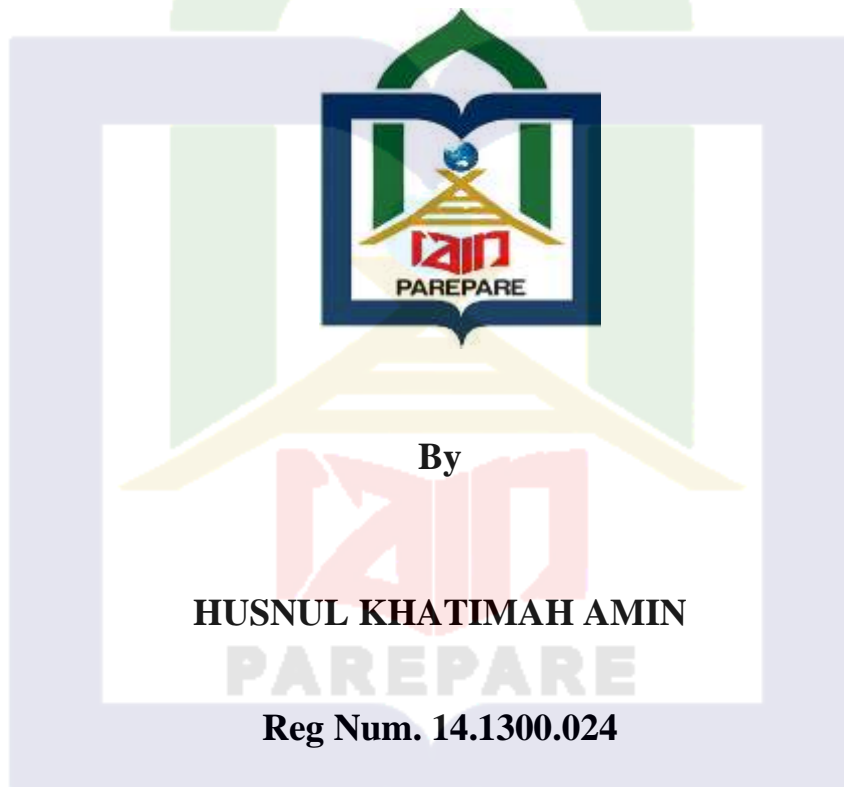


A THESIS

**THE ANALYSIS OF THE STUDENTS' TRANSLATION
ABILITY TO THE SECOND GRADE STUDENTS OF MA
DDI LILBANAT PAREPARE**



By

HUSNUL KHATIMAH AMIN

PAREPARE

Reg Num. 14.1300.024

**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE
PAREPARE**

2021

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By

HUSNUL KHATIMAH AMIN

Reg Num. 14.1300.024

Submitted to the English Education Program of Tarbiyah Faculty of State
Islamic Institute of Parepare in Partial Fulfillments of the Requirement
for the Degree of Sarjana Pendidikan (S.Pd.)

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TARBIYAH FACULTY
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PAREPARE**

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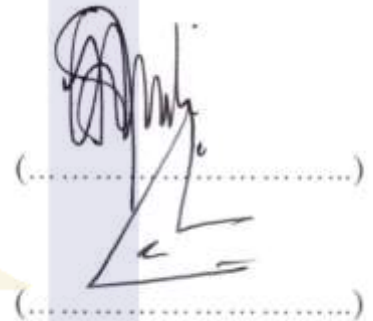
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A THESIS

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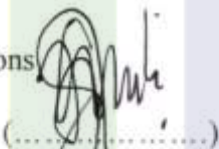


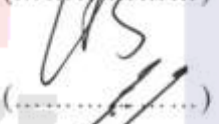


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Deeply from the bottom of her heart, the writer realized that this skripsi is completely not a work of perfection. It cannot be denied that there are so many inadequacy in it. So the writer, with all her heart apologizing for that and require for as many as possible some critics, suggestions and ideas for a better work in the future.

May Allah always blesses us all

Parepare, 9th April 2021

The Writer,



HUSNUL KHATIMAH AMIN

DECLARATION OF THE AUTHENCITY OF THE SKRIPSI

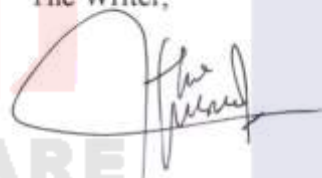
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Profusely, this writing is originally my own writing, it was not copied, duplicated or it not complied by any other people. If it can be other skripsi, this skripsi and the degree that has been gotten would be postponed.

Parepare, 9th April 2021

The Writer,



HUSNUL KHATIMAH AMIN

ABSTRACT

Husnul Khatimah Amin. 2021. The Analysis of The Students' Translation Ability to The Second Grade Students of MA DDI Lil-Banat Parepare (supervised by Nurhamdah and Nanning).

The fact that English is an important language to be mastered cannot be denied. Since it is used as the international language, people had started to compete in mastering the language. Most of people who learn English as the second language facing trouble in translation. Many people have tried to find out the appropriate ways deal with this case. The writer intend to analyze their ways of translating with paying attention of their ability of the English itself. Beside that the writer will consider about the teachers' ways of teaching and their instruction when teaching English in order to see the influence both the teacher's teaching techniques and their methodology and also the students skills mastering in translating.

The objective of this research was to analyze the translation ability of the second grade students of MA DDI Lil Banat Parepare. The research used qualitative descriptive. The sample of this reserach was the whole second grade students' at MA DDI Lil-Banat Parepare in academic year 2020/2021 contains of 58 students who were taken using the purposive sampling supported by the provided criteria. The students were given a task to be translating.

The result of the data analysis shows that mostly students were still translating word by word without considering the actual meaning of the source language. Thus, it can be concluded that the second grade students of MA DDI Lil-Banat Parepare categorized in Form-based translation instead of the Meaning-based translation

Keywords: Mother Tongue, Translation

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CHAPTER I

INTRODUCTION

A. Background

English has been become the very important language for many countries. It has been used as international language especially in our country of Indonesia. Its subject of material component is used for the major of many universities, schools and many others places that talk about English as the main subject of learning. Linguistic which being an important part of this leads us to understand its components and meaning itself. Learning to translate and understand all the pattern and the purpose of the content also become very crucial to be comprehended for the students and all education related in it. Many students with different level have their own way to translate based on what they have learned either form the text book or from the learning of teacher's explanation. Students with good preparation of English must be very easy to understand how to translate the subject from the source to the target language.

The students' translation influenced by many factors when the foreign language when the learners try to produce pronunciation and words, and sentences in foreign language. According to Thongma, foreign language learners cannot avoid that social culture milieu in which learner grows up. According to that statement, the learners cannot be separated to their culture. "Culture" in this study could be said their daily language that becomes naturally when they try to speak in Bahasa.

The writer intend to analysis their ways of translating with paying attention of their ability of the English itself. Beside that the writer will consider about the teachers' ways of teaching and their instruction when teaching English in order to see the influence both the teacher's teaching techniques and their methodology and also the students skills mastering in translating.

Madrasah Aliyah DDI Lilbanat which is known as boarding school that used two languages of English and Arabic as the icon of students' output value becomes the major reason why the researcher intends to do her research in this school. She wants to know about the students' ways in translating and then analyze their ways of translating.

She needs to know by analyzing this related topic that had been becomes that mostly the big problem faced by many students. By translating the text from the source to the target language has been explained very clear that mostly students still have difficulties to do it. However to see these correct and the real data of students analysis of translation must be observed and directly me measured by doing the research to the students at MA DDI Lilbanat. That is why to this end of that case, the researcher intends to do her research about *“An Analysis of The Students Translation Ability to the Second Grade Students of MA DDI Lilbanat Parepare”*

B. Research Question

How is the students' translation ability to the second grade students of MA DDI Lilbanat Parepare?

C. Objective of the Research

The objective of this research is to find out the students' translation ability to the second grade students of MA DDI Lilbanat Parepare.

D. Significant of the Research

1. For the teachers

This research is expected as guidance for the English teacher. The teacher can get more knowledge about translation ability which is influenced by many aspects and condition, so that the teacher could be better in preparing the best ways of facing those problems.

2. For the students

This research will give an easy comprehensible for the learner and easy to learning the translation subject in order to fix their better translation ability

3. For other writers

The writer realizes that this research needs more suggestion and critics from the reader this research is far from perfection. The writer hope that this research will be a reference for based another research that has same topic with this research.

