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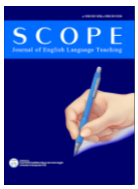

Article

Semantic Errors Commited by Indonesian Celebrities: Clasification and Meanings

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A B S T R A C T

Examining and studying semantics error are challenging areas, due to the position of English as the foreign language in Indonesia. The skill of Indonesian in using English might be as not as good as Singaporean, Malaysian, or Filipinos. Indonesian try to use some English words in their daily conversation or certain occasion. However, they tend to ignore the meanings, as the result the words used are semantically incorrect. Insufficient knowledge of English semantic system causes Indonesian just accept the English words they got from media especially from their favourite Indonesian celebrities, without thinking the meanings might be wrong. This research aims to examine the written and oral semantics errors used by Indonesian celebrities on social media, TV show, and online news including videos on YouTube, how they can be categorized into errors classifications based on Shormani and Al-Sobani's (2012) theory that basically followed the error taxonomy from James (1998). This research also investigates the meanings because knowing the meanings of the words is also very helpful in avoiding the errors of using English. The semantic errors classified are formal misselection, formal misformation, lexical choice, collocation, and lexicogrammatical choice. The researcher uses qualitative descriptive method in doing the research.

INTRODUCTION

English has been used as a global language for a long time. In the term of communication, English makes people easier to deliver their thought, opinion, feeling, and so on. English may not be spoken in all countries but it is used as an official language in many countries. People need English to link them to one another because English is the language of business in the world like free market for ASEAN economic community.

As one of the non-English speaking countries, Indonesia's government has made English as an important subject that has been taught from school to university level. Yet, the status of English is the first foreign language. Therefore, not every Indonesian speak English but it is obviously taught at school.

The skill of Indonesian in using English might be as not as proficient as Singaporean, Malaysian, or Filipinos. According to English Proficiency Index (EF) that was published in 2018, the rank of Indonesia is on number 51 from 88 countries. While the neighboring countries of Singapore and Malaysia are ranked number 3 and 22. The

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score for Indonesia is 51.58 with low proficiency, leave it far behind from Singapore and Malaysia with a very high level of proficiency 68.63 and high proficiency 59.32. The numbers at least represent the skill of Indonesian in using English.

English might be learnt by some Indonesian in formal education to support them in formal occasion but others learn from media and popular culture. The youth cannot be avoided being exposed to English in such domains like internet, television, advertising and social media. There is an increase awareness for the young to use English vocabulary after the internet interactions, especially by following their favourite celebrities on social media. However, sometimes the English words or idiomatic expression they have seen or heard are semantically incorrect.

Knowing the meaning of the words is very important to avoid misunderstanding among the speakers, in linguistic term it is called Semantics, to connect meaning of words or the study of meaning. Semantics can be applied to entire text or to single words. In this research, the researcher decides to analyse single words of English used by Indonesian celebrities on social media, TV show, and online news. The researcher has chosen random Indonesian celebrities who mostly insert English words on the sources mentioned above. Semantics error often happen and its normal in the process of learning a language. If the errors are repeatedly committed by the learners, there will be such a failure in understanding the meaning of a foreign language.

According to Lennon in Shormani and Al-sobani (2012:120), he defines 'error' in general as "a linguistics form or combination in forms which in the same context and under similar conditions of production, would, in all likelihood, not be produced by the speakers' native speaker counterparts (emphasis ours)". In short, Shormani and Al-sobani (2012:120) said on their research that semantics error can be defined as "a violation of the rules of semantic system particular to English language".

Using incorrect word causes incorrect meaning, for example, 'We sell pulse' to explain 'We sell prepaid voucher' or 'get phone credit here' or in Indonesian 'Kami menjual pulsa'. The word 'pulse' has its lexical meaning 'nadi' but it is translated to the wrong meaning. We've often heard our celebrities insert an English word in their Indonesian statement or conversation for example 'Saya sebagai seorang entertainment…'. The lexical error contributes the semantic error.

Shormani and Al-sobani (2012) simplify the categories by employing a comprehensive taxonomy based on James (1998). They divided the categories to subcategories. For the categories, they are formal misselection, formal misformation, lexical choice, collocation, and lexicogrammatical choice. This research may not analyse all the categories and subcategories but depend on the data found.

Language learners need to know about linguistics area to understand the structure of language, how language used, studies of speech or anything related to all aspects of language, particularly in the studies of meaning. Todd (1995:6) said that "Linguistics is usually defined as the scientific study of language. It means observing the language use, forming hypothesis about it and then refining them on the basis of evidence collected". Accordingly, Brown, et. al. (2014), they stated that "Linguistics is the science that studies language. Someone who studies linguistics is a linguist''. Furthermore, there are many areas related to linguistics because it investigates a language.

One of Linguistics branches that studies meaning is known as Semantics. According to Kracht (2008:140), "Semantics studies meanings. It is intimately connected with logic, the study of reasoning. To see whether we have the correct meaning it is sometimes illuminating to check whether the purported meaning carries the correct logical consequences". Similarly, Todd (1995:79) explains that "Semantics refers to meaning and meaning is so intangible that one group of linguists, the structuralists, preferred not to deal with it or rely on it at all".

Under the subject of semantics, it shall deal with the following areas of interests, as still stated by Todd (1995:79): (a) the fact that a word can have more than one meaning, for example 'ball' can be both a dance and a wound object for bouncing; (b) the fact that different words appear to have the same meaning, for example 'regal' and 'royal' or 'big' and 'large'; (c) the fact that some words can be analysed into components such as adult, female, for example mare implies both adult and female as well as horse; (d) the fact that some words seem to have opposites, for example 'long' and 'short', 'good' and 'bad' but not 'desk' or 'table'; (e) the fact that meanings of some words are included in the meaning of others, for example the meaning of 'vegetable' is included in that of 'potato' and the meaning of 'tree' is included in that of 'elm'; and (f) the fact that certain combinations of words have meanings which are very different from the combination of their separate meanings, for example the meaning of 'pass' plus the meanings of 'on' do not add up to the meaning of 'die' although that is what 'pass on' can mean. In addition, Chaer (2012) affirms that Semantics is a linguistic study which concentrates on the research of meaning in the words or sentences. Moreover, the meaning of Semantics is divided into some types; there are lexical, grammatical, contextual meanings, referential and non-referential meaning, conceptual and associative meaning, and lexeme (Chaer, 2012). As described by Todd (1995:90), "A Semantic word involves in distinguishing between items which might be morphologically identical but differ in

meaning". In short, Semantics is the study of meaning that involves words or sentences.

Luo (2011) says that "Word meanings are context sensitive and may change in different situations". As words have different categories or word classes then they have different meaning. This research provides either lexical or contextual meaning of the English words to help in analysing the errors. "Lexical meaning must at least consist in the specification of some element, whether representational or not, formal or not- this meaning could be understood as truth conditions" (Asher, 2007:4). Meanwhile, Chaer (1990) states that lexical meaning is an adjunctive form derived from the form of a noun lexicon (vocabulary). He added that thus lexical meaning can be interpreted a lexicon, lexeme, or word. Djajasudarma in Ponno, et. al. (2019) describes that "expressing the lexical meaning is the meaning of the word that corresponds to what we encounter in the lexicon (dictionary)". In short, it can be said that lexical meaning is the meaning from the dictionary. It is also known as dictionary definition.

Furthermore, contextual meaning as ascribed by Depraetere (2019:3) is "a more functional notion that captures that status of the information that is communicated in context". According to Pateda in Kurniasari (2018), "Contextual meaning or situational meaning appears as a result of the relationship between speech and context". In addition, according to Chaer (2012), contextual meaning is the meaning of a lexeme or word onside a context. It can be concluded that contextual meaning is the meaning from the circumstances or surrounding, the setting of the events or idea.

Dealing with meaning studies, there will be errors in relied in some contexts of language use. Error has been considered negatively in learning process. Error cannot be avoided but it can be minimized. People cannot learn language without first systematically committing errors. The term 'error' and 'mistake' are often interchangeable. According to Norrish in Rinata (2018:3) states that "Learning a language (a mother tongue or foreign language) is a habit formation. When someone learns new language, the old language will interfere the new language. This cause of the error is called first language interfere".

According to Dulay, Burt, and Krashen in Agustina and Junining (2016), they categorized errors into four; they are linguistic category taxonomy, surface strategy taxonomy, comparative analysis, and communicative effect taxonomy. Surface strategy taxonomy is mostly used due to its specific and systematic way that briefly highlights in analysing the errors. The types of errors that belong to this are omission, addition, misformation, and misordering. While according to James in Hamdi (2016), he highlights two types of semantic errors: confusion of sense relations and collocation errors. For confusion of sense errors encompasses four types, they are using a superonym, for a hyponym, using a hyponym for a superonym, using inappropriate co-hyponyms, and using a wrong near synonym.

METHOD

This research used a qualitative descriptive method. Qualitative research describes events or knowledge that systematically and descriptively displayed in the data collecting. The data sources were the English words used by some Indonesian celebrities that had been chosen randomly. The data in forms of oral and written. The written data were taken from the celebrities' social media and online news. While the oral data were taken from the TV talk show and YouTube videos. There were 25 words from different celebrities were analysed, some words were repeatedly used with the same errors emerged by different celebrities.

The researcher uses the semantics error categories of Shormani and Al-sobani (2012) based on James (1998) that employed into comprehensive taxonomy. They categorized into five categories; they are formal misselection, formal misformation, lexical choice, collocation and lexico-grammatical choice. They provide an in-depth analysis by dividing them into subcategories. The researcher also provides further explanation for the subcategories depending on the errors identified. The researcher used simple method in counting the errors by classifying them into five categories by following the theory.

RESULTS AND DISCUSSION

The findings of this research related to the problems of the study, the research investigate: 1) the semantics errors used by Indonesian celebrities on social media, TV show, and online news, how they can be classified into errors categories; and 2) the meanings of English words used by Indonesian celebrities on social media, TV show, and online news. The researcher uses the semantic error categories of Shormani and Al-sobani (2012) based on James (1998) who divided them into five categories, they are formal misselection, formal misformation, lexical choice, collocation and lexical grammatical choice.

Formal Misselection

1) *"my lovely fabulous **badroom**…" tweet Syahrini di Twitter*
2) *"My **Wesnesday** was good, kalau kamu?"*
3) *"Jujur ya, it **effect** me a lot"*

Shormani and Al-sobani (2012:128) said that "errors in this category are committed in such a way that the learner selects an incorrect letter for a correct one". Misselection of letters is committed because of the inability of the learner to read properly.

In error number 1, the word 'badroom' is incorrect. She wants to say 'bedroom' or the room used for sleeping in. In error number 2, the word 'Wesnesday' should be 'Wednesday'. In error number 3, some Indonesian still get confused about the using of 'effect' and 'affect'. The word 'effect' is a noun and the meaning is 'the result of a particular influence'. While 'affect' is a verb that means 'to have an influence on someone or something or to cause them to change'.

Lexical Choice

1. Wrong choice

4) *"Jadi dulu sempet naik **bus way**?" Tanya Vicky*
5) *"Pevita Pearce naik **bus way**"*
6) *"...adik dari Keenan Pearce ini menghebohkan publik saat ia memposting di Instagram pribadinya sedang berada di stasiun **bus way**''.*
7) *Penyanyi dangdut Alam terkenal dengan lagunya yang berjudul 'Mbak Dukun'. Gaya **energic** Alam di atas panggung juga menjadi ciri khasnya selama ini.*

Shormani and Al-sobani (2012:128) said that "sufficient a lexical knowledge plays an important role in understanding the meaning''. They classify lexical choice into five categories they are; assumed synonym, derivativeness, confusion of binary terms, paraphrase, idiomacity, and similar forms. They also combined Zimmermann (1983) classification of lexical choice errors they are; paraphrase, wrong choice, verbosity and sense relation. The researcher combined the theory of Zimmermann and Shormani and Al-sobani following the errors identified.

Errors number 4, 5, 6, are wrong choice category. Wrong lexical choice happens because of the semantic relatedness. Indonesian speakers learning English encounter difficulties in learning English semantics. Choosing the wrong word in explaining a thing causes a different meaning. The words 'bus way' from the data is a noun phrase. It consists of two words, 'bus' (noun) is a large vehicle in which people are driven from one place to another. Then 'way' (noun) is a route, direction or path. Those are the lexical meaning of 'bus way' it cannot be interpreted to other thing as from the source language the meaning is about the vehicle. The speaker actually wants to say about the bus, the Transjakarta bus not the path of the bus. It should be "Jadi dulu sempat naik Transjakarta?" tanya Vicky, as Transjakarta is a bus rapid transit system in Jakarta. Therefore, the using of the words 'bus way' is semantically a fatal mistake.

Error number (7) is also considered as a wrong choice category. There is no 'energic' word in English. This is a fatal mistake where many Indonesians use this word a lot. The speaker wants to say 'energetic' to describe someone who has a lot of energy in doing something. According to Cambridge dictionary 'energetic' is an adjective with the meaning 'having or involving a lot of energy'.

2. Similar Form

8) *"Ada sih gaya lain, tapi jarang banget dilihat. Bikin yang nonton **boring** alias bosen lihat gayanya yang begitu-begitu aja''.*
9) *".. so they speak everyday **Indonesia**, speak bahasa setiap hari...''*
10) *A: "Loe satu orang yang dihina sama satu negara".*
    *B: "Every **Indonesia** ya semuanya ya menghina gw''.*

Similar form error is caused by lack of the sufficient knowledge that enables the learners to differentiate between forms and their uses.

For error number 8, both 'boring' and 'bored' are classified into adjective but they have different meanings. The word 'boring' indicates as an adjective with the meaning 'not interesting or exciting' or in Indonesian means 'membosankan'. While 'bored' means 'feeling tired or unhappy because something is not interesting or because you have nothing to do' or in Indonesian means 'bosan'. The first form of this word is 'bore' which functions as a verb and the meaning is 'fail to interest' and 'make a hole'. The use of the word 'boring' is semantically incorrect, the speaker is supposed to use 'bored' that contextually related to its meaning.

Errors number 9 and 10, the words 'Indonesian' and 'Indonesia' have similar forms, same class word as a noun but they have different meanings. The word 'Indonesia' from the sentence no 9 refers to the country but the speaker intends to say about the language, 'Indonesian'. While no 10 the speaker intends to say 'Indonesian,' the people from Indonesia. The speaker fails to distinguish these similar forms.

3. Lexico-grammatical Choice

11) *"Dulu waktu dia awal-awal masuk dunia **entertain**, saya yang anterinya dia ke sekolah akting, presenter...'' ujarnya Jadi desainer, Bella Shofie mulai batasi tawaran di dunia entertain.*
12) *"Terima **endorse**, larisan mana Ayu Tingting dibandingkan dengan empat seleb lainnya".*
13) *"Tapi Ayu nggak sendirian, masih banyak artis lain yang jadi ratu **endorse**,...''*
14) *"...lalu dari daftar di bawah ini siapa yang paling laris terima **endorse** dalam kurun waktu bulan Oktober ini?''*
15) *...sama seperti deretan artis lain, kegiatan **endorse** sering mereka lakukan...''*

16) *"Jajal wahana seru di Atlantis, sembari menunggu **perform** artis"*
17) *"Kak Indra Bekti yang sudah banyak **perform**-nya di tv"*
18) *Meski bukan untuk menyanyi, **perform** Agnes Monica, ditunggu di hadapan ribuan insan musik dunia di ajang red-carpet American Music Awards (AMA) 2010 di Los Angeles, Amerika Serikat.*
19) *"kalau gua kenal orangnya untuk kerja yang sangat intens apalagi sebagai **lead**, perkenalan itu akan menjadi modal untuk kerjasama…'' kata Bapak dua anak ini*
20) *"**Charging** hp aku ketinggalan di rumah". Tambahnya.*

Shormani and Al-sobani (2012:135) said that ''Lexico-grammatical choice error can be defined as the error of a word of a particular grammatical category is used instead of another grammatical category''. Fundamental skills required learner to be able to distinguish what is verb, noun, adjective, adverb, and and so forth.

Errors number 11 and 12 are the verbs in place of nouns, 'entertain' has its function as a verb which have meanings; amuse, invite, and think about. However, in this context the speaker wants to say 'dunia hiburan' in Indonesian, while the word 'entertain' is a verb means 'menghibur'. Therefore, it contextually refers to the word 'entertainment' as a noun.

Errors number 13, 14, 15, 16 are verbs in place of nouns. The word 'endorse' has three meanings according to Cambridge dictionary; the first meaning is 'support' (verb), 'give permission', and the last meaning is 'punish'. The correct form should be 'endorsement' as a noun. Endorsement is 'when a famous person appears in an advertisement saying that they use and like a product'.

Errors on number 17, 18, 19 are verbs in place of nouns. The word 'perform' has its meanings as 'do' and 'entertain' which function as a verb. In this context, the speaker wants to say 'menunggu performance artis' or in English it is supposed to be 'performance' to relate to its meaning. The word 'performance' here is a noun. Other numbers have same errors too; it should be 'performance.'

Error number 20 is a verb in place of noun. The word 'lead' is a verb. It has many meanings in English; they are control, be winning, influence, show way, direction, and live. Seeing the contextual meaning, the speaker intends to say about the people or a person in control of a group, or a situation. He wants to say about someone in charge in his film making. Therefore, the correct English word should be 'leader'. Moreover, error number 21 is a verb in place of noun 'charging' from the word 'charge' is a verb. The word 'charge' has many meanings in English, there are; money, accuse formally, move forward, explosive, order, supply energy, and control. However, the speaker wants to say about the tool to supply energy for his mobile phone. Therefore, the correct word should be 'charger' with its function as a noun.

4. Collocation

21) *"Bener bang abang dulu jadi **cleaning service**-nya Deny Cagur?"*
22) *"Blak-Blakan! **Security** perumahan Luna Maya ungkap perangai buruk sang artis, ternyata…''*
23) *"Dari usaha-usaha aku juga ada orang-orang yang nggak sesuai dengan tempatnya bekerja malah membuat perusahaan kacau balau. Mereka khususnya di travel melakukan **mark-up** …" kata Bekti lagi.*
24) *"kamu pernah dengar wanita paling senang pakai **hand body**?"*

According to Firths definition in Shormani and Al-sobani (2012:132), collocation is "words in habitual company".

