AN UNDERGRADUATE THESIS

A STUDY ON ENGLISH TRANSPOSITION TRANSLATION IN BROWN'S PRINCIPLES OF LANGUAGE LEARNING AND TEACHING

By:

DESI NURWATI STUDENT. ID. 14121137

Tarbiyah and Teacher Training

English Education Department



STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1440 H/2018 M

A STUDY ON ENGLISH TRANSPOSITION TRANSLATION IN BROWN'S PRINCIPLES OF LANGUAGE LEARNING AND TEACHING

Presented as a Partial Fulfillment of the Requirements

for the Degree of Sarjana Pendidikan (S.Pd)

in English Education Departement

By:

DESI NURWATI

STUDENT. ID. 14121137

Tarbiyah and Teacher Training Faculty

English Education Department

Sponsor : Dr. Widhyia Ninsiana, M.Hum

Co-Sponsor :Ahmad Subhan Roza, M.Pd

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO 1440~H/2018~M

KEMENTERIAN AGAMA REPUBLIK INDONESIA INSTITUT AGAMA ISLAM NEGERI METRO FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111 Felp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail iainmetro@metrouniv.ac.id

APPROVAL PAGE

Title

: A STUDY ON ENGLISH TRANSPOSITION

TRANSLATION IN H. DOUGLAS BROWN'S BOOK: PRINCIPLES OF LANGUANGE LEARNING AND

TEACHING

Name

: Desi Nurwati

NPM

: 14121137

Departement

: English Education

Faculty

: Tarbiyah and Teacher Training

APPROVED BY:

To be discussed in the thesis (munaqosyah) in Faculty of Tarbiyah and Teacher Training of State Institute for Islamic Studies (IAIN) Metro.

Sponsor

19am 1

Dr. Widhiya Ninsiana, M.Hum

NIP. 19720923 200003 2 002

Metro, Desember 2018 Co-Sponsor

Ahmad Subhan Roza, M.Pd

NIP. 197506102008011014

Head of English Education Departement

Ahmad Subhan Roza, M.Pd

NIP. 197506102008011014



KEMENTERIAN AGAMA REPUBLIK INDONESIA INSTITUT AGAMA ISLAM NEGERI METRO FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111 Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail iainmetro@metrouniv.ac.id

NOTA DINAS

Nomor

:

Lampiran

Perihal

: Mohon Dimunaqosyahkan skripsi

Saudari Desi Nurwati

Kepada Yth.

Dekan Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri (IAIN) Metro

Asslamualaikum, Wr. Wb

Setelah membaca dan mengadakan bimbingan serta perbaikan seperlunya maka proposal yang disusun oleh:

Nama

: Desi Nurwati

NPM

: 14121137

Jurusan Fakultas : Tadris Bahasa Inggris : Tarbiyah dan Ilmu Keguruan

Judul

: A STUDY ON ENGLISH TRANSPOSITION

TRANSLATION IN H. DOUGLAS BROWN'S BOOK:

PRINCIPLES OF LANGUANGE LEARNING AND

TEACHING

Sudah kami dapat setujui dan dapat diajukan untuk dimunaqosyahkan. Demikian harapan kami dan atas perhatianya, kami ucapkan terima kasih.

Wassalammu'alaikum Wr. Wb.

Dosen Pembimbing I,

Metro, Desember 2018 Dosen Pembiribing II

Dr. Widhiya Ninsiana, M.Hum

NIP. 19720923 200003 2 002

Ahmad Subhan Roza, M.Pd

NIP. 197506102008011014



KEMENTERIAN AGAMA REPUBLIK INDONESIA INSTITUT AGAMA ISLAM NEGERI METRO FAKULTAS TARBIYAH DAN ILMU KEGURUAN

FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.idE-mailiainmetro@metrouniv.ac.id

RATIFICATION PAGE

No. B-0040/11-28-1/D/PP-00-9/01/2019

An Undergraduate thesis entitled: A STUDY ON ENGLISH TRANSPOSITION TRANSLATION BROWN'S *PRINCIPLES OF LANGUAGE LEARNING AND TEACHING.* Written by: DESI NURWATI, Student Number:14121137, Tarbiyah and Teacher Training Faculty, English Education Department. Had been examined (Munaqosyah) on Friday, December 28th, 2018 at 08.00-10.00 a.m.

BOARD OF EXAMINERS

Chairperson

: Dr. Widhiya Ninsiana, M.Hum

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The Dean of Tarbiyah And Teacher Training Faculty



ABSTRACT

A STUDY ON ENGLISH TRANSPOSITION TRANSLATION IN BROWN'S PRINCIPLES OF LANGUAGE LEARNING AND TEACHING

By:

DESI NURWATI

A good translation should be readable and sound natural. It can be achieved through a good comprehension of translation procedures especially transposition. This study was aimed at depicting the use of transposition translation. The researcher found out the types of transposition translation and its readibility level in Brown's *Principle of Language Learning and Teaching* and its translation *Prinsip-Prinsip Pembelajaran dan Pengajaran Bahasa* by Choolis dan Pareanom.

This present research was descriptive-qualitative with literature review as approach. For gathering information of this research, the writer determined content analysis method. The primary data was taken from Brown's *Principles of Language Learning and Teaching* and its translation by Choolis and Pareanom *Prinsip-Prinsip Pembelajaran dan Pengajaran Bahasa*. The data were collected by documentation and questionnaire.

The findings research presented here shows that there were varieties of transposition types are found in "Principles of Language Learning and Teaching" and "Prinsip-Prinsip Pembelajaran dan Pengajaran Bahasa". Transposition type 1 are more dominant than the other types. It is shown from the frequency of Transposition type 1 which is on 64% (1227 items), 32 items (2%) of transposition type 2, 330 items (17%) of transposition type 3, and 330 items (17%) of transposition type 4. In the readability level, there are 10 sentences which are readable (25%), 23 sentences are less readable (57,5%) and 7 sentences are not readable (17,5%). From this result, it can be said that the readability level from 40 sentences with transposition in it are less readable and got the score 2,3 based on the average score of the result.

Keywords: Translation, Transposition

ABSTRAK

STUDI TENTANG PENERJEMAHAN TRANSPOSISI BAHASA INGGRIS PADA BUKU BROWN PRINCIPLES OF LANGUAGE LEARNING AND TEACHING

Oleh:

DESI NURWATI

Penerjemahan yang baik dapat dengan mudah dibaca dan terdengar wajar. Penerjemahan tersebut dapat dicapai melalui pemahaman yang baik terhadap prosedur penerjemahan khususnya transposisi. Tujuan utama dari penelitian ini adalah untuk mengkaji penggunaan transposisi dalam lingkup penerjemahan. Peneliti menggolongkan tipt-tipe transposisi yang diterapkan pada penerjemahan buku Brown yang berjudul *Principles of Language Learning and Teaching* menjadi *Prinsip-Pripsip Pembelajaran dan Pengajaran Bahasa* oleh Choolis dan Pareanom.

Penelitian ini termasuk dalam jenis penelitian kualitatif dengan pendekatanstudi pustaka. Untuk mengumpulkan informasi terkait dengan penelitian menggunakan analisis isi. Data primer didapatkan melalui buku Brown yang berjudul *Principles of Language Learning and Teaching* dan terjemahannya *Prinsip-Prinsip Pembelajaran dan Pengajaran Bahasa* oleh Choolis dan Pareanom.

Temuan penelitian yang telah dilakukan menunjukkan bahwa telah ditemukan berbagai macam tipe-tipe transposisi dalam buku "Principles of Language Learning and Teaching" and "*Prinsip-Prinsip Pembelajaran dan Pengajaran Bahasa*". Tipe pertama transposisi lebih dominan daripada tipe-tipe yang lain. Frekuensi tipe pertama transposisi menunjukkan 64% (1227 item), 2% (32 item) tipe kedua transposisi, 17 % (330 item) tipe ketiga transposisi, dan 17 % (330 item) tipe 4 transposisi. Pada tingkat keterbacaan, terdapat 10 kalimat yang dapat dibaca (25%), 23 kalimat kurang dapat dibaca (57,5%), dan 7 kalimat tidak dapat dibaca (17,5%). Dari hasil penelitian ini, dapat dikatakan bahwa tingkat keterbacaan dari 40 kalimat transposisi adalah kurang dapat dibaca dan mendapatkan skor 2,3 berdasarkan hasil rata-rata skor.

Kata Kunci: Penerjemahan, Transposisi

STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

Name

: DESI NURWATI

NPM

: 14121137

Department

: English Education (TBI)

Faculty

: Tarbiyah and Teacher Training

States that this undergraduate thesis in originally the result of the writer's research, in exception of certain parts which are excerpted from the bibliographies mentioned.

Metro, November 2018

The Writer,

WHELE

LESCAFFAOT736729

DESI NURWATI

St. ID 14121137

ORISINALITAS PENELITIAN

Yang bertanda tangan dibawah ini:

Nama

: Desi Nurwati

NPM

: 14121137

Jurusan

: Tadris Bahasa Inggris (TBI)

Fakultas

: Tarbiyah dan Ilmu Keguruan

Menyatakan bahwa skripsi ini secara keseluruhan adalah asli hasil penelitian saya, kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, November 2018

The Writer,

At an an

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DESI NURWATI NPM. 14121137

MOTTO



"Then which of the favours of your Lord will you deny?" (QS Ar-Rahman: 13)1

You may never know what results come of your actions, but if you do nothing, there will be no results.²

-Mahatma Ghandi

¹ QS. Ar-Rahman (55:13), p.531 ² https://www.goale.co.id/amp/s/www.goaleast.com/2017/03/20top-20-inspiringmahatma-ghandi-quotes/amp/. Accessed on October, 31st,2018.

DEDICATION PAGE

 $\hbox{\it ``I definitely dedicate this undergraduate thesis for:}\\$

My wonderful parents (Mr. Sriono & Mrs. Suripah), my lovely brother, and all

whom I love"

ACKNOWLEDGEMENT

Thanks to Allah SWT, as the One who always gives all what we need and sends the good figures around us to face this life. Sholawat and Salam also to our idol of life, the man of perfection, Prophet Muhammad SAW, his families and companions. This research proposal entitles "A Study on English Transposition Translation in H. Douglas Brown's Book: Principles of Language Learning and Teaching. This an undergraduate thesis as fulfillment of requirement of the degree of Sarjana Pendidikan (S.Pd) in English Education Departement of IAIN Metro.

Regarding to the undergraduate thesis, the writer offers her big thank to:

- 1. Mrs. Prof. Dr. Enizar, M.Ag., as the Head of State Institute for Islamic Studies of Metro (IAIN Metro), thank you for giving facilitation in finishing undergraduate thesis.
- 2. Mrs. Dr. Akla, M.Pd., as the Dean of Tarbiyah and Teacher Training Faculty IAIN Metro, thank you for giving support and facilitation to finish this undergraduate thesis.
- 3. Mr. Ahmad Subhan Roza., M.Pd as the Head of English Education Department, thank you so much for supporting and giving much suggestion to finish this undergraduate thesis.
- 4. Mrs. Dr. Widhyia Ninsiana, M.Hum. and Mr. Ahmad Subhan Roza, M.Pd., as the advisors, thank you so much for your kindness and valuable knowledge and for your guidance in finishing this undergeaduate thesis.
- 5. Lectures and Administration Staff of IAIN Metro, thank you for giving facilitation to finish this undergraduate thesis.
- 6. Mr. Sriono and Mrs. Suripah, as my parents and all of families, thank you so much for your best support, financial and your pray in finishing this undergraduate thesis.

7. All of her friends in IAIN Metro, thank you for helping to finish this undergraduate thesis.

As human being, the writer completely realizes that this undergraduate thesis still has a plenty of weaknesses. The writer do apologizes for all mistakes she has made in writing and presentating items. All constructive comments and suggestions are very welcomed to measure the quality of this undergraduate thesis. Hopefully, this undergraduate thesis can be a meaningful benefit for the writer especially and for our campus and all readers in general.

Metro, December, 2018 The Writer,

DESI NURWATI ST.ID 14121137

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ABBREVIATION

BBTQ: Bimbingan Baca Tulis Qur'an

IAIN: Institut Agama Islam Negeri / State Institute for Islamic

Studies

ST : Source Text

SL : Source Language

TT : Target Text

TL : Target Language

TBI: Tadris Bahasa Inggris / English Education Department

GLOSSARY

Equivalence : a translation procedure, the result of which replicates

the same situations as in the original, whilst using

completely different wording.

Meaning : the particular semantic value a word adopts in a

message

Readibility : how easily written materials can be read and

understood

Source Language (SL) : the language of the text to be translated

Target Language (TL) : the language into which a text is translated

CHAPTER I

INTRODUCTION

A. Background of the Study

It has been widely recognized that translation plays an important role in English interactional within Indonesian context. Nowadays, English has been used many people in the world to communicate each other. English is expected as global information in every aspect in the world. To make an example, many informations are provided by using English. Whereas, students use English to interact with others in campus.

In university, especially in IAIN Metro located in Lampung, the students of English department are taught the four basic skills as compulsory subjects. Besides, there are several other skills which are required to be mastered. Such skills as grammar, pronunciation, and translation are needed to be considered. Furthermore, translation is considered covering the four English skills namely listening, speaking, reading, and writing. A translation cannot easily be produced to be the same as the original due to differences in culture and language support structure within each language.³

In translation procedures, some specific problems could be found.