CHAPTER II

REVIEW OF RELATED LITERATURE

This part describes about the description of the previous related finding, some pertinent ideas, conceptual framework

A. Previous Related Research Findings

There have been some researchers done related to this research. Some of them are quoted below:

The research conducted by Krisetyawati (2010) on her thesis entitled an Error Analysis on the Translation of English Noun Phrase into Indonesian of the fifth semester Students of the English Department of Teacher Training dan Education Faculty Sebelas Maret University in the academic Year 2009/2010. It is found that omission is the major error is 175 errors. Followed by miss information (144 errors), misordering (27 errors), addition (9 errors). To be more specific, omission of errors happened in omission of article (87 errors), preposition (9 errors), possessive pronoun (27 errors), word (52 errors). Addition errors happened in addition preposition (1), possessive pronoun (3), word (5), miss information errors happened in miss information of form-based translation (12), meaning based-translation (39), unduly free translation (93).¹

¹Keristyawati, Skripsi: "An Error Analysis on The Translation of English Noun Phrases into Indonesian of The Fifth Semester Students of The English Department of Teacher Training and

Another research that used students as its subject conducted by Utami (2017). In her research entitled *The Source of Errors in Indonesian-English Translation*. This research was focus on the grammatical error. From the data analysis it was found 3 main errors, namely global errors, local errors and other errors.²

Diana on her research the effectiveness of error analysis in translation classes a pilot study found that that there is a large number of the errors they produced are the result of both negative and positive linguistic transfer of translating the words made by the students. By not enabling learners use the varying method of translating the meaning of the words let them difficult to prepare their strategy of leaning translation.³

Eka stated on her research “an analysis of the lexical errors in translating english text into bahasa indonesia done by the students of english department university of HKBP nommensen medan” that from the result of the translation. Finally, from the data gathered, the writer can made a conclusion that the causes of errors of the lexical errors made by the students are intralingual and interlingual causes.⁴

Education faculty, Sebelas Maret University in the Academic Year 2009/2010” (Sebelas Maret University,2019),p.8

² Utami, S. (2017). *The Source of Errors in Indonesian-English Translation*. Jurnal KATA. 1(3), 192-202.

³ Presada Diana, *the effectiveness of error analysis in translation classes. a pilot study*. (University of Ploiesti : 2014). P.56

⁴ Hathi Eka, *an analysis of the lexical errors in translating english text intobahasa indonesia done by the students of english department university of hkbp nommensen medan*. (Medan:2015). P.27

From those findings research, the researcher found that there are many reasons why the teachers and learners use their mother tongue to learn English. The researcher realized that learning other language should be prepared better to solve the inside learners' anxiety of learning and those researches findings seems to show that the activity of translating the words affect the students' emotional to use their mother tongue and involve the case that there will be many errors made by them. So the teacher as well should make the new innovation to let the learners learn better.

The problem that will be analyzed by the writer here is the errors made by the students in translating the words. Writer need to know could that kinds of ways related in order give the positive or the negative impact of the learners' output learning English especially in learning translation. Because by watching the phenomena of learning, learners' are busy to learn English in all aspects with using their mother tongue guide for help them understand the English well.

B. Some Pertinent Ideas

In this part, some pertinent ideas that explain the concept of the variable of the research.

1. Definition of Translation

Traditionally, translation has been a human activity, although attempts have been made to automate and computerize the translation of

natural-language texts - machine translation - or to use computers as an aid to translation computer-assisted translation. It is certain that translation is a human activity, therefore, the text that is translated into the target language should be written in a rhetorical style that is intended to impress or influence readers and must have the same language effect without using imagination or skills which characterized human mind. Consequently, it is unreasonable to think that computers can be used as an aid to translation.

Translation" is, etymologically, a "carrying across" or "bringing across": the Latin *translatio* derives from *transferre* (*trans*, "across" + *ferre*, "to carry" or "to bring"). The modern European languages, Romance, Germanic and Slavic, have generally formed their own equivalent terms for this concept after the Latin model: after *transferre* or after the kindred *traducere* ("to lead across" or "to bring across"). Additionally, the Greek term for "translation," *metaphrasis* (a "speaking across"), has supplied English with "metaphrase," meaning a literal, or word-for-word, translation, as contrasted with "paraphrase" (a "saying in other words," from the Greek *paraphrasis*).

Having taken into account all the developments in Translation Studies during last century, Bell seems suggest a more comprehensive definition of translation which stress the dimension of semantic and stylistic equivalence in translation:

Translation is the replacement of a representation of a text in one language by a representation of an equivalent text in a second language. Another advanced definition of translation is the one introduced by Etchnia Arjona as follows:

Translation is a generic term for the Interlingual, sociolinguistic and cultural transfer for any message from one community to another through various modes of written, oral, or mechanical means. Translation is often regarded as a project for transferring meaning from one language to another. Translation is a form of interlingual communication that involves a Source language and a Target language and it is an art which requires appropriate knowledge of both source and target language.

According to Bell, the aim of translation is to reproduce as accurately as possible all grammatical and lexical features of the source language original by finding equivalents in the target language. At the same time all the factual information contained in the original text must be retained in the translation. He then suggests that there are three distinguishable meaning for the word. It can refer to:

- a. Translating : The process (to translate, the activity rather than the tangible object)
- b. A translation : The Product of the process of the translation

- c. Translation : The abstract concept that encompasses both the process of translating and the product of the process.⁶

Translation is basically a change of form when we speak of the form of a language, we are referring to the actual words, phrases, clauses, sentences, paragraphs, etc, which are spoken or written. These forms are referred to as the surface structure of a language. It is the structural part of language which is actually seen in print or heard in speech. In translation, the form of the source language is replaced by the form of the receptor target language.⁷

Translation as process-oriented view can be said as the most favorable definitions of translation. Many translation scholars define translation is an act of communication. A good translation surely difficult to gain an absolute similarity for each language has its own uniqueness, either grammatical or cultural meaning. The one who translate any documents must consider on the limitation of deriving faithful translation in which an Source Language text must be the same as the Target Language text.⁸

⁶ T.Bell, Roger. (1991) *Translation and Translating*. Singapure: Longman

⁷ Hathi Eka, *an analysis of the lexical errors in translating english text into bahasa indonesia done by the students of english department university of hkbp nommensen medan*. (Medan:2015). p.7

⁸ Paradita Intan, (2012) *an Introduction to translation Studies: An Overview*. (Jakarta : Islam University Indonesia), p .55.

Catford also stated that he agrees to both of arguments above that translation is the replacement of textual material in the Source Language text by equivalent textual material in the Target Language text. However, this definition seems limited on the use of textual material terms because translation is not only limited to the use of something textual but also untextual material, as described by Roman Jakobson as An inter-semiotic translation.⁹

Translation refers to the process of, or the product resulting from, transferring or mediating written text(s) of different lengths (ranging from words and sentences to entire books) from one human language to another. In translating, the language from which a text is translated is known as the source language (SL) and the language of the translated product is the target language (TL). What is also referred to as the original text is generally known as the source text (ST) and the translated text is the target text (TT).

Furthermore, Sonia stated that Translation refers to the process of, or the product resulting from, transferring or mediating written text(s) of different lengths (ranging from words and sentences to entire books) from

⁹ Catford in Paradita, (2012) *an Introduction to Translation Studies: An Overview*. (Jakarta : Islam University Indonesia), p. 56.

one human language to another. This preliminary definition attempts to capture the essence of the concept of translation, i.e., the core elements that most scholars and practitioners will agree are present in the concept of translation: (i) written text; (ii) transfer; (iii) from one natural language to another.¹⁰

Translation is related to form of a language. In brief, translation is the process of expressing the meaning of information from a language to the other languages

which may have different form with the source language. Source language is the language of the information which is going to be translated is taken. Target language is the language that the information is going to be translated.¹¹

From the definition above, the researcher can conclude that translating is a process of transferring word or sentences from the source language to the target language. Students can transfer their knowledge from their mother tongue to the language they think newbie by using their own language firstly and it has many reasons behind why do they use that ways

¹⁰Sonia, *Fundamental of translation*. (Cambridge University Press : 2015) p. 3

¹¹Melia, *an Error Analysis of Students' Translation From Indonesia to English in Transforming Plural Nouns*. (Lampung:2017), published thesis,p.31.

to overcome their problems of translating. This study focusing on analyzing the students' ways of translating the text that will be given by the researcher.

