

AN UNDERGRADUATE THESIS

**AN ANALYSIS OF THE STUDENTS' ABILITY
IN TRANSLATING GRAMMATICAL EQUIVALENCE
AMONG THE THIRD SEMESTER AT IAIN METRO
IN THE ACADEMIC YEAR OF 2018/2019**

By:

**OKTAVIA MARTINA PUTRI
STUDENT.ID. 14121967**

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



**STATE INSTITUTE FOR ISLAMIC STUDIES
(IAIN) OF METRO
1440 H/ 2019 M**

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**Presented as a Partial Fulfillment of the Requirements
for the Degree of Sarjana Pendidikan (S. Pd)
in English Education Department**

By:

**OKTAVIA MARTINA PUTRI
STUDENT.ID. 14121967**

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

**Sponsor : Dr. Umi Yawisah, M.Hum
Co-Sponsor : Syahreni Siregar, M.Hum**

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ABSTRACT

By: Oktavia Martina Putri

The objective of this research to understand and explain about an analysis of the students' ability in translating grammatical equivalence in students' of IAIN Metro academic year 2018/2019. As a problem the grammatical equivalence in translation which found on the background of the study. The researcher want to discuss about the categories of grammatical equivalence in translation at the English Education Program of IAIN Metro in the Academic Year of 2018/ 2019.

This research is qualitative research. The data collected through *documentation, and interview*. Additionally, this research applied Miles and Huberman models, to analyze the research data through some step, namely, *data collection, data reduction, data display and drawing conclusion*. In this research used purposive sampling technique, the researcher took 15 sheet work of translation students on third semester of English Education Program at IAIN Metro as her sampling.

The analysis presented here show that the students grammatical equivalence translations are still need to be improved. After analyzing this phenomenon, the the grammatical equivalenct were found 21 % of number, 20% of gender, 22% person, 19% tense and 18 % of the voice. From this result, the students of IAIN Metro need further comprehension in using grammatical equivalence, and the lecturer should give more elaboration about the use of grammatical equivalence in translation precisely.

Key Words: Translation, Grammatical Equivalence

**ANALISIS KEMAMPUAN MAHASISWA
DALAM MENERJEMAHKAN PADANAN GRAMATIKA
OLEH MAHASISWA SEMESTER TIGA
PENDIDIKAN BAHASA INGGRIS IAIN METRO
TAHUN AKADEMIK 2018/ 2019**

ABSTRAK

Oleh: Oktavia Martina Putri

Tujuan dalam penelitian ini adalah untuk mengetahui kemampuan mahasiswa pada penerjemahan grammatical equivalence oleh mahasiswa pendidikan bahasa inggris IAIN Metro tahun akademik 2018/ 2019. Seperti masalah penggunaan padanan gramatika di penerjemahan pada latar belakang masalah. Peneliti ingin mendiskusikan tentang kategori padanan gramatika pada terjemahan mahasiswa bahasa inggris di IAIN Mtero tahun ajaran 2018/2019 .

Penelitian ini adalah penelitian kualitatif. Data dikumpulkan melalui dokumentasi dan wawancara. Model Miles dan Huberman digunakan untuk menganalisis data penelitian melalui beberapa langkah, seperti data collection, data reduction, data display, and drawing conclusion. Dalam penelitian ini menggunakan tehnik purposive sampling, peneliti mengambil 15 hasil terjemahan siswa semester tiga pada mahasiswa pendidikan bahasa inggris di IAIN Metro sebagai sampel.

Analisis yang telah dilakukan menunjukkan bahwa pemahaman padanan gramatika mahasiswa masih perlu dikembangkan. Setelah menganalisa fenomena tersebut, ditemukan ketidaksepadananan umum pada makna sebanyak 21% dalam penggunaan padanan gramatika jenis number, 20% gender, 22% person, 19% tense dan 18% voice. Dari hasil penelitian ini, mahasiswa IAIN Metro masih membutuhkan pemahaman yang lebih lanjut dalam penggunaan padanan gramatikal, dan para dosen sebaiknya memberikan penjelasan tentang penggunaan padanan gramatikal dalm menerjemahkan dengan tepat.

Kata Kunci:penerjemahan, Padanan gramatika



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Jalan Ki. 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.iain@metrouniv.ac.id

NOTIFICATION LETTER

Number :
Appendix :
Matter : **In order to hold the munaqosyah
of Oktavia Martina Putri**

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

Assalamu'alaikum, Wr. Wb

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

Name : Oktavia Martina Putri
Student Number : 14121967
Department : English Education
Faculty : Tarbiyah and Teaching Training
Title : AN ANALYSIS OF THE STUDENTS' ABILITY IN
TRANSLATING GRAMMATICAL EQUIVALENCE
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It has been agreed so it can be continued to the Tarbiyah Faculty in order to be discussed on the Munaqosyah. Thank you very much.

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Sponsor

Dr. Umi Yawisah, M.Hum
NIP. 196204241999032001

Metro, May 2019
Co-Sponsor

Syahreni Siregar, M.Hum.
NIP. 197608142009122004



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

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Nomor :
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di-

Tempat

Assalamu'alaikumWr.Wb.

Setelah kami adakan pemeriksaan dan pertimbangan seperlunya maka skripsi yang disusun oleh:

Nama : Oktavia Martina Putri
NPM : 14121967
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris (TBI)
Judul Skripsi : AN ANALYSIS OF THE STUDENTS' ABILITY IN
TRANSLATING GRAMMATICAL EQUIVALENCES AMONG
THE THIRD SEMESTER AT IAIN METRO IN THE ACADEMIC
YEAR OF 2018/2019

Sudah kami setujui dan dapat dimunaqosyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.

Wassalamu'alaikumWr.Wb.

Sponsor

Dr. Umi Yawisah, M.Hum.
NIP. 196204241999032001

Metro, May 2019

Co-Sponsor

Syahreni Siregar, M.Hum.
NIP. 197608142009122004



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

Jalan Ki. 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

APPROVAL PAGE

Title : AN ANALYSIS OF THE STUDENTS' ABILITY IN
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THE THIRD SEMESTER AT IAIN METRO IN THE
ACADEMIC YEAR OF 2018/2019
Name : Oktavia Martina Putri
NPM : 14121967
Department : English Education
Faculty : Tarbiyah and Teacher Training

APPROVED BY:

To be examined in Munaqosyah in Tarbiyah Faculty of State Islamic Institute of
Metro.

Sponsor

Dr. Umi Yawisah, M.Hum
NIP. 196204241999032001

Metro, may 2019
Co-Sponsor

Svahreni Siregar, M.Hum.
NIP. 197608142009122004

Head of English Education Departement

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 E-mail: iainmetro@metrouniv.ac.id

RATIFICATION PAGE

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An Undergraduate thesis entitled: AN ANALYSIS OF THE STUDENTS' ABILITY IN TRANSLATING GRAMMATICAL EQUIVALENCE AMONG THE THIRD SEMESTER AT IAIN METRO IN THE ACADEMIC YEAR OF 2018/2019 , Written by: OKTAVIA MARTINA PUTRI, Number: 14121967 English Education Department had been examined (munaqosyah) in Tarbiyah and Teacher Training Faculty on May 22th, 2019, at 10.30-12.30 AM

BOARD OF EXAMINERS

Chairperson : Dr. Umi Yawisah, M.Hum

Reader I : Ahmad Subhan Roza, M.Pd.

Reader II : Syahreni Siregar, M.Hum.

Secretary : Leny Setiana, M.Pd



The Dean of Tarbiyah
and Teacher Training Faculty



Dr. Hj. Akla, M.Pd.

NIP. 19601008 200003 2 005

STATEMENT OF RESEARCH ORIGINALITY

The Undersigned:

Name : Oktavia Martina Putri

Students' Number : 14121967

Faculty : Tarbiyah and Teachers Training

Department : English Education

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

Metro, March 06, 2019

The Writer



Oktavia Martina Putri
NPM. 14121967

HALAMAN ORSINALITAS PENELITIAN

Yang bertanda tangan dibawah ini:

Nama : Oktavia Martina Putri
NPM : 14121967
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Pendidikan Bahasa Inggris

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

Metro, Maret 06, 2019

Penulis



Oktavia Martina Putri
NPM. 14121967

MOTTO

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا (٥)

“ Karenasesungguhnyasesudahkesulitanituadakemudahan”

“for indeed, with hardship (will be) ease”

(Al-Insyirahayat;5)

DEDICATION PAGE

This undergraduate thesis would highly be dedicated to:

- My parents (Mr. Parno and Mrs. Marsuti) for the deeper prayer, the endless loving, the great support and hope to finish this paper. My brother (Mr. Prayogo Pangestu).
- My Best Friends: Nur Hayati, Reny Mardiana, and Gandis Yunita Sari.
- My Almamater State Islamic Institute (IAIN) of Metro.

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All praises due to Allah, the Most Gracious and the Most Merciful because of His wonderful blessing and His mercy, the researcher could finish this research proposal successfully. The incredible blessings make realize that nothing is impossible in the eyes. Thanks for Your will and endless blessing in my life.

Peace and salutation always be given to our beloved prophet Muhammad SAW was a great revolutionary and true educator who guided us from the darkness to the lightness.

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2. Dr. Akla, M.Pd., as the Dean Tarbiyah and Teacher Training Faculty.
3. Ahmad Subhan Roza, M.Pd., as the Head of English Education Department
4. Dr. Umi Yawisah, M.Hum as my sponsor and Syahreni Siregar, M.Hum as my co sponsor also as consultants of this research proposal. Thanks for all of your suggestion, recommendation and support for this research proposal from beginning till the end.
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Finally, this Undergraduate Thesis is expected to be able to provide useful knowledge and information to the readers.

Metro, March 2019

The researcher,



OKTAVIA MARTINA PUTRI

St. ID. 14121967

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CHAPTER 1

INTRODUCTION

A. Background of the study

Language is a set of arbitrary symbol. The function of language are to express one's emotions, needs, thoughts, attitudes, and as a system of communication. English is one of language in the world which is used as an international language. English as an international language has an important role in the world. It is used by everyone to communicate with other people in several activities. In certain countries, it is used as a second language which mean that it is spoken as a daily language by the society.

In indonesia, English is considered as the first foreign language. Learning language is a need for most indonesia people. Because they think that by mastering English well, it will be easier for them to understand some information, not only in printed but also in electronic media, such as books, news papers, magazines, radio, television, internet, and so on. For those reason indonesia government has established English beings to be taught in primary school.

In the context of English language teaching in Indonesia, the teaching of English especially translation is one of particular importance. For students universities, proficiency in translation is most essential. It is because translation is one of the best skills that can help us to understand the word, phrase, clause and sentence in a text or context, to understand

the message what the speaker said and especially to communicate each other.

Translation is the process to transfer written or spoken source language (SL) texts to equivalent written or spoken target language (TL) texts. Translation is not an easy process. In translation, we must understand source language and reconstruct the message into the natural target language. The difference between source language and target language and the variation in their cultures make the process of translating a real challenge. Some factors that can challenge the process of translating such as form, meaning, proverb, style, culture, idiom, grammatical equivalence, etc. In this paper the writer concentrates in translating grammatical equivalence.

