

AN UNDERGRADUATE THESIS

**AN ANALYSIS OF THE STUDENTS NATURALNESS
AND ACCURACY TRANSLATION IN DESCRIPTIVE TEXT
FOUND IN HANDBOOK OF THE TENTH GRADE STUDENTS
OF MA KHOZINATUL ULUM SB II CENTRAL LAMPUNG**

By :

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**TARBIYAH AND TEACHERS TRAINING FACULTY
ENGLISH EDUCATION DEPARTMENT**

**STATE INSTITUTE FOR ISLAMIC STUDIES METRO
1441 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

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NOTIFICATION LETTER

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To:
The Honorable of the Dean of Faculty of
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Assalamu'alaikum Wr.Wb.

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

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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.

Wassalamu'alaikum Wr.Wb.

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Assalamu'alaikum Wr.Wb.

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

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FOUND IN HANDBOOK OF THE TENTH GRADE
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LAMPUNG

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

Wassalamu'alaikum Wr.Wb.

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APPROVAL PAGE

Title : AN ANALYSIS OF THE STUDENTS NATURALNESS AND
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FOUND IN HANDBOOK OF THE TENTH GRADE
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RATIFICATION PAGE

No. B-3748/11-28-1/D/PP-00-g/1/2019

An Undergraduate thesis entitled: AN ANALYSIS OF THE STUDENTS NATURALNESS AND ACCURACY TRANSLATION IN DESCRIPTIVE TEXT FOUND IN HANDBOOK OF THE TENTH GRADE STUDENTS OF MA KHOZINATUL ULUM SB II CENTRAL LAMPUNG, written by BUSTOMI, student number 1501070032, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teaching Training Faculty on Wednesday, October 23rd 2019 at 13.00- 15.00 p.m.

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**AN ANALYSIS OF THE STUDENTS NATURALNESS
AND ACCURACY TRANSLATION IN DESCRIPTIVE TEXT
FOUND IN HANDBOOK OF THE TENTH GRADE STUDENTS
OF MA KHOZINATUL ULUM SB II CENTRAL LAMPUNG**

ABSTRACT

**BY:
BUSTOMI**

In this research, the researcher concerned with the translation of the students naturalness and accuracy translation in descriptive text Found in handbook. This book has been used by the students of the tenth grade students of MA Khozinatul Ulum SB II Central Lampung but many students could not understand the content of this book. So the researcher wanted to analyze the students naturalness and accuracy translation in descriptive text Found in handbook of the tenth grade students of MA Khozinatul Ulum SB II Central Lampung.

The type of this research was qualitative research which dealt with non-numerical data. This research was analyzed by using the technique proposed by Cresswell. There are six steps, those are: (1) preparing the data for analysis; (2) looking and reading all the data; (3) coding all the data; (4) using the coding to describe the setting; (5) making advanced description; and (6) making interpretation.

The finding results show the students naturalness and accuracy translation in descriptive text Found in handbook are The totals of 16 sentences translated by 10 students were 28 (18%) translated high natural translation, 40 (25%) translated the sentence natural translation, 47 (30%) translated the sentence less natural, and 45 (28%) translated the sentence unnatural while 38 (24%) translated accurate translation, 54 (34%) translated the sentence less accurate translation, and 68 (42%) translated the sentence inaccurate.

Key Word : translation, descriptive text, naturalness and accuracy

**ANALISIS KEALAMIAHAN DAN KEAKURATAN
TERJEMAHAN SISWA DALAM TEKS DESKRIPTIF
PADA BUKU PEGANGAN SISWA KELAS SEPULUH
MA KHOZINATUL ULUM SB II LAMPUNG TENGAH**

ABSTRAK

**OLEH:
BUSTOMI**

Dalam penelitian ini, peneliti fokus terhadap hasil terjemahan siswa yang alami dan akurat dalam teks deskriptif pada buku pegangan siswa. Buku ini digunakan oleh siswa kelas 10 MA Khozinatul Ulum, tetapi banyak siswa tidak dapat memahami isi dari buku ini. Peneliti bermaksud menganalisis hasil terjemahan siswa yang alami dan akurat dalam teks deskriptif pada buku pegangan siswa kelas 10 MA Khozinatul Ulum SB II Lampung Tengah.

Jenis penelitian ini adalah penelitian kualitatif yang berhubungan dengan data non-numerik. Penelitian ini dianalisis dengan menggunakan teknik yang diusulkan oleh Creswell, dan terdiri dari enam tahap, yaitu: (1) menyiapkan data untuk dianalisis; (2) mencari dan membaca semua data; (3) mengkode semua data; (4) menggunakan pengkodean untuk menggambarkan pengaturan; (5) membuat deskripsi lanjutan; dan (6) membuat interpretasi.

Hasil temuan menunjukkan hasil terjemahan siswa yang alami dan akurat dalam teks deskriptif pada buku pegangan siswa adalah dari total 16 kalimat yang diterjemahkan oleh 10 siswa adalah 28 (18%) diterjemahkan terjemahan yang sangat alami, 40 (25%) menerjemahkan kalimat terjemahan alami, 47 (30%) menerjemahkan kalimat kurang alami, dan 45 (28%) menerjemahkan kalimat tidak alami sedangkan 38 (24%) menerjemahkan terjemahan akurat, 54 (34%) menerjemahkan kalimat terjemahan kurang akurat, dan 68 (42%) menerjemahkan kalimat tidak akurat.

Key Word : terjemahan, teks deskriptif, kealamiahan dan keakuratan

STATEMENT OF RESEARCH ORIGINALITY

The undersigned :

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

Metro, 20 Oktober 2019

The Writer,



BUSTOMI

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ORISINALITAS PENELITIAN

Yang bertanda tangan dibawah ini :

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

Metro, 20 Oktober 2019
Yang Menyetakan,



Bustomi
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MOTTO

“مَنْ جَدَّ وَجَدَ”

*“Barang siapa yang bersungguh-sungguh maka dia akan berhasil
(mendapatkannya)”*

“where there is a will there is a way”

- (Arabic Proverb) -

“Be better than you were yesterday”

- (Arabic Proverb) -

DEDICATION PAGE

I highly dedicate this undergraduate thesis to:

My beloved family,

My Parent, Mr. M. Mustofa, Mr Willy Aji Putra who support me endlessly.

My sister, Aniyah who gives emotional support.

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Praises be to Allah SWT, The Most Gracious, The Most Merciful, who has given His mercies and blessing to the writer so that he is able to accomplish this undergraduate thesis. Peace and Salutation may always be upon the holy world leader, Prophet Muhammad S.A.W, the man of any good deeds who never think hard for the sake of better and better way of Islamic life.

In the second place, the researcher would like to give thank to:

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5. Trisna Harya Dinillah, M.Pd as the second advisor, who gives many advices and suggestions so that this undergraduate thesis could be finished well.

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8. All the students of the tenth grade students of MA Khozinatul Ulum SB II Central Lampung, who contributed directly and indirectly in this research.

The researcher realized that this undergraduate thesis is far from perfect. Last but not least, may this research be of some benefits for all the readers in general and for all the knowledge seekers in particular.