2. Types of translation

There are some of the type's classification of translation that have been put word by experts. It seems that each expert has their own classification that is different from the others.

Larson states that there are two main kinds of translation is classified into two main types, namely form-based and meaning-based translation. Form-based translation attempts to follow the form of the source language and is known as literal translation, while meaning-based translation makes every effort to communicate the meaning of the source language text in the natural forms of the receptor language is called idiomatic.

a. Form-based translation

Form-based translation attempts to follow the form of the source language. It is known as literal translation. Its means that form based translation is type of translation that follow exactly the form of the source language or like word by word translation. Literal translation, translation is trying to adjust to the shape of the source language, so follow the exact from of language support.

For example:

SL : This is book I've been looking for all this time

TL : ini buku saya telah melihat untuk semua waktu ini

The translation above sound unnatural. The word *this* is simply translated into *ini*, *book* is translated into *buku*, *I've been* is translate into *saya telah*, *looking* is translated into *melihat*, *for all* is translated into *untuk semua*, *this time* is translated into *waktu ini*. The result is translation by word for word translation and is causes the combination of the target language sentence sound unnatural and usually makes the readers confused.

b. Meaning-based translation

Meaning-based translation makes every effort to communicate the meaning of the source language text in the natural forms of the receptor language.¹² It means that idiomatic translation is a process translation that changes the form of source language and giving the sense of original meaning so that the receptor can understand the translation full. The translator basically needs to know about the meaning of source language before he transfers this meaning into another language.

¹² Larson. L. Mildred. *Meaning Based Translation*. (Lanham :University Press of America,1884), p.7-9

For example:

SL : his heart is in the right place.

TL: hatinya tenang.

Idiomatic translation above is acceptable for the target readers is sound natural. The phrase *in the right place* is not simply translated into *berada di tempat yang benar* but idiomatically translated into *hatinya tenang* because the translator understand the original meaning and knows both languages well.

Idiomatic sentences sometimes made an innocence meaning when an learners do not understand them obviously. Therefore, many kinds of literature in translating language should be mastered, yet this must be supported by a good effort and learning.

An interlinear translation is a completely literal translation. For some purposes, it is desirable to reproduce the linguistic feature of the source text, as in a linguistic study of that language. Although these literal translations may be very useful for purposes related to study of the source language they are of little help to speakers of the receptor language who are interested in the meaning of the source language text. A literal translation sounds like nonsense and has little communication

value.¹³ The literal translation can be understood if the general grammatical forms of the two languages are similar. Except for interlinear translation, a truly literal or harfiah translation is uncommon.

Larson stated most translators who tend to translate literally actually make a partially modified literal translation. They modify the order and grammar to use an acceptable sentence structure in the receptor language. Translations is modified in several phrase so it suitable with Indonesian structure. The category of this translation according to new mark is literal translation but Larson give categories into modified literal translation. literal translation must be defended the structure sentence in source language even though the structure cannot accepted, if those structure are changing in order to it can be accepted.¹⁴

Catford says that based on the extent, types of translation are:¹⁵

c. Full translation

It is a type of translation in which the entire SL text is reproduced by the TL text materials or we can say that the subject being translated included of the entire text is submitted to the translation process, that is,

¹³ Larson. L. Mildred, (1984) *Meaning Based Translation*) p.15.

¹⁴ Larson. L. Mildred (1984) *Meaning Based Translation*) p.16.

¹⁵ J.C.Catford, *A Linguistic Theory of Translation :an applied linguistics*, (New York:Oxford University Press,1978), p.21

every part of the source language text is replaced by text material. They are stretch of language, spoken or written, which is under discussion and according to circumstances a text, may be whole library of books, a single volume, a chapter, a paragraph, a sentence, a clause etc.

For the learners who still less of literature of translating, this may define as translating the word by word of the full sentences. The lexical meaning or the grammatical rules was obeyed in trying to do the full translation, this is because during the translation process from the source to the target language has the different grammatical places and rules so that it lead the learners difficult to get the real meaning of the content. Without knowing much knowledge of this, it must be difficult to transfer the translation clearly.

d. Partial translation

There are only some parts of the SL text to be translated into the TL text. In term of level, the types of translation are: Total translation is the TL material replaces all levels of the SL text. Restricted translation is the replacement of SL textual material at only one level; whether at the phonological level, graph logical level, or at the level of grammatical and lexis. In terms of rank, translation is divided into: rank-bound translation, it means that the selection of TL text equivalent is limited at

only one rank, such as word-forward equivalence, morpheme-for-morpheme equivalence. Unbounded translation, it can move freely up and down the rank-scale.

Brisling classifies translation into four types as follow:

e. Pragmatic translation

Pragmatic translation refers to the translation of a message with an interest in accuracy of the information that was meant to be conveyed in the source language form. Pragmatic translation is not concerned with other aspects of the original language version. The clearest example of pragmatic translation is in the treatment of technical document in which information about, say, repairing a machine is translated into another language.

f. Aesthetic – poetic translation

An aesthetic – poetic translation is a translation which the translator takes into account the effect, emotion and feeling of original language version, the aesthetic form (e.g. sonnet, heroic, couple, dramatic dialogue) used by the original author, as well as any information in the message. The clearest example are in the translation of literature, e.g. translation poem, prose and drama.

g. Ethnographic translation

The purpose is explicate the culture context of the source and second language versions. With as their goal, translation have to be sensitive to the way word are use (e.g. yes versus yeah in American English) and must know how the word fit into cultures that used source and the target language.

h. Linguistic translation

A linguistic translation is concerned with equivalent meanings of constituent morphemes the second language and grammatical form.¹⁶

Another types of translation comes Jacobson in As-Safi distinguish the types of they way of translating¹⁷. They are as follows:

- i. Intralingual translation or *rewording* is an interpretation of verbal signs by means of other signs of the same language.
- j. Interlingual translation or *translation proper* is an interpretation of verbal signs by means of some other language.
- k. Intersemiotic translation or *transmutation* is an interpretation of verbal signs by means of signs of nonverbal sign systems.

The first type is exemplified by synonyms in the same linguistic code or language, paraphrase or replacing an idiom such as 'pass away' by 'die'. The second type is seen in replacing certain code-units in S1 by equivalent code-units in TL. The third refers to the use of signs or signals for the purpose of communication; the most

¹⁶ W. Brisilin, Richard. (1976) *Translation Aplicacionand research*. New York: Gardner Press Inc.

¹⁷A-Safi, *Translation Theories, Strategies and Basic The oritical Issues*.(Petra University)

important semiotic system is human language in contrast to other systems such as sign language and traffic signals. Obviously, this type lies within Jacobson's framework in which translation is perceived as the conversion of a sign into another alternative or equivalent sign, be it verbal or nonverbal.

Several translation experts have their own definitions about translation. And in this study, researchers will focus on the division of types of translation according to Larson.

3. Factors Influencing the Process of Translating

There are some factors that influence the result of the good translation. However the most important factors keys are the language, culture and the translators personal condition.¹⁸

Utami in her research found that there were some factors influence the translating process, they are The interlingual factor, the overextension of analogy, and transfer of structure. She did her research on the Buginese and Makassarese students. She said that the students may realize that English sounds and their L1 sounds must be distinguished when they speak in foreign language. Some of the students have known about the rules but sometimes they forgot to apply it when produced the English sounds. It might be because the interference of L1, the limitation of memory,

¹⁸ Hambleton, Ronald K. "Translating achievement tests for use in cross-national studies." (1993).

psychological problem, and or do not understand the material of the subject.¹⁹

Ali Mohammed also found that The quality of translation depends on a number of factors, some of which, may be beyond the researcher's control. In those cases, where the researcher and the translator are the same person the quality of translation is influenced by factors such as: the autobiography of the researcher-translator; the researcher's knowledge of the language and the culture of the people under study and the researcher's fluency in the language of the write-up.²⁰ When the researcher and the translator are not the same person, the quality of translation is influenced mainly by three factors: the competence, the autobiography and what called the material circumstances of the translator, that is the position the translator holds in relation to the researcher.

Senel emphasized that factors affect someone's translation when its is correlated to technology. They are the specific behavior, maturation and motivation. An organism needs to possess the required equipment for learning a specific behavior. As an illustration, it can

¹⁹ Knight, John RP, et al. "Eukaryotic elongation factor 2 kinase regulates the cold stress response by slowing translation elongation." *Biochemical Journal* 465.2 (2015): 227-238.

