl that covered the baby. (Robertson, 1967, p. 119)

Mollie, who has a baby at such an early age, would have anxiety. Even though she feels fine having many relationships with some White guys in the city, she could not hide her feelings. In the dialogue above, Mollie apologizes for how tiny and red her baby is. Since she is only sixteen and has a baby already, she has the anxiety of how her baby will grow with her, who is still a growing teenager.

Teenagers like Mollie would have done sex; however, they do not know about raising kids. Mr. Neville said in *Australian's Colored Minority* (1947), "I never heard of but one colored girl being induced to enter a house of ill-fame. Some of those who bore infants fought gamely through life, adored their offspring, and swore to protect them from a similar fate – becoming better women, good mothers, and eventual wives (Neville,

1947, p. 184)." Despite Mollie's young age, Mollie has excellent faith in giving birth. She does not even do an abortion and bravely gives birth to her baby.

2. Questions that the character could not embrace

"Hullo, Mrs. Boyd!" A girl in a pink cotton frock stood in the opening of a wurley behind the horses. A pretty little thing, sturdy and self-possessed, but rather pale, she stood there, a small bundle wrapped in a dirty shawl in her arms.

"Mollie," Mrs. Boyd gasped. "Have you been getting a baby?"

The girl nodded, smiling.

"But you're only a child," Mrs. Boyd cried. "You're not sixteen."

"I was sixteen last month," Mollie replied calmly.

"It's scandalous," Mrs. Boyd exclaimed indignantly. "Who's the father?"

*Mollie's eyes smiled back at her. "I been going with two or three boys in town."
(Robertson, 1967, p. 118)*

This part talks about the question that Mollie does not answer. While Mrs. Boyd tries to look for Mollie, the other half-caste hides her well. Then, Mollie appears in a condition after giving birth. What makes it scandalous is Mollie does not know her baby's father since she has been going out with two or three boys in town. If it is about boys in town, it means that the boys are Whites. Since the half-caste are not permitted to go outside the camp or their work field, it is possible to say that the baby's father is a part of the Whites.

The mixed-race girl has known and acquainted with the white boys since they are taken to the institutions early (Neville, 1947, p. 45). The girls befriend the whites, making them associate with the whites more than the mixed-race boys. Since Mollie has been out with some boys, she could not answer Mrs. Boyd's questions well because Mollie herself does not know who exactly her baby's father.

3. Conflict

"Mollie," Mrs. Boyd gasped. "Have you been getting a baby?"

The girl nodded, smiling.

"But you're only a child," Mrs. Boyd cried. "You're not sixteen."

"I was sixteen last month," Mollie replied calmly. (Robertson, 1967, p. 118)

This part talks about the conflict where a teenager should not have given birth. Mollie, a sixteen-year-old teenager, just gave birth while her friends might not have done that yet. Especially Mollie is a half-caste, which means she does not have much knowledge about sex. In Australia, the mixed-race girl is the kind of who will not go near the boys regarding her shyness.

The White girls have more knowledge about sex matter than the half-caste (Neville, 1947, p. 183). Half-caste's girl would never go near the boys except if the boys first approached her. In Mollie's case, she works all the time in Mrs. Boyd's place. She only has a chance to go to the pictures on Saturday night with Mr. Edward's accompaniment. Not only going to the town, but Mr. Edward will also send her back after the picture is finished. However, Mollie does not return on that day. Mr. Edward even waits an hour for her. Here is the proof of Mollie's conflict of being tempted by the boys in the town.

The half-caste's character in "Flight"

"Flight" tells about a constable in Australia who is obliged to bring three half-caste children to the station to be taken by the Aborigines Protection Board. The children's names are Mynie, Nanja, and Coorin. Here are the data that proves these children's character based on the state of limbo:

1. Anxiety

Each little girl was strapped one to the other. Their wrists were tied together. Mrs O'Shea hovered over them, smiling and motherly, trying to reassure them. She could not bear to see these children so scared and dumb. Such skinny little things, they were, with great brown eyes and curling lashes, blackish-brown tousled hair, and gina-ginas, no more than scraps of faded blue cotton stuff, on their meagre bodies.

The room was lock-up in all but name, kept for more respectable prisoners. There was a chair and table in it and a bed covered with blue grey blankets. The window had no glass, but was double-crossed with barbed wire.

There was no way the half-castes could get out when the door was locked. Mrs O'Shea told herself. So she took the law into her own hands: kneel down, and with firm white teeth unfastened the leather thongs which bound them: undid the strips of rawhide biting into those slim brown wrists. (Prichard, 1967, p. 30).

These three little mixed-race girls, the Constable O'Shea, takes are being abused not to run away. Abuse is a familiar term in the process of the stolen generation. The data from S. Gilbert's journal entitled "Living with the past: the creation of the stolen generation positionality" said there are about 28% of the stolen generation who convey to the Inquiry into the Separation of Aboriginal and Torres Strait under Children from their families stated that they were getting physical abuse (Gilbert, 2019, p. 3). In "Flight", Mynie, Nanja, and Coorin get abuse from Constable O'Shea due to his frightened of the half-caste might run away. The data above shows that they are being tied with leather thongs on their wrists. They are also being locked in a small room that looks more like a prison.

Here, the half-castes feel anxiety since they are brought up by the Constable and locked in a small room. They are only children who should not be treated like that.

2. Questions that the characters could not embrace

It was Mrs O'Shea who discovered the three small half-castes, crouched together and staring at her, wide-eyed and woe-begone.

'Oh, Jack,' she exclaimed, 'the poor little things! What are you going to do with them?'

'What do you think?' O'Shea asked impatiently. 'Keep them for pets?'

His daughter guessed just what had happened. They queried maddeningly.

'Did you give them a ride on your horse, Daddy?'

'Why can't we have a ride on your horse, Daddy?'

'Want to sit up behind you on Chief, too, Daddy!'

'Want a ride...'

'Can't I have a ride, too, Daddy?'

The half-caste's gazed at these other children with amazement. How was it possible for them to talk to the policemen so cheekily and light-heartedly? (Prichard, 1967, p. 28)

The data is set in the house of Constable O'Shea. The half-castes are amazed by the constable's children who ask their father nonstop without taking a breath mischievously. It can be seen that the half-castes also have questions towards the constable on where he will bring them. However, due to the charismatic Constable O'Shea, they do not brave enough to ask. The half-caste only sticks themselves on the Constable O'Shea when brought from the station to his house.

3. Conflict

Constable O'Shea resented having to pick up half-caste's girls and send them down to government institutions at the request of the Aborigines Department. He considered it no job for a man who had to maintain the prestige of the force and uphold law and order in an outlying district.