Errors number 22 and 23 missed the collocation word pairs. Error number 22, it is about the incorrect word pair. The speaker wants to say about someone who does the cleaning he does not refer to the service of cleaning. There are some synonyms words can be used here, they are cleaning staff, cleaner, chambermaid, housekeeper, housemaid, janitor, and maid. Therefore, the correct word pair following the sentence might be 'cleaning staff'. For the error number 23, the speaker missed the word pair. The meaning of the word 'security' are protection, fixed, finance, and confidence. It is clearly that the speaker wants to say about the person or someone who works to protect a building, house, or residence. In that sentence needs the collocation word pair that becomes 'security guard'.

For error number 24, according to Cambridge dictionary the word 'travel' can be functioned as a noun or verb. From the sentence, the speaker uses the word 'travel' to indicate a place where he works. In Indonesian prefix –di, it might refer to a place –di rumah for example. Actually, the speaker uses the word 'travel' here relates to a noun specifically a noun phrase that indicates a place. To complete the meaning that the speaker intends to, it needs the collocation word pair which is 'travel agency'. Error number 25, the speaker missed the pair word, it should be 'hand body lotion'. There are common phrases to express this, for example hand cream, body lotion, body serum, or moisturizer.

The summary of research results appear in the categories of errors that can be seen on the table below:

Table 1 Error Classifications

No.	Categories	False	%
1.	Formal Misselection	3	12%
2.	Formal Misformation	-	-
3.	Lexical Choice		28%
	a. Wrong Choice	4	
	b. Similar Form	3	
4.	Collocation	4	16%
5.	Lexico-grammatical	11	44%
	Total	**25**	

CONCLUSION

In this research, the semantic errors committed by Indonesian celebrities are classified into several categories and subcategories. They are classified into five major categories, they are: formal misselection, formal misformation, lexical choice, collocation, and lexico-grammatical choice. There are two subcategories of the lexical choice identified, that is, wrong choice and similar form. There are 25 words that are semantically incorrect used by Indonesian celebrities. Some words are repeatedly used by different Indonesian celebrities. From the result, it shows that lexico-grammatical error category scores the highest number, 11 errors with 44%. While the lowest is formal misformation where the researcher did not find this kind of error from 25 data. Other categories, for formal misselection 3 errors with 12%, collocation 4 with 16% and lexical choice category 28% with its subcategories; that is, 4 wrong choice and 3 similar form categories.

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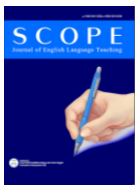

Article

The Translation of English Noun Phrase into Indonesian

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A B S T R A C T

Many Indonesian's students face the difficulties in translating English noun phrase into Indonesian. English and Indonesia have different structure. Meanwhile, one of the important elements in building a sentence is noun phrase. English noun phrases have some possibilities of translation result from the source language (SL) into the target language, Indonesian (TL). The aims of this research are to find out the translations of English noun phrases into Indonesian. This research used qualitative method. The source of data was "Sidney Sheldon's Memory of Midnight" (1991) and its translated version, "Padang Bayang Kelabu", by Budijanto T. Pramono (2003). The result of this research shows that there are four categories of translating English noun phrases into Indonesian, namely English noun phrases translated using the word yang, Plural English noun phrases translated into singular, English noun phrases translated using the word, and English noun phrases which are not translated literally. The result also shows that the change in the form and orders of the nouns phrases which is a noun as the head and also the sequence of modifiers, meanwhile without changing its meanings.

INTRODUCTION

In this modern era, English is a common language in many different fields including business and education and no one denies the prominence of the English language in the present time as a global and universal language, included in Indonesia. Most Indonesians' students face difficulties to study English. One of the difficulties is in learning noun phrase. Meanwhile, the researcher as a lecturer of English as a second language does know how important noun phrase is.

Learners cannot understand well the text without knowing noun phrases, of course, it is not easy to study English noun phrase even though the students realize the importance of noun phrase in learning a language.

The students must know how to use the words properly. Based on the reasons above, students tend to be passive during English classes because they lack the knowledge of noun phrase which affects their behavior in learning English. They get confused and feel bored in learning noun phrase because they sometimes forget that English and Indonesian have different pattern in word order form. They do not know how to apply it properly. It can make the students feel frustrated because they think that learning noun phrase is very difficult which differ greatly in structure. That is why, it is better to introduce noun phrase

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to students from the very beginning, especially in Indonesia as EFL learners.

Some investigations related to the noun phrase analysis are identified. One of them is from Pratama and Arina (2017) did the research entitled Noun Phrases of Jace Wayland's utterances in Mortal Instruments City of Bones. This research explained about modification to the head of the phrase: pre-modification and post-modification. To concduct this research, they used stylistic approach. The data of the study was collected from the noun phrases found in one of the character's utterances, Jace Wayland. The analysis presented in this article covers the types of structure, distribution, and function of noun phrases. This research found several results of the analysis. First, there are seven types of noun phrase structure found in the utterances of Jace Wayland. Second, there are four main functions of a noun phrase in a clause: subject, object, prepositional complement, and predicative complement. Third, the noun phrases also have significant role in revealing the character of Jace Wayland: being descriptive and direct.

Paramita, et. al., (2016) did the research entitled The Translation of English Noun Phrase into Indonesian in Garuda Indonesia Magazine. This research concerned with the translation field, especially on the shift in the process of English-Indonesian translation. This research was also aimed at discovering whether those English Noun Phrases are transferred into Noun Phrases in Indonesian. The principle of loss and gain of information in translation mostly occurs in the transfer of Source Language text to Target Language text. For the data collection, this research used the research methodology, observation and a note taking technique. The theory used for the analysis was restricted to the shift proposed by Catford and the theory of loss and gain of information proposed by Nida. The result of this research pointed out that the theory of loss and gain of information proposed by Nida was also mostly applied in the process of transferring the meaning of the noun phrase of the source language text into the target language text.

In Indonesian, a noun phrase normally contains a noun as the main element which is followed by a modifier, such as a noun, a verb, a numeral, a prepositional phrase, or an adverb, as well as preceeded by a numeral or an article and may contain a noun as the main element followed by the word yang as the modifier, followed by a noun, a verb, a numeral, a preposition, or an adverbial phrase. Eugene Nida and Taber (1969:12) states in their book The Theory and Practice of Translation, that "Translation consists of reproducing in the receptor languange the coseset natural equivalence of the source language, first in the terms of meaning and secondly in terms of style". Therefore, this present research deals with the result of English noun phrase translated into Indonesian which are possible to have differences in the form and orders of words but not changing its meanings.

The researcher chooses "The Translation of English Noun Phrase into Indonesian" because based on the researcher's own experience when teaching translation subject at one of the local university. The researcher finds out that most students have many difficulties in translating one of the phrasal-level from English noun phrase into Indonesian. The topic is quite interesting, because English noun phrase has several possibilities of translation result from the source language (English) into the target language (Indonesian). In this research, the researcher chooses the novel "Sidney Sheldon's Memory of Midnight" and its translated version "Padang Bayang Kelabu", by Budijanto T. Pramono, as a source of the data.

Nida and Taber (1969) propose that a procedure of translating consists of transfer and restructuring analysis. The message in a source language analyzed in terms of the grammatical relationships and meaning of the words and combinatin of words. Then, the analyzed message is transferring the mind of a translation from the source language to a target language. Finally the transferred material is restructured to generate a translation that is fully acceptable in the target language. "Translation is basically a change of form. When we speak of the form of the language, we are referring to the actual words, phrases, clauses, sentences, paragraphs, etc., which are spoken or written" (Larson in Simanjuntak, 2019:41). It means that we can change the form of a text from one language (source language) to another language (target language), but we must keep the meaning that is intended by the author. Therefore, in translation the meaning is important to keep constantly rather than the form.

Based on grammatical theory, a noun phrase is a phrase whose head is a noun or a pronoun, optionally accompanied by a set of modifiers. The moifiers may be: determiners: articles (the, an, a), demonstratives (this, that), numeral (two, six, etc), possessives (my, their, etc), and quantifiers (some, many, etc); adjectives (the white house), or complements, in the forms of an ad positional phrase, suchs as; the girl with a yellow dress. A noun phrase is either a single noun or a pronoun or a group of words containing a noun or pronoun that functions together as the subject or object of a verb. Cook (1969:84) states that noun phrase is a cluster of words structurally grouped around a nuclear form-in the form instance is a noun.

A noun phrase is followed by a set order of sequence that modifies the head noun.

The sequence of noun phrase is determiners that give different degress of specificity to the nouns that they modify: pre-determiners are determiners which can precede the central members of the class, including the quantifiers; class 1 Determiners that consist of articles and demonstratives; class 2 determiners that consist of ordinal

numbers; class 3 determiners that consist of cardinal numbers and such words as few, several, much, many; descriptive adjective that usually indicates an inherent quality (Frank, 1972).

According to Frank (1972), when more than one adjective precedes a noun in a noun phrase, the adjectives follow a set of order: general description, the inherent quality that includes most adjectives with derivational endings; physical states that are size, shape, age, temperature, color; proper adjectives which are about nationality, religion, etc; and noun adjunct, that is, a noun used in adjective position before another noun. Most noun adjuncts are singular in form used with plural noun head, e.g. student activities, cigar boxes, but some adjucnts may be plural, e.g. savings bank, women doctors, a clothes closet.

There are other restrictions on certain word orders that are taken up in English noun phrases. The patterning of noun phrase has variations, the supreme importance of word order in the grammar of English is the sequence of modifier to modify the head noun. Another patterns of word order in English noun phrase as stated by Cook (1969:94) are: limiter (pre-determiner, determiner, ordinal number, cardinal number, and particularizer); pre-modifier (modifier and atribute); and head (nucleus, proper noun, pronoun, count noun, and mass noun).

Noun prase is a phrase that has the same distribution with a noun (Ramlan, 1987). Indonesian noun phrase is divided into: 1) noun followed by noun, it is a phrase that consists of a noun as the head followed by a noun as a modifier. e.g. gedung sekolah ---- gedung = noun; head, sekolah = noun;modifier; 2) noun followed by verb, that is, a phrase that consists of a noun as the head followed by a verb as modifier, e.g. ban berjalan ---- ban = noun;head, berjalan = verb; modifier; 3) noun followed by adverb. This is a phrase that consists of a noun as the head followed by an adverb as modifier, e.g. koran kemarin pagi ---- koran = noun; head, kemarin pagi = adverb; modifier; 4) noun followed prepositional phrase: a phrase that consists of a noun as the head followed by prepositiotnal phrase as modifier, e.g. gitar dari Italia ---- gitar= noun, head, dari Italia ---- prepositional phrase;modifier; 5) noun preceded by numeral. It is a phrase that consists of a noun as the head preceded by a numeral as modifier, e.g. dua buah gitar ---- dua buah = numeral; modifier, gitar= noun; head; 6) noun preceded by article which is a phrase that consists of a noun as the head preceded by article as modifier, e.g. Si Gerard ---- Si = article; modifier, Gerard= noun;head; 7) a noun phrase consisting of a noun as the head linked by the word yang with an adjective as modifier, e.g. Gerard yang tampan ---- Gerard = noun; head, tampan = adjective; modifier ---- Gerard yang tampan; and 8) a noun phrase consisting of a noun as the head linked by the word yang with a certqain verb, e.g. ban yang berjalan ---- ban = noun; head, berjalan = verb; modifier ---- ban yang berjalan.

METHOD

This present research employed qualitative method. The data was taken from the novel "Sidney Sheldon's Memories of Midnight" and its translated versions "Padang Bayang Kelabu", by Budijanto T. Pramono. The source of the data was the novel "Sidney Sheldon's Memories of Midnight", Warner Books Edidtion, 1991, published by William Morrow and Company, Inc., New York and its translated versions "Padang Bayang Kelabu", by Budijanto T. Pramono, published by PT Gramedia Pustaka Utama, Jakarta, 2003. The data were taken from both versions. The reason of choosing this book ad the translated version, as the source of the data, is that because they provide a lot of data which contain the English noun phrase and their translation into Indonesian. Meanwhile, the instrument of this research was using sheets of paper for taking notes about the translation of English noun phrase into Indonesian.

The data collection procedures were: 1) Identifying the English noun phrases, 2) Identifying the translations of English noun phrases, and 3) Highlighting data that are put side by side into a list. While putting the data in lists, the researcher also puts the number of page of each data. For the data analysis procedure, the researcher classifies the data into two main categories which are the data of the English noun phrases as the source language and the data of the Indonesian noun phrases as the target language. After that, each category is classified into four sub-categories and compared with the opposite category based on the cases found by the researcher regarding to translation, then, drawing conclusion and verification.

RESULTS AND DISCUSSION

Table 1. Plural English Noun Phrase Translated into Singular

No	SL	TL
1.	They were an exquisitely matched pair with **beautiful features**, incredible bodies, and no inhibitions. (p.3)	*Mereka merupakan pasangan yang molek dengan **kecantikan yang memikat**, tubuh yang luar biasa, dan mau melakukan apa saja. (p.11)*
2.	..... in the incandescent light that bathed Greece in a celestial glow, with **the soft winds**, carrying the pungent aroma of lemons and vines. (p.7)	*.... dalam pijar sinar matahari yang memandikan Yunani dengan pesona surgawi, diembus **angin sepoi** yang menebarkan aroma tajam jeruk sitrun dan anggur. (p.16)*
3.	"Well, Costa, I think you and I are going to become very **good friends** (p.18-19)'	*"Well, Costa, kukira kau dan aku akan jadi **teman baik**. (p.32)*

4.	I gave him fifty dollars to buy **new teeth.** (p.53)	*Saya memberinya lima puluh dolar untuk membeli **gigi baru**. (78)*
5.	He was extraordinary handsome, tall and wiry, with blue-black hair and **stromy dark eyes.** (p.68)	*Ia luar biasa tampan, berbadan tinggi dan kekar, rambutnya hitam kebiruan dan memiliki **mata hitam yang garang.** (p.97)*

The data in table 1, the case that is found is each noun which is the head of the plural English noun phrase of the data is translated into singular. This case is possible to occur in trnaslation, because in Indonesian, a plural word does not always have to be stated by repetitive words or reduplication.nIt is certainly able to strictly differ the difference of number in Indonesian. Hence, a form of reduplication is not identical to a plural form because a repetitive word also supports other meanings as follows:

1. Diversity meaning: *sayur mayur, lauk pauk, teka teki.* Related to the above form, diversity meaning ia also frequently stated by a process of combining synonymous words that are the words with one meaning, and combining a plural with singular form such as: *ilmu pengetahuan, tutur kata, adat istiadat.*
2. Collectivity meaning of similar form: *dedaunan, jari-jemari, reruntuhan.*
3. Collectivity meaning of various form: *daun-daunan, batu-batuan, umbi-umbian.*
4. Meaning of something to resemble to another in manner: *kekanak-kanakan, koboi-koboian.*

Table 2. English Noun Phrases Translated Using The Word '*yang*'

No	SL	TL
1.	They were an **exquisitely matched pair** with beautiful features, incredible bodies, and no inhibitions. (p.3)	*Mereka merupakan **pasangan yang molek** dengan kecantikan yang memikat, tubuh yang luar biasa, dan mau melakukan apa saja. (p.11)*
2.	As time went by, there were tantalizing flashes of memory, glimpses of vague, **ephemeral images that came** and went .... (p.6)	*Dari waktu ke waktu, terlintas cercah-cercah kenangan yang menggoda, **kilas-kilas pendek imaji yang samar**, yang datang dan pergi... (p.14)*
3.	From the beginning, Constantin Demiri showed **an uncanny gift** for business (p.12)	*Sejak masih sangat muda, Constantin Demiris sudah menunjukkan **bakat yang luar biasa** untuk bisnis. (p.23)*
4.	"Your husband is doing a **very important job**" Demiris assured her. (p.18)	*"Suami nyonya sedang melakukan **tugas yang amat penting**," Demiris mencoba meyakinkan dia. (p.32)*
5.	The geologist was **a very important man** in the company hierarchy and Demiris had no intention of getting involved with Potter's wife and jeopardizing his own job. (p.19)	*Geolog itu **orang yang amat penting** dalam hierarki perusahaan itu dan Demiris tidak ingin menjalin hubungan dengan istri Potter, dan membahayakan perkerjaannyha sendiri. (p.33)*
6.	He watched her get out of bed and lumber over to **a small battered** table in the corner. (p.21)	*Ia menyaksikan wanita itu turun dari tempat tidur dan berjalan dengan susah payah ke sebuah **meja kecil yang sudah rusak** di sudut. (p.35)*

The data in table 2, the case that is found is the English noun phrases translated into Indonesian using the word yang. In Indonesian, if a noun followed an adjective, the word yang is possible to be implied in as in the phrase a very important man (sentence no 5).

- important = adjective, man = noun (SL)
- *orang* = noun, *penting* = adjective ---- *orang yang penting* (TL)

However, the word yang may also be possible to be implied in as in following description:

A noun phrase consisting of a noun followed by a certain verb:

- *ban berjalan* ---- *ban* = noun, *berjalan* = verb ---- *ban yang berjalan.*

Table 3. English Noun Phrase Translated Using The Word *"dan"*

No	SL	TL
1.	The convent should have been **a wonderful, peaceful haven,** but it had suddenly become a prison. (p.24)	*Biara yang sebenarnya bisa menjadi **tempat yang indah dan damai** itu tiba-tiba berubah menjadi sebuah penjara. (p.39)*
2.	He was **a charismatic man, with a brillintly incisive mind,** physically striking...(p.9)	*Ia **seorang laki-laki penuh kharisma, dengan otak yang tajam dan cemerlang**, dengan bentuk tubuh yang mengesankan..... (p.19)*
3.	The convent should have been **a wonderful, peaceful haven,** but it had suddenly become a prison. (p.24)	*Biara yang sebenarnya bisa menjadi **tempat yang indah dan damai** itu tiba-berubah menjadi sebuah penjara. (p.39)*
4.	And the memories. **The wonderful, terrible memories.** (p.64)	*Dan kenangannya. **Kenangan indah dan kenangan menakutkan.** (p.91)*

5.	He was **a tall, attractive man**, with curly blond hair greying at the temples, bright blue eyes, ... (p.64)	*Ia luar biasa tampan,* ***berbadan tinggi dan kekar,*** *rambutnya hitam kebiruan dan memiliki mata hitam yang garang. (p.91)*
6.	**The romantic movies, the love songs** trciked us all into believing in happy endings.... (p.71)	***Film-film romantis dan lagu-lagu cinta*** *menipu kita semua untuk percaya pada "happy ending".... (p.101)*

The data in table 3, the case that is found is the English noun phrases trasnlated into Indonesian using the word dan. In Indonesian, if the noun phrase consists of more than one modifier, the modifiers are linked together with head noun by the word dan since there is no set order of sequence that modifies the head noun in Indonesian noun phrase as had by the English noun phrase. Hence, when an English noun phrase consists of more than one modifier which normally comes in the form of descriptive adjective, the word dan is possible to be implied in the translation into Indonesian as in following descriptions:

- A wonderful, peaceful haven, (SL, data no.3) = This phrase consists of two modifiers which are adjectives (wonderful and peaceful) ordered based on the set order of descriptive adjectives.
- *Tempat yang indah dan damai* (TL) = This translation result using the word dan to link the two adjectives (*indah dan damai*) with the head noun haven (*tempat*) in addition to use of the word yang which is implied in the first adjective (*indah*).

