

AN UNDERGRADUATE THESIS

**AN ANALYSIS OF STUDENTS' DIFFICULTIES IN
TRANSLATING GRAMMATICAL EQUIVALENCE FROM
ENGLISH INTO INDONESIAN**

By:
PRISTY YULIANI
Student Number: 1293017



**Tarbiyah and Teacher Training Faculty
English Education Department**

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1441 H / 2019 M**

AN UNDERGRADUATE THESIS

**AN ANALYSIS OF STUDENTS' DIFFICULTIES
IN TRANSLATING GRAMMATICAL EQUIVALENCE
FROM ENGLISH INTO INDONESIAN**

Presented as a Partial Fulfillment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd)
In English Education Department

By:
PRISTY YULIANI
NPM : 1293017

Tarbiyah and Teachers Training Faculty
English Education Department

Sponsor : Dr. Widhiya Ninsiana, M. Hum
Co-Sponsor : Syahreni Siregar, M. Hum

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1441 H / 2019 M



**KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

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

APPROVAL PAGE

Title : AN ANALYSIS OF STUDENTS' DIFFICULTIES IN
TRANSLATING GRAMMATICAL EQUIVALENCE FROM
ENGLISH INTO INDONESIAN
Name : Pristy Yuliani
Students Number : 1293017
Department : English Education
Faculty : Tarbiyah and Teacher Training

APPROVED BY:

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

Sponsor

Metro, December 2019
Co-sponsor

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

Syahroni Siregar, M.Hum
NIP. 19760814 200912 2 004

The Head of English Education Department

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



**KEMENTERIAN AGAMA
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; email: lainmetro@metrouniv.ac.id

NOTA DINAS

Nomor :
Lampiran :
Perihal : **Mohon dimunaqosyahkan Skripsi
Pristy Yuliani**

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

Assalamualaikum Wr. Wb.

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

Name : Pristy Yuliani
Students Number : 1293017
Judul Skripsi : AN ANALYSIS OF STUDENTS' DIFFICULTIES IN
TRANSLATING GRAMMATICAL EQUIVALENCE FROM
ENGLISH INTO INDONESIAN

Sudah kami dapat setuju dan dapat diajukan untuk dimunaqosyah, demikian harapan kami atas perhatiannya kami ucapkan terima kasih.

Sponsor

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

Metro, Desember 2019
Co-sponsor

Syahreni Siregar, M.Hum
NIP. 19760814 200912 2 004



**KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

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

NOTIFICATION LETTER

Number :
Appendix :
Matter : **In order to hold the Munaqosyah
of Pristy Yuliani**

To: The Honorable the
Dean of Faculty of Tarbiyah and Teacher
Training
State Islamic Institute of Metro

Assalamu'alaikum, Wr. Wb

We have given guidance and enough improvement to research thesis script which is written by:

Name : Pristy Yuliani
Students Number : 1293017
Title : **AN ANALYSIS OF STUDENTS' DIFFICULTIES IN
TRANSLATING GRAMMATICAL EQUIVALENCE FROM
ENGLISH INTO INDONESIAN**

It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher Training in order to be discussed on the munaqosyah. Thank you very much.

Wassalmu'alaikumWr.Wb

Sponsor

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

Metro, December 2019
Co-sponsor

Syahreni Siregar, M.Hum
NIP. 19760814 200912 2 004



**KEMENTERIAN AGAMA
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) 47298; Website: www.metroiniv.ac.id; e-mail: iainmetro@metroiniv.ac.id

RATIFICATION PAGE

No: B-4735/11-28-1/D/PP-00.3/12/2019

An Undergraduate thesis entitled: AN ANALYSIS OF STUDENTS' DIFFICULTIES IN TRANSLATING GRAMMATICAL EQUIVALENCE FROM ENGLISH INTO INDONESIAN, Written by: Pristy Yuliani, Number: 1293017 English Education Department had been examined (munaqosyah) in Tarbiyah and Teacher Training Faculty on December 26th, 2019, at 08.00-10.00. AM

BOARD OF EXAMINERS

Chairperson : Dr. Widhiya Nirsiana, M.Hum

Examiner I : Ahmad Subhan Roza, M.Pd.

Examiner II : Syahreni Siregar, M.Hum.

Secretary : Yeasy Agustina, M.Pd



The Dean of Tarbiyah
and Teacher Training Faculty

Dr. H. Akla, M.Pd.

NIP. 19691008 200003 2 005

AN ANALYSIS OF STUDENTS' DIFFICULTIES IN TRANSLATING GRAMMATICAL EQUIVALENCE FROM ENGLISH INTO INDONESIAN

ABSTRACT

By:

PRISTY YULIANI

The purpose of this research is to identify the difficulties faced by the students in translating grammatical equivalence, the reason behind the difficulties, as well as how to overcome it.

This research was a qualitative research, involving ten students from the third semester of the English Education Department at IAIN Metro. The collection of the data was using the observation, interview and documentation.

The result of this research explained that the difficulty in voice category is 0%, meaning the students were all able to translate this category without difficulty. Person category, meanwhile, had 50% difficulty. And then number category with 80% difficulty. Last, 90% difficulty was from tense category. Most of the difficulties faced by the student was caused by the cultural differences between English and Bahasa Indonesia, the change in tense and pronouns, also the huge amount of vocabularies of Bahasa Indonesia.

Keyword: *translation studies, translation difficulties, grammatical equivalence.*

ANALISA KESULITAN MAHASISWA DALAM MENERJEMAHKAN PADANAN GRAMATIKAL DARI BAHASA INGGRIS KE DALAM BAHASA INDONESIA

ABSTRAK

Oleh:

PRISTY YULIANI

Tujuan penelitian ini adalah untuk mengetahui kesulitan mahasiswa dalam menerjemahkan padanan gramatikal, penyebab kesulitan-kesulitan tersebut, serta bagaimana cara mengatasinya.

Penelitian ini adalah penelitian kualitatif yang melibatkan 10 orang mahasiswa semester 3 dari Jurusan Tadris Bahasa Inggris di IAIN Metro. Pengumpulan data menggunakan instrument observasi, wawancara dan dokumentasi.

Hasil penelitian ini menunjukkan bahwa kesulitan pada kategori kalimat aktif dan pasif adalah 0%, yang berarti mahasiswa dapat menerjemahkan kategori ini tanpa adanya kesulitan. Ada pun kesulitan di kategori orang yaitu 50%. Lalu kategori nomor dengan 80% kesulitan. Terakhir, 90% kesulitan yang berasal dari kategori tenses. Sebagian besar kesulitan yang dihadapi oleh mahasiswa disebabkan oleh perbedaan kebudayaan bahasa antara Bahasa Inggris dan Bahasa Indonesia, perubahan tensis dan kata ganti orang, juga banyaknya perbedaharaan kata dalam Bahasa Indonesia.

Kata kunci: studi penerjemahan, kesulitan dalam menerjemah, padanan gramatikal.

STATEMENT OF RESEARCH ORIGINALITY

The undersign:

Name : Pristy Yuliani

Students Number : 1293017

Department : English Education Department

Faculty : Tarbiyah and Teachers Training Faculty

State that this undergraduate thesis is originally the result of the researcher's research, in exception of certain parts which are excerpted from bibliography mentioned.

Metro, December 2019

The researcher,



Pristy Yuliani
St.ID. 1293017

ORISINALITAS PENELITIAN

Yang bertanda tangan dibawah ini :

Nama : Pristy Yuliani
NPM : 1293017
Jurusan : Tadris Bahasa Inggris (TBI)
Fakultas : Tarbiyah dan Ilmu Keguruan

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

Metro, December 2019

Yang menyatakan,



Pristy Yuliani
St.ID. 1293017

MOTTO

فَاصْبِرْ إِنَّ وَعْدَ اللَّهِ حَقٌّ وَلَا يَسْتَخِفَّنَّ الَّذِينَ لَا
يُوقِنُونَ ﴿٦٠﴾

“So be patient. Indeed, the promise of Allah is truth. And let them not disquiet
you who are not certain [in faith].”

(QS. Ar-Rum: 60)

DEDICATION PAGE

I would like to dedicate this undergraduate thesis to:

1. My beloved parents, thank you for all the love, prayer, and good counsel you have given and keep giving me all this time.
2. My beloved sister, who always encouraged and cheered me up when I most needed it.
3. All of my beloved friends, without whose support I would not be able to finish this undergraduate thesis.

ACKNOWLEDGEMENTS

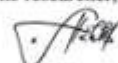
All praises to Allah and His blessing for the completion of this undergraduate thesis. I thank God for all the opportunities, trials and strength that have been showered on me to finish writing this undergraduate thesis. I experienced so much during this process, not only from the academic aspect but also from the aspect of personality. My humblest gratitude to the holy Prophet Muhammad (Peace Be Upon Him) whose way of life has been a continuous guidance for me.

I would like to sincerely thank Dr. Widhiya Ninsiana, M. Hum as my first sponsor and Syahreni Siregar, M. Hum as my co-sponsor, for their guidance, understanding, patience and most importantly, they have provided positive encouragement and a warm spirit to finish this undergraduate thesis. It has been a great pleasure and honor to have them as my sponsor and co-sponsor. I also appreciate all the helps and supports provided by the family members, especially my parents, and all of my dearest friends.

At last, I apologize for all mistakes I have made in writing this undergraduate thesis. Hopefully, this can be a benefit to us and English language teaching in general.

Metro, December 2019

The researcher,



Pristy Yuliani
St.ID. 1293017

TABLE OF CONTENTS

	Page
COVER	i
TITLE	ii
APPROVAL PAGE	iii
NOTA DINAS	iv
NOTIFICATION LETTER	v
RATIFICATION PAGE	vi
ABSTRACT	vii
ABSTRAK	viii
STATEMENT OF RESEACH ORIGINALITY	ix
ORISINALITAS PENELITIAN	x
MOTTO	xi
DEDICATION PAGE	xii
ACKNOWLEDGEMENT	xiii
TABLE OF CONTENTS	xiv
LIST OF TABLES	xvi
LIST OF FIGURES	xvii
LIST OF APPENDICES	xviii
 CHAPTER I INTRODUCTION	 1
A. Background of the Study	1
B. Focus of the Study	5
C. Problems Formulation	5
D. Objectives and Benefits of the Study.....	6
E. Prior Reseach	7
 CHAPTER II REVIEW OF THE LITERATURE	 10
A. Translation	10
1. The Concept of Translation	10

2. Types of Translation	11
3. Translation Process	14
4. The Difficulties in Translation	15
B. Equivalence in Translation.....	17
1. The Concept of Translation	17
2. Types of Equivalence.....	19
C. Grammatical Equivalence	21
1. Definition of Grammar	21
2. Translating Grammatical Equivalence.....	22
CHAPTER III RESEARCH METHODOLOGY	35
A. Types and Characteristic of the Research	35
B. Data Source	36
C. Data Collecting Technique.....	37
D. Data Analysis Technique	38
E. Research Approach	39
CHAPTER IV RESULT AND DISCUSSION	50
A. Description of the Research	50
B. General Description of Research Data	60
C. Discussion	76
CHAPTER V CONCLUSION AND SUGGESTION	78
A. Conclusion	78
B. Suggestion.....	78
BIBLIOGRAPHY	80
APPENDICES	82
CURRICULUM VITAE	161

LIST OF TABLES

	Page
Table 1.1 The result of the Third Semester Students' Translations of Grammatical Equivalence at IAIN Metro	3
Table 2.1 Translation Process	15
Table 2.2 Classification of English Pronouns	30
Table 2.3 Bahasa Pronoun System	31
Table 4.1 Facilities in State Institute for Islamic Studies of Metro	54
Table 4.2 Total of Students State Institute for Islamic Studies of Metro	57
Table 4.3 Participants of the Research	60
Table 4.4 Students' Translation on Number Category	61
Table 4.5 Students' Translation on Person Category	63
Table 4.6 Students' Translation on Tense Category.....	66
Table 4.7 Students' Translation on Voice Category.....	68
Table 4.8 Students' Difficulty in Translating Grammatical Equivalence.....	69
Table 4.9 Recapitulation of Students' Difficulties in Translating Grammatical Equivalence	70

LIST OF FIGURES

	Page
Figure 3.1 Analysis Component of Miles and Huberman Model	46
Figure 4.1 The Organization Structure of IAIN Metro.....	53
Figure 4.2 The Location Sketch of IAIN Metro Campus 1	55
Figure 4.3 The Location Sketch of IAIN Metro Campus 2	56

LIST OF APPENDICES

	Page
Appendix 1 Research Picture Documentation.....	80
Appendix 2 Organization Structure of IAIN Metro	86
Appendix 3 The Location Sketch of IAIN Metro Campus 1	87
Appendix 4 The Location Sketch of IAIN Metro Campus 2	88
Appendix 5 Facilities in State Institute for Islamic Studies of Metro	89
Appendix 6 Observation Guidance.....	90
Appendix 7 Interview Questions	91
Appendix 8 Documentation Guidance.....	92
Appendix 9 Students' Test on Translating Grammatical Equivalence.....	93
Appendix 10 Students' Documents on Grammatical Equivalence	95
Appendix 11 Students' Interview Transcript.....	105

CHAPTER I

INTRODUCTION

A. Background of The Research

Nowadays, translation has become a medium to overcome the barriers of multi-cultural and global communication. Without translation, people of across cultural background can not build a communication very well. Thus, having the ability in translation is important at the present time. It has also become a primary necessity for students who is learning a language, especially foreign language.

However, learning about translation is not without problems. Translators usually have to deal with six different problematic areas in their work, whether they are translating technical documents or a sworn statement. These include: *lexical-semantic problems*; *grammar*; *syntax*; *rhetoric*; and *pragmatic and cultural problems*.

One of the powerful factors which holds the control of the way a text is translated is the grammatical system of a language. Therefore, grammar is a very fundamental key in any language. There is no language that doesn't have its specific grammar; also no person can learn a language without learning its grammar.

Translation involves two languages. The language translated is called a source language (SL) and the language used to translate is called a target

language (TL). In this particular research, the source language is English while the target language is Bahasa Indonesia.

The differences of grammatical structures between source and target language often result in some change in the meaning during the process of translation. A translator must comprehend both the source structure and target language well because a translation is not simply a matter of different word choice, but of different grammatical structures as well. A good translator must have sufficient knowledge in the translated materials area and must be proficient in both languages. It is easy to get the meaning of words in isolation either from English into Bahasa Indonesia or visa versa, but when it comes to phrases or sentences, the knowledge of grammar plays an important role. Let's see the following example:

English : I *broke* my ankle.

Indonesia : Kakiku *terkilir*.

Those two sentences have the same meaning, that is, the speaker tells the hearer about his ankle's condition, but, when we look at the form, they have different grammatical forms. To make a translation which sounds natural and meaningful in target text, a translator must be able to find the grammatical equivalence from SL in the TL.

Translation consists of reproducing the receptor language using the closest natural equivalent of the source language message; first, in term of meaning and secondly, in terms of style. The term "equivalent" is obviously a

key term. Translation is no longer just a seeking of other words with similar meaning. It is more about how to find an appropriate way to express a thought in another language. This is called the equivalence in translation.

Equivalence is divided into five categories; these are equivalence at word level, equivalence above word level, grammatical equivalence, textual equivalence and pragmatic equivalence. However, the research will be a restricted discussion only on grammatical equivalence.

While conducting this research, the researcher found that the students faced some difficulties while translating grammatical equivalence. The majority of the students didn't even pass the minimal passing grade of the test given by the researcher. Below is the result of the students' test:

Table 1.1

The Result of the Data Analysis of the Third Semester Students' Translation of Grammatical Equivalence at IAIN Metro in the Academic Year of 2019/2020

No.	Range	Category	Frequency	Percentage (%)
1	>60	Good	1	10%
2	60	Fair	3	30%
2	<60	Bad	6	60%
Total			10	100%

Source: Students' worksheets

Based on the data on the table above, we can see that out of ten students, the majority of six students get ‘bad’ results. Three students fall under ‘fair’ category, and only one student get a “good” result. It can be concluded that only four students out of ten who reached the passing grade of sixty. The six other students, however, have too low translation skills to pass the grade.

Regarding to the explanation above, the researcher feels it is necessary to conduct a research focusing on the students’ difficulties in translating grammatical equivalence from English into Bahasa Indonesia for the third semester English Education Department at State Institute for Islamic Studies (IAIN) of Metro.

B. Focus of The Research

Based on the background of research above, this research focuses on what the students’ difficulties in translating grammatical equivalence are among the third semester English Education Department students of IAIN Metro.

C. Problem Formulation

The problems of this research are formulated in the following questions:

1. What are the difficulties faced by the third semester students of English Education Department of IAIN Metro in translating grammatical equivalence?

2. What factors cause the students' difficulties in translating grammatical equivalence for the third semester English Education Department of IAIN Metro?
3. How do the students of the third semester English Education Department of IAIN Metro overcome their difficulties in translating grammatical equivalence from English into Indonesia?

D. Objectives and Benefits of The Research

1. Objectives of the Research

- a. To identify the difficulties faced by the students of the third semester English Education Department of IAIN Metro in translating grammatical equivalence.
- b. To identify the cause of the students' difficulties in translating grammatical equivalence for the third semester English Education Department of IAIN Metro.
- c. To understand how the students of the third semester English Education Department of IAIN Metro overcome their difficulties in translating grammatical equivalence from English into Indonesia.

2. Benefits of the Research

a. For the Lecturer

The result of this research can be used by the lecturer to give evaluation on teaching translation, especially about grammatical equivalence.

b. For the Students

By reading this paper, students are expected to be able to enlarge their understanding in translation and grammatical equivalence particularly.

c. For Other Readers

Other readers can use the finding of this research as a comparative research or as a reference for the similar case research.

E. Prior Research

In this paper, the first prior research reviewed by the researcher was a journal written by Siti Sudartini (2009) entitled “The Question of Grammatical Equivalence in Translation”. This research was carried out to determine grammatical equivalence occur in English-Bahasa Indonesia translation. The research was focusing on the three aspects of grammatical equivalence, namely person (pronoun), tense and voice. In doing this research, Siti Sudartini used eight books of social sciences together with the translation to collect data sources. In the end of the research, the researcher found a fact that in order to find the equivalence, translators used numerous ways to translate those categories. Some of them were translated *word-for-word*, another was

translated into different form (*literal*), and even the translator use technical devices such as adding or eliminating.¹

The second prior research was taken from the undergraduate thesis written by Bunayya Dzikrullah entitle “Word, Above Word, And Grammatical Equivalence in the Subtitle of Troy”. It discusses about the common strategies used by the translator in translating the dialogue in Troy movie based on the classification of word, above word and grammatical level equivalence. Theoretically, the research will provide a scholastic review of the movie subtitle translation. It will be beneficial for a translator to make sure that the translation is conducted with care and to focus on the transfer of message by looking on the lexical, grammatical, morphological and cultural aspects of English and Indonesian language. Therefore, the translator also will know whether his translation is equivalent with the target language or not, and whether it is acceptable in target language or not. Practically, the study expectedly will improve the translating ability of English teachers, especially in translating spoken utterances. By analyzing the strategies of bilingual text, such as the transcript of troy movie, they will have some awareness about it, so that they can apply it to develop their ability in translating language when they graduate and become teachers.²

There are some similarities and differences that we can gather from the two researches above. The similarities is generally about tranlating

¹ Siti Sudartini, *The Question of Grammatical Equivalence in Translation*. Journal of English Education ISSN: 1978-371X, Vol 3 No. 1 Juni. 2009

² Bunayya Dzikrullah, *Word, Above Word, And Grammatical Equivalence in the Subtitle of Troy*, 2009

grammatical equivalence, while the difference can be found in the main focus of the research itself. The first research is focused on three aspects of grammatical equivalence that may occur while translating something from English into Bahasa. The second research focus not only on the grammatical equivalence, but also word and word aspects. It also focus on the transfer of message by looking at the lexical, grammatical, morphological and cultural aspects of English and Bahasa Indonesia.

The two previous researches above, “The Question of Grammatical Equivalence in Translation”, and “Word, Above Word, And Grammatical Equivalence in the Subtitle of Troy”, they analyze the equivalence in translating the grammatical aspect of English – Bahasa Indonesia using various classifications. Based on the two previous researches, this research attempts to analyze the difficulties in translating grammatical equivalence among the third semester students of English Education Department at IAIN Metro in academic year of 2019/2020, which will be focused on number, person, gender, tense, and voice.

CHAPTER II

REVIEW OF THE LITERATURE

A. Translation

1. The Concept of Translation

Different ideas on the subject of translation are expressed by the experts. Each of the definition is uttered from different point of view. Catford defines translation as “the replacement of textual material in one language (source language or SL) by equivalent textual material in another language (target language or TL).”³

While Bell states that “translation is the expression in another language (or target language) of what has been expressed in another source language preserving semantic and stylistic equivalences”.⁴

The aim is to reproduce as accurately as possible all grammatical and lexical features of the ‘source language’ original by finding equivalents in the ‘target language’.

There are in fact, three distinguishable meanings for the word. It can refer to: ⁵

- a. Translating: the process (to translate; the activity rather than the tangible object);
- b. The translation: the product of the process of translating (i. e.: the translated text);

³ J.C Catford, *A Linguistic Theory of Translation*, (Oxford: Oxford University Press, 1965), p: 20.

⁴ Roger T. Bell, *Translation and Translating: Theory and Practice*, (United State: Longman, Inc. 1991), p: 5.

⁵ *Ibid*, p:13.

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

To complete the statements, Larson says, quoting Merriam-Webster dictionary, “translation consists of changing from one state or form to another, to turn into one’s own or another’s language.”⁶

Regarding to the above definitions, we can assume that there are two languages involved in translation; they are source language (SL) and target language (TL). And to make the message/meaning be understood by the receptor, the translation should be equivalence. Hence the message/meaning in the target text (TT) must be equal with the meaning in source text (ST).

In conclusion, translation is the process of delivering a message from one language to another without replacing the essential part of the source language by making them equivalence.

2. Purpose of Translation

“Contributing to understanding and peace between nations, groups and individuals” is expressed as the first purpose of translation by Newmark.⁷ This formulation highlights the pragmatic elements of translation – the effect on the readership, the manner, the style etc.

⁶ Mildred L. Larson, *Meaning-based Translation: A Guide to Cross-Language Equivalent*, (United State of America: University Press of America, 1984), p: 3.

⁷ Peter Newmark, *About Translation*, (Great Britain: Cromwell Press Ltd, 1991), p: 43.

The most evident task of the translator, which embraces the second purpose of translation, is to achieve knowledge transfer in a simple, proper and accessible language, especially related to technology transfer.

Showing respect to strengths and weaknesses of cultures, giving common humanity based explanations and mediating between cultures might be considered as the third purpose of translation.

The fourth main purpose is to translate the world's great books and the universal works such as poetry, drama, fiction, religion, philosophy, history, the seminal works of psychology, sociology and politics, and works of individual and social behaviour.

The fifth purpose is to provide some general help or a skill which is called for the acquisition of a foreign language.

3. Types of Translation

Munday and Hatim distinguish three ways of interpreting a verbal sign. They are:⁸

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

These three types of translation are distinguished by the usage.

⁸ Munday and Hatim, *Translation: An Advance Resource Book*, (New York: Routledge, 2004), p: 124.

The intralingual translation is used to translate the text in the same language. It might be paraphrased, synonymously. The interlingual translation is used to translate the text in different languages. While intersemiotic translation is used to translate the verbal language to nonverbal sign.

Larson has his own consideration to distinguish the types of translation. According to Larson, there are two main kinds of translations. One is form-based and the other is meaning-based translation. “Form-based translations attempt to follow the form of the source language and are known as literal translations.”⁹ It lay on between word-for-word and free translation. The structure of TT is modulated with the structure of target language. It is appropriate to translate a text which has a few similarities of grammatical form between two languages.

Whereas, “meaning-based translations efforts to communicate the meaning of the source text in the natural forms of the receptor language. Such translations are called idiomatic translations.”¹⁰ It uses the natural forms of the receptor language, both in the grammatical constructions and in the choice of lexical items. A truly idiomatic translation does not sound like a translation.

⁹ Mildred L. Larson, *Meaning-based Translation: A Guide to Cross-Language Equivalent.*, p: 17.

¹⁰ *Ibid.*

Other types of translations are:

a. Word-for-word Translation (Literal Translation)

Niranjana, following Walter Benjamin, stated that “word-for-word translation provides a literal rendering of the syntax.”¹¹ This is often categorized as interlinear translation, with the target text immediately below the source text words. The structure of ST is preserved and the words translated one-by-one by their most common meanings, out of context. The sentence below is the example of word-for-word translation.

- 1) English: I always drink a glass of water in the morning.
- 2) Indonesia: Aku selalu minum segelas air pada pagi hari.

b. Literal Translation

As Hatim and Munday stated, literal translation is “a rendering which preserves surface aspects of the message both semantically and syntactically, adhering closely to ST mode of expression.”¹² Literal translation has a close meaning to word-for-word translation, but the meaning is suited to avoid confusions if using word-for-word translation.

- 1) English: My house is in the *right side*.
- 2) Indonesia: Rumahku berada di *sisi kanan*.

¹¹ Tejaswini Niranjana, *Siting Translation*, (California: University of California Press, 1992), p: 155.

¹² Munday and Hatim, *Translation: An Advance Resource Book*, p: 344.

From the example above, we can see that the word-for-word translation “rumahku berada di kanan sisi” doesn’t really work out, therefore, the translator must look up to the nearest alternative translation.

c. Free Translation

Free translation reproduces the source text without the manner, or the content without the form of the original. Usually it is a paraphrase much longer than the original. So, it called as “intralingual translation”, as Catford said, “free translation is always unbounded.”¹³

- 1) English: Get inside the house or you will be *soaking wet*.
- 2) Indonesia: Masuklah ke dalam rumah atau kau akan *basah kuyup*.

4. Translation Process

Munday states that:

The process of translation between two different written languages involves translator changing the original written language (the source text or ST) in the original verbal language (the source language or SL) into a written text (the target text or TT) in a different verbal language (the target language or TL).¹⁴

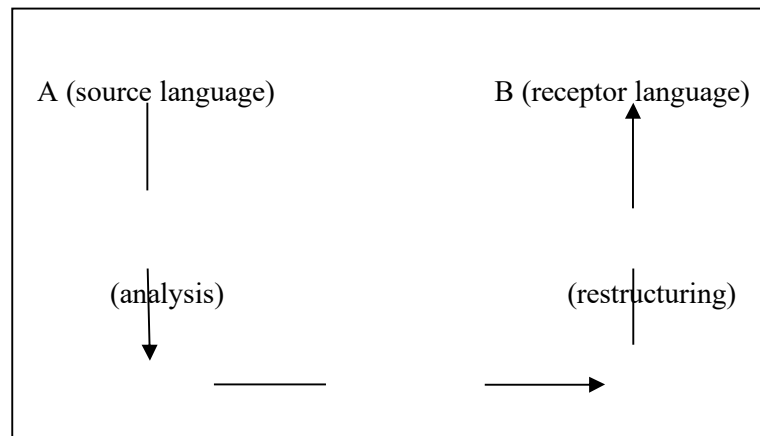
¹³ J. C. Catford, *A Linguistic Theory of Translation*, p: 25.

¹⁴ Jeremy Munday, *Introducing Translation Studies*. New York: Routledge, 2001, p: 5.

To complete Munday's opinion is Nida's three-stage system of translation as cited by Munday.¹⁵

Table 2.1

Translation Process



While translating, some sort of information is provided by arranging the language we are processing in our mind. The three basic steps can be explained in this manner:¹⁶

- a. First: analyzing the source material. In this step, the source text/source material in 1st language is being comprehended by our brain;
- b. Second: transferring the meaning. Here, our comprehension in the first step is being transferred to 2nd language; and
- c. Third: restructuring. In this last step, we rebuild our translation product in the second step. In this case, make it equivalence with the

¹⁵ *Ibid.*, p: 40.

¹⁶ *Ibid.*

source material. Afterward convey our comprehension in generally comparable target language material.

5. The Difficulties in Translation

Susan Basnett stated that:

The translator who makes no attempt to understand the *how* behind the translation process is like the driver of a Rolls who has no idea what makes the car move. Likewise, the mechanic who spends a lifetime taking engines apart but never goes out for a drive in the country is a fitting image for the dry academician who examines the *how* at the expense of *what* is.¹⁷

A good translator does not only care about the final result of translation, but also understands the process of translating. However, there are several factors making the process problematic for the translators while doing their work. These include: *lexical-semantic problems*; *grammar*; *syntax*, *rhetoric*; and *pragmatic* and *cultural problems*.

a. Lexical-semantic problems

Larson states that “the meaning of a lexical item can only be discovered by studying that particular item in contrast to others which are closely related.”¹⁸ Lexical-semantic problems can be resolved by consulting dictionaries, glossaries, terminology banks and experts. These problems include terminology alternatives,

¹⁷ Susan Basnett, *Translation Studies: 3rd Edition*. (New York: Routledge, 2002), p: 82.

