

GRAMMATICAL MISTAKES OF INDONESIAN-ENGLISH TRANSLATION ON STUDENTS' THESIS ABSTRACTS

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Abstract: *The study aimed to knowing the grammatical mistakes found in students' translation texts especially in the thesis abstract made by students of the Business and Economy Faculty of Bengkulu University. It investigated how the grammatical rules were implemented in their thesis abstracts. The study used the analysis of English grammar rules based on grammatical theories. The documents were used as the main data in this study, there were ten thesis abstracts made by the students. The results showed that there were 38 grammatical mistakes found. The most frequent grammatical mistakes made by students were word choice, word order, verb + agreement, and tenses. Then, at the end of the analysis, researchers gave the model of improvement based on the grammatical rules toward the grammatical mistakes that researchers found. This step was very important because the translation was about how we transferred the source language to the target language in equal meaning.*

Keywords: *English grammatical rules; Grammatical mistake; Translation*

Abstrak: *Studi ini bertujuan untuk mengetahui kesalahan tata bahasa yang ditemukan pada teks terjemahan mahasiswa khususnya pada abstrak skripsi yang dibuat oleh mahasiswa Fakultas Bisnis dan Ekonomi Universitas Bengkulu. Ini memeriksa bagaimana aturan tata bahasa diterapkan dalam abstrak tesis mereka. Penelitian ini menggunakan analisis aturan tata bahasa Inggris berdasarkan teori tata bahasa. Data utama dalam penelitian ini berbentuk dokumen, yaitu sepuluh abstrak skripsi yang dibuat oleh mahasiswa. Hasil penelitian menunjukkan bahwa terdapat 38 kesalahan tata bahasa. Kesalahan tata bahasa yang paling banyak ditemukan adalah pilihan kata, urutan kata, kata kerja + agreement, dan tenses. Kemudian, pada akhir analisis, peneliti memberikan model perbaikan berdasarkan kaidah gramatikal terhadap kesalahan gramatikal yang peneliti temukan. Langkah ini sangat penting, karena penerjemahan adalah tentang bagaimana kita mentransfer bahasa sumber ke bahasa sasaran dalam arti yang setara.*

Kata kunci: *Aturan tata Bahasa Inggris; Kesalahan tata Bahasa; Terjemahan*

INTRODUCTION

In Indonesia, students have learned English since they are in elementary school. Learning English is very important for students since English is useful in this modern era. Because of this factor, English becomes the major that all students at the university level have to learn, including the faculty of Economics and Business. At the end of the lecture at college, students have to complete their studies by writing a scientific paper namely an undergraduate thesis. This writing can be used as a means

of communication by using symbols (Parmawati & Santoso, 2021) scientifically. Students can deliver their knowledge and ability in their thesis.

Theoretically, a thesis is a project that students making research involving some methodology. In reporting this research, there is a thesis abstract, which contains the whole research methodology and result. As stated by Gambescia (2013) an abstract contains some elements like the subject matter, objective, result, and implication which are conveyed to the

reader. It means, when the reader has read the abstract, the reader will understand what is the research about. It showed that an abstract is an important part of Academic writing.

According to Gambescia (2013), he maintains that abstract has many roles in academic writing, such as abstract in article journal and abstract in the dissertation. Abstract for an academic journal is needed for terms in a scientific conference. Then, before the article will be downloaded by the reader, they will see the abstract formerly. The last, to gain a bachelor's and master's degrees, students should make abstracts in their thesis or dissertation. Moreover, the abstracts are commonly written in bilingual languages, these are English and Bahasa Indonesia. In short, students have to be able to translate the abstract from Indonesian to English.

Translation plays an important part when the students make abstracts into English. As stated by Larson in Choliludin (2006) translation can be defined into two types form-based translation and meaning-based translation. The form-based translation is about source language form, meanwhile, meaning-based translation is about the replacement of one language (SL) into another language (TL) in the equal meaning. From this theory, it can be said that translation is the process to transfer a message from the original language to another language by taking into account the similarity of meaning.