But he had a received instructions that three half-caste female children on Movingunda were to be sent down by the train which passed through Lorgans on the eight of the month. So there was nothing for it but to collect the children, and hand them over to the other who would be on the train (Prichard, 1967, p. 25)

Here is when Constable O'Shea is taking the half-castes. Regarding the task that Constable O'Shea gets, he is asked to pick them up and send them based on the demand.

The conflict is about how the half-castes will be the stolen generation once Constable O'Shea picks them up.

Stephen Gilbert, in his journal, defines there is a physical removal in the stolen generation (Gilbert, 2019). A physical removal contains removal from the families, which Mynie, Nanja, and Coorin have felt until Constable O'Shea takes them. The legislation allowed the physical removal from their original families to take the stolen generation from their families. Once the children are taken from their families, they are labeled as the "stolen body". The Aborigines Protection Board takes these stolen bodies and cannot return them to their families ever. This tragedy brings every stolen generation and their origins families' trauma.

The children of stolen generations are the most ironic things ever. They are taken since they were little and not able to return home. If the adult has a chance to come back to where they live, children do not have any chance for it (Read, 2006, p. 3). They are brought to a new place at such a young age, even they would forget about who their families are. It is the conflict that Mynie, Nanja, and Coorin will have after being picked up by Constable O'Shea.

B. The half-caste's state of limbo

Albert, Mollie, and the three mixed-race children give the impressions where the half-castes always have conflict. Especially with the Whites. If Albert has difficulties getting a job, and Mollie has a baby and does not know who her baby's father is, the three mixed-race children will be taken somewhere they could never return. All of the reason behind of this tragedy is the Whites. The Whites take every job vacancy, manipulate the half-caste, and even make their life more difficult.

Not only the young half-caste suffered because of the Whites, but the old half-caste suffered too. "Cooped up in the city—with a lot of low-down old women treatin' me like dirt. I've always kept myself to myself. I've always been respectable, Miss Ann (Robertson, 1967, p. 115)." This quotation tells us how no one, even the half-caste itself, has ever respected the half-caste.

Mrs. Boyd and Miss Ann are manipulating the half-caste in "Marlene". The truth hits them late, and they were being kicked out of the camp. No matter how kind Mrs. Boyd is, she is the one who insists on kicking them out from their only place to live. "The sooner they're cleaned out of the district, the better," she said viciously. "They're an immoral lot, these half-castes."... The camp on the hillside was moved on before the end of the month (Robertson, 1967, p. 120). While trusting Mrs. Boyd, the half-caste's trust is betrayed.

Another example comes from the mixed-race children locked up in a room in Constable O'Shea's house. Not only having anxiety but also the children stuck where they stand. "There, now,' she said cheerily, 'you'll be good girls, won't you? You won't try to run away? The Boss'd kill me if you did. (Prichard, 1967, p. 30)' the quoted dialogue is the

utterance of Mrs. O'Shea, who wants to give the children a place to breathe by loosening the strips on their wrists. However, Mrs. O'Shea's utterance might frighten the mixed-race children. Even though the strips do not linger in their hands, the utterance keeps them thinking about two possibilities.

Here the state of limbo can be proved. In "Marlene", the half-caste can only take things no matter good or bad it is. They are not responsible for any decision since the Whites, and the Protector will keep them in line. Albert could not change any condition of his; no matter how clever or capable he is, he will stay in the line. He is not allowed to marry the woman he loves due to the Protector's decision to look after Penny from quitting the job. Because having a job is so complex, due to the rules that the half-caste is not allowed to work in roads, farms, mines, even they are not allowed to sell fish they catch. The half-caste is manipulated by being forbidden to work in specific places but do dirty jobs.

Not only manipulated but also disrespected. It happens to Mollie, where Mollie gives her baby's name Marlene. The name is taken after the great Hollywood artist named Marylyn Monroe. "The exotic film-star, and that baby in this dump of outcasts –what an indictment! (Robertson, 1967, p. 120)" The utterance demonstrates how Mrs. Boyd and Miss Ann dislike Mollie's decision to name the mixed-race baby.

While in "Flight", the limbo can be seen when Constable O'Shea brings the mixed-race children from the station to his house. The children who do not know anything have been taken by the legislation to be taken to the Aborigines Protection Board. To keep the mixed-race children safe, Constable O'Shea brings them to his house. However, the mixed-race children are being locked in a room. They are stuck and incapable of running away. It can be seen that they want to be free, but they cannot be accessible due to Mrs. O'Shea's utterance. Here is the process of the physical removal of the origins family where the stolen generation happens. Whatever the condition is, the mixed-race children could not run away because they know they will be taken somewhere they could not return to their own family.

CONCLUSION

Limbo that stands for a transition between two contexts has depicted well in "Marlene" and "Flight" by Katharine Susannah Prichard to explain the half-caste's condition. Half-caste, as the only race being disrespected in Australia, has been suffering in their lives. As the mixed-descents, half-caste has a stereotype of always obey the Whites. Especially when the half-caste only has Whites as the only agent that they can believe. From the Whites, the half-caste can work. Although the work is not valuable, they can earn money from it.

"Marlene" tells about how the half-caste lives in the camp. The state of limbo can be seen from the way they cannot go everywhere and stay in the worst place ever. The half-caste might want to go over the hill and look for the right job for them. However, the

protection of them is too much. The limbo state is demonstrated by their condition, which is not able to do what they want. The half-caste stands on two transitions, but they could not step on both either. They are stuck in the middle and not able to do things that could make their life easier.

“Flight” tells about how the half-caste children being taken by Constable O’Shea to be transferred somewhere by the Aborigines Protection Board. They are the proof of the stolen generation who cannot run away from the place they are being placed ever since they are being removed from their original family. The state of limbo can be seen from their behavior which only obeys Constable O’Shea and his wife. Although they are obeying, inside, they might be wondering where they are taken to.

The state of limbo defines the half-caste’s life by explaining how suffering they are. Half-caste is insisted on staying in the dark, no matter their faith, to go outside and find something better. The half-caste is stuck and not able to take a further step. These tragedies will bring trauma to every half-caste, and the wound will be stuck on them forever.