Metro, 20 Oktober 2019
The Writer,

A handwritten signature in black ink, appearing to be 'Bustomi', with a large loop on the left side and a vertical line on the right.

BUSTOMI
NPM. 1501070032

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CHAPTER I

INTRODUCTION

A. Background of the Study

Language and people have a close relationship because the development of people's lives. They use language to express their thoughts, ideas, feelings, attitudes, and experiences. It means that language is used to communicate to each other. As a means of communication, language allows people to say things and express their communicative needs. Language as a type of patterned human behavior. It is a way, perhaps the most important way, in which human beings interact in his social situations.

Language as a means of communication is very important, so people have to master it. As human and technology grow, it is impossible to fulfill all human needs without interacting with other people that have different social conditions, cultures, and of course, language. People must learn not only their mother tongue, a language which only functions in the family or area where they live, but also an international language used in international world, that is, English.

Related to its function as an international language, English plays a great role in the world. English has been stated to be used as an international language and popular to the countries all over the world. It is

used even as a national language of several countries in the world. English is a foreign language in Indonesia and it is very important in the globalization era. In our country, Indonesia which is a developing country, English takes even a more important role.

Translation plays as an important role in human life, because it has made communication between people with different languages that could be done appropriately. It is hard to imagine how the intercultural dialogue is conducted to improve understanding and cooperating among nation. Circulation of ideas, knowledge, information, and the values from one nation to others will also get hindrance without using translation.

Translation can be considered as 'rendering the meaning of a text into another language in the way the author intended the text. Translating is often considered as easy. It is occurred because when someone who understands the source language, which is the main component in translation, not necessarily guarantee that they can translated it properly and accurately.

The translation is not easy as we think. There are various factors that is influenced the process of translation, one of them is culture. In translation task, culture is a important element, when the translator does the translation, he does not only transfer the idea or information, but also culture, the process of transferring the idea or information is influenced by translator culture, it can be seen from the way of translator in

understanding and re-express the message through the target language. For example is translating literary texts, such as translating a short story. In this context, translator must find direct equivalent for thing or event that is unknown (foreign) in target language culture. In other words, translators have difficult in finding an equivalent of culture or pharase that contains elements of culture, because there is no direct and exact equivalent in the target language. The benefits of translation activities include practice of all language skills, i.e. reading, writing, speaking and listening. In terms of communicative competence, accuracy, clarity and flexibility can be developed.

In studies of English Writing, many types of text that should be learned by senior high school students as the beginning of learning to compose writing; on Descriptive text. Descriptive text is about sensory experiece how something looks, sound, tastes. Mostly it is about visual experience, but description also deals with others kind of perception. For example, uses sounds to describe the beginning of an act of revolutionary violence in China.

It can be concluded that translation has a relationship with writing. In this study, researchers will analyze the translation of descriptive text. knowing about descriptive is very important because in senior high school's hand book it is learned, especially at the tenth class.

After the writer did the pre-survey on October 22, 2018, there were many students who made mistakes in translating a text, such as the students does not understand about the purpose of text, the student have difficulty in translating a text on specific vocabulary and specific language sturctures. Therefore, the writer interested in conducting the research about the students translation.

In this research, the researcher analyze the translation descriptive text, especially in naturalness and accuracy, by conducting the research with the title “An Analysis of The Students Naturalness and Accuracy Translation in Descriptive Text Found in Handbook of The Tenth Grade Students of MA Khozinatul Ulum SB II Central Lampung”.

B. Focus of The Research

In this research, the researcher will focus on analysis of the students naturalness and accuracy translation in descriptive text found in handbook of the tenth grade students of MA Khozinatul Ulum SB II Central Lampung.

C. Problem Formulation

Based on the background of the study above, the researcher would like to formulate the problems as follows:

1. What are the results of the students naturalness and accuracy of translation in descriptive text found in handbook of the tenth grade students of MA Khozinatul Ulum SB II Central Lampung ?

2. How to make them natural and accurate ?

D. Objective and Benefit of the Study

1. Objective of the Study

Based on the problem formulation above, the objective of this study :

- a. To investigate the students naturalness and accuracy of translation in descriptive text found in handbook of the tenth grade students of MA Khozinatul Ulum SB II Central Lampung.
- b. To investigate the result of the students translation in descriptive text found in their handbooks become unnatural and inaccurate.
- c. To describe the way to make translation become natural and accurate.

2. Benefit of the Study

- a. For the Student

This research is hoped to be the motivation in learning naturalness and accuracy translation in descriptive text found in handbook.

- b. For the Teacher

This research can be useful as an additional information in teaching translation descriptive text especially in naturalness and accuracy of translation.

- c. For the Researcher

Hopefully this research as a new experience or knowledge in analyzing of the Student's naturalness and accuracy traslation in descriptive text.

E. Prior Research

There are many researcher that had done the researchs about analysis of descriptive text. One of the researcher is Asep Suharman with his thesis entitled "An Analysis of Students' Translation Product of a Descriptive Text Entitled Octopus" was conducted in one state Junior High School in Bandung involving six eight grade students". This research aims to find out students' translation strategy, students' problems in translating, and students' translation quality. It applies a qualitative case study with data collected from documents of students' translation works and interview. It is a method of the research which does not establish calculations.

The students' translations were analyzed by using translation strategy theory of Vinay and Darbelnet in Fawcet (1997), Newmark (1988) and method of translation test assessment by National Accreditation Authority for Translators and Interpreters (NAATI) concerning the quality of translation. The interview was analyzed through textual descriptive analysis to find out students' translation problems. The findings reveal that the translation strategies found in students' translation works were Transposition (46%), Reduction (39%),

Literal (21%), Expansion (8%), Couplets (8%), Naturalization (3%), Equivalence (3%) and mistranslation about 18%. The problems found were vocabulary problem, lexical problem, and syntactic problem. And for the quality, three translation works were categorized as acceptable translations, since the scores were more than 70.

The similarity of this study it is focused on the analysis of the translation of a descriptive text while the difference in this study with Asep's research is that the research focused on descriptive text translation analysis entitled octopus, while in this research focused on analysis of the students naturalness and accuracy translation.

Based on statement above, the writer will focus on students naturalness and accuracy of translation in descriptive text found in handbook of the tenth grade students of MA Khozinatul Ulum SB II Central Lampung. The writer used qualitative research and this research use documentation and observation as the instrument of the research. Therefore, the writer proposes a research entitled "An Analysis of The Student's Naturalness and Accuracy Translation in Descriptive Text Found in Handbook of The Tenth Grade Students of MA Khozinatul Ulum SB II Central Lampung".

CHAPTER II

REVIEW OF THE RELATED THEORIES

The aim of this chapter is to describe the related references upon which the research hypothesis is built. In this chapter, there are some points to be explained in relation to the English Translation and English Writing.

A. Translation

1. Definition of Translation

Translation is a process of translation from language to another language, such as translation from Indonesian to English. For the beginning, the translator should be known what translation means are.