Table 4. English Noun Phrase which are not Translated Literally

No	SL	TL
1.	Those are **prospect wells**. (p.17)	*Itu* ***sumur-sumur penelitian****. (p.29)*
2.	Sybil Potter complained in **her whining voice**. (p.18)	*Sybil Potter mengeluh degan* ***suara yang menyerupai rintihan****. (p.32)*
3.	Henry's always dragging me off to **terrible places l**ike this**.** (18)	*Henry selalu menyeret saya ke* ***tempat-tempat payah*** *seperti ini. (p.32)*
4.	**Their little secret** went on for the next several months. (p.20)	***Rahasia kecil ini*** *berlangsung terus sampai berbulan-bulan kemudian. (p.34)*
5.	It was **a difficult decision** that she had to make. (p.25)	*Ia harus membuat* ***keputusan yang sangat sulit.*** *(p.41)*
6.	Was she going to learn what **terrible thing** had happened in her past? (p.28)	*Apa nanti ia akan tahu* ***kejadian mengerikan*** *apa yang telah terjadi di masa lalunya? (p.45)*
7.	It was a question Melina Demiris had asked herself often in the still of the long**, lonely nights** she spent by her self. (p.57)	*Itu pertanyaan yang sering ditanyakannya pada diri sendiri di* ***malam-malam yang panjang dan sepi*** *ketika ia sendirian. (p.84)*

The data in table 4, the case that is found is the English noun phrases which are not translated literally into Indonesian. This is possible to occur in translation in ordert o achieve the closest natural equivalent of source language message as in this example:

- It was a question Melina Demiris had asked herself often in the still of the long, **lonely nights** she spent by her self. (SL, data no.7)
- *Itu pertanyaan yang sering ditanyakannya pada diri sendiri di* ***malam-malam yang panjang dan sepi*** *ketika ia sendirian*. (TL).
- The phrase **lonely nights** should be translated into ***malam-malam yang sepi*** but the translator translated that phrase into *malam-malam yang panjang dan sepi*. It proves that the English noun phrase lonely nights is not translated literally into Indonesian, because there is addional word or modifier namely *panjang*.

CONCLUSION

Based on the data analysis, the researcher concludes that there are four results of the English noun phrases translated into Indonesian, namely:

1. The plural English noun phrases are translated into singular. This case is possible to occur in translation because in Indonesian, a plural word does not always have to be stated by repetitive words or reduplication.
2. The English noun phrases are translated into Indonesian using the word yang. In Indonesian, when a noun being followed by an adjective, the word yang is posesible to be implied.
3. The English noun phrases are translated into Indonesian using the word dan. In Indonesian, if a noun phrase consists of more than one modifier, the modifiers are linked together with the head noun by the word dan since there is no set order of sequence that modifies the head noun in Indonesian noun phrase as head by the English noun phrase.
4. The English noun phrases are not translated literally into Indonesian. This is possible to occur in translation in order to achive the closest natural equivalent of source language message.

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Article

Representation of Gender Ideology in Hinata Figure, Naruto Shippuden Film

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A B S T R A C T

Anime and manga can closely present Japanese culture. The concept of Hinata Hyuga as a woman ninja in Naruto Shippuden, an anime film, depicts the gender ideology of Japanese culture. The research aims to describe the representation of gender ideology in Hinata Hyuga's figure and to identify the semiotic representation in Hinata Hyuga as a woman who has broken the Japanese gender ideology. The research scope is investigating the woman's identity in gender ideology seeing signs represented in Hinata Hyuga. This present research adopted a descriptive qualitative research method. The primary data source was taken from Naruto Shippuden animated film. To get the expected research purpose, theory by Simone de Beauvoir about gender ideology combined with semiotic Barthes to analyze gender ideology representation. The results show that Hinata Hyuga is a Japanese woman who can be a strong ninja who has broken Japanese gender ideology. In short, by seeing signs, semiotic can prove that Hinata's characterization is not defined as a weak woman. Hinata's identity as a Japanese woman, who is expected to be calm, gentle, fragile, and in charge of all the housework is deconstructed into a strong and brave woman who refuses to give up on any problems.

INTRODUCTION

relationships between women and men both in the storyline to the characterization which indirectly become as a reflection of social problems in the wider community. It is also inseparable from the media which represents the cultural norms they represent. However, there is a need for change, one of which is by displaying media content that is more balanced, weighty and rich in educational values to provide a good picture of gender equality. The representations of gender ideology in Japanese culture products, like films or even animated films are always interesting to analyze.

Gender ideology is thought to have influenced and have worked behind the texts and discourses that exist in real life. This is what was later examined in this study. Besides, this study also wants to reveal the feminism discourse contained in the female character, Hinata, as well as expressing the social cognition of women's lives in general. In this research, the researchers are interested in the gender ideology representation by investigating the main actress, Hinata Hyuga who is a little girl with white eyes, or what is called a Byakugan. Hinata was born to be a nobleman's daughter from the Hyuga family. In the story, she was a

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figure who failed to inherit a stance in her family and eventually had to be discarded to learn ninja moves at the ninja academy.

Film in the view of many feminists, as with other media, is often considered to bring an ideology that is less favorable for women (Baria, 2005). From the above quotation, it can be explained, the description of women in the media, in general, is not a decision-maker in the family or at the community level. Beauvoir in Tong (1998) states that women, who want to have freedom in their lives, need the elimination of institutions that perpetuate men's desire to control women. From Beauvoir's statement, it would explain, that the ideology that most oppresses women is channeled easily through the unique language in the film. This media culture refers to a state of an audio and visual display, which has shaped the construction of everyday life, even provided material to shape a person's identity, including women. Women are described by values that have been taken for granted, taken for granted, by society. These values are deliberately discouraged through narration and storylines in the film. Relating to this problem, Subhan (2004:39) also explained, that "This feminity problem in media becomes the reason why women are seen as subordinate humans, living under men so they are not entitled to women to determine their own lives".

By seeing the character Hinata, researchers would like to prove, that women are still considered weak and easy to be oppressed because such thoughts still exist. There are many incidences of discrimination against women. Even though women should be protected by men, but women also can provide, that women can also protect men. Women are not as weak as the society or media described Based on the background of research above, the statement of the problem in this research would be: "How is the representation of gender ideology in Hinata Hyuga?" and the second is "How semiotic shows the representation of Hinata seem like a woman who has broken the Japanese gender ideology?"

One of the important elements in a literary work is character. By looking at Japanese literary works, women's position often appears as a symbol of subtlety, something that moves slowly, sometimes even stops. Women are so close to idioms such as adversity, oppression, even to the 'concepts' that are already accepted in our society's culture that they are 'objects' and even 'subjects' for men. As is the case in the Japanese art world, many women are subjected to suffering by men. Women are described as weak and oppressed. No surprise, talking about women is a very interesting topic, women always show the sides that can be used as objects to be analyzed.

The first problem, the researchers would like to define how is the representation of gender ideology in Hinata Hyuga figure in Naruto Shippuden's animated film. In his theory, Barthes (1967) puts the concepts of denotation and connotation. Through this concept, Barthes explains, that the significance of the first stage is the relationship between the signifier and the signified in a sign. In this case, Barthes refers to as denotation, which contained the true meaning of the sign. On the other hand, the connotation is the second stage of significance that describes interaction, which occurs when a sign, which is considered as denotation feelings or emotions, and the values of its culture. Connotation has a subjective meaning, in other words, denotation is a picture of a sign against an object, while connotation is the meaning of a sign. This idea is a deeper continuation of Ferdinand De Saussure (1959) thoughts. If Saussure's semiotic analysis is denotative and connotative, Barthes develops the analysis even deeper. There are two significant processes in the Bathes analysis map. The first stage or first significance is the denotative level. A denotative sign is also a connotative marker, which has entered the second stage of significance, called: signifie and signified.

In the context of the study of texts as culture, texts are seen as interwoven cultural elements, both in the form of concrete and abstract cultural results. Hoed (2004:54) explained that "Barthes saw all phenomena in culture as a sign consisting of signifiant and signified". The understanding about signifant and signifie, known as a two-stage process, because signifiant is a symptom that is captured by human cognition also produced, in terms of sign production, signifiant is called expression (E) 'expression or disclosure', and signifie as content (C) 'content or concept'. The relation (R) between E and C in humans occurs in more than one stage. Besides, according to Barthes in Hoed (2004)

> "The primary stage occurs when a sign is received for the first time, R1, E1, C1. Sign meaning does not only occur at the primary stage, but is continued at the secondary stage, namely R2, E2, and C2. In addition to the connotation, Barthes also revealed metalanguage as a further development of meaning in the first layer. For example, the expression or disclosure of a shaman can also be expressed with psychics or smart people. In linguistics, this phenomenon is called synonymy".

It is clear that semiotic is related to any contexts that can be interpreted as signs. It means, that signs are considered as the thing that can be clung to or interpreted contexts in any texts. Everything is not so necessary that there will be or to actualize the existence of a place somewhere at the time of a sign to interpret it. For that reason, semiotics exists in all the frameworks of all disciplines, including also being used to read visual techniques. The fact that signs have a double valence that can resolve or deceive in addition to providing the truth of the signs as symptoms of more complex symptoms that must be considered.

Talking about how signs work, there are two important approaches to signs that we will explain. First, an approach based on Saussure (1959) views that signs are composed of two elements, namely the image aspect of sound (a kind of visual representation) and a concept in which sound images are based. The researchers call the combination of sound concepts and images as signs, but in today's usage, in general terms, they are only called sound images. In this case, the primary sign is connotative semiotics. The continuation of the first level sign system also appears along with the addition of new meaning. Signs cannot be seen only individually, but in relations and combinations with other signs in a system. A set of sign forms that are combined in a certain way or system is called a text. According to Barthes (1967) "A text is formed from fragments of something that has been read, seen, done, experienced; code is the resurrection of what already exists". Understanding the text is very broad in the scope of use such as television, fashion, sculpture, poetry, or advertising. In the production and consumption of texts or discourse is not easy ensuring the communicative value of a text is due to the diversity of cultural paths. At the level of denotation, it might be able to react to the same meaning as the author. The degree of connotation is seen as different, because of different cultural backgrounds

Barthes (1967) thought the signs in the metalinguistic case, where the primary system called denotation and the secondary system consists of metalanguage. In the second level sign system, the connotation takes the primary sign as its expression, the metalanguage takes it as the content of the signification system. Semiotics appears as a reading of the signification and markings called signs. According to Saussure (1959), a sign consists of a signifier and a signified. The term signifer and signifed used by Saussure was developed by Barthes to not dwell on the search for structure in interpreting texts. Barthes sees aspects of reading and cultural interaction that can influence meaning. The meaning of the text will appear not only in code but also influenced by the role of the reader or audience, which has an important position in the meaning of the text.

The term signifer and signifed used by Saussure was developed by Barthes to not dwell on the search for structure in interpreting texts. Barthes sees aspects of reading and cultural interaction that can influence meaning. The meaning of the text will appear not only in code but also influenced by the role of the reader or audience, which has an important position in the meaning of the text. Text analysis involves what is called the rule of combination, consisting of two axes. First, the paradigmatic axis, like a vocabulary of signs or words. Second, the syntagmatic axis, that is how to choose and combine the treasury of the sign based on certain rules or codes so that it can produce a specific meaning.

In Barthes' theory (1967), there are two stages. The first is the stage of significance. The first stage or significance is the language aspect, while the second stage or significance is the mythical aspect. This aspect of the myth is the goal of choosing the Barthes school to analyze the sign. By using Barthes's flow to analyze the sign, the myth becomes what the user of analysis from Barthes wants to find. According to Danesi (2004:15), "Signifier is a process that occurs in the mind when using or interpreting signs". Signifiers refer to markers which then refer to references or reality. The arbitrary designation refers to the unlimited domain of reference. Reference can be concrete, abstract, or imaginary. That reference may not exist in the future. Everything imagined by humans can be a reference.

The sign function can be born if an expression is associated with the content. Saussure in Eco (2009:70) mentions that "A sign is a correspondence between marker and signifier, which is acceptable". This assumption gives birth to several thoughts. The first thought is that a sign is not a physical entity, if called physical it is only the emergence of concrete expressive elements. Then, the second is that the sign is not a standard semiotic entity. It is the basis on which various independent elements, which arise from two different sides of two different domains. Moreover, signs are together at the base where the correlation occurs when the sign undergoes coding. Sign function is created if the expression is related to content. The way to combine signs is usually based on certain codes that apply in a language community. A code is a common set of rules or conventions, where signs can be combined, allowing messages to be communicated from one person to another. The code, according to Eco (1979) refers to a rule that produces signs as a concrete appearance in a communication relationship. Therefore, the word implicit in the understanding of the code of the language community. It is related to the combination of a set of languages the signs and their meaning. There are two main forms of interaction. First is the metaphor, that is a sign interaction model, in which a sign from a system is used to explain the meaning to another system. The second form is metonymy is the interaction of signs, in which a sign is associated with other signs, in which there is a relationship between parts and the whole. Roland Barthes created a systematic model in analyzing the meaning of signs through this semiotic analysis. By referring to theory, the researchers do not only investigate, how the contents of the message to be conveyed but also how the message is made. In addition, the researchers also try to find symbols, used to represent the messages through the film. By looking at the sign of an object, semi, the researchers want to learn, how people interpret things. Interpreting the subject or to signify in this case cannot be confused by communicating

If we have seen that there are two layers in a semiological system, that is, a linguistic system and a myth system, this is distinguished by Barthes in two terms. In language

layers, the signifier is called meaning, but in the mythical layer, it is called form. For the signified case it remains the same because it does not cause ambiguity ie the concept. In linguistic, language sign is used in the relationship between signifier and signified. In the myth, a sign is a whole of the results of the previous systematology. Therefore, myths called signification or signification, because myths have two functions: myths in terms of "showing and telling something" so that readers understand something to hide behind the text.

Talking about myth, Iswidayati (2006:7) explains that "Roland Barthes explains the myths about the form of messages that deny the truth, cannot be proven". It is different from the old mythology that connects the myths with the history and construction of society in his day. Saisselin and Barthes (1967) emphasize more on aspects of the relationship between differences and the context or content of objects analyzed using connotative in finding hidden meanings. Based on the quotation, the researchers see, that Barthes not only adds myths about ideas but also how to give meaning. In the concept of myth, the signifier of myth is at once a meaning and form. Meaning can be obtained by capturing through senses, unlike signifier linguistics through mental, signifier myth captures sensory reality. The meaning of a myth has its value, has its history as well and its significance has been built before when the myth transforms into an empty form and practice becomes a form. When it becomes form, meaning disappears, history also disappears, only words remain. The new knowledge we gain is knowledge wrapped up by the concept of myth.

Barthes (1972:59) say that "The concept obtained is not an abstraction from the signifier but it is in no way shaped". Based on the quote, the concepts are elements constituting myths. If people or language researchers want to decipher the myths, they must be able to find the concepts of these myths. For example, the concepts of kindness, unity, humanity, and so on. Signification is the third term used as a unitary sign. For this reason, something that is produced from forms and concepts. Signification also means a process of a myth that can continually become a new sign and then become a new myth as well.

Barthes (1972:59) explain "Myth as a form of message that is believed to be true even though it cannot be proven". Unlike the case with the old mythology that links myths with the history and construction of society in his day. The discussion in Barthes's book "Mythologies" places more emphasis on the aspect of the relationship between expression and context (content) which is analyzed with a connotative approach in finding hidden meanings. Barthes also added that myth is not a concept or idea, but a way of giving meaning or meaning.

In this research, researchers also use the meaning of the deconstruction theory, because they saw that the changes in Hinata Hygua were different from the meaning constructions of Japanese women, through signified and significant. Deconstruction is a term that has been introduced and developed by Jacques Derrida to explain a new chapter in postmodern philosophy. Derrida in Sobur (2001) explains new ways of reading and writing, by analyzing texts and trying to go beyond those texts. Furthermore, he also says something that is not explained in the text, called deconstruction

Derrida's deconstruction always begins with things that are not thought of or should not be thought of. Hence, this understanding rejects the view that language has a definite meaning, as offered by structuralism. There are no expressions or linguistic forms, which are used to express certain meaningful and certain objects. Therefore, deconstruction is included in the flow of poststructuralism. Whereas Norris (2003) states that "goal of the deconstruction method is to show the failure of the effort to bring absolute truth, he exposes a hidden agenda that contains many weaknesses and lameness behind the texts". Theory of representation proposed by Stuart Hall becomes the main theory underlying this research. The main understanding of representation theory is the use of language to convey something meaningful to others. Representation is the most important part of the process by which meaning is produced and exchanged between group members in a culture. Representation is to interpret the concept that is in our minds by using language. Stuart Hall explicitly defines representation as to the process of producing meaning using language. Representation connects concepts in our minds by using language that enables us to interpret real objects, people or events, and the imaginary world of objects, people, objects, and events. Then representation can also analyze something that is not real or called fictional.

According to Hall and Morley (1997), there are various terms appear in the next discussion, namely the representation system. There are two processes in the representation system. First, mental representation, where all objects, people, and events are correlated with a set of concepts, which are carried everywhere in our heads. Without concepts, we cannot interpret anything in this world. Here, it can be said that meaning depends on all the conceptual maps, which are formed in our minds, which we can use to represent the world and enable us to be able to interpret objects both in our minds and outside our minds. Second, language, which is a form of representation that involves all the processes of meaning construction.

Based on Stuart Hall, there are two processes of representation: First, mental representation, which is about something that is in our heads called conceptual maps. This mental representation is still in the form of something abstract. Second, language is a thing, which plays an important role in the process of construction of meaning.

Abstract concepts in our heads must be translated into language, which is common so that we can connect our concepts and ideas about something with certain signs and symbols. So, the meaning is nothing but construction. Humans construct meaning very firmly so that a meaning looks as if it is natural and cannot be changed. The meaning is constructed through a representation system and fixed through code. This code is what makes people who are in the same cultural group understand and use the same name, who have passed the convention process socially.