REFERENCES

- Al-Saidi, A. A. H. (2014). Post-colonialism literature the concept of self and the other in Coetzee's waiting for the barbarians: An analytical approach. *Journal of Language Teaching and Research*, 5(1), 95–105. <https://doi.org/10.4304/jltr.5.1.95-105>
- Ashcroft, B., Griffiths, G., & Tiffin, H. (2013). The Post-colonial Studies Reader. In *Year's Work in Critical and Cultural Theory* (Vol. 21, Issue 1). <https://doi.org/10.1093/ywcct/mbt009>
- Catalano, T., Fox, J., & Vandeyar, S. (2016). Being "in a Limbo": Perceptions of Immigration, Identity and Adaptation of Immigrant Students in South Africa and the United States. *Journal of Language, Identity and Education*, 15(3), 137–150. <https://doi.org/10.1080/15348458.2016.1165099>
- Douglas, B., & Ballard, C. (1940). *Foreign Bodies*.
- Hobby, N. (2016). *Boundary-rider?: the early Katharine Susannah Prichard on the edge of fiction and autobiography*. 10(July), 857–860.
- Hunte, N. (2017). CONCEPTS OF A CROSS-CULTURAL IMAGINATION: WILSON HARRIS'S CRITICAL VISION AS A WAY OF READING NARRATIVES OF MEMORY. *Journal of Chemical Information and Modeling*, 53(9), 1689–1699.
- McCorquodale, J. (2011). The legal classification of race in Australia. *Aboriginal History Journal*, August 1983, 7–24. <https://doi.org/10.22459/ah.10.2011.02>
- McGregor, R. (1993). Representations of the 'Half-caste' in the Australian Scientific Literature of the 1930s. *Journal of Australian Studies*, 17(36), 51–64. <https://doi.org/10.1080/14443059309387130>
- Neville, A. O. (1947). Australia's Coloured Minority: Its Place in the Community. *Currawong Publishing Co.* <https://collections.museumvictoria.com.au/items/1496210>
- Pascal, R. (2013). *THE PASSING OF THE HALF-CASTES : GAVIN CASEY, LEONARD MANN AND THE POSTWAR ' HALF-CASTE ' NOVEL.*
- Prichard, K. S. (1967). *Flight*.
- Robertson, A. and. (1967). *HAPPINESS Selected Short Stories by Katharine Susannah Prichard.*



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

Wisnu Setya Budi¹, Febi Ariani Saragih²

¹Universitas Brawijaya, wisnusb@student.ub.ac.id

²Universitas Brawijaya, emiwk74@ub.ac.id

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 mengidentifikasi 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 mengidentifikasi 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 (<i>deleted</i>)

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

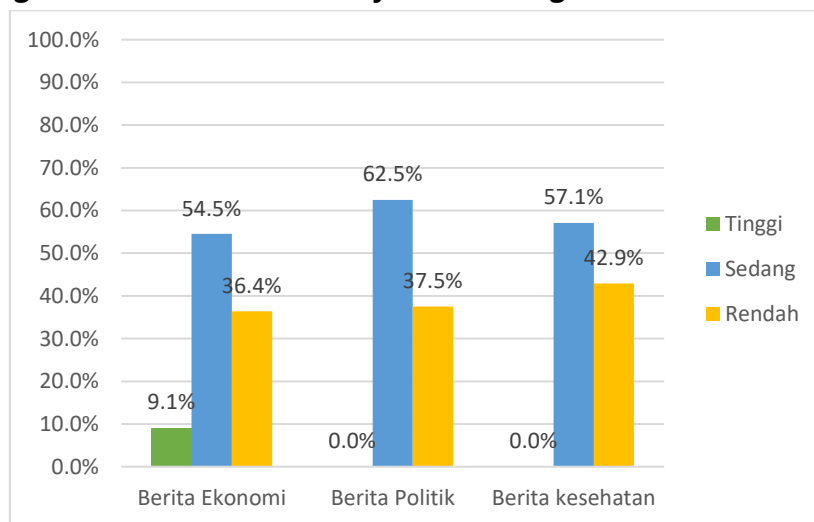
Tabel 2. Tingkat Keakuratan Hasil Terjemahan Bing Translator

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.

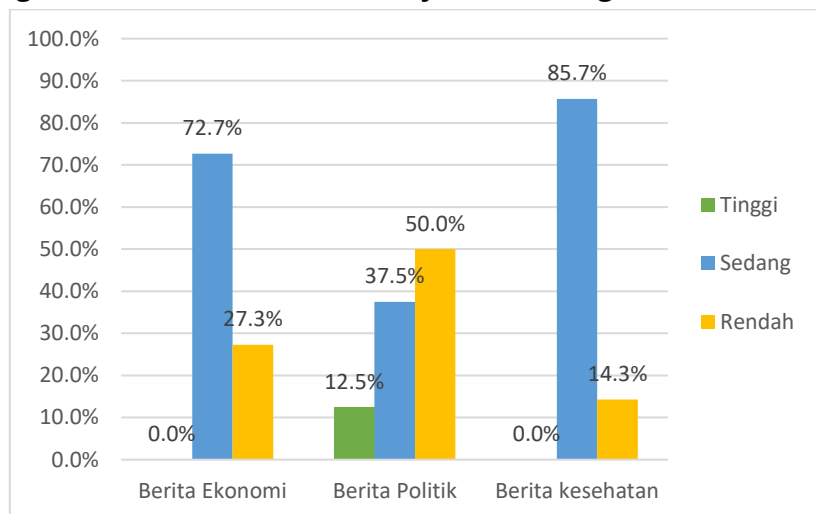
Setelah melakukan analisis secara mendalam ditemukan data tingkat keberterimaan dari berita ekonomi, politik, dan kesehatan adalah sebagai berikut.

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 pembaca; namun ada bagian tertentu yang harus dibaca lebih dari satu kali untuk memahami terjemahan.

Keterbacaan rendah	1	Terjemahan sulit dipahami oleh pembaca.
--------------------	---	---

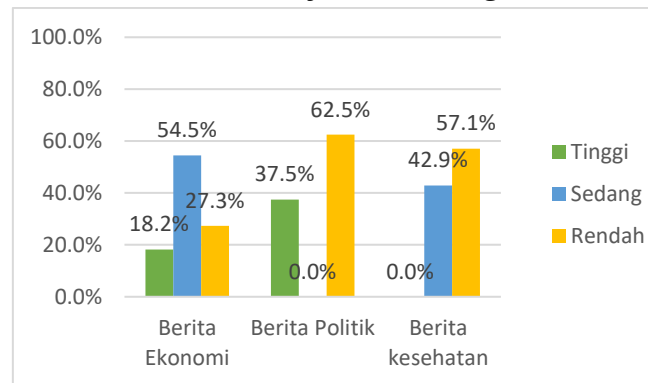
Setelah melakukan analisis secara mendalam ditemukan data tingkat keterbacaan dari berita ekonomi, politik, dan kesehatan adalah sebagai berikut.

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 menggunakan 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:
 - a. Kedua liburan terjadi pada bulan Mei, atau
 - b. 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を祝日を含めた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*

Dengan dasar analisis diatas, penerjemah ahli mengelompokkan Judul BP ke dalam kategori kurang berterima dengan skor 2. Peneliti sepatutnya 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 susunan gramatikal bahasa Jepang (*BSu*), sehingga lebih cocok apabila Judul BP termasuk kategori 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、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 menegenai 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 dipahami. Poin-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 dikategorikan 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.