Furthermore, the thesis abstract should be in good organized and good structure. Based on Gambescia (2013) proposed that the abstract must be of good quality. But unfortunately, in the process of translating the abstract to English, grammatical mistakes usually happen in it. It shows that doing this job is not an easy job. Hoxha (2015) said that Mistakes are violations of the standard and deviations of the standard. The standard means grammar rules that are used when we want to make academic writing. Moreover, Grammar means a set of structural rules that organize English itself. In the line with this, Djatmika (2014) stated that there are several common grammatical mistakes in

translating Bahasa Indonesia into English. These grammatical mistakes are prepositions, parallel construction, Tenses, Articles, Double verbs, word order, verb form, conjunction, subject + verb agreement, passive voice, incomplete elements, plurality, adverb, and the usage of others.

These are the explanation of the common mistakes in grammatical rules by Djatmika. The first common mistake is prepositions. Radford (2009) said that Preposition is the substantive /lexical part in English. There are many prepositions in this type, such as: in, on, off, inside, outside, and so on. For example, of grammatical mistakes: in June 2015 I went to Yogyakarta. Model for improvement: In June, I went to Yogyakarta. The second common mistake is parallel construction, this type is used while people try to express the parallel word in one sentence. This part includes: and, but, or, nor. Example of grammatical mistakes: she likes eating, watching, and drawing. Meanwhile, the model of improvement is: she likes eating, watching, and drawing. The third common mistake is tenses. This type is quite a popular part to the students. Tenses are time signals for different placement. This type has two different tenses, these are: past and present tense. The formula of the simple present tense is as follows: Subject + verb (s/es) + Complement. Meanwhile, the formula of Past tense is as follows: Subject + Verb 2+ Complement. Example of grammatical mistakes: The political crisis in 2000 develop the number of problems in Indonesia. Meanwhile, the model of improvement is: The political crisis in 2000 developed the number of problems in Indonesia.

The fourth common mistake is articles. This type is consisting of two categories, these are indefinite and definite articles. The indefinite article is a/an, meanwhile, the definite article is the. The indefinite article is used when we talk about the singular countable word, specifically for nouns. The nouns with consonant sounds in the front of the word will use *A*. But, the nouns with vowel sound in the front of the word will use *An*. On the other hand, *the*

refers to a specific thing or thing that we talk before. Example of grammatical mistakes: to open the door, you need to pull it. Meanwhile, the model of improvement is: to open a door, you need to pull it. The fifth common mistake is double verbs. Sometimes, these grammatical mistakes mostly happen in students' academic writing. According to (Klassen, 1991) sentence structure will be an error when we found two verbs in the same sentence or clause. For example, grammatical mistakes: people who bring a golden ring must give a red card to the committee. Meanwhile, the model of improvement is: people who bring a golden ring must give a red card.

The sixth common mistake is word order. Word order in English will help to give meaning full in the sentences. Example of grammatical mistakes: Budi at school, cycling fast. Meanwhile, model of improvement: Budi cycling fast at school. The seventh common mistake is verb forms. This type is very important when we want to create good grammatical sentences. This type is divided into two verbs. These are ordinary verbs and auxiliary verbs. Ordinary verbs consist of regular and irregular verbs. A regular verb is a verb that word changes are structured, meanwhile, an Irregular verb is a verb that word changes are not structured. Moreover, an auxiliary verb is a word that is used to help an expression or tenses. Example of grammatical mistakes: I brought a car last month. Meanwhile, the model of improvement: I bring a car last month.

The eighth common mistake is a conjunction. Based on Finegan (2014) maintains that conjunction has two categories, are: **and**, **but** and **or**. **And** is used when we talk about the equivalence of word position. **But** is used when we talk about something contrary to one another. and **or** is used when we want to talk about something that has a similar meaning in the context. Example of grammatical mistakes: They study hard last night and they failed the test. Meanwhile, the model of improvement: They study hard last night but they failed the test. The ninth common mistake is Subject+verb agreement. Good sentences consist of one subject and one

verb. To choose the correct verb in a sentence, then we have to see what is the subject in the sentence itself. Example of grammatical mistakes: She plays piano in the auditorium. Meanwhile, the model of improvement: She plays piano in the auditorium.