METHOD

In this research, the researchers chose to apply a descriptive qualitative method. The result of this research is in words, not in numerical; therefore the research does not employ a statistical procedure. Yin (2011) mentioned that a descriptive qualitative method employs a technique of seeking, collecting, and analyzing data. The research method was suitable for research problems which were not designed or arranged to use statistical procedure.

The data were classified into two, they were primary data and secondary data. The primary data source in this research was taken from Naruto Animated film and the secondary data were books related to the research. The data was interpreted with word and explanation completed with description. After finding the signs using the method that had been designed, the first step was identifying signifier and signified, connecting woman identity on Hinata Hyuga. The next step was analyzing the signs that Naruto animated film provided. The last was concluding the analysis.

RESULTS AND DISCUSSION

This research is aimed to investigate Naruto animated film. Anime is a typical Japanese animation that is depicted with hand or using computer technology. Anime comes from the word animejyon, usually characterized by colorful pictures that feature characters in various locations and stories aimed at various types of audiences. Anime is influenced by the style of manga drawings which are typical Japanese comics. According to Riyana (2017), animation with anime can be said to have a similarity, that is, animation is more towards all types of films produced from several countries, while anime is more directed to animation produced by Japan. Based on the quotation above, the researchers are interested in this animated film, by seeing gender construction. In this research, the researchers only focus on Hinata Hyuga's life.

The analysis is conducted through two stages. The first stage called denotation. Denotation is taken, by looking at the signs contained in the film element in the form of the required unit of analysis. In the form of signs, it is seen from symbols. In the film element that shows Japanese film perspectives, on the representation of women, which examined from the signifier in the Hinata Hyuga photographic image, then referred to the signs as being signified. The second stage is connotation. After drawing conclusions based on a semiotic analysis in the first stage in the meaning of denotation, which consists of signifiers and signified signifiers which then in this stage switch positions as a connotative signifier or new meaning, which can then generate myths, to represent the character Hinata Hyuga.

It has been said before that this research focuses on the character of Hinata Hyuga, so the researchers can provide an analysis that women are special figures who are interesting to discuss. Women can influence the perceptions of those around them. Some people experts, especially gender experts consider the privilege of women as valuable things that make women must be respected and protected, but on the other hand, some people use and even suppress the existence of women. People who suppress or limit women's mobility also form subordination to women, causing women's roles, positions, and dignity to decline. The problem worsened when subordination to women became a social construction that took root from time to time. Women in various forms of subordination from the past until now are still happening, as in patriarchal ideology explicitly mentions the form of male power over women who eventually also entered the state space, it seems that the state and all policies still show efforts to strengthen patriarchal ideology, like we usually see in Indonesian television or soap opera.

From this research, the researchers also see that Japanese people, especially women are human beings who support the existence of Japanese culture. Javanese culture by itself is not homogeneous. The Japanese are aware of diversity. Meanwhile, a patriarchal culture that reinforces the dominance of men and the establishment of capitalism over women in Japan in general. The practice of patriarchal culture is increasingly fertile when there is a collaboration with Japanese culture, therefore, the problems presented in Naruto Shippuden become an interesting study with the theory of existentialism.

The self-image of women in the mass media, in literature, newspapers or magazines, films, television, advertisements, and books still show stereotypes that are detrimental to women. In general, in this case, women are portrayed as passive persons, dependent on men, dominated, accepting decisions, made by men, and especially is that women are seen by many symbols. If the media give a very different picture between masculine and feminine, then it cannot divine directly the condition that can show the gender injustice. The gender inequality will be shown and felt by seeing the real daily life. Many stereotyped acts of femininity, women's domestication, marginalization and subordination of women, as well as

violence and sexual harassment against women, are a series of examples of cases of female domination. The biggest causal factor in the building of ideology cannot be separated from the construction of existing patriarchal ideologies, developing, believed, and even internalized from generation to generation in society.

This research only takes the figure of Hinata Hyuga, who acts as a little friend of Naruto Uzumaki. Naruto is one of the most popular animated cartoon stories from Japan, every week millions of comics are sold and millions of people download their videos through various sharing sites on the internet for free. Automatically Naruto can be said to be in line with other comics such as Detective Conan, even though they were only published in 2005. Kishimoto, as the author, held first launched a short comic that would one day become Naruto in August 1997. Naruto's story is about a child who was 'wasted' because he had a monstrous tail monster inside him. This child has a very large being Hokage, known as a ninja village leader, even though everyone is afraid and hates him because in him there was a monster who had attacked from the first time of Naruto Shippuden story began.

Naruto Uzumaki Naruto is the main character in this comic and is the son of Uzumaki Kushina and Namikaze Minato. Naruto is the son of the Fourth Hokage (the son of the fourth village head) but his identity is hidden because in his presence is stored a nine-tailed monster or Kyubi. Naruto is a character who is always hated by the public, shunned, and feared because of what is in him. Therefore, his name is not Naruto Namikaze but Naruto Uzumaki. His name is changed to hide his real identity, as the only son of the Hokage Namikaze Minato. Naruto is the central character in this film. He is the emotional center of this film. He has a big dream to become Hokage. He never gives up, he is thought as a troublemaker

Hinata became Naruto's wife when they were adults. The figure of Hinata Hyuga in this film is portrayed as a brave character, not afraid to die, and has a strong determination. Hinata is also described as a ninja. She is also depicted as a woman, who can make decisions. She can fight some men. In this film, the figure of Hinata is also portrayed as a perfectionist; although, she is not depicted as the smartest. Hinata figure in the Naruto Shimpuden film also shows, how women's opinions are often underestimated, and shows he is also capable of being a worthy Konoha ninja. Women are always considered to have less knowledge than men, so if women can convey their thoughts, women tend to be considered weak and underestimated.

Women are often described as a creature with emotional nature, gentle, not independent, passive, or in broad outline can be considered as opposed to male identity, rational, aggressive and independent. This stereotype is very influential in the way society view women. The stereotype is also represented in the film. However, despite being described as weak, Hinata Hyuga is not a spoiled woman. She was able to show that she was also able to learn martial arts in ninja style and graduate well like from the following picture:

Figure 1. Signifier 1

By looking at the picture above, the image is dominated by blue. This can be used as a signifier. The blue color is always denoted as the color intended for men. In the meaning of connotation, blue is a universal color that is often chosen because of its versatile quality. Blue is the color to convey reliability and can be trusted. The analysis of blue color also proves that Hinata is also portrayed as a woman who sensitive and full of emotion. This is a sign by the scene where Hinata Hyuga tried to rescue Naruto. The relation between the clothes color, wore by Hinata Hyuga and her representation is depicted in the table below:

Table 1. Myth Hinata in the first picture

Denotative	
The blue color used by Hinata.	Blue is connected to men
Hinata is a ninja wears blue, combined with purple clothes	Hinata is a kind of full of faith woman
Blue is a color, defined the faithful and strong.	
Connotative →	**Myth**

The second connotation is also seen, by looking at the Hinata quotation words: "Aku memang lemah, tetapi aku punya tekad kuat". This also gave birth to the myth, that even though Hinata was a female ninja, because but, she has the firmness and nature never gives up. This thing can be proven in (Barthes (1967) who mentioned:

> *"Take in any system of signs, whatever their substance and limits; images, gestures, musical sounds, objects, and the complex associations of all of these, which form the content of ritual, convention or public entertainment: these constitute, if not languages, at least systems of signification".*

From the pictures, the researchers also analyzed the clothes worn by Hinata Hyuga. The clothes are very different from

the original Japanese clothes, even though the Naruto Shippuden movie takes the Ninja era. It can be thought as signified, that although Hinata lives in the ninja era, where women never had their position, Hinata could prove it, that women in that time could also do her best, like men.

From the analysis of the figure of Hinata Hyuga, the perception of Japanese women as inferior who are subordinates of men has long been strongly rooted and is always echoed, even by cultural makers. Even after Japan grows into a developed country, the mentality of society towards women has not changed. Japanese people are well-known for their loyalty to keep up with traditional ancestral values. The thing that happens in Hinata character is one of the main causes that create a gender gap between men and women. In semiotic table, the Hinata Hyga's identity is proven in:

Table 2. Representation of Hinata Hyuga

Denotative	
Hinata Huyga as the main character in Naruto Shippuden.	The beautiful woman who loves Naruto.
Hinata is a ninja.	Hinata has full of faith.
Although Hinata is calm and full of love. but she is a kind of a strong woman, who never gives up in destiny to save, the man whom she loves.	
Connotative →	**Myth Representation**

This is in line with the statement from Wulansari (2013) who said that The conservative Japanese mindset related to the position of women causes the emergence of the Ryōsai Kenbo phenomenon. Ryōsai Kenbo can be interpreted as women who must be able to become good wives and good mothers as well which increasingly reduces the possibility for women to appear in the public sphere. Until now the Japanese women's identity problems remain the biggest problem in their life. Although Japanese women seem to have formed to be unable to develop. Hinata Hyuga's portrayal is as a form of representation to be the woman, who can be a ninja. This is in line with the statement of Simone de Beauvoir in Charles (2007:53) argues that "Feminist existentialists: man define what it means to be human, including what it means to be female". From the quotation above, and from the figure of Hinata Hyuga, it can be explained that the figure of the woman who was originally considered a marginalized people over time has changed. Feminist values, which are carried, and which are tried to be maintained are no longer at the level of gender differences. Nevertheless, feminist values are factually stated in how women can play a role, both in the private and public sphere

From this film, researchers can also analyze, that although women are often portrayed as weak creatures, women are able to change the behavior of the men they care about. As in the story, when Hinata Hyuga, awakened Naruto (the greatest ninja), that in this world there is still a feeling called affection, besides strength and a strong desire to achieve goals in life. This is shown when Hinata was willing to sacrifice her soul to help Naruto, when he was attacked by Pain, which is shown in the image below:

Figure 2. Signifier 2: Hinata Hyuga

From the above description, changes made by Kishimoto began to be seen in the middle of the film series, when Naruto fought Pain. Previously, Hinata only appeared a little and only in certain parts of the story. Also, Hinata expressed her feelings to Naruto in the invasion of Pain. In addition to her bravery to save Naruto and become an agile ninja, Hinata is also described as a persistent woman to get the man she loves. She needs to do it because Naruto is not a man, who always tell the love word, Hinata's position gradually began to be highlighted. The attitude of Hinata Hyuga who is shown as a hero, can be interpreted as a connotation meaning which belongs to the second significance system.

Moreover, in the second signifier picture above, it conveys the myth system, that even though Hinata is not a great ninja and is portrayed as weak, she can gather strength in herself as a strong woman. She is also shown as a woman, who never gives up. Her strength comes from her love for Naruto. This is in line with Roland Barthes's statement (Saisselin and Barthes, 1957), myth as a form of message that is believed to be true even though it cannot be proven.

From the life story of Hinata Hyuga, the researchers can interpret that although women are always positioned as the second sex as stated by De Beauvoir (2014) who sees that women are the Liyan, the figure of Hinata Hyuga has proven, that women are also able to do everything, as long as they have a strong will and desire to change her position. Therefore, the animated film Naruto Shippuden is a form of animated film which mixes reality based on facts from Japanese society and ideal reality. The factual reality in question is life, experienced by Masashi Kisimoto as the author. While the ideal reality is Simone's de Beauvoir thought, as stated in the book Second Sex, related to women's identity as the second gender. For this reason, this research is a form of researcher's awareness that gender inequality does apply in many countries, including Japan. In fact, Japan has been recognized as one of the developed countries in the world. In short, Naruto Shimpuden film reflects social reality of the Japanese culture. It shows the representation of Japanese women is displayed in the film. By looking at the character of Hinata Hyuga, researchers can also claim that women can complete their existence by becoming an essential subject, a state where women have full control over the various decisions they make. In real life, many female leaders and women are working in their respective fields. But the thing that is still a problem is whether women in doing actions and making decisions are really always in accordance with their wishes. Never let women commit acts and make decisions because of pressure from outside. The dilemma problem is related to

the social image of women as quoted in Sugihastuti (2019) statement:

"Women's social image is a manifestation of women's image in the family and its image in the community. This social image has a relationship with the norms and value systems that apply in society, the place where women become members and desire to establish relationships between people. These community groups include groups in the family and wider community. Through her relationship with social communities, it can be seen how women respond to things and build relationships with others, and on the other hand, women always need other people to carry on their lives".

From the quotation above, it can be told, that human life is full of values in the form of symbols that have different meanings and meanings. Through these symbols, the film gives a message through its visual language so that it has another meaning. In addition, by looking through feminist thought, as stated by de Beauvoir, the researchers see the positive influence of the development of the feminist movement. The representation of gender ideology in Hinata Figure represented in Naruto Shippuden film has proven the existence of changes in people's perceptions in looking at women's participation in the public sphere is. Related to Hinata Hyuga, it also could be explained that women in showing their existence are the same as men who can also show their existence. Women have the same opportunities as men as they can confirm their existence according to their wishes and freedoms without any pressure.

In examining the Hinata character, the researchers also saw a deconstruction of meaning. Deconstruction of the meaning of the representation of Japanese female figures, which are constructed as weak creatures, and can only take care of the household, is deconstructed as female ninja, who have strong and unyielding nature. This can be from Derrida's statement Derrida (2006:18) who affirms that "The radical shift that occurs in interpretive thinking always comes to the frontiers that seem absurd". From the quotation above, it can be told that every assumption, including the assumption that women are the second gender, is contextual. This means that the assumption is always present as a social construction that is told for generations and it does not refer to the final meaning.

Thus, patriarchal discourse is a discourse that bases itself on the binary opposition of male versus female, in which the male term is in a position to dominate the female term. By looking at the figure Hinaa Hyuga, it can be explained that the removal of gender relations is not a coincidence, but a product of the discursive process. So Derrida's (1973) thought, that in understanding the meaning of the text that cannot continue to maintain the meaning that has long been formed and is considered a certainty, but researchers must be obtained to look for and find a truth that is truly new and then they can represent that truth. During this time, people know, that Japanese women are represented as 'a liyan', but Masashi Kisimoto as a writer seems to want to break the thought, that had been considered as the truth, by creating Hinata Hyuga.

Based on the analysis above, the researchers find the correlation between Honata and Derrida thought about deconstruction. According to Derrida (1973:126), "The text can be interpreted to infinity, by which we do not need to conclude because for Derrida the truth does not have to be singular, absolute and universal". The meaning obtained is not an imitation or the thoughts of the writer himself or his readers, but it is truly new. The meaning obtained from the text is something that was not thought of even by the author. The truth or meaning obtained is not the only truth, but there is an opportunity to be discovered by new truths.

CONCLUSION

After describing Hinata Hyuga in Naruto Shimpuden animated films, the researchers conclude that the film can be told as a powerful medium in reproducing interpretations of culture. Films are a medium to emphasize something that is constantly moving, changing so that it can last a long time. Thus, a connotation that is continuously instilled and repeated through the TV media can provide confidence in the truth of a thing, including the representation of women's identities. Hinata character gives a view of how in carrying out her role in society, as a woman, she depends on the culture of the society in which she lives. Although Hinata Hyuga is depicted as a ninja warrior, she keeps being depicted as weak. This is a piece of evidence that women don't have control over property and means of production. Women also do not have access to participate in the political sphere. In the Naruto series, the ideal woman can become a myth for Japanese people. The idealization is depicted in the figure of Hinata Hyuga, who is able to give an impression of a good woman in Japanese culture, a woman who is independent, resilient, tough, brave. Based on the analysis on the image of Hinata Hyuga, this study illustrates that there were scenes that showed the values of gender equality, such as when Hinata helped Naruto fight Pain, even though she was aware that it might endanger herself. Hinata's identity as a Japanese woman, who is expected to be calm, gentle, fragile, and in charge of all the housework is deconstructed into a strong and brave woman who refuses to give up on any problems.

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Article

Students' English Summative Test Analysis : A Case Study at SMA Perguruan Rakyat 1 Jakarta

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A B S T R A C T

The present research aims at analyzing the English summative test at SMA Perguruan Rakyat 1 in the Second Term of 2018/2019 Academic Year. The analysis concerns to difficulty level and discriminating power to know the teacher-made test English summative test at SMA Perguruan Rakyat 1 whether or not the test has good items, especially of its difficulty level, discriminating power and the effectiveness of the distracters. Such research procedures are employed, such as observation, literature review and statistical analysis. Specifically, the result of the research is expected to be beneficial for educational practitioners to have a more-depth insight of English summative test analysis. Furthermore, the result of the research is also expected to give valuable knowledge for those who are interested in analyzing the English summative test writing, mainly to the indicators of its discriminating power and distracters. Lastly, it is also hoped to be as reference for further researchers to draw related concepts of English summative test analysis that is integrated with various disciplines implemented in the classroom contexts.

INTRODUCTION

English is one of the subjects taught in every formal school in Indonesia. Both spoken and written English are the factors which could influence an individual's standard of living. It means that someone who has ability in English, she/he will get job easier. Moreover, English is used in any appropriate field; those are education, technology, art and culture. English has also played an important role in the daily life of Indonesian people for many years. Being aware of this, English was appointed to be a compulsory subject in schools. The English syllabus of curriculum 1994 for Junior High School stated "Pada akhir sekolah lanjutan tingkat pertama, siswa memiliki ketrampilan membaca, menyimak, berbicara dan menulis dalam bahasa Inggris melalui tema yang dipilih berdasarkan tingkat perkembangan dan minat mereka, tingkat penguasaan kosa kata dan tata bahasa yang sesuai". It is obvious that the students of Junior High School must have skills in English, namely listening, speaking, reading and writing. So, the students are expected to be able to communicate in English both spoken and written well.

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An English teacher needs to concern on some important components, such as materials, methods, instruments of teaching and evaluation to support students' progress. For identifying the students' achievement in teaching learning activity, a teacher must do an evaluation. The evaluation as stated above is a part of teaching and learning process. In addition, the evaluation cannot be separated from the components in teaching and learning activity. In this case, every teacher needs to do the evaluation to get information to make a decision. Then, he will know the effectiveness of the method he uses in teaching. In evaluation, a teacher needs an instrument to measure what students achieve. Mehrens and Lehman in Purwanto (2001) told that to teach without testing is unthinkable. Based on their argument, test is an important thing in teaching. Without testing, teacher will not get the information about the result of his teaching learning process. Then, the result of the test will be a function of feedback of instructional objectives and developing of a good systematic teaching learning process. In other words, it can be concluded that evaluation helps teachers reach out for the instructional objectives that has been already established.