Whereas, grammatical equivalence always related to morphological and syntactical aspect. It is the crucial aspect to know about structural patterns of both English and Indonesia. So that, the researcher can conclude that is the process of translating that has considered the equivalent of word, phrases, clause or sentence and has involved grammatical structure. The following are the example of grammatical equivalence:

a. Person

- She stopped **me**. (Dia memberhentikanku)
- I'll decide **your** performance two days later. (Saya akan memutuskan penampilan dua hari kemudian).

b. Tense

- The dog **barked** last night loudly. (Anjing itu menggonggong dengan keras tadi malam).
- My father **will fix** the computer soon. (Ayahku akan memperbaiki komputer itu segera).

c. Voice

- She **returned** the book the library yesterday. (Kemarin, dia mengembalikan buku-buku itu ke perpustakaan).
- The agenda **will be held** about 10 minutes later. (Acara akan dilaksanakan sekita 10 menit kemudian).

d. Number

- I have two brother. (Aku memiliki dua saudara laki-laki).
- This is my first time to join this event. (ini adalah pertama kalinya aku mengikuti acara ini).

e. Gender

- A **man** try to climb the mountain. (Seorang pria mencoba untuk mendaki gunung itu).
- My **mother** always gives me a delicious lunch. (Ibuku selalu memberiku sebuah makan siang yang lezat).

The problems in translation were pointed out by translation grade transcript of the third semester students given by the lecturer of translation, Yeasy Agustina Sari, M.Pd., on Monday, August 6th, 2018.

Table 1

The Score of Pra-survey Data in class A:

no	Students code	The score	Category
1	BBC	55	Enough
2	ENF	55	Enough
3	IM	55	Enough
4	FDP	60	Enough
5	MSG	60	Enough
6	AM	55	Enough
7	RF	60	Enough
8	AA	80	Very good
9	HTM	65	Good
10	STA	80	Very good
11	AM	65	Good
12	BYY	65	Good
13	MN	70	Good
14	NMH	55	Enough
15	RAM	70	Good

Source: The pra-survey data, taken on Agust 06, 2018

Table 2

The presentage of Students' score by Translating in A Class

No	Score	Students	Percentage	Category
1	86-100	0	0	Excellent
2	76-85	2	20%	Very good
3	61-75	4	40%	Good
4	46-60	9	90%	Enough
5	20-45	0	0	Poor
	Total	15	150%	

By analyzing the pra-survey result above, it can be concluded that a great deal students of English education Study Program gained the error in translating.

B. Focus of the Study

In line with the problem, the writer limits the problem only to analyze the students' ability in translating grammatical equivalence at IAIN Metro in the Academic year of 2018/2019.

C. Problem Formulation

The problem formulation of this research is:

“ How is the students use grammatical equivalence in translating text among the third semester students of IAIN Metro in the academic year of 2018/2019?”

D. Objectives and Benefits of the Study

a. Objective of the Study

- 1) To find out the ways in translating grammatical equivalence done by the third semester students of IAIN Metro in the Academic year of 2018/2019.
- 2) To find out the students' ability in the third semester of IAIN Metro in translating grammatical equivalence in the Academic year of 2018/2019.

b. Benefits of the Study

- 1) For the students
 - a) To help the students in understanding the meaning.
 - b) To increase their performance in translation ability.
- 2) For the Lecturer
 - a) To give information about the importance in translating grammatical equivalence.
 - b) To give inspiration to the lecturer in the order to teach translation subject intensively.

3) For the Writer

This research can be the writer knowledge to learn translation more.

E. Prior Research

This research will be conducted based on the consideration of some prior research. The first prior research was done by Rusmiati who conducted a

research in the title of *Grammatical Equivalence in the Indonesian Translation of J.K Rowling's Novel: Harry Potter and the Deathly Hallows*. Rusmiati research's findings of the analysis are as follows. First, with regard to number, singular or plural forms in the source language (SL) can be translated into either singular or plural forms in the target language (TL). Second, with regard to person and gender, all SL pronouns can be translated into their respective counterparts in TL. Third, SL tenses and aspects can be translated lexically or understood from the context. Fourth, the active forms in SL can be translated into either TL active or passive forms, while the passive forms are translated into TL passive forms. In translating, when the message or information is eliminated by changing the form of sentence, it will create problems such as found in the novel.¹

In addition, the second prior research was done by Yulian Dwi Aristya who did a research in title of *The Analysis Of Students' Mastery in Grammatical Equivalence Found in Students Translating Indonesian Sentences into English One at the Eleventh Grade of Sma N 8 Purworejo in The Academic Year 2016/2017*. Yulian's result research shows that the average of students' mastery get 80% . Yulian found it belongs to excellent criteria. Her research shows there are 20(67%) respondents got excellent level, 10(33%) respondents gained good level and 0(0%) respondent result in fair level. To make students' translating in Indonesia to English is equivalence

¹ Rusmiati, *Grammatical Equivalence in the Indonesian Translation of J.K Rowling's Novel, "Harry Potter and the Deathly Hallows"*, (English Department Faculty Of Languages And Arts Semarang State University: 2010), p. vii

in meaning and structure, the Yulian suggests that the teacher to evaluate their way in teaching translation especially about grammatical equivalence, so the student can avoid make same omission.²

The writer's research has similarity and differentiation with Rusmiati's research. The similarity the form of the same topic of research that is about they us of grammatical equivalence in translation. Meanwhile, the diffenciation is in form of the different sample of research. The writer willanalyze the students' ability in translating grammatical equivalence at IAIN Metro in the Academic Year of 2018/2019. Meanwhile, Rusmiati analized grammatical equivalence in the Indonesian translation of J.K Rowling's Novel: "*Harry Potter and the Deathly Hallows*"

The similarity between the writer's research and Yuliana's research is in the form of the same topic of research that is about they use of grammatical equivalence in translation. The deferenciation deals with the deferent sample and the deferent tipe of text. The sample of the writer research is the third semester student's of IAIN Metro that will be asked to translate the text from English into Indonesian. Meanwhile, yuliana's sample research is the eleventh grade of sma n 8 purworejo in the academic year 2016/2017. That was asked to translate the text from Indonesian sentences into English.

²Yulian Dwi Aristya, *The Analysis Of Students' Mastery in Grammatical Equivalence Found in Students Translating Indonesian Sentences into English*, (purworejo: 2017), p. viii

CHAPTER II

REVIEW OF THE LITERATURE

A. The concept of Translation Ability

1. Definition of Translation

The nature of translation is reflected by the expert' definition. To obtain translation skill, one must know about at least two languages, which are used in the process of transferring the message from a source language (SL) into a target language (TL).

According to Lawrence Venuti, translation is a process by which the chain of signifiers that constitutes the source-language text is replaced by a chain of signifiers in the target language which the translator provides on the strength of an interpretation.³ It means that translation concerns on reproduce the message not the form, find the equivalent message and give the priority on meaning and also maintain style as far as possible in target language.

In line with the definition above, translation is defined as a second-order representation: only the foreign text can be original, an authentic copy, true to the author's personality or intention, whereas the translation is derivative, fake, potentially a false copy.⁴

From the definition above, it can be inferred that Larson gives the emphases on changing of form. Therefore, the translator should try

³ Lawrence Venuti, *The Translator's Invisibility: A History of Translation*, (London and New York: Routledge, 2004) p. 17

⁴*Ibid*, p.7

to acquire the equivalent of form between the form of the source language and that of the target language.

The next definition taken from Susan Busnett, translation is not just the transfer of texts from one language into another, it is now rightly seen as a process of negotiation between texts and between cultures, a process during which all kinds of transactions take place mediated by the figure of the translator.⁵ In addition, the definition from Catford, translation is an activity of enormous importance in the modern world and is a subject of interest not only to linguists, professional and amateur translators and language-teachers, but also to electronic engineers and mathematicians.⁶

Based on explanation above, it can be concluded that translation is changing of form from source language to target language in form of maintaining meaning, style and message in order to find the equivalent message in the target language.

2. Process of Translation

According to Chan divided the process of translation in three stages. They are; analysis, transfer, restructuring.⁷

a. Analysis

Analysis is described by these two scholars as ‘the set of procedures, including back transformation and componential

⁵ Susan Busnett, *Translation Studies*, (London and New York: Routledge, 2002), p. 6

⁶ J.c. Catford, *A Linguistic Theory of Translation*, (London: Oxford University Press, 1978), p.vii

⁷ Chan Sin-wai, *The Future of Translation Technology: Toward a World Without Babel*, (London and New York: Routledge, 2017), P.32

analysis, which aim at discovering the kernels underlying the source text and the clearest understanding of the meaning, in preparation for the transfer.

The translator has to analyze the kind of the text before translating the source language. In addition, at least a translator has to understand the text that will be translated or ask for help the person who skillful and knowledgeable in the subject. For instance, when the translator encounters the text which deal with medicine issue and the translator has clue to the medical terms, as a result she/he will be confused and create disorganized translation. That is the reason why an understanding of a text is very essential, all above can be obtained by analysis.

b. Transfer

Transfer, on the other hand, is described as the second stage, in which 'the analysed material is transferred in the mind of the translator from language A to language B.

After analysis the text, the next stage is to transfer the message from the source language to target language. Transfer is not an easy work, because each language has a different meaning and concept. In this case the translator has to be able to find out the closest equivalent words, phrase, clause and sentence from the source language to target language.

c. Restructuring

Restructuring is the final stage, in which the results of the transfer process are transformed into a 'stylistic form appropriate to the receptor language and to the intended receptors.

The last stage is restructuring. It is the stage of adjustment, when the translator has already transfer the message with equivalent word. s/he need to adjust the sentence to be better on, detach them from the term of source language with no odd meaning.

From expalation above, it can be inferred that a translator should has knowledge about source language and target language. So, the translator can achieve the equivalent meaning from source language to targer language.

3. Types of Translation

In his article 'On Linguistic Aspects of Translation', Roman Jakobson distinguishes three types of translation:

- a. Intralingual translation, or rewording(an interpretation of verbal signs by means of other signs in the same language).
- b. Interlingual translation or translation proper(an interpretation of verbal signs by means of some other language).

c. Intersemiotic translation or transmutation (an interpretation of verbal signs by means of signs of nonverbal sign systems).⁸ Intralingual translation thus refers to a rewording or rephrasing in the same language for example, when we rephrase an expression or text in the same language to explain or clarify something we might have said or written. Intersemiotic translation would occur if a written text were translated, for example, into music, film or painting.⁹

4. Methods of Translation

According to Newmark, he mentions eight methods of translation they are:

a. Word-for-word Translation

This is often demonstrated as interlinear translation, with the TL immediately below the SL words. The SL word-order is preserved and the words translated singly by their most common meanings, out of context. Cultural words are translated literally. The main use of word-for-word translation is either to understand the mechanics of the source language or [to construe a difficult text as a pre-translation process.

b. Literal Translation

The SL grammatical constructions are converted to their nearest TL equivalents but the lexical words are again translated singly,

⁸Susan Bussnett, *Translation Studies*, (London and New York: Routledge, 2002) p. 23

⁹Jeremy Munday, *Introducing Translation Studies: Theories and application*, (London and New York: Routledge, 2001), P.5

out of context. As a pre-translation process, this indicates the problems to be solved.

c. Faithful Translation

A faithful Translation attempts to reproduce the precise contextual meaning of the original within the constraints of the TL grammatical structures. It 'transfers' cultural words and preserves the degree of grammatical and lexical 'abnormality' (deviation from SL norms) in the translation. It attempts to be completely faithful to the intentions and the text-realisation of the SL writer.