The tenth common mistake is passive voice. Passive voice is a sentence in which the object of the sentence becomes the subject. It means that the subject is something that is affected by the object and vice versa. Example: Active sentence: I drink a cup of tea every day. Example of grammatical mistakes: a cup of tea is **drunk** by me. Meanwhile, the model of improvement: A cup of tea is **drunk** by me every day. The eleventh common mistake is incomplete elements. A sentence will be incomplete if there is no one subject and one verb. Example of grammatical mistakes sentence: Soekarno the first president of Indonesia. Meanwhile, the model of improvement will be: Soekarno **is** the first president of Indonesia. The twelfth common mistake is Adverb. An adverb is used to explain the manner of the word. This type has some categories. These are: when (here, now, often), where (there, here), how (suddenly, fiercely, quickly) and to what degree (too, very). Not only this, there is a categorization of adverbs, which form as adjectives +adding – ly. example of grammatical mistakes: He runs **fast**. Meanwhile, model of improvement: He runs **fastly**. The last common mistake is word choices. Based on Djatmika (2014), said that the quality of translation is a combination of readability, acceptability, and accuracy. These points will influence the message of the translation. For example, grammatical mistakes: Most people think that the financing aspect is important in their life. Meanwhile, model of improvement: Most people think that the financial aspect is important in their life.

Some research has been conducted by other researchers. First, research from Hidayati (2015) entitled "Revealed that students of Diponegoro University majoring Civil Engineering Committed Errors in Their English Abstracts". In her research, the researchers found that there

are many errors made by the students caused by using the wrong structure or morpheme. The difference with this present study is: this research analyzed the grammatical mistakes in the abstract of university students' thesis. Besides, the researchers used different theories by Djatmika (2014). Second, in research from Niswah (2010) entitled A grammatical analysis on the Indonesian - English translation of 2010 thesis summaries of the international management class of Jember university in her research, the researchers found some grammatical mistakes made by the students.

Based on the previous research above, sometimes students still make some mistakes in Translating abstracts from Indonesia-English. It proves that students need more information and knowledge to avoid grammatical mistakes. This research aims to explain and identify grammatical mistakes in the undergraduate thesis abstracts of students in the Business and Economy Faculty at the University of Bengkulu. The real reason researchers an undergraduate and postgraduate degrees choose abstract thesis is that Thesis is the main part of the final project as one of the fulfillment of the requirements of a. The sample of this research is undergraduate abstracts in the year 2020/2021. This research has two research questions. These are:

1. What types of grammatical mistakes are found in the Business and Economy Faculty undergraduate abstract thesis in the year 2020/2021?
2. What is the model of improvement from the grammatical mistakes found in the abstract thesis?

METHOD

The goals of this research are to know the grammatical mistakes made by the student of the Business and Economy Faculty of Bengkulu University and the model of improvement from the grammatical mistakes found in the thesis abstract. So, a qualitative design was used in this research. According to Gass and Mackey (2015), they said that qualitative and quantitative are two approaches that

many people implement while doing research. Qualitative research is research that the design in experimental figuration. Furthermore, Documentation will be used as the sample of this research. The data should be in the word of figuration which is unstructured based on grammar rules. The data was derived from the students' thesis abstract translation of Indonesian-English in the 2020/2021 academic year of the Business and Economy Faculty of Bengkulu University. The total number of samples of this research was 10 thesis abstracts.

Besides that, the Descriptive method was implemented while analyzing and describing grammatical mistakes found in the student's thesis abstract of the Business and Economy Faculty of Bengkulu University. According to (Bogdan & Biklen, 2003) they said that descriptive was the characteristic of data collected from pictures, words, audio-video recordings, documents, transcripts, etc. In this research, the data is in form of a document, specifically several abstracts thesis.