All educators must have a good test for getting accurate information. Harris (1997) said that all good tests possess three qualities, namely: validity, reliability and practicality. Therefore, Heaton (1988) added that a good test must also have discriminating power and difficulty level. It means that a good test has standard requirements must be met by the test makers. A test existed in schools must be suited to students' need, for instance, Senior High School in Jakarta held an English summative test for the second term of 2018/2019 academic year. The test was made by a team of English teachers but the researchers heard from the students there, the test was easy and another said it was difficult, the others said it was average. For that reason, an analysis of English summative test items is needed to be done. In this case, the analysis is concerning to difficulty level and discriminating power to acknowledge the teacher-made test English summative test at SMA Perguruan Rakyat 1 in the second term of 2018/2019 academic period have good items or not especially the difficulty level, discriminating power and the effectiveness of the distracters. Therefore, the researchers are interested in doing a research entitled "An analysis on English Summative test at SMA Perguruan Rakyat 1 in the Second Term of 2018/2019 Academic Year".

In line with the problems exemplified above, the research formulates its focus on finding the correlation of such factors, such as the discriminating power and the difficulty level in the summative test items. This is conducted to define a more-depth understanding about the test analysis itself as it is helpful for teachers in doing the analysis of the test items of each student. This present research releases much of contribution, that is, be beneficial for educational practitioners in benefiting the summative test in learning English in the senior high school level of education and be as reference for further researchers to raise new concept of analyzing the English summative test, combining with other links of disciplines, primarily in the discussion of other field used in the classroom contexts.

Evaluation is an important part of teaching-learning activity. Through evaluation, teachers are able to plan, to derive and to apply information to make alternative decision. Wrighstone in Purwanto (2001) said that educational evaluation is the estimation of the growth and the progress of pupils towards objectives or values in the curriculum. Evaluation can help teachers finding out some information to measure and to diagnose how far the teaching-learning process that students had been achieved and the improvement of the material in the instructional objectives.

Evaluation is defined as the process of gathering data about the goals, environment, personnel, methods and content of an educational program on the basis of which decisions can be made about the program". According to him, we can see evaluation plays an important role in many facets of the school program. It is clear that evaluation in education is a systematic program that cannot be separated from curriculum. It is not only held in end of a certain program but it also held in the beginning or during that semester program takes place. The information and data concerning is necessary in the object that is evaluated. It can be concluded that evaluation is a process of teaching-learning activities and the result can be useful for diagnosing and measuring how far the students' progress in the class.

In evaluation process, teachers usually use test as a tool to measure the ability of students. Almost each evaluation that teachers had been doing cannot be done well without test. Therefore, both educators and students must know what test is. Test is an indicator to detect a student's ability that was considered from sequence of score which they get. A test is an instrument or a tool of measurement student's in a certain time. Test that is usually held in a school is summative test. Griffin and Nix (1991) stated that in some schools there was no continuous assessment and final marks were to assessment. Many students in these schools learned to cram for exams. Through summative test which held in the end of semester, teacher derives data and information to certify each student to follow the next level or not.

For measuring the conformity, efficiency and consistency of a test, a test must have good characteristics. Harris (1997) described that the test needs to be valid, reliable and practical. The first characteristic of a good test is valid. In this case, it must be seen whether the test used really measures what is supposed to measure. The second good characteristic of test is reliable. Harris (1997) stated that reliability is meant the stability of test scores. A test cannot measure anything well unless it measure consistently. Hence, the consistency is important to know the reliability

of test. Then, practicality of the test is necessary to be concerned. A test could be told to have a good practicality if the test is enabled. Heaton (1988) uttered that a test must be practicable. In other words, it must be fairly straight forward to administer.

The multiple-choice item is one of the item formats. It consists of some options of each item, has a correct answer and it must be chosen by students. Brown (1996) stated that multiple-choice format requires students to examine same language materials and then selected, usually from among three, four or five options, the answer that the best completed a statement or best filled in a blank in the statement. Supported that, Harris (1997) said that these items generally can be answered fairly rapidly, the test writer can include a large number of different tasks (that is, individual items) in the testing score. Finally, in as much as the examinee responds by choosing from several possible answers supplied by the test writer, scoring can be done quickly and involves no judgments as to degree of correctness. It is clear what Harris meant. This item is not only easy and quick to be answered by students but it is also easy and quick to be scored by the teacher. Besides, it usually consists of large number items.

After test is done by students, it is necessary to know whether or not test consists of a good test and also the test could differentiate the upper and lower student or not. To know that case, teacher should analyze it. This activity called "item analysis". As Harris (1997) described that after the test pretest answer sheets have been accumulated, the item should be analyzed to determine their effectiveness in term. The item analysis is necessary to be done. This form is constructed primarily for using the multiple-choice item. Not only Harris but also Madson (1983) told that selection of appreciate language item is not enough by itself to ensure a good test. Each question needs to function properly; otherwise, it can weaken the exam. Fortunately, there are some rather simple statistical ways of checking individual items. This procedure is called "item analysis". It means item analysis is important because we need to see the quality of any content.

Based on the explanations above, they show that the importance of item analysis in improving the quality of a test will ease for the teacher in providing a better test for their students in advance. Heaton (1975) explained that all items should examine from the point of view of their difficult level and their level of discrimination.

Item difficulty is a part of item analysis. It needs to be done because it is good to know which item is too difficult and too easy for students. Heaton (1975) defined the index of difficulty (facility value) of an item simply shows how easy or difficult the particular item proved in the test. It was generally expressed the percentage of the students who answered the item correctly.

Another primary thing in an item analysis is how well it discriminates between weak and strong examinees in the ability being tested. Brown (1996) stated that item discrimination indicated the degree to which an item separated the students who performed poorly. The discrimination of an item relates to its ability to distinguish between more and less knowledgeable students. It shows us the students who performed well or badly in each item.

This research is concerned with the English summative test items, which consists of 50 multiple choices with 4 options before that a multiple choice has distracter as incorrect answer. Meanwhile, Tinambunan (1988) said that a distracter is any of the incorrect answer options in multiple choice test items. According to that statement, the researchers understand that the purpose of the distracter is to distract the incorrect answer.

METHOD

Such procedures are taken to collect the data as the followings:

1. Observation

Observation is a method of collecting the information by investigating directly to the analysis of English summative test.

2. Interview

Collecting the data and information by interviewing teachers and students to the research importance.

3. Literature Review

The data and information are collected by reviewing sources or references. In this phase, literature review starts off with the analysis of the previous research from both offline and online sources. The list of books, journals, and websites as the references is remarked in the references section.

4. Statistical Analysis

Collecting and analyzing the data by using statistical calculation in order to get the objective result of the test item analysis. There are two types of item analysis to be explored, that is, item difficulty and item discrimination.

The item difficulty will be analyzed based on Heaton's facility value (1975) by using the formula as follows:

$$FV = \frac{(CU+CL)}{2n} \quad (1)$$

Namely:

FV = Facility value or the index of difficulty that we are looking for.

CU = Sum of the students from the upper group who answered correctly.

CL = Sum of the students from the lower group who answered.

$2n$ = Total sum of the lower and upper group.

To identify the level of difficulty, the researchers use Sudjana's guideline (1991). If the FV is:
0.0 – 0,30 = Difficult
0,31 – 0,70 = Medium
0,71 – 1.00 = Easy

Meanwhile, the item discrimination will be analyzed based on the proposition of Brown (1996) in Heaton (1975) by the following formula:

$$DP = \frac{(CU+CL)}{N} \quad (2)$$

Namely:
DP = Discriminating power.
CU = Sum of the students from the upper group who answered correctly.
CL = Sum of the students from the lower group who answered correctly.
N = Number of candidates in one group.

To determine whether an item has good discriminating power or not, can be seen the following criteria:
0.0 – 0.20 = Poor
0.21 – 0.40 = Satisfactory
0.41 – 0.70 = Good
0.71 – 1.00 = Excellent

RESULTS AND DISCUSSION

The English summative test consists of 50 items with 5 options and had been answered by students second grade SMA Perguruan rakyat 1. The scoring and coding had been done by the writers; 1 for the right item and 0 for the wrong item that the responses have answered. After that, the responses are arranged in the table responses tabulation of students. Then, the scores ability of the second grade students in English summative test is obtained from the table of responses tabulation of students in class II. The next step, the data from the table was transferred into a distribution frequency. The scores distribution frequency can be seen in the table as follows:

Table 1 Scores Distribution

No.	Class Interval	Frequency
1.	41-47	9
2.	34-40	14
3.	27-33	5
4.	20-26	5
5.	13-19	2
6.	6-12	1

From the distribution of frequency, the writers finds that there are one score in the interval 6-12, two scores in the interval 13-19, five scores in the interval 20-26, five scores in the interval 27-33, fourteen scores in the interval 34-40 and nine scores in the interval 41-47.

Based on the procedure of the research, a number of respondents who answered the items correctly are found. Those candidates are divided into two groups; they are upper group and lower group. Each group consists of 10 students. In the upper group, no one student got all items correctly. It is found that a student got 48 items, four students got 46 items, a student got 45 items and three students got 44 items and one student got 43 items. Meanwhile in the lower group is only one student got 36 items, one student got 34 items, one student got 32 items and one student got 31 items. One student got 30 items, one student got 29 items and two students got 24 items. Then, one student got 23 items and one student got 18 items.
From the upper and lower groups' data, the writers calculate the index of facility value and discriminating power to get a more-depth information of the data analysis of the test item given to the students. The result can be presented as follows:

1. The Difficulty Level

The English summative test consists of 50 multiple choice items with 5 options. The data from upper and lower group are calculated by using Heaton formula in order to get the level of difficulty. The result of the difficulty was analyzed by using Arikunto's guideline (1988). Below is the computation distribution of the difficulty level observed to identify the test categories.

Table 2 Computation Distribution of the Difficulty Level

No.	Range of Difficulty Level	Category	Frequency	Percentage
1.	0,17 – 1,00	Easy	30	56%
2.	0,31 – 0,70	Medium	19	42%
3.	0,00 – 0,30	Difficult	1	2 %
	Total		50	100%

2. The Discrimination Power

The English summative test consists of 50 multiple choice items with 5 options. The data from upper and lower group are calculated by using Heaton formula in order to get the discriminating power. The result of the discrimination power analyzed by using Sudjana guideline. Below is the computation distribution of the discrimination power:

Table 3 Computation Distribution of the Discrimination Power

No.	Range of Discrimination Power	Category	Frequency	Percentage
1.	0.00 – 0.20	Poor	19	38%
2.	0.21 – 0.40	Satisfactory	12	24%
3.	0.41 – 0.70	Good	18	36 %
4.	0.71 – 1.00	Excellent	1	2 %
	Total		50	100%

CONCLUSION

Having finished the research of English summative test, the writers make some conclusions. Based on the findings in the previous chapter, the writers conclude only one of 50 items is an excellent item, eighteen of them are good items, twelve of them are satisfactory items and nineteen of them are good items. It means 31 items (60%) can be maintained and used in the summative test next period and 19 items (40%) must be revised. These findings of research indicate the English summative test items for the second grade term 2018-2019 academic years at SMA Perguruan Rakyat 1, Srengseng Sawah Jakarta Selatan have good criteria of the difficulty level, the discrimination power and the effectiveness of distracters.

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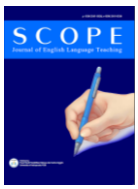

Article

The Assessment of The Readability of English Junior High School Textbooks by Implementing Cloze Procedure

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A B S T R A C T

Textbooks which are too difficult to read will decrease students' motivation in learning. Whereas textbooks which are too easy to read will make students less interested in reading them. Therefore, readability analysis needs to be done so that the textbooks used as the learning media are suitable for the students who become the target readers of the books. This research analyzes the texts in Junior High School English textbooks entitled "English in Focus" which are compiled for grades VII, VIII, and IX students of English and published by the Book Center of the Department of National Education by using cloze procedure. The assessment was conducted at SMPN 1 Gunungputri and SMP Sejahtera 2 Cileungsi, involving students in grades VII, VIII, and IX. The texts tested were adapted to their grade levels. The tests were made in the form of 100 words which were then omitted at every 5th word. The readability results state that not all texts in "English in Focus" books are suitable for students who use them. If considered suitable as teaching material, these books need some further changes because there are 6 texts from the total of 24 texts that are too difficult for the students.

INTRODUCTION

Textbooks are ones of many important teaching materials and are widely used in the classrooms, even though there are many other sophisticated teaching aids available in this information technology era. Books are still considered as the easiest media to be used as student learning materials because of their availability and variability in amounts and types. Teachers often assume that students have not learned yet if they have not recommended some textbooks for their students to be read on their own as independent learning assignments. As one source of learning, it is very important for students to be able to understand the reading texts contained in textbooks.

In the field of language learning, textbooks that are difficult to read will relatively inhibit students' success in learning because they decrease students' motivation. But, for students who have high motivation in learning, assigning them to read texts that are too easy or less challenging will cause them to be demotivated to learn and decrease their interest in reading the books. Therefore, textbooks must be chosen carefully to suit students' abilities, thereby those textbooks can motivate them to

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succeed academically (Kodom and Pearl, 2019). In addition, reading materials greatly contribute to students' reading skills so they can understand information from the content being read. This explains the fact that the level of difficulty can be determined based on the level of reader's understanding. Unfortunately, some results of previous studies state that some textbooks are not appropriate for students who are targeted by readers of the books.

A research conducted by Ernawati (2013) analyzes the text readability in "Passport to the World 2" textbook for Public Junior Secondary School (SMPN) 3 Tangerang Selatan students. The analyzed texts consist of 15 reading texts which were then assessed by using a content test to the selected texts. The average scores of reading texts were 71.11% which can be concluded as easy texts for students. This means that the textbook is not suitable for SMPN 3 Tangerang Selatan students because they can easily understand the text without the help of their teacher.

Other researcher, the research carried out by Khairil and Junus (2016) about the readability of the Indonesian textbook discourse entitled "Self and Academic Reflection"/"Ekspresi Diri dan Akademik" Second Edition Using Cloze Test. This research examined on the basis of preliminary observation which states that students in SMAN 1 Makassar are not interested in reading texts that contained in the book. There were 8 texts that selected as the samples of the cloze test with 30 students of X class as participants of this research. The result showed that 6 texts were at independent level, 1 text was in instructional level, and the rest were at the frustration level. As a teaching material, this book is not good enough because 68% of the text are too easy for students.

Moreover, Sjahrony, Lubis and Baharudin (2018) did the research about the readability of Arabic textbooks among university students in Malaysia based on the cloze test. This research is based on the assumption that student achievement in learning Arabic is still very low, whereas Arabic is a foreign language that is often used among Malaysians. Therefore, a readability study of Arabic textbooks at the Faculty of Islamic Studies involved 162 respondents from one of the universities in Malaysia. This research examines 3 texts with 250 words and eliminates every 7th words. The cloze test was carried out in the form of multiple choices with 3 choices of vocabulary for the gap. The results showed that 74% of respondents answered that the texts were at the frustration level. This shows that the book is not suitable for teaching material.

Readability is usually associated with the ability to successfully understand the difficult texts. Readability also refers to the ease with which a text can be read and understood. The basis of readability research is word. If there are many unknown words in a text, it becomes difficult to understand the text (Brown, et. al., 2019; Cardak, Dikmenli and Guven, 2016; Ulu Kalın, 2017). Dale and Chall in Rawian (2019) said that the concept of readability was initially defined as the interaction of understanding words, phrases and ideas in the text with understanding that affects the reader's interest, comprehension, and reading speed.

Each technique used to measure readability usually focuses on indicators of text difficulty such as the number of words, sentences, and word lengths which are then arranged according to a continuum indicating the level of difficulty of the text. General text characteristics that have been chosen as indicators of readability usually include vocabulary and structural complexity (Dennis, 2018). A large number of formulas have been developed to analyze the level of text readability. All of these formulas are based on simple steps like word length and sentence length. Some formulas that are often used are Flesch formula, Fog Index, Fry index, Flesch - Kincaid formula, and Gunning Index. The readability formula began to develop between 1921 and 1934 where vocabulary was the main basis for predicting readability (Brown, et. al., 2019; Khodadady and Mehrazmay, 2017; Rawian, 2019). Because it is only based on the vocabulary in the text, there are many criticisms of these readability formulas.

Then, in 1953, Wilson Taylor published the cloze procedure as another form of text readability test. Taylor stated that the number of vocabularies is not the right tool in determining the readability of the text, but the interrelationship between the vocabularies in the text is more important to note. The cloze test is based on the theory that readers can fill the gap on the text demonstrate their ability to read the text. Testing the content of the gap is considered relevant because it does not only measure the difficulty of all written texts but also the difficulty of individual words, phrases and clauses (Rawian, 2019).

The cloze test is defined as the procedure of removing part of the text or discourse and asking the reader or student to fill in the missing elements (Dennis, 2018). Cloze score can be seen from how much the reader or the student can fill in the omitted words. The lower the score, the more difficult the text. Text readability measures how difficult a text is being read based on the average sentence length and the number of complex words. Cloze tests can provide more actual results about the actual understanding of the reader (Cantos Gómez & Sánchez Lafuente, 2019).

METHOD

This research carried out descriptive method in describing the level of text readability. The research data was the reading texts contained in the Junior High School English textbook entitled "English in Focus" Grade VII, VIII, XI published by the Center of Book Archieve of the Department of National Education. The texts analyzed in this study were the texts contained in the reading chapters. The data was taken from 6 texts in "English in Focus"

grade VII, 8 texts in "English in Focus" grade VIII, and 10 texts in "English in Focus" grade IX.

Data analysis was performed by carrying out the cloze procedure. The cloze tests were carried out in SMP N 1 Gunungputri and SMP Sejahtera 2 Cileungsi, involving students in grades VII, VIII, and IX. The texts tested were adapted to their grade levels and were given randomly. The tests were made in the form of a 100 words text fragment which was then omitted at every fifth word. These cloze tests were conducted at the beginning of the new semester with the consideration that students have never read the texts before.

In determining the level of readability of the text, the results of the cloze test scores are presented with the following formula, the number of words filled in correctly divided by the number of words deleted in the test which are then multiplied by one hundred percent. A score of between 40% - 60% indicates that students might need guidance in reading. Scores above 60% indicate that the book is easy for students in the target group. Scores below 40% indicate that the book might be difficult for students (Ulu Kalın, 2017). The following table becomes a reference for the results of the cloze test score.