There are some definition of Translation taken from many sources, such as :

- a. According to Larson Translation is consist of changing from one state or form another, to turn into one's own or another's language.¹
- b. Refers to Colina Translation refers to the process of, or the product resulting from, transferring or mediating written text(s) of

¹ Larson, Mildred L, *Meaning Based Translation*, (New York: University Press of America, 1998), p. 3.

different lengths (ranging from words and sentences to entire books) from one human language to another.²

c. According to John. Cunnison Catford “Translation is is concerned with a certain type of relation between languages and is consequently a branch of Comparative Linguistics.”³

d. In strengthen, according to Nida and Taber translation consists in reproducing in the receptor language the closest natural equivalent of the source language message, first in terms of meaning and secondly in terms of style”⁴

e. According to Newmark “Rendering the meaning of a text into another language in the way that the author intended the text”⁵

In the case, the writer conclude the translation is a process to transfer the message, information, and culture in course language into target language. The translation is not easy to do because of the differences between two language also include culture differences, so the translator should be master in his field. The main point in the translation is that a translator may not change the meaning of the message of the original text.

² Colina, Sonia, *Fundamentals of Translation*, (United Kingdom: Cambridge University Press, 2015), p.2.

³ Catford, J.C, *A Linguistic Theory of Translation*, (London: Longman, 1965), p. 20.

⁴ Nida, Eugene A. and Taber, Charles R, *The Theory and Practice of Translation*, (Leiden: E.J.Brill, 1982), p.12.

⁵ Newmark, Peter, *A Textbook of Translation*, (New York: Prentice Hall,1988), p.5.

2. Method of Translation

As we know that method is a manner or form of procedure to accomplishing something. It means that translation method is a way or procedure to translate something. Newmark divided method of translation into two perspective. Those are source language (SL) emphasis and target language (TL) emphasis. Each of those emphasis will consist of four methods.

Newmark put all the methods into a flattened V diagram below⁶:

SL Emphasis	TL Emphasis
Word-for-word Translation	Adaptation
Literal Translation	Free Translation
Faithful Translation	Idiomatic Translation
Semantic Translation	Communicative Translation

Source language emphasis means the translation process follow the structure, lexis and culture of source language, while target language emphasis means that the translation process follow the structure, lexis and culture of target language so it will be more understandable.

1. Source Language Emphasis

a. Word-for-word Translation

⁶ *Ibid.*, h. 45.

This method translate the word by word from SL into TL. The SL word-order is not changed and the word translated simply by using the equivalent meaning in TL.

Example of Word for word translation :

- SL : I like that clever student

TL : Saya menyukai itu anak pintar

b. Literal Translation

This method is simply by translating the text from SL into TL literally. The SL grammatical structures are converted into the nearest TL equivalent words but it is still translated literally.

Example of literal translation :

- SL : His heart is in the right place

TL : Hatinya berada di tempat yang benar

c. Faithful Translation

In faithful translation, this method tries to translate the word into TL but it still keeps the grammatical structure from SL. It sometime makes the translation feels awkward.

Example of faithful translation :

- SL : Ben is too well aware that he is naughty

TL : Ben menyadari terlalu baik bahwa ia nakal

d. Semantic Translation

This method is same with faithful translation but the differences are more accurate because it does not keep SL grammar,

more aesthetic because it looks more natural in result, more flexible because it allows the translator's intuitive empathy with the original.

Example of semantik translation :

- SL : He is a book-worm

TL : Dia (laki-laki) adalah seorang yang suka sekali membaca

2. Target Language Emphasis

a. Adaptation

This is the "freest" method in translation and usually used in plays and poetry. The themes, characters, plots are usually remained the same but SL culture is translated into TL culture and the text is rewritten.

Example of Adaption :

- SL : Hey, Jude dont make it bad Take a sad song and make it better Remember to let her into yourt heart Then you can start to make it better.

- TL : Kasih, dimanakah mengapa kau tinggalkan aku Ingat ingatlah kau padaku Janji setiamu tak kan lupa.

b. Free Translation

This is the second method in target language emphasis. This method usually paraphrase and reproduce the content but it is not the same with the original form.

Example of Free Translation :

- SL : The Flowers in the garden

TL : Bunga-bunga yang tumbuh di kebun

c. Idiomatic Translation

This method reproduces the “message” from the source language but it tends to give the wrong meaning. It happens because the translator uses colloquialisms and idioms in TL that do not exist in SL.

Example of idiomatic translation :

- I don't have my eye on you : I don't remember you

- I don't have my eye on you : I am already to go

d. Communicative Translation

This method attempts to produce the text with the exact meaning from SL into TL so that the text will be acceptable and comprehensible to the reader.

Example of communicative translation :

- SL : Beware of the dog

TL : Awas anjing galak

3. Process of Translation

The process of translation is a series of actions in which the translator devotes his knowledge, skills, abilities, and habits to divert messages from source language (SL) into target language (TL). The process

of translation is cognitive because it is abstract and visible, only the translator himself knows. The process of translation is a series of steps that must be passed by translator to get to the end result.

The process of translation consists of three steps (Suryawinata, 1987:80), as follows :⁷

a. Analysis of Source Language Text

Every translation activity starts by analyzing the source language text, because the translator always meets the source language at the first time. To know the message of the source language, the translator must read it, and then the translator will understand the text content. The analysis of source language covers many aspects like sentences, clauses, phrases, and words. The other purpose is to help the translator to change the complex sentence into the simple sentence.

b. The Transference of Message

After the translator can understand the meaning and the structure of the source language text, they can catch the content message. The next step is to transfer the content, the meaning, and the message of the source language into the target language. In this step, the translator must find the meaning of the source language words.

c. Restructurisation

Restructurisation is the process of transforming the source language message into a proper stylist form in the target language

⁷ Bena Florita Krisetyawati, *An Error Analysis on the Translation of English NounPhrases into Indonesian of the Fifth Semester Students of the English Department of Teacher Training and Education Faculty Thesis*, (Surakarta: Sebelas Maret University, 2010), p.20.

(Kridalaksana in Nababan,1997: 19), so in this step, the translator must pay attention to the language style in order to fix the language style that is appropriate with the text type, and they also must consider to whom the translation is made.

3. Translation Quality Assessment

An assessment is needed in order to measure the quality of translation. The products of translation are not always good. Sometimes, there are many mistakes in translating a text. Therefore, the readers need to pay attention to the product of translation. There are many ways to evaluate the quality of a translation. Larson cited in International Journal of Language and Literature by Roswani Siregar stated that there are three aspect in assessing the translation quality such as, Accuracy, Naturalness and Readability⁸. In this research, it measures the translation from accuracy and readability aspect.

a. Naturalness

The naturalness in target language should be achieved in order to make the readers of the translated version do not realize that they are reading a translation product. Nida and Taber (2005: 3) say that translating consists in reproducing in the receptor language the closest natural equivalence of a source language message, firstly in terms of meaning and secondly in terms of style. To be able to produce the closest

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

natural equivalence, a translator has to master the message in the original text up to the details, then he has to restructure it.