¹⁸ Mildred L. Larson, *Meaning-based Translation: A Guide to Cross-Language Equivalent.*, p: 87.

neologisms, semantic gaps, contextual synonyms and antonyms (these affect polysemic units: synonyms and antonyms are only aimed at an acceptance which depends on the context to determine which meaning is correct), semantic contiguity (a consistency procedure which works by identifying semantic features common to two or more terms) and lexical networks.

b. Grammatical problems

According to Nida:

A careful analysis of exactly what goes on in the process of translating, especially in the case of source and receptor languages having quite different grammatical and semantic structures, has shown that, instead of going directly from one set of surface structures to another, the competent translator actually goes through a seemingly roundabout process of analysis, transfer, and restructuring.¹⁹

Grammatical problems include, for example, questions of temporality, aspectuality (the appearance indicates how the process is represented or the state expressed by the verb from the point of view of its development, as opposed to time itself), pronouns, and whether or not to make the subject pronoun explicit.

c. Syntactical problems

As stated by Munday and Hatim, the definition of syntax is “the grammatical structures and arrangements of elements of a language

¹⁹ Eugene A. Nida, “*Science of Translation*” in *Language*, (America: Linguistic Society of America), Vol. 45, No. 3/ September 1969, p: 483.

or text.”²⁰ Syntactical problems may originate in syntactic parallels, the direction of the passive voice, the focus (the point of view from which a story is told), or even rhetorical figures of speech, such as a hyperbaton (the inversion of the natural order of speech) or an anaphora (repetition of a word or segment at the beginning of a line or a phrase).

d. Rhetorical problems

Rhetorical problems are related to the identification and recreation of figures of thought (comparison, metaphor, metonymy, synecdoche, oxymoron, paradox, etc.) and diction.

e. Pragmatic problems: an example of a marketing translation.

To understand this problem, we should first see the definition of pragmatic, which was explained by Munday and Hatim, “The domain of intentionality or the purposes for which utterances are used in real contexts.”²¹ Pragmatic problems arise with the difference in the formal and informal modes of address using “you”, as well as idiomatic phrases, sayings, irony, humor and sarcasm. These difficulties can also include other challenges; for example, in the translation of a marketing text from English into French, specifically with the translation of the personal pronoun “you”. The

²⁰ Munday and Hatim, *Translation: An Advance Resource Book.*, p: 350.

²¹ *Ibid.*, p: 346.

translator must decide whether the formal or the informal “you” is more appropriate, a decision which is not always clear.

f. Cultural issues: an example of a financial translation

“The study of translation and the training of professional translators is without question an integral part of the explosion of both intercultural relations and the transmission of scientific and technological knowledge.”²² Cultural issues may arise from differences between cultural references, such as names of food, festivals and cultural connotations, in general. The translator will use language localization to correctly adapt the translation to the culture targeted. A very simple example is a financial translation which includes dates. If the text is in English, it is most likely, but not absolutely certain, that 05/06/2015 will mean June 5. However, as everyone knows, the same sequence in another language refers to May 6.

²² Douglas Robinson, *Becoming a Translator: An Introduction to the Theory and Practice of Translation*, (London: Routledge, 1997), p: 1.

6. Qualities of a Good Translation

The three qualities of a good translation are:

a. Accuracy

Correct meaning of the source message, and transfer of the meaning of that message as exactly as possible into the receptor language.

b. Clarity

There may be several different ways of expressing an idea—choose the way which communicates most clearly; the way which ordinary people will understand.

c. Naturalness

It is important to use the natural form of the receptor language, if the translation is to be effective and acceptable. A translation should not sound foreign.

The translator is constantly struggling to achieve the ideal in all these three areas. When it seems impossible to reconcile all three, the “accuracy” must be priority.²³

²³ Katherine Barnwell, *Introduction to Semantics and Translation*, (Horsley Green: Summer Institute of Linguistics, 1980), p: 15.

B. Equivalence in Translation

1. The Concept of Equivalence

“The notion of equivalence is undoubtedly one of the most problematic and controversial areas in the field of translation theory.”²⁴

Vinay and Darbelnet as cited in Munday, states that “equivalence refers to cases where languages describe the same situation by different stylistic or structural means.”²⁵

Jakobson, in Munday, introduces different idea of equivalence as 'equivalence in difference'. He said that “translation involved two equivalent messages in two different codes.”²⁶ From a grammatical point of view languages may differ from one another to a greater or lesser degree, but this does not mean that a translation cannot be possible. “For the message to be ‘equivalent’ in ST and TT, the code sometimes will be different since it belongs to two different languages which partition reality differently.”²⁷

Catford distinguishes between, “on the one hand, translation equivalence as an empirical phenomenon, discovered by comparing SL and TL text; and, on the other hand, the underlying conditions, or justification, of translation equivalence.”²⁸

²⁴ Vanessa Leonardi, “*Equivalence in Translation: Between Myth and Reality*”, in *Translation Journal*. Vol. 4, 2000, p: 1.

²⁵ Jeremy Munday, *Introducing Translation Studies.*, p: 58.

²⁶ *Ibid.*, p: 37.

²⁷ *Ibid.*

²⁸ J. C. Catford, *A Linguistic Theory of Translation.*, p:27.

Even if so many concepts of translation are expressed by the experts, we can take the conclusion that equivalence consists of the concept of sameness and similarity. Similar effect or meaning is the essential part of this concept in translation though it brings different stylistic or structural ways.

2. Types of Equivalence

Several types of equivalence emerge in addition to the various definitions uttered by the experts. The various models prove that different aspects are seen by each theorist.

Nida, as cited by Leonardi, argues that there are two types of equivalence. First one is formal equivalence—which in the second edition by Nida and Taber (1982) is referred to as *formal correspondence*—and another is dynamic equivalence. Formal equivalence focuses attention on the message itself, in both form and content. Whereas the dynamic equivalence is based on what Nida calls ‘the principle of equivalent effect’, where the relationship between receptor and message should be substantially the same that which existed between the original receptor and the message.²⁹

And the other type of equivalence is states by Baker, who divides equivalence into several different types.

²⁹ Vanessa Leonardi, *Equivalence in Translation: Between Myth and Reality*. In *Translation Journal*. Volume 4, No. 4/ October 2000.

a. Equivalence at word level and above word level.³⁰

A word in the form of a single unit is the main thing that should be considered by translator in translating a text. As the term ‘word’ can sometimes be a more complex unit, also called *morpheme*, Baker gives a definition of the term ever since it should be reminded that a single word can sometimes be assigned different meanings in different languages. This means that a number of factors which can affect a word, such as number, gender and tense, should get more attention by a translator.

b. Grammatical Equivalence.³¹

This becomes the main discussion in this study. The translator will compare the structure of two languages afterward find the equivalence if required. Baker states that there are five categories of grammar which may lead a translator into difficulties. They are number, gender, person, tense and aspect, and voice.

c. Textual Equivalence.³²

Textual equivalence is based on equivalence in the terms of information and cohesion. The translator may decide whether or not to maintain the cohesive ties as well as the coherence of the SL text.

³⁰ Mona Baker, *In Other Words: A Coursebook on Translation*. (New York: Routledge, 1992), p: 10.

³¹ *Ibid.*, p: 82.

³² *Ibid.*, p: 120.

His decision will be guided by three main factors, which are the target audience, the purpose of the translation and the text type.

d. Pragmatic Equivalence.³³

Implications and strategies of avoidance during the translation process becomes the main point of this level. The translator needs to work out implied meanings in translation in order to get the ST message across.

C. Grammatical Equivalence

1. Definition of Grammar

While translating a text, lexical resources are not the only factors that influence our translation work. Another powerful factor which holds the control of the way a text is translated is grammatical system of a language. Palmer concludes that "within linguistics, 'grammar' is normally used in a technical sense to distinguish it chiefly from phonology, the study of the sounds of a language, and semantics, the study of meaning."³⁴ In contrast, Baker states "grammar is the set of rules which determine the way in which units such as words and phrases can be combined in a language and the kind of information which has to be made regularly explicit in utterance."³⁵

³³ *Ibid.*, p: 217.

³⁴ Frank Palmer, *Grammar*, (Harmondsworth: Penguin Books Ltd, 1971), p: 14.

³⁵ *Ibid.*, p: 83.

Therefore, grammar is a very fundamental key in any language. There is no language that doesn't have its specific grammar; also no person can learn a language without learning its grammar.

Grammar comes with two main extensions: morphology and syntax. Morphology covers the structure of words, it studies the way in which the form of word changes to indicate specific contrasts in the grammatical system. While syntax refers to the grammatical system structure of groups, clauses, and sentences. It also includes the classes of words such as noun, verb, adverb, adjective, and functional elements such as subject, predicator, and object which are allowed in a given language.

2. Translating Grammatical Equivalence

According to Housna:

Grammarians distinguished between two kinds of grammar: universal grammar and grammar of a particular language. Universal grammar concerned on the set of rules which consists of properties that all languages in the world have. Grammar of particular language consists of specific rules which distinguish this language from other languages.³⁶

Since every language has its grammar system, it may results in some change in the information content of the message which carried out. This change may take translator to either add or omit information which does not express in the source text. This can occur when the

³⁶ Bounaas Housna, *Difficulty in Translating the Arabic Grammatical Category "The Accompaniment Complement" into English. The Case of First Year Master Students of English, University of Constantine*, Desertation, Mentouri University: Constantine, 2009. p: 18.

target language lack of particular grammatical devices to express the information in the source text.

Different grammatical structures in the SL and TL may cause remarkable changes in the way the information or message is carried across. These changes may induce the translator either to add or to omit information in the TT because of the lack of particular grammatical devices in the TL itself. So, lack of equivalence between languages in terms of grammar leads to grammatical problems in translation.

English has some grammatical expressions which Indonesia does not have. Thus, we have to find the equivalence in order to gain a proper meaning. Amongst these grammatical devices which might cause problems in translation Baker focuses on *number*, *person*, *gender*, *tense* and *aspects*, and *voice*.

a. Number

According to Smelser and Baltes, “number is taken to be a relatively straight-forward category.”³⁷ In English, we recognize a distinction between one (singular) or more than one (plural). Betty Azar states that some rules are made to make a distinction of singular nouns, as follows: (1) may be preceded by a/an for

³⁷ Neil Smelser and Paul Baltes, *International Encyclopedia of the Social & Behavioral Science Vol. 9*, (New York: Elsevier Science Ltd, 2001), p: 6340.

countable nouns, for example: *a chair*; (2) non-countable nouns are not immediately preceded by *a/an*, for example: *some furniture, a lot of furniture*.³⁸

Nouns are regularly made plural by the addition of *-s* or *-es*. A number of nouns have other plural forms. For example: *mosques, babies, wives, and heroes*. There are some English plural nouns which have other types of plural form, for example: *children* from singular noun *child*, *criteria* from singular form *criterion*, etc. In English, singular and plural nouns require different verb forms. “The verb must agree with the subject in number,”³⁹ for example:

- 1) The *child* is playing happily;
- 2) The *children* are playing happily.

Baker states that “a translator working from a language, which has number distinctions into a language with no category of number, has two main options: (1) omit the relevant information or number, (2) encode this information lexically.”⁴⁰ Furthermore, she says “unless the context specifically demands it, regular reference to information normally left unspecified in a given language will only make the translation awkward and

³⁸ Betty Azar, *Understanding and Using English Grammar*, (New York: Pearson Education, 2002), p: 107.

³⁹ Marcella Frank, *Modern English: a Practical Reference Guide*. (New Jersey: Prentice Hall, Inc., 1972), p:13.

⁴⁰ Mona Baker, *In Other Words: A Coursebook on Translation*., p: 88.

unnatural because it will not reflect normal ways of reporting experience in the target language.”⁴¹

In indicating plurality, English uses morpheme *-s*, meanwhile Bahasa Indonesia sometimes repeats the noun, reduplicates it or limited by *para*, *kaum*, and *banyak*. The plural form in English also used to point noun in unity. Plural form of English influenced by morphological factor (such as *child/children*, *mouse/mice*) and phonological factor (for example; *pen/pens*, *brush/brushes*, *box/boxes*). In certain conditions, a plural noun also began by a plural determiner, such as *some novels*, *many children*, and *six dogs*. When those double expressions translated in Bahasa Indonesia, redundancy will be occurred. For example: the English sentence (1) *Lions are wild animal* is translated into: (2) *Singa-singa adalah binatang buas*, (3) *Para singa adalah binatang buas*, (4) *Kaum singa adalah binatang buas*, (5) *Banyak singa adalah binatang buas*. The Indonesian translation above cannot be accepted in Bahasa Indonesia. (2) seems useless to repeat the noun, (3) and (4) cannot be accepted because *para* and *kaum* used for human (5) gives ambiguity because it means that there are some lions that are not wild. The translation above should be: (6) *Singa adalah binatang buas*, or (7) *Semua singa adalah binatang buas*.

⁴¹ *Ibid.*, p: 90.

b. Person

Baker's thoughts on this subject:

The category of person relates to the notion of participant roles. In most languages, participant roles are systematically defined through a closed system of pronouns which may be organized along a variety of dimensions.

The most common distinction is that between first person (identifying the speaker or a group which includes the speaker: English *I/we*), second person (identifying the person or persons addressed: English *you*), and third person (identifying persons and things other than the speaker and addressee: English *he/she/it/they*).⁴²

Grammatical person shows the relationship between the speaker and other participants in an event. More specifically, it is a reference to a participant in an event, such as the speaker, the addressee (recipient of the speaker's communication), or others. Grammatical person usually defines the set of personal pronouns used by the speaker. It also frequently affects verbs, sometimes nouns, and possessive relationships as well.

As stated by Baker about the pronoun system, "the familiarity/deference dimension in the pronoun system is among the most fascinating aspects of grammar and the most problematic in translation. It reflects the tenor of discourse and can convey a whole range of rather subtle meanings."⁴³

The pronouns system has classifications of person: first person referring to the speaker or a group which includes the

⁴² Mona Baker, *In Other Words: A Coursebook on Translation*, p: 95.

⁴³ *Ibid.*, p: 98.

speaker (*I* and *we*); second person identifying the person(s) addressed (*you*), and the third person referring to persons and things other than the speaker and addressee (*he/she/it/they*). The personal pronouns have two sets of case-forms; the subjective and the objective forms. While the reflexive pronouns replace a co-referential noun phrase, normally within the same finite clause and the possessive fuses genitive function with pronominal function. The table below shows the classification of English pronouns cites by Quirk and Greenbaum (cites in Sudartini).⁴⁴

Table 2.2

Classification of English Pronoun

Pronoun Types		Personal			Possessive		
		Pronoun		Reflexive	Pronoun		
		Subj	Obj	Pronoun	Determines	Nominal	
		case	Case		Function	Function	
1 st	Singular	I	Me	Myself	My	Mine	
	Plural	We	Us	Ourselves	Our	Ours	
2 nd	Singular	You		Yourself	Your	Yours	
	Plural			Yourself			
3 rd	Sing	Masc	He	Him	Himself	His	
		Fem	She	Her	Herself	Her	Hers
		Non Person	It	It	Itself	Its	
	Plural	They	Them	Themselves	Their	Theirs	

⁴⁴ Siti Sudartini, *The Question of Grammatical Equivalence in Translation*. Journal of English Education ISSN: 1978-371X, Vol 3 No. 1 Juni, 2009. p: 5.

Here are the examples how pronoun is used in English sentence: (1) *I* read a book, (2) *he* gives me a cup of tea, (2) *She* showed me *her* new phone.

Moreover, Catford in his book “A Linguistic Theory of Translation” explains that Bahasa Indonesia has a nine-term pronoun system where English has only seven.⁴⁵ It distinguishes into three categories; first person (the speaker), second person (the person spoken to), and third person (the person being spoken). Sneddon states that personal pronouns reflect social relations between people far more than do other parts of the language and a brief discussion of their social role is required.⁴⁶

Only a limited number of words are purely pronominal. The full forms of these are:

Table 2.3

Bahasa Pronoun System⁴⁷

Peson	first	second	third
single	saya, aku	engkau, kau, anda	kamu, Ia, dia, beliau
plural	kita, kami	kalian	mereka

Translator should notice the differences between English and Indonesia pronoun system to maintain the equivalence, For

⁴⁵ Mona Baker, *In Other Words: A Coursebook on Translation*. p: 95.

⁴⁶ James Neil Sneddon, *Indonesian: A Comprehensive Grammar*. p: 160.

⁴⁷ Mona Baker, *In Other Words: A Coursebook on Translation*. p: 160.

instance; Gender, degree of intimacy or the relationship pertaining between participants, and the involvement of addressee. Moreover, there are three parameters used as measurement to use the category of person in Indonesia, as follows: (1) age, (2) social status, and (3) intimacy.

“*Saya*” and “*aku*” mean “*I*”, “*me*”, but “*aku*” is only used when speaking to intimate friends, younger, and lower status or position. “*Kita*” means “*we*” where the person being spoken to is included, that is “*I and you*”.

“*Kami*” means “*we*” where the person being spoken to is not included, that is “*I*” and *others* but not “*you*”. “*Aku, engkau, kau, kamu, kalian*”, are intimate forms, used to children and between equals who have a close relationship with each other. “*Anda*” is sometimes used to addressing someone in higher position or strangers of the same age.

The following examples illustrate the use of personal pronouns in Bahasa Indonesia:

- 1) Kakak berkata kepada Andi, “*aku* tidak bisa ikut bermain karena *aku* harus belajar untuk ulangan besok”,
- 2) Adik berkata kepada pak guru, “permisi pak, bolehkah *saya* mencuci muka?” However, there is no verbs agreement related to person category in Indonesia, for instance: (1) *Saya menyiram bunga* (2) *Dia menyiram bunga*.

English doesn't consider the relationship between the participants. The choices of pronoun system don't depend on the intimacy or politeness. Meanwhile, the pronoun system of Bahasa Indonesia depends on those aspects. The examples are: (1) *I don't know that, Anna* - *Aku tidak tahu itu, Anna*, (2) *I don't know that, sir* - *Saya tidak tahu itu, pak*, (3) *Do you want to go with me, Anna?* - *Maukah kamu pergi denganku, Anna?* (4) *Do you need help, sir?* - *Apakah anda membutuhkan bantuan, pak?* (5) *Alice asked her father, "Where were you yesterday?"* - *Alice bertanya pada ayahnya, "Dimana ayah kemarin?"*

The first plural pronoun in English (*we*) doesn't differ the inclusive and exclusive form like Bahasa Indonesia (*kita / kami*). English differentiates third singular pronoun based on gender (*'he'* for masculine and *'she'* for feminine). Bahasa Indonesia has only one third singular pronoun (*'dia'* for both masculine and feminine). Translating third singular pronoun of English into Bahasa Indonesia will make some information disappeared. For example: Here are Tono and Tini Ini ada Tono dan Tini Do you want to talk to them? Apakah kamu ingin berbicara dengan mereka? Yes but only with her. Ya tapi hanya dengan dia It will be confusing when we have to answer the questions as follows: (1) What does *her* refer to? *Her* refers to Tini, (2) What does *dia* refer to? *Dia* refers to Tono or Tini. Bahasa Indonesia has second

singular (*kamu / anda*) and plural (*kalian*) pronouns. English has only one (you). Therefore, it is quite difficult to choose *kamu/anda* or *kalian* when the relation between the speaker and the addressee is not recognized.

c. Gender

Languages may differ greatly in the way they encode the category of gender in their lexical and grammatical systems. They may also differ in the expectations of their relevant cultures concerning what is meant by gender. We all know that every translation inevitably entails making a number of choices; moreover, there is a strategy behind every choice, and a reason behind every strategy.⁴⁸

According to Baker, “gender is a grammatical distinction according to which a noun or pronoun is classified as either masculine or feminine in some languages.”⁴⁹ English does not have a grammatical category of gender as such, and English nouns are not regularly inflected to distinguish between feminine and masculine.

The gender category in English is as follows:

- a) The gender distinction nevertheless exists in some semantic areas and in the person system.

⁴⁸ Behrouz Karoubi, “Gender and Translation” on

<http://www.translationdirectory.com/article528.htm>, downloaded on 31 July 2019.

⁴⁹ Mona Baker, *In Other Words: A Coursebook on Translation*, p: 90.

- b) Different nouns are sometimes used to refer to female and male members of the same species: cow/bull; doe/stag; etc.
- c) A small number of nouns, which refer to professions, have masculine and feminine forms with the suffix *-ess* indicating feminine gender, for example: *actor/actress*, *host/hostess*, and *steward/stewardess*, etc.
- d) English also has a category of person which distinguishes in the third person singular between masculine, feminine, and inanimate (he/she/it).

Several problems may arise, however, while translating English into Bahasa. In Bahasa Indonesia, men (masculine) are supposed to be an active, aggressive, and powerful object to do something. That's why in Bahasa Indonesia, women (feminine) are more customary '*dinikahi* (are married by)' and men '*menikahi* (marry (to))'. Here are the examples: (1) *Tono menikahi Tini* (*Tono marries Tini*); *Tini dinikahi Tono* (*Tini is married by Tono*), (2) *Tono melamar Tini* (*Tono proposes to Tini*); *Tini dilamar Tono* (*Tini is proposed by Tono*). From these examples, however women (feminine) are put in the front; they are still in passive position and not as the doer.

The translators could get difficulties when translating a common sentence from a man to his girlfriend in Hollywood

movies: “*Will you marry me?*” The translation should be “*Maukah kau menikahi aku?*” Nevertheless, it does not sound right based on our culture, it should be “*Bersediakah kamu menikah denganku?*”

As an Indonesian woman who has norm, she is not allowed to ask. A woman is supposed to be beautiful, dumb, waiting, and passive and has no power.

d. Tense

Tense might be the most critical part of grammar that distinguishes English and Bahasa Indonesia. In several languages, including English, it is required to specify when an action occurs. Frank states that “most grammarians, however, give a six-tense-system, which consist of present, past, future and perfect tense. It is because they are most commonly found in English textbooks for non-native speakers and is therefore most familiar to them.”⁵⁰

In this study, the researcher groups the types of tenses into past and non-past. The different tenses are signaled by verbs ending or by auxiliary verbs.

Past is for an activity or situation began and ended at a particular time in the past. Past marked by the use of second form verb, usually called *-ed* form (regular verb). The examples of

⁵⁰ Marcela Frank, *Modern English: a Practical Reference Guide.*, p: 82.

sentences in past group are: (1) *Wilson went to his office at 8 a.m this morning*, (2) *Wilson gave Lily a bunch of rose yesterday*.

In non-past, the tense is taking place in times present and future, as opposed to past tense. Present express events or situations that occur habitually: they occur now, have occurred in the past, and probably will occur in the future. Verbs that are used in present form are the first form of verbs. The examples of sentences in non-past group are: (1) *She drinks a cup of hot chocolate every morning* (2) *My sister will buy me a new dress tomorrow*.

In Bahasa, the time the action occurs will not change the verb form. A sentence like “*Ayah membaca koran*” have no indication of when it happens, whether it happen in the past, will happen in the future, or the reoccurrence thing. Listeners infer this from the context within which the utterance is made. Because tense is not grammatical categories, its specification is largely optional. The change does not occur morphologically but rather lexically by adding a particular word which informs a time the action happened.

Time can be indicated by adverb of time. There are three kinds of adverb of time:

- a) Singular word, i.e.: *kemarin*, *sekarang*, *besok*, *lusa*, *tadi* and *nanti*.

- b) Nominal phrase, i.e.: *pukul, tanggal, tahun, malam*, etc.
- c) Prepositional phrase, i.e.: *pada saat itu, sebelum pagi, sejak tahun*, etc.

The examples are: (1) Bu Rahmi menempati rumah itu *sejak tahun lalu* (2) Adik menghias kamarnya *kemarin* (3) Pak Agus bangun pada *pukul 4.30* setiap pagi.

A set of temporal markers within the predicate can also indicate time. These point out that the action has occurred (*sudah* or *telah*), is occurring (*sedang*), or is yet to occur in relation to the moment of utterance or in relation to some other event referred to (*akan*). The examples are: (1) Malik sudah mengerjakan tugasnya, (2) Yuli sedang tidur, (3) Kami akan berlibur ke Bogor.

The sentence below is the example of grammatical equivalence in tenses category:

SL: *Louis had slept for 5 hours now since he had gone home from his back breaking job training last night.*

TL: Louis telah tertidur selama lima jam sekarang sejak dia pulang dari pelatihan pekerjaannya yang melelahkan semalam.

The verb phrase *had slept* shows past perfect which has pattern *auxiliary verb* (had) + *past participle* (verb3). This tense refers to an activity that was completed before another activity in

the past. The temporal determiner *telah* is used to translate past perfect in Bahasa Indonesia. However, the verb phrase *had gone home* is translated differently even it has same pattern with the previous one. To show the equivalence, translator did not add the temporal determiner *telah* but used adverbial time *semalam/tadi malam* to translate past perfect.

e. Voice

Frank states “voice relate to special verb forms that arranged in certain positions with nouns to indicate whether the grammatical subject of a sentence is performing an action or it itself being acted upon.”⁵¹

The similar description about voice also suggested by Baker, she said that “voice is a grammatical category which defines the relationship between a verb and its subject”.⁵²

Thus, it can be simply explained that voice is grammatical category that defines the relationship between subject and verb.

English has two kinds of voices, active and passive voice. It's called the active clauses if the subject have role responsible to performing action, and it's called passive clause if the subject is affected entity.

⁵¹ *Ibid.*, p: 47.

⁵² Mona Baker, *In Other Words: A Coursebook on Translation.*, p: 102.

Moreover, the active voice is divided into two types, called transitive and intransitive. Transitive is active voice which uses transitive verbs that are verbs followed by an object, such as “*My sister combs her hair*”. Active intransitive is an active voice which uses intransitive verbs that verbs are not followed by an object, for example “*She is getting her first salary this month.*”

Baker states “in passive clause, the subject is the affected entity, and the agent may or may not be specified, depending on the structures available in each language.”⁵³ To make a passive sentence from an active sentence in English as follows: (1) exchange S with O, (2) change the predicate form of V with be + v3, (3) add the word “by” in front of the former S. The example is: *the boy was helped by marry*, is made from an active “*Marry helped the boy.*” Notice that the form of the verb changes in a passive structure to indicate that its subject is the affected entity rather than the agent.

Since the grammatical subject of a passive verb becomes the original object of an active verb, therefore, only a transitive verb may be used in the passive voice. The word “by” may be optionally used. It is not used when the greater emphasize is on the “event” than on the “actor” or when the “agent” of the action is unimportant or unknown. Other function of passive voice is to

⁵³ *Ibid.*

show a condition like in the sentence “All of the students are so enthusiastic for the journey.”

Some differences are found between the constructions in Bahasa and the active and passive in English, in both structure and function. However, there are also important similarities, and the relationship between the two constructions is often similar to the relationship between active and passive in English, allowing the same terms to be used to portray them. Active corresponding with reference can illustrate the structure of a passive clause. Bahasa Indonesia has more frequent passive construction than English. Where a passive translation would sound deviant, translation by an active construction is usually given in the following sections.

In Bahasa Indonesia, transitive and intransitive verb also occurs. Transitive can be marked by prefix *me* – or its variation such as *men* –, *meng* –, *me* –*kan* and *me*–*i*. The examples are: (1) Kakak sangat *mengagumi* ayah, (2) Ibu sangat suka *menghias* rumah, and (3) Sinta sedang *mencari* kalungnya yang terjatuh. The example of active intransitive as follow: (1) Adik *menangis* sejak tadi, (2) Anto *menggigil* karena kedinginan.

To transform from an active into passive as follows:

- a) Making the object of the active sentence become the subject of the passive sentence;

- b) Replacing the prefix me- with di- , ter-, or ke – an.
- c) Making the subject of the active sentence become the agent, recipient of the passive form signaled by the preposition oleh (by) which may be left out if the doer is obvious or unimportant.

However, an active voice not always translated to be an active and vice versa. Sometimes, in order to get a proper meaning, an active must be translated into passive or passive translated into active without changing the meaning/message of the source text. Here the example:

SL: I *broke* my ankle.

TL: Aku *mematahkan* pergelangan kakiku (incorrect)

Kakiku *terkilir* (correct).

In this research, the researcher will only discuss four of the five categories of grammatical equivalence, namely: number, person, tense, and voice.

CHAPTER III

RESEARCH METHOD

A. Type and Characteristics of Research

In this research, the researcher used the descriptive qualitative research. Miles and Huberman states that qualitative analysis use word that is arranged in the text that is expanded.⁵⁴ In other words, a qualitative research is a collection, analysis, and interpretation of comprehension narrative and visual data in order to gain insights into a particular phenomenon of interest. The purpose of qualitative research is broad in scope and center around promoting a deep and holistic or complex understanding of a particular phenomenon, such as an environment, a process, or even a belief.