Table 1 Cloze Test Score Analysis

Purpose	Cloze
Unassisted reading	>60 %
Instructional, assisted reading	40-60%
Frustration level	Below 40%

RESULTS AND DISCUSSION

The results of the cloze test of the sample texts in "English in Focus" Grade VII book are as follows:

Table 2 Cloze Test Score of "English in Focus" Grade VII

Text	Page	Cloze Test Score	Reading Level
1	12	89%	Unassisted reading
2	30	65%	Unassisted reading
3	51	67%	Unassisted reading
4	94	62%	Unassisted reading
5	113	28%	Frustration level
6	132	29%	Frustration level

There are 4 texts that have an "unassisted reading" text readability with a percentage level of students over 60%. This means that students can easily understand the text. While the other 2 texts are considered very difficult (frustration level) because the percentage of students' scores is below 40%.

The analysis of the content of the cloze test conducted on the text samples of "English in Focus" Grade VIII shows that there are 2 texts that are easy to understand with a percentage of 60% and 72%, 4 texts are considered as "need assistance when reading" and 2 texts are considered difficult with a percentage of 22% and 25 %. The results of the cloze test scores show that the results of the analysis of the readability of the texts in "English in Focus" grade VIII book are not all in accordance with the students' abilities. The following is a table of readability scores for "English in Focus" grade VIII.

Table 3 Cloze Test Score of "English in Focus" Grade VIII

Text	Page	Cloze Test Score	Reading Level
1	16	60%	Unassisted reading
2	39	40%	Instructional, assisted reading
3	40	22%	Frustration level
4	60	25%	Frustration level
5	62	50%	Instructional, assisted reading
6	92	49%	Instructional, assisted reading
7	115	53%	Instructional, assisted reading
8	135	72%	Unassisted reading

The following is a table of scores on the content of the cloze test in "English in Focus" Grade IX.

Table 4 Cloze Test Score of "English in Fokus" Grade IX

Text	Page	Cloze Test Score	Reading Level
1	14	91%	Unassisted reading
2	35	81%	Unassisted reading
3	39	73%	Unassisted reading
4	42	72%	Unassisted reading
5	58	54%	Instructional, assisted reading
6	60	64%	Unassisted reading
7	88	53%	Instructional, assisted reading
8	91	40%	Instructional, assisted reading
9	114	25%	Frustration level
10	117	7%	Frustration level

The results of the cloze test stated that the results of the reading of 5 texts in "English in Focus" grade IX were considered easy to read, 3 texts were considered as "need assistance" and 2 texts were considered very difficult and one of them reached 7%, which meant that almost all students answered incorrectly on the test.

The expected readability test results range from 40-60% which means that the reading text is in the level of "Instructional, assisted reading". This is because these teaching materials are used for teaching. If the text is considered difficult, then students become unmotivated to learn, while text that is too easy will cause students not interested in learning it. Of the total 6 texts analyzed in "English in Focus" Grade VII, none of them is fit into the

seventh grade of junior high school students' standards because the 4 texts were considered too easy, and 2 texts were considered too difficult. The results of the analysis of the readability of the text in "English in Focus" Grade VIII are as follows: only 4 texts that are suitable for students of class VIII. While the results of the readability analysis of "English in Focus" grade IX stated that only 5 texts were appropriate for grade IX students out of 10 texts analyzed. However, if "English in Focus" book is expected to be a book for independent learning, then "English in Focus" Grade VII can be used easily by students, because only 2 texts are considered difficult. For "English in Focus" Grade VIII, this book is considered inappropriate because there are only 2 texts that can be read independently by students, the rest are considered as "need assistance" and difficult for students to understand. While "English in Focus" Grade IX only 50% of the texts can be used as independent reading material. If it will be considered as a textbook for students, "English in Focus" needs some changes because there are 6 texts out of a total of 24 texts that are considered too difficult for students. Therefore, the results of the text readability test for the three levels of "English in Focus" books stated that not all texts in the book are suitable for students who use it.

At school, a good textbook should not only be in accordance with the curriculum, but must also have a high level of readability. If the reading level of teaching materials is suitable with students' abilities, it will support the learning process (Handayani, 2014). The purpose of textbooks, especially English textbooks for second languages, is to help students improve their English competency. This goal will not be achieved if the text given to students cannot be read by students. In learning languages, the right material is needed. The reason is that students in one class have varied backgrounds, abilities and intelligence (Nababan, Marpaung, and Simangunsong, 2019). Text books that are difficult to read relatively inhibit students academically because those texts exceed students' lexical abilities and make students easily frustrated and unmotivated (Kodom and Pearl, 2019).

Nuttal in Miftahurrahmi, Syarif and Fitrawati (2017) states that there are three things to consider when choosing text for students: First, the suitability of text content with students'need so that the text is interesting and challenging for them. Second, it can be exploited, texts must be able to be exploited during students' independent assignments and can be combined with various teaching techniques and other types of language skills. Third, readability. Texts with lexical and structural difficulties will challenge students without overwhelming them. Readability is one of the points that makes reading material selection important. In teaching English, the teacher has the role of providing material, instead of making it (Nababan, et. al., 2019). Therefore, Hidayatillah and Zainil (2020) suggest one way to use textbooks that have a difficult level of readability: by providing some notes on the pages of the book before using them in the language class. This prevents students from misunderstanding the contents that may lead them into confusion.

CONCLUSION

Teachers as textbook users must understand and realize that the results of the analysis of the readability of textbooks are measured by certain formulas that have limitations. This legibility score can be used to get a quick picture of the difficulty of words and sentences but not directly applied as an indicator of students' level of understanding. The score shows only one of many factors that can affect the ease of a text to read (Rawian, 2019). It is the teachers who really understand the needs of students so that they can wisely choose textbooks that can improve their students' reading comprehension.

This research is certainly not perfect because it merely evaluates the readability of the texts from students' perspective as book users. The research sample is also limited to students of SMPN 1 Gunungputri and SMP Sejahtera 2 Cileungsi. To get a more valid readability analysis, further triangulation of data sources and more thorough data analysis are needed. It is recommended that the results of the cloze test are also compared with other readability analyses such as the Flesch formula, Fog Index, Fry index, Flesch-Kincaid formula, or Gunning Index. In addition, other supporting data can also be taken into consideration, such as: analysis of the book contents, observation of students' understanding about the text and interview with students or teachers as book users. Those methods can be suggested as further research to obtain the results of a more complex and legible readability analysis.

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Article

The Effects of Pre-Questioning Reading Strategies and The Use of Teaching Media to Students Reading Comprehension

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A B S T R A C T

Reading is the most common and compulsory activity that students have to do all the time and to comprehend English text is one aspect which is most required by EFL students. However, there are some issues related to this skill from the vocabulary insufficient, problems in understanding linguistics complexities, ineffective government's regulation, socio cultural differences to students' negative attitude to reading. To overcome these issues, activating content schemata by using pre-questioning and teaching media are suggested. Therefore, the goal of this present research is to investigate the effectiveness of using pre-questioning and using teaching media on students' reading comprehension. Data collection was carried out by taking the test and distributing questionnaires to second grade students from three private vocational high schools in Tangerang. The present research employed a quantitative research design to find out the effect of pre-questioning and using teaching media towards student's achievement in reading comprehension. The method used is a survey with multiple-correlational technique. The result of the research proved that using pre-questioning gives more positive effects than using teaching media.

INTRODUCTION

Reading is explained as a vital aspect occurred in a modern society since the ability to read is highly valued and important for social and economic advancement (Igwe, 2011). As printed language has been growing significantly in recent decades, people are always engaged with reading activities throughout the day in many ways. People read magazines, maps, novels, advertisements plus messages or email from our handphone, laptop, or tablet. People read those written items because they contain information that they need in daily life.

In the educational domain, reading is one of the most common and compulsory activities that students and teachers have to do all the time. They are required to read various types of texts with different purposes dealing with their assignments and other academic tasks. "Comprehending English text is also a requirement for all students since English becomes the dominant language of the internet, international business, and science"

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(Wijayanti, 2014:13). Therefore, this skill is very crucial and has a bigger portion to be taught in schools.

However, there are some issues encountered by students when they comprehend English texts. "The main problem faced by the students is insufficient vocabulary and problems understanding linguistics complexity including lexical and syntactic knowledge" (Medjahdi, 2014:17). For example, the students have difficulties in differentiating various meanings of the same word. As a result, the students tend to look up dictionary multiple times and to read word by word, especially if the text is difficult and this leads to the students' failure and frustration in comprehending the texts.

Rustipa (2014:50) affirms that "Ineffective governmental regulation is also another challenge that the teachers have to deal with". Insufficient time allocation in national curriculum that provides only two to four credit hours a week for English subject leads to the teachers' difficulties in managing time to teach English main skills (reading, writing, listening, and speaking). Besides, inadequate various text genres in English textbook is also an obstacle that results in the students' failure in comprehending kinds of texts tested in examination (Suryanto, 2014).

In another case, some EFL/ESL teaching settings students do not necessarily value reading (Natsir and Anisati, 2016). It is a constant struggle for teachers to get students attending to reading material in and out of class. In short, students, young and old, are not always motivated to read. And when faced with such an attitudinal or motivational problem, teachers are often a loss about what to do.

Finally, comprehension is difficult for ESL or EFL readers because of socio-cultural factors (Kasim & Raisha, 2017). In reading first language material, students will not encounter any difficulties in comprehending the socio-cultural context of the material. While in almost all cases of reading foreign language material, EFL students will frequently encounter socio-cultural complexities. For example, when there are two subjects from India and the United States reading two texts describing an Indian and American wedding, both of them face difficulties in comprehending the text because each one of them has different socio-cultural background. This evidence is clear that students' ability to comprehend the content of reading material depends in part on their knowledge about the topic of the reading selection.

On the basis of some problems mentioned previously above, there are four main problems of learning process in reading English. First, students' insufficient vocabularies and comprehend linguistics complexities that makes English text becomes harder to understand. Second, ineffective government regulation and inadequate various text genres that leads to students' failure in examination. Third, students' negative attitude towards reading that makes teachers struggling to motivate them to be active in learning. And the last is the students' socio-cultural differences that results in students' difficulties in comprehending foreign language material.

In order to comprehend the text, the students must be taught with some reading approaches to aid them in comprehension. Alfaki and Siddiek (2013:43) stated that "to get a good comprehension the teacher should activate appropriate schemata or background knowledge that can easily fit with the content of the text". A number of organized reading approaches and methods have been proposed in the literature for facilitating reading through activation of background knowledge. They also suggested to activate background knowledge before reading to help students get ready to read and be open to new information. Among some techniques of activating background knowledge, one of them is called pre-questioning. "In pre-questioning, the students are given some questions before they read the whole text to activate what they know about the text" (Fitriyani, Marbun and Susilawati, 2015:3). This activity can reduce students' nervousness because they are already familiar with the text before they begin reading. Theoretically, pre-questioning itself does not merely improve the students' comprehension but also build the students' interest and motivation before students read the whole text.

There are two main purposes of pre-questioning. First, it functions to motivate students to read what follows for a purpose, that is, to gain the requisite information to answer the question. This has been proved by some researchers who have been implemented this technique. Hendra (2011) implements pre-questioning in reading comprehension and conducts a quasi-experimental study that focused on the effect of pre-questioning in reading comprehension. The finding was that pre-questioning can make the students predict easily what will be discussed on the text after they read and answer the pre questioning. This technique has influenced reading comprehension achievement.

Another researcher is Mustaghfiroh (2013) who uses pre-questioning technique to enhance reading narrative text comprehension. She conducts an experimental research. It focuses on the effectiveness of pre-questioning to enhance reading narrative text comprehension. She finds that using pre-questioning technique motivates students to read because they can predict what they are going to read after they are given some questions before they read. Second, pre-questioning also functions to get students to predict within a context area what the text will be about before studying the text. Moreover, Rabiula (2014) states in her study that this pre-questioning technique can stimulate and activate students' schemata which can help them to understand the content of the text and to predict the answer of question using several questions before reading the text.

There are some strategies in pre-questioning suggested by experts. In Al Rasheed's study (2014:84), "the pre-questioning strategy consists of introducing a summary that echoes the text content which both teachers and

students start asking some questions, guessing answers and drawing some inferences before reading begins". While Ajideh (2006:6) proposed that "teachers can adopt reading questions from the comprehension questions that appear in the textbook after the reading selection or in the teachers' manual". He gives comments as follows. Some pre-reading activities simply consist of questions to which the reader is required to find answers from the text. Traditionally, this type of activity followed the text and is designed to test comprehension, but in more recent materials questions often precede the text and function as scanning tasks. That is the learner reads the text quickly in order to find specific information related to the questions.

Another strategy in pre-questioning is by giving vocabulary pre-teaching (Mihara, 2011). After guessing the title of the text, the students are given a list of key words and phrases from the passage and given limited time to translate them into their first language without looking them up in the dictionary. This strategy is very helpful because when they start reading the text, they already know the meaning of difficult words from the text and it increases their comprehension and also confidence in reading. Qolisoh (2015:26) also suggests that "Pre-questioning is taught by having the instructor asks questions about a passage and the students answer the questions, through pre-questioning students set purposes for reading, the method is supported by".

According to Harmer (2015), there are some kinds of pre-questioning, namely: pre-questioning before reading to confirm expectations, pre-questioning before reading to extract specific information, pre-questioning before reading for general comprehension, and pre-questioning before reading for detail comprehension. Pre-questioning before reading to confirm expectations refers to the use of pre-questioning as a tool for placing great emphasis on the lead-in stage (where students are encouraged to become interested in the subject matter of the text), encourages students to predict the content of the text, and gives them an interesting and motivating purpose for reading.

Furthermore, pre-questioning before reading to extract specific information is used as a tool to force the students to extract specific information from the text. They are going to answer before reading the text. If they do this it will be possible for them to read in the required way, they should see the text only to extract the information the questions demand. The other type, pre-questioning before reading for general comprehension, in this case pre-questioning is used to build up the students' prior knowledge. Lastly, pre-questioning before reading for detailed comprehension. This kind of pre-questioning intends to give the students some detailed information that should be found by them in the whole of the text.

However, the student's success in reading is not solely because of its teaching strategies and techniques. Motivation is also an important factor in encouraging students to read. Teachers need to create an atmosphere in class that encourages reading. This becomes possible if teachers use more media in their teaching. Nevertheless, many teachers in Indonesia still use teacher-centered teaching style and discourage them from using teaching media. Many one-hour lessons consist only of the students reading the textbook and answer some questions. The teachers do not realize that textbook has many weaknesses. Rahimi and Hassani (2012:68) claim that "Teachers who depend on textbook in their teaching process can become deskilled may give negative effects to students". Refer to this, one of the most common problems with textbooks is that they are designed to be used by an entire class or grade and do not reflect the interests and needs of students (Basturkmen, 2010). This kind of education does not take into account the fact that many students in the same grade have different reading levels. While some students may find the textbook too easy, other students may find themselves struggling to comprehend the information that the textbook is trying to teach them. From the two opinions above, it is obvious that teachers should use innovative teaching techniques that attract students' interest in learning rather than depend too much on textbooks.

Another problem is that the teachers did not use other media that could support the learning to become more interesting to learn, so that it attracts and helps students to learn English. Teaching and learning activities do not run effectively because most of students keep silent when the teacher ask them some questions about the text since they have no idea about why they read and without caring what they are reading. Some students also play and cheat other friends then make the class so noisy when they do the exercise that the teacher always gets mad with them. Some teachers also merely follow a particular text or materials provided by the government. When this happens, teachers feel unnecessary to be creative with materials and media and simply follow the prescribed lessons. Moreover, some teachers think that following texts and media provided can save time. However, following materials without considering the needs of the students can trivialize the experience of the students. These problems will lead to the students' failure in achieving the objective of their learning. Therefore, the teachers should be able to choose an appropriate strategy when teaching their students.

Effective learning must begin from direct experience or experience in the concrete and toward a more abstract experience. Learning will be more effective if assisted with the aids in teaching than in unassisted with a teaching tool. In order to teaching and learning process can work well, students should be encouraged to utilize all the tools senses. The teacher tries to show the stimulus (stimulus), which can be processed in many senses. "The more sensing devices used to receive and to process information, the

more likely the information is understandable and can be maintained in memory" (Patesan, Balagiu and Alibec, 2018:115). Hamalik in Azhar (2011) pointed out that the use of teaching media in teaching and learning can generate new desires and interests, encourages motivation and stimulation and learning activities, and even brings psychological influences on students. Thus, students are expected to be able to receive and to absorb easy and good messages in the material presented.

Media also play an important role in reading classroom. Reading is a very complex activity that involves almost all psychological processes including sensation, perception, motor behavior, motivation, attention, emotion, cognition, and all kinds of memories. Since these psychological functions are far from perfectly understood, a true understanding of the reading process must wait the further development of psychological and linguistic knowledge. Therefore, students' interest should be created and coped by the teacher in teaching learning process, because in teaching involves relation of psychological between students and the material. If their interest has developed, they will have emotion, sensation, attention and they will be ready to receive the materials. If this condition has been shaped, the students' achievement will appear. In other words, if the students' interest in learning something has been shaped and existed in their soul, they will give their achievement as better as they can. Therefore, it seems that it is very important to use media to teach reading for students now.

A reading course can be interesting if a variety of creative and interesting media are used. If teaching media are appropriately chosen and designed, are skillfully produced and are effectively used, they have great influence on teaching and learning because they produce impact of: save time, increase interest, hold attention, clarify ideas, reinforce concepts, add tone, prove a point, and also aid memory (Yunus, et. al., 2014). Furthermore, the visual aids are believed to be able to help English-language learners building their vocabulary, speaking, listening as well as the writing skills and making them more creative and developing their deep thinking (Marioara, et. al., 2018). Ghulam, et. al. (2015) mentions some advantages of using media for teaching reading. The first, media can help students to retain more concepts permanently. The second, they can make students interested to the material. The third, they give accurate image when the students see and hear properly. The fourth, they give the real experience. Then, they provide complete example for conceptual thinking. The last, they give understanding to help students in acquisition of language.

Media in teaching and learning process are defined as tools to match the learning objective and the learning product (Sugeng, 2010). In other words, media are tools that connect between the knowledge transferred by teachers to students' comprehension. Bertram, et. al. (2010:19) define "media as those resources that are deliberately used to communicate with us. The purpose of the communication may be to entertain, inform, educate or persuade".