²⁰ Mohamed Ali Elsiddig, *Factors influencing the quality of translation*. International Journal of Advanced Educational Research (2017).p171

be stated that we cannot teach a fox to speak because it does not possess the required equipment for speaking ability. Similarly, we cannot teach a human being to fly without external materials.

In fact, all humans have natural ability to speak foreign languages and translate / interpret. Also, every human has a natural ability to uses, so it is useless to focus on this matter for pedagogical implications related to the use of translation technologies.

Maturation can be embraced in terms of intelligence and age. Also, there are individual differences in maturation, that is to say, some specific skills can be acquired by some learners earlier than others. If it is necessary to indicate the pedagogical implications of maturation factor in skills acquisition, it is hard to make a clear-cut judgement. However, by learning all the specific translating, it probably help the students of better translator.

The third factor is motivation. A motivated students are different with those who doesn't really care to their improvement of skill and learning. The motivation in students' self always take them to create a good ideas of working and translating as possible as they can. They are not easy

to give up their effort they had done and will always to prepare their self for their better learning and studying.²¹

Those are the types and further explanation about the translation. Learners in their subject learning may try to use their ways of translating by doing it word by word and with no many references of literature and understanding the level of English they will follow their mother tongue structure of translating the new words they have to know or even using some translation application that nowadays we found it different translation of meaning. Sometimes we difficult to understand it clearly.

This research would like to know further about both translation ability of the learners. Why do they use it and why the learners' daily spoken related to their translation influence. For instance the form-based translation that explained in this chapter become the problems for among students who studying English with translating the words and sentences about doing the translation with unnatural process because after reading the translation it is difficult to find to correlate the meaning.

To this end, this research will apply the concept of form-based translation and meaning-based translation by Larson then will be used to

²¹ Balkul, Halil İbrahim. "The Factors Affecting the use of Translation Technologies in Translator Education: A Pedagogical Perspective." *LINGUISTICS & LITERATURE* (2018), p 41.

as the document analysis to see the students' translating answers. It will be some sentences in English that have to be translated by the students in Bahasa language. This is research will be described by qualitative descriptive to see the analysis of translation.

4. Translation procedures

Generally speaking, translators can choose from two methods of translating, namely direct, or literal, translation and oblique translation. Be possible to transpose the source language message element by element into the target language, because it is based on either parallel categories, in which case we can speak of structural parallelism, or on parallel concepts, which are the result of metalinguistic parallelisms but translators may also notice gaps, or 'lacunae', in the TL which must be filled by corresponding elements, so that the overall impression is the same for the two messages. It may, however, also happen that, because of structural or metalinguistic differences, certain stylistic effects cannot be transposed into the TL without upsetting the syntactic order, or even the lexis. In this case it is understood that more complex methods have to be used which at first may look unusual but which nevertheless can permit translators a strict control over the reliability of their work: these procedures are called oblique translation methods. In the listing which follows, the first three procedures are direct and the others are oblique.

a. Borrowing

Borrowing is the simplest of all translation methods. It refers to a case where a word or an expression is taken from the SL and used in the TL, but in a 'naturalized' form, that is, it is made to conform to the rules of grammar or pronunciation of the TL. It is usually used in terms of new technical or unknown concepts. Haugen in Sari argued that there are some possibilities that may occur in this procedure:

- 1) Borrowing with no change in form and meaning (pure loanwords). For examples: email-email, internet-internet
- 2) Borrowing with changes in form but without changes the meaning (mixed loanword). For examples: account-akun, compensation-kompensasi.
- 3) Borrowing when part of the terms is native and another is borrowed, but the meaning is fully borrowed (loan blends). For examples: internet provider-penyedia layanan internet.

b. Calque

Calque, refers to the case where the translator imitates in his translation the structure or manner of expression of the ST. Calque may introduce a structure that is stranger from the TL. For instance, "photo studio" in English is still translated as photo studio in Bahasa Indonesia, although there is normally no such Modifier + Head construction in Bahasa Indonesia Noun Phrase.

c. Literal translation

Literal translation is a direct transfer of a SL text into a grammatically and idiomatically appropriate to TL text. Principally,

literal translation is a unique solution in which is reversible and complete in itself. For examples, “black market” in English is translated to be “Pasar gelap” in Bahasa Indonesia. “Honey moon” is translated to be “Bulan madu”.

d. Transposition

Transposition involves replacing one word class with another without changing the meaning of the message. The method also involves a change in the grammatical change that occurs in translation from SL to TL (singular to plural, position of adjective, changing the word class or part of speech). For instance, a compound “keyword” in English is translated as “Kata kunci” (Phrase) in Bahasa Indonesia.

e. Modulation

Modulation is a change in point of view that allows us to express the same phenomenon in a different way. Modulation as a procedure of translation occurs when there is a change of perspective accompanied with a lexical change in the TL. There are two types of modulation, i.e. Free or Optional Modulation and Fixed or Obligatory Modulation. For instance, “He was killed in the war” in English is translated as “Dia gugur dalam perang” in Bahasa Indonesia. ‘Negated contrary’, which is a procedure that relies on changing the value of the ST in translation from negative to positive or vice versa, is also considered as fixed

modulation. For example, “It isn’t expensive” is translated to be “It’s cheap”.

f. Equivalent

This term is used to refer to cases where languages describe the same situation by different stylistic or structural means. For example, an interjection “Ouch!” in English can be translated to be “Aduh” or “Aw” in Bahasa Indonesia. An English idiom “Don’t cry over spoiled milk” may can be translated as “Nasi sudah menjadi bubur” in Bahasa Indonesia.

g. Adaptation

Adaptation is used in cases where the type of situation being referred to by the SL message is unknown in the TL culture. In such case, the translators have to create a new situation that can be considered as being equivalent. For instance, “Take a bath” in English is translated into “Mandi” in Bahasa Indonesia.

5. Process of translation

In the translation process, the first thing to do is understand the total meaning of the source text. There are three types of meaning that can be determined in the analysis of meaning of the source text. The process of translation that has been classified by Nida and Teberare called grammatical meaning, referential meaning, and connotation meaning.

a. Grammatical meaning

Grammatical meaning defines as follows the rules that show how words are combined, arranged or change to show certain kinds of meaning. Grammar is taken for granted since it seems to be merely a set of arbitrary rules about 13 arrangements, rules that must be followed if one wants to understand, but no rules themselves that seem to have any meaning. The grammatical meaning also the meaning of the dynamic intra language or meanings that arise as a result of the functioning of a word in a sentence. For example, the eye on the sister wants sentence mean egg fried egg was apparently similar to that of a cow.

This is become the biggest problem by most students because their lack of grammatical understanding sometimes difficult for them to translate the meaning with no double translation that make the readers hard to find what exactly told by the translator. That is why the mechanism of good lesson have to be prepared well not only in learning grammar or we call it as 'grammar translation method' however the educators have to modify their learning technique of teaching so that the students will not be difficult to translate.

b. Referential meaning

Referential meaning is also known as the meaning of reference, is often referred to as the "referential" meaning, the "lexical" meaning, the "conceptual" meaning, or the "denotative" meaning". For example: He bought a hammer, (Dia membeli sebuah palu). They will hammer the nail (Mereka akan memukul paku dengan palu.). It can be seen that in first example the word "Hammer" is noun. The second example the word "Hammer" is verb.

This explanation shows that the plenty of vocabularies should be considered to be fulfilled the students translation that have much referential of parts of speech or in this case they can be easier to put the subject and the predicate in every sentences they read and it can help them analyze the meaning without generalize all "hammer" of the above example as only in noun but it can be a different translate in different context of text.

c. Connotation meaning

Understanding meaning of a word is not merely based on the referred object of the word. Sometimes, a translator also needs to give emotional reaction to the word. The reaction might be strong, weak, positive or negative. The words being used sometimes this is not real

meaning that make the readers or the translation also must have many knowledge of certain words for certain intend.

Translation is a complex process. In translation, there are some parts which are connected each other such as meaning, form, source language, and target language. Translation also has some types such as form-based translation, meaning-based translation, idiomatic translation, linear translation, modified linear translation, phonological translation.