This research uses the case study approach. The case study is but one of several ways of doing social science research.⁵⁵ Case study research is a qualitative approach in which the investigator explores a bounded system (*a case*) or multiple bounded system (cases) over time, through detailed, in depth data collection involving *multiple sources of information* (e.g., observations, interviews, audiovisual material, and documents and reports), and reports a case description and case-based themes. For example, several programs (a

⁵⁴ Miles and Huberman, *Qualitative Data Analysis: An Expanded Sourcebook (2nd Ed.)*, (CA: Sage Publication, 1994), p: 16.

⁵⁵ Robert K. Yin, *Case Study Research: Design and Methods*, (London: Sage Publication, 2008), p: 1.

multi-site study) or a single program (a *within-site* study) may be selected for study.⁵⁶

In line with the above explanation, it can be inferred that limitation of case study comprise for : (1) the target of the research can be people, even, setting and documents; (2) the target are investigated in-depth totally based on the setting or each contexts with the view of understanding any correlation among the variables. It can be assumed that case study approach purposes to keep the wholeness object of the research, then all of the data collected are learnt totally.

B. Data Resource

Source of the data would be based on two kinds of data. They are primary and secondary data. The primary data is obtained from translation class of the third year English Education Department students at State Islamic Institute of Metro.

The secondary data, meanwhile, was provided by pre-existing literatures related to the research; such as books, journal, dictionary, websites, etc.

⁵⁶ John W. Cresswell, *Qualitative Inquiry and Research Design*, (USA: Sage Publication, 2007), p. 73.

C. Data Collecting Technique

To collect the data, the researcher applied three instruments, such as:

1. Documentation

Sharan and Elizabeth state that document is broadly defined to include public records, personal paper, popular culture documents, visual documents, physical material, and artifacts.⁵⁷ In this research, the document used is students worksheet. The researcher gathers the students' translation worksheets about grammatical equivalence provided by the appointed lecturer who is teaching the translation subject and analyze the worksheets.

2. Observation

Observation is a technique for obtaining information involves measuring variables or gathering of data necessary for measuring the variable under investigation. Observation is defined as accurate watching and noting of phenomena as they occur in nature with regards to cause and effect relation. In this research, the researcher observes the learning process of the third semester English Education Department's translation class at IAIN Metro.

⁵⁷ Sharan B Merriam, *Qualitative Research: A Guide to Design and Expanded from Qualitative Research and Case Study Applications in Education*, (San Francisco: A Wiley Imprint, 2016), p. 189.

3. Interview

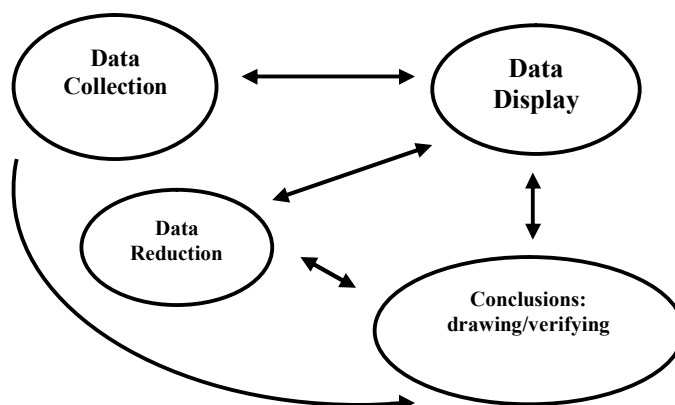
In this research, the researcher used guided interview where the researcher gave some questions which was prepared for the participant and the researcher record the answers. The researcher interviewed 10 students out of 40 students to collect the data about the utilizing of grammatical equivalence in translation class at the fifth semester English Education Department of IAIN Metro.

D. Data Analysis Technique

In the qualitative research, there are so many data analysis technique that can be used. One of them is Miles and Huberman model, as cited by Punch. There are three steps in these analysis procedures. Those are as follows:

Figure 3.1

Components of Data Analysis: Interactive Model⁵⁸



⁵⁸ Keith F. Punch, *Introduction to Research Method in Education*, (Los Angeles : Sage, 2004), p. 174.

Their analysis has four main components:

1. Data Collection

The first step is data collection. Here, the researcher collects all the data related to the research before analyzing it.

2. Data Reduction

This is the part of analysis. It occurs continually throughout the analysis. In the early stages, it happens throughout the editing, segmenting, and summarizing the data. In the middle stages, it happens through coding and memoing, and associated activities such as finding themes, clusters and patterns. In the later stages, it happens through conceptualizing and explaining, since developing abstract concepts is also a way of reducing the data.

3. Data Display

Data display is the main part. The notion of data display is intended to convey the idea that data are presented as an organized, compressed assembly of information that permits conclusions to be analytically drawn. The researcher uses displays to help in understanding about the data.

4. Drawing and Verifying Conclusion

Conclusion drawing and verifying is the third part of this analysis. It involves developing propositions, and is conceptually distinct from the other stages. After the data is reduced and displayed, the researcher draw the conclusion. And the drawn conclusion will be verified.

E. Research Approach

In this research, the researcher uses the systematic procedures. The researcher applies procedure in conducting this research, as follow:⁵⁹

1. Identifying research problem

The first step is to select the phenomena that will be analyzed. In this case, the researcher analized the students' difficulties in translating grammatical equivalence.

2. Reviewing the literature on the problem

In this step, the researcher reviews the relevant literature related to the difficulties in translating grammatical equivalence.

⁵⁹ John W. Creswell, *Educational Research, Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, (Boston: Pearson Education, Inc., 2012), p. 57.

3. Specifying a purpose and research questions

The researcher focuses the purpose of this research to find out the difficulties translating grammatical equivalence.

4. Collecting the data

The data is collected by using three instruments, observation, interview, and documentation.

5. Analyzing the data

In analyzing process, the stage is reducing data without losing significant information. Then, the next stage is coding. The last stage is conceptualizing and explaining.

6. Interpreting the findings and stating conclusion

The researcher interprets the result of data analysis and explains it in the narrative form.

7. Reporting results

The researcher makes the report about the finding result of the difficulties in translating grammatical equivalence among the fifth semester students of English Education Department.

CHAPTER IV

RESULT OF THE RESEARCH

A. Description of the Research

The data description included some points as follows (1) the profile of research setting (2) the data of research variable.

1. The Historical Background of IAIN Metro

a. The Brief History of IAIN Metro

IAIN Metro is located in Metro city, Lampung province. It is the only one the State Institute for Islamic Studies in this city. As an Islamic institute which is one of favorite universities, IAIN Metro has vision and mission. Its vision is to create a qualified and competitive Islamic institution. Then, to accomplish the vision, it composes some missions, namely: developing three pillars of university (education, research and development, and service society), developing and spreading technology in Islamic culture, and creating academic persons who are smart, competent, and have good moral.

Likewise, as an Islamic institute, IAIN prepares the academic culture not only in developing Islam religious science but also developing general science. In addition, Islamic culture is a special characteristic in academic culture of this institute as compared to general universities. Furthermore, IAIN Metro as the Islamic institute has an education system which is based on the Islamic values.

IAIN Metro was built on April 23 to 25, 1997 based on the decree of president RI No. 11, 1997 on March 21, 1997. The establishment of IAIN cannot be separated from the history of IAIN RadenIntan Bandar Lampung which was begun from the effort of elite and religion figures from Lampung Islamic Welfare Foundation (YKIL). In the discussion of YKIL, it was deal to accomplish two faculties, Education faculty and Islamic law faculty, which were domiciled in Tanjung Karang.

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

Similarly, in 1967, the education and Islamic law faculty were established in metro city based on the request of metro society. Correspondingly, based on the handbill of Director General of Bimas Islam No. E.III/OT.00/AZ/1804/1996, the payment of institutional faculties IAIN outside the central institute should be changed to State Islamic College (STAIN). Then, based on the decree of president RI

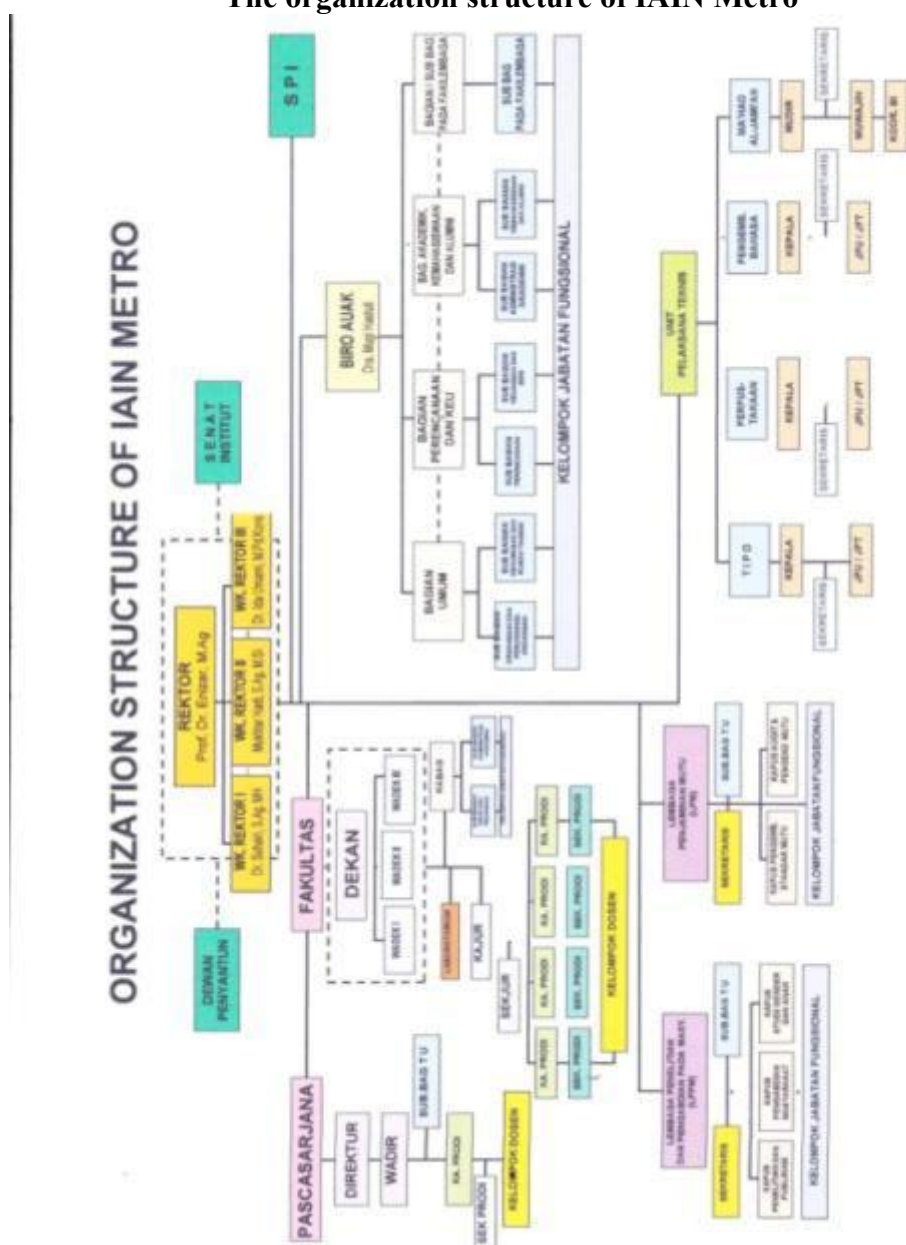
No. 11, 1997, STAIN was legalized. And finally, in 1st August 2016 changed to be the State Institute for Islamic Studies (IAIN) and was legalized. That was the history of establishment of STAIN JuraiSiwo Metro.

Now, IAIN Metro has four faculties namely tarbiya faculty, syari'ah faculty, economy business faculty and Islamic announcement and communication faculty. Firstly, tarbiyah and teacher training faculty covers Islamic education study program (PAI), Arabic education study program (PBA), English education study program (TBI), Islamic elementary school education study program (PGMI), Islamic childhood education study program (PIAUD), Mathematic education study program (TPM), biology education study program (TPB), social science education study program (IPS). In addition, Syari'ah faculty includes Islamic law department (AS), Islamic economy law (Hesy), and Islamic constitutional law (HTNI). Furthermore, Islamic Economy and business faculty comprise D3 syari'ah banking (D3 PBS), bachelor's degree of syari'ah banking (S1 PBS), Islamic economy study program (ESy), Islamic accountant (AKS), and pilgrimage management (MHU). At the same time, Islamic announcement and communication faculty covers Islamic communication and broadcasting program (KPI), language and Arabic literature (BSA), and Islamic extension guidance (BPI).

b. The Structural Organization of IAIN Metro

The structural organization of State Institute for Islamic Studies of Metro in academic year 2017/2018 as follows:

Figure 4.1
The organization structure of IAIN Metro



Source: observation of state institute for islamic studies in academic year 2018/2019.

c. The Facilities of IAIN Metro

In order to support lectures and students, there are some facilities in state institute for Islamic studies of metro, namely; lectures room, computer laboratory unit and baitul mal watanwil, library unit, language laboratory unit, micro teaching laboratory, Islamic development unit, classroom, mosque, futsal field, basket ball field, wall climbing field, volley field, tennis field, auditorium, students activities unit (UKM) room, students committee office. For getting the details of facilities, it can be shown in the table bellow:

Table 4.1

Facilities in State Institute for Islamic Studies of Metro

No	Facilities	Total of unit	Large (m)
1	Lectures' room	1	556
2	Computer laboratory unit & BMT	1	1000
3	Library unit	1	1000
4	Language laboratory unit	1	180
5	Micro-Teaching laboratory	1	106,8
6	Islamic development unit	1	30
7	Classroom	16	1248
8	Mosque	1	1000
9	Futsal field	1	510
10	Basketball field	1	-
11	Wall climbing field	1	92
12	Volley field	1	-
13	Tennis field	1	650
14	Auditorium	1	-
15	Students activities unit	1	-
16	Students committee office	1	-

Source: Documentation of State Institute for Islamic Studies of Metro

d. The sketch of location of IAIN Metro

Figure 4.2

The location sketch of IAIN Metro (Campus 1)

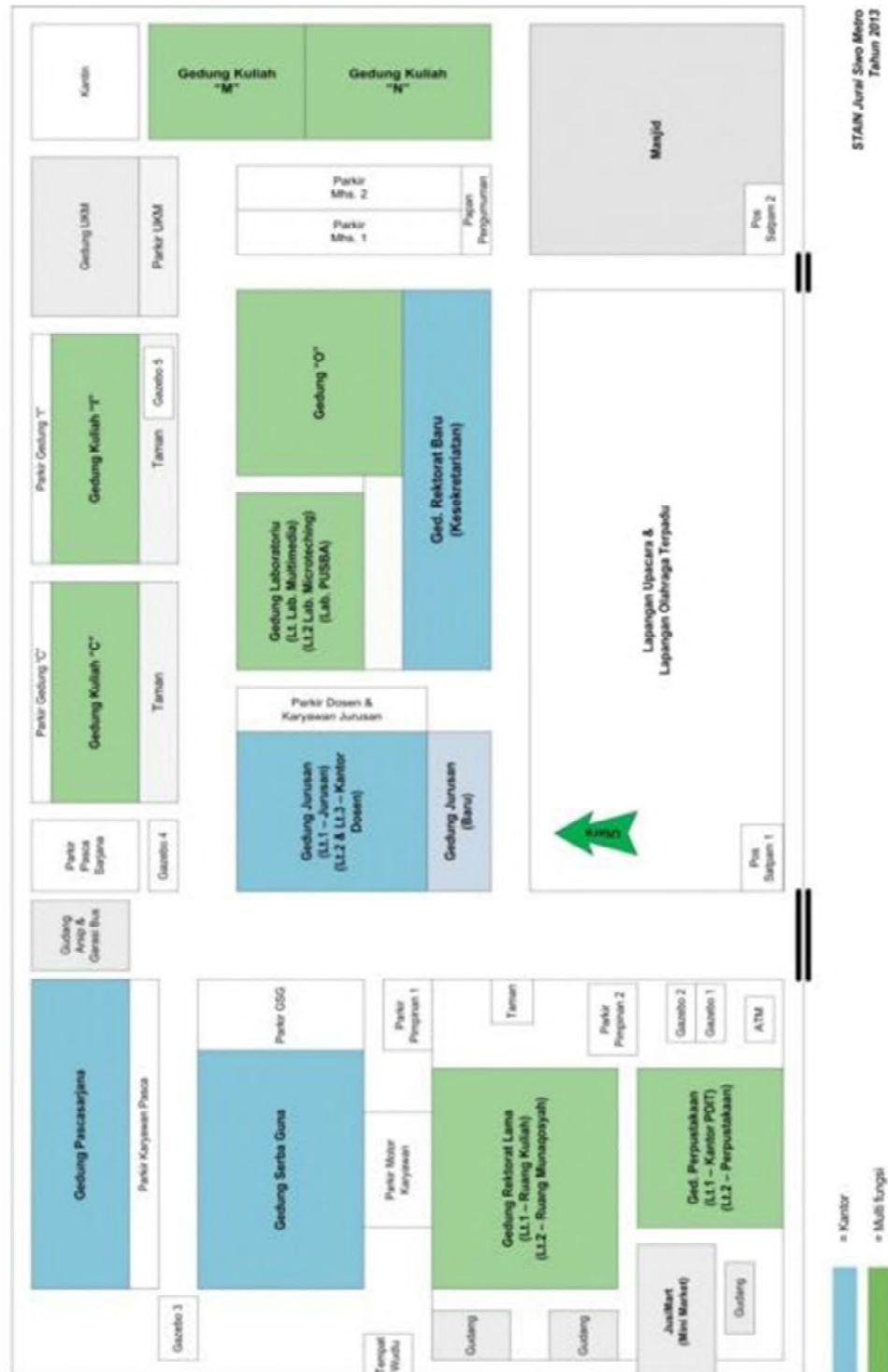
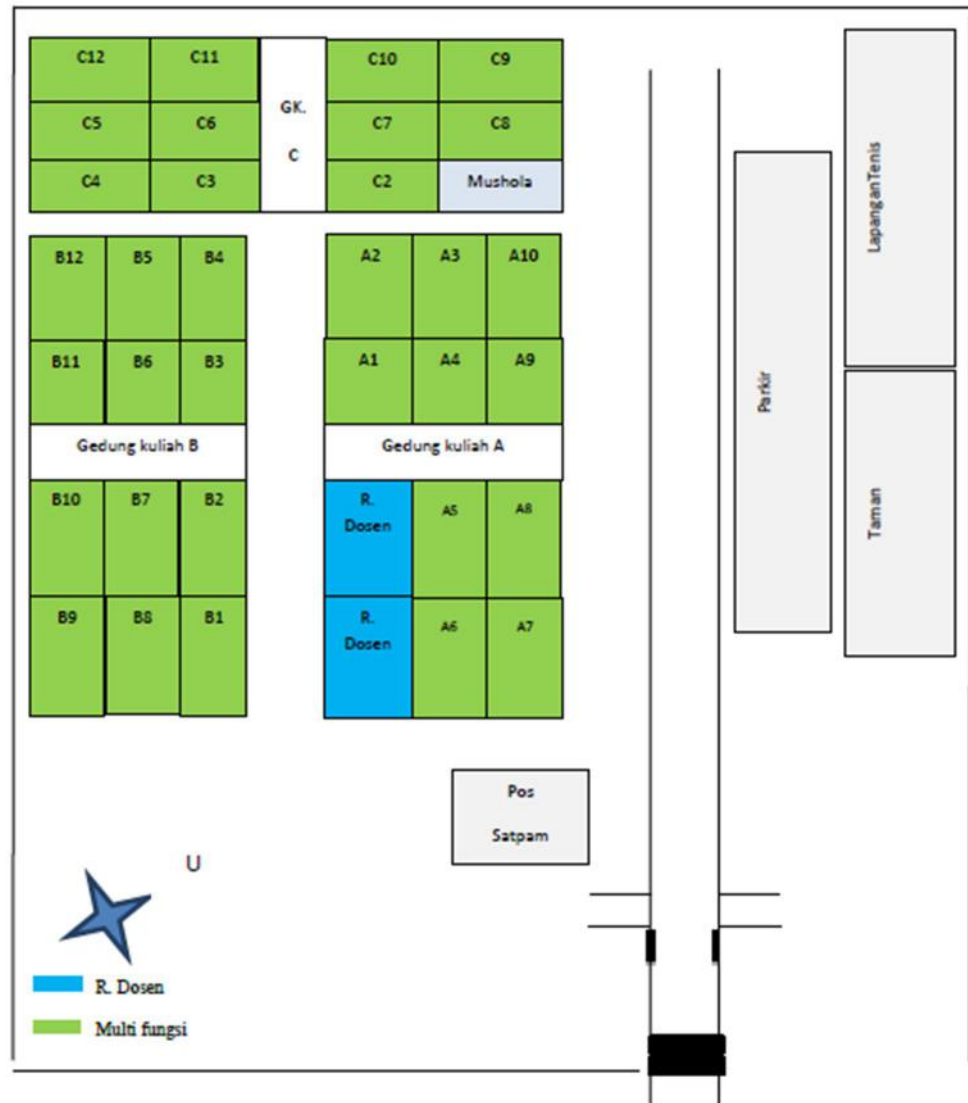


Figure 4.3

The location sketch of IAIN Metro (Campus 2)



Source: Documentation of IAINMetro in Academic Year of 2019/2020.

e. The Students in IAIN Metro

The total of the Students in State Institute for Islamic Studies of Metro is 7440 students.

Table 4.2

Total of Students State Institute for Islamic Studies of Metro

No	Departments	Program	Students
1	Tarbiyah Department	English education program (TBI)	1018
		Islamic education program (PAI)	1268
		Arabic education program (PBA)	401
		Islamic elementary school education program (PGMI)	464
		Mathematic education program (TPM)	43
		Biology education program (TPB)	44
		Science social education program	39
		Islamic childhood education program (PIAUD)	146
		D3 Syari'ah banking program (D3 PBS)	307
		S1 Syari'ah banking program (S1 PBS)	924
2	Economy business faculty	Islamic accountant (AKS)	45
		Islamic economy program (Esy)	1179
		Pilgrimage management (MHU)	37

3	Syaria'ah Department	Islamic law program (AS)	422
		Islamic economy law program (HeSy)	708
		Islamic constitutional law (HTNI)	33
4	Islamic announcement and communication Department	Islamic communication and broadcasting program (KPI)	288
		Language and Arabic literature program (BSA)	50
		Islamic extension guidance (BPI)	24

Source: observation on IAIN Metro in Academic year 2018/2019

2. English Education Study Program (TBI)

English education program (TBI) is one of strata 1 (S1) majors of Tarbiya faculty in State Institute for Islamic Studies Metro (IAIN) which has established in 2007. Historically, S1 TBI State Institute for Islamic Studies Of 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.I/220.C/2007 in Jakarta on May 28th, 2007. According the implementation license of study program from the general director, TBI is located in State Institute for Islamic Studies of Metro in Jl. Ki Hajar Dewantara 15A Metro City.

English education study program (TBI has a vision in implementing education, namely: creating professional Descriptive Paragraph s in English education who can integrate Islamic values and academic dimensions. The vision then is enlarged in some mission, those are:

- 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.
- c. Growing the professionalism ethic through theoretical knowledge basic mastery.
- d. Providing qualified service of education to produce smart and skillful educator candidates who have good attitude.
- e. Applying integrated education system which is able to give a significant input for educational development.

Based on the statement above, English education study program (TBI) continuously tries to develop quality in learning and teaching process. Actually, it will be create dynamic, opened, and polite relationship among the stakeholders in TBI IAIN Metro.

B. General Description of Research Data

In this research, the researcher classified the findings into some points that consist of students' difficulties in translating grammatical equivalence, the difficulties faced by students and the factors causing the students'

difficulties. Obtaining the data, the researcher used students' documents to analyze the difficulties faced by the students. The students are required to translate a text from English into Bahasa Indonesia and analyze it. The researcher also used the interview to know the factors of causing the students' difficulties in translating grammatical equivalence. The subjects are the third semester students of English Department of IAIN Metro. There are 10 data collected by the researcher. Here are the data of the students participated in this research:

Table 4.3

Participants of the Research

Data No.	Name	NPM	Gender
Data 1	Anita Suciati Rahayu	1801071005	Female
Data 2	Dewi Murtofinah	1801072008	Female
Data 3	Ani Muthiya Sari	1801070007	Female
Data 4	Amalia Fatmarani	1801071003	Female
Data 5	Dhimas Sulung Islamto	1801071012	Male
Data 6	Nur Mujahidah Kholisah	1801071041	Female
Data 7	Ilyas Alamsyah	1801071021	Male
Data 8	Danu Hilmi Darmawan	1801072018	Male
Data 9	Erika Ayu anggraini	1801071005	Female
Data 10	Nadia Arofah	1801070045	Female

1. Students' Difficulties in Translating Grammatical Equivalence

Baker states that there are five categories of grammar which may lead a translator into difficulties. However, the researcher will only discuss four of them; namely number, person, tense, and voice. Below is the result of the students' documents analysis:

a. Number

In most cases, the number category is relatively straightforward. However, in some, is not quite. The example of the number category is as follows:

- ST** : Theories and methods that have been looked at, such as "mainstream linguistics," "universal grammar," "statistical modeling," "derivation trees," "parsing algorithms," etc., all seem to be dead-end approaches because no significant improvement has occurred.
- TT** : Berbagai teori dan metode yang telah diuji, seperti "mainstream linguistics," "universal grammar," "statistical model," "derivation trees," "parsing alogarithms," dll. Semua nampaknya merupakan pendekatan yang buntu karena tidak adanya perubahan signifikan yang terjadi.

There are two grammatical equivalences for number category that the reseacher uses as the sample in the sentence above. The first is *theories and methods*, and the second is *dead-end approaches*. Let's see the result of the students' translation.

Table 4.4

The Students' Translation on Number Category

Data 1	
Source Text	Target Text
<u>Theories and methods</u> that have been looked at, such as "mainstream linguistics," "universal grammar," "statistical modeling," "derivation trees," "parsing algorithms," etc., all seem to be <u>dead-end approaches</u> because no significant improvement has occurred.	Teori-teori dan metode-metode yang telah kita lihat, seperti "arus linguistik utama," "tata bahasa universal," "model statistik," "pohon turunannya," "algoritma parsing," dll, tampaknya merupakan pendekatan yang buntu karena tidak ada kemajuan yang signifikan.
Data 4	
Source Text	Target text
<u>Theories and methods</u> that have been looked at, such as "mainstream linguistics," "universal grammar," "statistical modeling," "derivation trees," "parsing algorithms," etc., all seem to be <u>dead-end approaches</u> because no significant improvement has occurred.	Teori dan metode yang telah dilakukan, seperti "linguistik umum," "tata bahasa universal," "pemodelan statistik," "pohon derivasi," "algoritma penguraian," dll., tampaknya semua merupakan <u>pendekatan yang buntu</u> karena tidak terjadi perubahan yang signifikan.
Data 6	
Source Text	Target Text
<u>Theories and methods</u> that have been looked at, such as "mainstream linguistics," "universal grammar," "statistical modeling," "derivation trees," "parsing algorithms," etc., all seem to be <u>dead-end approaches</u> because no significant improvement has occurred.	Berbagai teori dan metode yang digunakan, seperti "linguistik umum," "tata bahasa universal," "pendekatan secara pembagian," "pohon derivasi," "algoritma parsial," dll., semua terlihat sebagai <u>pendekatan yang buntu</u> karena tidak adanya perkembangan yang terjadi.

From the example above, we can see that the students' translations are varied. Data 1 shows that the student translated the words *theories and methods* into *teori-teori dan metode-metode*, meaning that the student was using word-for-word translation. Data 4, meanwhile, shows that the student translated it into *teori dan metode*. This translation is unacceptable, because it lacks the prefix in the target language. The correct translation would be on Data 6, *berbagai teori dan metode*. Out of 10 students, only 2 (20%) students translated this category correctly.

The words *dead-end approaches* however, were translated correctly by all of the students into *pendekatan yang buntu*.

b. Person

The second category is person, which talks about the pronoun system. Sentence number one is the example of person category:

- ST** : Machine translation developers (who are exclusively computer scientists and linguists) have proposed and experimented with various approaches but none of them seem to have been able to provide the right answer.
- TT** : Para pengembang mesin penerjemah (yang hanya terdiri dari para ilmuwan komputer dan ahli bahasa) telah mengajukan dan bereksperimen dengan berbagai pendekatan, namun nampaknya masih tidak ada satupun dari mereka yang dapat memberikan jawaban yang tepat.