The problems often appear because the procedures of translation are probably not clearly accomplished. What every translator wants in

³ Septi Anggaira, and Sofian, "Linguistic Errors On Narrative Text Translation Using Google Translate" in Pedagogy Language Teaching, Vol.5, No.1, January-June/2017, p.1.

translating a text is to get the equivalency between ST and TT. Because of the importance of correspondence in translation activity, shifting the word structure and word meaning (semantic) from ST to TT are often needed as the basic techniques in solving translation problem.

The grammatical exchange is often required in every translation process. A lot of languages in the world have different structured system. It is formed naturally so that it is unknown specifically how a language is produced. Therefore, the activity of shifting word structure from ST to TT as the effect of the difference of language structure that is called transposition seems to be done. Transposition happens frequently in translation activity because of the grammatical differences between SL and TL.

Nowadays, it is widely known that many books in the world are written in foreign language, English. In State Institute of Islamic Studies (IAIN) Metro, English Education Department, learning process obviously uses books written in English. For example, one of Douglas Brown's books entitled Principles of Language Learning and Teaching is translated into *Prinsip-Prinsip Pembelajaran dan Pengajaran Bahasa* by Noor Cholis and Yusi Avianto Pareanom published by US Embassy. This book discusses about methods, techniques, strategies, and approaches in teaching and learning language. However, many students still find the difficulty to understand the content of this book. There are several reasons such as: 1. They are not good in translating English into Indonesian; 2.

There are many strange words (one of them is transposition translation); 3. They have limited vocabularies.

The different language structure from source language to target language such as Indonesian makes a translation becomes harder. The translator has to make some modification in translation. This phenomenon happened in translation of literature book. One of the literature book is written by H. Douglas Brown with the title "*Principles of Language Learning and Teaching*". It has been translated into Indonesian. These are the examples of transposition phenomena included in Brown's book both English and Indonesian version on page one in the third sentence "total commitment, total involvement, a total physical, intellectual, and emotional response...." and its Indonesian version to be "Komitmen total, keterlibatan total, respon fisik, intelektual, dan emosional total...". These phrases are included in transposition type one, namely 'adjective + noun' becomes 'noun + adjective'.

Based on the explanation above, the researcher proposed to conduct a research on studying one of the translation procedures, namely transposition in English into Indonesian translation found in Brown's book entitled "Principles of Language Learning and Teaching" and the Indonesian version entitled "Prinsip-Prinsip Pembelajaran dan Pengajaran Bahasa."

B. Focus of The Research

In this research, the researcher focused on studying on types of the transposition translation found in Brown's *Principles of Language Learning and Teaching* and its translation, and the aspect readability of the translated book of *Principles of Language Learning and Teaching*.

C. Problem Limitation

This research is limited to types of transposition translation and readability of transposition translation which is found in chapter one until chapter three. This is designed to get the best result of the research with effective time and energy.

D. Problem Formulation

The problem formulation of this research are:

- 1. What are the types of transposition commonly found in Brown's Principles of Language Learning and Teaching?
- 2. How is the readability level of the translated book entitled "Prinsip-Prinsip Pembelajaran dan Pengajaran Bahasa" composed by Cholis and Pareanom?

E. The Objective and Benefits of the Study

1. Objective of the Study

This research is to explain transposition types commonly found in Brown's book both English and Indonesian version: "Principles of Language Learning and Teaching" and "Prinsip-Prinsip Pembelajaran dan Pengajaran Bahasa." and readibility level.

2. Benefits of the Study

As a rule, this research is aimed to be a source of the information in deve loping the quality of the students' translation result. Specifically this research is expected can give:

- a. The contribution as extra knowledge for the students to understand and enrich their knowledge about transposition translation.
- b. The addition even comparative resources for other researchers to start researching.
- c. This research can be useful as additional information in teaching translation especially transposition translation.

F. Prior Research

Based on a research titled "Translation as Cultural Transposition" studied on which extent and under which condition a translator is able to liberate the language bounded in a work in his re-creation of that work. This study was conducted by Savic and Cutura in 2011 using interdisciplinary method including contrastive analysis, text analysis, analysis of the lexical items and analysis of translation methods. The research found out that transposition of linguistic and cultural patterns became the essential aspect regarding the intrinsic quality of the text being translated. The description of cultural information enables the study of different translation procedures of 'cultural words'. Special attention is

given to the translation of cultural words and understandable culturespecific lexica in the source texts, and to translators' recognition and treatment of the aims of using cultural references in the source texts, as prerequisites of successful transposition of source text cultural concept.⁴

In addition, a study entitled "Transposition of Theme and Rheme in 'Habibie & Ainun' and 'Habibie & Ainun The Power of Love": A Translation Study of Indonesian to English" is the other research investigated the transposition of theme and rheme between Indonesian novel and English translation novel. Andrianie et al conducted the research in 2014 using descriptive analysis technique to analyze the data obtained. This research yielded that the transposition of theme is found in both Indonesian novel and English translation novel. However, there are two types of theme found i.e. topical or ideational Theme and text. Theme. Topical theme dominates the entire texts. Most topical themes are participants (nominal group, group complex), followed by circumstantial adjunct 'but' that correlates clause with the same theme sense. Furthermore, the transposition of theme is found in both Indonesian novel and English translation novel.⁵ This study also emphasizes on the importance of having a thorough understanding of the field knowledge that is transformed into the target language, which is transposition.

⁴ Savic, Vera and Ilijana Cutura. "Translation as Cultural Transposition." *JoLIE* Vol 4. (2011), p. 125.

⁵ Andrianie, Dewi et al. "Transposition of Theme and Rheme in "*Habibie & Ainun*" and "*Habibie & Ainun The Power of Love*": A Translation Study of Indonesian to English." *International Journal of Language Learning and Applied Linguistics World* 5. (2014): p. 22.

Furthermore, the research entitled "Analisis Transposisi dan Modulasi pada Buku Teori Budaya Terjemahan dari Buku Culture Theory," the researcher is aimed at describing the phenomena of transposition and modulation in the level of accuracy, acceptability, and readability. The research which was conducted by Prasetyo in 2011 from Institut Seni Indonesia Surakarta was composed using descriptive-qualitative research. It draws that *Teori Budaya* Book is defined as a high-qualified product because of the translation quality. The quality is shown from the percentage of the level of accuracy, acceptability, and readability. The level of accuracy is more than 80%, the level of acceptability is more than 70%, and the level of readability is more than 90%. It shows that the techniques of transposition and modulation significantly influence the quality of translation.

Considering the researches above, all of them show that transposition plays a significant role in the translation process, especially in translating text from English into other languages including Indonesian or vice versa. Therefore, the researcher proposed to analyze the transposition phenomena found in H. Douglas Brown's book: Principles of Language Learning and Teaching.

⁶ Prasetyo, Johnny. "Analisis Transposisi dan Modulasi pada Buku *Teori Budaya* Terjemahan dari Buku *Culture Theory.*" *Lingua Jurnal Bahasa dan Sastra* VII. (2011): p. 1.

CHAPTER II

THEORITICAL REVIEW

A. The Concept of Translation

In general, translation was changing a text from one language into another without changing the meaning or the idea that occur in the source language. The following definitions of translation proposed by linguists around the world will be explained below.

In line with the concept of translation and interpretation, Shuttleworth and Cowie in the *Dictionary of Translation Studies* state that translation is an extremely wide notion which can be understood in many different ways. For instance, one may refer translation as a process or a product, and identify such sub-types as technical translation, literary translation, subtitling, and machine translation; furthermore, some may talk that it is typically just the transfer of written texts, the term sometimes also includes interpreting.⁷ In other words, it can be understood that translation and interpretation refer to different notion.

According to Newmark, translation is rendering the meaning of a text, in the way that the translator intended, into another language. ⁸This states that translation is a process generated by a translator to transfer the meaning or message of Source Text (ST) into Target Text (TT).

⁷ Shuttleworth, M and M. Cowie, *Dictionary of Translation Studies*, (Manchester: St Jerome, 1997), p. 181.

⁸ Newmark, Peter, *A Textbook of Translation*, (Great Britain: Prentice Hall International, 1988), p. 5

The above statement has something in common with Catford's notion stating that translation is a process of substituting a text in one language for a text in another language. In addition, translation is also defined as the replacing process of ST in one language by the equivalent textual material in another language (TL).

Furthermore, Nida and Taber assert that translation is an act of reproducing the nearest natural equivalence of SL message into a message in the receptor language (TL), in terms of meaning and style.¹¹

In the level of equivalency, according to Hartman and Stork, translation is to replace a representation of a text in one language into a representation of an equivalent text in a second language. They continue a slight explanation about the problem of equivalence. The problem itself emerges when a text in different language can be equivalent in different degrees (fully or partially), in respect of different levels of presentation (equivalent in respect of context, of semantics, of grammar, of lexis and so forth) and at different ranks (word-for-word, phrase-for-phrase, and sentence-for-sentence.¹²

Concerning the most notions argued by the linguists above, it is particularly described that definition of translation from certain perspectives. Based on explained above, the writer concluded that

¹¹ Nida, Eugene A. and Charles R.Taber, *The Theory and Practice of Translation*, (Netherlands: E.J. Brill, Leiden, 1982), p.12.

¹² Bell, T. Roger, Translation and., p. 6.

-

⁹ Catford, J. C., *A Linguistic Theory of Translation*, (Oxford: Oxford University Press, 1965), p.1.

¹⁰*Ibid*, p. 20.

translation was a process of changing the language (source language) to another language (target language) by considering equivalence and language structures, so the information from the source language are still remained.

B. The Procedures of Translation

Translation procedures vary among the translation experts. Based on Newmark's notion, there are fourteen steps require in translation process. On the other side, Vinay and Darbelnet categorize seven procedures adapted in translation process. However, Machali asserts that, in Indonesian language context, there are only five relevant procedures of translation. ¹³Those procedures are as follow:

1) Transposition

Catford , perhaps, was initially the one who explained transposition or so-called translation shift. Transposition is a procedure of translation that involves a departure of grammatical structure from SL into TL. ¹⁴ In some cases, it is needed for a translator to change structure of the SL in order to produce an acceptable translation product in TL.

In addition, Bell asserts that transposition is to render an SL element by target language elements in the level of semantic rather than formally equivalent (it may lead to word-class changes); ¹⁵ for

.

¹³ Machali, Rochayah, *Pedoman Bagi.*, p. 63.

¹⁴ Ibid

¹⁵ Bell, T. Roger, *Translation and.*, p. 70.

instance, the English "living cells" transposed into the Indonesian "sel-sel yang hidup".

Newmark embraces that transposition is one of translation procedures in which a change in the grammar from SL into TL is involved. There are four types in transposition mentioned by Newmark. First of all, the change may occur from singular to plural or in the position of the adjective. Secondly, transposition emerges when a SL grammatical structure is not available on TL. The third one, the shift happens when literal translation is grammatically applicable yet may not accord with natural usage in the TL. The fourth type arises in the replacement of a virtual lexical gap by a grammatical structure. ¹⁶

In line with Newmark, Machali also stated that there are four kinds of transposition, as follow:

- a) Obligatory transposition which is done in order to preserve language system and rule.
- b) Transposition which is appeared as a grammatical structure of SL is not available in TL.
- c) The shift which occurs regarding to natural usage; sometimes a literal translation is grammatically applicable but, somehow, it sounds unnatural and stiff.

¹⁶ Newmark, Peter, A Textbook., p. 85-7.

d) Transposition that is completed to fulfil a lexical gap by using grammatical structure (it includes such lexicon as *-pun* in Indonesian). ¹⁷

Concerning with the notions about translation stated by experts above, it can be concluded that transposition is a grammatical change that occurs when translating ST into TT in order to produce readable, acceptable, and equivalent translation product.

2) Modulation

Modulation is a shift which is required by TL constraints (e.g. *at my desk* becomes *on my desk* in Arabic [*alā maktabi*]) or else is an option (e.g. Indonesian *hal itu tidak benar* becomes English *that is wrong*.¹⁸

In addition, Vinay and Darbelnet maintain that modulation is a method of translation obtained by changing a point of view, an evocation, and often a category of thought. They classify two main types of modulation namely fixed modulation and free modulation.¹⁹ In line with Vinay and Darbelnet, Venuti stated that modulation is a variation of the form of message which is gained by changing the point of view. The change appears when a translation that produces a grammatically correct utterance is considered unsuitable, unidiomatic or awkward in the TL.²⁰

¹⁹ Vinay and Darbelnet, *Comparative Stylistics.*, p. 346.

¹⁷ Machali, Rochayah, *Pedoman Bagi.*, p. 63-64.

Munday, Jeremy, *The Routledge.*, p. 212.

²⁰ Venuti, Lawrence, *The Translation Studies Reader*, (London: Routledge, 2000), p. 89.

3) Adaptation

In general terms, adaptation represents a TT, which draws on an ST,but it has extensively modified for a new cultural context. Adaptation involves a changing of the cultural setting in which the ST element is unfamiliar to the target culture. 21 This deals with a matter of cultural equivalence between SL and TL, such as the English phrase 'Dear Sir' is translated into 'Dengan hormat' instead of 'Tuan yang terhormat'.

Armstrong asserts that adaptation is the freest type of translation procedure. It, instead of concerning on the operations on linguistic units, focuses on phenomena that do not exist in the target culture.²²Moreover, Vinay and Darbelnetdefine adaptation as translation method of establishing an equivalent word, phrase, or sentence that qualifies the same value that is applicable to a dissimilar situation between SL and TL.23As an example, because of the different culture and concept of language, one of the most popular sports in the world 'football' is suitably called 'soccer' in America.