In analyzing the data, the researchers checked the grammatical mistakes made by students. Then, the researchers divided the data based on types of grammatical mistakes using a table of mistakes. Furthermore, there are four steps that the researchers used in analyzing the data, these are: finding the abstract-identifying the mistakes-calculating the mistakes, and explaining and evaluating the grammatical mistakes.

After collecting the data, the researchers identified grammatical mistakes in the students' thesis abstract. Its mistakes es put and listed in the table of analysis which consists of types of mistakes and their number.

In calculating the mistakes, the researchers used the formulas as follows:

$$P = \frac{F}{N} \times 100\%$$

Note:

P: the proportion of frequency of mistakes
 F: frequency of specific types of mistakes
 N: total number of mistakes

This point would be the last part of analyzing the data. The researchers report the mostly found mistakes made by the students in the percentage figuration.

RESULT AND DISCUSSION

The results of the current study show us from two thesis abstracts, 16

sentences contain grammatical mistakes. The researchers found that the grammatical errors were categorized from fourteen types of grammatical error theory based on Djatmika. The detail of these grammatical mistakes is provided in the following table.

Table 1. Types of grammatical mistakes

No	Types of Mistakes	Text number										Total of mistakes	
		1	2	3	4	5	6	7	8	9	10	Number	%
1.	Word choice	1	1	-	1	-	2	-	1	-	1	7	18.4
2.	Word order	2	1	1	-	-	-	1	-	1	-	6	15.8
3.	Subject +Verb Agreement	1	1	2	-	-	1	-	-	-	1	6	15.8
4.	Tenses	2	1	1	-	1	-	-	1	-	-	6	15.8
5.	Preposition	-	1	-	-	-	-	-	-	-	1	2	5.3
6.	Articles	1	-	-	1	-	-	-	-	-	-	2	5.3
7.	Plurality	1	-	-	-	-	-	1	-	-	-	2	5.3
8.	Incomplete Element	1	-	-	-	-	-	-	-	1	-	2	5.3
9.	Passive Voice	-	-	-	-	-	-	-	1	-	-	1	2.6
10.	Pronoun	-	-	-	-	-	-	-	-	-	-	-	-
11.	Conjunction	1	-	-	-	-	-	-	-	1	-	2	5.3
12.	Double Verbs	-	-	-	-	-	-	-	-	-	-	-	-
13.	Parallel Construction	-	1	1	-	-	-	-	-	-	-	2	5.3
14.	Adverb	-	-	-	-	-	-	-	-	-	-	-	-
	Total							38					100

Source: data processes

Discussion

As seen in Table 1 above, the researchers found fourteen types of grammatical mistakes made by the Business and Economics faculty students. Besides that, there are 4 dominant types of grammatical mistakes found which are word choice, subject + verb agreement, tenses, and word order. These will be the main discussion later. The discussion is presented by classifying the findings, highlighting their mistakes, and then explaining the findings.

1. Word choice

As academic researchers, word choice is the main point while writing an article. It

has several rules that the researchers or writer should be followed. When the translation has an appropriate word choice, then the meaning will be delivered appropriately. And vice versa, if the translation has the wrong word choice the meaning will be not accurate. Two sentences are containing the wrong choice of words. Those are noun choice and verb choice. There is one verb choice mistake found in the data.

These are an example of grammatical mistakes types of verb choice and noun choice

SLT: *Penelitian ini dilakukan pada konsumen yang menggunakan*

produk merek eiger pada mahasiswa universitas bengkulu

TLT: This research was conducted on consumers who use products brand Eiger in Bengkulu university students

Improvement: This research was **conducted** on consumers who **use** products **of the** brand Eiger in Bengkulu university students

Furthermore, there are several mistakes of word choice in other places. Djatnika (2014) said that peer word selection in the original text in Indonesia will influence word selection. Example,