6. Translation Strategies

Some concepts that become someone's ways to easy in translating actually needed to faster translation. When they are getting confuse or feeling given up to try to analyze word by word maybe very difficult for some people. So that is why they need their own strategies to better ideas. Some experts said that it could be help them in easier working on the text being translated. Platt in Zare (2012:2) that "learning strategies are intentional behavior and thoughts that learners make use of during learning in order to better help them understand, learn, or remember new information."²²

²² Arellano, María Dolores Corpas. "Memory learning strategies in English as a foreign language in vocational studies." *Tendencias pedagógicas* 29 (2017): 229-248.

Harvey et al wrote down some strategies concepts as follows:²³

a. Word-for-Word Translation or Literal Translation

In this strategy, the SL word order is preserved and the words translated singly and literally by their most common meanings, there are no changes in its form. Harvey (2000) said that this strategy as formal equivalence or linguistic equivalence.

b. Transference or Borrowing

In rare case, the equal meaning of word in SL hard or even cannot be found in TL, so the translators use the form of word of SL directly in their translation. It can be reproducing or transliterating the original term.

c. Calque or Through Translation

Phrase or idiom which is translated literally is called calque. Beside that, Fedorv in Fawcet says calques tend to come into language together with the thing they refer to.

d. Transposition or Shifts

The transposition technique is a translation procedure involving a change in grammar from SL to TL. It is actually a basic technique has to be comprehended by translator because each language is different.

²³ Nur'azizah, Wulan. "An analysis of students' translation works of a Barack Obama's political speech." *Journal of English and Education* 3.1 (2015): 134-144.

English has some differences with Indonesian, especially in grammatical aspects like word order, tenses, etc.

e. Modulation

The modulation technique can be used when the TL rejects literal translation. It can be done with changing point of view or perspective. The strategy as Antonymic Translation which is translation by the opposite to get more natural wording in TL.

f. Equivalence

Equivalence as the translation of idioms when two languages refer to the same situation in totally different ways. It is actually different with calque which uses same meaning and form of thing in the SL and TL.

g. Adaptation

Adaptation strategy is a compensation for cultural differences between two languages .

h. Naturalization

This strategy is used when the translator succeeds to transfer and adapt the SL words first to the normal pronunciation, and normal morphology of the TL.

i. Cultural Equivalent

This is a strategy of translation where a SL cultural word is translated by a TL cultural word, however it is not accurate.

- j. **Functional Equivalent**
It means using a referent in the TL culture whose function is similar to that of the source language (SL) referent.
- k. **Descriptive Equivalent**
It is used when a word is translated in a description. It sometimes has to be weighed against function.
- l. **Synonymy**
Synonymy strategy in translating has meaning as the sense of Journal of English and Education 2015, 3(1), 134-144 138 a near TL equivalent to a SL word in a context, where a precise equivalent may or may not exist.
- m. **Recognised Translation**
This strategy uses the official or the generally accepted translation of any institutional term.
- n. **Translation Label**
It is provisional translation, usually a new institutional term, which should be made in inverted commas, it could be done through literal translation.
- o. **Compensation**
It occurs when loss of meaning, sound-effect, metaphor or pragmatic effect in one part of a sentence is compensated in another part, or in contiguous sentence.

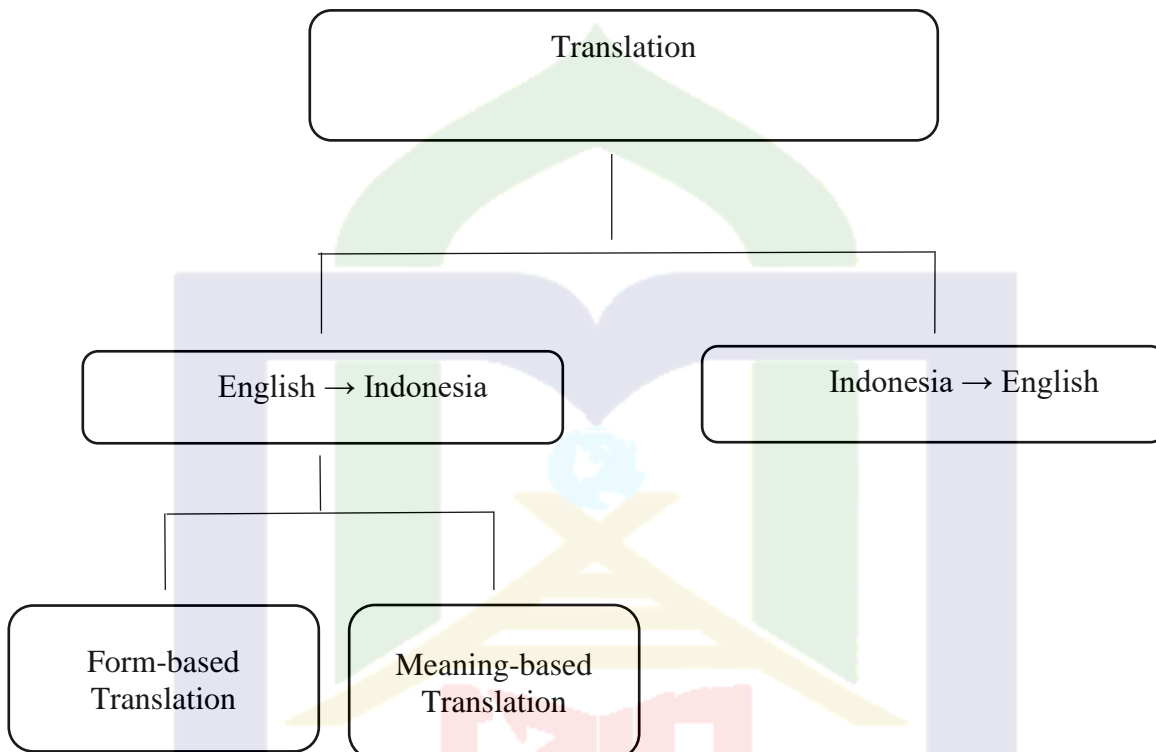
- p. Reduction and Expansion
In reduction strategy, the translator may reduce words to make simplicity in creating meaning.
- q. Paraphrase
Newmark describes paraphrase is an amplification or explanation of the meaning of a segment of text.
- r. Couplets
This strategy is combination of two or more strategies used by translator to translate a text.

Those translation technique and aspects are some defined as the different ways used I different age and competencies. Base on the people need and situation were made. For instance when its is done by students, their ability to get the “couplets” translating strategies still difficult for them because it more complex and complicated for them. While the expert or maybe people who are working in language itself most likely used all the aspects mention above.

To this end, because some factors control the students ways of translating, it might appears when the students try to finish their subject to be translated. So this time the researcher will analyze all the factors comes over when the students try to translate their text form the instrument that will be given by the researcher. So that it will be concluded the researcher’s question from the problem of research that will be being analyzed through the students’ analysis result.

C. Conceptual Framework

The conceptual framework underlining this research with the description of process as follow:



The above conceptual framework could be described that there are some ways of learners follow the rules of English language learning. Students with different skill and comprehension of English will experience the different lesson especially in translating. Students use their different ways of translating the word, sentence or even a text in order to get the obvious meaning and untestable sense that comes from the meaning result.

As the learner, we could not deny that the influence of our mother tongue always lead the learners to use it as the opening of learning the English as foreign

language. That is why the interpretation of the English we are going to decided to translate based on the mother tongue influence sometimes really different with what it should be. Definitely when the learner compatible to know how to put the correct meaning based on the context so the translator will be easier to translate the text and the reader will understand it easily.

The result of good translation will be seen by the translator's ways in placing the correct words for them. On the contrary, lack of grammar, idiomatic or semantic level will make the students get many troubles. They will put the different meaning of what the writer intend then the loss value and message of the text could not be found clearly. That is why, the researcher is eager to analyze the students' mother influence to their translation ability at the second grade students of MA DDI Lilbanat Parepare.

The researcher will look at the students' translating abilities. Students have different abilities, some of them may not have studied English well so that it allows them to translate a sentence by translating words. Students who translate like that will be categorized as based-form translation. Meanwhile, students who understand or deepen English lessons will be categorized as meaning-based translation. The researcher will categorize the students after the student has finished translating the text that will be given by the researcher.

CHAPTER III

METHOD OF THE RESEARCH

This chapter deals with the research design, variables and the operational definition, population and sample, instrument of the research, procedure of collecting data and technique of data analysis.

A. Research Design

The research employed qualitative descriptive method as the research methodology. This is because the researcher analyzed the data descriptively and the presentation of the result was in a form of explanation of words which would be supported by data presented in the form of tables.