The grammatical equivalence in the sentence above was shown on the words *none of them* which is then translated into *tidak ada*

satupun dari mereka. Let's see the students' translation on the table below:

Table 4.5

The Students' Translation on Person Category

Data 2	
Source Text	Target Text
Machine translation developers (who are exclusively computer scientists and linguists) have proposed and experimented with various approaches but <u>none of them</u> seem to have been able to provide the right answer.	Para pengembang penerjemahan mesin (yang khusus ilmuwan komputer dan linguistik) telah mengusulkan dan bereksperimen dengan berbagai pendekatan tetapi tampaknya <u>tidak ada</u> yang dapat menyediakan jawaban yang tepat.
Data 3	
Source Text	Target text
Machine translation developers (who are exclusively computer scientists and linguists) have proposed and experimented with various approaches but <u>none of them</u> seem to have been able to provide the right answer.	Para pengembang mesin penerjemah (yang secara eksklusif adalah ilmuwan komputer dan linguistik) telah mengusulkan dan bereksperimen dengan berbagai pendekatan tetapi <u>tampaknya tidak satupun dari mereka</u> yang dapat memberikan jawaban yang benar.
Data 8	
Source Text	Target Text
Machine translation developers (who are exclusively computer scientists and linguists) have proposed and experimented with various approaches but <u>none of them</u> seem to have been able to provide the right answer.	Para pengembang mesin penerjemah (yang terdiri dari para ilmuwan komputer dan linguistik) telah mengajukan dan meneliti dengan berbagai pendekatan namun <u>tidak ada satupun</u> yang berhasil menyediakan jawaban yang benar.

In the sentence above, the words *none of them* seems simple enough to translate. However, the students' translations still have many differences. Data 2, for example, translated it into *tidak ada*. This translation may be correct in some cases. But here, the word *them* which refers to *machine translation developers*, have to be translated into *mereka* for it to be grammatically equivalence. This was shown by data 3, which translated the words correctly. Data 8, however, is less accurate, because there is still omission in the target text. There are 5 (50%) students who translated this category correctly.

c. Tense

The third category is tense, which was a big part of the grammatical system. Tense also is a critical part of the grammar that distinguishes between English and Bahasa Indonesia. When translating about tense, the translators have to be careful, because of the difference between English and Bahasa in this category. In several languages, including English, it is required to specify when an action occurs. It will then affect the use of verb. In contrast, the verbs are always the same, whether the action has happened, is happening, or will happen in the future. The addition of the word *sudah*, *akan*, or *sedang* that is sometimes presents in a sentence might be the only clue about the time aspect. Here is the example of tense category:

ST : Translators have rarely been involved in the research and development of machine translation.

TT : Para penerjemah sudah jarang terlibat dalam penelitian dan pengembangan mesin penerjemah.

The present of *have* + *V3* in the sentence above is alerting us to the fact that the sentence is in present perfect tense, which represents the thing that has happened, and was still happening till not long ago. Therefore, the correct translation of the words *have rarely been involved* would be *sudah jarang terlibat*.

Table 4.6

The Students' Translation on Tense Category

Data 1	
Source Text	Target Text
Translators <u>have rarely been involved</u> in the research and development of machine translation.	Para penerjemah <u>jarang terlibat</u> dalam riset dan pengembangan mesin penerjemah
Data 5	
Source Text	Target text
Translators <u>have rarely been involved</u> in the research and development of machine translation.	Para penerjemah <u>jarang terlibat</u> dalam penelitian dan pengembangan mesin penerjemah.
Data 7	
Source Text	Target Text
Translators <u>have rarely been involved</u> in the research and development of machine translation.	Para penerjemah <u>sudah jarang terlibat</u> dalam riset dan pengembangan terjemahan mesin.

The students apparently found some difficulties in translating this category, because most of the students translated this sentence incorrectly. As shown on Data 1 and Data 5, they translated *Translators*

have rarely been involved into *para penerjemah jarang terlibat*, which then made the target language inaccurate. If we translate it back to English, then the result would be: *Translators is rarely involved*, with the evidence of tense change. This means that the source text and the target text are not equivalence. Data 7, however, is correct in translating it into *sudah jarang terlibat*. Out of the 10 respondents, only 1 (10%) translated this category correctly.

d. Voice

Transitive verbs are usually active, but can also occur on the passive voice. Most passive voice constructions are formed with the auxiliary *be* followed by an *-ed participant*. In some cases, however, the rule isn't valid. Here is the example of the passive voice which isn't included in that rule.

- ST : Confronted with enormous volumes of documents either composed in or to be translated into an increasing number of different languages, people are coming to the realization that it is neither realistic nor humane to devote human resources to such translation exercises
- TT : Dihadapkan dengan berjilid-jilid dokumen, baik yang sudah tersusun maupun yang baru akan diterjemahkan ke dalam berbagai bahasa yang jumlahnya semakin meningkat, masyarakat mulai menyadari bahwa tidaklah realistis maupun manusiawi untuk mengerahkan sumber daya manusia untuk kepentingan pelatihan penerjemahan.

In the sentence above, the passive voice is at the beginning of the sentence, therefore, the *verb be* is omitted. It is however clear that the

translation of the words *confronted with* should be *dihadapkan dengan*, because no other translation would be acceptable.

Table 4.7

The Students' Translation on Voice Category

Data 5	
Source Text	Target Text
<u>Confronted with</u> enormous volumes of documents either composed in or to be translated into an increasing number of different languages, people are coming to the realization that it is neither realistic nor humane to devote human resources to such translation exercises.	<u>Dihadapkan dengan</u> dokumen yang sangat besar, baik disusun dalam maupun akan diterjemahkan ke dalam bahasa yang berbeda, orang-orang akan menyadari bahwa tidak realistis atau manusiawi untuk memanfaatkan sumber daya manusia untuk latihan penerjemahan semacam itu.
Data 9	
Source Text	Target text
<u>Confronted with</u> enormous volumes of documents either composed in or to be translated into an increasing number of different languages, people are coming to the realization that it is neither realistic nor humane to devote human resources to such translation exercises.	<u>Dihadapkan dengan</u> volume dokumen yang sangat besar, baik disusun dalam atau untuk diterjemahkan ke dalam semakin banyak bahasa yang berbeda, orang-orang menyadari bahwa tidaklah realistis atau manusiawi untuk mencurahkan sumber daya manusia untuk latihan penerjemahan semacam itu.
Data 10	
Source Text	Target Text
<u>Confronted with</u> enormous volumes of documents either composed in or to be translated into an increasing number of different languages, people are coming to the realization that it is neither realistic nor humane to	<u>Dihadapkan dengan</u> volume dokumen yang sangat besar baik yang disusun dalam ataupun untuk diterjemahkan ke dalam semakin banyak bahasa yang berbeda, orang-orang mulai menyadari bahwa

devote human resources to such tidaklah realistis atau translation exercises, a manusiawi untuk mencurahkan considerable portion of which sumber daya manusia untuk would be mechanical, routine,' latihan penerjemahan semacam and imagination-suppressing. itu.

From the data above, we can see that the students didn't face a difficulty while translating voice category, because the researcher didn't find any mistake in the students' translation. All of the students translated this correctly; *confronted with* is translated into *dihadapkan dengan*, not *menghadapkan dengan* or *berhadapan dengan*. The percentage of the students who translated it correctly is 100% (10 students).

For the complete list of the students' difficulties, can be seen on the table below:

Table 4.8

Students' Difficulty in Translating Grammatical Equivalence

No.	Students' Initial	Difficulties				Total Difficulties
		Number	Person	Tense and Aspect	Voice	
1.	ASR	√	√	√	-	3
2.	DM	√	√	√	-	3
3.	AMS	√	-	√	-	2
4.	AF	√	-	√	-	2

5.	DSI	√	-	√	-	2
6.	NMK	-	√	√	-	2
7.	IA	√	√	-	-	2
8.	DHD	-	√	√	-	2
9.	EAA	√	-	√	-	2
10.	FA	√	-	√	-	2

Table 4.8 provided the data about the students' difficulties in translating grammatical equivalence. This table also provided the list of categories of grammatical equivalence. The four categories in translating grammatical equivalence are number, person, tense, and voice..

As the result, the difficulties faced by the students in translating grammatical equivalence could be recapitulated as in the table below:

Table 4.9

**Recapitulation of Students' Difficulties in Translating Grammatical
Equivalence**

No.	Categories of Grammatical Equivalence	Frequency	Precentage
1.	Number	8	80%
2.	Person	5	50%
3.	Tense	9	90%
4.	Voice	0	0%

2. Students' Interview Report

Other than documents, the researcher also obtained the data through interview. Bellow are the students' answers in the topic of translating grammatical equivalence:

Data 1 (low score)

Researcher : Do you have difficulties in translating grammatical equivalence?

Student : Yes, I do.

Researcher : Out of the 5 categories of grammatical equivalence (number, gender, person, tense, and voice), which one(s) do you have difficulty with?

Student : I think number, person, and tense.

Information from the student above gave explanation that her knowledge of this subject was lacking. She found that all of the categories were hard understand. Her translation interpretation based on the context could be explained as follows:

ST : *Theories and methods* that have been looked at, such as "mainstream linguistics," "universal grammar," "statistical modeling," "derivation trees," "parsing algorithms," etc., all seem to be dead-end approaches because no significant improvement has occurred.

TT : *Teori-teori dan metode-metode* yang telah kita lihat, seperti "arus linguistik utama," "tata bahasa universal," "model statistik," "pohon turunannya," "algoritma parsing," dll, tampaknya merupakan pendekatan yang buntu karena tidak ada kemajuan yang signifikan.

The researcher confirmed the student's difficulty in translating number category by looking at the example above. *Theories and methods* which should be translated into *berbagai teori dan metode*, was instead translated by student into *teori-teori dan metode-metode*.

(Item number 5)

- ST** : Translators *have rarely been involved* in the research and development of machine translation.
- TT** : Para penerjemah *jarang terlibat* dalam penelitian dan pengembangan mesin penerjemah.

Item number 5 gives the example of tense category. As explained before, the words *have rarely been involved* should mean *sudah jarang*, not just *jarang*. The student's translation in this category is inaccurate.

Here is another example:

(Item number 1)

- ST** : Machine translation developers (who are exclusively computer scientists and linguists) have proposed and experimented with various approaches but *none of them* seem to have been able to provide the right answer.
- TT** : Para pengembang mesin penerjemah (yang khusus ilmuwan komputer dan linguistik) telah mengusulkan dan bereksperimen dengan berbagai pendekatan tetapi tampaknya *tidak ada* yang dapat menyediakan jawaban yang tepat.

Item number 1 above gives the example of person category. However, the student wasn't able to translate the sentence correctly. *None of them* should be translated into *tidak ada satupun dari mereka*, the

student, however, omitted some words, making the translation less accurate.

Data 8 (medium score)

Researcher : Do you have difficulties in translating grammatical equivalence?

Student : Yes, I do.

Researcher : Out of the 5 categories of grammatical equivalence (number, gender, person, tense, and voice), which one(s) do you have difficulty with?

Student : Mostly tense and person.

Information from the student above gave explanation that he wasn't able to translate the tense and person categories correctly. Her translation interpretation based on the context could be explained as follows:

(Item number 6)

ST : Incredibly, and yet inevitably, machine translation (MT) *is becoming* a global industry in this computerized era.

TT : Luar biasa dan tidak dapat dipercaya, mesin penerjemah *menjadi* industry global di era perkomputerisasian ini.

Item number 6 gives us the example of tense category. The words *is becoming* in this sentence indicates to the future tense, which should be translated into *akan menjadi*. He, meanwhile, translated it into *menjadi*, which is inaccurate translation. Here is the correct translation of the sentence above.

- ST** : Incredibly, and yet inevitably, machine translation (MT) *is becoming* a global industry in this computerized era.
- TT** : Luar biasanya, namun juga tak teralakkan lagi, mesin penerjemah *akan menjadi* sebuah industry global di era komputerisasi ini.

For the person category, we can see the student's translation result on the item number 1 below:

- ST** : Machine translation developers (who are exclusively computer scientists and linguists) have proposed and experimented with various approaches but *none of them* seem to have been able to provide the right answer.
- TT** : Para pengembang mesin penerjemah (yang terdiri dari para ilmuwan komputer dan linguistik) telah mengajukan dan meneliti dengan berbagai pendekatan namun *tidak ada satupun* yang berhasil menyediakan jawaban yang benar..

Translating *none of them* into *tidak ada satupun* is included into less accurate category, because it omits the person category itself in the target language. This is the confirmation that the student faced some difficulty in this category.

Data 2 (low score)

Researcher : Why do you face difficulties in translating grammatical equivalence?

Student : Because of my poor vocabulary.

To confirm this, let's see item number 2:

- ST** : Theories and methods *that have been looked at*, such as "mainstream linguistics," "universal grammar," "statistical modeling," "derivation trees," "parsing algorithms," etc., all

seem to be dead-end approaches because no significant improvement has occurred.

TT : Berbagai teori dan metode *yang telah diuji*, seperti “mainstream linguistics,” “universal grammar,” “statistical model,” “derivation trees,” “parsing algorithms,” dll. Semua nampaknya merupakan pendekatan yang buntu karena tidak adanya perubahan signifikan yang terjadi.

The words *that have been looked at* in the sentence above should be translated into *yang telah diuji*, because it refers to the theories and methods. Meanwhile, look at the student’s translation:

ST : Theories and methods *that have been looked at*, such as "mainstream linguistics," "universal grammar," "statistical modeling," "derivation trees," "parsing algorithms," etc., all seem to be dead-end approaches because no significant improvement *has occurred*.

TT : Teori-teori dan metode-metode *yang telah kita lihat*, seperti “arus linguistik utama,” “universal grammar,” “model statistik,” “pohon derivasi,” “pasring alogarithms,” dll. Tampaknya merupakan pendekatan yang buntu karena tidak ada perubahan yang signifikan.

The student translated the words *that have been looked at* into the most basic form of *yang telah kita lihat*, because *look at* basically means *melihat*. This shows the student’s poor vocabulary because she should have looked into the more suitable alternative.

Data 6 (medium score)

Researcher : Why do you face difficulties in translating grammatical equivalence?

Student : Because of my lack of understanding in English grammar,

like tenses and pronouns.

General understanding of grammar is the key in translating grammatical equivalence. Because without it, our translation would be baseless. Let's take a look on the sentence below:

ST : Incredibly, and yet inevitably, machine translation (MT) *is becoming* a global industry in this computerized era.

TT : Luar biasanya, namun juga tak teralakkan lagi, mesin penerjemah *akan menjadi* sebuah industry global di era komputerisasi ini.

Now people who only read about tense without understanding it may translate the words *is becoming* into *menjadi*, or maybe *sedang menjadi*.

Let's have a look on the student's translation:

ST : Incredibly, and yet inevitably, machine translation (MT) *is becoming* a global industry in this computerized era.

TT : Luar biasa dan tak dapat dipercaya, mesin penerjemahan *menjadi* industri global di era perkomputerisasian ini.

Undeniably, without understanding the grammar, our translation might not be equivalence. The omission of the word *akan* in the sentence above made the translation inaccurate; therefore, also unacceptable.

C. Discussion

The data analysis described that the third semester students of English Education Department faced some difficulties in translating grammatical

equivalence. There were five categories that will lead the students to have difficulties in translating grammatical equivalence. They are: number, gender, person, tense, and voice. However, this research only discussed four of them. The highest percentage of difficulties was on tense category with 90% wrong answer. Whereas number category has 80% wrong answer. Then person category, which 50% of the students translated incorrectly. And last is voice category, which none of the student translated incorrectly.

According to the data above, it could be indicated that students has poor vocabulary. The huge amount of vocabulary in Bahasa Indonesia as the target language is causing the students to become confused and hard to find the equivalence from the source language into the target language. Other factors such as the change of tense and pronouns system could also be the cause of students' difficulties in translating grammatical equivalence.

In accordance with the problem above, the students need to enrich their vocabulary and learn more about English grammatical in order to comprehend it. Adding knowledge about grammatical equivalence could be done by the lecturer and the student themselves. From the lecturer, they could give more time to teach more about grammatical equivalence. Also, the students could learn idiom more by themselves, it could be done in many ways for example by reading books on the related subject, or reading translated books done by a professional.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

1. The result of this research concludes that the students of the third semester English Education Department of IAIN Metro faced difficulties in translating grammatical equivalence in *person category* (50%), *number category* (80%), and *tense category* (90%).
2. The general factors causing the difficulties in translating grammatical equivalence faced by the students of English Education Department are the students' poor vocabulary and their lack of knowledge about the cultural difference between English and Bahasa. It affects their translation ability.
3. To overcome those difficulties, the students do regular self-assessment on their analysis skill. They also do some cross-check with their friends to find some errors in their translation, if there is any. And last, they consult to their lecturer to gain more understanding on the subject.

B. Suggestion

1. For Students

From this research, the students are suggested to learn from the error they make, are aware of the kinds of errors they make, their causes, and how to avoid them.

2. For Lecturers

The lecturers are suggested to take this research into consideration when evaluating their way in teaching translation, especially about grammatical equivalence. This study can also be used as reference to create an appropriate method in teaching translation and to make his/her teaching more effective.

3. For Head of English Education Department

Related to the research, the Head of English Education Department is suggested to add quantity time in lectures related to teaching and learning grammatical equivalence. It is expected to enrich the students' translation knowledge, from the examples and the comprehension of grammatical equivalence.

BIBLIOGRAPHY

- Azar, Betty. *Understanding and Using English Grammar*. New York: Pearson Education, 2002.
- Baker, Mona. *In Other Words: A Coursebook On Translation*. New York: Routledge, 1992.
- Barnwell, Katherine. *Introduction to Semantics and Translation*. (Horsley Green: Summer Institute of Linguistics, 1980.
- Basnett, Susan. *Translation Studies: 3rd Edition*. New York: Routledge, 2002.
- Bell, Roger T. *Translation and Translating: Theory and Practice*. Longman, Inc. United State, 1991.
- Catford, J. C. *A Linguistic Theory of Translation*. Oxford: Oxford University Press, 1965.
- Creswell, John W. *Educational Research, Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. Boston: Pearson Education, Inc. 2012.
- Creswell, John W. *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (2nd Ed). New Delhi: Sage Publications, 2003.
- Cresswell, John W. *Qualitative Inquiry and Research Design*. USA: Sage Publication, 2007.
- Dzikrullah, Bunayya. *Word, Above Word, And Grammatical Equivalence in the Subtitle of Troy*, 2009.
- Frank, Marcella. *Modern English: a Practical Reference Guide*. Prentice Hall, Inc: New Jersey, 1972.
- Hatim, Basil and Jeremy Munday. *Translation: An Advance Resource Book*. Routledge: New York. 2004.
- Housna, Bounaas. *Desertation: Difficulty in Translating the Arabic Grammatical Category "The Accompaniment Complement" into English*. The Case of First Year Master Students of English, University of Constantine. Mentouri University: Constantine. 2009.

Karoubi, Behrouz. "Gender and Translation" on

<http://www.translationdirectory.com/article528.htm>, downloaded on 31 July 2019.

Larson, Mildred L. *Meaning-Based Translation: A Guide to Cross-Language Equivalent*. United State of America: University Press of America, 1984.

Leonardi, Vanesa, "Equivalence in Translation: Between Myth and Reality" in *Translation Journal*. Volume 4, No. 4/ October 2000.

Merriam, Sharan B. *Qualitative research: A Guide to Design and Expanded from Qualitative Research and Case Study Applications in Education*. San Francisco: A Wiley Imprint, 2016.

Miles, Matthew and Michael Huberman. *Qualitative Data Analysis: An Expanded Sourcebook (2nd Ed.)*. CA: Sage Publication, 1994.

Munday, Jeremy. *Introducing Translation Studies*. New York: Routledge. 2001.

Niranjana, Tejaswini. *Siting Translation*. California: University of California Press, 1992.

Nida, Eugene A. "Science of Translation" in *Language*, United States of America: Linguistic Society of America, Vol. 45, No. 3/ September 1969.

Palmer, Frank. *Grammar*. Harmondsworth: Penguin Books Ltd, 1971.

Peter Newmark. *About Translation*. Great Britain: Cromwell Press Ltd. 1991.

Punch, Keith F. *Introduction to Research Method in Education*. Los Angeles: Sage, 2004.

Robinson, Douglas. *Becoming a Translator: An Introduction to the Theory and Practice of Translation*. London: Routledge, 1997.

Serhan, Kose. *The Effect of Form and Meaning Focused Translation Instruction to the Language Skill Levels of ELT Students*. Vol, 19 no 2. Kastamonu Education Journal, 2011.

Smelser, Neil and Paul Baltes. *International Encyclopedia of the Social & Behavioral Science Vol. 9*. New York: Elsevier Science Ltd, 2001.

Sudartini, Siti. *The Question of Grammatical Equivalence in Translation*. Journal of English Education ISSN: 1978-371X, Vol 3 No. 1 Juni, 2009.

Yin, Robert K. *Case Study Research: Design and Methods*. London: Sage Publication. 2008.

APPENDICES

Research Picture Documentation



Picture 1: Translation Classroom Activity



Picture 2: Translation Classroom Activity



Picture 3: Translation Classroom Activity



Picture 4: Translation Classroom Activity



Picture 5: The researcher interviews the students



Picture 6: The researcher interviews the students



Picture 7: The researcher interviews the students



Picture 8: The researcher interviews the students



Picture 9: The researcher interviews the students



Picture 10: The researcher interviews the students

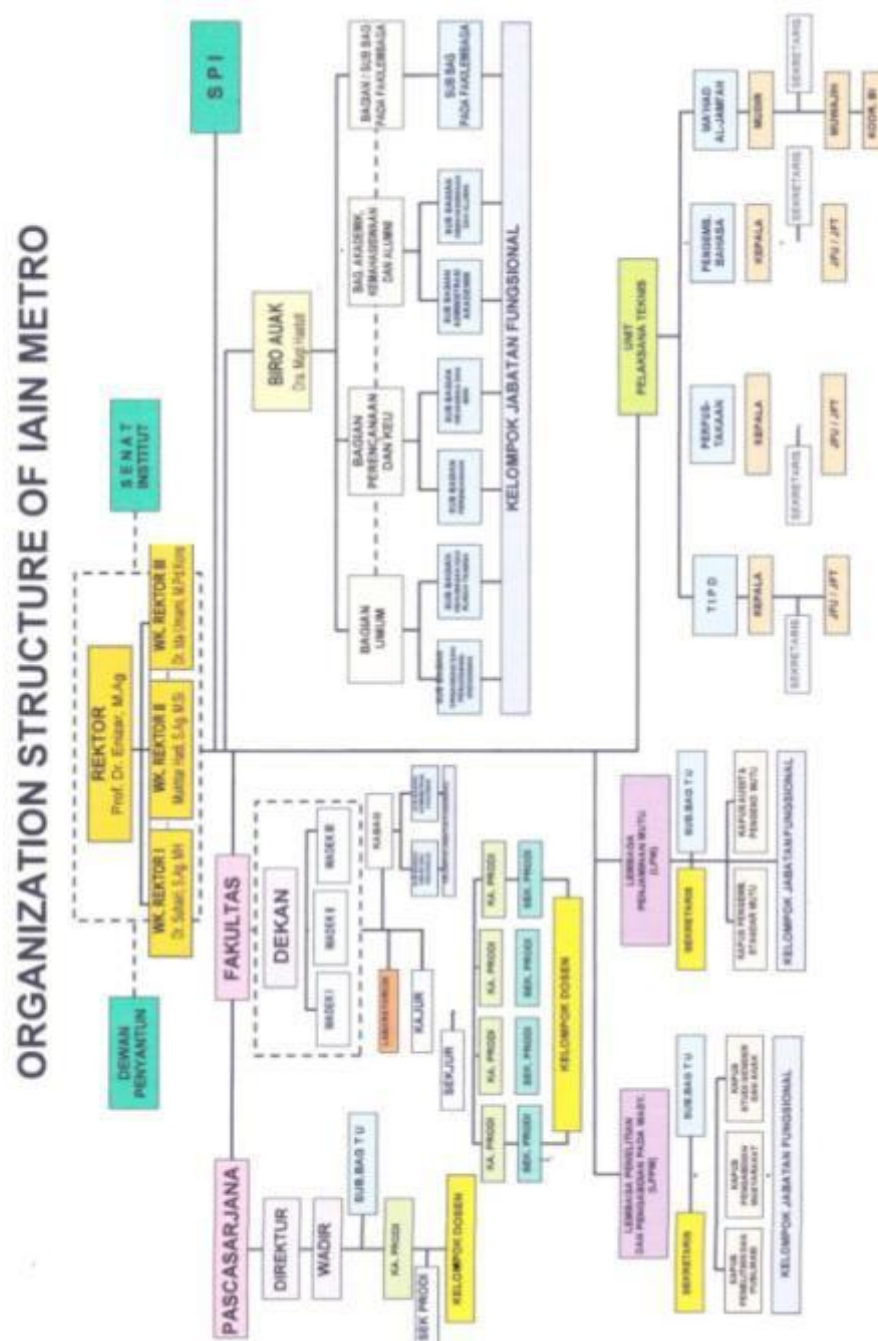


Picture 11: The researcher interviews the students

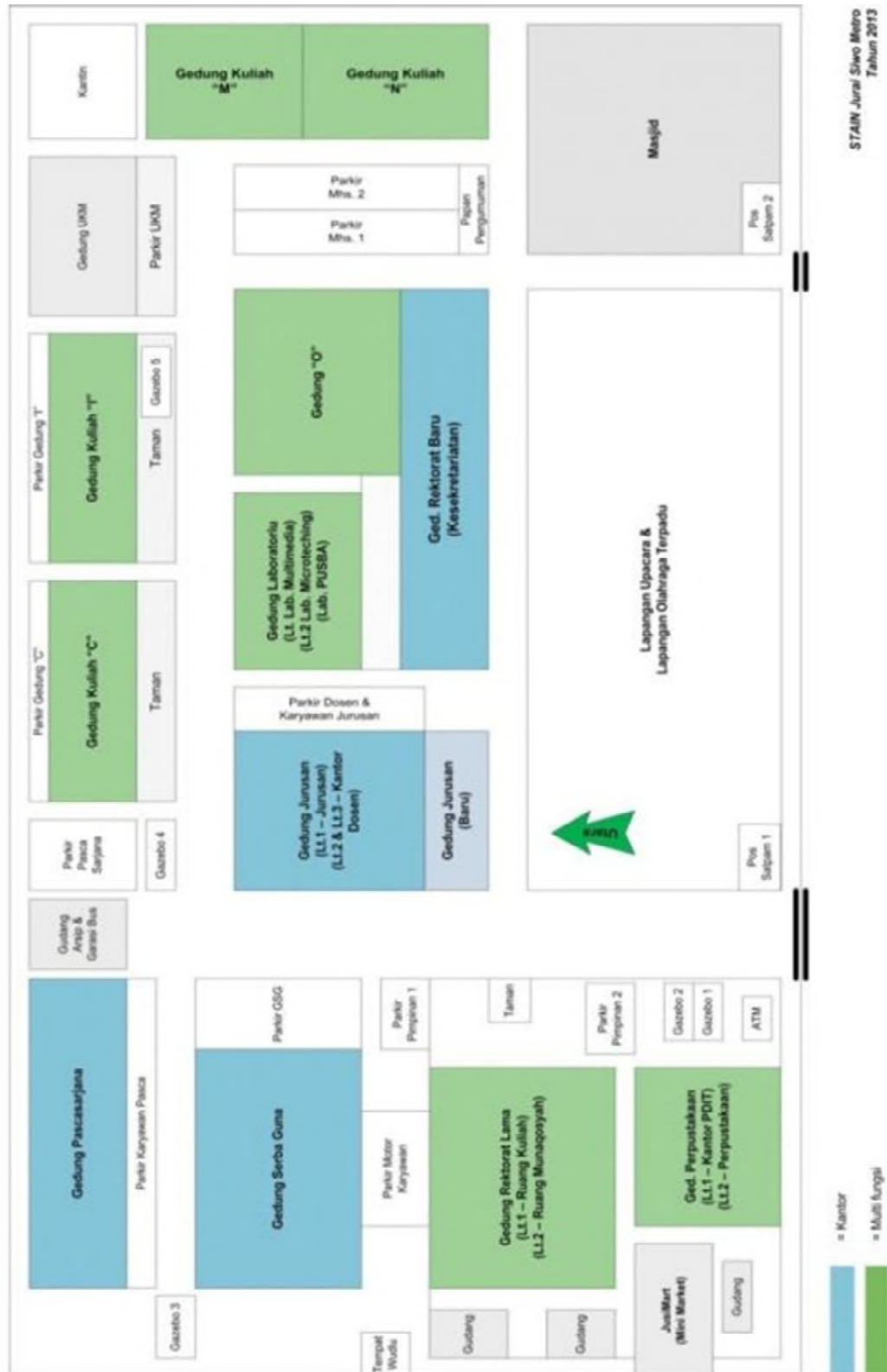


Picture 12: The researcher interviews the students

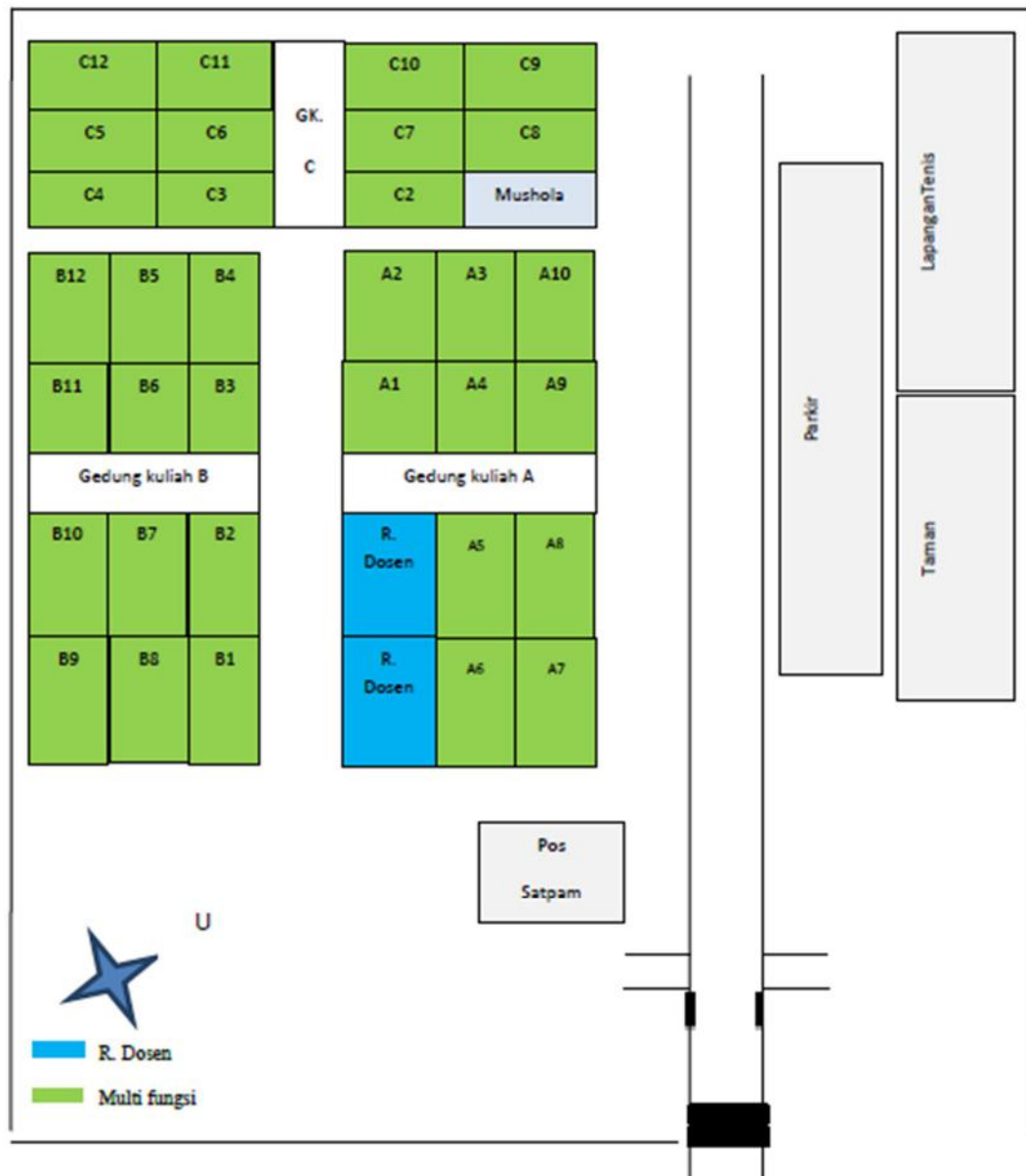
Organization Structure of IAIN Metro



The Location Sketch of IAIN Metro Campus 1



The Location Sketch of IAIN Metro Campus 2



Facilities in State Institute for Islamic Studies of Metro

No	Facilities	Total of unit	Large (m)
1	Lectures' room	1	556
2	Computer laboratory unit & BMT	1	1000
3	Library unit	1	1000
4	Language laboratory unit	1	180
5	Micro-Teaching laboratory	1	106,8
6	Islamic development unit	1	30
7	Classroom	16	1248
8	Mosque	1	1000
9	Futsal field	1	510
10	Basketball field	1	-
11	Wall climbing field	1	92
12	Volley field	1	-
13	Tennis field	1	650
14	Auditorium	1	-
15	Students activities unit	1	-
16	Students committee office	1	-

OBSERVATION GUIDANCE

1. Observation about the students' activity when they are translating grammatical equivalence.
2. Observation about the students' grammatical equivalence when translating English into Indonesia text.
3. Observation about the students' difficulty in translating grammatical equivalence from English into Indonesia.