4) Contextual Conditioning

Contextual conditioning is a placement of information based on the certain context in order to make the meaning explicit in target

Munday, Jeremy, *The Routledge.*, p. 212.
 Armstrong, Nigel, *Translation, Linguistic, Culture*, (New York: Cormwell Press Ltd.,

Vinay and Dalbernet, Comparative Stylistics., p. 338.

language.²⁴ The following examples may show that it is needed to notice a context in the translating process:

- The expression 'selamat malam' in Indonesian language cannot a) solely be translated into 'good night' in English. It depends on the context; if it is uttered at the beginning of a meeting, 'good evening' is used, but if at the end of the meeting, using expression 'good night' is most probably employed.
- Some expressions related to the ST or TT culture, for example, b) the sentence "The Mustang was the fastest in the race." Considering the context of the phrase 'the Mustang' as a kind of horse, the sentence can be translated into "Kuda Mustang itu adalah yang tercepat dalam pacuan tersebut."²⁵

The important role of contextual conditioning may also be demonstrated by certain meanings of the word 'father'. The following four meanings of 'father' somewhat vary: ²⁶

- My father, the father of Harry Styles, the father of the student a)
- b) Our Father in heaven, the heavenly Father
- Father Murphy c)
- Father of the idea, father of the invention, father of his country. d) In sentence 1, the meaning of 'father' can be literally

transferred. It involves more than one person to specify the meaning,

²⁵ Machali, Rochayah, *Pedoman Bagi.*, p. 72. ²⁶ Nida and Taber, *The Theory.*, p. 59.

²⁴ Nida and Taber, *The Theory.*, p. 199.

and the persons are related in a biological and social relationship of contiguous generations as well as in direct descent.

In the second sentence, such technical terms as 'heaven', 'divine', or 'everlasting', or the specific context of the utterance and expression (e.g. in church), or the tone of intonation (some persons have a particular intonation for prayer) covers the meaning.

'Father' in sentence 3 illustrates a syntactic distinction, as well as a semotactic one. In the first place, 'father' in such contexts essentially represents a title and occurs in the same syntactic positions as a word like 'mister'. Moreover, the concept of 'father' is meant as a proper name or in direct address in which the practical context entirely defines the possibility range. It is used as a title of a priest specifically in the Roman Catholic Church and the Orthodox Church. The word 'father' in the fourth sentence owns a specific meaning of the 'goal' of the implied process of 'fathering'.

5) Recognized conditioning

Using the official or the generally accepted translation of an institutional term is normally applicable in translation.²⁷ This occurs when there is obviously no lexical equivalence in TL (for example: *batik, sarung, gado-gado, pecel*). Thus, the translation of those words

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²⁷ Newmark, Peter, A Textbook., p. 89.

can be performed by giving note, either by providing footnote or description of the word in a sentence. ²⁸ For instance:

ST: Didgeridoo, merupakan alat music tradisional yang digunakan oleh orang Aborijin.

TT: *Didgeridoo* is a traditional musical instrument used by the Aborigines.

(Note: *Didgeridoo* is a musical traditional instrument created by Aboriginal Australians made from a hollow tree branch which is played by blowing into one end until producing a variety of deep sound.)

C. The Concept of Transposition

The earlier linguists who study on transposition are Vinay and Darbelnet. Transposition is one of translation procedures that involves replacing a word class by another word class without changing the meaning of the message. ²⁹Transposition, along with modulation, equivalence, and adaptation, represents one of two strategies in translation namely oblique translation. ³⁰Moreover, transposition is considered the most common structural change undertaken by translators. ³¹ It is as the implication that in the encounter of two languages the same meaning can be conveyed by different word classes.

²⁸ Machali, Rochayah, *Pedoman Bagi.*, p. 73.

²⁹*Ibid.* p. 36

³⁰ Munday, Jeremy, *Introducing to..*, p. 57.

³¹ Vinay and Darbelnet, *Comparative Stylistics.*, p. 94.

In 1965, the word 'shift' appeared to refer to transposition. It is originated in Catford's: *A Linguistic Theory of Translation*. As far as translation is concerned, Catford asserts an important distinction between formal correspondence and textual equivalence. A formal correspondent represents any category of TL such as unit, class, element of structure, etc. which is occupied as nearly as possible as the given SL category occupies in the SL. Whilst, a textual equivalence is any TL form (a text or a portion of text) which is analyzed to be the equivalent of a given SL text or portion of text. Thus, textual equivalent is bound to a particular ST—TT pair, while formal correspondence is a more general system-based concept between a pair of languages. As the two concepts diverge, a translation shift is assumed to have established. ³²In Catford's own words, translation shift is a departure from formal correspondence in the process of going from the SL into the TL. ³³

In addition, Newmark defines transposition as one of translation procedures which involves a change in grammatical structure from SL into TL.³⁴In the concept that translation always includes two different languages, transposition requires the translator to construct appropriate grammatical structure which is in line with the grammar of the TL.

According to Armstrong, transposition is primarily concerned with the grammar. It involves replacing the ST word or structure with a TL

32 Munday, Jeremy, *Introducing to.*, p. 60.

³⁴ Newmark, Peter, A Textbook., p. 85.

³³ Catford, J.C, *A Linguistic.*, p. 73.

word or structure from different category.³⁵In line with this, Bell suggests a notion about transposition that it is to render an SL element by TL elements with a consideration of semantic level rather than formal equivalence. Then, transposition occurs, for example, because of word-class changes.³⁶

Furthermore, Hatim and Munday simply state that translation shifts (i.e. transposition) are the small linguistic changes that occur between ST and TT. It is in line with Baker and Saldanha's notion that transposition generally refers to changes which arise or may arise in the process of translating. For translating is a type of language use, the notion of shift belongs to the domain of linguistic performance. Therefore, transposition can be differentiated from the systemic differences that exist between SL, TL, and cultures.³⁷In this sense, transposition yields from efforts to deal with systemic differences.

Transposition is very common, and is frequently obligatory if an idiomatic rendering in the TT is sought. It the only translation procedure concerned with grammar, and most translators employ transpositions intuitively.

D. Types of Transposition

Vinay and Darbelnet asserts ten different types of transposition including adverb → verb, verb → noun, noun → past participle, verb →

³⁵ Armstrong, Nigel, *Translation, Linguistic.*, p. 150.

³⁶ Bell, T.Roger, *Translation and.*, p. 70.

³⁷ Baker, Mona and Saldanha, Gabriela, *Routledge Encyclopedia of Translation Studies*, 2nd *Edition*, (New York: Taylor & Francis e-Library, 2009), p. 269.

preposition, adverb → noun, past participle → noun, adjective → noun, prepositional expression → adjective/adverb, adjective → verb, and supplementation of demonstratives. The seen that, indeed, transpositions involve changing the word class of an SL by word class in the TL but, alternatively, still preserving the meaning.

However, those types of transposition mentioned latter, somehow, do not fit properly regarding to the process of translation from English into Indonesian and vice versa. Finally, Machali comes up with four types of transposition, as follow:³⁹

a) Transposition Type 1

This is so-called obligatory transposition. It is a must for a translator to occupy this type of transposition when conduct a translation from Indonesian language into English and vice versa. The following cases are the common phenomena of obligatory transposition:

a) English plural nouns become singular in Indonesian.

For examples:

ST TT

A pair of gloves Sebuah sarung tangan

A pair of pants Sebuah celana

³⁸ Vinay and Darbelnet, *Comparative Stylistics.*, p. 94-97.

³⁹ Machali, Rochayah, *Pedoman Bagi.*, p. 64-8.

A pair of scissors Sebuah gunting

b) Adjective repetition in Indonesian which represents an implicit variation of adjective is translated by pluralizing the noun.

For instance:

ST : Anak Indonesia ramah-ramah.

TT : Indonesian children are friendly.

c) 'Adjective + noun' becomes 'noun + adjective'. Most countable nouns in English have two-word forms, they are a singular and a plural.⁴⁰

As in:

ST TT

Handsome man Pria (yang) tampan

Confusing game Permainan yang

membingungkan

Long-deceased people Orang yang sudah lama

meninggal

However, if a noun contains many adjectives, it is translated from the adjective closest to the head noun, for example:

ST: Two splendid ancient electric trains

(1) (2) (3) (4)

{1,2,3 are adjectives, 4 is the noun}

TT: Dua (buah) kereta api listrik kuno yang bagus sekali.

(4)

(3) (2)

(1)

b) Transposition Type 2

It is one kind of transposition concerning about grammatical structure. It is performed if there is no equivalent grammatical structure of SL in TL. Below are the examples:

a) Object which is placed in front of the sentence is not available in

English sentence, except in passive voice or any special cases.

Therefore, it is transposed into the ordinary sentence.

For example:

ST : Baju itu harus kita beli.

TT : We must buy the shirt.

b) It is uncommon to find an adjective placed in front of an English

sentence, except in an imperative. So that, its equivalence should

be the usual sentence.

For example:

ST :berbeda pengertiannya.

TT : the notion differs.

ST : telah diresmikan pembangunannya.

TT : its establishing has been legitimated.

c) Transposition Type 3

It is the type of transposition which occurs as the literal translation of SL is available, however, its equivalence sounds unnatural and rigid. The following are examples of these phenomena:

a) Noun/noun phrase in English SL becomes verb in TL.

It can be seen as in:

ST : ...to train intellectual men <u>for the pursuits of</u> an intellectual life.

TT : untuk melatih para intelektual <u>untuk mengejar</u> kehidupan intelektual.

b) 'Adjective + noun' in English becomes 'noun + noun' in Indonesian.

For instances:

Adjective + noun noun + noun

Engineering technique Teknik (pe)rekayasa(an)

Medical student Mahasiswa kedokteran

c) Reduced clause (underlined) from SL is expressed wholly and explicitly in the TL.

For example:

ST: The verdict <u>signed</u> by the judge is valid.

TT : Keputusan yang ditandatangin oleh hakim telah sah.

ST : The tourists coming from Germany are able to speak Indonesian.

TT : Wisatawan yang berasal dari Jerman dapat berbicara Bahasa Indonesia.

d) Noun phrase whose adjective is formed from (in)transitive is translated into 'noun + clause'

For example:

Adjective + noun noun + clause

Lending bank Bank yang memberikan pinjaman

Thinking person Orang yang berpikir

- e) Class-shifts (Catford's word for this type of transposition)
 - (1) Noun → verb

ST : I disavow any knowledgeof their presence.

TT :Saya menyangkal <u>mengetahui</u> apapun tentang keberadaan mereka.

(2) Adjective → verb

ST : The neighbors were <u>hostile</u> to the new family.

TT: Para tetangga itu <u>memusuhi</u> keluarga baru tersebut.

(3) Noun → verb

ST : It was an arduous climb up the mountain.

TT : Sungguh sukar mendaki gunung itu.

d) Transposition Type 4

Transposition may be completed in order to fulfil a lexical gap by using grammatical structure (it includes such lexicon as *-pun*, *-lah* in Indo nesian). The following examples may be of the representation:

a) A textual tool which signs a focus point in SL is uttered by using grammatical construction for the TL, as in:

ST : Keputusan inilah yang diacu.

TT : It is this decision which is referred to (not anything else).

b) It is what Catford considers as unit-shifts. They may be: word becomes clause; phrase becomes clause; and so forth. For instance:

ST TT

Adept Sangat terampil

Amenity Sikap ramah tamah, tata karma,

sopan santun

Deliberate Dengan sengaja, tenang, dan

berhati-hati.

Interchangeability Keadaan dapat saling

dipertukarkan

E. Translation Quality Assessment

An assessment is needed in order to measure the quality of translation. The products of translation are not always good. Sometimes, there are many mistakes in translating a text. Therefore, the readers need to pay attention to the product of translation. There are many ways to evaluate the quality of a translation. Larson cited in International Journal of Language and Literature by Roswani Siregar stated that there are three aspect in assessing the translation quality such as, Accuracy, Naturalness and Readability⁴¹. In this research, it measures the translation from readability aspect. Readability is related to the level of fluency in target language. Readability deals with how natural and easy a translation are read by the reader. The text is said to be highly readable if the reader can understand the text easily. According to Roswani Siregar, there are some criteria as follows⁴²: 1). The text can be understood easily; 2). In general, the text can be understood, but there are certain parts should be re-read to comprehend;

3). The text is difficult to comprehend.

According to Nababan et al the level of readability can be seen as $follows^{43}$:

- Good : Words, terms, phrases, clauses, sentences can be easily understood by the reader.
- 2. Fair :Most of the translation can be understood by the reader, but

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⁴¹ Roswani Siregar. Translation Quality Assessment of "the 8th Habit: from Effectiveness to Greatness by Stephen R. Covey" into Indonesian. (American Research Institute for Policy Development 2016) Vol. 4, No. 1. p.232

⁴² Roswani Siregar. *Op. Cit.*p.237

⁴³ Mangatur Nababan, Ardiana Nuraeni & Sumardiono. *Loc. Cit.*

there are certain parts that must be read more than one times to understand the translation.

3. Bad :The translation is difficult for the reader to understand.

Those are the categories for assessing the readibility of english transposition translation.

CHAPTER III

RESEARCH METHOD

A. The Characteristics and Types of The Research

Two common categories of research widely known are quantitative and qualitative. Two of them take a part in a research methodology field to enhance more understanding about those researches. Not only quantitative but also qualitative research methodologies have distinction manner in reaching a goal. Those can be distinguished by collecting the data technique and analysing the data. Thus, it is not an excessive fact that either quantitative or qualitative is most absolutely disparate.