B. Location and Duration of the Research

The location of the research took place at MA DDI Lilbanat at Lahaled Street of Parepare, South Sulawesi focusing to the second grade on academic year 2020/2021. As the global pandemic happened the whole year, the duration of the research was took only once to follow the health protocol . There was observation list and students' answer of paper analysis after translating the task.

C. Research Subject

The subject of this study was from the second grade students of MA DDI Lilbanat Parepare. The researcher took 58 samples from the population. Moreover,

the researcher observed types and procedures of translation in the second grade students in academic year 2020/2021 at MA DDI Lilbanat Parepare.

The purposive sampling were taken as the sample of this research.

Class	Total
XI MIPA 1	20 students
XI MIPA 2	18 students
XI IPS	20 students
Total students	58 Students

(source: administration of MA DDI Lilbanat Parepare)

D. Instrument of the Research

In doing the research, the distribution of the instrument is important to get the data. There are many ways to collect the data in order to support and prove the capable of the research. Considering that this research design was qualitative descriptive, that is why the researcher was distribute document study as the instrument of this research.

E. Procedure of Collecting Data

The data collection procedure in a research is the crucial thing. Moreover, the data of this research will be useful for the researcher to know the answers of the research problem. Hence, in getting the researcher got the accuracy of the data. In data collection procedure, the researcher conducted some steps to collect the data, those are:

1. The students was translate the text
2. The researcher was collect the result of the students' translating
3. The researcher was analyze the students' answer of their translating
4. From the data, the researcher was describe and analyze the result of the data and answer the research problem of this research.

F. Technique of Analysis Data

The data analyze of this phase used the qualitative descriptive in analyzing the data. In this case, the appropriate technique totally determines the result of the data analysis. Thus, the researcher conducted some steps on this research. Firstly, the researcher was classified the data into the types of translation and procedure. They are form-based learning (literal) and meaning based-learning (idiomatic). Then the researcher analyzed them to see the students ways of translation mostly used. Secondly, the researcher was describe the types of translation from the sentences used that was taken as the instrument of the research.

CHAPTER IV

FINDING AND DISCUSSION

This chapter consist of two parts. The first is finding of the research and then followed by discussion of the research. This part providing more information deals with this study and the results of the research .

A. Findings

This study is designed to find out the students' ability in translation . After collecting data from the students, the researcher found the students still made some errors in translating the instrument were given. The researcher were pick a small bit of 3 students translation result as described below.

Student 1 translaton:

Bagaimana Gempa Terjadi? Gempa bumi merupakan salah satu bencana alam paling merusak yang tidak dapat dikendalikan manusia. Sayangnya hal itu sering terjadi di beberapa daerah. Baru-baru ini gempa bumi dahsyat mengguncang Indonesia. Hal tersebut telah membawa kerusakan yang sangat besar sehingga banyak orang yang mendapatkan masalah dan masalah sedikit pun kerusakan ini. Hal ini menunjukkan bahwa gempa bumi menjadi sangat berbahaya dan masyarakat perlu mengetahui lebih banyak tentang dari mana gempa itu berasal dan bagaimana melindungi diri dari gempa dan bencana alam lainnya. Gempa bumi adalah goncangan, guncangan atau guncangan tiba-tiba dari permukaan bumi. Mereka adalah cara alami bumi untuk melepaskan tekanan. Lebih dari satu juta terjadi di dunia setiap tahun. Gempa dapat dirasakan di wilayah yang luas meskipun biasanya berlangsung kurang dari satu menit. Bisa dikatakan gempa dapat menghancurkan sebuah kota bahkan dalam waktu yang sangat singkat. Namun, gempa bumi tidak dapat diprediksi meskipun para ilmuwan masih mengerjakan masalah tersebut. Guncangan dan retakan adalah efek utama yang ditimbulkan oleh gempa bumi, yang pada prinsipnya mengakibatkan kerusakan yang kurang lebih parah pada bangunan dan bangunan lainnya. Tingkat keparahan efek bergantung pada kombinasi kompleks dari

kekuatan gempa atau ketika batuan di bawah tanah tiba-tiba pecah di sepanjang sesar. Pelepasan energi yang tiba-tiba ini menyebabkan gelombang seismik dan membuat tanah berguncang. Saat dua lempengan batu bergesekan satu sama lain, mereka akan menempel sedikit. Mereka tidak begitu saja meluncur dengan mulus. Batuan itu masih saling mendorong, tapi tidak bergerak. Setelah beberapa saat, lempengan batu pecah karena semua tekanan yang terbentuk. Saat bebatuan pecah, gempa terjadi. Gempa di bawah laut memicu gelombang besar yang disebut tsunami.

Student 2 Translaion:

Bagaimana gempa bumi terjadi? Gempa bumi adalah salah satu bencana alam paling menghancurkan yang tidak dapat dikendalikan manusia. itu sering terjadi di beberapa daerah. Baru-baru ini gempa bumi yang mengerikan mengguncang Indonesia. Hal ini telah membuat kerusakan besar dan banyak orang mendapatkan masalah dan masalah sedikitpun kerusakan ini. Hal ini memperlihatkan bahwa gempa bumi menjadi sangat bahaya dan orang-orang perlu ketahui lebih banyak tentang asal mula gempa bumi dan cara melindungi diri dari gempa bumi dan bencana alam lainnya. Gempa bumi adalah guncangan, guncangan atau guncangan mendadak permukaan bumi. Mereka adalah bumi alami sarana untuk melepaskan tekanan. Lebih dari satu juta terjadi di dunia setiap tahun. Gempa bumi dapat dirasakan di daerah yang luas meskipun biasanya berlangsung kurang dari satu menit. Dapat dikatakan bahwa gempa bumi dapat menghancurkan sebuah kota bahkan dalam waktu yang sangat singkat. Namun, gempa bumi tidak dapat di ketahui meskipun para ilmuwan masih mengatasi masalahnya. Gemetar dan patah adalah dampak utama yang diciptakan oleh gempa bumi, yang umumnya mengakibatkan kerusakan yang lebih atau kurang parah terhadap bangunan dan bangunan lain. Tingkat keparahan efeknya bergantung pada kombinasi yang kompleks dari gempa bumi atau saat batuan bawah tanah tiba - tiba terbelah menjadi suatu kesalahan. Pelepasan energi tiba-tiba ini menyebabkan gelombang seismik dan membuat tanah bergetar. Ketika dua lempengan batu yang bergesekan satu sama lain mereka menempel sedikit. Mereka tidak hanya meluncur dengan lancar. Batuan masih mendorong terhadap satu sama lain, tapi tidak bergerak. Setelah beberapa saat, lempengan batu istirahat karena semua tekanan yang dibangun ketika batuan istirahat, gempa terjadi. Gempa bumi di bawah laut memicu gelombang besar yang disebut tsunami

Student 3 translation:

Bagaimana gempa bumi terjadi? gempa bumi adalah Salah satu bencana alam yg paling menghancurkan karena manusia tidak bisa kontrol. Sayangnya itu sering terjadi di wilayah several. Baru-baru ini gempa yg mengerikan

mengguncang indonesia.itu telah membawa kerugian besar kemudian banyak orang mendapatkan masalah dan masalah kerugian ini. Ini adalah memperlihatkan bahwa gempa sangat berbahaya dan orang perlu tau tentang dimana gempa datang dan bagaimana melindungi diri dari gempa dan bencana alam yg lain. Gempa adalah gemetar,bergulir atau kejutan dari permukaan bumi.mereka adalah bumi cara alami mengeluarkan tekanan. Lebih dari satu juta terjadi di dunia setiap tahun.gempa bisa dirasakan sangat besar meskipun terakhir kurang dari semenit.itu bisa dikatakan bahwa gempa bisa menghancurkan kota bahkan dalam waktu singkat.namun,gempa tidak bisa di prediksi meskipun ilmuwan masih mengerjakan masalahnya.gemetar dan pemecahan adalah efek utama dibuat olehgempa,terutama lebih menghasilkan atau kerugian yang tidak terlalu parah kepada bangunan dan struktur lainnya.keparahan dari efeknya terutama di komplek kombinasi dari gempa adalah magnitudo atau saat batuan dibawah tanah tiba-tiba rusak sepanjang kesalahan.tiba-tiba melepaskan energi ini menyebabkan gelombang seismic dan membuat tanah bergoyang.kapan lempengan batu sedang menggesek melawan satu sama lain,mereka menempel sedikit.mereka tidak hanya meluncur lancar begitu saja.bebatuan masih mendorong yg lain.tpi tidak bergerak.setelah beberapa saat,lempengan batu istirahat karena semua tekanan yang dibangun.kapan bebatuaan istirahat. Gempa terjadi dibawah laut memicu gelombang disebut tsunami.