d. Semantic Translation

Semantic translation differs from 'faithful translation' only in as far as it must take more account of the aesthetic value (that is, the beautiful and natural sounds of the SL text, compromising on 'meaning' where appropriate so that no assonance, word-play or repetition jars in the finished version. Further, it may translate less important cultural words by culturally neutral third or functional terms but not by cultural equivalents - *une nonne repassant un corporal* may become 'a nun ironing a corporal cloth' - and it may make other small concessions to the readership. The distinction between 'faithful' and ^semantic' translation is that the first is uncompromising and dogmatic, while the second is more flexible, admits the creative exception to 100% fidelity and allows for the translator's intuitive empathy with the original.

e. Adaptation

This is the 'freest' form of translation. It is used mainly for plays (comedies) and poetry; the themes, characters, plots are usually preserved, the SL culture converted to the TL culture and the text rewritten. The deplorable practice of having a play or poem literally translated and then rewritten by an established dramatist or poet has produced many poor adaptations, but other adaptations have 'rescued' period plays.

f. Free Translation

Free translation reproduces the matter without the manner, or the content without the form of the original. Usually it is a paraphrase much longer than the original, a so-called 'intralingual translation, often prolix and pretentious, and not translation at all.

g. Idiomatic Translation

Idiomatic translation reproduces the 'message' of the original but tends to distort nuances of meaning by preferring colloquialisms and idioms where these do not exist in the original- (Authorities as diverse as Seteskovitch and Stuart Gilbert tend to this form of lively, 'natural' translation.)

h. Communicative Translation

Communicative translation attempts to render the exact contextual meaning of the original in such a way that both content and

language are readily acceptable and comprehensible to the readership.¹⁰

5. Translation Rubric

Scale of translation mastery

1. Translate (T) shows consistent and major misunderstandings of the source language (ST) meaning.
2. Translate (T) contains elements that reflect a flawed understanding of major and/or several minor themes of the source language(ST)and/or the manner in which they are presented in the source language(ST). There is evidence of errors in interpretation that lead to the meaning of the source language(ST) not being fully communicated in the Translate(T).
3. Translate(T) contains elements that reflect a general understanding of the major and most minor themes of the source language(ST) and the manner in which they are presented in the source language(ST). There may be evidence of occasional errors in interpretation but the overall meaning of the source language(ST) appropriately communicated in the Translate(T).
4. Translate (T) contains elements that reflect a complete understanding of the major and minor themes of the source language(ST) and the manner in which they are presented in the

¹⁰Peter Newmark, *a Textbook of Translating*, (Prentice Hall International, 1988), p.45-47

source language(ST). The meaning of the source language(ST) is proficiently communicated in the Translate(T).

5. Translate(T) contains elements that reflect a detailed and nuanced understanding of the major and minor themes of the source language(ST) and the manner in which they are presented in the source language(ST). The meaning of the source language(ST) is masterfully communicated in the Translate(T).¹¹

B. Grammatical Equivalence

1. The Concept of Equivalence in Translation

Equivalence is a central concept in translation theory, but it is also a controversial one.¹² Equivalence refers to the relationship between an original and its translation, where both fulfil the same communicative function; adequacy is the relationship between source and translation where no functional match obtains and the ‘skopos’ of the translation has been consistently attended to. Whether such a terminological distinction is necessary and sound is open to debate. Of more relevance here is the failure of the authors to spell out exactly how one is to determine whether a translation is either adequate or equivalent, let alone how to assess its skopos. Also, given the crucial role assumed by the purpose or skopos of a translation in this model, it follows that the source text is of secondary

¹¹Claudia V. Angelelli And Holly E. Jacobson, *Testing And Assessment In Translation And Interpreting Studies: A Call For Dialogue Between Research And Practice*,(Amsterdam and Philadelphia, 2009) P.40

¹² Mona Baker and Gabriela Saldanha, *Routledge Encyclopedia of Translation Studies*, (New York: Routledge, 2009), p. 96

importance; in fact, the source text is degraded to a mere ‘source of information’ that the translator may change as he or she sees fit.¹³

According to Bahaa-eddin Equivalence is the relationship between the source language (SL) and the target language(TL). Its main goal is to produce a text in the target language(TL) that will have the same effect as the original text had on the receivers belonging to the source language (SL) culture. Formal equivalence is the rigid adherence to the form of the original language. On the contrary, dynamic equivalence is the complete disregard for the form (not the message) of the original language. In fact, there are no complete or full equivalent texts. The concept of equivalence is relative because of linguistic and cultural differences.¹⁴

2. Types of Equivalence in Translation

Theory of translation is characterized by the distinction between two types of equivalence: formal equivalence and dynamic equivalence. For formal equivalence, the translator focuses on the message itself, that is, its form and content, and there should be a close similarity between the source language (SL) and the target language(TL) message. Concerning dynamic equivalence, Nida mentions that this type is based on “the principle of equivalent effect”, in which “the relationship between receptor

¹³*Ibid.*, p.224

¹⁴ Bahaa-eddin Abulhassan Hassan, *Between English and Arabic: A Practical Course in Translation*, (Cambridge Scholars Publishing , 2014), p.11

and message should be substantially the same as that which existed between the original receptor and the message”.¹⁵

3. The Concept of Grammatical Equivalence

Zellig S. Harris states that grammatical equivalence is especially great if, for example, someone has a number of intervals all containing *Casals*, besides many others interlarded among the first but containing *he*, and if we can find no common textual environments to show that *Casals* and *he* are equivalent.¹⁶ This means that equivalence is a term used to the nature and extent of the relationships between SL (source language) and TL (target language) text or smaller linguistic units. Grammatical equivalence refers to the diversity of grammatical categories across language.

In addition, It is defined by Philipp Sebastian Angermeyer that grammatical equivalence is as formal equivalence between lexical items and grammatical structures of the two languages involved, as the structural differences that exist between any two linguistic systems make consistent formal equivalence impossible.¹⁷ It means that grammatical equivalence refers to the diversity of grammatical categories across languages.

4. The Importance Grammatical Equivalence in translation

If the target language lacks a grammatical category which exists in the source language, the information expressed by that category may have

¹⁵*Ibid.*, p.14

¹⁶ Zellig S. Harris, *Papers in Structure and Transformational Linguistics*, (Holland: D. Reidel Publishing Company, 1970), p. 335

¹⁷Philipp Sebastian Angermeyer, *Speak English or What?*, (New York: Oxford University Press, 2015), p. 101

to be ignored. Jakobson suggests that ‘no lack of grammatical device in the language translated into makes impossible a literal translation of the entire conceptual information contained in the original. This is true in theory, but in practice, the lack of a grammatical device can make the translation of ‘the entire conceptual information’ very difficult indeed. First, the lack of a grammatical category in a given language suggests that the indication of information associated with that category is regarded as optional. The frequency of occurrence of such optional information tends to be low, and a translation which repeatedly indicates information that is normally left unspecified in the target language is bound to sound unnatural. Second, because such information would have to be expressed lexically, it is likely to assume more importance in the target text than it does in the source text. The fact that lexical choices are optional gives them more weight than grammatical choices.¹⁸

The importance of equivalence in translation. Thus equivalence is variously regarded as a necessary condition for translation, an obstacle to progress in translation studies, or a useful category for describing translations. As already indicated, proponents of equivalence-based theories of translation now define equivalence as a relationship between two texts: a source text (ST) and a target text (TT). Equivalence relationships are also said to hold between parts of source text (ST) and target text (TT). In many cases, it is this relationship that allows the target

¹⁸ Mona Baker, *In Other Words A Coursebook On Translation*, (new York: Routledge, 2018), p. 98

text (TT) to be considered a translation of the source text (ST) in the first place. This definition of equivalence is not unproblematic, however. Pym for one, has pointed to its circularity: equivalence is supposed to define translation, and translation, in turn, defines equivalence.¹⁹

It is pointed out by Elena Tognini-Bonelli that Grammatical equivalence in translation has to be revisited in the light of these units, and that the matching between two equivalents has to be verified when all the components that are necessary for the unit to function have been identified, that is, at the level of the ultimate pragmatic function, the semantic prosody.²⁰

5. The Kinds of Major Categories in Grammatical Equivalence

According to Mona Baker the kinds of difficulty that translators often encounter because of differences in the grammatical structures of source and target languages. There are five categories that consist of²¹;

a. Number

The idea of countability is probably universal in the sense that it is readily accessible to all human beings and is expressed in the lexical structure of all languages. However, not all languages have a grammatical category of number, and those that do do not necessarily view countability in the same terms. As explained

¹⁹ Mona Baker and Gabriela Saldanha, *Routledge Encyclopedia of Translation Studies*, (New York: Routledge, 2009), p.96

²⁰ Elena Tognini-Bonelli, *Corpus Linguistics at Work*, (Amsterdam: John Benjamins Publishing Company, 1996), p.131

²¹ Mona Baker, *In Other Words A Coursebook On Translation*, (New York: Routledge, 2018), p.98-115

earlier, English recognizes a distinction between one and more than one (singular and plural). This distinction has to be expressed morphologically, by adding a suffix to a noun or by changing its form in some other way to indicate whether it refers to one or more than one: *student / students* , *fox / foxes* , *man / men* , *child / children* . The form of a noun in these languages does not normally indicate whether it is singular or plural. For example, *my book* and *my books*.

b. Gender

Gender is a grammatical distinction according to which a noun or pronoun is classified as either masculine or feminine in some languages. The distinction applies to nouns which refer to animate beings as well as those which refer to inanimate objects. For example, French distinguishes between masculine and feminine gender in nouns such as *fil*s /*fil*le (‘son’/‘daughter’) and *chat*/*chat*te (‘male cat’/‘female cat’). In addition, nouns such as *magazine* (‘magazine’) and *construction* (‘construction’) are also classified as masculine and feminine respectively. Determiners, adjectives, and sometimes verbs usually agree with the noun in gender as well as in number.

c. Person

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*). A number of languages spoken in North America have four rather than three distinctions in the category of person. In these languages, the fourth person refers to ‘a person or thing distinct from one already referred to by a third person form.

d. Tense

Tense and aspect are grammatical categories in a large number of languages. The form of the verb in languages which have these categories usually indicates two main types of information: time relations and aspectual differences. Time relations have to do with locating an event in time. The usual distinction is between past, present and future. Aspectual differences have to do with the temporal distribution of an event, for instance its completion or non-completion, continuation or momentariness. In some languages, the tense and aspect system, or parts of it, may be highly developed, with several fine distinctions in temporal location or distribution.

e. Voice

The use of the passive voice is extremely common in many varieties of written English and can pose various problems in translation, depending on the availability of similar structures, or structures with similar functions, in the target language. Because of its widespread use in technical and scientific English in particular, it has had a strong influence on similar registers in other languages through translation. The tendency to translate English passive structures literally into a variety of target languages which either have no passive voice as such or which would normally use it with less frequency is often criticized by linguists and by those involved in training translators. Voice is a grammatical category which defines the relationship between a verb and its subject. In active clauses, the subject is the agent responsible for performing the action. In passive clauses, the subject is the affected entity, and the agent may or may not be specified, depending on the structures available in each language.

Active: (a) Nigel Mansell opened the Mansell Hall in 1986.

Passive: (b) The Mansell Hall was opened in 1986.

(c) The Mansell Hall was opened by Nigel Mansell in 1986.