INTERVIEW QUESTIONS

1. Do you know about grammatical equivalence?
2. Can you recognize grammatical equivalence in a sentence?
3. If you recognize it, can you comprehend the meaning of the grammatical equivalence?
4. Do you have difficulties in translating grammatical equivalence?
5. Out of the 5 categories of grammatical equivalence (number, gender, person, tense, and voice), which one(s) do you have difficulty with?
6. Why do you think you have difficulties in translating grammatical equivalence?
7. How do you overcome those difficulties?

DOCUMENTATION GUIDANCE

1. Documentation about the profile of IAIN Metro.
2. Documentation about the condition of the lecturers and official employees in IAIN Metro.
3. Documentation about the number of the students of IAIN Metro.
4. Documentation about the organization structure of IAIN Metro.
5. Documentation about the facility of IAIN Metro.
6. Documentation about the location sketch of IAIN Metro.
7. Documentation of grammatical equivalence translation made by students.

The Students' Test on Translating Grammatical Equivalence

Machine translation developers (who are exclusively computer scientists and linguists) have proposed and experimented with various approaches but none of them seem to have been able to provide the right answer. Theories and methods that have been looked at, such as "mainstream linguistics," "universal grammar," "statistical modeling," "derivation trees," "parsing algorithms," etc., all seem to be dead-end approaches because no significant improvement has occurred. Why? And where is the way out?

Now that machine translation has become an undeniably valid technology, it is time for translation experts to stand up and offer their input for solving the problem Machine translation booming, human translators doomed?

Translators have rarely been involved in the research and development of machine translation. Incredibly, and yet inevitably, machine translation (MT) is becoming a global industry in this computerized era. With the information explosion and globalization of all kinds of business, the world is badly in need of competent translators. Confronted with enormous volumes of documents either composed in or to be translated into an increasing number of different languages, people are coming to the realization that it is neither realistic nor humane to devote human resources to such translation exercises, a considerable portion of which would be mechanical, routine, and imagination-suppressing.

It is the growing practical demands for cheap, quick, and automatic translation that has enabled research in the field of MT to survive all the criticism and thrive in the past fifty years.

TUGAS KELOMPOK ENGLISH-INDONESIA TRANSLATION

PBI-B / III

CHAPTER 6 (PAGE 91)

Anggota Kelompok :

1. Anita Suciati Rahayu (1801071005)
2. Sylva Nanda Nurya Ningrum (1801071058)
3. Vivi Tsania Meiala (1801071062)
4. Yovi Astika Sari (1801071065)

NO	BSU	BSA
1.	Machine translation developers (who are exclusive computer scientist and linguistics) have proposed and experimented with various approaches but none of them seem to have been able to provide the right answer.	Para pengembang mesin penerjemah (yang khusus ilmuwan komputer dan linguistik) telah mengusulkan dan bereksperimen dengan berbagai pendekatan tetapi tampaknya tidak ada yang dapat menyediakan jawaban yang tepat.
2.	Theories and methods that have been looked at, such as "mainstream linguistics", "universal grammar", "statistic modelling", "deviation trees", "parsing algorithms", etc., all seem to be dead-end approaches because no significant improvement has occurred.	Teori-teori dan metode-metode yang telah kita lihat, seperti "aliran linguistik utama", "tata bahasa universal", "model statistik", "pohon turunannya", "algoritma parsing", dll, tampaknya merupakan pendekatan yang buntu karena tidak ada kemajuan yang signifikan.
3.	Why? And where is the way out?	Mengapa? Dan dimana jalan keluarnya?
4.	Now that machine translation has become an undeniably valid technology , it is time for translation experts to stand up and offer their input for solving the problem machine translation booming , human translator doomed?	Sekarang karena mesin penerjemah telah menjadi teknologi yang memang benar , sudah waktunya bagi para ahli penerjemahan untuk berdiri dan memberikan pendapat mereka dalam memecahkan masalah penerjemahan mesin yang maju pesat , maka penerjemah manusia yang gagal?
5.	Translators have rarely been involved in the research and development of machine translation.	Para penerjemah jarang terlibat dalam riset dan pengembangan mesin penerjemah.

6.	Incredibly, and yet inevitably, machine translation (MT) is becoming a global industry in this computerized era.	Luar biasa, dan takk terelakan lagi, mesin penerjemah (MP) menjadi industri global pada era komputer ini.
7.	With the information explosion and globalization of all kinds of business , the world is badly in need of competent translators .	Dengan adanya ledakan informasi dan globalisasi dari segala jenis bisnis , dunia sangat membutuhkan penerjemah yang kompeten .
8.	Confronted with enormous volumes of documents either composed in or to be translated into an increasing number of different languages , people are coming to the realization that it is neither realistic nor humane to devote human resources to such translation exercise, a considerable portion of which would be mechanical, routine, and imagination-suppressing .	Dihadapkan pada dokumen-dokumen yang sangat besar , baik yang disusun maupun diterjemahkan kedalam semakin banyak bahasa yang berbeda , orang-orang mulai sadar bahwa tidak realistis dan tidak manusiawi untuk mencurahkan sumber daya manusia ke latihan penerjemahan semacam itu, yang sebagian besar akan bersifat mekanis, rutin, dan imajinatif.
9.	It is the growing practical demands for cheap, quick, and automatic translation that has enabled research in the field of MT to survive all the criticism and thrive in the past fifty years .	Ini merupakan permintaan praktis yang berkembang untuk terjemahan murah, cepat, dan otomatis yang telah memungkinkan penelitian dalam bidang MP untuk bertahan dari semua kritik dan berkembang dalam lima puluh tahun terakhir.

Kalimat 1:

Berdasarkan contoh diatas pada potongan kalimat teks BSU yaitu "Machine translation developers..." yang diterjemahkan menjadi "Para pengembang mesin penerjemah...". Pada hal ini kata *developers* yang memiliki arti *para pengembang* yang mengacu pada padanan gramatikal *bentuk jamak*.

Berdasarkan contoh diatas pada potongan kalimat teks BSU yaitu "...have proposed and experimented..." yang diterjemahkan menjadi "...telah mengusulkan dan bereksperimen...". Pada hal ini kalimat tersebut mengacu pada padanan gramatikal *konsep kala (tenses)*. Dimana dalam kalimat tersebut ada kata *telah* yang menunjukkan keterangan waktu yang sudah terjadi.

Berdasarkan contoh diatas pada potongan kalimat teks BSU yaitu "...various approaches..." yang diterjemahkan menjadi "...berbagai pendekatan...". Pada hal ini kalimat tersebut mengacu pada padanan gramatikal *bentuk jamak*.

Berdasarkan contoh diatas pada potongan kalimat teks BSU yaitu "...none of them..." yang diterjemahkan menjadi "...tidak ada...". Pada hal ini kata *them* mengacu pada kata *mesin penerjemah* yang mana ini merupakan padanan gramatikal *kata ganti*.

Berdasarkan contoh diatas pada potongan kalimat teks BSU yaitu "...the right answer", yang diterjemahkan menjadi "...jawaban yang tepat". Kata *the* pada potongan kalimat tersebut tidak diartikan. Pada hal ini kalimat tersebut mengacu pada padanan gramatikal *kata sandang tentu*.

Kalimat 2 :

Berdasarkan contoh diatas pada potongan kalimat teks BSU yaitu "Theories and methods..." yang diterjemahkan menjadi "Teori-teori dan metode-metode...". Pada hal ini kata *theories and methods* yang memiliki arti *teori-teori dan metode-metode* mengacu pada padanan gramatikal *bentuk jamak*.

Berdasarkan contoh diatas pada potongan kalimat teks BSU yaitu "...have been looked at..." yang diterjemahkan menjadi "...yang telah kita lihat...". Pada hal ini kalimat tersebut mengacu pada padanan gramatikal *konsep kala (tenses)*. Dimana dalam kalimat tersebut ada kata *telah* yang menunjukkan keterangan waktu yang sudah terjadi.

Berdasarkan contoh diatas pada potongan kalimat teks BSU yaitu "...mainstream linguistics, universal grammar, statistic modelling, devivation trees, parsing algorithms..." yang diterjemahkan menjadi "...aliran linguistik utama, tata bahasa universal, model statistik, pohon turunannya, algoritma pasring...". Pada hal ini kalimat tersebut mengacu pada padanan gramatikal *frasa benda*. Dimana adanya konstruksi perubahan penempatan kata.

Kalimat 3 :

Berdasarkan contoh diatas pada potongan kalimat teks BSU yaitu "Why? And where is the way out?" yang diterjemahkan menjadi "Mengapa? Dan dimana jalan keluarnya?". Pada hal ini kalimat tersebut mengacu pada padanan gramatikal *question tag*.

Kalimat 4 :

Berdasarkan contoh diatas pada potongan kalimat teks BSU yaitu "...has become..." yang diterjemahkan menjadi "...telah menjadi...". Pada hal ini kalimat tersebut mengacu pada padanan gramatikal *konsep kala (tenses)*. Dimana dalam kalimat tersebut ada kata *telah* yang menunjukkan keterangan waktu yang sudah terjadi.

Berdasarkan contoh diatas pada potongan kalimat teks BSU yaitu "...an undeniably valid techlonogy..." yang diterjemahkan menjadi "...teknologi yang memang benar...". Kata *an* pada potongan kalimat tersebut tidak diartikan. Pada hal ini kalimat tersebut mengacu pada padanan gramatikal *kata sandang tak tentu*.

Berdasarkan contoh diatas pada potongan kalimat teks BSU yaitu "...undeniably valid techlonogy..." yang diterjemahkan menjadi "...teknologi yang memang benar...". Pada hal ini kalimat tersebut mengacu pada padanan gramatikal *frasa benda*. Dimana adanya konstruksi perubahan penempatan kata.

Berdasarkan contoh diatas pada potongan kalimat teks BSU yaitu "...translation experts..." yang diterjemahkan menjadi "...para ahli penerjemah...". Pada kalimat ini ada dua jenis padanan gramatikal, yang pertama kata *experts* yang memiliki arti *para ahli* tersebut mengacu pada padanan gramatikal *bentuk jamak*. Kemudian kalimat *translation experts* yang memiliki arti *para ahli penerjemah* tersebut mengacu pada padanan gramatikal *frasa benda*. Dimana adanya konstruksi perubahan penempatan kata.

Berdasarkan contoh diatas pada potongan kalimat teks BSU yaitu "...their input..." yang diterjemahkan menjadi "...pendapat mereka...". Pada hal ini kata *their* mengacu pada kata *para ahli penerjemah* yang mana ini merupakan padanan gramatikal *kata ganti*.

Berdasarkan contoh diatas pada potongan kalimat teks BSU yaitu "...for solving..." yang diterjemahkan menjadi "...dalam memecahkan...". Pada hal ini kalimat tersebut mengacu pada padanan gramatikal *bentuk jamak*.

Berdasarkan contoh diatas pada potongan kalimat teks BSU yaitu "...the problem..." yang diterjemahkan menjadi "...masalah...". Kata *the* pada potongan kalimat tersebut tidak diartikan. Pada hal ini kalimat tersebut mengacu pada padanan gramatikal *kata sandang tentu*.

Berdasarkan contoh diatas pada potongan kalimat teks BSU yaitu "...machine translation booming..." yang diterjemahkan menjadi "...mesin penerjemahan yang berkembang pesat...". Kata *booming* pada potongan kalimat tersebut memiliki arti *berkembang pesat* yang mana pada hal ini kalimat tersebut mengacu pada padanan gramatikal *participial*.

Berdasarkan contoh diatas pada potongan kalimat teks BSU yaitu "...human translators doomed?" yang diterjemahkan menjadi "...apakah penerjemahan manusia yang gagal?". Kata *doomed* pada potongan kalimat tersebut memiliki arti *gagal* yang mana pada hal ini kalimat tersebut mengacu pada padanan gramatikal *participial*.

Kalimat 5 :

Berdasarkan contoh diatas pada potongan kalimat teks BSU yaitu "Translators have rarely..." yang diterjemahkan menjadi "Para penerjemah jarang...". Pada hal ini kata *translators* yang memiliki arti *para penerjemah* yang mengacu pada padanan gramatikal *bentuk jamak*.

Berdasarkan contoh diatas pada potongan kalimat teks BSU yaitu "...the research..." yang diterjemahkan menjadi "...riset...". Kata *the* pada potongan kalimat tersebut tidak diartikan. Pada hal ini kalimat tersebut mengacu pada padanan gramatikal *kata sandang tentu*.

Kalimat 6 :

Berdasarkan contoh diatas pada potongan kalimat teks BSU yaitu "...a global industry...", yang diterjemahkan menjadi "...industry global...". Pada kalimat ini ada dua jenis padanan gramatikal, yang pertama kata *a* pada potongan kalimat tersebut tidak diartikan. Pada hal ini kalimat tersebut mengacu pada padanan gramatikal *kata sandang tak tentu*. Kemudian kalimat *global industry* yang memiliki arti *industry global* tersebut mengacu pada padanan gramatikal *frasa benda*. Dimana adanya konstruksi perubahan penempatan kata.

Berdasarkan contoh diatas pada potongan kalimat teks BSU yaitu "...computerized era...", yang diterjemahkan menjadi "...era komputer...". Pada hal ini kalimat tersebut mengacu pada padanan gramatikal *frasa benda*. Dimana adanya konstruksi perubahan penempatan kata.

Kalimat 7 :

Berdasarkan contoh diatas pada potongan kalimat teks BSU yaitu "...the information...", yang diterjemahkan menjadi "...informasi...". Kata *the* pada potongan kalimat tersebut tidak diartikan. Pada hal ini kalimat tersebut mengacu pada padanan gramatikal *kata sandang tentu*.

Berdasarkan contoh diatas pada potongan kalimat teks BSU yaitu "...all kinds of business...", yang diterjemahkan menjadi "...segala jenis bisnis...". Pada hal ini kalimat tersebut mengacu pada padanan gramatikal *bentuk jamak*.

Berdasarkan contoh diatas pada potongan kalimat teks BSU yaitu "...the world...", yang diterjemahkan menjadi "...dunia...". Kata *the* pada potongan kalimat tersebut tidak diartikan. Pada hal ini kalimat tersebut mengacu pada padanan gramatikal *kata sandang tentu*.

Berdasarkan contoh diatas pada potongan kalimat teks BSU yaitu "...competent translators" yang diterjemahkan menjadi "...penerjemah yang kompeten". Pada hal ini kalimat tersebut mengacu pada padanan gramatikal *frasa benda*. Dimana adanya konstruksi perubahan penempatan kata.

Kalimat 8 :

Berdasarkan contoh diatas pada potongan kalimat teks BSU yaitu "...enormous volumes of documents..." yang diterjemahkan menjadi "...dokumen-dokumen yang sangat besar...". Pada kalimat ini ada dua jenis padanan gramatikal, yang pertama kata *documents* yang memiliki arti *dokumen-dokumen* tersebut mengacu pada padanan gramatikal *bentuk jamak*. Kemudian kalimat *enormous volumes of documents* yang memiliki arti *dokumen-dokumen yang sangat besar* tersebut mengacu pada padanan gramatikal *frasa benda*. Dimana adanya konstruksi perubahan penempatan kata.

Kalimat 6 :

Berdasarkan contoh diatas pada potongan kalimat teks BSU yaitu "...a global industry...", yang diterjemahkan menjadi "...industry global...". Pada kalimat ini ada dua jenis padanan gramatikal, yang pertama kata *a* pada potongan kalimat tersebut tidak diartikan. Pada hal ini kalimat tersebut mengacu pada padanan gramatikal *kata sandang tak tentu*. Kemudian kalimat *global industry* yang memiliki arti *industry global* tersebut mengacu pada padanan gramatikal *frasa benda*. Dimana adanya konstruksi perubahan penempatan kata.

Berdasarkan contoh diatas pada potongan kalimat teks BSU yaitu "...computerized era...", yang diterjemahkan menjadi "...era komputer...". Pada hal ini kalimat tersebut mengacu pada padanan gramatikal *frasa benda*. Dimana adanya konstruksi perubahan penempatan kata.

Kalimat 7 :

Berdasarkan contoh diatas pada potongan kalimat teks BSU yaitu "...the information...", yang diterjemahkan menjadi "...informasi...". Kata *the* pada potongan kalimat tersebut tidak diartikan. Pada hal ini kalimat tersebut mengacu pada padanan gramatikal *kata sandang tentu*.

Berdasarkan contoh diatas pada potongan kalimat teks BSU yaitu "...all kinds of business...", yang diterjemahkan menjadi "...segala jenis bisnis...". Pada hal ini kalimat tersebut mengacu pada padanan gramatikal *bentuk jamak*.

Berdasarkan contoh diatas pada potongan kalimat teks BSU yaitu "...the world...", yang diterjemahkan menjadi "...dunia...". Kata *the* pada potongan kalimat tersebut tidak diartikan. Pada hal ini kalimat tersebut mengacu pada padanan gramatikal *kata sandang tentu*.

Berdasarkan contoh diatas pada potongan kalimat teks BSU yaitu "...competent translators" yang diterjemahkan menjadi "...penerjemah yang kompeten". Pada hal ini kalimat tersebut mengacu pada padanan gramatikal *frasa benda*. Dimana adanya konstruksi perubahan penempatan kata.

Kalimat 8 :

Berdasarkan contoh diatas pada potongan kalimat teks BSU yaitu "...enormous volumes of documents..." yang diterjemahkan menjadi "...dokumen-dokumen yang sangat besar...". Pada kalimat ini ada dua jenis padanan gramatikal, yang pertama kata *documents* yang memiliki arti *dokumen-dokumen* tersebut mengacu pada padanan gramatikal *bentuk jamak*. Kemudian kalimat *enormous volumes of documents* yang memiliki arti *dokumen-dokumen yang sangat besar* tersebut mengacu pada padanan gramatikal *frasa benda*. Dimana adanya konstruksi perubahan penempatan kata.

Berdasarkan contoh diatas pada potongan kalimat teks BSU yaitu "...an increasing...", yang diterjemahkan menjadi "...semakin banyak...". Kata *the* pada potongan kalimat tersebut tidak diartikan. Pada hal ini kalimat tersebut mengacu pada padanan gramatikal *kata sandang tak tentu*.

Berdasarkan contoh diatas pada potongan kalimat teks BSU yaitu "...an increasing number of different languages..." yang diterjemahkan menjadi "...semakin banyak bahasa yang berbeda...". Pada hal ini kalimat tersebut mengacu pada padanan gramatikal *frasa benda*. Dimana adanya konstruksi perubahan penempatan kata.

Berdasarkan contoh diatas pada potongan kalimat teks BSU yaitu "...the realization...", yang diterjemahkan menjadi "...realistis...". Kata *the* pada potongan kalimat tersebut tidak diartikan. Pada hal ini kalimat tersebut mengacu pada padanan gramatikal *kata sandang tentu*.

Berdasarkan contoh diatas pada potongan kalimat teks BSU yaitu "...human resources..." yang diterjemahkan menjadi "...sumber daya manusia...". Pada hal ini kalimat tersebut mengacu pada padanan gramatikal *frasa benda*. Dimana adanya konstruksi perubahan penempatan kata.

Berdasarkan contoh diatas pada potongan kalimat teks BSU yaitu "...a considerable portion...", yang diterjemahkan menjadi "...sebagian besar...". Kata *a* pada potongan kalimat tersebut tidak diartikan. Pada hal ini kalimat tersebut mengacu pada padanan gramatikal *kata sandang tak tentu*.

Berdasarkan contoh diatas pada potongan kalimat teks BSU yaitu "...would be mechanical, routine, and imagination-supersing." yang diterjemahkan menjadi "...akan bersifat mekanis, rutin dan imajinatif.". Pada kalimat ini ada dua jenis padanan gramatikal, yang pertama kata *would* yang memiliki arti *akan* tersebut mengacu pada padanan gramatikal *konsep kala (tenses)*. Dimana dalam kalimat tersebut ada kata *akan* yang menunjukkan keterangan waktu yang akan terjadi. Kemudian pada kalimat *mechanical, routine, and imagination-supersing* yang memiliki arti *bersifat mekanis, rutin dan imajinatif* tersebut mengacu pada padanan gramatikal *frasa benda*. Dimana adanya konstruksi perubahan penempatan kata.

Kalimat 9 :

Berdasarkan contoh diatas pada potongan kalimat teks BSU yaitu "It is the growing..." yang diterjemahkan menjadi "Ini adalah permintaan...". Pada kalimat ini ada tiga jenis padanan gramatikal, yang pertama kata *it* mengacu pada kata *mesin penerjemah* yang mana ini merupakan padanan gramatikal *kata ganti*. Kedua, kata *the* pada potongan kalimat tersebut tidak diartikan yang mana mengacu pada padanan gramatikal *kata sandang tentu*. Ketiga, kata *growing* yang memiliki arti *perkembangan* yang mana pada hal ini kalimat tersebut mengacu pada padanan gramatikal *participle*.

Berdasarkan contoh diatas pada potongan kalimat teks BSU yaitu "...cheap, quick, and automatic translation..." yang diterjemahkan menjadi "...terjemahan murah, cepat, dan otomatis...". Pada hal ini kalimat tersebut mengacu pada padanan gramatikal *frasa benda*. Dimana adanya konstruksi perubahan penempatan kata.

Berdasarkan contoh diatas pada potongan kalimat teks BSU yaitu "...has enabled..." yang diterjemahkan menjadi "...telah memungkinkan...". Pada hal ini kalimat tersebut mengacu pada padanan gramatikal *konsep kala (tenses)*. Dimana dalam kalimat tersebut ada kata *telah* yang menunjukkan keterangan waktu yang sudah terjadi.

Berdasarkan contoh diatas pada potongan kalimat teks BSU yaitu "...the field...", yang diterjemahkan menjadi "...bidang...". Kata *the* pada potongan kalimat tersebut tidak diartikan. Pada hal ini kalimat tersebut mengacu pada padanan gramatikal *kata sandang tak tentu*.

Berdasarkan contoh diatas pada potongan kalimat teks BSU yaitu "...the criticism...", yang diterjemahkan menjadi "...kritik...". Kata *the* pada potongan kalimat tersebut tidak diartikan. Pada hal ini kalimat tersebut mengacu pada padanan gramatikal *kata sandang tak tentu*.

Berdasarkan contoh diatas pada potongan kalimat teks BSU yaitu "...thrive in the past fifty years." yang diterjemahkan menjadi "...berkembang dalam lima puluh tahun terakhir.". Pada hal ini kalimat tersebut mengacu pada padanan gramatikal *konsep kala (tenses)*. Dimana dalam kalimat tersebut ada kata *dalam lima puluh terakhir* yang menunjukkan keterangan waktu yang beberapa tahun belakangan terjadi.

TUGAS KELOMPOK ENGLISH-INDONESIA TRANSLATION

PBI-B / III

CHAPTER 6 (PAGE 91)

Anggota Kelompok :

1. Dewi Murtofinah (1801072008)
2. Lilis Cantika (1801070041)
3. Naziah Ayu Hidayati (1801072023)
4. Selvi Herlina Wati (1801071050)

NO	BSU	BSA
1.	Machine translation developers (who are exclusive computer scientist and linguistics) have proposed and experimented with various approaches but none of them seem to have been able to provide the right answer.	Para pengembangan penerjemahan mesin (yang khusus ilmuwan komputer dan linguistik) telah mengusulkan dan bereksperimen dengan berbagai pendekatan tetapi tampaknya tidak ada yang dapat menyediakan jawaban yang tepat.

Berdasarkan kalimat diatas pada bagian 1. BSU ;

- have proposed and experimented di terjemahkan ke dalam teks BSA menjadi Telah mengusulkan dan bereksperimen, merujuk pada konsep kala .

- have been able to diterjemahkan ke dalam teks BSA menjadi dapat menyediakan, merujuk pada konsep kala.

- of them seem diterjemahkan kedalam teks BSA menjadi tampaknya, merujuk pada kata ganti.

2.	Theories and methods that have been looked at, such as "mainstream linguistics", "universal grammar", "statistic modelling", "deviation trees", "parsing algorithms," etc., all seem to be dead-end approaches because no significant improvement has occurred.	Teori – teori dann metode – metode yang telah kita lihat, seperti "arus linguistik utama", "universal grammar", "model statistik", "pohon turunannya", "algoritma parsing", dll, tampaknya merupakan pendekatan yang buntu karena tidak ada kemajuan yang signifikan.
----	---	---

Berdasarkan kalimat diatas pada bagian 2.BSU;

- Theories and methods di terjemahkan ke dalam teks BSA menjadi Teori- teori dan metode

- metode , merujuk pada bentuk jamak.