This research is a qualitative research. Donald Ary et al interpret that qualitative is a research which grasps a depth understanding by turning to account a holistic data than numeric data. 44 In the same way, a study which do not attempt to quantify the results by means of statistical data or anlysis is called by qualitative research. 45

Correspondingly, a qualitative classified as most natural research for it conducts in a natural setting to gain a deep understanding of a specific participant or a few by taking the data in a particular place. Thus, the different data taken will indicate a different result as well.

In the qualitative research, the researcher proposed case study as a type of this research. Creswell stated that case study is where the

⁴⁴ Donald Ary et.al, Introduction to Research in Education, (USA: Wadsworth Cengage

Learning, 2010), p.29.

Geoffrey Marczyk et.al, Essentials of Research Design and Methodology, (New Jersey: John Wiley & Sons, Inc, 2005), p.17.

researcher investigates in the depth of a phenomenon, a program, an event, an activity, a process, or one or more individuals. Similarly, it involves an in-depth examination of a single person or a few people to provide an accurate and complete description of the case.

Based on the explanation propounded above, this research focused on one of translation procedures namely transposition occured in both Indonesian and English book written by Brown "Principles of Language Learning and Teaching" and "Prinsip-prinsip Pembelajaran dan Pengajaran Bahasa."

B. Sampling Technique

Purposive sampling technique was used in this research by the researcher. According to Ilker Etikan, purposive sampling to concentrate on people with particular characteristics who will better be able to assist with relevant research⁴⁷. Based on that, the researcher chose the most influential and important data. The researcher only chose the data which contain transposition in a sentence. The researcher also tents to choose the participants who have the experiences, know the information about the problems and are reliable as valid source of data.

C. Data Resource

In conducting the data resource, the researcher took from the book "Principle of Language Learning and Teaching" by H. Douglas Brown,

⁴⁶ John W. Creswel, *Research Design: qualitative, quantitative, and mixed methods approaches* 2nd ed, (California:Sage Publication, 2003), p.15.

⁴⁷ Ilker Etikan, *et. al.Comparison of Convenience Sampling and Purposive Sampling*. (Science Publishing Group. 2016) Vol. 5, No. 1 p.3

2007 in chapter 1 until chapter 3. While, the translated book was entitled *Prinsip-prinsip Pembelajaran dan Pengajaran Bahasa* which was translated by Cholis and Pareanom and is published by US Embassy in 2008. It meant that the these books were the primary data which was obtained by the researcher as an object of this research.

D. Data Collection Technique

In qualitative studies, the data can be amassed by collecting two basic types, namely documentation and questionnaire. In this research, the researcher set up the data by using the instruments as follow:

1. Documentation

In conducting this research process, the documents are the books, *Principle of Language Learning and Teaching* by H. Douglas Brown and its translation *Prinsip Pembelajaran dan Pengajaran Bahasa* translated by Noor Cholis and Yusi Avianto Pareanom related to the transposition translation theories. Equally, after documenting the data, the researcher will record the information.

2. Questionnaire

In order to seek the data for knowing readability of the translated book (i.e. Prinsip-Prinsip Pembelajaran dan Pengajaran Bahasa), researcher generated a questionnaire. There were about 40 questionnaires that were supposed to be able to measure the readability of the book. The respondents were two lecturers and one

student who had already owned the English version of the book entitled Principles of language Learning and Teaching. The participants were required to complete the questionnaire by giving checklist on the paper in order to rate the readability of english transposition translation. The following are the categories of the quality assessment from readability aspect.

 $\label{eq:Table 1}$ The Criteria of Readability Level 48

Readability Level	Score	Criteria
Good	3	Words, terms, phrases, clauses, sentences can be easily understood by the reader.
Fair	2	Most of the translation can be understood by the reader, but there are certain parts that must be read more than one times to understand the translation.
Bad	1	The translation is difficult for the reader to understand.

After the data had been taken from the participants, the researcher calculated the data into three categories. The categories can be seen as follows:

Readability Level

Categories:

48 Mangatur Nahahan Ardiana Nuraeni & Sumardiono *Pan*

⁴⁸ Mangatur Nababan, Ardiana Nuraeni & Sumardiono. *Pengembangan Model Penilaian Kualitas Terjemahan*. (Jurnal Kajian Linguistik dan Sastra. Vol.24.No.1 Juni 2012) p.39-57

1) Good = Readable (average score 2,6-3)

2) Fair = Less Readable (average score 2 - 2.5)

3) Bad = Not Readable (average score 1- 1,9)

E. Data Analysis Technique

In this discussion, the researcher used some steps in data analysis techniques based on the Creswell's model:⁴⁹

- a. The data were prepared and organized to be analyzed. This step involved scanning material, or arranging the data into some types depend on different sources of information.
- b. The researcher read the whole data and try to understand the types of transposition which were commonly used in English into Indonesian translation. Thus, the researcher got the codes from this general view to reach the next data.
- The codes would be analyzed and labelled in detail based on the types
 of transposition used.
- d. Researcher described codes for the description. Moreover, she would design detailed de scription for case studies. Then, an amount of themes or categories are produced.
- e. Apply the narrative passage to convey the findings of the analysis. It present a process model, advance a drawing of the specific research, or convey descriptive information in a table.

⁴⁹ Cresswell, John. W. *Op. Cit.* p.247-249

f.	This final step is interpreting the information of the finding results.
	These finding results can be based on the researcher interpretation.

RESULT OF THE RESEARCH

A. Description of Research Setting

1. The Historical Background of IAIN Metro

a. The Brief History of IAIN Metro

State Institute for Islamic Studies (IAIN) Metro was located in Metro city, Lampung province. It was the one and only State Institute for Islamic Studies in this city. As an Islamic Institute which was one of favorite universities, IAIN Metro has vision and missions. Its vision was Become an Innovative Islamic College of Education in socio-ecotechno-preneurship synergy based on Islamic values and Indonesian.

Then, to accomplish the vision, it composes some missions, namely: Implementing Islamic values in the implementation of education, research, and community service, Building a productive and innovative academic culture in resource management through scientific studies, learning models, and research, Growing socioecotechno-preneurship of academicians in the implementation of three pillars of university, Implement a professional and cultivated institutional management system based on information technology.⁵⁰

IAIN Metro was built on April 23 to 25, 1997 based on Decree of President RI No. 11, 1997 on March 21, 1997. The establishment of IAIN couldnot be separable with the history of IAIN Raden Intan

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⁵⁰ Taken from http://metrouniv.ac.id, accessed on May 8th, 2017

Bandar Lampung which has begun from the effort of elite and religion figures from Lampung Islamic Welfare Foundation (YKIL). In the discussion of YKIL, it was dealt to accomplish two facilities, Education faculty and Islamic Law faculty, which are were domiciled in Tanjung Karang.

Referring to decision of President of Indonesia No. 27, 1963, in order to accomplish Al-Jami'ah, YKIL should at least had three faculties. In line with, YKIL opened Ushuludin faculty that was domiciled in Tanjung Karang. Finally, it realized the dream of Lampung society to find IAIN Al-Jami'ah based on the Minwaster of Religious Affair Decree No. 187/68 which was named "State Islamic Institute Raden Intan Tanjung Karang". In the year of 1993, IAIN Raden Intan Tanjung Karang was changed to IAIN Raden Intan Bandar Lampung. ⁵¹

Moreover, in 1967, the Education and Islamic Law Faculty were established in Metro City based on the request of Metro society. Furthermore, based on the handbill of Director General of Bimas waslam No. E.III/OT.00/AZ/1804/1996, the settlement of Institutional Faculties IAIN outside the central Institute should be changed to State Islamic College (STAIN). Finally, based on the Decree of President RI No. 11, 1997, STAIN was legalized. That was the history of establishment of STAIN Jurai Siwo Metro.

⁵¹*Ibid*,..

The year 2010 was the year of preparation for the status of STAIN to IAIN. Currently the civitas academic STAIN Jurai Siwo Metro with various attempts to become a leading college and leading in the assessment and development of science, art and Islamic culture.

The status of STAIN Jurai Siwo Metro to IAIN Jurai Siwo Metro has been proposed since 2010 and was planned to be realized in 2012 next year. Alumni deliberation also became one of the adminwastrative requirements of STAIN status to IAIN. This has long been done during the leadership of Prof. Dr. Syaripudin, M.Ag. By inviting all the alumni of all generations in the grand reunion event on Saturday, July 28, 2010 last.

The change of status to IAIN would also encourage the formation of faculties which was a merger of two majors with 9 courses.

The year 2016 was the transition year of STAIN to IAIN. This status change was contained in Presidential Regulation No.71 dated August 1, 2016, according to the Presidential Regulation, the establishment of IAIN Metro was a change of form from the State Islamic College (STAIN) Jurai Siwo Metro.

In relation to the amendment, all the assets, employees, rights and obligations of each STAIN are transferred to the IAIN's assets,

employees, rights and obligations respectively. Similarly, all STAIN college students become IAIN students.

The change of status to IAIN would also encourage the formation of new faculties which would be born in accordance with the needs of the community for education, as well as the development of facilities and infrastructure more adequate to realize IAIN Metro for the better.

b. Organization Structure of IAIN Metro

The Organization Structure of IAIN Metro in academic year 2016/2017, as follows:

The Organization Structure of IAIN Metro Rector Institute Senate of IAIN Metro Prof. Dr. Enizar, M.Ag Vice Rector I Vice Rector III Vice Rector II Dr. Suhairi, M.H Muhtar Hadi, M.S.I Dr. Hj. Ida Umami, M.Pd.Kons The Head of Administration The Dean of Dir. Post-Graduate The Dean of The Dean of The Dean of Tarbiyah Economic & Syariah: Da'wah: Dra. Muqi Hastuti and Teacher Islamic Bussiness: Tobibatussa'adah, Husnul Dr.Mat Jalil, Training: M.Ag Dr. Widhiya Fatarib, Ph.D M.Hum Dr. Hj. Akla, Ninsiana, M.Hum M.Pd The Head of The Head of Planning The Head of General & Staffing & Information System Academic and Bureau Department Student Bureau **UPT** M. Mahrus Sa'adon, Tri Pramestia, S.E Drs. Miftakhul Abidin S.E

Figure 1: The Organization Structure of IAIN Metro

c. The Location Sketch of IAIN Metro

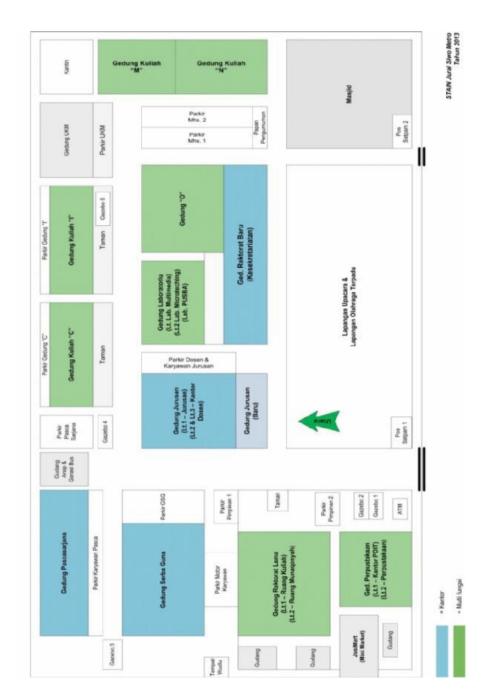


Figure 2: Location Sketch of IAIN Metro Campus 1

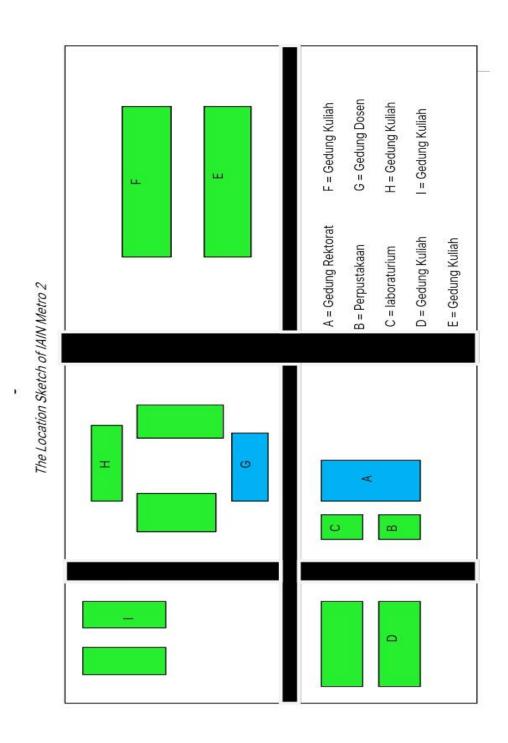


Figure 3: The Location Sketch of IAIN Metro Campus 2

d. The Condition of Lecturer of TBI

The condition of lectures of TBI in IAIN Metro in academic year 2017/2018 based on the educational background as follows:

Table 2

Total of lecturers educational background of TBI in IAIN Metro

No	Educational Background	Total
1	SI	-
2	S2	30
3	S 3	2
	TOTAL	32

Source: Documentation of IAIN Metro in academic year 2017/2018 taken from The General Bureau

2. The English Education Department (TBI)

English department (Tadris Bahasa Inggris [TBI]) is one of Strata 1 (S1) majors of Tarbiyah and Teacher Trainning Faculty in State Institute for Islamic Studies (IAIN) of Metro. Histirically, S1 TBI IAIN Metro came from Diploma 3 (D3) English Education that was opened in 2002. The legal and operational license of TBI based on the explanation letter of Islamic Education General Director No. Dj.l/220.C/2007 in Jakarta on May 28th, 2007. According the Implimentation License of Study Program from the General Director. TBI is located in IAIN Metro in Jl. Ki Hajar Dewantara 15A Metro City.