From the explanation of naturalness in translation above, the researcher can conclude that translation should be natural in forms of meaning and structure (grammar). So, the translators should make the translation be equivalent and natural in the forms of meaning and structure (grammar). They should do it in order to make the readers of the translated version do not realize that they are reading a translation product. They can do it on many kinds of translation.⁹

Table. 1. The scale of the naturalness of translation¹⁰

Scale	Level	Criteria
4	High Natural	Make sense and read naturally (written in ordinary language, common grammar, proper idioms and words)
3	Natural	Correct meaning, using appropriate idioms and words but there are some error structures.
2	Less Natural	Make sense with minimum unnatural words, grammar, phrase and idiom.

⁹ Safei, Nur Hasanah, Kisman Salija, *The Naturalness and Accuracy of English Short Story Translation into Indonesian*, (Indonesia: Universitas Negeri Makassar, 2018), p. 5.

¹⁰ N. L. P. V. Dewi , A. Mardjohan, M. H. Santosa, *The Naturalness of Translation in Translating Short Story Entitled "Drupadi" from Indonesian into English.*, (Indonesia: Universitas Pendidikan Ganesha Singaraja, 2015), p. 3.

1	Unnatural	Unnatural form, with awkward language, ungrammatical structure and inappropriate word.
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b. Accuracy

The most important aspect in translation is accuracy. It becomes one of the factors which determine the quality of translation. According to Roswani Siregar, accuracy means to check whether the meaning of the source text (ST) is similar with the target text (TT)¹¹. Larson cited in Roswani Siregar, stated that the accuracy of translation has objectives as follow¹² : 1. aim to check the equivalence of information in a text; 2. To find another problem by comparing SL and TL.

The result can be said accurate if meet in these criteria, 1. The meanings are accurately transferred; 2. The meaning of words transferred accurately but still needs the improvement; 3. The source texts are inaccurately transferred into target language.

According to Nababan et al the quality category of accuracy in translation as follows¹³:

1. Good : The meaning of words, terms, phrases, clauses, sentences

¹¹ Roswani Siregar, *Translation Quality Assessment of "the 8th Habit: from Effectiveness to Greatness by Stephen R. Covey" into Indonesian*, (Indonesia: American Research Institute for Policy Development, 2016), Vol. 4, No. 1. p.232.

¹² *Ibid.*,

¹³ Mangatur Nababan, Ardiana Nuraeni & Sumardiono, *Pengembangan Model Penilaian Kualitas Terjemahan*, (Universitas Sebelas Maret Surakarta: Jurnal Kajian Linguistik dan Sastra, 2012), Vol.24.No.1, p.39-57.

are convey accurately and there is no distortion of meaning.

2. Fair : Most of the meaning of the words, terms, phrases, clauses, and sentences have been translated accurately. However, there is still a distortion of meaning or there is a meaning which is omitted that disrupt the integrity of the message.
3. Bad : Meaning of the words, terms, phrases, clauses, sentences are transferred inaccurately into target language or even delete.

B. Descriptive text

1. The Definition of Descriptive text

Descriptive text is about sensory experience how something looks, sound, tastes. Mostly it is about visual experience, but description also deals with others kind of perception. The following passage, for example, uses sounds to describe the beginning of an act of revolutionary violence in china. ¹⁴

Descriptive text reproduces the way things look, smell, taste, feel, or sound ; it may also evoke moods, such as happines, loneliness, or fear. It is used to create a visual image of people, places ; even of units of time –

¹⁴ Thomas S. Kane, *Essential guide to writing*, (New York: Oxford Dictionary Press, 2000), p. 351.

days , time of day, or season. It may tell about their traits or character or persoanlity.¹⁵

According to Cynthia and Jia said that a descriptive tetx paints a picture with words so that readers can picturw in their minds the object or place you are describing.¹⁶

Another expert Sanggam argued that , in composition, a descriptive is also considered as a text. The text as a product of writing functions to reflect what is being the the readers.¹⁷

Based on the quotations above, it can be conclude that the researcher can illustrate from the defenitons above an object to the readers. The object of descriptive text can be an object concrete and abstract object. The concrete object include a person, an animal, a plan, acar, etc. The exstent the concrete object can be felt by the human sensory perception. In constrast, the abstract object include an opinion, idea, love, hate, or believe.

2. The generic structure of descriptive text

The student should master the generic structure of descriptive text before they write the descriptive text. Each text has its own generic structure.

There are kinds of descriptive text : objective and subjective. In objective description the writer ignore those aspects of the insight unique

¹⁵ Wishon, George E and Julia M. Burks, *Lets Write English Revised Edition*, (New York: Litton Educational Publishing, 1980), p. 379.

¹⁶ Cynthia A. Boardman and Jia Fydenberg, *Writing to Communicate*, (United Stated of America : Pearson Longman, 2008), p.19.

¹⁷ Sanggam Siahaan, *The English Paragraph*, (Yogyakarta: Graha Ilmu, 2008), p.119.

to himself and focuses on describing percept in itself. In subjective description a writer plans his or her feeling into tenth century naturalis illustrates the choice or vital details.¹⁸

According to Tiur there are two generic structure of descriptive text, as follows ¹⁹:

a. Identification, it identifies about the subject or something to be describe. Identification usually answer the following questions :

1. What is the topic about the text ?

2. What is the text about ?

b. Description, this part describe about the characteristic of the subeject, behavior, and quality

3. The types of descriptive text

Furthermore, Jolly (1984:470) in Tiur Journal asserts there are five types of descriptive writing paragraph. They are²⁰:

a. Describing Process

Describing a process not only explains how something was done, but also explains why it was done and what was needed to complete the process.

b. Describing and event

¹⁸ Thomas S. Kane, *Essential guide to writing*, (New York : Oxford Dictionary Press, 2000) , p. 351.

¹⁹ Asih, Tiur Siburian, *Improving students achievement on writing descriptive text through think pair share*, (Universitas Negeri Medan, Indonesia: IJLLALW, 2013), vol.3 (3), p. 30-43.

²⁰ *Ibid.*, p.34.

To describe an event, a writer should be able to memorize and remember what happened in the event. Supposed the writer will write about Tsunami that was happened in Japan. In this case, he / she has to explain all details related to the event, so that the readers can imagine the real situation and condition.

c. Describing a personality

In describing a person, the first thing that we do was recognizing his/her individual characteristics. We need to describe people occurs fairly areas of physical attribute (hair, eyes), emotional (warm, nervous), moral attributes (greedy, honest, worthy, trust), and intellectual (cleverness, perception)

d. Describing a place

Presenting something concrete was the way to describe place, for example: a home, a hospital, and school.

e. Describing an object

To describe an object accurately was done by providing the physical characteristic of the object such as the color, form, shape and so on.