CHAPTER III

RESEARCH METHODOLOGY

A. The Characteristic and the Type of Research

There are basically three types of research that can be used in educational scope namely qualitative, quantitative, and classroom action research. A research which focuses on analyzing the data for description and theme using text analysis and interpreting the large meaning of the finding is called qualitative research.²²

Qualitative research is a research of phenomena which the writer is as its instrument to collect, to analyze, and to describe the data with convince language. Going to this statement, the writer applied the qualitative research to analyze the students' ability in translating grammatical equivalence at IAIN Metro in Academic year 2018/2019.

Based on the explanation above the writer decided to propose a qualitative research as the characteristic of the research. The type of this research is case study. Case study is a research that involves an in depth study of an issue explored though one or more cases within a bounded system.²³The issue can be a program, an event, a group, an activity, on individual or severals.This study concentrates on one case and the conclusion also concentrates on the case.

²² Creswell, John W., *Educational Research Planning: conducting and evaluating Qualitative and Qualitative Research*, fourth edition, (BostonLPearson Education Ltd, 2012), p.16

²³ Creswell, John W., *Qualitative Inquiry and Research Desing: choosing among five approaches*, (California: Sage Publication, 2007), p.73

B. Source of Data

Data source was divided into primary data and secondary data. In this research, the primary data was achieved from the data of the third semester students of IAIN Metro. The data is about the ability in translating grammatical equivalence got from 15 students of the third semester at IAIN Metro. Then, the secondary data, as it was collected from archival data such as initial accumulated survey information of institution statistic of documentation, was gained from any book that discuss in grammatical equivalence on translation.

C. Data Collecting Technique

The writer employed data are as follows:

1. Documentation

Documentation is the act of recording the documents used as written evidence in the research. Documentation also saves the time expense of transcribing. Accordingly, the data from a test of translating grammatical equivalence, as primary data, and the secondary data needed are documented as data resource in the form of documentation. The documentation will be done in order to know the students' ability in translating grammatical equivalence at the third semester of IAIN METRO in the academic year of 2018/2019.

2. Interview

To collect the data, the writer will also conduct some interviews. The interview will be performed in the form of open-ended interview. The interviews are aimed at gaining any useful information regarding to

the primary data. The writer is planning to determine the informants based on their competency in translation skill and performance. The informants that will be asked to the students.

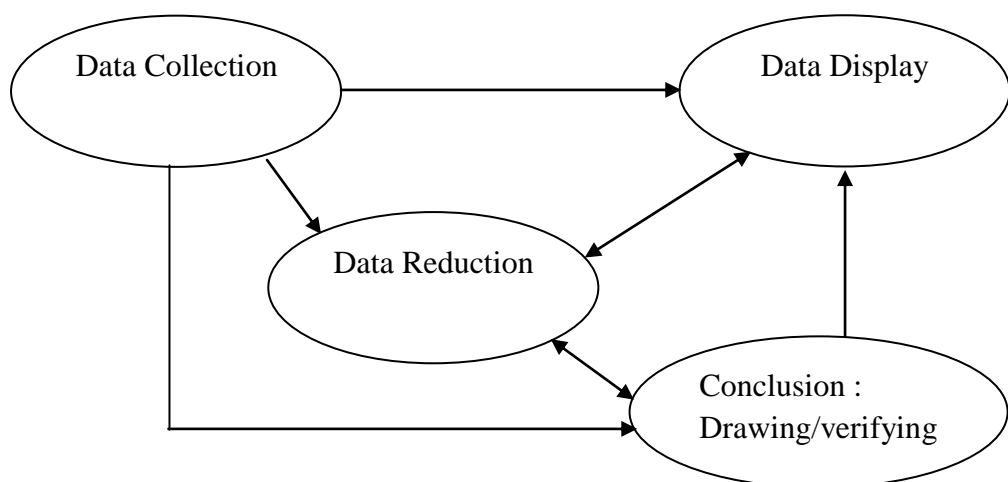
D. Data Analysis Technique

Analysis data in qualitative research is used when the data collecting is going on. Miles and Huberman explained that activity in qualitative data analysis is used interactively and pass of continuously until complete, so the data have already saturated, the steps of analysis are shown in the figure below:

Figure 1

The Component in Data Analysis (Interactive Model)

By Miles and Huberman.²⁴



²⁴ Matthew B. Miles et al, *Qualitative Data Analysis*, (London: Sage Publication Ltd, 1994), 2ED, p. 10-12

The activity in analysing the data of the figure above is mentioned by the following explanation:

1. Data Collection

This is the first step before the data are lively analyzed. In this research the writer collected many data which are greatly meedes for this research. The writer got research for at IAIN Metro in Academic year 2018/2019. Accordingly, the writer decided to observe 15 students at at IAIN Metro in Academic year 2018/2019 of English department. The sample technique that will be used is purposive sampling technique. Purposive sampling technique is also called “judgmental sampling,” that involves the deliberate selection of individuals or elements by the researcher on the basis of predefined criteria.²⁵ In qualitative study, the researcher may decide to choose purposely only those who can clearly become the sample chosen based on the need of the research. In this way, the researcher purposely selects individuals to represent insight that can answer the research question.

2. Data Reduction

Data reduction is the process of selecting, focusing, simplifying, abstracting, and transforming the information that appear in transcription.

3. Data Display

²⁵Elizabeth Depoy and Laura N. Gitlin, *Introduction to Research: Understanding and Applying Multiple Strategies*, (Maryland: Elsevier, 2016), p.199

Data display is the presentation of the information that is done in short essay, draft, relationship among the category, flowchart and etc. The display should be able to describe the content of the entire the data.

4. Conclusion

Conclusion includes drawing and verifying. It is process of elaborating with lengthy argumentation and review of the conducted research.

E. Approach

To conduct this research the researcher use qualitative research. Qualitative research focuses on analyzing the data and finally making conclusion about data. The approach in this research is case study. "Case study is method of exploring and analyzing the life of social unit-be that a person, a family, institution, culture group, or event and entire community."²⁶ The case study is used to give delination about phenomem in real life.

The process of conducting case study research plan commonly have some steps as follows:

1. Determine research focus and problem formulation.
2. Determine the case, ways of data collection technique and data analysis technique.
3. Prepare the instriment of data collection.

²⁶ Yogest Kumar Singh, *Fundamental of Research Methodology and Statistic*, (India: New Age International Publisher, 2006), p.148

4. Collect data.
5. Evaluation and analysis data.
6. Write report.

CHAPTER IV

RESULT AND DISCUSSION

A. Description of Research

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 TanjungKarang.

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 TanjungKarang. 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 RadenIntanTanjungKarang". Of the year 1993, IAIN RadenIntanTanjungKarang was changed to IAIN RadenIntan 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

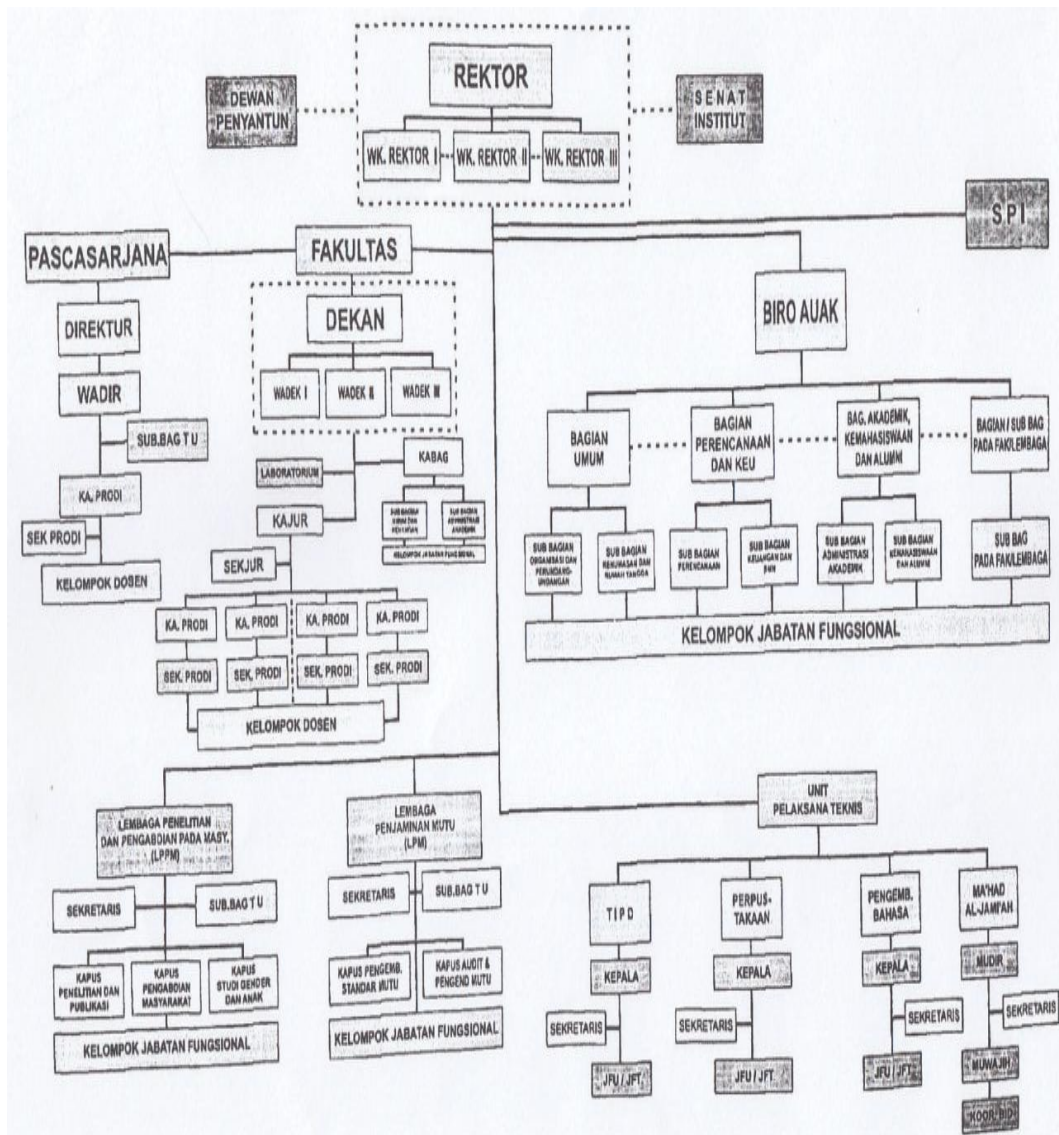
legalized. That was the history of establishment of STAIN JuraiSiwo Metro.

Now, IAIN Metro has four faculties namely tarbiyah 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 1
The organization structure of IAIN Metro



Source: observation of state institute for islamic studies in academic year 2017/2018.