English Education Department (TBI) has vision in implementing education, namely: creating professional students in English Education who can integrated Islamic values and academic dimensions. The vision then is enlarged in some missions, namely:

- a. Developing the students' privacy through knowledge, reinforcement, and actualization toward religious, national, and civil life in Islamic culture.
- b. Building and developing humanist, democratic, and modern academic atmosphere.
- Growing the professionalism ethic through theoritical knowledge basic mastery.
- d. Providing qualified service of education to produce smart and skillful educator candidates who have good attitude.
- e. Applaying integrated education system which is able to giive a significant input for education development.

In line with the above statement, TBI always tries to develop quality in teachhing and learning process. Indeed, it will be a dynamic, opened, and polite relationship among the stakeholders in TBI IAIN.

B. Description of Research Data

Transposition is one of the five procedures of translation. It generally occurs due to fact that most translators intuitively translate text(s) by changing the grammatical structure. Transposition consists of four types.

The first type is obligatory translation which translator must occupy this type of transposition when translating text(s) in such cases as English plural becomes singular in Indonesian; repetition of adjectives is translated by pluralizing the noun; and phrases adjective-noun is translated into nounadjective. The second one is performed if there is no equivalent grammatical structure of SL in TL. The third kind occurs as the equivalent translation sounds unnatural and rigid even though the literal translation is available. And, the fourth type is completed to fulfill a lexical gap by using grammatical structure including such lexicon as —pun, -lah in Indonesian.

Regarding to the object of this research, the researcher specified her main object into an analysis of translation procedure, especially transposition found in Brown's *Principle of Language Learning and Teaching* and its translation and the readibility level.

C. Description of Data Analysis

The description of data analysis showed the findings of the research.

The data analysis in this research is gathered by analysing H. Douglas Brown's book to find types of transposition translation and the result of the questionnaire to measure the readibility level.

1. Transposition

a. Transposition Type 1

This is so called obligatory transposition. There are 1227 phenomena of this type of transposition which can be clasified into three common categories:

1) English plural nouns become singular in Indonesian.

The researcher found 4 examples of this category that can be viewed below.

Tabel 3

Description of 1st Kind of Type 1 (English plural nouns becomes singular)

becomes singular)		
ST	TT	Page
		(Eng-Ind)
So much is at stake that		
courses in foreign	permasalahan yang ada	
languages are often	sehingga kursus-kursus	
inadequate traning	bahasa asing sering	
grounds, in and of	menjadi medan latihan	1-1
themselves, for the	yang tidak memadai	
succesful learning of a	bagi keberhasilan	
second language.	mempelajari bahasa	
	kedua.	
How do intercultural	Bagaimana perbedaan	
contrasts and	dan kemiripan antar	3-3
similarities affect the	budaya mempengaruhi	
learning process ?	proses pembelajaran ?	
A systematics means of	Sebuah sarana	
communicating ideas or	sistematis untuk	
feelings by the use of	mengomunikasikan	
conventionalized signs,	gagasan atau perasaan	6-6
sounds, gestrures , or	dengan menggunakan	
marks having understood	isyarat, suara, gerak-	
meanings.	gerik, atau tanda-tanda	
	yang disepakati	

galaman anda akan
jadi contoh
blang yang 22-23
ghidupkan teori-
tersebut.

From the data above, it can be seen that the English plural nouns are translated into singular in Indonesian, as in "General intercultural contrasts and similarities" which should be translated into "Medan latihan yang tidak memadai" Alternatively, the rest of the examples are purely translated into singular.

 Adjective repetition in Indonesian which represents an implicit variation of adjective is translated by pluralizing the noun.

This type are not found in this research.

3) 'Adjective + noun' becomes 'noun + adjective

There are 1223 examples of this type found in this research. Some samples are seen in the following:

Table 4Description of 3rdKind of Type 1 ('adjective+noun' becomes 'noun+adjective')

ST	TT	Page (Eng-Ind)
Normal science	Thomas Kuhn (1970) menyebutkan "Sains normal" sebagai sebuah proses menyusun puzzle dimana tugas ilmuwan,	4-4

A complete, consistent, unfied theory of first language acquisition can not be claimed; however, child language research has manifasted some enormous strides toward that ultimate goal.	terpadu, konsisten, dan lengkap tentang diungkapkan pemerolehan bahasa pertama memang belum bisa; namun, penelitian bahasa anak-anak melahirkan langkahlangkah besar.	35-38
Brown and Bellugi (1964) gave us a delightful example of the difficulty of attemping to extract underlying grammatical knowledge from children.	0 , 0	36-39

In phrase "normal science", the initial pattern is 'adjective+noun', but the translation transposed into 'noun+adjective' that is "sains normal". However, if a noun contains many adjectives, it is translated from the adjective closest to the head noun as in "A complete, consistent, and unfied theory" which is transposed into "Sebuah teori yang terpadu, konsisten, dan lengkap".

b. Transposition Type 2

It is kind of transposition concerning about grammatical structure. It is performed if there is no equivalent grammatical

structure of SL in TL. There are 34 findings of this type that are classified into two categories:

Object in front of sentence transposed into ordinary sentence In this research, the writer found 5 examples of this type as follows:

Table 5Description of 1st Kind of Type 2("object in front of sentence transposed into ordinary sentence")

ST	TT	Page
		(Eng-Ind)
The patterns that are	Yang digambarkan	
illustrated are	disini adalah pola-pola	
typical of what Kuhn	tipikal yamg dipaparkan	14-15
(1970) described as	oleh Kuhn (1970)	
the structure of	sebagai struktur revolusi	
scientific revolutions.	ilmiah.	
Several theoritical	Dibahas beberapa	35-38
positions have been	pandangan teoritis	33-36
sketched out here.	disini.	
Enough data have	Telah berkumpul cukup	
accumulated to	data untuk menggugat	
challenge the simple	pandangan simpel bahwa	
view that the left	belahan kiri adalah	58-63
hemisphere is the	belahan bahasa dan	30-03
language hemisphere	belahan kanan	
and the right	mengerjakan sesuatu	
hemisphere does	yang lain.	
something else.		

Actually this type of transposition more fit the translation from Indonesian to English. Nevertheles, it can be seen from the above table that the translator translated the text by applying this transposition as in "the patterns that are illustrated are typical of" into "yang digambarkan disini adalah pola-pola tipikal".

2) Adjective in front of sentence transposed into usual sentence
There are 27 findings constituting this type of transposition. Some examples are displayed below:

Table 6

Description of 2nd Type of Type 2("adjective in front of sentence transposed into usual sentence")

ST	TT	Page
		(Eng- Ind)
		mu)
On the surface, it is	Dipermukaan, sepenuhnya	24.26
entirely reasonable	masuk akal membuat	24-26
to make the analogy.	analogi itu.	
But it is interesting	Akan tetapi menarik	
that in the middle of	bahwa pada pertengahan	
the twentieth	abad kedua puluh, Metode	
century, the Direct	langsung dihidupkan	
Method was revived	kembali dan diarahkan	
and redirected into	menjadi metode yang	
what was probably	tampaknya paling	50-54
the most visible of	"revolusioner"dibandingkan	
all language	semua metode pengajaran	
teaching	bahasa pada era modern,	
"revolutions" in the	Metode Audiolingual.	
modern era, the		
Audiolingual		
Method.		
But it is important	Namun, sebenarnya perlu	12 17
to ask what type of	dipertanyakan tipe peniruan	43-47
imitation is implied.	apa yang dimaksud	

From the above result, it seen that the translator transposed the ST by omitting the subject and verb so that the

adjective proceeded the TT. In "it is interesting", the "it is" is not translated thus the translation becomes "menarik bahwa". Similarly, sentence "It is entirely reasonableto make the analogy" is transposed into "Sepenuhnya masuk akal membuat analogi itu".

c. Transposition Type 3

This type of transposition occurs as the literal translation of SL is available, however, its equivalence sounds unnatural and rigid. The researcher found 334 examples of this type which can be devided into 5 categorized, namely:

1) Noun/noun phrase in English SL becomes verb in TL

The researcher found 71 cases of this type, several of which can be seen as follow:

Table 7

Description of 1st of Type 3 ("Noun/noun phrase in English SL becomes verb in TL)

ST	TT	Page
		(Eng-Ind)
As they reach the end	Ketika berumur satu	
of their first year,	tahun, mereka berusaha	
children make spesific	menirukan kata-kata dan	
attempts to imitate	mengucapkan suara-	25-27
words and speech	suara yang mereka	
sounds they hear	dengar disekitar mereka,	
around them, and about	dan kira-kira pada saat	

this time they utter their	itulah mereka	
first "words".	mengucapkan "kata"	
	pertama mereka.	
May have been	Mungkin sudah tidak	
inappropriately taken to	tepat dianggap sebagai	
be a universal situation	situasi universal menurut	
in proposing an innatist	para pendukung sifat	62-66
explanation for adult	bawaan yang	
foreign accents.	memberikan penjelasan	
	alami untuk logat asing	
	orang dewasa.	
Does this capacity of	Apakah kemampuan	
formal, abstract thougt	berpikir abstrak formal	
have a facilitating or	ini memudahkan atau	66-71
inhibiting effect on	menghambat	
language acquisition in	pemerolehan bahasa	
adults?	orang dewasa?	

In order to create equivalent TT, the translator transposed the ST by changing the noun/noun phrase into verb in TT. Sentence "As they reach the end of their first year, children make spesific attempts to imitate words and speech sounds they hear around them, and about this time they utter their first "words"." is translated into "Ketika berumur satu tahun, mereka berusaha menirukan kata-kata dan mengucapkan suara-suara yang mereka dengar disekitar mereka, dan kira-kira pada saat itulah mereka mengucapkan

"kata" pertama mereka.". The noun 'attemps' is transposed into 'berusaha' instead of its literal meaning 'usaha'.

2) 'Adjective + noun' in English becomes 'noun + noun' in Indonesian

There are 30 findings of this type. Below are some of the examples:

Table 8Description of 2nd Kind of Type 3 ('Adjective + noun' in English becomes 'noun + noun' in Indonesian)

ST	TT	Page
		(Eng-Ind)
A child's (or adult's)	Performa linguistik	
linguistic	anak-anak (atau orang	
performance may be	dewasa) mungkin lebih	
the consequence of	merupakan konsekuensi	
many levels of	dari interkoneksi syaraf	
simultaneous neural	yang berlangsung	31-34
interconnections	simultan pada banyak	010.
rather than a serial	tingkatan ketimbang	
process of one rule	proses penerapan satu	
being applied, then	kaidah, lalu kaidah	
another, then another,	lainnya, lalu yang	
and so forth.	lainnya, dan seterusnya.	
Enviromental	Faktor-faktor	
factors cannot by any	lingkungan sama sekali	
means be ignored, as	tidak bisa diabaikan,	40-43
connectionists and	sebagaimana	
emergentists have	diperlihatkan oleh kaum	

shown.	koneksionis dan	
	emergentis.	
The maturational	Efek pematangan (pada	
effects, to a very	sirkuit-sirkuit neural)	
large extent, can be	tersebut, bisa	64-69
compensated for is	dikompensasi dengan	
indeed encouraging.	pemberian semangat.	

From the above table, it can be seen that the noun phrases which are formulated from 'adjective+noun' are transposed into 'noun+noun'.

3) Reduced clause from SL in the TL

Reduced clause from English ST is transposed wholly and explicitly in the TT. The researcher found 86 patterns of this transposition. There are 3 samples presented here:

Table 9

Description of 3rd Kind of Type 3(Reduced clause from SL in the TL)

ST	TT	Page
		(Eng-Ind)
engaged in social practices, on a collaborative group,	mengatakan bahwa penelitian konstruktivis cnderung berfokus pada "individu-individu yang terlibat dalam berbagai praktek sosial, pada	13-13

languages, called "phrase", or more specifically, "noun phrase".	struktural yang disebut "frase" atau lebih spesifik lagi "frase nomina".	41-45
Dulay and Burt (1974a) found, for example, that 86 percent of more than 500 errors made by Spanish-speaking, children learning English reflected normal developemental characteristics-that is, expected intralingual strategies, not interference errors from the first language.	mendapati, misalnya bahwa 86 persen dari 500 kesalahan yang dibuat oleh anak-anak berbahasa Spanyol yang belajar bahasa inggris mencerminkan karakteristik perkembangan yang normal yaitu, sebuah	72-78

Reduced clause appears as the clause, usually adjective clause, omits the relative pronoun and the subject. For example, in "Individuals engaged in social practices, ...", the initial clause might be "individuals who were engaged in social practices,..." However, it is translated wholly and explicitly into Indonesian translation becoming "individuindividuyang terlibat dalam berbagai praktek sosial".