4. The Characteristic of Descriptive Text

Regarding its linguistics features, Derewianka (1990); Emilia and Christie (2013); Gerot and Wignell (1994); Knapp and Watkins (2005) state

that descriptive text employs some linguistics features as summarized below²¹:

- a. Focus on specific participants as the main character.
- b. Use present tense as dominant tenses.
- c. Use linking verbs or relational process frequently (is, are, has, have, belongs to) in order to classify and describe appearance or qualities and parts or functions of the participant).
- d. Use action verbs or material process and behavioral process in giving additional description regarding action and behavior done by the participants in text.
- e. Use mental verb or mental process when describing feelings.
- f. Use adjectives and adverbs to add information to nouns (participant) and add information to verbs (actions) to provide more detailed description about the topic.
- g. Use adverbial phrases to add more information about manner, place, or time and sometimes realized in embedded clause which functions as circumstances.

C. The Concept of Handbook

1. The Definition of Handbook

²¹ Noprianto, Eko, *Student's Descriptive Text Writing in SFL Perspectives*, (Indonesia University of Education (UPI): IJELTAL (Indonesian Journal of English Language Teaching and Applied Linguistics, 2017), Vol. 2(1), p. 67- 68.

In Cambridge Dictionary, Handbook is a book that contains instructions or advice about how to do something or the most important and useful information about a subject.²²

In Oxford Dictionary, Handbook is a book giving information such as facts on a particular subject or instruction for operating a machine.²³

Mustafa and Saleh (1994) stated that the handbook is a collection book as facts about a particular problem or object.²⁴

Handbook is a collection of references that contain various information that is centered on a subject or a particular subject used to do something.²⁵

It can be concluded that the handbook is a book that contains various information that is used as a subject of something.

2. The Example of Handbook

Below is the example of handbook. I will use the example below as a media of research. The image below contains a descriptive text that I took from handbook of the tenth grade students of MA Khozinatul Ulum SB II Central Lampung.

²² *Cambridge Dictionary*, (New York: Cambridge University Press, 2019), p. 255.

²³ *Oxford Dictionary*, (England: Oxford University Press, 2019), p.250.

²⁴ Irianti, Pergola, *Perbedaan handbook dan manual tinjauan isi*, (Indonesia: Media Informasi, 1998), p. 29.

²⁵ Tambusai, Azhary, *Koleksi Rujukan di Perpustakaan*, (Indonesia: Universitas Sumatra Utara, 2008), p. 41.

Bahasa Inggris



VISITING NIAGARA FALLS



Source: Dokumen Kemdikbud
Picture 5.8

Niagara Falls is the collective name for three waterfalls that cross the international border between the Canadian province of Ontario and the USA's state of New York. They form the southern end of the Niagara Gorge. From largest to smallest, the three waterfalls are the Horseshoe Falls, the American Falls and the Bridal Veil Falls. The Horseshoe Falls lie on the Canadian side and the American Falls on the American side. They are separated by Goat Island. The smaller Bridal Veil Falls are also located on the American side, separated from the other waterfalls by Luna Island. There are various attractions that people can enjoy in Niagara Falls, six of them are described here.

The first to enjoy in Niagara Falls is *Cave of the Winds*. This attraction helps people get closer to the falls and go face-to-face with the pounding waters of the Falls. People can get soaked on the Hurricane Deck where they are just feet from the thundering waters. Waterproof clothing and sandals are provided. A trip at night when the Falls are illuminated in a rainbow of color is really amazing.

CHAPTER III

RESEARCH METHODOLOGY

This chapter focuses on the research method that will be performed in the research. There will be the type and characteristic of the research, data resources, data collecting techniques, data analysis technique and approach.

A. Type and Characteristic Research

The type of this research is case study. it becomes the writer's evaluation because of some consideration on the case that have been identified by the writer, and what will be the focus of analyzing. The characteristic of this research is research methodology not to generalize the result of the research. in either word, the term of case refers to the method of the research is people to determine the subject of the research. the subject of the research is people or case which choosen in certain reason without using term simple.

A research which focuses on analyzing the data for description and themes using text analysis and interpreting the larger meaning of the findings is called qualitative research²⁶. And this research is used in this research is qualitative.

Schreiber and Asner defined qualitative research tend to study things in their natural setting, attempting to make sense or interpret phenomena in term

²⁶ Cresswell, John. W, *Educational Research Planning: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, (Boston: Pearson Education Ltd, 2012), 4th Edition, p.16.

of the meaning people bring to them²⁷. Simply put qualitative research is study something in natural way and attempt or interpret the meaning in narrative.

According to Donald Ary, qualitative research focuses on understanding social phenomena and providing rich verbal descriptions of settings, situations, and participants²⁸.

Qualitative research is a form of inquiry that explores phenomena in their natural settings and uses multi-methods to interpret, understand, explain and bring meaning to them. Like the mountain lake, qualitative research has many sources that contribute to its shape and substance.²⁹

Qualitative research is oriented towards analyzing concrete cases in their temporal and local particularity and starting from people's expressions and activities in their local contexts. Therefore, qualitative research is in a position to design ways for social sciences, psychology, and other fields to make concrete the tendencies that Toulmin mentions, to transform them into research programs, and to maintain the necessary flexibility towards their objects and tasks.³⁰

The researcher collects and analyzes the data after that draw the conclusion based on the data analysis. The data which are collected and analyzed are in the form of descriptive text found in Handbook of The tenth MA Khozinatul Ulum SB II Central Lampung.

²⁷ Schreiber & Asner, *Educational Research*, (US: John Wiley & Sons Inc, 2011), p.192.

²⁸ Donal Ary et. Al, *Introduction to Research in Education*, (Canada: Wadsworth Cengage Learning, 2010), 8th Edition, p.39.

²⁹ Anderson, Gary, *Fundamentals of Education Research Second Edition*, (USA: Taylor and Francis Group, 2005), p. 126.

³⁰ Uwe, *An Introduction to Qualitative Reseach Fourth Edition Sage*, (Chennai India : Great Britian by Ashoford Colour Press, 2009), p. 21.

B. Data Resources

For gathering information for research need accurate data. In this research the writer used some data research. Therefore, the writer offered data research gathering the data are as follows :

1. Primary Resource

In the primary resource are original material on which research is based. The primary resource is the data source that provide to the reseacher directly such as documentation writing descriptive text text. That is firsthand testimony or direct ividence concerning a topic under consideration. They present information in its original form, neither interpreted nor contented nor evaluated by other writers. The primary resource in this research is the students documentatation of student's translation found in student's handbook.

2. Secondary Resource

In secondary resource, it offers interpretation or analysis based on primary resource. The secondary resource is data resource that provides the data to the reseacher indirectly. Secondary data was data collected by someone else earlier. It means that the writer can look for information from books, articles, English dictionary, and journal that are related to the research. It is aimed to enrich the primary data.

C. Data Collecting Technique

In this research, the researcher used purposive sampling in which the sample elements judged to be typical, or representative, are chosen from the

population. According to Ilker Etikan, purposive sampling to concentrate on people with particular characteristics who will better be able to assist with relevant research.³¹ The population of this research was the tenth grade of MA Khozinatul Ulum SB II Central Lampung.

In conducting the research, it is extremely important to formulate the relevant technique of collecting data. Creswell highlighted that in many qualitative studies, inquires collect multiple forms of data and spend a considerable time in the natural setting gathering information³².