As it can be seen on the students result above the writer realize that mostly students didn't really understand the absolute meaning of the task were given. Mostly the sentences were being translated by words and were hard to be understood. The translate pattern seems close to as if it were translated using translator application. The writer believe that this was happened because the students lack of vocabulary ability. But in this case even though the students know the words they were still made mistake to arrange the words into sentence. So it can be seen that the students knowledge about grammar also lack.

In this study, the researcher identified and classified the students' translation into two categories based on Larson's . The two categories are Form- based

translation and Meaning- based Transalation. After reading and identifying the tasks, the researcher described the result. The result were described by making them in groups to make the classification more details.

1. Form-based translation

Form-based translation attempts to follow the form of the source language. It is known as literal translation. Its means that form based translation is type of translation that follow exactly the form of the source language or like word by word translation. Literal translation, translation is trying to adjust to the shape of the source language, so follow the exact form of language support.

In this research ,the researcher found most student use the Form-based translation in translating the sentences. It can be found from 58 participants, about 10 of this kind that the researcher categorized as the Form-base translation. Mostly students interpret the sentences in the same way so the reseacher finally reach out to those 10 sentences to be described on the table below.

No.	Source Language	Target Language
1.	Earthquake is one the most destroying natural disaster that human can not control.	Gempa bumi adalah salah satu bencana alam yang paling menghancurkan karena manusia tidak bisa control.
2.	Unluckily it often happens in several regions.	Sayangnya itu sering terjadi di wilayah beberapa

3.	It has brought grate damages than many people are getting trouble and problem with this damage.	Itu telah membawa kerusakan besar kemudian banyak orang mendapatkan masalah dan masalah sedikitpun kerusakan ini.
4.	This is shows that the earthquake becomes very dangerous.	Ini adalah memperlihatkan bahwa gempa menjadi sangat berbahaya.
5.	Earthquake are the shaking, rolling or sadden shock of earth's surface.	Gempa bumi adalah guncangan, guncangan atau guncangan tiba-tiba dari permukaan bumi.
6.	They are the Earth's natural means of releasing pressure.	Mereka adalah bumi alami sarana untuk melepaskan tekanan.
7.	Earthquake can be felt over large areas although they usually last than a minute.	Gempa bisa dirasakan sangat besar meskipun terakhir kurang dari semenit.
8.	Shaking and breaking are the main effects created by earthquake.	Gemetar dan pemecahan adalah efek utama dibuat oleh gempa.
9.	The severity of the effect depends on the complex combination of the earthquake magnitude or when rock underground suddenly breaks along a fault.	Keparahan dari efeknya terutama di kompleks kombinasi dari gempa adalah magnitude atau saat batuan dibawah tanah tiba-tiba rusak sepanjang kesalahan.
10.	They don't just slide smoothly.	Mereka tidak hanya meluncur dengan halus.

2. Meaning-based translation

Meaning-based translation makes every effort to communicate the meaning of the source language text in the natural forms of the receptor language. It means that idiomatic translation is a process translation that changes the form of source language and giving the sense of original meaning so that the receptor can understand the translation full. The translator basically

needs to know about the meaning of source language before he transfers this meaning into another language.

It can be found that there were less student able to understand this kind of translation to translate the task were given. After analyzing the task the researcher can only found about 3 sentences that at least can be categorized as the Meaning-based translation.

No.	Source Language	Target Language
1.	How does earthquake happen?	Bagaimana gempa bumi bisa terjadi?
2.	Recently a horrible earthquake has shaken Indonesia	Baru-baru ini gempa bumi yang mengerikan mengguncang Indonesia.
3.	Earthquake under the sea trigger of huge waves called Tsunami.	Gempa dibawah laut memicu gelombang besar yang disebut dengan Tsunami

B. Discussion

After drawing some information from the previous section of this chapter, the researcher provides more about this study in this section. This study was conducted based on descriptive qualitative method. After bring some tasks to be translated by the students, the researcher analyze then describe the result.

As the previous explanations, the researcher had given tasks to students. When giving the treatment, the researcher finally figured out that mostly students use the Form-based translation in translating the sentences. The researcher found

there are about 10 sentences that were translated using the Form-based translation while there were about 3 sentences were found to be categorized as the Meaning-based translation.

For example:

“This is shows that the earthquake becomes very dangerous”

Translated into *“Ini adalah memperlihatkan bahwa gempa menjadi sangat berbahaya”*

The way student translate that sentence above were categorized as the Form-based translation. It because the student interpret the senteces word-by word without paying attention to whether the sentence sounds understandable. The word *this* is simply translated into *ini*, *. Is* translated into *adalah*, *shows* is translate into *memperlihatkan*, *that* is translating into *bahwa*, *earthquake* is translated into *gempa*, *becomes* is translated into *menjadi*, *very* is translated into *sangat*, *dangerous* is translated into *berbahaya*. The result is translation by word for word translation and is causes the combination of the target language sentence sound unnatural and makes the readers confused.

In other case which is the Meaning-based translation, most students misinterpret the idiomatic sentences and translate them in Form-based translation way.

“They don’t just slide smoothly” is simply translated as

“Mereka tidak hanya meluncur dengan halus”.

This was just make the sentence sounds so stiff and confusing. While in another sentence

“How does earthquake happen?” were translated into

“Bagaimana Gempa Bumi terjadi”

Also in another sentence *“Earthquake under the sea trigger of huge waves called Tsunami.”* There were number of students translate it into

“Gempa dibawah laut memicu gelombang besar yang disebut dengan Tsunami”

Which was according to the reader sounds more understandable and make sense. But the researcher also found out there were many students on this analysis failed to interpret these kind of sentences.

As the findings and discussion above it can be concluded that most students were hard to understand how to giving sense to interpret the sentences. The way students translate the sentences were still influenced by their first language. Most of them were bring the source language into the target language word- by word without considering the actual meaning of the sentences. The lack of vocabulary

also could be the reason why they can't interpret the meaning of the source language.



CHAPTER V

CONCLUSSION AND SUGGESTION

A. Conclusion

As the result of the previous finding and discussion above the writer would like to conclude that the translation ability of the second grade students at MA DDI Lil- Banat Parepare were mostly categorized in Form-based translation. Mostly the subjects interpret the sentences word by word and so the meaning they produce were too stiff. But it is also can be conlude that a small number of students are success in some cases of idiomatic words on the task that were given so that they actually use the Meaning-based translation type while doing the translation.

B. Suggestions

Paying more attention to the students' improvement in learning English, the writer puts forward some suggestion as follows:

1. As the result of this research, it is recommended for the teacher to pay more attention to students' translation ability . Mostly students know the meaning of some words but it still not easy for them to really understand the meaning of the sentences whether it has to be translate by the Form-based translation or Meaning- based translation.

2. Enrich the students with vocabularies. The more vocabularies they know the easier for them to know by meaning. Hopefully, it will help them to understand literature written in English.

It is really suggested to English teachers to start to pay more attention to students' translation skill because as the researcher's observation, students on that age are interesting in learning translation. Learning English, to the students is more about knowing the meaning of the words that they read or heard. Most of them are curious to know the meaning of the words from the target language to their mother tongue and on the contrary. So it is a big opportunity to the English teachers, in such interest, to help the students in mastering the language without override the other elements of English such as Listening, Speaking, Reading and Writing as well.

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APENDICES



Please translate the text below into Indonesia !

How Does Earthquake Happen?