4) Noun phrase whose adjective is formed from (in)transitive is translated into 'noun+clause'

Adjective can be established from both transitive and intransitive. When it is attached into noun phrase, it is transposed into 'noun + clause' in Indonesian translation. There are 41 occurences found in this research. Some examples are seen as follow:

Table 10

Description of 4th Kind of Type 3 (Noun phrase whose adjective is formed from (in)transitive is translated into 'noun+clause')

ST	TT	Page
		(Eng-Ind)
An extended	Sebuah definisi yang	
definition or theory of	diperluas atau teori	
teaching will spell out	tentang pengajaran	
governing principles	akan menerangkan	8-9
for choosing certain	prinsip-prinsip kunci	
methods and	dalam memilih metode	
techniques.	dan teknik tertentu.	
Differing viewpoints	Berbagai sudut	
emerge from equally	pandang yang berbeda	
knowledgeablescholars,	muncul dari sarjana-	
usually over the extent	sarjana yang sama	
to which one	pintarnya, biasanya	9-9
viewpointsor another	mengenai sampai	
should receive primacy.	sejauh mana sebuah	
	pandangan memiliki	
	keunggulan.	
In an attempt to	Dalam upaya	
broaden the base of	memperluas dasar teori	
behavioral theory,	behavioristik, beberapa	
some psychologists	psikolog menawarkan	27-29
proposed modified	pandangan-pandangan	
theoritical positions.	teoritis yang sudah	
	mengalami perubahan.	

The adjective are transposed into clause, usually by using the word 'yang' in Indonesian such as in "differing viewpoints" becoming "berbagai sudut pandang yang berbeda". The adjective can be in the form of past participle or present participle. The difference is on the translation. The former is translated as passive action while the latter is showing active action. For instance, while "An extended definition" is translated into "sebuah definisi yang diperluas.

5) Class-shifts

Transposition may involve a departure from certain class into another class, such as from noun to verb, adjective to verb, adverb to noun, adverb to verb, and so forth. The researcher found 97 samples of this type, some of which are presented here:

Table 11Description of 5thKind of Type 3 (Class-shifts)

ST	TT	Page (Fig. 1, 1)
		(Eng-Ind)
It does virtually	Ia nyaris tidak berperan	
nothing to enhance a	apa-apa dalam	
student's	peningkatan kemampuan	16-17
communicative	komunikatif siswa dalam	
ability in the	bahasa.	
language.		
Many of the	Banyak perbandingan	
traditional	lama yang merupakan	57 61
comparisons were of	perbandingan jenis ini;	57-61
this type; however,	namun, perbandingan	
such comparisons	semacam ini harus	

must be made only	dibuat secara ekstra	
with extreme caution	hati-hati karena adanya	
because of the	perbedaan yang luar	
enormous cognitive,	biasa antara kognitif,	
affective, and pyssical	afektif, dan fisik anak-	
differences between	anak dan orang dewasa.	
children and adults.		
Longitudinal studies	Studi –studi menyeluruh	
such as loup et.al	seperti studi loup, dkk	
study of a highly	tentang pembelajar	
nativelike adult	dewasa bahasa Arab	
learner of Egyptian	Mesir, yang sangat mirip	
Arabic are useful in	penutur asli, memberi	
their focus on the	sumbangan dalam fokus	65-70
factors beyond	mereka pada faktor-	03-70
phonology that might	faktor diluar fonologi	
be relevant in helping	yang mjungkin relevan	
us to be more	untuk membantu	
successful in teaching	keberhasilan kita dalam	
second language to	pengajaran bahasa	
adults.	kedua kepada orang	
	dewasa.	

A shift from verb to noun is seen in "It does virtually nothing to **enhance** a student's communicative ability in the language." which is translated into "Ia nyaris tidak berperan apa-apa dalam peningkatan kemampuan komunikatif siswa dalam bahasa." where 'enhance' (verb' becomes 'peningkatan' (a noun).

"Many of the traditional comparisons were of this type; however, such comparisons must be made only with **extreme caution** because of the enormous cognitive, affective, and pyssical differences between children and

adults." translated into "Banyak perbandingan lama yang merupakan perbandingan jenis ini; namun, perbandingan semacam ini harus dibuat secara ekstra hati-hati karena adanya perbedaan yang luar biasa antara kognitif, afektif, dan fisik anak-anak dan orang dewasa.." shows a noun phrase-to-adverb shift.

d. Transposition Type 4

This kind of transposition is performed to fulfill a lexical gap between SL and TL by using grammatical structure. In this research, there are 330 samples representing the type which are classified into two categories:

1) A textual tool which signs a focus point

The focus point in SL is signed by using grammatical structure in TL. There are 39 samples found in this research as some of which are presented below:

Table 12

Description of 1st Kind of Type 4 (A textual tool which signs a focus point)

ST	TT	Page (Eng-Ind)
Is it effective?	Efektifkah ?	22-24
But that children learn to function in a language chiefly through interaction and discourse.	Tetapi bahwa mereka pun belajar berfungsi dalam sebuah bahasa terutama melalui interaksi atau wacana.	26-28
It is said that "a	Ada pepatah	66-71

watched	pot	never	mengatakan "belanga
boils"			yang ditunggui tak
			pernah mendidih".

In Indonesian, to sign the focus pint of English text, such lexicon as —pun. —lah, -kah are usually employed. For example, in sentence "But that children learn...", the translation becomes "Tetapi bahwa mereka pun belajar...". Rather different instances are seen in "it is said that..." which is translated into "Ada pepatah mengatakan".

2) Unit-shifts

In the unit-shifts, the word may become phrase, phrase becomes clause, word becomes clause, clause becomes sentence, and so forth. There 291 samples found in this research, some of which are displayed in the following table:

Table 13Description of 2ndKind of Type 4 (Unit-shifts)

ST	TT	Page
		(Eng-Ind)
At the other constructivist extreme is the position that makes not only the cognitivist claim that children come into this world with very specific innate knowledge, predispositions, and biological timetables.	sebagaimana yang	26-28

For	it	is	in	the	Karena	dalam	proses	
com	mur	icat	ive		komunik	tasi.		69-74s
proc	ess							

An example of a word-to-phrase shift in which the word "predispositions" becomes phrase "bakat tertentu". In second example shows sentence-to-phrase "For it is in the communicative process" into "Karena dalam proses komunikasi".

2. Readiblity

Readability aspect is to find out whether the transpostion translation is translated readably or not. The data were collected by giving questionnaire about readability level. The questionnaire was given to two lecturers and one student of IAIN Metro from English Education Department contained 40 sentences which included transpoition in it. The participants were asked to give checklist in the coloumn score that they thought it was appropriate.

The participants were selected from English lecturers and the nineth semester student because they had had and learnt from the Brown's *Principles of Langauge Learning and Teaching*. The participants not only had studied on how to translate well but also the participants had studied about procedures of translation especially transposition so that they are familiar with transposition.

Based on the questionnaire which were given to two lecturers and one student of IAIN Metro from English Department in assessing

the readability level, the researcher found that there are 10 sentences which are readable (25%), 23 sentences are less readable (57,5%) and 7 sentences are not readable (17,5%) transposition translation in chapter 1 until chapter 3. It can be said that the readability from 40 sentences with transposition in it are less readable and got the score 2,3 based on the average score of the result.

a. Readable Translation

Based on the result above, the researcher find out that from the total of 40 sentences including transposition, there is average score which was closer to the category of readable. The average score for readable category is 2,6-3.

Based on the average score, it means that the total of 2 lecturers and one student, are easy to read and understand the meaning of transposition translation. In this category, there are 23 sentences which included, those are sentence number 1, 4, 14, 15, 20, 21, 24, 31, 34, and 37. Here is some of the data which belong to this category:

Sentence number 14:

- ST: He also gained recognition for his contributions to education through teaching **machines and program** learning.
- TT: Ia juga diakui karena sumbangannya bagi pendidikan melalui melalui mesin pengajaran dan pembelajaran

terprogram.

In the sentence number 14, all participants gave the score 3 which include in readable category. The participants ASR, SS and DC gave score 3 which mean that they read easily transposition translation. Transposition translation "machines and program learning" is translated into "pengajaran dan pembelajaran terprogram" and it made the translation of transposition translation was readable. The same thing happened in the

Sentence number 31:

ST: You have a general directive.

TT: Anda mempunyai pengarahan umum.

sentence number 31. Here is the sentence.

The data above was taken from the sentence number 31. All of the participants who gave the score 3 were ASR, SS and DC. From the result, it can be assumed that ASR, SS and DC were able to read and understand the meaning of transposition translation. The researcher found that sentence number 31 is readable.

b. Less Readable Translation

The data in this category are considered less readable based on the result of questionnaire. The participants had to read more than one times to understand the meaning of transposition translation from English into Indonesian. The average score for this category is 2 - 2.5. The following are the sentences which belong to less readable:

Sentence number 17:

ST: Universal Grammar research attempts to discover what it is that all children.

TT: Penelitian **Tata Bahasa Universal** berusaha mencari tahu apa yang dibawa oleh setiap anak.

In this sentence, the word **Universal Grammar** translated into *Tata Bahasa Universal*. This sentence was given average score 2 by ASR, SS, and DC. They agreed that transposition translation in this sentence is difficult to understand the meaning. Sentence number 23:

ST: Watch a small child's speech development.

TT: Saksikan perkembangan wicara seorang anak.

Participant, ASR, gave the score 2 for less readable. Since ASR needed to read more than one time to understand the transposition translation, so it was include in less readable category. The transposition **a small child's speech development** is translated into *perkembangan wicara seorang anak* made the participants difficult to understand the meaning.

c. Not Readable

In this category, there are 6 sentences which included, are sentence number 6, 9, 11, 13, 16, 26, and 29. It means that

transposition translations, in this category, are difficult for the reader to understand the meaning. Therefore, they had to read more than twice to understand the meaning. The average score for this category is 1-1,9. Here is some of the data which belong to this category:

Sentence number 11:

- ST: **The marvelous capacity** for acquiring competence in one's nature language within the first few years of life has been a subject of interest for many centuries.
- TT: Kapasitas menakjubkan pada seseorang untuk menguasai kecakapan Bahasa asli dalam tahun-tahun pertama kehidupan sudah menjadi bahasan selama berabad-abad.

The participants ASR and DC gave this sentence a score of 1.

They are all agreed that the noun phrase **The marvelous capacity** translated into *kapasitas menakjubkan* is difficult to understand.

Sentence number 13:

- ST: These children are then shaped by their environment and slowly conditioned through various schedules of reinforcement.
- TT: Anak-anak itu kemudian dibentuk oleh lingkungan mereka dan perlahan-lahan dikondisikan melalui **berbagai dorongan terprogram.**

In the sentence number 13, two participants gave the score 2 which include in not readable category. The participants ASR and DC gave score 1 which mean that they need twice to read the transposition translation. Noun phrase various schedules of reinforcement is translated into berbagai dorongan terprogram and it made the translation of transposition not readable.

D. Interpretation

From the data above, the researcher concluded that transposition plays important role in the process of translation. The researcher found 1919 transposition findings that stated in the Chapter 1 – Chapter 3 of Douglas Brown book's: Principles of Language Learning and Teaching and its translation. It is stated that transposition type 1 are more dominantly employed than the other kinds. It is shown from the frequency of transposition type 1 which is on 64% (1227 items), 32 items (2%) of transposition type 2, 330 items (17%) of transposition type 3, and 330 items (17%) of transposition type 4.

Moreover, the readibility level of transposition translation from English into Indonesia found in Brown's *Principle of Language Learning and Teaching* is less readable. It can be seen from questionnaire given by the researcher which included 40 sentences containing transposition along with its translation to two lecturers and one student of IAIN Metro from English Department by using criteria of readibility level category:

- 4) Good = Readable (average score 2,6-3)
- 5) Fair = Less Readable (average score 2 2.5)
- 6) Bad = Not Readable (average score 1- 1,9)

It showed that the percentage for transposition translation in readability level are 10 sentences (25%) are readable, 23 sentences (57,5%) are less readable, and 7 sentences (17,5%) are not readable. It can be said that most of them need to read twice or more to understand the meaning of sentence.

CONCLUSION AND SUGGESTION

A. Conclusion

Transposition has been considered as one of general problems in translation, some said it is untranslatable and vice versa. Based on the result of data analysis, the researcher eagerly is going to deduce this research as follows:

- 1. The result of analysis described that there were four types of transposition translation which were found in "Principles of Language Learning and Teaching" and "Prinsip-Prinsip Pembelajaran dan Pengajaran Bahasa" from the Chapter 1 until Chapter 3. Transposition type 1 are more dominantly employed than the other kinds. It is shown from the frequency of Transposition type 1 which is on 64% (1227 items), 32 items (2%) of transposition type 2, 330 items (17%) of transposition type 3, and 330 items (17%) of transposition type 4.
- 2. In the readibility level, based on the questionnaire which were given to the two lectures and one student of IAIN Metro from English Department in assessing the readability level, the researcher found that there are 10 sentences which are readable (25%), 23 sentences are less readable (57,5%) and 7 sentences are not readable (17,5%). It can be said that the readability from 40 sentences with transposition in it are less readable and got the score 2,3 based on the average score of the result.

B. Suggestion

After conducting and gaining the result of this research, the researcher is going to constructively give suggestions as follows:

- The students need to have a good comprehension in translation especially in procedures of translation and improve their reading habit so that they can analyze grammatical structure exchange appropriately in the process of translation and they can understand the meaning of the text so fast.
- 2. The lectures use both books involved in this research entitled "Principles of Language Leraning and Language Teaching" and "Prinsip-Prinsip Pembelajaran dan Pengajaran Bahasa" since they are really beneficial and readable for English learners.
- The researcher hopes that this research result can be useful for the next researcher who might be conducted the same research or act as the reference or comparison.