DAFTAR RUJUKAN

- Atkinson, P. (1991). Supervising the text. *International Journal of Qualitative Studies in Education*, 4, 161-174. <https://doi.org/10.1080/0951839910040205>
- Bollinger, D, Donald. A. sears. (1981). *Aspect of language* third edition. New York: Harcourt brace Jovanovich.
- Danyati, R. (2012). *Analisis Kesepadanan dan Keberterimaan Bahasa Informal Pada Terjemahan Mesin*. Bandung : Lembaga Penelitian dan Pengabdian Masyarakat Bina Sarana Informatika.
- Digima News. (2015). Kaigai bijinesu ni toku-ka shita media "DIGIMA nyūsu" tanjō. bijinesu hinto mansai no genchi saishin nyūsu kara nikkei kigyō no shinshutsu dōkō made. Diakses tanggal 10 November 2020 dari <https://www.valuepress.com/pressrelease/151658>
- EAMT, Rosetti A, O'Brien S, Cadwell P.(2020). Comprehension and Trust in Crises: Investigating the Impact of Machine Translation and Post-Editing. *Proceedings of Annual Conference of the European Association for Machine Translation*, Online, 3-5 November (hal.10-15).
- Glaser, B.G. (1992). *Emergence vs Forcing: Basics of Grounded Theory Analysis*. California: Sociology Press.
- Sutopo, H.B. (2006). *Metodologi Penelitian Kualitatif : Dasar teori dan Terapannya dalam Penelitian*. Surakarta: Universitas Sebelas Maret.
- Hanks, P. (1979). *Collins Dictionary of the English Language*. Glasgow: Harper Collins.
- Hartono, R. (2017). *Pengantar Ilmu Terjemahan (Teori dan Praktek)*. Semarang : Cipta Prima Nusantara.
- Holmes, James S. (1972). *The Name and Nature of Translation Studies*. Amsterdam: Rodopi.
- Hutchins, W. J. dan Somers, H. L. (1992). *An Introduction to Machine Translation*. London: Academic Press.
- ICD Translation. (2019). *Common Types of Translation Services*. Diakses tanggal 30 Desember 2020 dari <http://icdtranslation.com/common-types-of-translation-services/>
- Kusumo, D.W, & Wardani, D.K. (2019). *Ragam Penelitian Dalam Studi Penerjemahan*. Malang : Jurnal Linguistik Terapan Politeknik Negeri Malang.
- Larson, Mildred L. (1984). *Meaning-Based Translation: A Guide to Cross Language Equivalence*. America: University of America.
- LISA. (2010). *LISA Best Practice Guides: Implementing Machine Translation*. Diakses tanggal 10 November 2020 dari <http://www.lisa.org/LISA-QA-Model-3-1.124.0.html>
- Machali, R. (2000). *Pedoman Bagi Penerjemah*. Jakarta: Grasindo.

- Microsoft Translator. (2016). *Translator Solutions in Action: Localization Tools and Services*. Diakses tanggal 10 November 2020 dari <https://www.microsoft.com/en-us/translator/blog/author/mtteam/page/13/>
- Moleong, L. J. (2010). *Metodologi Penelitian Kualitatif*. Bandung: Remaja.
- Munday, J. (2008). *Introducing Translation Studies: Theories and Applications*. London: Routledge.
- Nababan (2003). *Teori Menerjemah BS*. Yogyakarta: Percetakan Pelajar.
- Nababan (2004). *Laporan Penelitian, Keterkaitan antar latar Belakang Penjemahan dan kualitas terjemahan*. Surakarta: Universitas Sebelas Maret.
- Nababan, M, dkk , (2012). Pengembangan Model penilaian Kualitas Terjemahan. *Kajian Linguistik dan Sastra*, 24 (1), hal. 44.
- Newman, J. D. (2016). Human performance tool spotlight: peer-checking. *Human Performance Tools for Practitioners*. Diakses tanggal 10 November 2020 dari <https://www.humanperformancetools.com>
- Nida, Eugene A, & Taber, Charles R. (1974). *The Theory and Practice of Translation*. UBS: Leiden.
- Ridha, H. (2011). *Kualitas Mesin Penerjemah Statistik (Studi terhadap Terjemahan Dokumen Berita Aljazeera.net menurut Ahli dan Pembaca Awam)*. (Skripsi). Universitas Syarif Hidayatullah, Jakarta, Indonesia.
- Romli, Asep S.M. (2009). *Jurnalistik Praktis*. Bandung: Remaja Rosdakarya
- Sukadji, S. (2000). *Menyusun dan Mengkaji Laporan Penelitian*. Jakarta: Universitas Indonesia.
- Toury, G. (1995). *Descriptive Translation Studies And Beyond*. Amsterdam: John Benjamins.
- Waskito, N.A. (2016). *Kesalahan Kebahasaan Hasil Terjemahan Google – Translate Teks Bahasa Jepang ke Dalam Bahasa Indonesia*. (Skripsi). Universitas Brawijaya, Malang, Indonesia.



印尼玛中大学汉语学习者词汇学习策略调查研究

Vincentius Valiandy Jiuangga, S.Kom., MTC SOL¹

¹ Universitas Machung, vincentius.valiandy@machung.ac.id

摘要

本文通过调查问卷和访谈的方法，对印尼玛中大学非中文系大一的 105 名学生在汉语词汇学习策略的使用情况进行了研究。研究初期假设了受访者因民族（华裔）、性别、汉语能力组与教师的教学方法在汉语词汇学习策略使用上会产生差异。为了验证大样本定量研究与个案研究是否一致，本文对 105 名调查对象进行了访谈。

关键词: 印尼, 玛中大学, 汉语词汇, 学习策略

引言

全球化时代给印度尼西亚提供了一个发展国家的好机会，同时对人才的需求也在不断扩大。这对于学习外语的学生，特别是汉语的学习者是非常有利的。就东盟国家而言，汉语跟英语的地位一样重要。印尼当地有很多初中生、高中生乃至大学生都在学汉语。他们都面临着同样的一个问题：学习汉语很难。

汉语的听力、口语、阅读和书写是学生必须要掌握的四大语言技能。汉语学习成功与否可以从学生的交际能力来考察，他们是否能够流利地使用汉语来交流。但是在学习汉语的过程中学习者遇到了诸多困难，造成他们无法成功地流利使用汉语来交流，其中比较重要的问题就在于他们掌握的词汇量不够丰富。