Case study as an embodiment of qualitative research concern with either simple or complex description and it discovers the phenomena in the site of the field. The writer took some the data from the tenth grade students of MA Khozinatul Ulum SB II Central Lampung. Therefore, the writer organized some designs of gathering data through several techniques as follows :

1. Documentation

Documentation is an instrument to gain the information in the form of written source or documenter such as books, magazines, daily notes, etc. In the other hand, documentation is the documents that are required for something or that give evidence or proof of something. During process of creating the research, the writer collect the documents. The writer will take the documents from books, dictionary, themes, table, etc. In this research, the writer take the documents from the student's descriptive text translation

³¹ Ilker Etikan, *et. Al, Comparison of Convenience Sampling and Purposive Sampling*, (Near East University: Science Publishing Group, 2016), Vol. 5, No. 1 p.3.

³² Jhon W Cresswell, *Research Design ; Qualitative, Quatitative and mixed Methods Approach*, (London: Sage Publication, 2003), p. 185.

are used to support the writer to analyze some information about naturalness and accuracy of translation.

2. Observation

Creswell highlighted that observations, in which the writer takes field notes on the behavior or activities of individual at the research site. In other words, the researcher needs the field notes from individual behavior or activities in the research. The purpose of observation is to describe a situation where research, the individual are involved in the activities and relationship with situation. So that the reader of the report will understand clearly what happens and how the process occurs in the activities. The writer will be observer in the field of research. The writer will directly observe the participants and take the data at the students of the tenth of MA Khozinatul Ulum SB II Central Lampung.

D. Data Analysis Techniques

In this research, the researcher uses some steps according to John Creswell³³, those are:

1. Organize and prepare the data for analysis.

This step involves transcribing the interviews, scanning the materials, and sorting all the materials into different types depending on the information.

2. Read or look at all the data.

³³ John W. Creswell. *Research Design*, (USA: Sage Publication, Inc, 2014), 4th Edition p.247-249.

In this step, the researcher reads all the necessary data and get the general sense of the information and write the overall meaning,

3. Start coding all of the data.

The researcher in this step starts to process the data by giving the code that represent the data.

4. Use the coding.

The researcher uses the coding process to describe the setting or people for analysis. The description involves detail information about people, places, or events.

5. Advanced description.

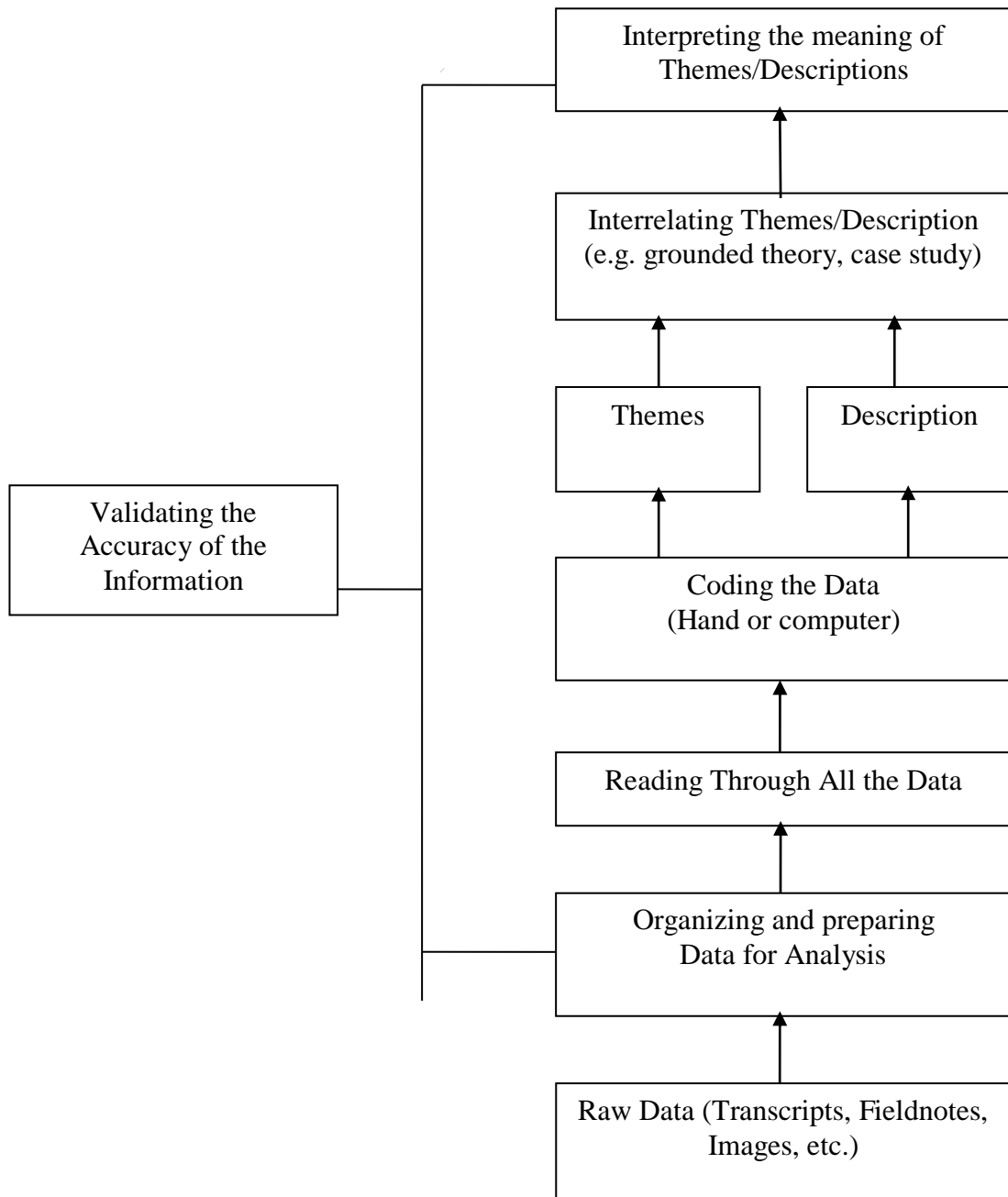
Apply the narrative passage to convey the findings of the analysis. It present a process model, advance a drawing of the specific research, or convey descriptive information in a table.

6. Making interpretation

The final step is making an interpretation of the finding result. These finding results can be based on the researcher interpretation.

Figure 1

Data Analysis Process by John W. Creswell Model



E. Research Approach

In this research, the writer applied case study. Traditionally, case study has been associated with qualitative methods of analysis. The writer chose this method because the writer wanted to analyze an analysis of the student's naturalness and accuracy translation in descriptive text in handbook of the tenth grade students of Ma Khozinatul Ulum Sb II Central Lampung.

Because the researcher would use qualitative research, the researcher applied step by step procedures in gaining the result of the research. Then, the researcher adopted the procedures generally as follows :

1. Determining focus of the research

The researcher collected the data student's result in using pronoun in sentence then the researcher formulated some question that related with focus of this research. It is done because the researcher used documentation and observation to gain the result of data.

2. Determining data resources, collecting and analyzing the data.

After finishing gaining the data, the researcher determined data resources that would be analyzed.