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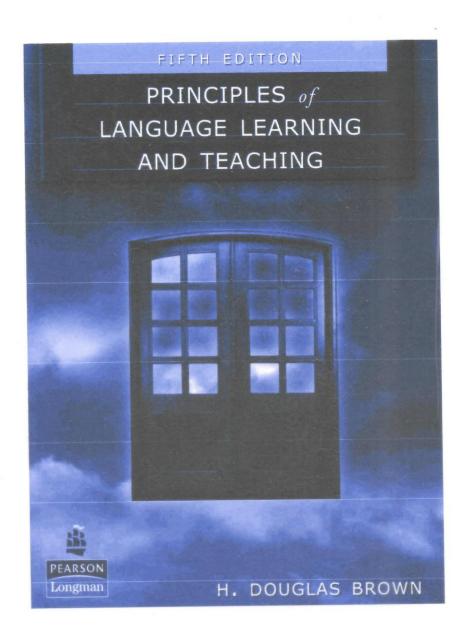
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APPENDICES



AND TEACHING

LEARNING A second language is a long and complex undertaking. Your whole person is affected as you struggle to reach beyond the confines of your first language and into a new language, a new culture, a new way of thinking, feeling, and acting. Total commitment, total involvement, a total physical, intellectual, and emotional response are necessary to successfully send and receive messages in a second language. Many variables are involved in the acquisition process. Language learning is not a set of easy steps that can be programmed in a quick do-it-yourself kit. So much is at stake that courses in foreign languages are often inadequate training grounds, in and of themselves, for the successful learning of a second language. Few if any people achieve fluency in a foreign language solely within the confines of the classroom.

It may appear contradictory, then, that this book is about both learning and teaching. But some of the contradiction is removed if you look at the teaching process as the facilitation of learning, in which you can teach a foreign language successfully if, among other things, you know something about that intricate web of variables that are spun together to affect how and why one learns or fails to learn a second language. Where does a teacher begin the quest for an understanding of the principles of language learning and teaching? By first considering some of the questions that you could ask.

QUESTIONS ABOUT SECOND LANGUAGE ACQUISITION

Virtually any complex set of skills brings with it a host of questions. While these questions can quickly turn into "issues," because there is no simple answer to the questions, nevertheless we usually begin the process with a set of focused questions to guide our study. Current issues in second language acquisition (SLA) may be initially approached as a multitude of questions that are being asked about this complex process. Let's look at some of those questions, sorted here into some commonly used topical categories.

		-
	CHARTER	
_	CHALL	_

FIRST LANGUAGE	
ACQUISITION	

The Marvetous capacity for acquiring competence in one's native language within the first few years of life has been a subject of interest for many centuries. Some one and a half millennia ago, St. Augustine offered in his *Confessions* a self-analysis of the acquisition of his own first language. ... And thus by constantly hearing words, as they occurred in various sentences, I collected gradually for what they stood; and having broken in my mouth to these signs, I thereby gave utterance to my will."

"Modern" research on child language acquisition dates back to the latter part of the eighteenth century, when the German philosopher Dietrich Tiedemann recorded his observations of the psychological and linguistic development of his young son. At the end of the nineteenth century, François Gouin observed the language acquisition of his nephew and from those insights derived what came to be known as the Series Method of foreign language teaching. Not until the second half of the twentieth century did researchers begin to analyze child language systematically and to try to discover the nature of the psycholinguistic process that enables every human being to gain fluent control of an exceedingly complex system of communication. In a matter of a few decades, some giant strides were taken, especially in the generative and cognitive models of language, in describing the acquisition of particular languages, and in probing universal aspects of acquisition.

This wave of research in child language acquisition led language teachers and teacher frainers to study some of the general findings of such research with a view to drawing analogies between first and second language acquisition, and even to justifying certain teaching methods and techniques on the basis of first language learning principles. On the surface, it is entirely reasonable to make the analogy. After all, all children, given a normal developmental environment, acquire their native languages fluently and efficiently; moreover, they acquire them "naturally," without special instruction, although not without significant effort and attention to language. The direct comparisons must be treated with caution, however. There are dozens of salient differences between first and second language learning, is the most obvious difference, in the case of adult second language learning, is the tremendous cognitive and affective contrast between adults and children. A detailed examination of these differences is made in Chapter 3.

AGE AND ACQUISITION

THE INCREASED pace of research on first language acquisition in the last half of the twentieth century attracted the attention not only of linguists in many subfields but also of educators in various language-related fields. Today the applications of research findings in first language acquisition are widespread. In language arts education, for example, teacher trainees are required to study first language acquisition, particularly acquisition after age 5, in order to improve their understanding of the task of teaching language skills to native speakers. In foreign language education, most standard texts and curricula now include some introductory material on first language acquisition. The reasons for this are clear. We have all observed children acquiring their first language easily and well, yet individuals learning a second language, particularly in an educational setting, can meet with great difficulty and sometimes failure. We should therefore be able to learn something from a systematic study of that first language learning experience.

What may not be quite as obvious, though, is how the second language teacher should interpret the many facets and sometimes conflicting findings of first language research. First language acquisition starts in very early childhood, but second language acquisition can happen in childhood, early or late, as well as in adulthood. Do childhood and adulthood, and differences between them, hold some keys to second language acquisition (SLA) models and theories? The purpose of this chapter is to address some of those questions and to set forth explicitly some of the parameters for looking at the effects of age and acquisition.

DISPELLING MYTHS

The first step in investigating age and acquisition might be to dispel some myths about the relationship between first and second language acquisition. H. H. Stern (1970, pp. 57-58) summarized some common arguments that had been raised from

PRINSIP PEMBELAJARAN DAN PENGAJARAN BAHASA

Penerjemah:

NOOR CHOLIS dan YUSI AVIANTO PAREANOM

BAHASA, PEMBELAJARAN, DAN PENGAJARAN

MEMPELAJARI bahasa kedua adalah pekerjaan panjang dan kompleks. Seluruh diri Anda terpengaruh ketika Anda berjuang melampaui batasan-batasan bahasa pertama dan berusaha menggapai sebuah bahasa baru, budaya baru, dan cara baru dalam berpikir, merasakan, dan bertindak. Komitmen total, keterlibatan total, respon fisik, intelektual, dan emosional total dibutuhkan demi keberhasilan mengirim dan menerima pesan dalam bahasa kedua. banyak variabel terlibat dalam proses pemerolehan ini. mempelajari bahasa bukanlah serangkaian langkah mudah yang bisa diprogram dalam sebuah panduan ringkas. Begitu banyak permasalahan yang ada sehingga kursus-kursus bahasa asing menjadi medan latihan yang tidak memadai bagi keberhasilan mempelajari bahasa kedua. Hanya sedikit orang, kalau ada, yang berhasil mencapai kefasihan berbahasa asing melulu dalam batas-batas ruang kelas.

Tampak kontradiktif, tentunya, bahwa buku ini berbicara tentang pembelajaran dan pengajaran. Akan tetapi, kontradiksi demikian akan lenyap kalau Anda memandang proses pengajaran sebagai upaya mempermudah pembelajaran. Anda bisa sukses mengajar bahasa asing jika, antara lain, Anda memahami kompleksitas variabel-variabel yang berpengaruh pada bagaimana dan mengapa orang belajar dan gagal mempelajari bahasa kedua. Dari mana seorang guru bisa memulai pemahamannya akan prinsip-prinsip pembelajaran dan pengajaran Bahasa? Pertama-tama, dengan menimbang beberapa pertanyaan yang bisa diajukan.

PERTANYAAN TENTANG PEMEROLEHAN BAHASA KEDUA

hampir seriap keterampilan yang rumit membawa serta segudang pertanyaan. Meskipun pertanyaan-pertanyaan ini bisa cepat berubah menjadi "permasalahan", karena tidak ada jawaban sederhana untuk mereka, tak urung kita terbiasa mengawal proses pembelajaran dengan seperangkat pertanyaan inti untuk memandunya. Persoalan-persoalan mutakhir dalam pemerolehan bahasa bahasa kedua (SLA) mula-mula bisa dipandang sebagai segudang pertanyaan yang muncul mengenai proses kompleks ini. Mari kita tengok sebagian pertanyaa-pertanyaan tersebut, yang dibuku ini dikelompokkan ke dalam kategori-kategori yang lazim dipakai.

PEMEROLEHAN BAHASA PERTAMA

KAPASITAS menakjubkan pada seseorang untuk menguasai kecakapan bahasa asli dalam tahun-tahun pertama kehidupan sudah menjadi bahasan selama berabad-abad. Sekitar satu setengah milenium silam, dalam *Confessions* Santo Agustinus mengungkapkan pemerolehan bahasa pertamanya sendiri. "... Dan dengan terus-menerus mendengar kata-kata yang muncul dalam beragam kalimat,secara bertahap aku memahami untuk apa mereka diucapkan: dan dengan mulai membiasakan mulutku pada tanda-tanda itu, aku pun mengucapkan kehendakku."

Penelitian "modern" tentang pemerolehan bahasa anak bermula pada paruh akhir abad ke delapan belas, ketika filsuf Jerman Dietrich Tiedemann mencatat pengamatannya atasperkembangan psikologis dan linguistik anak belianya. Pada akhir kesembilan belas, Francois Gouin mengamati keponakannya dan dari sana ia menyusun apa yang kemudian dikenal sebagai Metode Serial pengajaran bahasa asing Baru pada paruh kedua abad ke dua puluh para peneliti mulai menganalisis bahasa anak-anak secara sistematis dan berusaha menguak watak proses sosiolinguistik yang memungkinkan setiap manusia mencapai kontrol mudah atas sistem komunikasi yang biasa luar kompleks. Beberapa dasawarsa kemudian, langkah-langkah Penting diambil, khususnya dalam modelmodel generatif dan kognitif, untuk menjelaskan pemerolehan bahasa-bahasa tertentu, dan untuk menyelidiki aspek-aspek universal pemerolehan.

Gelombang penelitian dalam pemerolehan bahasa ana-anak ini mendorong para guru bahasa dan pendidik guru untuk mempelajari beberapa temuan uum demi membuat perbandingan antara pemerolehan bahasa pertama dan kedua, atau bahkan menjustifikasi metode dan teknik pengajaran bahasa terentu yang didasarkan pada prinsip-prinsip pembeajaran bahasa pertama. Dipermukaan, sepenuhnya masuk akal membuat analogi itu. Apalagi setiap anak, dalam lingkungan pertumbuhan normal, memperoleh bahasa asli mereka dengan lancar dan efisien. Lebih jauh, mereka menguasai nya "secara alami", tanpa pendidikan khusus, sekalipun bukannya tanpa upaya dan perhatian yang memadai pada bahasa. Namun, perbandingan-perbandingan lansung harus diperlakukan secara hati-hati. Ada banyak perbedaan penting antara pembelajaran bahasa pertama dan kedua; perbedaan paling jelas, dalam kasus pembelajaran bahasa kedua orang dewasa, adalah kontras kognitif dan afektif antara orang dewasa dan anak-anak. Telaah rinci tentang perbedaan-perbedaan tersebut disajikan dalam Bab 3.

USIA DAN PEMEROLEHAN

LAJU yang semakin cepat dari penelitian pemerolehan bahasa pertama dalam paruhakhir abad ke-20 telah menarik perhatian tidak hanya para linguis tetapi juga para pendidik di bidang-bidang yang terkait dengan bahasa. Saat ini aplikasi dari temuan penelitian dalam pemerolehan bahasa pertama telah menyebar luas. Selama mempelajari pendidikan ilmu bahasa, calon-calon guru diwajibkan mendalami pemerolehan bahasa pertama terutama pemerolehan setelah usia 5 t ahun demi meningkatkan pemahaman mereka dalam mengajarkan keterampilan berbahasa. Dalam pendidikan bahasa asing, sebagian besar teks wajib dan kurikulum saat ini menyertakan semacam bahan pendahuluan tentang pemerolehan bahasa pertama.. Alasan untuk ini jelas. Kita semua sudah mengamati bagaimana anak-anak menguasai bahasa pertama dengan baik dan mudah, sementara orang yang mempelajari bahasa kedua, terutama dilingkungan pendidikan, menemui banyak kesulitan dan kadang-kadang gagal. Oleh karenanya kitasemestinya bisa menarik pelajaran dari studi sistematis atas pengalaman pembelajaran bahasa pertama tersebut.

Namun, yang munkin tidak jelas adalah bagaimana guru bahasa kedua harus menafsirkan berbagai segi dan kadang temuan yang saling bertentangan pada penelitian bahasa pertama. Pemerolehan bahasa pertama dimulai pada pada masa yang sangat belia, tetapi pemerolehan bahasa bahasa kedua bisa terjadi pada masa kanak-kanak dan juga pada masa dewasa. Apakah masa kanak-kanak dan dewasa, dan perbedaan-perbedaan antara keduanya, berperan penting bagi model dan teori pemerolehan bahasa kedua (SLA)? Bab ini akan membahas pertanyaan-pertanyaan tersebut dan menyajikan sejumlah parameter secara eksplisit untuk mengetahui pengaruh usia dan pemerolehan.

MEMBUANG MITOS

Langkah pertama dalam meneliti usia dan pemerolehan barangkali adalah dengan membuang sejumlah mitos mengenai hubungan anatar pemerolehan bahasa pertama dan kedua. H. H Stern (1970, h. 57-58) meringkas sebuah penjelasan umum yang merekomendasikan metode atau prosedur pengajaran bahasa kedua berdasarkan pada pemerolehan bahasa pertama.