词汇在语言使用中扮演着重要的角色。如果学生没有掌握足够的词汇，在交际时会产生问题甚至障碍。在现实生活中语言交际有时可以没有正确的语法，但是不能没有正确的词汇。汉语词汇学习不仅包括词语的排列组合，而且包括词语之间的搭配关系。在语言学习过程中，词汇学习策略是很重要的。如果没有进行有效的学习策略选择，学习不容易产生比较好的结果。因此词汇学习策略的选择将决定学习者汉语水平的高低，并影响语言交流的效果。

学习策略是学习者在学习第二语言的时候学习用什么方法或者什么手段。学习策略有很多种，每个学生自己的学习策略要看他们的年龄、性别、民族等等（等情况）。如果学习者理解他们自己的学习策略，这对他们学习第二语言的过程肯定有很大的帮助。学者们分别从定义、来源、构成和作用进行了分析。

O'Malley & Chamot (1990) 将学习策略定义为“个人用来帮助其理解、学习或保留新信息的特定思想或行为”，并对学习策略进行了分类：元认知策略(metacognitive strategies)、

认知策略(cognitive strategies)、社交中介策略 (social mediation strategies) 和社交/情感策略(social/affective strategies)。

吴勇毅(2001)认为第二语言是通过有意识的、自觉的学习而获得的,以区别于第一语言的那种下意识的、自然的习得。其实对于成年人学习第二语言来说,“学习”和“习得”这两种方式(过程)是交织在一起的,只是成年人的起点是“学习”,“习得”滞后,而幼儿从一开始就是“习得”语言,“学习”是滞后的。

Rumelhart (1980) 指出图式能够识别自身在信息资料处理过程中的作用。单词也是图式,那些能够被阅读者立即自动识别的单词即为“视觉词”。根据认知心理学理论,人们的头脑记忆网络中存在着一种“展开活动”(Anderson, 1995)。视觉词作为一个个节点能够激活本已存在的知识网络,又与另外的单词或图式互相作用,最终使阅读者能完全理解文本的信息。

Entwistle (1971)从策略运用的角度再次说明了“内向人的学习方法比较科学”的结论,因为“分析型学习者更适于学语言”(Krashen, 1985)。

词汇学习策略是学习者的一种认知活动,是学习者在理解、储存和运用词语的过程中有意识的、明确的行为、步骤和技巧,包括判断哪些所做、所关注、所想的是重要的,选择怎样的行为,如何解决问题等等。近年来逐渐进入学者的研究视角内。

杨翼(1998)同样使用调查问卷了解学习者使用词汇学习策略的情况,并以 HSK(高级)成绩作为检验学习者学习效果的指标,力图揭示高级汉语学习者的学习策略与学习效果之间的关系。她的问卷分①“功能操练策略”、②“形式操练策略”、③“利用母语策略”和④“自我管理策略”四大部分,其结论是①②④基本上都有利于提高学习效果,其使用频率与学习效果成正比,只有③不利于提高学习效果,其使用频率与学习效果成反比。

Brigit Harley & Doug Hart (2000)对初中高三个学习阶段的汉语学习者进行了词汇学习策略调查,发现词汇量对比越来越低,寻找词语意义的线索、使用目的语词典和做词语学习笔记的比率越来越高;但随着汉语水平的提高,学习者更少向老师或朋友寻求帮助。

不同国家在汉语词汇学习策略的研究结论,可能有国别化的特征。赵明慧(2012)从性别、文化背景和学习汉语的时间等方面对泰国华侨崇圣大学汉语专业 82 名学生词汇学习策略进行对比研究,发现泰国学生的词汇学习策略的整体使用情况很稳定。

敬峥(2012)对泰国学生常见的词汇偏误和词汇学习策略进行了考察和探讨,发现泰国学生在汉语学习过程中,偏误比重不同,语序偏误最多,近义词偏误也是泰国学生很容易混淆的学习难点和教学重点。此外,泰国学生在汉语词汇学习中最常使用的策略是自我监督策略、重复记忆策略以及母语策略,最不常使用的是联想策略、记笔记策略以及猜测策略。

李鸿亮和杨晓玉(2009)的研究发现中国少数民族汉语教学中一直存在着“重形式,轻意义”“重结构,轻词汇”的倾向。汉语词汇教学处于语言教学的附属地位,尚未得到应有的重视。民族学生的汉语词汇学习也多以自发学习为主,词汇掌握的广度和深度远远不够。这在很大程度上制约了民族学生汉语听说读写能力的全面提高。研究还发现调查对象在看图作文,发现在词语搭配、词语色彩、多义词、词性以及介词量词使用等方面存在着比较突出的问题。学生的 HSK 成绩与其词汇能力存在高度正相关,词汇能力同 HSK 考试中的阅读理解和综合填空部分的成绩关系更为密切。

王砚君（2016）发现智利学习者在汉语词汇学习的过程中有很多特点，其中不乏对词汇学习起到积极作用的因素，比如学生发散性思维强、实践能力和兴趣高、善于应用手机应用或社交软件等新型学习手段等。大部分的学生更加倾向于在实际运用中记忆单词，这说明学生已经充分认识到语言交际性的重要地位。值得指出的是，智利的汉语课堂上采取的主要还是语法翻译法等传统教学法，这种教学法可能对学生们的词汇学习观念也产生了一些影响。

从上面我们可以看，有很多研究者研究了目前国外对词汇学习策略，也取得了许多研究者们的广泛重视，国内词汇学习策略的研究开始的比较晚，成果也不多，主要是对英语词汇学习策略的研究，但是对汉语词汇学习策略的研究不多。从研究对象来看，以前的研究者对汉语词汇学习策略的研究主要是欧美、日韩的留学生，但对印尼学生汉语词汇学习策略的研究较为匮乏。

沈倩倩（2015）采用问卷调查和访谈的方法，对印尼慈育大学华裔学生汉语词汇学习策略的使用情况做了定量和定性研究。作者的研究对象是 185 名印尼慈育大学华裔学生，探讨了该校华裔学生汉语词汇学习策略使用的基本情况，不同年级、不同年龄组的华裔学生在汉语词汇学习策略使用上的差异。

结果表明，我们所调查的该校华裔学生在学习和习得汉语词汇的过程中，最常用的策略是社交策略，接下来依次为补偿策略、认知策略、情感策略，再次是元认知策略，最不常用的是记忆策略。从平均值中我们可以得出的结论是：该校华裔学生在阅读或学习课文时，经常利用上下文或文中的其他词语来猜生词，但是猜完词之后，他们不常把它们放在文中检查它是否合适。所以，对其所猜生词正确的把握性上，学生并不是很在意。