3. Supplying collecting data instrument

The researcher was purposing on planning to determine instrument to collect the data, format and document of the data.

4. Evaluating and analyzing the data

The researcher evaluated the data, before analyzing and interpreted the data. It was to ensure that data was complete.

5. Making report

The researcher created the report to simply the data. The report could be summary and conclusion.

CHAPTER IV

RESULT OF THE RESEARCH

A. Description of Research Setting

1. Description of MA Khozinatul Ulum

a. Brief History of MA Khozinatul Ulum

MA Khzozinatul Ulum was founded in 2010 by the Khozinatul Ulum boarding school foundation chaired by KH. Nanang Ruhyana, S. Ag. The first principal is Damas, S, Pd. I until 2015, then replaced by Mustofa, S. Pd until now. MA Khozinatul Ulum was founded on the strong desire of MTS Khozinatul Ulum students, student guardians, as well as the local community. The desire of students began because in 2010 was the first year of graduation for the first MTS student Khozinatul Ulum. The first students of the MA Khozinatul Ulum are 28 people.

b. Profile of MA Khozinatul Ulum

School	: Madrasah Aliyah Khozinatul Ulum
NSM /NPSN	: 131218020037/69726459
Address	: Jl. Krangkeng Macan, Kampung Sari Bakti, RT/RW 015/06. Seputih Banyak Central Lampung.
Postal Code	: 34181
Email/ Website	: Makhozinatululum@gmail.com
Wide	: 2.500 M ²

Telephone/HP/Fax : 082371638123

Status : Self-Owned

School Accreditation : C

c. Vision and Mission of MA Khozinatul Ulum

1. Vision of MA Khozinatul Ulum

Madrasah as a Religious and Quality Educator Institution
based on Faith and Devotion.

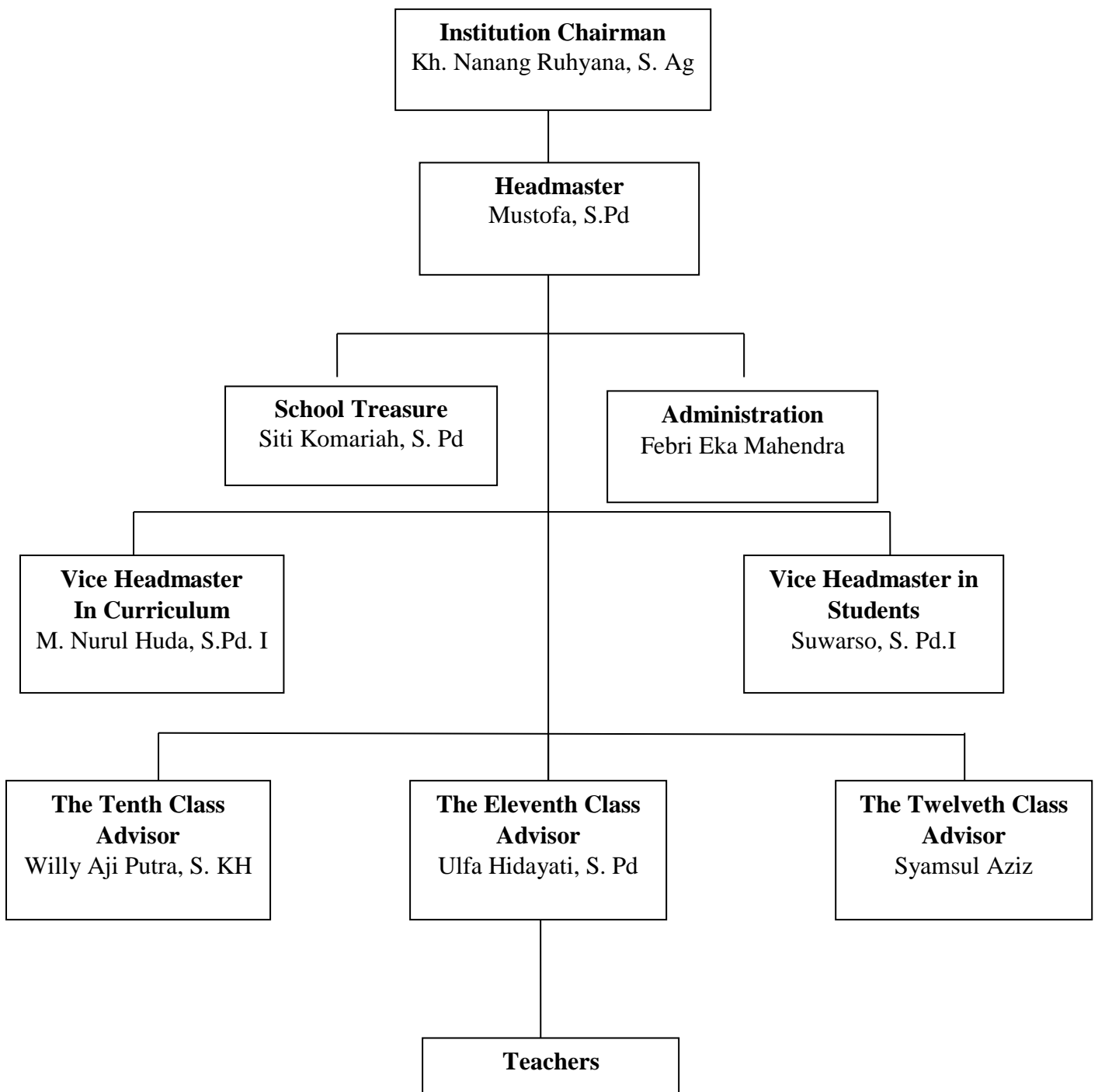
2. Mission of MA Khozinatul Ulum

1. Organizing education to prepare young people of high quality,
achievement, faith and piety;
2. Increasing knowledge and insight according to the
development of education;
3. Realizing MA Khozinatul Ulum Seputi Banyak as Madrasa
who excels in adjusting verbal communication in Arabic and
English.

d. Organization Structure of MA Khozinatul Ulum

Figure 2.

The Organization Structure of MA Khozinatul Ulum Lampung



Source: Documentation of MA Khozinatul Ulum in academic year 2019/2020

B. General Description of Research Data

Table 4

Total Analysis of Students Naturalness Translation in Descriptive Text
found in Handbook

Sentence	High Natural	Natural	Less Natural	Unnatural	Total
1	2	2	3	3	10
2	1	2	3	4	10
3	3	2	3	2	10
4	1	2	3	4	10
5	2	4	2	2	10
6	3	3	2	2	10
7	1	4	2	3	10
8	2	2	3	3	10
9	4	2	3	1	10
10	1	2	3	4	10
11	1	2	3	4	10
12	2	3	3	2	10
13	1	2	3	4	10
14	2	3	4	1	10
15	1	2	4	3	10
16	1	3	3	3	10
TOTAL	28	40	47	45	160

Table 5

Total Analysis of Students Accuracy Translation in Descriptive Text found in Handbook

Sentence	Accurate	Less Accurate	Inaccurate	Total
1	2	3	5	10
2	2	2	6	10
3	3	3	4	10
4	1	3	6	10
5	3	4	3	10
6	3	4	3	10
7	2	3	5	10
8	2	4	4	10
9	4	3	3	10
10	2	3	5	10
11	2	3	5	10
12	3	3	4	10
13	1	3	6	10
14	3	4	3	10
15	2	5	3	10
16	3	4	3	10
TOTAL	38	54	68	160

In English, Descriptive Text adalah to describe something, such as person, animal, thing, or place, in a detailed so that the readers or the listeners are able to understand what we describe and are able to imagine the thing we describe even though they have not seen it before.