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Nomor: 1578 /ln.28.1/J/PP.00.9/5/2018

10 Mei 2018

Lamp

Hal BIMBINGAN SKRIPSI

Kepada Yth:

1. Dr. Widhiya Ninsiana, M.Hum 2. Ahmad Subhan Roza, M.Pd Dosen Pembimbing Skripsi

Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka menyelesaikan studinya di Institut Agama Islam Negeri (IAIN) Metro, maka mahasiswa diwajibkan menyusun skripsi, untuk itu kami mengharapkan kesediaan Bapak/ Ibu untuk membimbing mahasiswa tersebut dibawah ini:

Desi Nurwati

NPM Fakultas 14121137 Tarbiyah dan Ilmu keguruan

Jurusan

Tadris Bahasa Inggris

Judul

A Study On Transposition Translation From English Into Indonesian In H.Douglas Brown's Book : Principles Of Language Learning And

Teaching

Dengan ketentuan sebagai berikut:

- 1. Dosen Pembimbing, membimbing mahasiswa sejak penyusunan proposal sampai dengan penulisan skripsi, dengan ketentuan sbb:
 - a. Dosen pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV setelah dikoreksi pembimbing 2.
 - Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpui data (APD) dan mengoreksi skripsi Bab I s.d Bab IV sebelum dikoreksi pembimbing 1.
- 2. Waktu menyelesaikan skripsi maksimal 4 (empat) semester sejak SK pembimbing skripsi ditetapkan oleh Fakultas.
- 3. Diwajibkan mengikuti pedoman penulisan karya ilmiah/skripsi edisi revisi yang telah ditetapkan oleh IAIN Metro.
- 4. Banyaknya halaman skripsi antara 40 s.d 60 halaman dengan ketentuan sebagai berikut:
 - a. Pendahuluan ± 1/6 bagian
 - b. Isi + 2/3 bagian
 - c. Penutup ± 1/6 bagian

Demikian surat ini disampaikan untuk dimaklumi dan atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Ketua Jurusa

A. Subhap Roza, M.Pd NIP. 19750610 2008011014



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: DESI NURWATI

NPM

: 14121137

Semester

: 8 (Delapan)

Jurusan

: Pendidikan Bahasa Inggris

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Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Mengetahui, Pejabat Setempat Dikeluarkan di : Metro RIAPraga Tanggal : 26 Juni 2018

Fatonah MA IK NIP 9670531 199303 2 003



Perihal

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Lampiran:

: B-2031/In.28/D.1/TL.00/06/2018

: IZIN RESEARCH

Kepada Yth., Rektor INSTITUT AGAMA ISLAM NEGERI METRO

di-

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: DESI NURWATI

NPM Semester

: 14121137 : 8 (Delapan)

Jurusan

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Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di INSTITUT AGAMA ISLAM NEGERI METRO, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "A STUDY ON ENGLISH TRANSPOSITION TRANSLATION IN H. DOUGLAS BROWN'S BOOK: PRINCIPLES OF LANGUAGE LEARNING AND TEACHING".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

6 Juni 2018

Dra Isti Fatonah MA

NIP 19670531 199303 2 003



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Nomor

Kepada Yth.

Lampiran

Rektor IAIN Metro

Perihal

: Permohonan

Tempat

Assalamu'alaikum Wr.Wb

Dalam rangka penyelesaian tugas akhir/skripsi yang bertempat di IAIN Metro maka saya:

Nama

: Desi Nurwati

NPM

: 14121137

Jurusan

: Tadris Bahasa Inggris (S1-PBI)

Judul Skripsi : A Study on English Transposition Translation in H.

Douglas Brown's Book: Principles of Language Learning

and Teaching

Memohon kepada pejabat setempat agar dapat memberikan data (bahan-bahan) untuk dapat menyelesaikan tugas akhir/skripsi yang berupa:

- 1. Profil IAIN Metro
- 2. Jumlah data mahasiswa Jurusan Tadris Bahasa Inggris
- 3. Jumlah data dosen Tadris Bahasa Inggris

Demikian harapan kami dan atas perhatiannya saya ucapkan terimakasih.

Wassalamu'alaikum Wr.Wb

Metro, November 2018

Penulis

NPM. 14121137



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Nomor : 3743/In.28/B.3/TL.00/11/2018

13 November 2018

Lampiran: 1 (satu) bundel

Perihal : Balasan Permohonan Izin dan Data Penelitian

Kepada Yth.

Siti Mamluatun Nikmah

di

Tempat

Assalamu'alaikum Wr. Wb.

Menindaklanjuti surat Saudara tanggal 09 November 2018 perihal permohonan izin dan data penelitian, maka dengan ini kami memberikan izin penelitian dan data terlampir kepada:

Nama

: Desi Nurwati

NIM

: 14121137

Fakultas

: Tarbiyah dan Ilmu Keguruan

Jurusan

: Tadris Bahasa Inggris

Judul skripsi

: A Study on English Transposition Translation in H.

Douglas Brown's Book: Principles of Language

Learning and Teaching

Demikian surat ini kami sampaikan, agar dipergunakan sebagaimana mestinya.

Wassalamu'alaikum Wr. Wb.

abag Akademik dan Kemahasiswaan,



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NPM

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Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas dari pinjaman buku Perpustakaan dan telah memberi sumbangan kepada Perpustakaan dalam rangka penambahan koleksi buku-buku Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

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Metro, 16 Juli 2018 Kepala Perpustakaan

Drs. Mokhtafini Sudin, M.Pd.



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KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA FAKULTAS TARBIYAH DAN ILMU KEGURUAN IAIN METRO

Nama: DESI NURWATI NPM: 14121137

Jurusan

: PBI

Semester

: VII

		Pemb	imbing		Tanda
No	Hari/Tanggal	I	П	Materi yang dikonsultasikan	Tangan Mahasiswa
1	Tuesday, November 28 th , 2017	✓		- Revisi Judul - Revisi focus of the Research - Revisi Problem Formulation - Revisi The Benefit of Study - Revisi Background of Study	Sma
2	Monday, December 11 ⁵¹ , 2017	V		- Revisi Focus of the Research - Revisi Problem Limitations - Revisi Problem Formulations - Revisi Data Resource	Sprif
3.	Friday, January, Sth. 2018	V		- Revisi Background of Study - Revisi Focus of the Research	Imp

Mengetahui: Ketua Jurusan

Ahmad Subhah Roza, M.Pd NIP. 19750610 200801 1 014

Dosen Pembimbing I

Dr. Widhiya Ninsiana, M.Hum NIP. 19720923 200003 2 002



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Nama: DESI NURWATI NPM : 14121137

Jurusan

: PBI

Semester

: VII

		Pembi	imbing		Tanda
No	Hari/Tanggal	I	n	Materi yang dikonsultasikan	Tangan Mahasiswa
4.	5 / ₂ / ₁ 8			- Problem Limitations - Problem Formulations - The Objective of Study - The Benefit of Study Ace to propose funds	-Ansi

Mengetahui:

Ketua Jurusa

Ahmad Subhan Roza, M.Pd NIP. 19750610 200801 1 014

Dosen Pembimbing I

<u>Dr. Widhiya Ninsiana, M.Hum</u> NIP. 19720923 200003 2 002



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Nama: DESI NURWATI NPM: 14121137

Jurusan

: TBI

Semester

: VIII

018 ~	п	Materi yang dikonsultasikan - Revisi Interview Instrument - Revisi Problem Formulation - Revisi Problem Formulation - Revisi Questionnaire Sheet	Tangan Mahasiswa Amd
		- Revisi Problem Formulation - Revisi Problem Formulation	
018		1 20	Ams
		- ICEVISI CIGICATORIA	1
) B	,	- Kevisi Questionnaire Sheet	Jmg
la v		Ace APD	
	a v	a v	Acc APD

Mengetahui:

Ketua Jurusar

Dosen Pembimbing I

Ahmad Subhan Roza, M.Pd NIP. 19750610 200801 1 014

Dr. Widhiya Ninsiana, M.Hum NIP. 19720923 200003 2 002



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Nama: DESI NURWATI NPM: 14121137

Jurusan

: TBI

Semester

: IX

	Hari/Tanggal	Pembimbing			Tanda
No		I	п	Materi yang dikonsultasikan	Tangan Mahasiswa
1	Wednesday, Nov. 14 th 2018	J		- Revise Abstract - Revise Abstract - Revise Data Collection Technique - Revise Description of Research Data - Revise Redibility Level - Revise Interpretation - Revise Conclusion and Suggestion	-Jm4
2	7 Res 2018			Acc to Muragars	-JmJ

Mengetahui:

Ketua Juruşan

Ahmad Subhan Roza, M.Pd NIP. 19750610 200801 1 014

Dosen Pembimbing I

<u>Dr. Widhiya Ninsiana, M.Hum</u> NIP. 19720923 200003 2 002



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KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA FAKULTAS TARBIYAH DAN ILMU KEGURUAN IAIN METRO

Nama: DESI NURWATI

Jurusan

: PBI

NPM : 14121137

Semester

: VII

No	Hari/Tanggal	Pembimbing			Tanda
		I	п	Materi yang dikonsultasikan	Tangan Mahasiswa
1	Thursday, March, 1 ³⁴ 2018		~	- Revisi Judul - Revisi Background of the Study - Revisi Focus of the Recearch	-Am-4
2	Friday, March, 2nd 2018			- Revisi Problem Limitations - Revisi Problem Formulations - Revisi The Objective of Study	Jmg
3	thursday, March, 8th 2018		L	- Revisi The Benefit of Study - Revisi Prior Research - Revisi Theoritical Framework - Revisi The Nature of Transposition - Revisi Data Collecting Technique	Inst

Mengetahui:

Ketua Jurusar

Ahmad Subhan Ryza, M.Pd NIP: 19750610 200801 1 014

Dosen Pembimbing II



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Nama: DESI NURWATI

Jurusan

: PBI

NPM : 14121137

Semester

: VII

Hari/Tanggal	Pembimbing			Tanda
	I	п	Materi yang dikonsultasikan	Tangan Mahasiswa
Friday, March, 16th 2018			Revisi Prior Research - Revisi Theorifical Frame work - Revisi Approach	And
Thursday, March 18th 2018		V	for from	Amst
	Friday, March, 16th 2018	Friday, March, 16th 2018	Friday, March, 16th 2018	Friday, March, 16th 2018 - Revisi Prior Research - Revisi Theorifical Frame work - Revisi Approach

Mengetahui:

Ketua Jurusan PBI

Ahmad Subhan Roza, M.Pd NIP. 19750610 200801 1 014

Dosen Pembimbing II



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Nama: DESI NURWATI NPM: 14121137

Jurusan Semester : TBI

: VIII

No	Hari/Tanggal	Pembimbing			Tanda
		I	п	Materi yang dikonsultasikan	Tangan Mahasiswa
1.	Monday, 21 ⁵¹ May, 2018			du 1-3	
			V	the bustiment	
				8	
					360

Mengetahui:

Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd NIP. 19750610 200801 1 014

Dosen Pembinbing II



Jl. Ki Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111 Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

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Nama: DESI NURWATI NPM: 14121137

: TBI Jurusan

Semester

: VIII

No	Hari/Tanggal	Pembimbing			Tanda
		I	п	Materi yang dikonsultasikan	Tangan Mahasiswa
1	Wednesday, 14 Nov 2018		V	- Peritis Cover - Peritis Abstract - Peritis Background of Study - Perite Deditation Page	-Im4
a	Monday,		~	- Perise Abstract - Perise Motto - Perise Destription of Data Analysis	Jmg
3	Monday, 26 Nov 2018		~	- Perite Peakibility - Perits Conclusion and Suggestion Mu Muy of	-Im4

Mengetahui:

Ketua Jurusan

Dosen Pembimbing II

Ahmad Subhan Roza, M.Pd NIP. 19750610 200801 1 014

SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama

: DESI NURWATI

NPM

: 14121137

Fakultas

: Tarbiyah dan Ilmu Keguruan

Angkatan

: 2019

Telah menyerahkan buku berjudul: Action Research for Educators

Metro, 30 NOVEMBER 2018

Ketua Jurusan BI

Ahmad Subhan Roza, M.Pd NIP, 19750610 200801 1 014

SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama

: DESI NURWATI

NPM

: 14121137

Fakultas

: Tarbigah dan Ilmu Keguruan

Angkatan : 2019

Telah menyerahkan buku berjudul:

Action Research for Educators

Metro, 30 NOVEMBER 2018

Ketua Jurusan TBI

CURRICULUM VITAE



Desi Nurwati was born in Tulang Bawang, December 19, 1995. She is the first child of Sriono and Suripah. In 2001-2002, she studied in TK Dharma Wanita. She graduated from SDN 03 Pratama Mandira, 2008. Since 2008 until 2011 she continued her study in Budi Pratama Junior High School. After graduating the Junior High School, on 2011-2014, she studied in Plus Sebelas Mei Vacational High School.

Since she has been crazy about English, as a result, she pursued her Bachelor of English of IAIN Metro in academic year 2014/2015 up to now. Being an English student of IAIN Metro, she joined in external organization (Forum Lingkar Pena). In addition, she is the English Instructor of English Course "EUREKA ENGLISH CENTRE" and "AMERICAN BRITISH COURSE (AMBISCO)". In the same position, she is education staff in IDeA INDONESIA. Furthermore, she is active to be English mentor in the campus to guide all students of IAIN Metro in all departments such as Biology, Mathematics, Islamic Education, and so forth. She is also the BBTQ (Bimbingan Baca Tulis Qur'an) tutor of IAIN Metro. Lastly, I with Dean of Islamic Institute of Ma'arif Metro are bulliding a English village in Batanghari-Lampung. Its purposes are to build an awareness all societies of the urgency of English competence in modern era and guide them in developing of English competence. She eagerly expects that someday she can get abroad scholarship to continue her study to master of degree.