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 3

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 2

The location sketch of IAIN Metro (Campus 1)

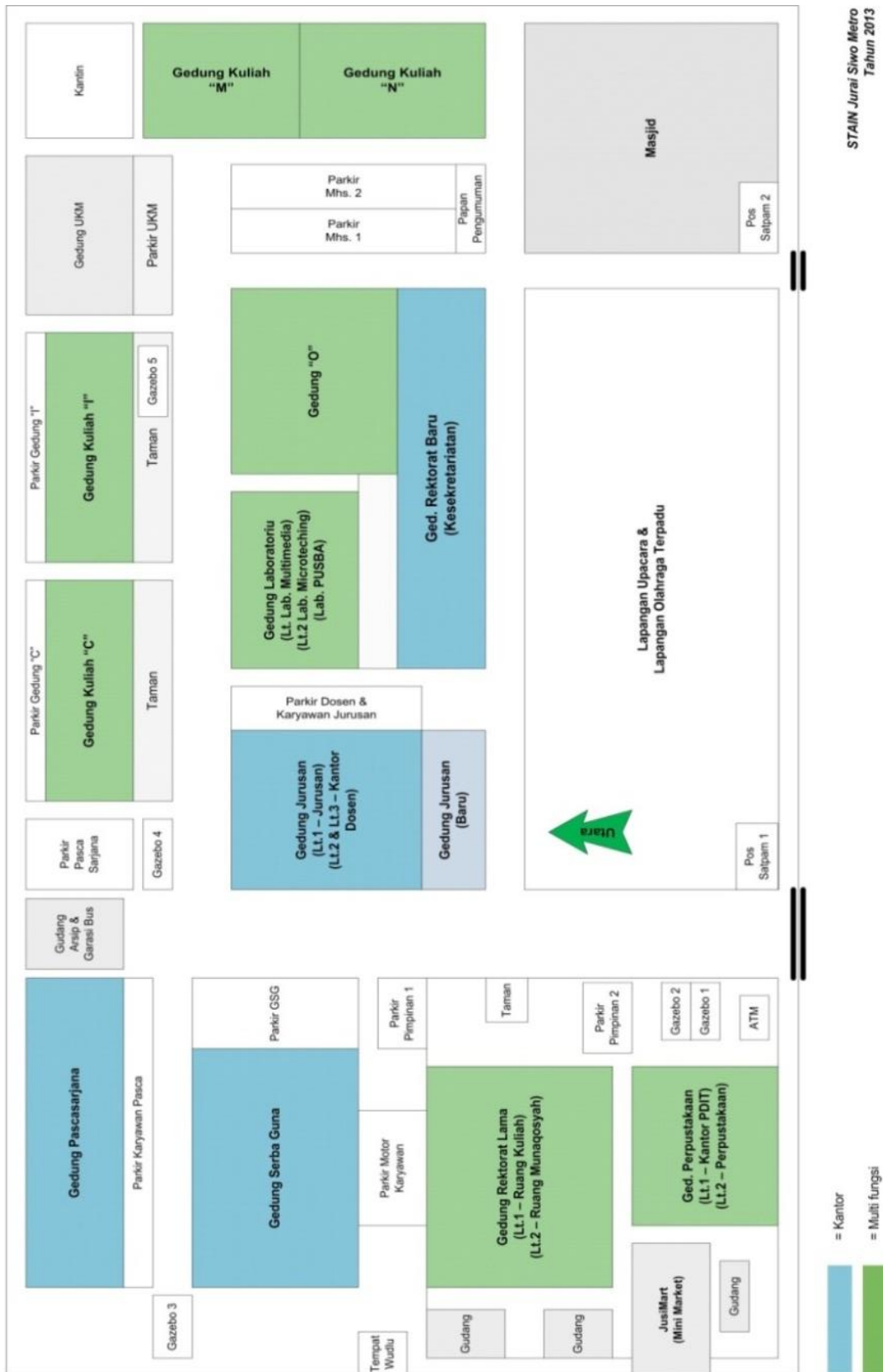
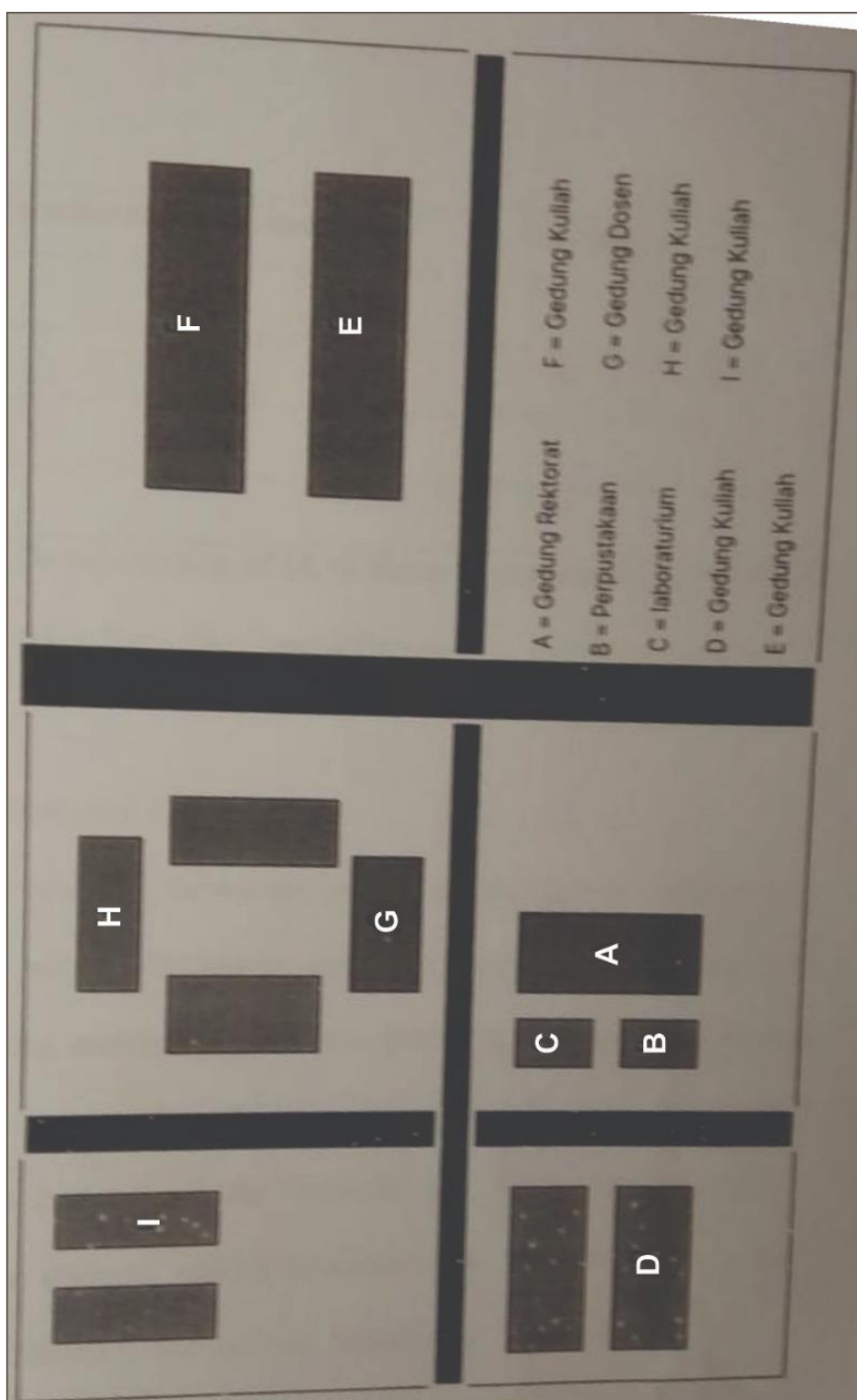


Figure 3

The location sketch of IAIN Metro (Campus 2)



e. The Students in IAIN Metro

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

Table 4

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
2	Economy business faculty	D3 Syari'ah banking program (D3 PBS)	307
		S1 Syari'ah banking program (S1 PBS)	924
		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 2017/2018

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 HajarDewantara 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:

Developing the Students' privacy through knowledge, reinforcement, and actualization toward religious, national, and civil life in Islamic culture.

- a. Building and developing humanist, democratic, and modern academic atmosphere.
- b. Growing the professionalism ethic through theoretical knowledge basic mastery.

- c. Providing qualified service of education to produce smart and skillful educator candidates who have good attitude.
- d. 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

Translation is one of English skill that has to be mastered by a translator. It is the action or process of translating from the language to another language. Generally in indonesia, to know the usage of English better and quickly and making it easy is learning translation from English into Indonesia or Indonesia into English deeply.

In this research, the researcher specifically analyzed and investigate the grammatical equivalent of students' translation especially in translating grammatical equivalence. The primary data was achieved the data of the third semester students of IAIN Metro. The data is about the ability in translating grammatical equivalence got from 15 students of the third semester at IAIN Metro.

Regrettably, translating grammatical is still low coprehended by the students in the third semester students of IAIN Metro. From the collect data, the researcher found 178 grammatical equivalent of translating grammatical equivalence which obtain from 15 students' translation which categorized into the five kinds of grammatical equivalents namely person, tense, gender, tenses and voice.

The following table illustrated the grammatical equivalence which they made.

Table 5

The students' Ability in Translating Grammatical Equivalence based on the categories of Grammatical Equivalence

No	Name of Students	Categories of Grammatical Equivalence					Total
		Number	Gender	Person	Tense	Voice	
1	AP	2	1	3	2	1	9
2	AG	3	2	1	1	2	9
3	DA	2	2	2	1	2	9
4	DS	4	2	2	2	1	11
5	EO	3	3	2	3	1	12
6	FP	1	2	3	2	2	10
7	IS	3	2	1	2	3	10
8	KA	2	3	4	2	3	14
9	HN	3	2	2	5	3	15
10	LS	2	3	4	4	2	15
11	LA	3	4	1	3	1	12
12	MY	2	2	3	2	4	13
13	NI	2	3	4	1	3	13
14	SS	4	3	5	2	2	16
15	SA	1	2	3	2	1	9
	Total	37	36	40	34	31	178
	percentage	21%	20%	22%	19%	18%	100%

Table 5: common not equivalent of the students' translation grammatical equivalence

Based on the table above, it can be said that there are some not equivalents.

Generally found in translating grammatical equivalence. In addition, the followings are the description:

1. Person

Person of translating grammatical equivalence here divided into three types namely *personal pronoun*, *reflexive pronoun* and *possesive pronoun*. The total of the use of person are 40 common not equivalents which were made by fifth students. The illustrations of the common not equivalents as followed:

“It smelt in his ears, and slowly left the place because the bears do not want to touch the dead creatures”. (Paragraph 3, line 1)

“Itumelebur didalam telinga, dan perlahan-lahan meninggalkan tempat tersebut karena beruang tidak mau menyentuh makhluk yang sudah mati”.

Based on the sentence above, the meaning in Target Language is not equivalent because the meaning of word “it” is *Beruang*, not *itu*. So, the meaning *itu* should be change to the meaning <*Beruang*>.

2. Tense

What make the English tense complicated is the fact that the term present, past and future within tense do not actually refer to the present time, past time and future time. In Bahasa Indonesia, on the other hand, there are not changes of verb of form in representing the tense category.

Word which are usually used to express tense in Bahasa Indonesia are *sudah* or *telah* (to express the idea of past tense), ‘*sedang*’ (to indicate present tenses), and the word ‘*akan*’ (for future tenses). The total of the use tense are 34 common not equivalents. Here are common not equivalents in tense aspect:

“They promised each other that they **would always** be together in any case of danger”. (Paragraph 1, line 3)

*“Mereka saling berjanji bahwa mereka **untuk selalu** bersama-sama meski dalam keadaan bahaya sekalipun”.*

The meaning *untuk selalu* is less appropriate to the sentence above because litterally, the word “would” meaning *akan*. The tenses is *Simple Future Tens*. It is talking about the future form. So the equivalent meaning that suitable of the tense is <*akan selalu*>.