SLT: *Untuk meningkatkan kinerja strategi pemasaran koperasi perlu dilakukan evaluasi dalam penelitian ini juga dengan menggunakan analisis SWOT*

TLT: To improve the performance of cooperative marketing strategy needs to be evaluated in this study also using SWOT analysis

Improvement: **To improve** the performance of cooperative marketing strategy, **it** needs to be evaluated in this study also using SWOT analysis

2. Word order

Based on the results, the researchers found that there are two types of word order structure in the data. These are sentence order noun phrase order. The one is about the wrong order of words in a noun phrase. While we want to arrange the sentences, noun phrase becomes the important aspect. From this point, the reader will get the meaning of translation accordingly. Moreover, it will influence the message from SLT and TLT equivalence. These are an example of word order mistakes:

SLT: *Kasus pada mahasiswa Universitas Bengkulu*

TLT: Case on University students Bengkulu

Improvement: Case on **students of** Bengkulu university

The structure of the phrase “university students Bengkulu” is considered incorrect because the word structure is a noun with the name of the institution. So, the

appropriate word is “students of Bengkulu university”.

The second is based on sentence order. Sukarno (2015) maintained that compulsory elements of English sentences are subject and finite verb. The normal word order contains a finite verb. The mistake is categorized as inverted word order, as the following example:

SLT: *Penelitian ini adalah metode kuantitatif*

TLT: This research is a quantitative method

Subject FV

In the example, grammatically the English translation is correct, but it may be less acceptable in the TLT because TLT may have its own rules in word order. This sentence can be modified based on the English word order that comes under the inverted word order using passive voice. so ‘quantitative’ can be put at the beginning of the sentence.

Improvement: Quantitative method is used in this research.

3. Subject + Verb Agreement

Sukarno (2015) proposed that a good sentence consists of two main parts, are subject and verb form, and these points should be correlated to each other. It’s become the main part that showed the differentiation between Indonesian and English word structure. As the form in the English pattern of SVA:

<u>Subject</u>	<u>Verbs</u>
-s	+ (e)s
+ (e)s	-s

When the sentence has the subject as singular, marked by (-s), the finite verb requires suffix (+s/+es) contrary, when the sentence has the subject as plural, signaled by (+s). The finite verb should be in the base form or signaled by (-s). The SVA pattern is used in sentences with non-verbal and verbal predicates.

The result of this current research showed that there are two mistakes of SVA. Here is an example of an SVA error and its fix based on the SVA pattern:

SLT: *Variabel penelitian ini terdiri dari variabel citra merek,*

kepercayaan merek dan loyalitas merek.

TLT: The variables of this study consist of a variable brand image, brand trust, and brand loyalty.

Improvement: The variables of this study **consist** of a variable of brand image, brand trust, and brand loyalty.

According to the rule of the pattern of SVA, it showed that the TLT is not suitable because the finite verb provide is not in agreement with the nominal subject of the variable. Marked by (-s). The finite verb does not require suffix -s (consist) to be fitted with the subject, whereas the SLT does not have such a rule of SVA. Another of grammatical mistakes, such as the following sentence

SLT: *Metode analisis data dalam penelitian ini menggunakan pendekatan statistik melalui SPSS 16 dengan program regresi linier berganda.*

TLT: Methods of data analysis in this study using the statistical approach through SPSS 16 with multiple linear regression program.

Improvement: **Method** of data analysis in this study using the statistical approach through SPSS 16 with multiple linear regression program.

Based on the second pattern of SVA, the singular subject (does not marked by s/es) should be followed by the base form of the finite verb (without -s). The TLT in the example above fractures the rule of SVA. The finite verb of methods is incorrect because it does not in line with the singular object 'the statistical approach through SPSS 16 with multiple linear regression program'. So, the modification of the finite verb should be signaled by (-s) 'Method'.