The role of media in reading classroom is very important. It can enhance the students to improve their reading skills. Bertram, et. al. (2010) stated that using media is an ideal activity through which to begin developing learners' abilities to skim and to scan and thus improve their reading habits and speed. While some textbook comprehension exercises are excellent, many fail to 'connect' with the learners' worlds and interests. In order to overcome this problem, consider to set your own questions on articles and reports from the popular media.

There are some media used in reading classroom. Broughton, et. al. (2003:107) state that "a further series of devices which help to foster better understanding are those which involve the use of pictures, diagrams, charts and models". Similarly, a picture of a dagger, or the real thing, or a cut-away drawing of an automatic pistol showing how the ammunition clip fitted into it might help to clarify the conceptualisation of an unfamiliar bit of military technology. A time line, or diagram, showing the relationship between the time of narration and the sequence of events recounted in the story can also help to make comprehension easier—especially in longer pieces of writing like novels where the technique of telling a story in 'flashback' is often used.

Besides visual media, audio visual is also appropriate for learning reading. Broughton, et. al. (2003) prove that with a tape recorder or record player the roles and characters of participants in dialogue and even the context of the dialogue can be made much more vivid, since background noises and sound effects may be introduced. In particular, understanding a play can be made much easier and more enjoyable by listening to it well read—though clearly plays should really be seen in performance to arrive at the best understanding of them.

In line with this, Navarro (2008) suggests that among some strategies to activate and to build students' schemata in order to achieve reading comprehension is by using visual aids. Pictures and other visual material can activate a students' prior knowledge. If a student has some schema for fossils, a simple picture may serve to retrieve appropriate knowledge. Thus, a teacher may share this photograph of a fossil before students read a science textbook chapter on fossils. The picture serves to activate the students' schemata on fossils. Besides visual media, audio visual media is also suggested to help students comprehend the text. Using audiovisuals such as videos and DVDs is a strategy which teachers often use after having students read the text however it can be very effective when used before reading the text by building students' background knowledge and vocabulary (McCormick, 2010).

Based on the explanation above, the teacher should know what the students' perception on using media in English teaching learning process before deciding the most suitable media for students, so that media can be used effectively in class. A teacher should have responded about students' perception on using media in English teaching learning to choose what the appropriate media to minimize the barrier in delivering the message or theory in vocational high school. Because one of vocational education missions is to actualize English outcomes of occupational preparation so that individuals are able to penetrate and to challenge the dysfunctional aspects of established cultural tradition. As a result, there are some factors assumed contributing to the students' achievement in reading comprehension namely pre-questioning and teaching media. Therefore, this research aims to investigate the effects of using pre-questioning and using teaching media, both visual and audio visual, towards student's reading comprehension.

METHOD

The research employed a quantitative research design to find out the effects of pre-questioning and using teaching media towards students' achievement in reading comprehension. It means there were two independent variables and one dependent variable; variable X1 as the first independent variable (pre-questioning) and variable X2 as the second independent variable (students' perception on teaching media) which had interconnected and influenced the variable Y as the dependent variable (student's reading comprehension). The method used was a survey with multiple-correlational technique.

The population of this research was three private vocational high schools in Tangerang. The sampling technique used for this survey research was a cluster-simple random sampling taking a sample in cluster, random, and simple ways. It was carried out because of the wide area and a great deal of population and the sample was tenth grade students from each school. As a result, 25 to 30 students from each school were chosen randomly to become samples for this research. Therefore, there were 80 students totally in grade ten were given treatment for this research.

First, the students were given pre-test to see their achievement in reading comprehension before given a treatment. The treatment of using pre-questioning technique in teaching reading was implemented for the first three weeks and it was followed by giving reading comprehension post-test. Kinds of pre-questioning used in this treatment was pre-questioning before reading to get general information and pre-questioning before reading to confirm expectations.

The pre-questioning strategy was conducted by giving students some questions about the text to find out whether they were familiar with the topic or not. If the students were disable to answer the questions, teachers would explain it and this would help students to get prior knowledge (schemata) before they read the text. The same treatment was also conducted for using teaching media. Teaching media used for this treatment were pictures showed in power point and a movie. After the treatment, the students were also given a questionnaire to find out their opinion about which teaching media they liked during the learning process. At the end of the treatment, students were given reading comprehension post-test consisting of 30 multiple choice problems to seek the effect of both strategies. Finally, the data collection was processed by using descriptive data analysis, data requirement test (linearity test, normality test and multicollinearity test), and hypotheses test.

RESULTS AND DISCUSSION

To see how far the effects of pre-questioning and teaching media towards students' reading comprehension, the multiple correlation coefficients is used to measure and to analyze them. From the first calculation, it shows that Fobserved is 20.156 and Ftable is 3.10. Since Sig figures = 0.000 < 0.05 and Fobserved is higher than Ftable (20.156 > 3.10). From this result, it can be concluded that combination of using pre-questioning strategy together with using teaching media gives significant effects on Students' reading comprehension. The effect is classified medium or neither too high or too low. The contribution percentage from these two strategies is 34.40% while 65.60% contribution is from other factors. From this finding, it is proved that if teachers use these two strategies, it improves students' reading comprehension.

In the second calculation, it is conducted to find out how effective pre-questioning strategy in helping students with their comprehension. The result shows that tobserved is 6.347 whereas Sig score = 0.000 which is lower than significance grade (Sig) ($\propto$ =0.05) or Sig = 0.000 < 0.05. In other words, using pre-questioning strategy is proved to give significant effect on students' reading comprehension. The result of this calculation is consistent with Hendra (2011), Mustaghfiroh (2013), and Rabiula (2014) who found that pre-questioning helps students in reading comprehension.

Finally, in the third calculation, it is conducted to find out how effective the use of teaching media to increase students' reading comprehension. The result shows that tobserved is 0.431 whereas Sig score = 0.667. since Sig grade is higher than Sig score (0.05 > 0.667). Therefore Ho (null hypotheses) is accepted. This finding indicates that teaching media doesn't give any effect on students reading comprehension. This result is inconsistent with Bertram (2010), Broughton, et, al. (2003), Navarro (2008),

and McCormick (2007) who stated that using teaching media can improve students' reading comprehension. It proves that teaching media also has some weaknesses from distracting students' mind from subject matter, reducing the role of teachers, to failing to describe abstract words (Deepa, 2014).

From those three results, it can be summarized that using pre-questioning itself or combined with teaching media is effective in improving students' reading comprehension. While using teaching media alone does not help students to arouse their potential in reading comprehension. In other words, using pre-questioning strategy is better than using teaching media. The students said that the used of teaching media won't help them in comprehending the reading text. The students think that media only describes concrete words and cannot describe abstract words. Since there are so many abstract words in the text, therefore the use of teaching media cannot help them to comprehend the whole text.

CONCLUSION

Reading comprehension is a complex cognitive process of decoding symbols for the intention of deriving meaning and constructing meaning. It is the mastery of basic cognitive processes to the point where they are automatic so that attention is freed for the analysis of meaning. To comprehend the text, the students need some motivation and activate background knowledge or schemata, as well as use some appropriate strategies and skills. When they have activated prior knowledge of text, students are better able to concentrate and to comprehend what they are reading. One technique to activate the students' background knowledge is pre-questioning.

Pre-questioning is a useful tool for helping readers examine their own values, attitudes, opinions or related experiences before they interact with the text and leading them to focus attention and provide for purposeful reading. To improve students' interest in reading skill, the teacher should make the lesson more interesting and efficient to decrease the students' difficulties. Therefore, the teacher needs a suitable method. The suitable method has an important role in determining the success of teaching learning process. Using media in teaching learning should be made more interesting moreover efficient to decrease the difficulties of the students and some difficulties can be minimized by selecting the tools or aids that is possible to bring in the classroom. However, based on the research findings, it can be seen that there is no effect of students' perception on teaching media towards students' reading comprehension. The students think that the use of teaching media will not help them in comprehending the reading text. The students affirm that media only describe concret words and cannot describe abstract words. Since there are many abstract words in the text, so the use of teaching media cannot help them to comprehend the whole text.Therefore, to comprehend the reading materials, it is better to use pre-questioning to train the students' brain process rather than teaching media which has some limitation to help students understanding the text.

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Article

English Vowels Pronunciation Accuracy: an Acoustic Phonetics Study with PRAAT

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A B S T R A C T

Examining pronunciation accuracy can be done both by analyzing speech production acoustically using PRAAT software and by taking minimal pairs as research data. The causes of mistake and the factors affecting pronunciation phonetically can be identified through this analysis. This research is aimed to measure the accuracy of the pronunciation of English vowel sounds by third-semester students majoring in English Education by comparing them to the standard pronunciation of English native speaker and to identify factors causing pronunciation problems. This descriptive qualitative research was conducted through several phases: (1) data collection, (2) data analysis, and (3) presentation of the result. The results showed that, out of four participants, there is only one participant who can distinguish front and back vowels correctly while the other three participants fail to distinguish them at certain vowel sounds. The most common mistake is at long and short vowels ([iː] : [I] and [uː] : [ʊ]). Participants fail distinguishing long and short vowels even though they have been informed that they are different. Furthermore, the problems of pronouncing [æ], [ɔː], and [ɒ] varied across the participants. The first language interference, attitude toward English, and lack of motivation are indicated to be the factors affecting pronunciation.

INTRODUCTION

English is one of the languages in the world which writing system is different from its pronunciation. This, of course, raises problems in English pronunciation, especially for non-native speakers who learn English. The problem is caused by the way letters represent sounds or vice versa. In English, one sound can be represented by different letters or the same letter can represent different sounds. Moreover, it is not hard to find one sound which is represented by a combination of letters or one single letter that represent more than one sound (Yavas, 2011). Because of those phenomena described previously, most native English-speaking children are familiarized with the only twenty-six English letters in forty-five or so different sounds speech sounds from a very young age (Ogden, 2009).

Native speakers learn these differences in sound and letters at an early age. Non-native speakers should also be familiarized with the sounds in English from the very beginning of English learning. However, some researches showed that the early teaching of English in the non-English speaking country, including Indonesia, does not

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focus on pronunciation. Priority is often only given to vocabulary and grammar, but not to pronunciation. Teachers pay enough attention to grammar and vocabulary in learning foreign languages and they help students become skillful in listening and reading. Most teachers think that learning pronunciation is too difficult and monotonous for students (Harmer, 2007). In accordance with that statement, Gilakjani (2012) stated that the problem arising in the pronunciation teaching is although the role of English pronunciation is important in English language, many teachers do not pay enough attention to this important skill. As a result, pronunciation problems often occur and continue to middle and high school even to college. Indeed, pronunciation problems must also be caused by mother tongue interference, but if students have been familiarized with the correct pronunciation from the beginning of the learning process, the errors can be minimized.

As lecturers of Pronunciation Practice and English Phonetics and Phonology, the writers often found students who have difficulties in pronouncing certain English sounds, whether it is vowel or consonant. The participants of this present research who are the third-semester students of the English Education Program have received the Pronunciation Practice subject in the previous semester, the second semester. In the Pronunciation Practice class students are taught how to produce consonant and vowel sounds correctly. Hopefully, by studying English Pronunciation, pronunciation errors in English sounds will no longer occur or at least can be minimized. The students who have passed the Pronunciation Practice subject are considered to have enough knowledge and ability to pronounce words in English correctly.

In fact, from the observation, the writers have found that errors in the pronunciation, especially the pronunciation of vowel sounds, still frequently occur. The error is not only found in specific vowel position but at all possible positions, initial, medial, and final. In this research, the researchers wanted to see the accuracy of English vowels pronunciation of the third-semester students majoring in English Education. This analysis can be done by seeing it through acoustic phonetics study by utilizing PRAAT software which is a computer program for analyzing, synthesizing, and manipulating speech. PRAAT enables researchers to observe the spectrogram of each sound so that the vowel quality can be measured. PRAAT was developed in 1992 by Paul Boersma and David Weenink at the Institute of Phonetic Sciences of the University of Amsterdam (Boersma and van Heuven, 2001).

Discussing about vowel sounds in acoustic phonetics perspective, there is a relatively simple correspondence between tongue height, the advancement (frontness and backness) dimension of the tongue, and the relative positions of F1 and F2. The first formant relates to vowel height. Close vowels have a low F1, and open vowels have a high F1. The second formant relates to the advancement (frontness and backness) dimension of the tongue. Front vowels have a high F2, but back vowels have a low F2. Rounding the lips also lowers F2, so as we move through cardinals 1–8, F2 gets progressively lower (Ogden, 2009). Recent works in speech research have demonstrated that certain articulatory properties of speech sounds can be recorded, analyzed, and evaluated in computer laboratories, including the properties of vowel sounds. Some scholars have conducted researches on acoustics phonetics. Those studies tried to measure the accuracy of vowel pronunciation by non-native speakers with different mother tongues. Li (2004) conducted research examining the acoustic properties of Taiwanese adult learners' vowel pronunciation. Da, Tilman and Nurhayani (2015) conducted research that was aimed at describing the pronunciation errors of front vowels done by the first semester students of Timor Loorosa'e National University in Timor Leste. Moreover, Ganie, Maulana, and Rangkuti (2019) conducted research aimed at finding out the dominant errors of the pronunciation of English phonemes made by students from North Sumatera.

Those three studies have shown that participants have difficulties in pronouncing the English vowel correctly. Although the results of the analysis showed difficulties appear in different sounds in each study, the difficulties were generally caused by the interference of mother tongue. In this present research, the researchers try to find another factors that cause pronunciation errors besides the interference of mother tongue because it has already been the definite factor of pronunciation error. The researchers believe that there are other factors that greatly influence the improvement of students' pronunciation skills.

Overall, this research aimed to measure the accuracy of the pronunciation of English vowel sounds by third-semester students majoring in English Education by comparing them to the standard pronunciation by native speakers of English and to identify factors causing pronunciation error. By comparing the sounds of native and non-native speakers acoustically, the causes of pronunciation errors will be found.

METHOD

To deal with the problem, this research employed a descriptive qualitative method which was based on the facts or phenomenon that occur empirically in amongst the users. The research design was undertaken to describe the data in the form of spoken words from the object of research that can be observed to obtain the picture of phenomenon in the students' pronunciation. The data in numerical information were involved to describe the vowel

quality by seeing the frequency of first formant (F1) and second formant (F2) of the pronounced phonemes.

This research was conducted with three stages of research, namely (1) data collection, (2) data analysis, and (3) presentation of the result. The data were collected from native and non-native English speakers' pronunciation. The data were in the form of monosyllabic minimal pairs. Monosyllabic minimal pairs were chosen because of some reasons. Minimal pairs are "pair of words that have the same sounds in the same order except for a single difference in sounds, and have a different meaning" (Yavas, 2011). This definition emphasizes that the correct pronunciation of a single different sound of the words within minimal pairs will be significant in differentiating meaning. Minimal pairs are also frequently used in pronunciation learning to prove the appearance of phonemic differences between two sounds.

The error in pronouncing those sounds will be influential. Furthermore, Mirza (1987) and Feldman, et. al. (2013) found that learning sounds that appear within words will be more helpful for learners to recognize the sounds than learning the isolated sounds. Hence, some keywords containing the analyzed sounds are needed for they enable learners to contrast different vowel sounds. Because of those reasons, the monosyllabic words with CVC patterns were chosen as the data to be analyzed.

Data recording was done by downloading the native speaker's voice from lexico.com powered by Oxford and the recording of the students' voices. Four participants were chosen randomly as the informants in this project. They were students of the English Education Program studying in the third semester. The data were recorded by using a laptop and a headset.

In accordance with students' attitude, the data were taken through interview. The approach to interviewing included the direct elicitation. The interview was done individually through tightly controlled conversation so that the data needed can naturally emerge (Wray, A, Trott, K, & Bloomer, 1998). These individual interviews were done to avoid one person's influence on another person.

In analyzing phase, the recorded data were transferred into PRAAT software. The analysis was done by finding the formant frequency (F1 and F2) of each vowel pronounced by students. The F1 and F2 of the students were compared to the F1 and F2 of a native speaker to examine the error or the accuracy of students' pronunciation. A native speaker's pronunciation was used as the comparison because it was considered a standard pronunciation. The results of the analysis were presented formally in the form of a description. This phase was also completed with the identification of factors affecting students' pronunciation based on the interview done to each participant questioning about their process of pronunciation learning and their habitual activities concerning English pronunciation.

RESULTS AND DISCUSSION

1. The Comparison between Native and Non-native Vowel Quality

The following table 1 and 2 reveal the frequency of F1 and F2 of an English native speaker whose voice was recorded from lexico.com powered by Oxford. This voice was used as the standard and would be compared to participants' pronunciation due to the assumption that a native speaker has more accurate vowel qualities than participants who are not native speakers of English.

From the results of the identification that have been done by using PRAAT software, it was found that the frequency of F1 and F2 of vowel sounds in minimal pairs are as follows:

Table 1 Front Vowel of English Native Speaker

Word	Sound	F1	F2
peach	[i:]	395	2024
pitch	[I]	543	1926
head	[e]	636	1855
had	[æ]	820	1670

It is seen in Table 1, the F1 frequency of front vowels [i:] and [I] of both words in minimal pairs are significantly different. This discrepancy shows the variation of tongue height when both words are uttered. The sound [i:] as long-high vowel has F1 which is lower than F1 of the short-high vowel [I] it is higher than [I]. Furthermore, the frequency of F2 of sound [i:] is slightly higher than F2 of the sound [I] because both are equally front vowels, but [i;] is a little bit more fronted than [I].

The next minimal pair that contains front vowel sounds is head: had. The sounds in contrast [e] and [æ] are two front vowels with different tongue heights, open-mid and open, so F1 is also different. The higher sound [e] has a lower F1 than the lower one [æ]. For F2, the sound [e] is more fronted than [æ], therefore the F2 of the [e] is higher than F2 of [æ]. From the distinct frequency of F1 and F2 of both sounds, it can be concluded that the pairs of words are pronounced in different ways. The sound [i:] must be pronounced differently from [I] and [e] must also be different from [æ].

Table 2 Back Vowel of English Native Speaker

Word	Sound	F1	F2
fool	[u:]	529	953
full	[ʊ]	599	1137
cool	[u:]	556	1126
call	[ɔ:]	672	910
hoot	[u:]	493	1268
hot	[ɒ]	686	1157

In this research, the researchers took three minimal pairs to compare the quality of the back vowel contained by each pair. In Table 2, sounds in contrast [u:] and [ʊ] in the words fool and full are two high-back vowels with different

vowel qualities which are indicated by the differences in the frequencies of F1 and F2. Besides the slight difference in tongue height (F1) and vowel length, [u:] and [ʊ] are also different in terms of the advancement (front/back) dimension of the tongue although both of them are back vowels. Because [ʊ] is more fronted than [u:], the frequency of F2 is higher than the one of [u:].