TUGAS KELOMPOK ENGLISH-INDONESIA TRANSLATION

PBI-B / III

CHAPTER 6 (PAGE 91)

Anggota Kelompok :

1. Dewi Murtofinah (1801072008)
2. Lilis Cantika (1801070041)
3. Naziah Ayu Hidayati (1801072023)
4. Selvi Herlina Wati (1801071050)

NO	BSU	BSA
1.	Machine translation developers (who are exclusive computer scientist and linguistics) have proposed and experimented with various approaches but none of them seem to have been able to provide the right answer.	Para pengembangan penerjemahan mesin (yang khusus ilmuwan komputer dan linguistik) telah mengusulkan dan bereksperimen dengan berbagai pendekatan tetapi tampaknya tidak ada yang dapat menyediakan jawaban yang tepat.

Berdasarkan kalimat diatas pada bagian 1. BSU ;

- have proposed and experimented di terjemahkan ke dalam teks BSA menjadi Telah mengusulkan dan bereksperimen, merujuk pada konsep kala .

- have been able to diterjemahkan ke dalam teks BSA menjadi dapat menyediakan, merujuk pada konsep kala.

- of them seem diterjemahkan kedalam teks BSA menjadi tampaknya, merujuk pada kata ganti.

2.	Theories and methods that have been looked at, such as "mainstream linguistics", "universal grammar", "statistic modelling", "deviation trees", "parsing algorithms," etc., all seem to be dead-end approaches because no significant improvement has occurred.	Teori – teori dann metode – metode yang telah kita lihat, seperti "arus linguistik utama", "universal grammar", "model statistik", "pohon turunannya", "algoritma parsing", dll, tampaknya merupakan pendekatan yang buntu karena tidak ada kemajuan yang signifikan.
----	---	---

Berdasarkan kalimat diatas pada bagian 2.BSU;

- Theories and methods di terjemahkan ke dalam teks BSA menjadi Teori- teori dan metode

- metode , merujuk pada bentuk jamak.

- have been looked at diterjemahkan ke dalam teks BSA menjadi yang telah kita lihat, merujuk pada konsep kala.

3.	Why? And where is the way out?	Mengapa? Dan dimana jalan keluarnya?
----	--------------------------------	--------------------------------------

Berdasarkan kalimat diatas pada bagian 3.BSU;

- Why? And where is the way out? diterjemahkan ke dalam teks BSA menjadi Mengapa? Dan dimana jalan keluarnya? Merujuk pada bentuk question tag.

4.	Now that machine translation has become an undeniably valid technology, it is time for translation experts to stand up and offer their input for solving the problem machine translation booming, human translator doomed?	Sekarang karena terjemahan mesin telah menjadi teknologi yang memang benar, sudah waktunya bagi para ahli penerjemahan untuk berdiri dan memberikan pendapat mereka dalam memecahkan masalah penerjemahan mesin yang maju pesat, maka penerjemah manusia yang gagal?
----	--	--

Berdasarkan kalimat diatas pada bagian 4.BSU terdapat beberapa padanan grammatical;

- has become diterjemahkan ke dalam teks BSA menjadi telah menjadi,

merujuk pada konsep kala.

- an undeniably valid diterjemahkan ke dalam teks BSA menjadi teknologi yang memang benar, merujuk pada kata sandang tak tentu.

- offer their input di terjemahkan ke dalam teks BSA menjadi memberikan pendapat mereka, merujuk pada kata ganti .

- for solving the problem machine translation booming, diterjemahkan ke daam teks BSA menjadi dalam memecahkan masalah penerjemahan mesin yang maju pesat. Merujuk pada kata participle,

- human translator doomed? diterjemahkan ke dalam teks BSA menjadi penerjemah manusia yang gagal? Meruuk pada question tag.

5.	Translators have rarely been involved in the research and development of machine translation.	Para penerjemah jarang terlibat dalam riset dan pengembangan terjemahan mesin.
----	---	--

Berdasarkan kalimat diatas pada bagian 5.BSU terdapat padanan grammatical;

- Translators diterjemahkan ke dalam teks BSA menjadi para penerjemah, merujuk pada kata jamak.

- have rarely been involved diterjemahkan ke dalam teks BSA menjadi jarang terlibat, Merujuk pada konsep kala.
- in the research diterjemahkan ke dalam teks BSA menjadi dalam riset, merujuk pada kata sandang tentu.

6.	Incredibly, and yet inevitably, machine translation (MT) is becoming a global industry in this computerized era.	Luar biasa, dan takk terelakan lagi, penerjemah oleh mesin (MT) menjadi sebuah industri global pada era komputer ini.
----	--	---

Berdasarkan kalimat diatas pada bagian 6.BSU terdapat padanan grammatical;

- machine translation (MT) is becoming diterjemahkan ke dalam teks BSA menjadi penerjemah oleh mesin (MT) menjadi, Merujuk pada kata participle.
- a global industry di terjemahkan ke dalam teks BSA menjadi sebuah industri global, merujuk pada kata sandang tak tentu.

7.	With the information explosion and globalization of all kinds of business, the world is badly in need of competent translators.	Dengan adanya ledakan informasi dan globalisasi dari segala jenis bisnis, dunia sangat membutuhkan para penerjemah yang kompeten.
----	---	---

Berdasarkan kalimat diatas pada bagian 7.BSU terdapat padanan grammatical;

- the world is badly diterjemahkan ke dalam teks BSA menjadi dunia sangat, merujuk pada kata sandang tentu.
- in need of competent translators, Diterjemahkan ke dalam teks BSA menjadi Membutuhkan para penerjemah yang kompeten, merujuk pada kata jamak.

8.	Confronted with enormous volumes of documents either composed in or to be translated into an increasing number of different languages, people are coming to the realization that it is neither realistic nor humane to devote human resources to such translation exercise, a considerable portion of which would be mechanical, routine, and imagination-suppressing.	Dihadapkan pada dokumen – dokumen yang sangat besar, baik yang disusun maupun diterjemahkan kedalam semakin banyak bahasa yang berbeda, orang – orang mulai sadar bahwa tidak realistis dan tidak manusiawi untuk mencurahkan sumber daya manusia ke latihan penerjemahan semacam itu, yang sebagian besar akan bersifat mekanis, rutin, dan imajinatif.
----	--	--

Berdasarkan kalimat diatas pada bagian 8.BSU terdapat padanan grammar ;

- enormous volumes of documents, diterjemahkan ke dalam teks BSA menjadi dokumen – dokumen yang sangat besar, merujuk pada kata jamak .

- *into an increasing* diterjemahkan kedalam teks BSA menjadi *ke dalam semakin*, merujuk pada kata sandang tak tentu dan kata participle.

- *of different languages* diterjemahkan kedalam teks BSA menjadi *banyak bahasa yang berbeda*, merujuk pada kata jamak.

- *a considerable portion* diterjemahkan ke dalam teks BSA menjadi *yang sebagian besar*. Merujuk pada kata sandang tak tentu.

9.	It is the growing practical demands for cheap, quick, and automatic translation that has enabled research in the field of MT to survive all the criticism and thrive in the past fifty years.	Ini adalah permintaan praktis untuk terjemahan murah, cepat, dan otomatis yang telah memungkinkan penelitian dalam bidang MT untuk bertahan dari semua kritik dan berkembang dalam lima puluh tahun terakhir.
----	---	---

Berdasarkan kalimat diatas pada bagian 9.BSU terdapat padanan grammatical;

- *It is the growing practical demands for cheap, quick, and automatic translation*, diterjemahkan kedalam teks BSA menjadi *Ini adalah permintaan praktis untuk terjemahan murah, cepat, dan otomatis*, merujuk pada kata ganti di awal kalimat dan kata sandang tentu.

- *the criticism in the past fifty years* diterjemahkan ke dalam teks BSA menjadi *dalam lima puluh tahun terakhir*, merujuk pada kata sandang tentu.

TUGAS KELOMPOK ENGLISH-INDONESIA TRANSLATION

PBI-B / III

CHAPTER 6 (PAGE 91)

Nama Kelompok :

- | | |
|------------------------|--------------|
| 1. Ani Muthiya Sari | (1801070007) |
| 2. Elcia Reka Tarumida | (1801070022) |
| 3. Mela Dewi Rahayu | (1801070043) |
| 4. Vera Wati | (1801070070) |

PARAGRAF 2

Kalimat 1

BSU	BSA
<i>Machine translation developers (who are exclusively computer scientists and linguists) have proposed and experimented with various approaches but none of them seem to have been able to provide the right answer.</i>	Pengembang terjemahan mesin (yang hanya ilmuwan komputer dan ahli bahasa) telah mengusulkan dan bereksperimen dengan berbagai pendekatan tetapi tidak satupun dari mereka yang mampu memberikan jawaban yang tepat.

Analisis :

Berdasarkan teks di atas pada teks BSU kalimat *machine translation developers* kita terjemahkan *pengembangan terjemahan mesin* karena merupakan conditional sentence. Kalimat *Who are exclusively computer scientists and linguists* kita terjemahkan *yang hanya ilmuwan komputer dan ahli bahasa* karena terdapat 's' pada kata *scientists* dan *linguists* maka kata tersebut termasuk kedalam bentuk jamak. Teks BSU pada kalimat *have proposed and experimented* kita terjemahkan *telah mengusulkan dan bereksperimen*, kata tersebut termasuk kedalam participle karena menggunakan V3. Kalimat *but none of them seem to have been able to provide* diterjemahkan *tetapi tidak satupun dari mereka yang mampu memberikan jawaban yang tepat*, kata *them* merujuk pada ilmuwan komputer dan termasuk

kedalam kata ganti. Kalimat **the right answer** diartikan *jawaban yang tepat* kata "the" disini termasuk kata sandang tentu dan tak tentu karena untuk the BSU ke BSA tidak diartikan.

Kalimat 2

BSU	BSA
<i>Theories and methods that have been looked at, such as "mainstream linguistics," "universal grammar," "statistical modeling," "derivation trees," "parsing algorithms," etc., all seem to be dead-end approaches because no significant improvement has occurred. Why? And where is the way out?</i>	Teori dan metode yang telah dilihat, seperti "linguistik arus utama," "tata bahasa universal," "pemodelan statistik," "pohon derivasi," "algoritma penguraian," dll., Semua tampaknya merupakan pendekatan buntu karena tidak ada yang signifikan perbaikan telah terjadi. Mengapa? Dan di mana jalan keluarnya?

Analisis :

Berdasarkan teks diatas pada teks BSU pada kalimat *Theories and methods* yang diterjemahkan menjadi *teori dan metode* maka kalimat tersebut termasuk kedalam bentuk jamak. Kalimat *that have been looked at* yang diterjemahkan *yang telah dilihat*, kata *have been* termasuk tense dan kata *looked* termasuk kedalam participle. Kalimat *"statistical modeling,"* diterjemahkan menjadi *pemodelan statistik*, kata *modeling* termasuk dalam gerund karena v1+ing. Kalimat *Why? And where is the way out?* Diterjemahkan *Mengapa? Dan di mana jalan keluarnya?* Kalimat ini termasuk dalam question tag karena terdapat tanda tanya.

PARAGRAF 3

BSU	BSA
<i>Now that machine translation has become an undeniably valid technology, it is time for translation experts to stand up and offer their input for solving the problem Machine translation booming, human translators doomed?</i>	Sekarang karena terjemahan mesin telah menjadi teknologi yang tidak dapat disangkal valid, sekarang saatnya bagi para ahli terjemahan untuk berdiri dan menawarkan masukan mereka untuk memecahkan masalah Booming penerjemahan mesin, penerjemah manusia pasti hancur?

Analisis :

Berdasarkan teks di atas pada teks BSU kalimat *has become* kita terjemahkan *menjadi* termasuk dalam tenses. Kalimat *an undeniably valid technology* kita terjemahkan *teknologi yang tidak dapat disangkal valid*, artikel *an* BSU ke BSA tidak diartikan. Teks BSU kalimat *human translators doomed* kita terjemahkan *penerjemah manusia pasti hancur*, kalimat ini termasuk dalam question tag. Kata *doomed* termasuk dalam participle.

PARAGRAF 4

Kalimat 1

BSU	BSA
<i>Translators have rarely been involved in the research and development of machine translation.</i>	Penerjemah jarang terlibat dalam penelitian dan pengembangan terjemahan mesin.

Analisis :

Berdasarkan teks di atas pada teks BSU kalimat *Translators have rarely been involved* kita terjemahkan *Penerjemah jarang terlihat dalam*, kalimat tersebut termasuk dalam tenses. Kalimat *the research* kita terjemahkan *penelitian* artikel *the* tidak diartikan.

Kalimat 2

BSU	BSA
<i>Incredibly, and yet inevitably, machine translation (MT) is becoming a global industry in this computerized era.</i>	Luar biasa, namun tak terhindarkan, mesin terjemahan (MT) menjadi industri global di era yang terkomputerisasi ini.

Analisis:

Berdasarkan teks diatas pada teks BSU kalimat , *machine translation (MT) is becoming a global industry* kita terjemahkan menjadi *mesin terjemahan (MT) menjadi industri global*, kata becoming tersebut termasuk kedalam Gerund.

Kalimat 3

BSU	BSA
<i>With the information explosion and globalization of all kinds of business, the world is badly in need of competent translators.</i>	Dengan ledakan informasi dan globalisasi semua jenis bisnis, dunia sangat membutuhkan penerjemah yang kompeten

Analisis:

Berdasarkan teks diatas pada teks BSU kalimat, *With the information explosion and globalization of all kinds of business* kita terjemahkan menjadi *Dengan ledakan informasi dan globalisasi semua jenis bisnis*, kalimat tersebut termasuk kedalam bentuk jamak.

Kalimat 4

BSU	BSA
<i>Confronted with enormous volumes of documents either composed in or to be translated into an increasing number of different languages, people are coming to the realization that it is neither realistic nor humane to devote human resources to such translation exercises, a considerable portion</i>	Dihadapkan dengan volume dokumen yang sangat besar baik yang disusun dalam atau untuk diterjemahkan ke dalam semakin banyak bahasa yang berbeda, orang-orang menyadari bahwa tidaklah realistis atau manusiawi untuk mencurahkan sumber daya manusia untuk latihan penerjemahan

<i>of which would be mechanical, routine, and imagination-suppressing.</i>	semacam itu, sebagian besar akan menjadi mekanis, rutin, dan penekan imajinasi.
--	---

Analisis:

Berdasarkan teks diatas pada teks BSU kata *Confronted* kita terjemahkan menjadi **dihadapkan**, kata tersebut termasuk kedalam bentuk participle. Berdasarkan teks diatas pada kalimat BSU kata *volumes of documents* kita terjemahkan menjadi **volume dokumen**, kalimat tersebut termasuk kedalam bentuk jamak. Berdasarkan teks diatas pada teks BSU kalimat *people are coming* kita terjemahkan menjadi **orang-orang menyadari**, kalimat tersebut termasuk kedalam bentuk gerund.

PARAGRAF 5

BSU	BSA
<i>It is the growing practical demands for cheap, quick, and automatic translation that has enabled research in the field of MT to survive all the criticism and thrive in the past fifty years.</i>	Tuntutan praktis yang berkembang untuk terjemahan yang murah, cepat, dan otomatis telah memungkinkan penelitian di bidang MT untuk bertahan dari semua kritik dan berkembang dalam lima puluh tahun terakhir.

Analisis:

Berdasarkan teks BSU diatas pada kata *it is growing practical demands for cheap* kita terjemahkan menjadi **Tuntutan praktis yang berkembang untuk terjemahan yang murah**, kalimat tersebut termasuk kedalam bentuk gerund. Pada kata *demands* kita terjemahkan menjadi **tuntutan**, kalimat tersebut termasuk kedalam bentuk jamak.

TUGAS KELOMPOK ENGLISH-INDONESIA TRANSLATION

PBI-B / III

CHAPTER 6 (PAGE 91)

Nama Kelompok : 1. Amalia Fatmarani (1801071003)
 2. Dela Silviana Putri (1801070016)
 3. Lutfia Nikmatul Fauziah (1801071031)
 4. Putri Chandra Sari I.P (1801070053)

NO	BSU	BSA
1.	Machine translation developers (who are exclusively computer scientist and linguists) have purposed and experimented with various approaches but none of them to have been able to provide the right answer.	Para pengembang mesin penerjemah (yang secara eksklusif adalah ilmuwan komputer dan linguistik) telah mengusulkan dan bereksperimen dengan berbagai pendekatan tetapi tidak satupun dari mereka yang dapat memberikan jawaban yang benar.
	ANALISIS : a. Berdasarkan contoh di atas, pada potongan kalimat teks BSU yaitu "Machine translation developers..." yang diterjemahkan menjadi "Para pengembang mesin Penerjemah...". pada hal ini kata <u>developers</u> yang memiliki arti <u>para pengembang</u> yang mengacu pada padanan gramatikal <u>bentuk jamak</u> . b. Berdasarkan contoh di atas, pada potongan kalimat teks BSU yaitu "...have purposed and experimented..." yang diterjemahkan menjadi "...telah mengusulkan dan bereksperimen...". Pada kalimat tersebut mengacu pada padanan gramatikal <u>konsep kala (tenses)</u> , di mana pada kalimat tersebut ada kata telah yang menunjukkan keterangan waktu yang sudah terjadi. c. Berdasarkan contoh di atas, pada potongan kalimat teks BSU yaitu "...various approaches..." yang diterjemahkan menjadi "...berbagai pendekatan...". pada hal ini kalimat tersebut mengacu pada padanan gramatikal <u>bentuk jamak</u> . d. Berdasarkan contoh di atas, pada potongan kalimat teks BSU yaitu "...none of them..." yang diterjemahkan menjadi "...tidak satupun dari mereka...". pada hal ini kata <u>them</u> mengacu pada kata <u>pendekatan</u> yang mana ini merupakan padanan	

	gramatikal <u>kata ganti</u> .	
2.	<p>Theories and methods that have been looked at, such as “mainstream linguistics”, “universal grammar”, “deviation trees”, “parsing algorithms”, etc., all seem to be dead-end approaches because no significant improvement has occurred.</p>	<p>Teori dan metode yang telah dilakukan, seperti, “linguistik umum”, “tata bahasa universal”, “pemodelan statistik”, “pohon derivasi”, “algoritma penguraian”, dll., tampaknya semua merupakan pendekatan yang buntu karena tidak terjadi perubahan yang signifikan.</p>
	<p>ANALISIS :</p> <p>a. Berdasarkan contoh di atas, pada potongan kalimat teks BSu yaitu “Theories and methods that...” diterjemahkan menjadi “Teori dan metode yang telah...” pada hal ini kata <u>theories dan methods</u> yang memiliki arti <u>teori dan metode</u> yang mengacu pada padanan gramatikal <u>bentuk jamak</u>.</p> <p>b. Berdasarkan contoh di atas, pada potongan kalimat teks BSu yaitu “...have been looked at...” diterjemahkan menjadi “...yang telah dilakukan...”. Pada kalimat tersebut mengacu pada padanan gramatikal <u>konsep kala (tenses)</u>, di mana pada kalimat tersebut ada kata <u>telah</u> yang menunjukkan keterangan waktu yang sudah terjadi.</p> <p>c. Berdasarkan contoh di atas, pada potongan kalimat teks BSu yaitu “mainstream linguistics”, “deviation trees”, “parsing algorithms” diterjemahkan menjadi “linguistik umum”, “pohon derivasi”, “algoritma penguraian”. Pada hal ini kata-kata tersebut mengacu pada padanan gramatikal <u>bentuk jamak</u>.</p> <p>d. Berdasarkan contoh di atas, pada potongan kalimat teks BSu yaitu “...dead-end approaches...” diterjemahkan menjadi “...pendekatan yang buntu...”. Pada hal ini kata <u>approaches</u> yang memiliki arti <u>pendekatan</u> yang mengacu pada padanan gramatikal <u>bentuk jamak</u>.</p>	
3.	Why? And where is the way out?	Mengapa? Dan di mana jalan keluarnya?
	<p>ANALISIS :</p> <p>a. Berdasarkan contoh di atas, pada potongan kalimat teks BSu yaitu “...the way out?” diterjemahkan menjadi “...jalan keluarnya?”. Pada hal ini kata <u>the</u> pada kalimat tersebut mengacu pada padanan gramatikal <u>kata sandang tentu</u>.</p>	

4.	Now that machine translation has become an undeniably valid technology, it is time for translation experts to stand up and offer their input for solving the problem machine translation booming, human translation doomed?	Sekarang mesin penerjemah telah menjadi teknologi yang tidak dapat disangkal lagi, sekarang saatnya bagi para ahli penerjemah untuk berdiri dan memberikan masukan mereka untuk memecahkan masalah mesin penerjemah yang sedang marak, apakah penerjemah manusia sudah berakhir?
	<p>ANALISIS:</p> <p>a. Berdasarkan contoh di atas, pada potongan kalimat teks Bsu yaitu "...machine translation has become..." diterjemahkan menjadi "...mesin penerjemah telah menjadi...". Pada kalimat tersebut mengacu pada padanan gramatikal <u>konsep kata (tenses)</u>, di mana pada kalimat tersebut ada kata <u>telah</u> yang menunjukkan keterangan waktu yang sudah terjadi.</p> <p>b. Berdasarkan contoh di atas, pada potongan kalimat teks Bsu yaitu "...an undeniably valid technology..." diterjemahkan menjadi "...teknologi yang tidak dapat disangkal lagi...". Pada hal ini kata <u>an</u> pada kalimat tersebut tidak diterjemahkan dan mengacu pada padanan gramatikal <u>kata sandang tak tentu</u>.</p> <p>c. Berdasarkan contoh di atas, pada potongan kalimat teks Bsu yaitu "...translation experts..." diterjemahkan menjadi "...para ahli penerjemah..." pada hal ini kata <u>experts</u> mengacu pada padanan gramatikal <u>bentuk jamak</u>.</p> <p>d. Berdasarkan contoh di atas, pada potongan kalimat teks Bsu yaitu "...their input for solving..." diterjemahkan menjadi "...masukan mereka untuk...". Pada hal ini kata <u>their</u> mengacu pada kata <u>para ahli penerjemah</u> yang mana ini merupakan padanan gramatikal <u>kata ganti</u>.</p> <p>e. Berdasarkan contoh di atas, pada potongan kalimat teks Bsu yaitu "...solving the problem..." diterjemahkan menjadi "...untuk memecahkan masalah...". Pada hal ini kata <u>the</u> pada kalimat tersebut mengacu pada padanan gramatikal <u>kata sandang tentu</u>.</p>	
5.	Traslators have rarely been involved in the research and development of machine translation.	Para penerjemah jarang terlibat dalam penelitian dan pengembangan mesin penerjemah.

	ANALISIS: a. Berdasarkan contoh di atas, pada potongan kalimat teks Bsu yaitu "Traslators have rarely..." diterjemahkan menjadi "Para penerjemah...". Pada hal ini kata <u>translators</u> mengacu pada padanan gramatikal <u>bentuk jamak</u> . b. Berdasarkan contoh di atas, pada potongan kalimat teks Bsu yaitu "...the research and..." diterjemahkan menjadi "...dalam penelitian dan...". Pada hal ini kata <u>the</u> pada kalamt tersebut mengacu pada padanan gramatikal <u>kata sandang tentu</u> .	
6.	Incredibly, and yet inevitably Machine Translation (MT) is becoming a global industry in this computerized era.	Luar biasa, namun tak terhindarkan, mesin penerjemah (MP) menjadi industri global di era yang terkomputerisasi ini.
	ANALISIS: a. Berdasarkan contoh di atas, pada potongan kalimat teks Bsu yaitu "...becoming a global industry..." diterjemahkan menjadi "...menjadi industri global...". Dalam hal ini kata <u>a</u> tidak diterjemahkan dan mengacu pada padanan gramatikal <u>kata sandang tak tentu</u> .	
7.	With the information explosion and globalization of all kinds of business, the world is badly in need of competent translators.	Dengan ledakan informasi dan globalisasi dari semua jenis bisnis, dunia sangat membutuhkan penerjemah yang kompeten.
	ANALISIS: a. Berdasarkan contoh di atas, pada potongan kalimat teks Bsu yaitu "With the information..." diterjemahkan menjadi "Dengan ledakan informasi..." Pada hal ini kata <u>the</u> pada kalimat tersebut mengacu pada padanan gramatikal <u>kata sandang tentu</u> . b. Berdasarkan contoh di atas, pada potongan kalimat teks Bsu yaitu "...all kinds of business..." diterjemahkan menjadi "...semua jenis bisnis...". Pada hal ini kata <u>kinds</u> mengacu pada padanan gramatikal <u>bentuk jamak</u> . c. Berdasarkan contoh di atas, pada potongan kalimat teks Bsu yaitu "...the world is badly in need..." diterjemahkan menjadi "...dunia sangat membutuhkan...". Pada hal ini kata <u>the</u> pada kalimat tersebut mengacu pada padanan gramatikal <u>kata sandang tentu</u> . d. Berdasarkan contoh di atas, pada potongan kalimat teks Bsu yaitu "...competent	

	translators." diterjemahkan menjadi "...penerjemah yang kompeten." Pada hal ini kata <u>translators</u> mengacu pada padanan gramatikal <u>bentuk jamak</u> .
e.	Berdasarkan contoh di atas, pada potongan kalimat teks Bsu yaitu "...of competent <u>translators</u> ." diterjemahkan menjadi "...penerjemah yang kompeten". Pada kalimat tersebut mengandung kata benda + kata sifat yang mengacu pada padanan gramatikal <u>frasa benda</u> .
8.	<p>Confronted with enormous volumes of documents either composed in or to be translated into an increasing number of different languages, people are coming to the realization that it is neither realistic nor humane to devote human resources to such translation exercise, a considerable portion of which would be mechanical, routine, and imagination-suppressing.</p> <p>Dihadapkan dengan volume dokumen-dokumen yang sangat besar, baik yang disusun ataupun untuk diterjemahkan ke dalam semakin banyak bahasa yang berbeda, orang-orang menyadari bahwa tidaklah realistis atau manusiawi untuk mencurahkan sumber daya manusia untuk melaksanakan penerjemahan semacam itu, yang sebagian besar akan bersifat mekanis, rutin, dan imajinatif.</p>
	<p>ANALISIS:</p> <p>a. Berdasarkan contoh di atas, pada potongan kalimat teks Bsu yaitu "...<u>enormous volumes of documents</u>..." diterjemahkan menjadi "...volume dokumen-dokumen yang sangat besar..." Pada kalimat tersebut mengandung kata benda + kata sifat yang mengacu pada padanan gramatikal <u>frasa benda</u>.</p> <p>b. Berdasarkan contoh di atas, pada potongan kalimat teks Bsu yaitu "...into an increasing..." diterjemahkan menjadi "...ke dalam semakin banyak..." Dalam hal ini kata <u>an</u> tidak diterjemahkan dan mengacu pada padanan gramatikal <u>kata sandang tak tentu</u>.</p> <p>c. Berdasarkan contoh di atas, pada potongan kalimat teks Bsu yaitu "...different languages..." diterjemahkan menjadi "...bahasa yang berbeda..." Pada hal ini kata <u>languages</u> mengacu pada padanan gramatikal <u>bentuk jamak</u>.</p> <p>d. Berdasarkan contoh di atas, pada potongan kalimat teks Bsu yaitu "...people are coming..." diterjemahkan menjadi "...orang-orang menyadari...". Dalam hal ini kata <u>coming</u> mengacu pada padanan gramatikal <u>participle</u>.</p> <p>e. Berdasarkan contoh di atas, pada potongan kalimat teks Bsu yaitu "...the realization..." diterjemahkan menjadi "...menyadari...". Pada hal ini kata <u>the</u> pada</p>

	<p>kaliat tersebut mengacu pada padanan gramatikal <u>kata sandang tentu</u>.</p> <p>f. Berdasarkan contoh di atas, pada potongan kalimat teks Bsu yaitu "...human resourches.." diterjemahkan menjadi "...sumber daya manusia...". Pada hal ini kata <u>resourches</u> mengacu pada padanan gramatikal <u>bentuk jamak</u>.</p> <p>g. Berdasarkan contoh di atas, pada potongan kalimat teks Bsu yaitu "...a considerable portion..." diterjemahkan menjadi "...yang sebagian besar...". Dalam hal ini kata <u>g</u> tidak diterjemahkan dan mengacu pada padanan gramatikal <u>kata sandang tak tentu</u>.</p> <p>h. Berdasarkan contoh di atas, pada potongan kalimat teks Bsu yaitu "...would be mechanical..." diterjemahkan "...akan bersifat mekanis...". Pada kalimat tersebut mengacu pada padanan gramatikal <u>konsep kala (tenses)</u>, di mana pada kalimat tersebut ada kata <u>akan</u> yang menunjukan keterangan waktu yang akan terjadi.</p>	
9.	<p>It is the growing practical demands for cheap, quick, and automatic translation that has enabled research in the field of MT to survive all the criticism and thrive in the past fifty years.</p>	<p>Ini adalah tuntutan praktis yang berkembang untuk terjemahan yang murah, cepat, dan otomatis yang memungkinkan penelitian di bidang MP bertahan dari semua kritik dan dapat berkembang dalam lima tahun terakhir.</p>
	<p>ANALISIS:</p> <p>a. Berdasarkan contoh di atas, pada potongan kalimat teks Bsu yaitu "...growing practical demands..." diterjemahkan menjadi "...tuntutan praktis yang berkembang..". Dalam hal ini kata kalimat tersebut mengacu pada padanan gramatikal <u>participle</u>.</p> <p>b. Berdasarkan contoh di atas, pada potongan kalimat teks Bsu yaitu "...research in the field.." diterjemahkan menjadi "...penelitian dibidang..". Pada hal ini kata <u>the</u> pada kalimat tersebut mengacu pada padanan gramatikal <u>kata sandang tentu</u>.</p> <p>c. Berdasarkan contoh di atas, pada potongan kalimat teks Bsu yaitu "...all the criticism.." diterjemahkan menjadi "...semua kritik..". Pada hal ini kata <u>the</u> pada kalimat tersebut mengacu pada padanan gramatikal <u>kata sandang tentu</u>.</p> <p>d. Berdasarkan contoh di atas, pada potongan kalimat teks Bsu yaitu "...in the past fifty years.." diterjemahkan menjadi "...lima tahun terakhir..". Pada hal ini kata <u>the</u> pada kalimat tersebut mengacu pada padanan gramatikal <u>kata sandang tentu</u>.</p>	