4. Tenses

The time signals will affect the forms of tenses. The time signals can be simple and implicitly implied in the text, or they may depend on the context of the text. This type has found 3 grammatical mistakes in

tenses, which are about the past and present continuous tense. For example:

SLT: *Penelitian ini menggunakan data utama*

TLT: This study uses primary data

Improvement: This study **uses** primary data

The above mistakes happen because the data is about the present research. So, they must be in the form of present tense rather than other tenses. Another case occurs in the findings of tenses about the use of to be in the tenses. The existence of to be in the tenses will influence the meaning of its tenses. Example of findings:

SLT: *Strategi bauran pemasaran yang dilakukan oleh Koperasi Al-Amal BMT Kota Bengkulu adalah strategi produk, harga, tempat dan promosi sedangkan strategi STP belum digunakan karena melayani semua segmen pasar.*

TLT: The marketing mix strategy carried out by the Al-Amal cooperative BMT Bengkulu city is a strategic product, price, place, and promotion while STP strategy has not been used because they serve all market segments.

Improvement: The marketing mix strategy carried out by the Al-Amal cooperative BMT Bengkulu city **are** strategic product, price, place, and promotion while STP strategy has not been used because they serve all market segments.

In this sentence, several strategies indicate the number of objects. Meanwhile, this sentence uses 'is' as to be. So, the correct to be must be in the form of 'are'. After being analyzed, the translation results of the ten abstracts thesis have been accurate and equivalent. The analysis of the text is based on the English grammatical rules. The data are crucial to be analyzed because the accuracy of translation text is influenced by the appropriate grammatical structure.

The result of this current research has similar to the previous study, it is by Niswah (2015) entitled A grammatical analysis on the Indonesian-English

translation of 2010 thesis summaries of the international management class of Jember University. In this research, the researchers analyzed the grammatical mistake with the theory from Djatmika (2014). The researchers found that 104 grammatical mistakes spread out from 14 types of grammatical mistakes from Djatmika's theory. Meanwhile the differences with this current research, the data are two thesis abstracts made by students of the University of Bengkulu.

Moreover, this research has differences from the second previous research. That is from Hidayati (2015) Entitled "Revealed That Students of Diponegoro University Majoring Civil Engineering Committed Errors in Their English Abstracts". In her research, the researchers found that there are many errors made by the students caused by using the wrong structure or morpheme. This research was conducted to find out the grammatical errors made by the fifth student of the English study program, Class A, at the Teacher Training and Education Faculty of Tanjungpura University in the academic year of 2013/2014 in the Indonesian-English translation. The result of this study showed there were 222 errors in students' translations. The numbers of errors in noun phrases were 122 (54,95%), the verb phrase was 89 (40,09%), the adjective phrase was 11 (4,96%) and the adverb phrase was zero. and the most frequent error made by the students was an error in a noun phrase.

On the contrary, based on the current research, the researchers found that in the fourteen types of grammatical mistakes based on Djatmika (2014) there are several grammatical mistakes are found. The researchers found 38 grammatical mistakes with four types of mistakes that mostly appeared. These are: word choice 18.4%, word order 15.8%, subject + verb agreement 15.8%, and tense 15.8%.

CONCLUSION

This current study is purposed to analyze the grammatical mistakes in the Indonesian-English translation of 2016 students' thesis abstract in the Business and

Economy Faculty of Bengkulu University. Furthermore, the researchers tried to figure out the common types of grammatical mistakes found in the students' thesis abstract and analyzed the mistakes which can be corrected based on English grammatical rules by Djatmika.

The results of this study show that the abstract thesis contains several grammatical mistakes which are divided into 14 types such as word choice, word order, verb + agreement, tenses, preposition, articles, plurality, incomplete element, passive voice, pronoun, conjunction, double verbs, parallel construction, and adverb. These 14 types of grammatical mistakes are spread in several sentences of the data. At the end of the classifying activity, there are 4 types of errors that are dominant out of 14 mistakes types, and the mistakes are based on the rules of English grammar.

In short, to arrange a suitable translated text, the translator must pay attention to the accuracy of grammatical rules in English. So, the message from the source language (Indonesia version) can be distributed evenly in the target language form.

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