3. Voice

Mona states that voice in English grammar refers to the active or passive use of a verb. He also notes the English people use the active voice more often than the passive voice since they prefer to make a direct statement of an action. The total of

the use voice are 31 common not equivalents. The following are common not equivalent in translating voice conducted by the students:

“What did the bear **whisper** into your ears”? (Paragraph 3, line 3)

“*Apa yang beruang **dibisikkan** ke telingamu*”?

Based on the sentence above, the students translate “whisper” with the meaning *dibisikan*. Basically, it is the active voice form. Actually, in composing the active voice sentence, we have to change the passive voice sentence. So, from the sentence above, the equivalent meaning that suitable is *<bisikan>*.

4. Number

The idea of countability is probably universal in the sense that it is readily accessible to all human beings and is expressed in the lexical structure of all languages. However, not all languages have a grammatical category of number, and those that do not necessarily view countability in the same terms. The total of the use voice are 37 common not equivalents. The illustrations of the common not equivalents were as followed:

“There were **two** close friends who were walking through the forest together”. (Paragraph 1, line 1)

“*Ada **kedua** orang teman dekat yang berjalan melewati hutan bersama-sama*”.

Based on the sentence above, the students translate “two” with the meaning *kedua*. The mening of the word is still not equivalent. The meaning in target language should be translate by meaning *<dua>*, not *kedua*.

5. Gender

Gender is a grammatical distinction according to which a noun or pronoun is classified as either masculine or feminine in some languages. The distinction applies to

nouns which refer to animate beings as well as those which refer to inanimate objects. The total of the use tense are 36 common not equivalents. The following are common not equivalent in translating gender conducted by the students:

“**They** saw a large bear getting closer toward them”. (Paragraph 2, line1)

“*Diamelihatadaberuangbesar yang semakinmendekatkearahmereka*”.

Based on the sentence above, the meaning in Target Language is not equivalent because the meaning of word “they” is *Beruang*, not *dia*. So, the meaning *dia* should be change to the meaning <*Beruang*>.

In the same way, the researcher conducted an interview for fifteen students by giving them five questions related to the translation ability.

Here are the results of students’ interview:

Question:

1. What do you know about translation?

Answered:

R1 : It is translation the meaning from the main language to other language that’s called BSA and BSU; we had learn it semester 3.

R2 : Translation is transfer meaning source language to target language.

R3 : Translation is translated of word or sentence for one language to another language.

R4 : Translation is the communication of the meaning of source language text.

R5 : Translation is transfer meaning from source language to target language.

R6 : Translate is import exchange process from BSU to BSA.

R7 : Translation is the way to make other people understand about something especially on English text.

R8 : Translate mean transfer meaning from one language to another.

- R9 : Translate is import exchange process from BSU to BSA.
- R10 : Translate word or sentence from one language to another.
- R11 : Translation is to translate some text to their language.
- R12 : Translation is one of the still English that change the source language to target language..
- R13 : Translation is the way to make other people understand about something especially on English text.
- R14 : Translation is the communication of the meaning of a source language text by means of an equivalent target language text.
- R15 : Translation is the communication of the meaning of source language text by means of an equivalent target language.

Terminologically, based on the result above, fifteen students' know about the definition of translation precisely

Question:

2. What do you know about grammatical equivalence?

Answered:

- R1 : It is a fonder for best sentence or good way in your speaking.
- R2 : Grammatical Equivalence is refers to the delivery of grammatical.
- R3 : Grammatical equivalence refers to the diversity of grammatical category a cross language to pose some problem in term of finding a direct correspondence in the target language.
- R4 : Grammatical equivalence is diversity of grammatical categories a cross language. Rules may a cross language and this may pose some problems in term finding a direct correspondence in the translation.

- R5 : Grammatical equivalence refers to the diversity of grammatical categories across language that may vary a cross language and it tends to pose some problem in term finding a directcorrespondence in the target language.
- R6 : Grammatical equivalence is interconnectedness between on word and other.
- R7 : Grammatical equivalence is a term used to refer to the nature and extent of the relationship between source language and target language.
- R8 : Grammatical equivalence means the diversity of grammar and it is equality with grammar from around the world.
- R9 : Grammatical equivalence is interconnectedness between on word and other.
- R10 : Grammatical equivalence refers to the diversity of grammatical categories across language that may vary a cross language and it tends to pose some problem in term finding a directcorrespondence in the target language.
- R11 : -
- R12 : Grammatical equivalence is the way to connect other words to another word in text..
- R13 : I don't know it so much.
- R14 : Grammatical equivalence is a term used to refer to the nature and extent of the relationship between source language and target language texts or smaller linguistic unit.
- R15 : Grammatical equivalence is diversity of grammatical categories a cross language. Rules may a cross language and this may pose some problems in term finding a direct correspondence in the translation.

Theoretically, all of students don't understand yet more grammatical equivalence. It is assumed strange for them. Several of them still don't understand yet about the theory.

Question:

3. What is the main problem encounter when translating in grammatical equivalence? Give your reason!

Answered:

- R1 : I don't know anything about that before, I means we had face the translation in university class.
- R2 : The difference of culture, so can become problem when we want to man sure.
- R3 : -
- R4 : Finding a direct correspondence in the target language with a possibility of changes in the way the message. Finding equivalence from one language (source language) into another language (target language).
- R5 : The differences of culture so can become problem want to translate.
- R6 : Difficult to search word that will be compiled, cause usually there is a word wrong.
- R7 : Difference in structure of language and culture are the main problems that must be face in translation, because every translation we also have to look the structure of the language and culture of the target language.
- R8 : Differences in culture and grammar in each countries make it difficult to translate.
- R9 : Difficult to search word that will be complied.
- R10 : -
- R11 : -
- R12 : in may opinion the main problem is about the arrangement to target language cause the arguments are different.
- R13 : How to arrange sentence into the target language is difficult.

R14 : Difficult to use tenses. Because I think before we translating we must knowing or understand the tenses.

R15 : Finding a direct correspondence in the target language with a possibility of changes in the way the message. Finding equivalence from one language (source language) into another language (target language).

Mainly, the students find the main problem in translation that is about tense and finding a direct correspondence in target language.

Question:

4. What will you do before translating? Please explain!

Answered:

R1 : Do an understanding about material which we will translate and make same means another paper for exercise.

R2 : Read the material and understanding the meaning.

R3 : Before I translate the text, I read the text before and then make translate from the text word by word and connect to be sentence.

R4 : The first step in process of translating a source language text into the find suitable equivalence in target language, the term equivalence? Is actually a key term in translation and it has been defined variously by differntssholars.

R5 : First read the text before, and understanding about material. Then underline words who we don't know means of word.

R6 : Prepared dictionary, have to know mean about that.

R7 : I will read the whole text first and the underline words that I don't understand.

R8 : I will read the whole text first and the underline words that I don't understand.

R9 : Prepared dictionary, have to know mean about that.

- R10 : understand the contents of the text carefully understand word for word an sentence for climax.
- R11 : Translate word by word, and then try to make an sentence.
- R12 : I will read more than one times cause and I will try to understand the text.
- R13 : I will read it more than one times try tounderstand about material.
- R14 : Before translating I will reading the sentence so I know the verb that I don't know before, after that I will o[en the dictionary to know the meaning of the sentence, word and paragraph.
- R15 : The first step in process of translating a source language text into the find suitable equivalence in target language, the term equivalence? Is actually a key term in translation and it has been defined variously by differntssholars.

Most of the student's ad the text before translating it. One of them don't answer the question.

Question:

5. In translating, what are the main problem that you find to understand a text in grammatical equvalence?

Answered:

- R1 : Myself cause I knowing nothing about that.
- R2 : Different grammatical make difficult translate from source language.
- R3 : -
- R4 : Differences using language between source language and target language. Differences meaning between source language and target language changing idiom, phrase from source language and target language make a confuse.
- R5 : Differences grammatical make difficult translate from source language to target language difficultlt find equivalence from each language
- R6 : Sometimes don't know the meaning of every word.

- R7 : The main problem is differences language structure and culture differences that lead to different meaning.
- R8 : Different grammar makes it difficult to transfer meaning from each word.
- R9 : Sometimes don't know the meaning of every word.
- R10 : -
- R11 : -
- R12 : The first one is vocabularies that we have not ever seen before.
- R13 : How to copy it into other language and understand about text.
- R14 : The main problem is less in verbs. Many of students know the verb of English and to understand the text the students must understand tenses before.
- R15 : Differences using language between source language and target language. Differences meaning between source language and target language changing idiom, phrase from source language and target language make a confuse.

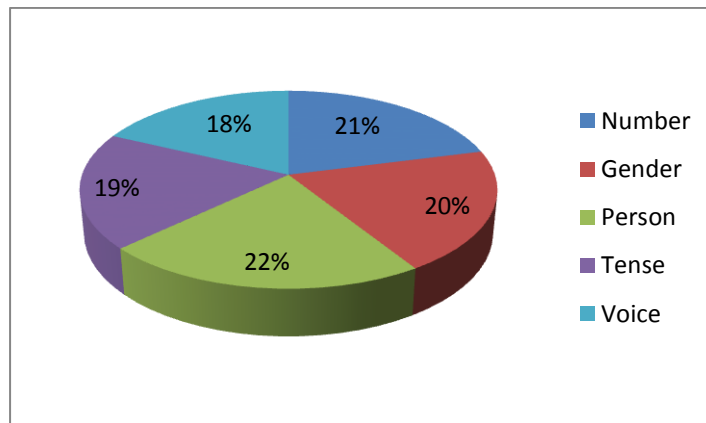
All students said that three categories above are so difficult and complicated. Mainly, the students felt difficult in tense aspect.

C. Discussion

This research was conducted in the third semester of IAIN Metro in the academic year of 2018/2019. It means that the result of this research was definite and limited only on these participants in that place and time. In the other word, the result might be different when it was conducted in the different place, time and participant even though it had the same matter.

Based on interview data with the third semester students in IAIN Metro, the translation lecture has taught and gave the students the assignment to translate the text related to the grammatical equivalence. Yet, the students still find and difficulties in comprehending the use of grammatical equivalence in translating the text.

The following here is the data of grammatical equivalence made by third semester that can be seen by means of chart below:



The diagram pie out that there are several common not equivalents in translating grammatical equivalence made by students. The common not equivalent were. The are 21% of number, 20% of gender, 22% of person, 19% of tense and 18 % of voice.

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

Based on the data above, the researcher found 178 grammatical equivalents in translating grammatical equivalence made by the third semester students' of IAIN Metro. They are 37 item of number, 36 items of gender, 40 item of person, 34 item of tense and 31 items of voice.

Based on chart above, the reseacher can conclude the several grammatical equivalents of translating grammatical equivalence. There are 21% of number, 20% of gender, 22% of person, 19% of tense and 18 % of voice.

Based on research above, the reseacher found 178 grammatical equivalents of translating grammatical equivalence. It is made by the students by analyzing the students' translation. They are 37 item of number, 36 items of gender, 40 item of person, 34 item of tense and 31 items of voice.. Here, the researcher conducted the reseach at the third semester student of IAIN Metro. So that, this research can't be generalized.

B. Suggestion

After conducting and gaining the result of this research, the researcher is going to contructively give suggestion as follow:

1. The students are supposed to enrich their translation ability in translating grammatical equivalence in order to avoid the translation common not equivalent particulary of using the each types of grammatical equivalence in translation.

2. The head of Department is supposed to provide some separated programs related to the English subject, especially translation, to increase students' ability not only in comprehending translation techniques but also in applying grammatical equivalence in the translation text.
3. The lecturers are expected to give a clear elaboration about the importance of translation and the usage of each type of grammatical equivalence with in depth in lecturing process in order to reduce students' unknown about the use of grammatical equivalence in translation.