TUGAS KELOMPOK ENGLISH-INDONESIA TRANSLATION

PBI-B / III

CHAPTER 6 (PAGE 91)

Anggota Kelompok :

1. Adinda Lembayung Sukma (1801072002)
2. Dhimas Sulung Islamto (1801071012)
3. Nadia Ulfa (1801071038)
4. Sukma Setiawan (1801070063)

NO	ENGLISH	MEANING	METODE
1.	The Emerging Role of Translation Experts in the coming MT era.	Peran para ahli penerjemah akan muncul di era MT yang akan datang.	Bentuk jamak " Experts"
2.	It is a rather strange fact that translators, who are translation professionals, as well as anticipated users of MT products, have rarely been involved in the research and development of machine translation.	Ini adalah fakta yang agak aneh bahwa para penerjemah, termasuk penerjemah profesional, sebaik mungkin mengantisipasi penggunaan dari produk MT, sudah jarang terlibat dalam penelitian dan pengembangan mesin penerjemah	Bentuk jamak "Translators"
3.	Their expertise and needs have seldom been taken into serious consideration in the development of MT tools.	Keahlian dan kebutuhan mereka jarang menjadi pertimbangan serius dalam pengembangan mesin MT	Kata ganti "Their"
4.	It is also worth noticing that after more than 50 years' research, no satisfactory solution has been	Juga layak dipertikan bahwa setelah penelitian lebih dari 50 tahun, belum ada solusi yang memuaskan di bidang penerjemahan otomatis	Frasa benda "It also worth"

	found yet in the field of automatic translation.		
5.	Machine translation developers (who are exclusively computer scientists and linguists) have proposed and experimented with various approaches but none of them seem to have been able to provide the right answer.	Para pengembangan mesin penerjemah (merupakan ilmuwan komputer dan ahli bahasa) telah mengusulkan dan bereksperimen dengan berbagai pendekatan tetapi tidak satupun dari mereka yang dapat memberikan jawaban yang tepat.	Frasa benda "Machine translation developers"
6.	Theories and methods that have been looked at, such as "mainstream linguistics," "universal grammar," "statistical modeling," "derivation trees," "parsing algorithms," etc., all seem to be dead-end approaches because no significant improvement has occurred.	Teori dan metode yang telah dilihat seperti, " ilmu bahasa umum", " tata bahasa sedunia", "pemodelan statistik", "turunan pemohonan", " penguraian algoritma" dan lain lain. Semua tampaknya merupakan pendekatan buntu karena tidak ada peningkatan signifikan yang terjadi.	Konsep kala " Have been looked"
7.	Why? And where is the way out?	Mengapa? Dan dimana jalan keluarnya?	Question tag
8.	Now that machine translation has become an undeniably valid technology, it is time for translation experts to stand up and offer their input for solving the problem Machine translation booming, human translators doomed?	Sekarang karena mesin penerjemah sudah menjadi teknologi yang benar benar nyata, sudah waktunya bagi para penerjemah untuk muncul dan memberikan pendapat mereka mengenai masalah mesin penerjemahan, jadi akankah penerjemahan manusia hancur?	Kalimat elipsis "It is"

9.	Translators have rarely been involved in the research and development of machine translation.	Para penerjemah jarang terlibat dalam penelitian dan pengembangan mesin penerjemah.	Bentuk jamak "Translator" Bentuk kala "Have been"
10.	Incredibly, and yet inevitably, machine translation (MT) is becoming a global industry in this computerized era.	Luarbiasa dan tak terelakkan lagi, mesin penerjemah(MT) akan menjadi sebuah industri yang menyeluruh di era komputer ini.	Frasa benda "In this era"
11.	With the information explosion and globalization of all kinds of business, the world is badly in need of competent translators.	Dengan meledaknya informasi dan globalisasi dari semua jenis bisnis, dunia sangat membutuhkan penerjemah yang berkompeten	Bentuk jamak "Translators"
12.	Confronted with enormous volumes of documents either composed in or to be translated into an increasing number of different languages, people are coming to the realization that it is neither realistic nor humane to devote human resources to such translation exercises, a considerable portion of which would be mechanical, routine, and imagination-suppressing.	Dihadapkan dengan dokumen yang sangat besar baik disusun dalam atau akan di terjemahkan kedalam bahasa yang berbeda, orang-orang akan menyadari bahwa tidak realistis atau manusiawi untuk memanfaatkan sumber daya manusia untuk latihan penerjemahan semacam itu, yang sebagian besar akan bersifat mekanis, rutin, dan menekan imajinasi.	Bentuk jamak "Documents"
13.	It is the growing practical demands for cheap, quick, and automatic translation that has enabled research in the field of	Berkembang tuntutan untuk terjemahan yang murah cepat dan otomatis ini memungkinkan penelitian di bidang MT untuk tetap bertahan dari	Bentuk jamak "Demands"

	MT to survive all the criticism and thrive in the past fifty years.	semua kritik dan berkembang dalam 50 tahun terakhir	
--	---	---	--

TUGAS KELOMPOK ENGLISH-INDONESIA TRANSLATION

PBI-B / III

CHAPTER 6 (PAGE 91)

Anggota Kelompok :

1. Nur Mujahidah Kholisah (1801071041)
2. Nurhanifah (1801071040)
3. Thalia Shiva (1801070065)
4. Vegi Mahlul Betiya (1801071060)

BSU : <u>TheEmerging</u> Role of Translation Experts in <u>thecoming</u> MT era.	BSA : Kemunculan peran dari ahli penerjemahan dalam era mesin penerjemahan.
[Kata the "the emerging,the coming"dalam kalimat tersebut tidak diartikan dan merupakan kata sandang tentu,kata emerging merupakan kata benda verba,dan kata coming yang diartikan kemunculan,merupakan konsep kala.]	

BSU : <u>It</u> is <u>a</u> rather strange fact that translators, Who are (translation professionals, as well as anticipated users of MT products, have rarely been <u>involved</u> in <u>the</u> research and development of machine translation.	BSA : Merupakan fakta yang aneh, bahwa penerjemah yang merupakan professional, pengguna yang diantisipasi oleh produk MP,jarang terlibat dalam penelitian dan pengembangan dari mesin penerjemahan.
[pada kalimat"it is rather stange"yang diterjemahkan "merupakan fakta yang aneh" kata "it"berfungsi sebagai subjek namun tidak diartikan,kata "a"juga tidak diartikan dan merupakan kata sandang tak tentu,sementara itu kata "involved"yang artinya "terlibat" merupakan konsep kala.]	

BSU : <u>Their</u> expertise and needs have seldom been <u>taken</u> into seriousconsideration in <u>the</u> development of MT tools.	BSA : keahlian dan rasa membutuhkan mereka sangat jarang dipertimbangkan secara serius dalam penelitian dan pengembangan alat MP.
[kata "their"dalam kalimat tersebut tidak diartikan dan merupakan kata ganti,kata "taken"yang diartikan "dipertimbangkan"merupakan konsep kala.]	

BSU : <u>It</u> is also worth <u>noticing</u> that after more than 50 years' research, no satisfactory solution has been found yet in <u>the</u> field of automatic translation.	BSA : perlu juga diperhatikan bahwa dari 50 tahun penelitian, belum ada solusi yang memuaskan, yang ditemukan dalam bidang translasi otomatis.
--	--

[kata "it" dan "the" dalam kalimat tersebut tidak diartikan, sementara itu kata "noticing" yang diartikan "diperhatikan" merupakan konsep kala.]

BSU : Machine translation developers (who are exclusively computer scientists and linguists) have <u>proposed</u> and <u>experimented</u> with various approaches but none of <u>them</u> <u>seem</u> to have been able to provide the right answer.	BSA : para pengembang mesin penerjemahan [yang terdiri dari para ilmuwan komputer dan linguistik] telah mengajukan dan meneliti dengan berbagai pendekatan namun tidak ada satupun yang berhasil menyediakan jawaban yang benar.
--	--

[kata "proposed, experimented" yang diartikan mengajukan dan meneliti, merupakan konsep kala, kata "them" tidak diartikan, dan kata "seem" merupakan konsep kala.]

BSU : Theories and methods that have been <u>looked</u> at, such as "mainstream linguistics," "universal grammar," "statistical modeling," "derivation trees," "parsing algorithms," etc., <u>all</u> <u>seem</u> to be dead-end approaches because no significant improvement has occurred.	BSA : berbagai teori dan metode yang digunakan seperti : "linguistik umum" "tata bahasa universal pendekatan secara statistik pohon pembagian" "algoritma parsial" dan lain sebagainya, semua terlihat sebagai pendekatan yang buntu, karena tidak adanya perkembangan yang terjadi.
--	--

[kata "looked at" merupakan kata yang tidak bisa dipisahkan dan diartikan "yang digunakan", kata all merupakan bentuk jamak, dan kata "seem" yang diartikan terlihat merupakan konsep kala.]

BSU : Why? And where is the way out?	BSA : Mengapa? Dan bagaimanakah jalan keluarnya?
--------------------------------------	--

BSU : Now that machine translation has become <u>an</u> undeniably valid technology, <u>it</u> is time for translation experts to stand up and offer their input for <u>solving the</u>	BSA : sekarang karena mesin penerjemahan menjadi teknologi valid dan tidak dapat dipecahkan, sudah saatnya para ahli penerjemahan berdiri dan menawarkan masukan mereka untuk
---	---

problemMachine translation booming, human translators doomed?	memecahkan masalah mesin penerjemahan ini.
(Kata "an","it" dan "the" pada kalimat tersebut tidak diartikan sementara itu kata "solving" merupakan kata benda verba)	

BSU : Translators have rarely been involved in the research and development of machine translation.	BSA : penerjemah jarang terlibat dalam penelitian dan pengembangan mesin penerjemahan.
(Kata "involved" pada kalimat tersebut yang diartikan "terlibat" merupakan konsep kala.)	

BSU : Incredibly, and yet inevitably, machine translation (MT) is becoming a global industry in this computerized era.	BSA : luar biasa dan tidak dapat dipercaya, mesin penerjemahan menjadi industri global dalam era pengkomputerisasian ini.
(Kata "becoming" pada kalimat tersebut yang diartikan "datangnya" merupakan kata benda verba)	

BSU : With the information explosion and globalization of all kinds of business, the world is badly in need of competent translators.	BSA : dengan ledakan informasi dan globalisasi segala jenis bisnis, dunia sangat membutuhkan penerjemah yang kompetent.
(Kata "the" pada kalimat tersebut tidak diartikan, dan "the" merupakan kata sandang, kata "all" yang artinya segala, merupakan bentuk jamak, dan kata "need" yang diartikan "membutuhkan" merupakan konsep kala)	

BSU : Confronted with enormous volumes of documents either composed in or to be translated into an increasing number of different languages, people are coming to the realization that it is neither realistic nor humane to devote human resources to such translation exercises, a considerable portion of which would be mechanical, routine, and imagination-suppressing.	BSA : dihadapkan dengan berjilid-jilid dokumen yang sangat banyak jumlahnya, baik untuk disusun maupun diterjemahkan kedalam bahasa yang berbeda, orang-orang mulai menyadari bahwa itu tidak realistis atau manusiawi untuk menyerahkan sumber daya manusia ketugas penerjemahan tersebut.
(Kata "confronted" dan "translated" merupakan konsep kala, kata "an" yang merupakan	

kata sandang tidak memiliki arti, kata "coming" merupakan kata benda verba, sementara itu kata "the" dan "it" tidak memiliki arti.)

BSU : It is the growing practical demands for cheap, quick, and automatic translation that has enabled research in the field of MT to survive all the criticism and thrive in the past fifty years.

BSA : semua itu menumbuhkan tuntutan praktis untuk menerjemahkan secara otomatis yang murah, cepat dan memungkinkan adanya penelitian di bidang mesin penerjemahan untuk bertahan dari segala kritikan, dan berkembang pesat selama 50 tahun terakhir.

(Kata it disini tidak diartikan dan merupakan kata ganti, kata "the" yang merupakan kata sandang juga tidak diartikan)

NO	BSU	BSA
1.	Machine translation developers (who are exclusive computer scientist and linguistics) have proposed and experimented with various approaches but none of them seem to have been able to provide the right answer.	Para pengembangan penerjemahan mesin (yang khusus ilmuwan komputer dan linguistik) telah mengusulkan dan bereksperimen dengan berbagai pendekatan tetapi tampaknya tidak ada yang dapat menyediakan jawaban yang tepat.
2.	Theories and methods that have been looked at, such as "mainstream linguistics", "universal grammar", "statistic modelling", "deviation trees", "parsing algorithms," etc., all seem to be dead-end approaches because no significant improvement has occurred.	Teori – teori dan metode – metode yang telah kita lihat, seperti "arus linguistik utama", "universal grammar", "model statistik", "pohon turunannya", "algoritma parsing", dll, tampaknya merupakan pendekatan yang buntu karena tidak ada kemajuan yang signifikan.
3.	Why? And where is the way out?	Mengapa? Dan dimana jalan keluarnya?
4.	Now that machine translation has become an undeniably valid technology, it is time for translation experts to stand up and offer their input for solving the problem machine translation booming, human translator doomed?	Sekarang karena terjemahan mesin telah menjadi teknologi yang memang benar , sudah waktunya bagi para ahli penerjemahan untuk berdiri dan memberikan pendapat mereka dalam memecahkan masalah penerjemahan mesin yang maju pesat , maka penerjemah manusia yang gagal?
5.	Translators have rarely been involved in the research and development of machine translation.	Para penerjemah sudah jarang terlibat dalam riset dan pengembangan terjemahan mesin.
6.	Incredibly, and yet inevitably, machine translation (MT) is becoming a global industry in this computerized era.	Luar biasa, dan takk terelakan lagi, penerjemah oleh mesin (MT) menjadi industri global pada era komputer ini.
7.	With the information explosion and globalization of all kinds of business, the world is badly in need of competent translators.	Dengan adanya ledakan informasi dan globalisasi dari segala jenis bisnis, dunia sangat membutuhkan penerjemah yang kompeten.

8.	Confronted with enormous volumes of documents either composed in or to be translated into an increasing number of different languages , people are coming to the realization that it is neither realistic nor humane to devote human resources to such translation exercise, a considerable portion of which would be mechanical, routine, and imagination-suppressing.	Dihadapkan pada dokumen – dokumen yang sangat besar, baik yang disusun maupun diterjemahkan kedalam semakin banyak bahasa yang berbeda, orang – orang mulai sadar bahwa tidak realistis dan tidak manusiawi untuk mencurahkan sumber daya manusia ke latihan penerjemahan semacam itu, yang sebagian besar akan bersifat mekanis, rutin, dan imajinatif.
9.	It is the growing practical demands for cheap, quick, and automatic translation that has enabled research in the field of MT to survive all the criticism and thrive in the past fifty years.	Ini adalah permintaan praktis untuk terjemahan murah, cepat, dan otomatis yang telah memungkinkan penelitian dalam bidang MT untuk bertahan dari semua kritik dan berkembang dalam lima puluh tahun terakhir.

Name : 1. Ilyas Alamsyah (1801071021)

2. Indry Dwi Pangestuti (1801070034)

3. Irfan Saputra (1801071022)

4. Nurhidayah Rahma Atika (1801072027)

Class : Tbi (b)

1. Berdasarkan teks diatas bsu **have proposed and experimented** diterjemahkan pada teks bsa menjadi "telah mengusulkan dan bereksperimen" yang berarti merujuk pada konsep kala.

2. Berdasarkan teks bsu diatas various approaches, diterjemahkan ke teks bsa yang berarti berbagai pendekatan padahal ini kata various approaches merupakan jamak yang berujuk pada ilmuwankomputer dan linguistika

3.. Berdasarkan teks diatas pada teks bsa kalimat tampaknya tidak ada diterjemahkan pada hal ini none of them yang berarti merujuk ke kata ganti tapi tidak ada jadi kata them langsung merujuk pada "Machine translation"

4. Berdasarkan teks bsu diatas kalimat **"have been able to provide the right answer"** pada teks bsa kalimat ini diterjemahkan menjadi "dapat menyediakan jawaban yang tepat" yang merujuk pada konsep kala yang berarti telah dilakukan untuk memberikan jawaban yang tepat.

5. Berdasarkan teks diatas pada teks bsa kalimat signifikan diterjemahkan pada hal ini occured yang berarti merujuk ke konsep kala.
6. Berdasarkan teks bsu diatas **Theories and methods** dan pada teks bsa menjadi "teori-teori dan metode-metode" merujuk pada bentuk jamak.
7. Berdasarkan teks bsu " **have been able to provide the right answer**" pada teks bsa menjadi "yang telah kita" lihat merujuk pada teori dan metode sebagai bentuk konsep kala.
8. Berdasarkan teks diatas pada teks bsa kalimat mengapa diterjemahkan pada hal ini why ? yang menanyakan tentang pendekatan yang buntu dan berujuk pada question text
9. Berdasarkan teks diatas pada teks bsa kalimat Dan dimana jalan keluarnya ? diterjemahkan pada hal ini where is the way ? yang berarti merujuk ke question text.
10. Berdasarkan teks diatas pada teks bsa kalimat telah menjadi diterjemahkan pada hal ini **has become** yang berarti merujuk pada mechine translation pada ke konsep kala.
11. Berdasarkan teks diatas pada teks bsa kalimat **teknologi yang memang benar** diterjemahkan pada hal ini **an undeniably valid technology** yang berarti merujuk ke article sandang tentu & tak tentu.
12. Berdasarkan teks diatas pada teks bsu "It is time" merujuk pada kata ganti tapi ditext tidak dijelaskan sehingga It merujuk pada mechine translation
13. Berdasarkan teks diatas pada teks bsu kalimat **translation experts** atau dalam teks bsa menjadi para ahli diterjemahkan pada hal ini experts yang berarti merujuk ke jamak.
14. Berdasarkan teks diatas pada teks bsa kalimat mereka diterjemahkan pada hal ini **their** yang merujuk ke kata ganti yang menunjukan para ilmuwan
15. Berdasarkan teks diatas pada teks bsa kalimat memecahkan masalah diterjemahkan pada hal ini solving yang merujuk ke kata benda verbal.
16. Berdasarkan teks diatas pada teks bsa kalimat maju pesat diterjemahkan pada hal ini booming yang merujuk ke participle.
17. Berdasarkan teks diatas pada teks bsa kalimat gagal diterjemahkan pada hal ini doomed yang merujuk ke participle.
18. Berdasarkan teks bsu "translators" yang diterjemahkan ke teks bsu menjadi para menejemah yang merujuk ke jamak

19. Berdasarkan teks diatas pada teks bsu **have rarely been involved** dan diterjemahkan ke bsa menjadi kalimat **sudah jarang terlibat** merujuk pada konsep kala yang ditujukan untuk para penerjemah.

20. Berdasarkan teks diatas pada teks bsu **incredibly, inevitaby** dan pada teks bsa menjadi kalimat **luar biasa dan tak terelakan lagi** yang merujuk pada mechine translation termasuk participle.

21. Berdasarkan teks bsu "all kinds" pada kalimat bsa menjadi "segala jenis" merupakan bentuk yang merujuk ke jamak yang tertuju pada ledakan informasi dan globalisasi pada bisnis

22. Berdasarkan teks diatas pada teks bsa kalimat para penerjemah diterjemahkan pada hal ini translators yang merujuk ke jamak.

23. Berdasarkan teks diatas pada teks bsa kalimat industri global diterjemahkan pada hal ini a global industri yang merujuk ke frasa benda.

24. Berdasarkan teks diatas pada teks bsa kalimat era komputer diterjemahkan pada hal ini computerized era yang merujuk ke era komputer.

25. Berdasarkan teks bsu **documents** yang diterjemahkan kedalam teks bsa yang berarti dokumen dokumen yang berarti bentuk jamak

26. Berdasarkan teks bsu **languages** yang diterjemahkan kedalam teks bsa yang berarti **banyak bahasa** yang berarti beralih kebentuk jamak

27. Berdasarkan teks bsu **people are** yang diterjemahkan kedalam teks bsa yang berarti banyak orang yang berarti berujuk kebentuk jamak karena adanya verb aux **are** yang menunjukan jamak

28. Berdasarkan teks bsu **it is neither realistic** yang diartikan menjadi **ini tidak manusiawi** yang merujuk pada latihan penerjemah yang merujuk ke kata ganti

29. Berdasarkan teks bsu **it is the growing** yang diartikan sebagai **ini adalah permintaan** tapi pada teks itu tidak di sebutkan padahal it merujuk pada mechine translation yang merujuk ke kata ganti

30. Berdasarkan teks bsu **all the criticism** yang diterjemahkan menjadi semua kritikan yang merujuk tunggal menjadi jamak karena di wakikan oleh kata **all of**.

TUGAS KELOMPOK ENGLISH-INDONESIA TRANSLATION
PBI-B / III
CHAPTER 6 (PAGE 91)

Anggota Kelompok :

1. Monica Yolanda Sari (1801072022)
2. Danu Hilmy Darmawan (1801070018)

BSU : **The Emerging** Role of Translation Experts in **the coming** MT era.

BSA : Kemunculan peran dari ahli penerjemahan dalam era musim penerjemahan.

Analyse : Kata the 'the emerging, the coming' dalam kalimat tersebut masuk kedalam jenis kata sandang tentu, kata emerging yaitu kata benda verba, dan kata coming diartikan kemunculan, merupakan konsep kala.

BSU : **It is another strange** fact that translators, who are (translation) professionals, as well as anticipated users of MT products, have rarely been **involved** in the research and development of machine translation.

BSA : Merupakan fakta yang aneh, bahwa penerjemah yang merupakan profesional, pengguna yang diantisipasi oleh produk MP, jarang terlibat dalam penelitian dan pengembangan dari mesin penerjemahan.

Analyse : pada kalimat 'it is rather strange' yang diartikan 'merupakan fakta yang aneh' kata 'it' pada kalimat itu berfungsi sebagai subjek akan tetapi kata ini tidak diartikan, kata 'a' juga tidak diartikan karena merupakan kata sandang tak tentu, sementara itu kata 'involved' artinya sebagai 'terlibat' masuk kedalam konsep kala.

BSU : **Their** expertise and needs have seldom been **taken** into serious consideration in the development of MT tools.

BSA : keahlian dan rasa membutuhkan mereka sangat jarang dipertimbangkan secara serius dalam penelitian dan pengembangan alat MP.

Analyse : kata 'their' di kalimat tersebut tidak diartikan dan juga merupakan kata ganti, kata 'taken' yang diterjemahkan menjadi 'dipertimbangkan' dan merupakan konsep

kala.

BSU : It is also worth noticing that after more than 50 years' research, no satisfactory solution has been found yet in the field of automatic translation.

BSA : perlu juga diperhatikan bahwa dari 50 tahun penelitian, belum ada solusi yang memuaskan, yang ditemukan dalam bidang translasi otomatis.

Analyse : Kata 'it' dan 'he' dalam kalimat tersebut tidak diartikan, sementara itu kata 'noticing' yang diartikan menjadi 'diperhatikan' ini merupakan konsep kala.

BSU : Machine translation developers (who are exclusively computer scientists and linguists) have proposed and experimented with various approaches but none of them seem to have been able to provide the right answer.

BSA : para pengembang mesin penerjemahan [yang terdiri dari para ilmuwan komputer dan linguistik] telah mengajukan dan meneliti dengan berbagai pendekatan namun tidak ada satupun yang berhasil menyediakan jawaban yang benar.

Analyse : kata 'proposed', 'experimented' yang diartikan sebagai mengajukan dan meneliti, merupakan konsep kala, kata 'them' tidak diartikan, dan kata 'seem' merupakan konsep kala.

BSU : Theories and methods that have been looked at, such as "mainstream linguistics," "universal grammar," "statistical modeling," "derivation trees," "parsing algorithms," etc., all seem to be dead-end approaches because no significant improvement has occurred.

BSA : berbagai teori dan metode yang digunakan seperti : "linguistik umum" "tata bahasa universal pendekatan secara statistik pohon pembagian" "algoritma parsial" dan lain sebagainya, semua terlihat sebagai pendekatan yang buntu, karena tidak adanya perkembangan yang terjadi.

Analyse : kata 'looked at' merupakan kata yang tidak bisa dipisahkan dan diartikan 'yang digunakan', kata 'all' merupakan bentuk jamak, dan kata 'seem' yang diartikan terlihat merupakan konsep kala.

BSU : **Why?** And **where** is the way out?

BSA : Mengapa? Dan bagaimanakah jalan keluarnya?

Analyse : Kata 'why' and 'where' pada kalimat tersebut merupakan kata benda verba.

BSU : Now that machine translation has become an undeniably valid technology, it is time for translation experts to stand up and offer their input for solving the problem. Machine translation booming, human translators doomed?

BSA : sekarang karena mesin penerjemahan menjadi teknologi valid dan tidak dapat dipercaya, sudah saatnya para ahli penerjemahan berdiri dan menawarkan masukan mereka untuk memecahkan masalah mesin penerjemahan ini.

Analyse : Kata 'an' 'it' dan 'the' pada kalimat tersebut tidak diartikan. sementara itu kata 'solving' merupakan kata benda verba.

BSU : Translators have rarely been involved in the research and development of machine translation.

BSA : penerjemah jarang terlibat dalam penelitian dan pengembangan mesin penerjemahan.

Analyse : Kata 'involved' pada kalimat tersebut yang diartikan 'terlibat' merupakan konsep kala.

BSU : Incredibly, and yet inevitably, machine translation (MT) is becoming a global industry in this computerized era.

BSA : luar biasa dan tidak dapat dipercaya, mesin penerjemahan menjadi industri global dalam era pengkomputerisasian ini.

Analyse : Kata 'becoming' pada kalimat tersebut yang diartikan 'datangnya' merupakan kata benda verba.

BSU : With the information explosion and globalization of all kinds of business, the world is badly in need of competent translators.

BSA : dengan ledakan informasi dan globalisasi segala jenis bisnis, dunia sangat membutuhkan penerjemah yang kompeten.

Analyse : Kata 'the' pada kalimat tersebut tidak diartikan, dan 'the' merupakan kata sandang, kata 'all' yang artinya segala, merupakan bentuk jamak, dan kata 'need' yang diartikan 'membutuhkan' merupakan konsep kala.

BSU : Confronted with enormous volumes of documents either composed in or to be translated into an increasing number of different languages, people are coming to

the realization that it is neither realistic nor humane to devote human resources to such translation exercises, a considerable portion of which would be mechanical, routine, and imagination-suppressing.

BSA : dihadapkan dengan berjilid-jilid dokumen yang sangat banyak jumlahnya, baik untuk disusun maupun diterjemahkan kedalam bahasa yang berbeda, orang-orang mulai menyadari bahwa itu tidak realistis atau manusiawi untuk menyerahkan sumber daya manusia ketugas penerjemahan tersebut.

Analyse : Kata 'confronted' 'translated' merupakan konsep kala, kata 'an' yang merupakan kata sandang tidak memiliki arti, kata 'coming' merupakan kata benda verba, sementara itu kata 'the' dan 'it' tidak memiliki arti.

BSU : *It is the* growing practical demands for cheap, quick, and automatic translation that has enabled research in the field of MT to survive *all the* criticism and thrive in *the* past fifty years.

BSA : semua itu menumbuhkan tuntutan praktis untuk menerjemahkan secara otomatis yang murah, cepat dan memungkinkan adanya penelitian di bidang mesin penerjemahan untuk bertahan dari segala kritikan, dan berkembang pesat selama 50 tahun terakhir.

Analyse : Kata *it* disini tidak diartikan dan merupakan kata ganti, kata *'the'* yang merupakan kata sandang juga tidak diartikan.