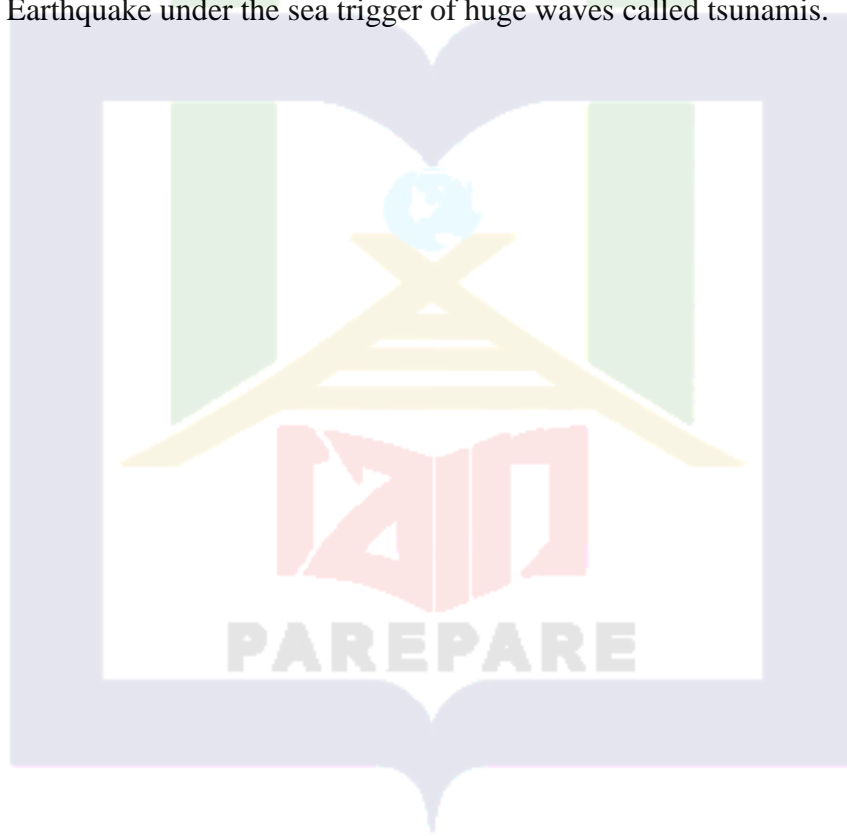
Earthquake is one of the most destroying natural disaster that humans cannot control. Unluckily it often happens in several regions. Recently a horrible earthquake has shaken Indonesia. It has brought great damages then many people are getting trouble and problems whit this damage. This is shows that the earthquake becomes very dangerous and people need to know more about where earthquake comes from and how to protect themselves from the earthquake and any other natural disaster.

Earthquake are the shaking, rolling or sudden shock of earth's surface. They are the earth's natural means of releasing pressure. More than a million occur in the world each year. Earthquake can be felt over large areas although they usually last less than a minute. It could be said that the earthquake can destroy a town even only in a very short time. However, earthquake cannot be predicted although scientists are still working o the problem.

Shaking and breaking are the main effects created by earthquakes, principally resulting more or less severe damage to buildings and other structures. The severity of the effect depends on the complex combination of the earthquake magnitude or when rock underground suddenly breaks along a

fault. This sudden release of energy causes the seismic waves and It make the ground shake.

When two plates of rock are rubbing against each other, they stick a little. They don't just slide smoothly. The rocks are still pushing against each other, but not moving. After a while, the rock plates break because of all the pressure that's built up. When the rocks break, the earthquake occurs. Earthquake under the sea trigger of huge waves called tsunamis.





KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBİYAH

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PO Box 909 Parepare 91100, website: www.iainparepare.ac.id, email: mail@iainpare.ac.id

Nomor : B.1000 /In.39.5.1/PP.00.9/03/2021
Lampiran : 1 Bundel Proposal Penelitian
Hal : Permohonan Rekomendasi Izin Penelitian

Yth. Walikota Parepare
C.q. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu
di,-

Kota Parepare

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama : Husnul Khatimah Amin
Tempat/Tgl. Lahir : Parepare, 25 September 1996
NIM : 14.1300.024
Fakultas / Program Studi : Tarbiyah / Tadris Bahasa Inggris
Semester : XIV (Empat Belas)
Alamat : Jl. Laondeng, Kel. Bukit Indah, Kec. Soreang, Kota Parepare

Bermaksud akan mengadakan penelitian di wilayah Kota Parepare dalam rangka penyusunan skripsi yang berjudul :

"The Analysis Of Students' Translation Ability To The Second Grade Students Of MA DDI Lil Banat Parepare"

Pelaksanaan penelitian ini direncanakan pada bulan Maret sampai bulan April Tahun 2021.
Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.

Parepare, 31 Maret 2021

Wakil Dekan I,



Muh. Dahlan Thalib

Tembusan :

1. Rektor IAIN Parepare
2. Dekan Fakultas Tarbiyah



SRN IP0000224

**PEMERINTAH KOTA PAREPARE
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU**

Jalan Veteran Nomor 28 Telp (0421) 23594 Faksimile (0421) 27719 Kode Pos 91111, Email : dpmptsp@pareparekota.go.id

REKOMENDASI PENELITIAN

Nomor : 226/IP/DPM-PTSP/4/2021

- Dasar :
1. Undang-Undang Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan, dan Penerapan Ilmu Pengetahuan dan Teknologi.
 2. Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian.
 3. Peraturan Walikota Parepare No. 7 Tahun 2019 Tentang Pendelegasian Wewenang Pelayanan Perizinan dan Non Perizinan Kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu.

Setelah memperhatikan hal tersebut, maka Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu :

MENGIZINKAN

KEPADA

NAMA : **HUSNUL KHATIMAH AMIN**
 UNIVERSITAS/ LEMBAGA : **INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE**
 Jurusan : **TARBIYAH / PENDIDIKAN BAHASA INGGRIS**

ALAMAT : **JL. LAONDENG PAREPARE**

UNTUK : melaksanakan Penelitian/wawancara dalam Kota Parepare dengan keterangan sebagai berikut :

JUDUL PENELITIAN : **THE ANALYSIS OF STUDENT'S TRANSLATION ABILITY TO THE SECOND GRADE STUDENTS OF MA DDI LIL-BANAT PAREPARE**

LOKASI PENELITIAN : **MA DDI LIL-BANAT PAREPARE**

LAMA PENELITIAN : **06 April 2021 s.d 06 Mei 2021**

- a. Rekomendasi Penelitian berlaku selama penelitian berlangsung
- b. Rekomendasi ini dapat dicabut apabila terbukti melakukan pelanggaran sesuai ketentuan perundang - undangan

Dikeluarkan di: **Parepare**
Pada Tanggal : **07 April 2021**

**KEPALA DINAS PENANAMAN MODAL
DAN PELAYANAN TERPADU SATU PINTU
KOTA PAREPARE**



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Biaya : Rp. 0.00

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Alamat: Jln. AbubakarLambogo No 53.Parepare, 91131, ☎ : 042122171,Email: mad@lilbanat99@gmail.com.

SURAT KETERANGAN

No.MA.21.23.04/098/DDI/IV/2021

Yang Bertanda Tangan di Bawah ini Kepala Madrasah Aliyah DDI Lil Banat Parepare menerangkan bahwa :

N a m a : HUSNUL KHATIMAH AMIN
TempaTgl Lahir : 25 Sepetember 1996
Jenis Kelamin : Perempuan
Pekerjaan / Pendidikan : Mahasiswa/S1
Alamat : Jl. Laondeng Parepare

Telah melakukan penelitian sejak 06 April 2021 S/D 06/Mei 2021 tahun pelajaran 2020/2021 di Madrasah Aliyah DDI Lil Banat Parepare Berdasarkan surat Kepala Dinas Penanaman Modal Dan Pelayanan Terpadu Satu Pintu Kota Parepare Nomor : 226/IP/DPW-PTSP/4/2021, perihal Rekomendasi Penelitian untuk melakukan Penelitian/Wawancara di kota Parepare dengan judul :

"THE ANALYSIS OF STUDENT'S TRANSLATION ABILITY TO THE SECOND GRADE STUDENTS OF MA DDI LIL BANAT PAREPARE.

Demikian Surat Keterangan ini diberikan kepada yang bersangkutan untuk di gunakan sebagaimana mestinya.

Parepare, 27 April 2021
Kepala Madrasah

S.Pd.1

CURRICULUM VITAE



Husnul Khatima Amin was born on 25th September 1996 in Parepare. Her parents are Muhammad Amin and Siti Nahdiah. She began studying at TK Raudhatul Athfal Ummahat DDI (RA-UMDI) Parepare. She then continued studying at SDN 5 Parepare. She was graduated in 2008. She enrolled in the middle school namely SMP Negeri 1 Parepare at 2009 then finished on 2011. She then came to Madrasah Aliyah DDI Lil-Banat Parepare and was graduated on 2014. Then, she continue her study at State Islamic Institute of Parepare (IAIN) on the same year and enroll as student of English Education Program.