研究方法

本文的研究对象主要是印尼玛中大学非中文系大一的学生：信息技术有 15 人、设计专业有 25 人、信息系统 16 人、药学一 46 人、药学二 38 人、化学 15 人、工业工程 23 人、管理系一 25 人、管理系二 26 人，总共有 229 人。研究之初共发放调查问卷 150 份，最后收集了 105 份有效调查问卷。之后对调查问卷进行数据统计和分析。考虑到受访者的汉语水平，研究把调查问卷翻译成了印尼语。调查问卷分为三个部分：第一部分是受访者的个人信息，共 12 个问题包括姓名、性别、年级、是否华裔、父母是否华裔、家庭交流是否使用汉语、以前学过什么语言、学习理由、学习汉语时间。第二部分是汉语词汇学习策略调查表，有 74 个问题，让受访者选按照自己的汉语学习情况划分为 5 个等级：

- (1) 我从不这样做。
- (2) 我很少这样做。
- (3) 我有时候这样做。
- (4) 我经常这样做。
- (5) 我总是这样做。

研究共发放 150 份调查问卷，剔除无效的调查问卷 45 份，最后搜集到 105 份有效问卷。研究使用 Microsoft excel 2013 和 SPSS25.0 软件来处理和分析相关数据。dalam menjalankan penelitian ini.

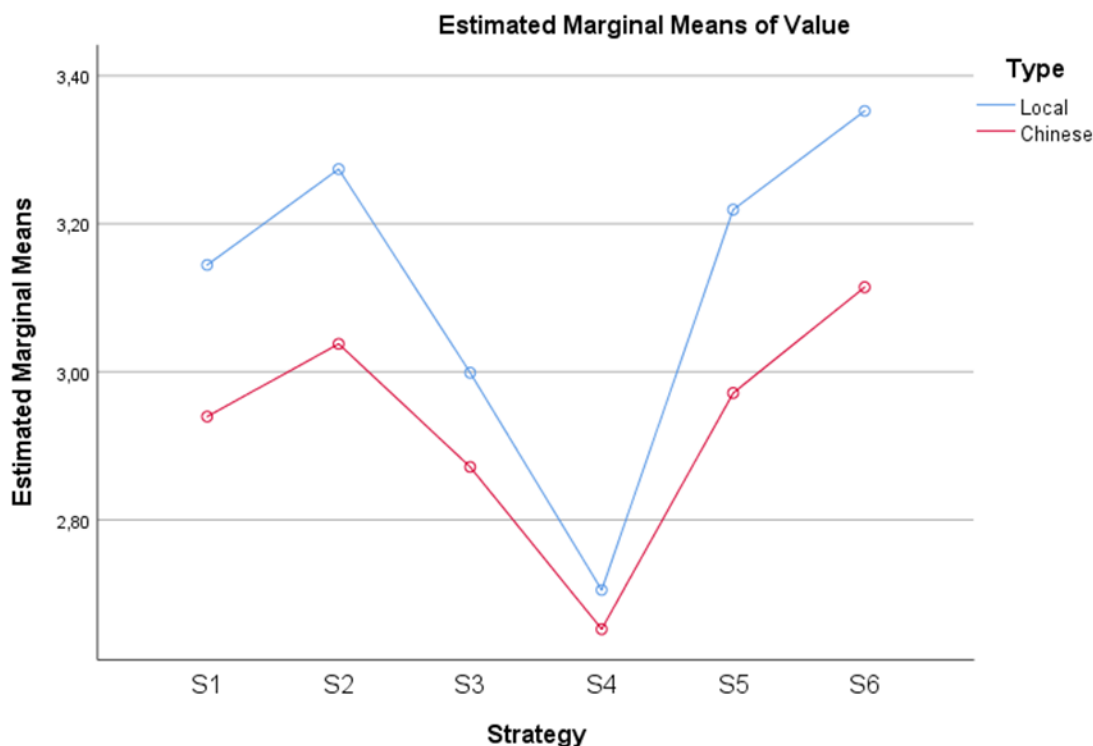
结果与分析

印尼华裔与非华裔在学习策略类型上的显著性对比

从统计对比结果我们可以发现，42 名玛中大学非华裔学生和 63 名玛中大学印尼华裔学生在使用汉语词汇学习策略从高的平均数到低的平均数的排列顺序都是：社交策略、补偿策略、情感策略、元认知策略、认知策略、记忆策略。虽然从数值上看略有差异，但实际表现中没有明显的差别。

表 1. 华裔与印尼人在学习策略类型上的显著性对比

词汇学习策略类型	是否华裔	N	显著性
元认知策略	印尼非华裔	42	0.375
	印尼华裔	63	
补偿策略	印尼非华裔	42	0.515
	印尼华裔	63	
认知策略	印尼非华裔	42	0.845
	印尼华裔	63	
记忆策略	印尼非华裔	42	0.506
	印尼华裔	63	
情感策略	印尼非华裔	42	0.561
	印尼华裔	63	
社交策略	印尼非华裔	42	0.302
	印尼华裔	63	



S1 : 元认知策略 S2 : 补偿策略 S3 : 认知策略

S4 : 记忆策略 S5 : 情感策略 S6 : 社交策略

蓝 : 印度尼西亚非华裔 红 : 印度尼西亚华裔

根据图表数据显示，每个学生的民族与每个策略的显著性都超过 0.05，这说明学生的民族（是否华裔）跟学生的词汇学习策略没有明显的关系。无论是印尼非华裔的学生还是华裔的学生都使用一样的学习策略。不过印尼非华裔的学生在使用汉语词汇学习策略的频率比印尼华裔的学生高。

汉语词汇学习策略类型上男生与女生的对比

从统计结果我们可以发现，52 名男性的学生在使用汉语词汇学习策略从高的平均数到低的平均数的排列顺序是：社交策略、补偿策略、情感策略、元认知策略、认知策略、记忆策略，不过 53 女生性的学生在使用汉语词汇学习策略从高的平均数到低的平均数的排列顺序是：社交策略、情感策略、补偿策略、元认知策略、认知策略、记忆策略。男生性与女生性在使用汉语词汇学习策略的差异是在补偿策略与情感策略。男生在使用补偿策略比情感策略高，而女生在使用情感策略比补偿策略高。