TUGAS KELOMPOK ENGLISH-INDONESIA TRANSLATION

PBI-B / III

CHAPTER 6 (PAGE 91)

Anggota Kelompok :

1. Erika Ayu Anggraini (1801071005)
2. Latifatul Mutoharoh (1801071058)
3. Miftahul Khoiriah (1801071062)

The Emerging Role of Translation Experts in the coming MT era. It is a rather strange fact that translators, Who are(translation professionals, as well as anticipated users of MT products, have rarely been involved in the research and development of machine translation. Their expertise and needs have seldom been taken into serious consideration in the development of MT tools. It is also worth noticing that after more than 50 years' research, no satisfactory solution has been found yet in the field of automatic translation.

Machine translation developers (who are exclusively computer scientists and linguists) have proposed and experimented with various approaches but none of them seem to have been able to provide the right answer. Theories and methods that have been looked at, such as "mainstream linguistics," "universal grammar," "statistical modeling," "derivation trees," "parsing algorithms," etc., all seem to be dead-end approaches because no significant improvement has occurred. Why? And where is the way out?

Now that machine translation has become an undeniably valid technology, it is time for translation experts to stand up and offer their input for solving the problem Machine translation booming, human translators doomed?

Translators have rarely been involved in the research and development of machine translation. Incredibly, and yet inevitably, machine translation (MT) is becoming a global industry in this computerized era. With the information explosion and globalization of all kinds of business, the world is badly in need of competent translators. Confronted with enormous volumes of documents either composed in or to be translated into an increasing number of different languages, people are coming to the realization that it is neither realistic nor humane to devote human

resources to such translation exercises, a considerable portion of which would be mechanical, routine, and imagination-suppressing.

It is the growing practical demands for cheap, quick, and automatic translation that has enabled research in the field of MT to survive all the criticism and thrive in the past fifty years.

Terjemahan:

Peran Para Ahli Terjemahan yang Muncul di era MT yang akan datang. Ini adalah fakta yang agak aneh bahwa penerjemah, Who (penerjemah profesional, serta pengguna produk MT yang diantisipasi, jarang terlibat dalam penelitian dan pengembangan terjemahan mesin. Keahlian dan kebutuhan mereka jarang dipertimbangkan dengan serius di pengembangan alat MT. Perlu juga diketahui bahwa setelah penelitian lebih dari 50 tahun, belum ada solusi yang memuaskan dalam bidang terjemahan otomatis. Pengembang terjemahan mesin (yang hanya ilmuwan komputer dan ahli bahasa) telah mengusulkan dan bereksperimen dengan berbagai pendekatan tetapi tidak satupun dari mereka yang tampaknya mampu memberikan jawaban yang benar. Teori dan metode yang telah dilihat, seperti "linguistik arus utama," "tata bahasa universal," "pemodelan statistik," "pohon derivasi," "algoritma penguraian," dll., Semua tampaknya merupakan pendekatan buntu karena tidak ada yang signifikan perbaikan telah terjadi. Mengapa? Dan di mana jalan keluarnya? Sekarang karena terjemahan mesin telah menjadi teknologi yang tidak dapat disangkal valid, sekarang saatnya bagi para ahli terjemahan untuk berdiri dan menawarkan masukan mereka untuk memecahkan masalah Booming penerjemahan mesin, penerjemah manusia pasti hancur? Penerjemah jarang terlibat dalam penelitian dan pengembangan terjemahan mesin. Luar biasa, namun tak terhindarkan, terjemahan mesin (MT) menjadi industri global di era yang terkomputerisasi ini. Dengan ledakan informasi dan globalisasi semua jenis bisnis, dunia sangat membutuhkan penerjemah yang kompeten. Dihadapkan dengan volume dokumen yang sangat besar baik yang disusun dalam atau untuk diterjemahkan ke dalam semakin banyak bahasa yang berbeda, orang-orang menyadari bahwa tidaklah realistis atau manusiawi untuk mencurahkan sumber daya manusia untuk latihan penerjemahan semacam itu, sebagian besar darinya akan menjadi mekanis, rutin, dan penekan imajinasi. Tuntutan praktis yang berkembang untuk terjemahan yang murah, cepat, dan otomatis telah memungkinkan penelitian di bidang MT untuk bertahan dari semua kritik dan berkembang dalam lima puluh tahun terakhir.

Nama Kelompok :

1. Funky Ana (1801070031)

Kelas : TBI - B

2. Nadia Arofah (1801070045)

Materi : 6

3. Rifa Yupita (1801070054)

(English-Indonesia Translation)

4. Triana Febrianti (1801072036)

NO	BSU	BSA
Paragraph 2		
1.	Machine translation developers (who are exclusively computer scientists and linguists) have proposed and experimented with various approaches but none of them seem to have been able to provide the right answer.	Pengembang terjemahan mesin (yang hanya ilmuwan komputer dan ahli bahasa) telah mengusulkan dan bereksperimen dengan berbagai pendekatan tetapi tidak satupun dari mereka yang tampaknya mampu memberikan jawaban yang benar.
<p>Analisis :</p> <ul style="list-style-type: none"> • Kata <u>perkembangan</u> merupakan penyesuaian gramatikal penerjemahan struktural dengan penambahan -an, biasa disebut dengan kata sandang tak tentu. • kata <u>tampaknya</u> merupakan penyesuaian gramatikal penerjemahan struktural dengan penambahan -nya, biasa disebut kata sandang tentu. kata <u>mengusulkan</u> dan <u>bereksperimen</u> merupakan penyesuaian gramatikal bentuk jamak. 		
2.	Theories and methods that have been looked at, such as "mainstream linguistics," "universal grammar," "statistical modeling," "derivation trees," "parsing algorithms," etc., all seem to be dead-end approaches because no significant improvement has occurred.	Teori dan metode yang telah dilihat, seperti "linguistik arus utama," "tata bahasa universal," "pemodelan statistik," "pohon derivasi," "algoritma penguraian," dll., <u>Semua tampaknya</u> merupakan pendekatan buntu karena tidak ada yang signifikan perbaikan telah terjadi.
<p>Analisis :</p> <ul style="list-style-type: none"> • Kata <u>semua</u> mengacu pada seperti "linguistik arus utama," "tata bahasa universal," "pemodelan statistik," "pohon derivasi," "algoritma penguraian," dll. Jadi tidak perlu dijelaskan lagi karena sudah mengacu pada kalimat sebelumnya. Ini biasa disebut penyesuaian kata benda (gerund). 		
3.	Why? And where is the way out?	Mengapa? Dan di mana jalan keluarnya?
<p>Analisis :</p> <ul style="list-style-type: none"> • Kalimat diatas merupakan bagian dari Question tag. 		

Paragraph 3		
4.	Now that machine translation has become an undeniably valid technology, it is time for translation experts to stand up and offer their input for solving the problem Machine translation booming, human translators doomed?	Sekarang karena terjemahan mesin telah menjadi teknologi yang tidak dapat disangkal valid, sekarang saatnya bagi para ahli terjemahan untuk berdiri dan menawarkan masukan mereka untuk memecahkan masalah Booming penerjemahan mesin, penerjemah manusia pasti hancur?
<p>Analisis :</p> <ul style="list-style-type: none"> • Kata <u>saatnya</u> merupakan penyesuaian gramatikal penerjemahan struktural dengan penambahan -nya, biasa disebut dengan kata sandang temntu. • <u>Para Ahli</u> merupakan penyesuaian gramatikal bentuk jamak. • <u>Penerjemah manusia hancur?</u> merupakan salah satu bentuk question tag. 		
Paragraph 4		
5.	Translators have rarely been involved in the research and development of machine translation.	Penerjemah jarang terlibat dalam penelitian dan pengembangan terjemahan mesin.
<p>Analisis :</p> <ul style="list-style-type: none"> • Kata <u>pengembangan</u> merupakan salah satu penyesuaian gramatikal penerjemahan struktural dengan penambahan -an, hal ini biasa disebut dengan kata sandang tak tentu. 		
6.	Incredibly, and yet inevitably, machine translation (MT) is becoming a global industry in this computerized era.	Luar biasa, namun tak terhindarkan, <u>terjemahan mesin</u> (MT) menjadi industri global di era yang terkomputerisasi ini.
<p>Analisis :</p> <ul style="list-style-type: none"> • <u>sebuah industri global</u> merupakan penyesuaian gramatikal penerjemahan struktural frasa benda. • <u>terkomputerisasi</u> merupakan penyesuaian gramatikal penerjemahan struktural kata benda verba (gerund). 		
7.	With the information explosion and globalization of all kinds of business, the world is badly in need of competent translators.	Dengan ledakan informasi dan globalisasi semua jenis bisnis, dunia sangat membutuhkan penerjemah yang kompeten.
<p>Analisis :</p> <ul style="list-style-type: none"> • Kata <u>membutuhkan</u> merupakan penyesuaian gramatikal penerjemahan struktural 		

<p>dengan penambahan.</p> <ul style="list-style-type: none"> • semua jenis bisnis adalah salah satu penyesuaian gramatikal penerjemahan struktural bentuk jamak. 		
8.	<p>Confronted with enormous volumes of documents either composed in or to be translated into an increasing number of different languages, people are coming to the realization that it is neither realistic nor humane to devote human resources to such translation exercises, a considerable portion of which would be mechanical, routine, and imagination-suppressing.</p>	<p>Dihadapkan dengan volume dokumen yang sangat besar baik yang disusun dalam atau untuk diterjemahkan ke dalam semakin banyak bahasa yang berbeda, orang-orang menyadari bahwa tidaklah realistis atau manusiawi untuk mencurahkan sumber daya manusia untuk latihan penerjemahan semacam itu, sebagian besar darinya akan menjadi mekanis, rutin, dan menekan imajinasi.</p>
<p>Analisis :</p> <ul style="list-style-type: none"> • <u>Diterjemahkan kedalam banyak bahasa</u> yang berbeda merupakan penyesuaian gramatikal penerjemahan struktural kalimat elips, yaitu dengan menghilangkan salah satu komponen sebelumnya. • <u>banyak bahasa</u> dan <u>orang-orang</u> adalah salah satu dari beberapa penyesuaian gramatikal penerjemahan struktural kata jamak. 		
Paragraph 5		
9.	<p>It is the growing practical demands for cheap, quick, and automatic translation that has enabled research in the field of MT to survive all the criticism and thrive in the past fifty years.</p>	<p>Tuntutan praktis yang berkembang untuk terjemahan yang murah, cepat, dan otomatis telah memungkinkan penelitian di bidang MT untuk bertahan dari semua kritik dan berkembang dalam lima puluh tahun terakhir.</p>
<p>Analisis :</p> <ul style="list-style-type: none"> • Kata ganti <u>it</u> diawal kalimat berfungsi sebagai subjek tetapi tidak memiliki arti tentu. <u>It</u> disini ditujukan guna menekankan penuturan atau bagian kalimat yang berada di posisi sebelumnya. 		

INTERVIEW TRANSCRIPT

Student 1 (ASR)

No.	Subject	Interview Material
1.	Researcher	Do you know about grammatical equivalence?
	Student	Yes, I do.
2.	Researcher	Can you recognize grammatical equivalence in a sentence?
	Student	Yes, I can.
3.	Researcher	If you recognize it, can you comprehend the meaning of the grammatical equivalence?
	Student	I don't really.
4.	Researcher	Do you have difficulties in translating grammatical equivalence?
	Student	Yes, I do.
5.	Researcher	Out of the 5 categories of grammatical equivalence (number, gender, person, tense, and voice), which one(s) do you have difficulty with?
	Student	I think number, person, and tense.
6.	Researcher	Why do you think you have difficulties in translating grammatical equivalence?
	Student	Maybe because my English knowledge is not too good.
7.	Researcher	How do you overcome those difficulties?
	Student	Keep learning English.

INTERVIEW TRANSCRIPT

Student 2 (DM)

No.	Subject	Interview Material
1.	Researcher	Do you know about grammatical equivalence?
	Student	Yes, I do.
2.	Researcher	Can you recognize grammatical equivalence in a sentence?
	Student	Sometimes I can, sometimes I can not.
3.	Researcher	If you recognize it, can you comprehend the meaning of the grammatical equivalence?
	Student	Yes, I think.
4.	Researcher	Do you have difficulties in translating grammatical equivalence?
	Student	Yes, I do.
5.	Researcher	Out of the 5 categories of grammatical equivalence (number, gender, person, tense, and voice), which one(s) do you have difficulty with?
	Student	Maybe person, tense, and voice.
6.	Researcher	Why do you think you have difficulties in translating grammatical equivalence?
	Student	Because of my poor vocabulary.
7.	Researcher	How do you overcome those difficulties?
	Student	Read more books and watch English tv programs.

INTERVIEW TRANSCRIPT

Student 3 (AMS)

No.	Subject	Interview Material
1.	Researcher	Do you know about grammatical equivalence?
	Student	Yes, I do.
2.	Researcher	Can you recognize grammatical equivalence in a sentence?
	Student	Maybe.
3.	Researcher	If you recognize it, can you comprehend the meaning of the grammatical equivalence?
	Student	Yes, I can.
4.	Researcher	Do you have difficulties in translating grammatical equivalence?
	Student	Yes, I do.
5.	Researcher	Out of the 5 categories of grammatical equivalence (number, gender, person, tense, and voice), which one(s) do you have difficulty with?
	Student	I think I don't really understand person and tense.
6.	Researcher	Why do you think you have difficulties in translating grammatical equivalence?
	Student	Because of my poor vocabulary.
7.	Researcher	How do you overcome those difficulties?
	Student	By learning more vocabulary, so I can understand more words in English.

INTERVIEW TRANSCRIPT

Student 4 (AF)

No.	Subject	Interview Material
1.	Researcher	Do you know about grammatical equivalence?
	Student	Yes, I do.
2.	Researcher	Can you recognize grammatical equivalence in a sentence?
	Student	I can, sometimes.
3.	Researcher	If you recognize it, can you comprehend the meaning of the grammatical equivalence?
	Student	Yes, I can.
4.	Researcher	Do you have difficulties in translating grammatical equivalence?
	Student	Yes, I do
5.	Researcher	Out of the 5 categories of grammatical equivalence (number, gender, person, tense, and voice), which one(s) do you have difficulty with?
	Student	I think I don't really understand tense category, and sometimes person.
6.	Researcher	Why do you think you have difficulties in translating grammatical equivalence?
	Student	Maybe because of my lack of English knowledge in general.
7.	Researcher	How do you overcome those difficulties?
	Student	Reading more books about grammatical equivalence.

INTERVIEW TRANSCRIPT

Student 5 (DSI)

No.	Subject	Interview Material
1.	Researcher	Do you know about grammatical equivalence?
	Student	Yes, I do.
2.	Researcher	Can you recognize grammatical equivalence in a sentence?
	Student	Yes, I can.
3.	Researcher	If you recognize it, can you comprehend the meaning of the grammatical equivalence?
	Student	Yes, I can.
4.	Researcher	Do you have difficulties in translating grammatical equivalence?
	Student	Sometimes I do.
5.	Researcher	Out of the 5 categories of grammatical equivalence (number, gender, person, tense, and voice), which one(s) do you have difficulty with?
	Student	Tense category is quite hard.
6.	Researcher	Why do you think you have difficulties in translating grammatical equivalence?
	Student	Because of the difference in English and Indonesian tenses.
7.	Researcher	How do you overcome those difficulties?
	Student	Keep analyzing grammatical equivalence and ask more knowledgeable friends.

INTERVIEW TRANSCRIPT

Student 6 (NMK)

No.	Subject	Interview Material
1.	Researcher	Do you know about grammatical equivalence?
	Student	Yes, I do.
2.	Researcher	Can you recognize grammatical equivalence in a sentence?
	Student	No, I can't.
3.	Researcher	If you recognize it, can you comprehend the meaning of the grammatical equivalence?
	Student	I can't recognized it.
4.	Researcher	Do you have difficulties in translating grammatical equivalence?
	Student	Yes, I do
5.	Researcher	Out of the 5 categories of grammatical equivalence (number, gender, person, tense, and voice), which one(s) do you have difficulty with?
	Student	All of them.
6.	Researcher	Why do you think you have difficulties in translating grammatical equivalence?
	Student	Because of my lack of understanding in English grammar, like tenses and pronouns.
7.	Researcher	How do you overcome those difficulties?
	Student	Learning more by reading books and watch movies, maybe.

INTERVIEW TRANSCRIPT

Student 7 (IA)

No.	Subject	Interview Material
1.	Researcher	Do you know about grammatical equivalence?
	Student	Yes, I do.
2.	Researcher	Can you recognize grammatical equivalence in a sentence?
	Student	Sometimes I can, sometimes I can not.
3.	Researcher	If you recognize it, can you comprehend the meaning of the grammatical equivalence?
	Student	Maybe I can.
4.	Researcher	Do you have difficulties in translating grammatical equivalence?
	Student	Yes, I do.
5.	Researcher	Out of the 5 categories of grammatical equivalence (number, gender, person, tense, and voice), which one(s) do you have difficulty with?
	Student	Every categories except number.
6.	Researcher	Why do you think you have difficulties in translating grammatical equivalence?
	Student	Because of the difference in words structure.
7.	Researcher	How do you overcome those difficulties?
	Student	By reading more books, asking friends and lecturer.

INTERVIEW TRANSCRIPT

Student 8 (DHD)

No.	Subject	Interview Material
1.	Researcher	Do you know about grammatical equivalence?
	Student	Yes, I do.
2.	Researcher	Can you recognize grammatical equivalence in a sentence?
	Student	I can't.
3.	Researcher	If you recognize it, can you comprehend the meaning of the grammatical equivalence?
	Student	No, I can't.
4.	Researcher	Do you have difficulties in translating grammatical equivalence?
	Student	Yes.
5.	Researcher	Out of the 5 categories of grammatical equivalence (number, gender, person, tense, and voice), which one(s) do you have difficulty with?
	Student	Mostly tense and person.
6.	Researcher	Why do you think you have difficulties in translating grammatical equivalence?
	Student	Because I don't know much about English.
7.	Researcher	How do you overcome those difficulties?
	Student	Learning more and more about English so I can understand it.

INTERVIEW TRANSCRIPT

Student 9 (EAA)

No.	Subject	Interview Material
1.	Researcher	Do you know about grammatical equivalence?
	Student	Yes, I do.
2.	Researcher	Can you recognize grammatical equivalence in a sentence?
	Student	Yes, I can.
3.	Researcher	If you recognize it, can you comprehend the meaning of the grammatical equivalence?
	Student	Yes, I can.
4.	Researcher	Do you have difficulties in translating grammatical equivalence?
	Student	Yes, I do.
5.	Researcher	Out of the 5 categories of grammatical equivalence (number, gender, person, tense, and voice), which one(s) do you have difficulty with?
	Student	Person, tense, sometimes voice.
6.	Researcher	Why do you think you have difficulties in translating grammatical equivalence?
	Student	Because English and Indonesian has different grammar.
7.	Researcher	How do you overcome those difficulties?
	Student	Ask the lecturer on the subject.

INTERVIEW TRANSCRIPT

Student 10 (FA)

No.	Subject	Interview Material
1.	Researcher	Do you know about grammatical equivalence?
	Student	Yes, I do.
2.	Researcher	Can you recognize grammatical equivalence in a sentence?
	Student	I can.
3.	Researcher	If you recognize it, can you comprehend the meaning of the grammatical equivalence?
	Student	Yes.
4.	Researcher	Do you have difficulties in translating grammatical equivalence?
	Student	I do.
5.	Researcher	Out of the 5 categories of grammatical equivalence (number, gender, person, tense, and voice), which one(s) do you have difficulty with?
	Student	Person and tense are hard for me.
6.	Researcher	Why do you think you have difficulties in translating grammatical equivalence?
	Student	Because there are many tenses and pronouns in English.
7.	Researcher	How do you overcome those difficulties?
	Student	By learning more about grammar.



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

Jalan Kl. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

Nomor : B-2895/In.28.1/J/TL.00/09/2019
Lampiran : -
Perihal : **IZIN PRA-SURVEY**

Kepada Yth.,
DEKAN FTIK IAIN METRO
di-
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami:

Nama	: PRISTY YULIANI
NPM	: 1293017
Semester	: 15 (Lima Belas)
Fakultas	: Tarbiyah dan Ilmu Keguruan
Jurusan	: Pendidikan Bahasa Inggris
Judul	: AN ANALYSIS OF STUDENTS DIFFICULTIES IN TRANSLATING GRAMMATICAL EQUIVALENCE FROM ENGLISH INTO BAHASA INDONESIA FOR THE FIFTH SEMESTER ENGLISH EDUCATION DEPARTMENT STUDENTS OF THE STATE ISLAMIC INSTITUTE OF METRO

untuk melakukan *pra-survey* di FTIK IAIN METRO.

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu untuk terselenggaranya *pra-survey* tersebut, atas fasilitas dan bantuan serta kerjasamanya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.





KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
 Jalan Ki Hajar Dewantara Kampus 15A Ringmulyo Metro Timur Kota Metro Lampung 34111
 Telp. (0726) 41507; Faksimili (0725) 47296;
 Website: www.metrouniv.ac.id; email: iaimetro@metrouniv.ac.id

SURAT KETERANGAN TELAH MELAKSANAKAN PRA-SURVEY

No: B-3497/In.28.1/J/TL.00/10/2019

Menindak lanjuti surat Institut Agama Islam Negeri (IAIN) Metro Nomor: B-2895/In.28.1/J/TL.00/09/2019, tanggal 23 Mei 2019 Perihal **Pra Survey**, Dengan Ketua Jurusan Tadris Bahasa Inggris IAIN Metro menerangkan bahwa:

Nama : **Pristy Yuliani**
 NPM : 1293017
 Jurusan : Tadris Bahasa Inggris (TBI)

Telah selesai melaksanakan **Pra Survey** selama 2 (dua) pertemuan pada tanggal 14-15 September 2019 di IAIN Metro dengan judul "AN ANALYSIS OF STUDENTS' DIFFICULTIES IN TRANSLATING GRAMMATICAL EQUIVALENCE FROM ENGLISH INTO BAHASA INDONESIA FOR THE FIFTH SEMESTER ENGLISH EDUCATION DEPARTMENT STUDENTS OF THE STATE ISLAMIC INSTITUTE OF METRO" dengan baik.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Metro, Oktober 2019
 Ketua Jurusan TBI

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



**KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) METRO LAMPUNG
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0725) 41507 Fax. (0725) 47296 Website: www.metrouniv.ac.id, e-mail: iaim@metrouniv.ac.id

Nomor : B-3589 /In.28.1/J/PP.00.9/11/2019
Lamp : -
Hal : **BIMBINGAN SKRIPSI**

04 November 2019

Kepada Yth:

1. Dr. Widiya Ninsiana, M.Hum (Pembimbing I)
2. Syahreni Siregar, M.Hum (Pembimbing II)

Dosen Pembimbing Skripsi

Di -

Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka menyelesaikan studinya, untuk itu kami mengharapkan kesediaan Bapak/ Ibu untuk membimbing mahasiswa dibawah ini:

Nama : Pristy Yuliani
NPM : 1293017
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris
Judul : An Analysis Of Students' Difficulties In Translating Grammatical Equivalence From English Into Indonesia

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.
 - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul 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 \pm 1/6 bagian
 - b. Isi \pm 2/3 bagian
 - c. Penutup \pm 1/6 bagian

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

Wassalamu'alaikum Wr. Wb.





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

Jalan Ki. Hajar Dewantara Kampus 15 A Hingrulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

Nomor : B-3864/In.28/D.1/TL.00/11/2019
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
REKTOR IAIN METRO
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-3865/In.28/D.1/TL.01/11/2019, tanggal 18 November 2019 atas nama saudara:

Nama : **PRISTY YULIANI**
NPM : 1293017
Semester : 15 (Lima Belas)
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di IAIN METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF STUDENTS' DIFFICULTIES IN TRANSLATING GRAMMATICAL EQUIVALENCE FROM ENGLISH INTO INDONESIA".

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

Wassalamu'alaikum Wr. Wb.



18 November 2019

Di Metro, 18 November 2019

Dra. Fatmahan MA

0531 199303 2 003



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

Jalan Ki. Hajar Dewantara Kampus 15 A Inggirulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

SURAT TUGAS

Nomor: B-3865/In.28/D.1/TL.01/11/2019

Wakil Dekan I Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro,
menugaskan kepada saudara:

Nama : **PRISTY YULIANI**
NPM : 1293017
Semester : 15 (Lima Belas)
Jurusan : Pendidikan Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di IAIN METRO, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF STUDENTS' DIFFICULTIES IN TRANSLATING GRAMMATICAL EQUIVALENCE FROM ENGLISH INTO INDONESIA".
 2. 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.

Dikeluarkan di : Metro
Pada Tanggal : 18 November 2019





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

Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
 Telp. (0725) 41507 Fax. (0725) 47296 website: www.iainmetro.ac.id email: iainmetro@iainmetro.ac.id

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

Nama : Pristy Yuliani

Jurusan : TBI

NPM : 1293017

Semester : XV

No	Hari/ Tanggal	Pembimbing		Hal-hal yang dibicarakan	Tanda Tangan Mahasiswa
		I	II		
1.	Kamis, 4-1-2016	✓		- Revise chapter II - Space setting - References	<i>Pristy</i>
2.	Selasa, 15-2-2016	✓		- Revise chapter I Prasurvey result Focus of the study Limitation of the study problem Formulation	<i>Pristy</i>
3.	Kamis, 17-3-2016	✓		- Revise chapter III Footnote Space setting	<i>Pristy</i>
4.	Jum'at, 5-5-2017	✓		- Revise chapter I Objectives and benefits of the study Table using bold letters	<i>Pristy</i>

Diketahui :
Ketua Jurusan TBI

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

Dosen Pembimbing I

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



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

Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
 Telp. (0725) 41507 Fax. (0725) 47296 website: www.iainmetro.ac.id Email: administrasi@iainmetro.ac.id

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

Nama : Pristy Yuliani

Jurusan : TBI

NPM : 1293017

Semester : XV

No	Hari/ Tanggal	Pembimbing		Hal-hal yang dibicarakan	Tanda Tangan Mahasiswa
		I	II		
5.	Jumat, 4-8-2019	✓		- Revise chapter ? - Problem formulation - Table ?	<i>Asli</i>
6.	Selasa, 6-8-2019	✓		- Revise chapter ? prior research - Revise chapter ii Data collecting technique	<i>Asli</i>
7.	Selasa, 13-8-2019	✓		- Revise chapter I presurvey data - Revise chapter ii Data resource	<i>Asli</i>
8.	Senin, 19-8-2019	✓		- Revise chapter I presurvey data	<i>Asli</i>
9	16/9/2019	✓		See to submit	<i>Asli</i>

Diketahui :

Ketua Jurusan TBI

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

Dosen Pembimbing I

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



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

Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
 Telp. (0725) 41507 Fax. (0725) 47296 website: www.iainmetro.ac.id Email: iainmetro@iainmetro.ac.id

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

Nama : Pristy Yuliani

Jurusan : TBI

NPM : 1293017

Semester : XV

No	Hari/ Tanggal	Pembimbing		Hal-hal yang dibicarakan	Tanda Tangan Mahasiswa
		I	II		
1	19/08/2019		✓	<ul style="list-style-type: none"> Review your prior research Chapter II insert the observation in your data collection technique Show reference 	<i>Staf.</i>
2	29/08/2019		✓	Acc and continue to the first sponsor	<i>Staf.</i>

Diketahui :

Ketua Jurusan TBI

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

Dosen Pembimbing II

Syahreni Siregar, M.Hum.
 NIP. 19760814 200912 2 004



**KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

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

**FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO**

Nama : Pristy Yuliani
NPM : 1293017

Jurusan : TBI
Semester : XV / 2019

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Jumat / 13-12-2019	✓		- Revise chapter IV Research data	<i>Pristy</i>
2.	Selasa / 17-12-2019	✓		- Revise abstract Revise chapter V - conclusion	<i>Pristy</i>
3.	18/12/19	✓		Acc to manager	

Mengetahui,
Ketua Jurusan TBI

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

Dosen Pembimbing I,

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



**KEMENTERIAN AGAMA
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: iaimetro@metrouniv.ac.id

**FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO**

Nama : Pristy Yuliani
NPM : 1293017

Jurusan : TBI
Semester : XIV / 2019

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	Monday 16/12/2019		✓	Revisi chapter IV Revisi your suggestion	
2	Wednesday 18/12/2019		✓	Acc and continue to the first sponsor	

Mengetahui,
Ketua Jurusan TBI

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

Dosen Pembimbing II,

Syahreni Siregar, M.Hum.
NIP. 19760814 200912 2 004

CURRICULUM VITAE



Pristy Yuliani was born in Metro, July 3, 1994. She is the first daughter from Mr. Eko Cahyono and Mrs. Surtiana.

She had graduated from Elementary School 3 (SDN 3) Banjarrejo, Batanghari, Lampung Timur in 2006. Three years later, she graduated from Junior High School 2 (SMPN 2)

Metro, Lampung in 2009. Then she continued to Senior High School of Kartikatama Metro in 2012. In 2012, she continued her study as an S1 student of English Education Department at IAIN Metro.