Minimal pair of cool and call compares vowel [u:] and [ɔ:]. These sounds, in contrast, are dissimilar in vowel quality which is indicated by the difference between F1 and F2 of both sounds. [u:] is a high vowel that has lower F1 than [ɔ:] which means that the tongue position of [u:] is higher than the one of [ɔ:]. The frequency F2 [u:] is higher than the frequency F2 [ɔ:] because [u:] is more fronted than [ɔ:]. In the vowel chart [ɔ:] it is at the furthest position of the tongue so that its F2 is the lowest among all back vowels.

The next minimal pair is hoot and hot that has sounds in contrast [u:] and [ɒ]. The height of the tongue of these two sounds is significantly different, as designated by the difference of both sounds F1 frequencies which is relatively big. This is because [u:] is a high-back vowel so it belongs to a closed vowel while [ɒ] is a low-back vowel that requires an open jaw. Moreover, [u:] is back vowel which is slight more fronted than [ɒ]. That is why the F2 of [u:] is higher than F2 of [ɒ].

The results of the F1 and F2 analysis of front and back vowels contained by the minimal pairs pronounced by the native speakers of English above will be the comparison to measure the accuracy of the pronunciation of the front and back vowels by the participants. The following are the results of the F1 and F2 analysis of each front and back vowels of each participant.

Table 3 Front Vowel of Participant 1

Word	Sound	F1	F2
peach	[i:]	505	2281
pitch	[I]	477	2274
head	[e]	634	2021
had	[æ]	613	1998

Table 3 reveals the diversity between F1 and F2 of front vowels in the minimal pairs pronounced by the non-native speaker with the ones pronounced by a native speaker. It is seen that F1 of [i:] is higher than F1 of [i] where it should have been lower because [i:] is higher than [I] so that it is more closed then [I]. Moreover, in terms of tongue advancement, the two sounds also did not show a significant difference. The F2s are on almost the same frequencies. These results indicate that participant 1 cannot distinguish yet how to pronounce long-high vowel [i:] and short-high vowel [I].

Furthermore, the vowel quality of open-mid vowel [e] and open [æ] in the minimal pair pronounced by participant 1 also does not show a significant difference where it should have been significantly different as exemplified by native speaker pronunciation in Table 1. These results again show that the participant 1 has not been able to distinguish the pronunciation of vowel [e] and [æ] so that the two words in the minimal pair are pronounced relatively the same.

Table 4 Back Vowel of English Participant 1

Word	Sound	F1	F2
fool	[u:]	625	1679
full	[ʊ]	635	1632
cool	[u:]	566	1633
call	[ɔ:]	707	1087
hoot	[u:]	285	1142
hot	[ɒ]	744	1181

It is shown in Table 4 that the minimal pair fool and full with contrasting sounds [u:] and [ʊ] as the contrasting sounds show the minimum difference in F1 which is only 10 Hz. It means that the tongue height when both sounds are pronounced are very much alike. The difference of F2 between the two sounds is not prominent, where it should have been as shown by the ones of the native speaker. Even further, F2 [ʊ] is lower than F2 [u:] when it should have been higher because [ʊ] is more fronted than [u:]. Still, these results indicate that participant 1 has not been able to distinguish the pronunciation of long, high-back vowel [u:] from short high-back vowel [ʊ].

For the minimal pair cool and call with [u:] and [ɔ:] as contrasting sounds, it appears that participant 1 has pronounced the two sounds quite accurately. When F1 of both sounds are compared to the F1s of the native speaker, it can be said that they are almost the same. On the other hand, F2 is quite different from that of native speakers. Both sounds are pronounced with F2 much higher than native speaker's which means [u:] and [ɔ:] participants are more fronted than those of native speakers.

Finally, minimal pair hoot and hot with [u:] and [ɒ] as sounds in contrast. When it is compared, F1 [u:] and F1 [ɒ] are significantly different. Indeed, both of them are at a much different height of the tongue. [u:] is pronounced with the high tongue position while [ɒ] is pronounced with the low tongue position. The frequency of the F2 of both sounds is also ve ry much different even though both are back vowels but [u:] is a little bit fronted than [ɒ]. However, specifically for the word hoot, when the F1 of sound [u:] as compared to the native speaker's, it shows a significant difference. This might be caused by the lack of accuracy in setting the tongue height by participant 1 when pronouncing the word.

Table 5 Front Vowel of Participant 2

Word	Sound	F1	F2
peach	[i:]	404	2104
pitch	[I]	509	2003
head	[e]	601	1789
had	[æ]	735	1601

The first and second formants of four front vowel sounds contained by two minimal pairs pronounced by participant 2 appear to be accurate because the frequencies are very close to those of the native speaker, as can be seen in Table 5. The F1 and F2 patterns of the vowel [i:] and [I] show significant differences indicating that both sounds are pronounced accurately as is the case with native speaker pronunciation. Likewise, with open-mid and open vowel [e] and [æ] which have different frequencies of F1 and F2 which denote the different way of their pronunciation. This result shows that student participant 2 does not have a problem in pronouncing front vowels.

Table 6 Back Vowel of Participant 2

Word	Sound	F1	F2
fool	[u:]	539	1197
full	[ʊ]	563	1183
cool	[u:]	527	1107
call	[ɔ:]	744	992
hoot	[u:]	545	1148
hot	[ɒ]	694	1287

The pronunciation of back vowels in two minimal pairs by participant 2 is accurate. It is seen in Table 6 that participant 2 can distinguish the long high-back vowel [u:] and the short high-back vowel [ʊ] in the minimal pair fool and full. When it is compared to the back vowel sounds of the native speaker, F1 of participant 2 is approaching the native speaker's pronunciation. However, there is a slight difference in the frequency of F2, where F2 [u:] should be smaller than F2 [ʊ] because [u:] is more fronted then [ʊ]. A very small distance between F2 [u:] and [ʊ] by participant 2 shows that when pronouncing these two sounds, his advancement dimension of the tongue is relatively the same.

The accuracy of the pronunciation of the sound [u:] and [ɔ:] by participant 2 can be seen from the frequency of F1 and F2. Compared to F1 and F2 of the native speaker, they are very close to the native speaker pronunciation. F1 [u:] is lower than F1 [ɔ:] because it is more closed than [ɔ:] and F2 [u:] is higher than F2 [ɔ:] because it is more fronted than [ɔ:]. In conclusion, participant 2 can distinguish between the close vowel pronunciation [u:] and close-mid vowel [ɔ:].

Participant 2 also performed an accurate pronunciation of minimal pair hoot and hot which contrasts sound [u:] and [ɒ]. The first and second formant frequencies of both sounds are close to the ones of the native speaker indicating that he can set his tongue in proper height and position. It means he can distinguish the high back vowel [u:] with low back vowel [ɒ] by placing the tongue in the right position when pronouncing these words.

Table 7 Front Vowels of Participant 3

Word	Sound	F1	F2
peach	[i:]	453	1740
pitch	[I]	463	1855
head	[e]	606	1999
had	[æ]	601	1993

From table 7 it can be seen participant 3 has a problem in distinguishing the pronunciation of closed and closed-mid vowels as well as open and open-mid vowels. There is no significant difference between the F1 frequencies of [i:] and [I] as well as [e] and [æ]. Those facts reveal that participant 3 pronounced the two words in these two minimal pairs in the relatively the same way. There is no vowel length difference between [i:] and [I]. In addition, the height of the tongue when pronouncing those two sounds is relatively the same. It is indicated by the F1 frequency which is very close to one another. The tongue advancement problem is also seen here, that F2 [I] is higher than F2 [i:], where the opposite should be the case because [i:] is more fronted than [I]. Vowel [i:] should be articulated by pushing the tongue forward so that the tip of the tongue touches the back of the lower ridge, while in pronouncing [I], the tip of the tongue is slightly pulled back followed by the reduction in tension ([I] should be pronounced more relaxed) because [I] is the lax counterpart of tense [i:].

The pronunciation of two vowel sounds that should be different but pronounced the same is also seen in the minimal pair [e] and [æ]. The participant pronounces the two sounds in the same way as seen from the very close F1 frequencies of the two sounds. This shows that the difference in tongue height is not visible even though the two sounds are in different positions, open-mid and open (mid and low) vowels. Compared to the native speaker, the participant tends to pronounce [æ] in the same way she pronounces [e] where it should have been different because [æ] should be more open than [e].

Table 8 Back Vowel of Participant 3

Word	Sound	F1	F2
fool	[u:]	535	1178
full	[ʊ]	530	1160
cool	[u:]	458	1362
call	[ɔ:]	547	1200
hoot	[u:]	449	1115
hot	[ɒ]	482	1104

Table 8 represents the distinction between participant's formant and the ones of the native speaker are seen in F1 and F2 frequencies. It seems participant 3 cannot distinguish vowel [u:] and [ʊ] because the frequency of both formants is very much alike. The long high vowel [u:] should be slightly higher than the short high vowel [ʊ] as shown by the native speaker in Table 2. The F2 of [ʊ] should have been higher than [u:] because it is more fronted. But, the participants failed to do it.

The distinct tongue height and tongue advancement when pronouncing [u:] and [ɔ:] causes a significant difference between these two sounds. The participant 3 succeeded in

differentiating them where F1 and F2 frequencies fit the standard pattern. However, F1 and F2 of the participant are much different from the ones of the native speaker. It might be caused by an improper tongue position.

Furthermore, participant 3 failed in distinguishing vowel [u:] and [ʊ] which should be different doe to the significant difference of tongue position. F1 [u:] should have been much lower than F1 [ʊ] because it is much more closed and F2 [u:] should have been slightly higher than F2 [ʊ] it is more fronted. Contrary to the standard given, F1 of both sounds pronounced by participant 3 are alike.

Table 9 Front Vowels of Participant 4

Word	Sound	F1	F2
peach	[i:]	430	1823
pitch	[I]	493	2028
head	[e]	621	1984
had	[æ]	717	1852

Table 9 depicts the difference in F1 frequency between two words in the minimal pair peach and pitch. Although the difference is not very significant, only 63Hz, this already shows that the participant has distinguished the height of the tongue when pronouncing [i:] and [I]. As the case of participant 3, the comparison of the frequency of F2 participant 4 is somewhat different from that of the native speaker. F2 [i:] should be higher than F2 [I] because [i:] is a little bit more fronted than [I]. Vowel [i:] should be articulated by pushing the tongue forward so that the tip of the tongue touches the back of the lower ridge, while [I] is pronounced with the tongue tip is slightly pulled backward followed by a reduction in tension (pronounced more relaxed) because [I] is shorter than on [i:].

From the F1 and F2 frequencies of [e] and [æ], it is shown that the participant 4 can already distinguish the pronunciation of the two sounds. Sounds [æ] is lower than [e] so that it has higher F1 frequencies. However, when it is compared to sound [æ] of the native speaker, the participant's tongue should have been lower so that F1 will be higher and its difference with [e] will be more significant. Regarding tongue advancement, it appears that [e] of participant 4 is indeed more fronted than [æ] indicated by F2 [e] is higher than F2 [æ].

Table 10 Back Vowel of Participant 4

Word	Sound	F1	F2
fool	[u:]	641	1102
full	[ʊ]	648	1192
cool	[u:]	703	1269
call	[ɔ:]	786	1081
shoot	[u:]	627	1764
shot	[ʊ]	744	1904

When compared to the native speaker pronunciation, minimal pairs of cool and call with [u:] and [ʊ] as the sounds in contrast by participant 4 can be said to be less accurate, as represented in Table 10. It can be seen from the comparison of the frequencies of the F1 vowel [u:] and [ʊ] which are relatively the same. The pattern shown is quite accurate where F1 [u:] is lower than F1 [ʊ] which shows the tongue position [u:] is slightly higher than [ʊ] and it needs more muscular effort to articulate as it is a tense vowel. However, the insignificant differences between those frequencies show that participant 4 failed to distinguish these two sounds.

Meanwhile, the accurate pronunciation was identified in the minimal pair cool and call. Participant 4 was able to distinguish the sounds [u:] and [ɔ:] as was evidenced by the pattern of all frequencies which fits the one of the native speaker. However, the difference between participant and the native speaker frequencies are quite much. It might be caused by an improper tongue position.

The same problem was also found in minimal pair hoot and hot. It has followed the native speaker's pronunciation but the significant differences were also found in the frequencies of F1 and F2 when the ones of the participant were compared to the native speaker. It means that the participant 4 can distinguish the sounds but, still, is not able to put the tongue in the correct position.

Based on the previous discussion, the results show that inaccurate pronunciation still occurs among students who have passed the pronunciation practice course. There some problems found in pronouncing front and back vowels. The average results of F1 and F2 formant frequency measurements showed that (1) Only one of the four participants can pronounce the English vowel sounds in a way that is close to the quality of the native speaker vowel. Participant 2 has been successful in differentiating English front and back vowels; (2) Generally, pronunciation errors occur in front vowels [i:], [I], [e], and [æ] where participants are less able to distinguish long vowels and short vowels and distinguish the height of the tongue (F1) and the advancement (front/back) dimension of the tongue (F2) when pronouncing the front vowels. Those two formants are less accurate which causes the vowel sounds pronounced by participants to have different qualities from the sound of the native speaker vowels. They have known that those long and short vowels are different phonemes in English which also differentiate meaning, but still, it is hard for the participants to pronounce them differently; (3) The less accurate pronunciation made by the participants articulating English back vowels. Mistakes were commonly found in the pronunciation of long high back vowel [u:] and short high back vowel [ʊ]. Again, it is related to the vowel length. They tend to pronounce [u:] and its counterpart [ʊ], in the same way. Meanwhile, the differences in the position of the tongue between the close-back vowel [u:] with the close-mid [ɔ:], and close-back [u:] and open back vowels [ʊ] make the participants able to differentiate them as seen from the similarity of the

participants' pattern of formant frequency with native speakers'. However, much different frequency participants' formant and the native speaker's formant may be caused by the lack of accuracy in placing the tongue.

2. Factors Affecting Pronunciation

Kenworthy in Frazier and Brown (2001) stated that native language, age, exposure, innate phonetics ability, identity and language ego, attitude, and motivation and concern for good pronunciation are some of factors that affect pronunciation This present research is still limited to the pronunciation of English vowels. It has not touched consonant and supra segmental features of sound which has a profound effect on the accuracy of pronunciation. However, from this present study on four students majoring in English education, the writers found that pronunciation errors were caused by several factors. The main factor causing pronunciation problems is the first language factor, which is Indonesian language in this respect.

From the form given to the participants concerning their biodata and from the interviews that the researchers have conducted with the four participants, the results showed that the first language of the four participants was Indonesian. One of them spoke Javanese as her mother tongue, but when she grew up she speaks Indonesian in her daily life. Dardjowidjojo (2009) explains that from the point of Contrastive Analysis, when language A contains certain sounds that do not exist in language B, then it will cause problems for someone speaking language B in learning language A, and vice versa. Indonesian phonetics and phonology are different from English' from some aspects. This is what has been found in the participants' pronunciation. Sometimes they failed to pronounce a certain sound because the sound does not exist in Indonesian. From the articulatory phonetics point of view, Indonesian has speech sounds that are different from English in the way to produce the sounds, including vowel sounds.

There are some fundamental differences regarding the Indonesian and English vowel sounds. Indonesian does not distinguish between long vowels and short vowels which have a significant difference in English because they also distinguish word meaning. Variations found in Indonesian front and back vowel sounds are not as complicated as English vowel sounds. Compared to English, Indonesian has lesser vowels. There are controversies about the number of Indonesian vowels. Some say that there are nine, eight, seven, and some other say there are only six vowels. This phenomenon occurs due to the vernacular interference (Dardjowidjojo, 2009). Moreover, Dardjowidjojo (2009:54) stated that "due to the fact that English has at least eleven vowels, and there is no consistency of pronunciation in Indonesian, there is a great problem for Indonesians learning the English vowels. This is the first factor influencing their vowel pronunciation".

Another factor is the participants' attitude toward language. From the results of the interviews we conducted with participants, three of them admitted that it was rather difficult to distinguish vowel sounds because from the very beginning of pronunciation learning they already had the mindset that pronunciation course was difficult. Once they have been introduced to English vowel symbols and how to pronounce them, they have already had a negative attitude that those sounds are confusing and they are hard to distinguish. The writes found that this is also the result of their early English learning where they had never been given special knowledge about pronunciation. Hence, they were offered this course, they were not ready to accept it and they found it is difficult. The negative attitude toward English then continues with low self-motivation to be able to pronounce English correctly.

Finally, low motivation has been a factor that makes things worse. The low motivation is marked by the lack of self-awareness to enrich their pronunciation knowledge outside of class hours on campus. Some learners are not particularly concerned about their pronunciation, while others are. Kenworthy in Frazier and Brown (2001) stated that the extent to which learners' intrinsic motivation propels them towards improvement will perhaps be the strongest influence of all six of the factors in this list. The Pronunciation Practice course given to students lasts for approximately 2 hours 30 minutes, once a week. This time allocation is inadequate due to a large number of students in one class and a large amount of material that has to be delivered. By being aware of this situation students should have more motivation to increase their knowledge of pronunciation outside of the class hours. Many media can be used to help them improve their English pronunciation. A lot of applications on smartphones are available and can be used for learning aids. However, the lack of self-motivation remains the most influential factor in learning.

From the description above it can be seen, actually, with a positive attitude towards English and strong motivation from within, the first language factor can be overcome. Indeed, the first language accent may not be omitted, but at least it can be reduced by intensive practice.

CONCLUSION

Examining speech production acoustically will help us to consider whether a speaker pronounces words correctly or not. Boersma and Weenink (2001) have created a very useful software that can show us the visual representations of speech sounds so that they can be analyzed. Segmental features including vowel sounds have been a challenge for English learners since the phonetics and phonological diversities of languages. The results of this present research have shown that there are vowel sounds that are often

mispronounced by participants. There is only one participant who can pronounce the minimal pairs correctly. Meanwhile, the other three participants failed to distinguish certain sounds. The most common mistake was when the participants has to distinguish long and short vowels ([i:] : [I] and [u:] : [ʊ])]. The participants failed to distinguish long and short vowels even though they have been informed that they are different. The first language interference attitude toward English, and lack of motivation are indicated to the factors affecting pronunciation.

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