表 2. 在汉语词汇学习策略类型上男生与女生的对比

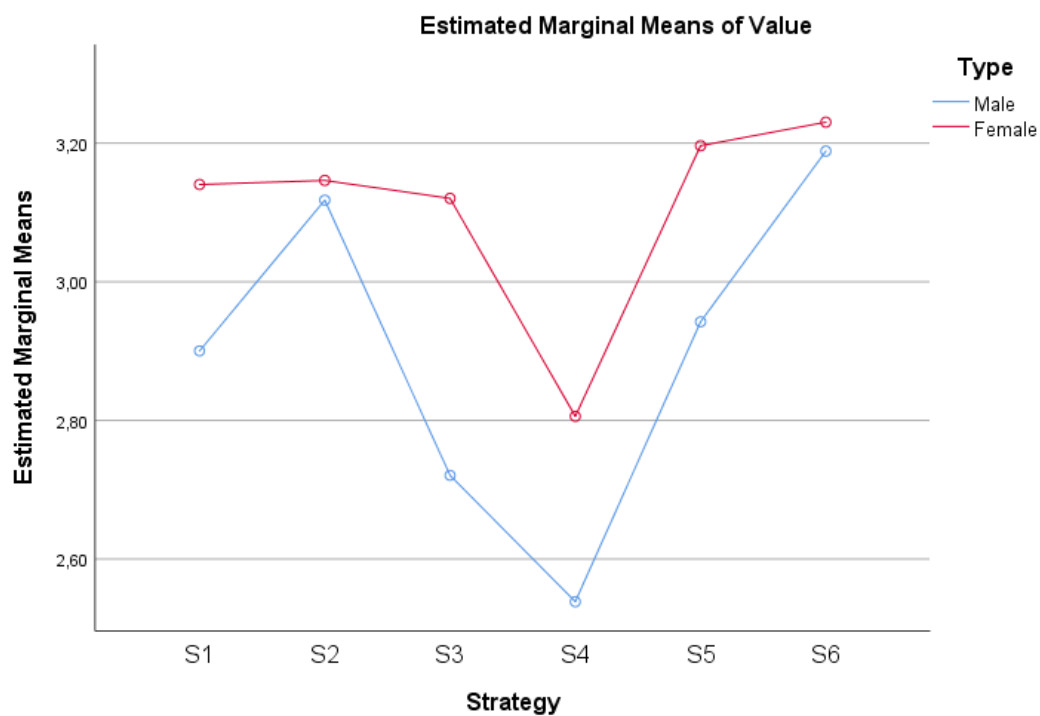
策略类型	平均数		标准差		题目数量
	男生	女生	男生	女生	
社交策略	3.1885	3.2302	0.88775	0.86326	5
补偿策略	3.1178	3.1462	0.77823	0.65722	8

情感策略	2.9423	3.1962	0.85620	0.65690	5
元认知策略	2.9002	3.1403	0.49217	0.39792	16
认知策略	2.7206	3.1203	0.58706	0.68462	19
记忆策略	2.5385	2.8059	0.50935	0.57666	21
共计	2.9013	3.0342	0.73275	0.66392	74

S1 : 元认知策略 S2 : 补偿策略 S3 : 认知策略

S4 : 记忆策略 S5 : 情感策略 S6 : 社交策略

蓝 : 男性学生 红 : 女性学生



在汉语词汇学习策略类型上A等、B等与C等的对比

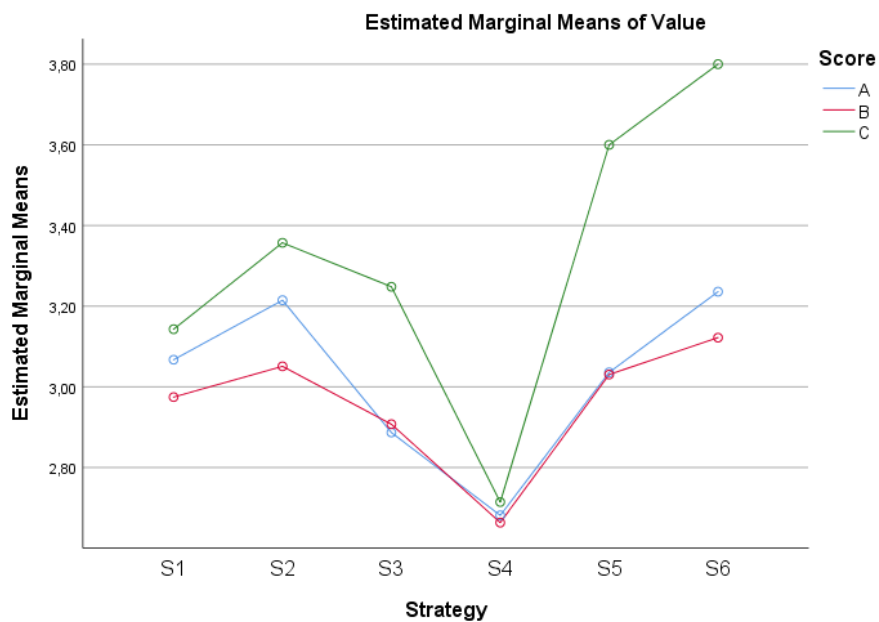
本文使用玛中大学的成绩标准:

A成绩 : 90分 - 100分 B成绩 : 73分 - 89.99分 C成绩 : 56分 - 72.99分

D成绩 : 40分 - 55.99分 E成绩 : 0分 - 39.99分

表 3 在汉语词汇学习策略类型上 A 等、B 等与 C 等的对比

策略类型	平均数			标准差			题目数量
	A等	B等	C等	A等	B等	C等	
社交策略	3.2359	3.1220	3.8000	0.94687	0.83130	0.5656	5
补偿策略	3.2147	3.0508	3.3571	0.72997	0.63319	1.2149	8
情感策略	3.0359	3.0305	3.6000	0.83461	0.72760	0.6110	5
元认知策略	3.0673	2.9746	3.1429	0.42472	0.48316	0.5035	16
认知策略	2.8866	2.9073	3.2481	0.60680	0.70705	0.6254	19
记忆策略	2.6813	2.6634	2.7143	0.57218	0.55412	0.5960	21
共计	3.0203	2.9581	3.3104	0.72549	0.67760	0.7652	74



蓝：A成绩的学生 红：B成绩的学生 绿：C成绩的学生

从统计结果我们可以发现，39名成绩A等的学生在使用汉语词汇学习策略从高的平均数到低的平均数的排列顺序是：社交策略、补偿策略、情感策略、元认知策略、认知策略、记忆策略。59名成绩B等的学生在使用汉语词汇学习策略从高的平均数到低的平均数的排列顺序是：社交策略、补偿策略、情感策略、元认知策略、认知策略、记忆策略。7名成绩C等的学生在使用汉语词汇学习策略从高的平均数到低的平均数的排列顺序是：社交策略、补偿策略、情感策略、元认知策略、认知策略、记忆策略。

结论

研究通过对 105 名印尼玛中大学非中文系大一的学生就汉语词汇学习策略的使用情况及其与学生是否华裔、学生的性别和词汇水平的相关性展开大样本定量研究与个案定性研究的综合分析，得出以下结论：

第一、华裔背景对于学生选取学习策略的相关性不大。民族对于学生词汇策略的影响并不明显，受访者对于社交策略使用频度最高、记忆策略频度最低；在记忆策略的使用中，印尼学生较少使用词表策略，华裔学生较少使用构词词义编码策略。