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APPENDIXES

Text 2

Name : Agung Pangestu

NPM : 1706010160

True Friends

Once upon a time, there were two close friends who were walking through the forest together. They knew that anything dangerous can happen any time in the forest. So they promised each other that they would always be together in any case of danger.

Suddenly, they saw a large bear getting closer toward them. One of them climbed a nearby tree at once. But unfortunately the other one did not know how to climb up the tree. So being led by his common sense, he lay down on the ground breathless and pretended to be a dead man.

The bear came near the one who was lying on the ground. It smelt in his ears, and slowly left the place because the bears do not want to touch the dead creatures. After that, the friend on the tree came down and asked his friend that was on the ground, "Friend, what did the bear whisper into your ears?" The other friend replied, "Just now the bear advised me not to believe a false friend".

~~Teman Sejati~~

~~Tiba-tiba kata, indahnya dua orang sahabat~~

Sahabat Sejati

Suatu hari, ada dua orang sahabat yang bertalan menyusuri hutan bersama-sama. Mereka tahu bahwa sesuatu yang buruk dapat menimpa mereka sewaktu-waktu di dalam hutan itu. Maka mereka telah bertaruhi sebelumnya bahwa mereka akan selalu bersama dalam segala situasi dan keadaan.

A: 2

B: 1

P: 3

T: 2

V: 1

Tiba-tiba, mereka menykat seekor beruang yang besar menghampiri mereka. Salah satu dari mereka segera memanjat pohon, namun sarung / awat disayangkan yang satu lagi tidak tahu bagaimana cara untuk memanjat pohon, maka dia pun berbaring ditengah dan mengatur nafasnya lauknya seperti orang yang sudah mati.

Beruang itu mendekati yang berbaring ditengah, ia mengendus-endus telungga orang itu, dan kemudian pergi meminggalkan tempat itu, karena seekor beruang tidak mau menyentuh bangkai. Setelah itu, teman

Text 2

Name : Azza Gumelar

NPM : 1701070008

True Friends

Once upon a time, there were two close friends who were walking through the forest together. They knew that anything dangerous can happen any time in the forest. So they promised each other that they would always be together in any case of danger.

Suddenly, they saw a large bear getting closer toward them. One of them climbed a nearby tree at once. But unfortunately the other one did not know how to climb up the tree. So being led by his common sense, he lay down on the ground breathless and pretended to be a dead man.

The bear came near the one who was lying on the ground. It smelt in his ears, and slowly left the place because the bears do not want to touch the dead creatures. After that, the friend on the tree came down and asked his friend that was on the ground, "Friend, what did the bear whisper into your ears?" The other friend replied, "Just now the bear advised me not to believe a false friend".

Taman sesari

Ta da zaman dahulu, ada ~~dua~~ orang sudah yg berjanji menewati hidup bersama. mereka tahu bahwa apapun akan dapat terjadi. mereka pun berjanji apapun terjadi mereka akan tetap bersama.

A:3 Tiba-tiba, mereka melihat seekor burung besar mendekati ke arah

G:2 mereka mamandak pohon terdekat bersama. namun tetapi salah satu dari

P:1 mereka tidak tahu cara memanjat karena kebingungan. dia berbaring

T:1 di ranah dan berpura-pura mati.

V:2 Burung itu mendekati orang yg sedang berpura-pura mati dan menghembus ~~di~~ keuangannya dan perlahan meminggalkan tempat itu ~~dan teman~~ karena burung tidak suka orang mati.

Text 2

Name : Dery Anggrani

NPM : 1901070077

True Friends

Once upon a time, there were two close friends who were walking through the forest together. They knew that anything dangerous can happen any time in the forest. So they promised each other that they would always be together in any case of danger.

Suddenly, they saw a large bear getting closer toward them. One of them climbed a nearby tree at once. But unfortunately the other one did not know how to climb up the tree. So being led by his common sense, he lay down on the ground breathless and pretended to be a dead man.

The bear came near the one who was lying on the ground. It smelt in his ears, and slowly left the place because the bears do not want to touch the dead creatures. After that, the friend on the tree came down and asked his friend that was on the ground, "Friend, what did the bear whisper into your ears?" The other friend replied, "Just now the bear advised me not to believe a false friend".

Sabat Sejati

Pada suatu hari, ada dua teman dekat yang berjalan melalui hutan bersama, mereka tahu bahwa bahaya apapun bisa terjadi setiap waktu di hutan, sehingga mereka berjanji bahwa mereka ~~akan~~ harus selalu bersama dalam bahaya apapun.

- A : 2 Tiba-tiba, mereka melihat burung yang sangat besar mendekat kearah mereka.
B : 2 salah satu mereka memanjat pohon yang ada di dekat mereka. tapi
P : 2 sayangnya salah satu dari mereka tidak tahu bagaimana cara memanjat
T : 1 pohon. jadi dia berpikir, lalu dia jatuh ketanah dengan terengah-engah
U : 2 dan berpura-pura menjadi orang mati.

Burung datang mendarat seseorang yang jatuh ketanah. lalu mencium telinganya dan per pohon-pohon meninggalkan tempat itu karena dia tidak ingin mengentuh makhluk mati. setelah itu temannya turun dari pohon dan bertanya pada temannya "teman, apa yang burung itu bisikan ketelingamu?" temannya menjawab "hanya memberikan nasehat untuk tidak berjanji pada

Text 2

Name : Era Octa Nvita

NPM : 1710170082

True Friends

Once upon a time, there were two close friends who were walking through the forest together. They knew that anything dangerous can happen any time in the forest. So they promised each other that they would always be together in any case of danger.

Suddenly, they saw a large bear getting closer toward them. One of them climbed a nearby tree at once. But unfortunately the other one did not know how to climb up the tree. So being led by his common sense, he lay down on the ground breathless and pretended to be a dead man.

The bear came near the one who was lying on the ground. It smelt in his ears, and slowly left the place because the bears do not want to touch the dead creatures. After that, the friend on the tree came down and asked his friend that was on the ground, "Friend, what did the bear whisper into your ears?" The other friend replied, "Just now the bear advised me not to believe a false friend".

Teman Sejati

Pada suatu waktu, ada dua teman dekat yang berjalan melalui hutan bersama. Mereka tahu bahwa apapun yang yang berbahaya dapat terjadi kapan saja & hutan. Jadi mereka berjanji satu sama lain bahwa apapun yang berbahaya dapat terjadi kapan saja & hutan. Jadi mereka berjanji satu sama lain bahwa mereka akan selalu bersama dalam hal berbahaya apapun.

Tiba-tiba, mereka melihat burung besar mendekati ke arah mereka. Salah satu dari mereka memanjat pohon terdekat sekaligus. Tapi sayangnya salah satu diantara mereka tidak tahu cara memanjat pohon: karena dibimbing oleh akal sehatnya, dia berbaring di tanah dengan terengah-engah dan berpura-pura menjadi orang mati.

Burung itu mendekati orang yang sedang berbaring di tanah. Dan setelah itu, dan perlahan meninggalkan tempat itu karena burung tidak menyentuh makhluk mati. Setelah itu, teman yang di pohon itu turun dan bertanya kepada temannya yang ada di tanah, "teman, apa yang berbisik burung itu ketelingamu? teman yang lain menjawab, "burung itu menasihati ku untuk tidak ^{itu menasihati ketelingamu}

INTERVIEW SHEET

Name : Agung Pangestu
Npm : 1701070160
Class : A JBT

Direction!

- You have to answer the question based on your opinion!
- You are not allowed to discuss with your friends!
- Answer the question clearly!

1. What do you know about translation?

It's transferring the meaning from the main language to other language that's called BSA and BSJ. We had learn it on semester 3.

2. What do you know about grammatical equivalence?

It's like a fonder for best sentence or good way in your speaking.

3. What is the main problem encountered when translating in grammatical equivalence? Give your reason!

I./We don't know anything about that before, I mean we had face the translating in university class

4. What will you do before translating? Please explain!

1. Do an understanding about material which we'll translated.
2. Make some marks on other paper, for exercise.

5. In translating, what are the main problem that you find to understand a text in grammatical equivalence?

My self, cause I or we knowing nothing about that.

INTERVIEW SHEET

Name : Rizki Gumelar
Npm : 1701070000
Class : A

Direction!

- You have to answer the question based on your opinion!
- You are not allowed to discuss with your friends!
- Answer the question clearly!

1. What do you know about translation?

Translation is transfer meaning source language to target language

2. What do you know about grammatical equivalence?

Grammatical equivalence is refers to the delivery of grammatical

3. What is the main problem encountered when translating in grammatical equivalence? Give your reason!

The difference of culture. It can become problem when we want to translate

4. What will you do before translating? Please explain!

First read the material, second understand that meaning.

5. In translating, what are the main problem that you find to understand a text in grammatical equivalence?

Different grammatical make difficult translate from source language

INTERVIEW SHEET

Name : Devi Anggraini
Npm : 1901070077
Class : A

Direction!

- You have to answer the question based on your opinion!
- You are not allowed to discuss with your friends!
- Answer the question clearly!

1. What do you know about translation?

translation is translate of words or sentence from one language to another language.

2. What do you know about grammatical equivalence?

refers to the delivery of grammatical category across language to pose some problems in terms of finding a direct correspondence in the target language.

3. What is the main problem encountered when translating in grammatical equivalence? Give your reason!

4. What will you do before translating? Please explain!

Before I translate the text, I read the text before and then make translate from the text word by word and connect to be sentence.

5. In translating, what are the main problem that you find to understand a text in grammatical equivalence?

INTERVIEW SHEET

Name : Era Octa Novita

Npm : 1701020092

Class : TSI A

Direction!

- You have to answer the question based on your opinion!
- You are not allowed to discuss with your friends!
- Answer the question clearly!

1. What do you know about translation?

Translation is transfer meaning from source language to target language.

2. What do you know about grammatical equivalence?

Grammatical equivalence is refers to the diversity of grammatical

categories across languages that may vary across languages and it tends to pose some problems in term of finding a correct correspondence in the target language

3. What is the main problem encountered when translating in grammatical equivalence? Give your reason!

The differences of culture. So can ~~not~~ become problem when we want to translate.

4. What will you do before translating? Please explain!

First read the text before and understanding about material.

Then underline words that we don't know means of words.

5. In translating, what are the main problem that you find to understand a text in grammatical equivalence?

Differences grammatical makes difficult translate from source language to target language, difficult find equivalence from each language.

True Friends

Once upon a time, there were two close friends who were walking through the forest together. They knew that anything dangerous can happen any time in the forest. So, they promised each other that they would always be together in any case of danger.

Suddenly, they saw a large bear getting closer toward them. One of them climbed a nearby tree at once. But unfortunately the other one did not know how to climb up the tree. So being led by his common sense, he lay down on the ground breathless and pretended to be a dead man.

The bear came near the one who was lying on the ground. It smelt in his ears, and slowly left the place because the bears do not want to touch the dead creatures. After that, the friend on the tree came down and asked his friend that was on the ground, "Friend, what did the bear whisper into your ears?" The other friend replied, "Just now the bear advised me not to believe a false friend".