第二、性别对于学生词汇策略的影响也不显著。男生较少使用词表策略；女生较少选择构词词义编码策略。

第三、学习成绩对于学生词汇策略的影响不大。A、B、C 等生最常使用的都是社交策略频度，较少使用记忆策略频度；在记忆策略的使用中，学生最少使用的是构词词义编码策略。

根据以上调查与分析的结果，本人对印尼玛中大学非中文系汉语词汇教学

可以提出 4 点建议：

(1) 本人获得了数据印尼玛中大学非中文系大一的学生在使用词汇学习策略的过程中无论分了按照是否华裔、性别还是学生的汉语能力都有一样的学习策略。学生在学习词汇的时候大部分使用社交策略。教师应该向学生介绍各个汉语词汇学习策略。随着教师给学生介绍各个汉语词汇学习策略，学生可以更加发达，并且有各种学习方式，以便他们能够更容易地学习词汇。

(2) 教师应该增强学生在汉语词汇学习策略的使用，要鼓励学生，让学生使用更多样的学习策略，包括从最常使用的学习策略到最少使用的学习策略、独立学习和与朋友或者老师一起交流的策略、让学生习惯使用词典、记笔记、等其他的策略。

(3) 建议分班时尽量根据学生的汉语水平等级分成不同班级，以便教师开展更有针对性的教学活动并培养学生的学习习惯。在进入一个班之前进行分班测试，以确定学生能进入哪个水平的班级。这样一个班级里学生的汉语能力更接近。如果在班级中汉语能力水平差异太大，上课的时候学生间容易产生矛盾和冲突。当老师讲课迁就较高汉语能力的学生时，汉语能力不足的学生就会出现跟不上老师的讲课进度。反之，则较高汉语能力的学生容易产生倦怠无聊的情绪，因为上课速度太慢，更甚者他们有可能会做其他事情并打扰到其他学生。

(4) 在课堂上教师应该更多地设计不同的教学活动，激发学生对汉语学习的兴趣并维持学习积极性。如果在课堂上老师教学方式单调，容易影响学生养成单一的学习方式。当教师具有不同的教学风格时，学生比较容易培养出多样化的学习方式，例如：当教师在课堂上总是使用翻译教学法，学生不会查词典（认知策略）；教师在课堂上总是让学生抄词汇，学生不会使用社交策略。教师在课堂上要建立较为舒适的学习环境，不断地吸引学生学习汉语的兴趣。教师也要注意建立学生的学习自信，不断鼓励学生用汉语交流，从而加强教师对学生口语的形成性评估。当学生有进步的时候教师要表扬学生，当学生错误的时候给予有效纠正。这样学生会更倾向于运用社交策略与情感策略。在介绍生词的时候，教师可以帮助学生从上下文来学习新词，或从构词、语义、偏旁、同义词、反义词等等方式让学生加强理解。这样的方法会让学生潜移默化地操练记忆策略。在使用认知策略中，教师尽量定期让学生做学习计划、学习目标、学习反思，并要求学生定期的复习。另外，在使用元认知策略中，教师可以培养学生查看词典的习惯，要求学生上课时携带词典，遇到生词时学生要先自行查找词典。另外，教师还有组织查字典比赛：老师给几个学生没学过的词语，比较那个学生查找新词的速度最快、成功率最高快。

参考文献

- Anderson, J. R. Cognitive Psychology and its Implication (Fourth Edition) [M]. New York : W.H. Freeman and Company, 1995.
- Birgit Harley & Doug Hart. Vocabulary learning in the content oriented second language classroom: student perceptions and proficiency [J]. Language. awareness 2000 (2).
- Entwistle, N. J., K.A. Percy & J . B. Nisbet . Educational objectives and academic performance in higher education [Z]. Unpublished report, Dept.of Educational Research, University of Lancaster, 1971 (2).
- Kelly Rosalin. 针对印尼国别汉语教材编写原则的研究. [J] Humaniora. 2013 (4) 2
- Krashen,S.D. Second Language Acquisition and Second Language Learning [M]. Oxford : Pergamon, 1981 : 78-92.
- Mohsen Travakol.Making Sense of Croncbach’s Alpha. [J] International Journal of Medical Education. 2011 (2)
- Mukhtar.Metode Praktis Penelitian Deskriptif Kualitatif [M]. Jakarta: Refrensi, 2013
- Nujaree Suttipan. 泰国汉语专业学生词汇学习策略调查研究 [D] 重庆大学. (2015)
- O’Malley & Chamot. Learning Strategies in Second Language Acquisition [M]. Cambridge : Cambridge University Press, 1990.
- Rumelhart, D.E. Schemata : The building blocks of cognition [A]. In Spiro, R.J. et al. (eds) . Theoretical Issues in Reading Comprehension [C]. Hillsdale, N. J. : Erlbaum, 1980

中文文献

百度百科.

[https://baike.baidu.com/item/%E7%BD%AE%E4%BF%A1%E5%BA%A6/7908802#ref_\[1\]_434404](https://baike.baidu.com/item/%E7%BD%AE%E4%BF%A1%E5%BA%A6/7908802#ref_[1]_434404)

- 陈希熹. 第二语言词汇学习策略研究综述 [J]. 安庆师范学院学报(社会科学版), 2009 (28): 3
- 郝拉娣和于化东. 正交试验设计表的使用分析 [J]. 编辑学报. 2005 (17)5
- 瞿琼学. 来华留学生汉语词汇学习策略研究 [J]. 怀化学院学报. 2015 (34):9
- 李鸿亮·杨晓玉. 少数民族学生汉语词汇习得石化及防止策略 [J] 新疆职业大学学报. 2009 (2) 17
- 盘菊香. 泰国留学生汉语词汇学习策略研究 [D] 广西大学. (2013)
- 沈倩倩. 印尼慈育大学华裔学生汉语词汇学习策略研究 [D] 上海师范大学. (2015)
- 吴丽林. 内/外性格倾向优秀语言学习者学习策略运用研究 [J]. 长沙理工大学 (外语学刊). 2005 (2)
- 吴勇毅. 汉语“学习策略”的描述性研究与介入性研究 [J]. 世界汉语教学 2001 (4)
- 杨翼. 高级汉语学习者的学习策略与学习效果的关系 [J]. 世界汉语教学 1998(1)
- 赵明慧. 泰国高校学生词汇学习策略的调查与研究 [J]. 科教导刊. 2012 (2) 103-108

周红. 对外汉语词汇教学行为模型研究 [J]. 云南师范大学学报

(对外汉语教学与研究版). 2008 (6): 4

敬崢. 泰国学生汉语词汇偏误分析与学习策略探讨. [D] 中央民族大学. (2012)