Teman Sejati

Pada suatu hari di masa lalu, ada dua orang teman dekat yang berjalan melewati hutan bersama-sama. Mereka tahu bahwa di hutan bisa saja terjadi sesuatu yang berbahaya setiap saat. Oleh karena itu, dari awal mereka saling berjanji bahwa mereka akan selalu bersama-sama meski dalam keadaan bahaya sekalipun.

Tiba-tiba, mereka melihat ada beruang besar yang semakin mendekat ke arah mereka. Kemudian seketika salah satu dari mereka memanjat pohon terdekat. Tetapi sayangnya teman yang satu lagi tidak tahu bagaimana caranya memanjat pohon. Jadi dia hanya terdorong oleh akal sehatnya, kemudian ia berbaring di tanah, menahan napasnya, dan berpura-pura menjadi orang yang sudah mati.

Kemudian beruang itu datang dan mendekati orang yang sedang berbaring di tanah tersebut. Beruang itu pun mencium-cium telinganya, dan perlahan-lahan meninggalkan tempat tersebut karena beruang tidak mau menyentuh makhluk yang sudah mati. Setelah itu, temannya yang di pohon turun ke bawah dan bertanya kepada temannya yang berbaring di tanah itu, "Teman, apa yang beruang bisikkan ke telingamu?", si temannya itu menjawab, "Tadi beruang itu mengatakan kepada saya untuk tidak percaya terhadap teman palsu".



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

Jalan Ki. 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

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

Nama : Oktavia Martina Putri
NPM : 14121967

Jurusan : TBI
Semester : IX

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Selasa 16/10	✓		- Revise cover - Revise Chapter I & III - Bibliography	
2.	Kamis 18/10	✓		acc for seminar	

Mengetahui
Ketua Jurusan TBI

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

Dosen Pembimbing I

Dr. Umi Yawisah, M. Hum.
NIP. 196204241999032001



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

Jalan Ki. 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.iain@metrouniv.ac.id

**KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBİYAH DAN ILMU KEGURUAN
IAIN METRO**

Nama : Oktavia Martina Putri
NPM : 14121967

Jurusan : TBI
Semester : IX

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	Thursday 13/09/18		✓	Revise chapter I-III (problem Formulation, prior research etc) - Sampling techniques?	
2	Thursday 03/10/18		✓	Revise again - Show Reference.	
3	Thursday 11/10/18		✓	Acc and continue to the first sponsor	

Mengetahui
Ketua Jurusan TBI

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

Dosen Pembimbing II

Svahreni Siregar, M. Hum.
NIP. 197608142009122004



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

Jalan Ki. 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.iain@metrouniv.ac.id

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

Nama : Oktavia Martina Putri
NPM : 14121967

Jurusan : TBI
Semester : IX

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Feb. 1, 2019	✓		acc for Instrument	

Mengetahui
Ketua Jurusan TBI

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

Dosen Pembimbing I

Dr. Umi Yawisah, M. Hum.
NIP. 196204241999032001



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

Jalan Ki. 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

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

Nama : Oktavia Martina Putri
NPM : 14121967

Jurusan : TBI
Semester : IX

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	Thursday 03/01/19		✓	Revise your Research Instrument Make the table of Scoring in analyzing grammatical equivalence	
2	Thursday 24/01/19			Revise again!	
3	Thursday 31/01/19			Acc Research Instrument	

Mengetahui
Ketua Jurusan TBI

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

Dosen Pembimbing II

Svahreni Siregar, M. Hum.
NIP. 197608142009122004



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

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

FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBİYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Oktavia Martina Putri
NPM : 14121967

Jurusan : TBI
Semester : X / 2019

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Jumat, 10/19/15	√		- Revise COVER - Revise ABSTRACT - Revise chapter V	
2.	Senin, 13/5/19	√		- revision is ok - Acc for munagasyah	

Mengetahui,
Ketua Jurusan TBI

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

Dosen Pembimbing I,

Dr. Umi Yawisah, M.Hum
NIP. 19620424 199903 2 001



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

Jalan Ki. 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

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

Nama : Oktavia Martina Putri
NPM : 14121967

Jurusan : TBI
Semester : X

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Thursday, 25/2019 /04		✓	Revise chapter IV - Analise the translating grammatical equivalence - Interview put in appendix	
2	Thursday 09/05/2019		✓	Ace and Costume 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. 197608142009122004



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-0686 /In.28.1/J/PP.00.9/2/2018
Lamp : -
Hal : **BIMBINGAN SKRIPSI**

Metro, 09 Februari 2018

Kepada Yth:

1. Dra. Umi Yawisah, M.Hum
2. Syahreni Siregar, M.Hum

Dosen Pembimbing Skripsi

Di -
Tempat

Assalamu'alaikum Wr. Wb.

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

Nama : **Oktavia Martina Putri**
NPM : 14121967
Fakultas/Jurusan : Tarbiyah dan Ilmu Keguruan/TBI

Dengan ketentuan sebagai berikut:

1. Dosen Pembimbing, membimbing mahasiswa dari proposal sampai dengan penulisan skripsi, termasuk penelitian.
 - a. Dosen pembimbing I bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan koreksi akhir.
 - b. Dosen Pembimbing II bertugas melaksanakan sepenuhnya bimbingan sampai selesai.
2. Waktu menyelesaikan skripsi:
 - a. Maksimal 4 (empat) semester sejak mahasiswa yang bersangkutan lulus komprehensif.
 - b. Waktu menyelesaikan skripsi 2 (dua) bulan sejak mahasiswa yang bersangkutan menyelesaikan konsep skripsinya sampai BAB II (pendahuluan + Konsep Teoritis).
3. Diwajibkan mengikuti pedoman penulisan skripsi yang dikeluarkan oleh IAIN Metro.
4. Banyaknya antara 40 s.d 60 halaman bagi yang menggunakan Bahasa Inggris dengan:
 - a. Pendahuluan \pm 1/6 bagian
 - b. Isi \pm 2/3 bagian
 - c. Penutup \pm 1/6 bagian

Demikian disampaikan untuk dimaklumi dan atas kesediaan saudara kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.





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

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

Nomor : B-1164/In.28.1/J/TL.00/04/2018
Lampiran : -
Perihal : **IZIN PRA-SURVEY**

Kepada Yth.,
REKTOR IAIN METRO
di-
Tempat

Assalamu'alaikum Wr. Wb.

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

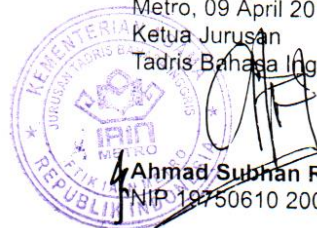
Nama : **OKTAVIA MARTINA PUTRI**
NPM : 14121967
Semester : 8 (Delapan)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Pendidikan Bahasa Inggris
Judul : AN ANALYSIS OF STUDENT ABILITY IN TRANSLATING
GRAMMATICAL EQUIVALENCE AT IAIN METRO IN ACADEMIC
YEAR 2017/2018

untuk melakukan *pra-survey* di IAIN METRO.

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

Wassalamu'alaikum Wr. Wb.

Metro, 09 April 2018
Ketua Jurusan
Tadris Bahasa Inggris


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



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO**

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

Nomor : B-1544/In.28/R.1/TL.00/04/2017
Lampiran : -
Perihal : Balasan Izin Pra Survey

24 April 2018

Kepada Yth.
Oktavia Martina Putri
di
Tempat

Assalamu'alaikum Wr. Wb.

Menindaklanjuti surat Saudara tanggal 24 April 2018 perihal izin pra survey, maka dengan ini kami memberikan izin pra survey kepada:

Nama : **OKTAVIA MARTINA PUTRI**
NPM : 14121967
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris (TBI)
Judul proposal : An Analysis of Student Ability in Translating
Grammatical Equivalence at IAIN Metro in Academic
Year 2017/2018

Demikian surat ini kami sampaikan, agar dipergunakan sebagaimana mestinya.

Wassalamu'alaikum Wr. Wb.

An. Rektor
Wakil Rektor Bidang Akademik dan
Kelembagaan



D. Suhairi, S.Ag, MH
NIP. 197210011999031003



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

Jalan Ki. 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.iain@metrouniv.ac.id

SURAT TUGAS

Nomor: B-0441/In.28/D.1/TL.01/02/2019

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

Nama : **OKTAVIA MARTINA PUTRI**
NPM : 14121967
Semester : 10 (Sepuluh)
Jurusan : Pendidikan Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di FTIK IAIN METRO, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF THE STUDENTS' ABILITY IN TRANSLATING GRAMMATICAL EQUIVALENCE AT THE THIRD SEMESTER OF IAIN METRO IN THE ACADEMIC YEAR OF 2018/2019".
 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 : 04 Februari 2019

Mengetahui,
Pejabat Setempat

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

Wakil Dekan I,

Dra. Isti Fatonah MA
NIP. 19670531 199303 2 003



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

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

Nomor : B-0441/In.28.1/D/TL.01/02/2019 12 Februari 2019
Lampiran : -
Perihal : Balasan Permohonan Izin Research

Kepada yth,
Oktavia Martina Putri
Di
Tempat

Assalamualaikum Wr. Wb.

Menindaklanjuti surat Saudara tanggal 04 Februari 2019 perihal permohonan izin research, maka dengan ini kami memberikan izin research kepada :

Nama : **OKTAVIA MARTINA PUTRI**
NPM : 14121967
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris(TBI)
JudulSkripsi : **Ar+ Analysis Of The Students' Ability In Translating Grammatical Equivalence At The Third Semester Of IAIN Metro In The Academic Year Of 2018/2019**

Demikian surat ini kami sampaikan, agar dipergunakan sebagaimana mestinya.

Wassalamu'alaikum Wr. Wb

Ketua Jurusan
Tadris Bahasa Inggris
Ahmad Subhan Roza, M.Pd
NIP.19740610 200801 1 014



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN**

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
M E T R O Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

**SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-250/In.28/S/OT.01/05/2019**

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

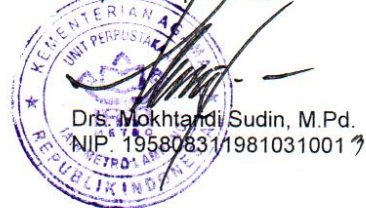
Nama : Oktavia Martina Putri
NPM : 14121967
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2018 / 2019 dengan nomor anggota 14121967.

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

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 03 Mei 2019
Kepala Perpustakaan


Drs. Mokhtandi Sudin, M.Pd.
NIP. 195806311981031001

SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama : OKTAVIA MARTINA PUTRI

NPM : 14121967

Fakultas : FTIK

Angkatan : 2014

Telah menyerahkan buku berjudul : PHILOSOPHY OF LANGUAGE

Metro,

Ketua Jurusan TBI



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

SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama : OKTAVIA MARTINA PUTRI

NPM : 14121967

Fakultas : FTIK

Angkatan : 2014

Telah menyerahkan buku berjudul : PHILOSOPHY OF LANGUAGE

Metro,

Ketua Jurusan TBI



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

CURRICULUM VITAE



Oktavia Martina Putri was born on October 28th 1995 in Panjang. She comes from Javanese family descent. She is the first child of Mr. Parno and Mrs. Marsuti.

She was graduated from elementary school at SDN 2 Gondang Rejo 2008. Three years later she graduated from SMPN 2 Pekalongan in 2011. Then, she continued to Senior High School Kartikatama Metro and finished in 2014. Actually, at the same year, she was registered as an S1 student of English Education Department at State Institute Islamic Studies (IAIN) of Metro.