In this chapter, the researcher specifically analyzed the students naturalness and accuracy translation in decriptive text found in handbook of the tenth grade students of MA Khozinatul Ulum SB II Central Lampung and find out the reason Why do the result of the students translation in descriptive text found in their handbooks become unnatural and inaccurate. Researcher collected the primary data from the students' naturalness and accuracy translation in decriptive text found in handbook of the tenth grade students of MA Khozinatul Ulum SB II Central Lampung and observation result. The data were taken from ten students in the tenth grade students of MA Khozinatul Ulum SB II Central Lampung. Then, the researcher classified the kinds scale of the results of the students naturalness and accuracy of translation in descriptive text found in handbook.

C. Description of Data Analysis

1. Naturalness Aspect

a. Student 1

From the results of students 'translations of descriptive texts found in students' handbooks, researchers analyzed the results of translations made by students 1. From sixteen sentences in descriptive text translated by students 1, six sentences were translated very well, so, researchers gave score 4 with the category high natural translation. From six sentences translated in high natural translation category consisting of sentences 1, 3, 5, 8, 9, 13. Then, six sentences were

translated in natural category, including sentences 2, 6, 10, 11, 15, 16. Furthermore, three sentences that were translated by students 1 were in Less natural category, including sentences 4, 12, 14. Then, one sentence translated by students 1 was in Unnatural category, namely sentence 7. So that, from the results of the researcher's analysis, student 1 translated the sentences into high natural category and natural.

This is one of the sentences translated by student 1 in high natural category.

SL : Taj Mahal, an epitome of love, an actually a mausoleum.

TL : Taj Mahal, lambang cinta, sebenarnya sebuah makam.

In the sentence above students do not translate the word "an". According to the researcher it is right, because if the word "an" translated "sebuah" it will be seen inappropriate, if the word "an" translated by the student, it will be " *Taj Mahal, sebuah lambang cinta, sebuah sebenarnya sebuah makam*". So, according to the researcher the students correctly translated the sentence, Make sense and seen naturally (written in ordinary language, general grammar, idioms and exact words) and the researcher put the translation results of the students into categories high natural.

b. Student 2

Sixteen sentences are translated by students 2, four sentences belong to the high natural category, five sentences belong to natural category, five sentences belong to less natural category and two sentences belong to unnatural category. So, it can be concluded that student 2 translated many sentences in natural and less natural categories.

This is sentence 4 which is translated by student 2 in natural category.

SL : Taj Mahal was constructed by Mughal Emperor Shah Jahan in the memory of his beloved wife and queen.

TL : Taj Mahal dibangun oleh Kaisar Mughal Shah Jahan didalam mengenang istri tercintanya dan ratu.

There were several mistakes made by the students. In the sentence, the student did not use the appropriate word in translating the SL into the TL. The student translated the word *in the memory* into *didalam mengenang* in the sentence Taj Mahal was constructed by Mughal Emperor Shah Jahan in the memory of his beloved wife and queen. The mistake that the student use made the sentence sounded unnatural because using preposition *di-*. In this case, the student just should use *dalam* mengenang to translate the word *in the memory*. In addition, students also translated the words *his beloved wife and queen* into *istri tercintanya dan ratu*. Even though,

the word *beloved* is an adjective the word *wife and queen*. So, the right meaning is *istri dan ratu tercintanya*.

c. Student 3

Student 3 translated sixteen sentences from descriptive text contained in the student handbook divided into 4 categories. One sentence is categorized as high natural, three sentences is natural, six sentences is less natural, and six sentences is unnatural. From the results of the researchers' analysis, the researcher concluded that student 3 translated many sentences in less natural and unnatural categories.

This is one of the sentences that student 3 translated into less natural category.

SL : Standing majestically on the banks of River Yamuna, the Taj Mahal is synonymous the love and romance.

TL : Berdiri megah di tepi Sungai Yamuna, Taj Mahal adalah sinonim cinta dan romansa.

In the sentence above make sense with minimum unnatural words, grammar, phrase and idiom. The students translated the words *standing majestically* into *berdiri megah*. Whereas, the word "standing majestically" is an adverbial phrase is commonly has an additional meaning "dengan". Therefore the appropriate meaning is *berdiri dengan megah*.. In addition, students also translated the

words *is synonymous into adalah sinonim*, which sound strange. So the appropriate meaning is *Berdiri dengan megah di tepi Sungai Yamuna, Taj Mahal adalah simbol cinta dan romansa*.

d. Student 4

From the results of the students' translation of the descriptive text found in the student handbook, the researcher analyzed the results of the translation done by the students 4. From sixteen sentences in the descriptive text translated by the students 4, four sentences were translated very well, so, the researcher gave a score 4 with high natural translation category. From four sentences translated in high natural translation category consisting of sentences 2, 8, 11, 15. Then, four sentences were translated in natural category, including sentences 1, 3, 7, 10, 12. Furthermore, four sentences translated by students 4 entered less natural categories, including sentences 4, 9, 13, 14. Then, 3 sentences translated by students 4 belong to unnatural category, namely sentences 5, 6 and 16. So that, from the results of the analysis of researchers, students 4 translated many sentences with natural category.

This is one of the sentences translated by student 4 in the unnatural category.

SL : It's simply breathtaking! With such beauty, no wonder that mahal becomes one of the Seven Wonders of the World

TL : Ini sederhana tapi menakjubkan! Dengan keindahan seperti itu, pantas bahwa Taj mahal menjadi salah satu dari Tujuh Keajaiban dari Dunia

The mistake in the sentence above is the student translated the word *It's simply breathtaking* into ini sederhana tapi menakjubkan. Student should translate *It's simply breathtaking* into *ini sangat menakjubkan* in order to make it not sounds strange. So, the sentence *It's simply breathtaking! With such beauty, no wonder that mahal becomes one of the Seven Wonders of the World* should be translate into *Ini sangat menakjubkan! Dengan keindahan seperti itu, tidak heran mahal menjadi salah satu dari Tujuh Keajaiban Dunia.*

e. Student 5

Sixteen sentences were translated by students 5, three sentences were categorized as high natural, three sentences were categorized as Natural, five sentences were categorized as less natural and five sentences were categorized as unnatural. So, it can be concluded that students 5 translated many sentences in less natural and unnatural categories.

This is one of the sentences that student 3 translated into less natural category.

SL : The mausoleum was constructed of pure white marble.

TL : Bangunannya membangun dari marmer putih murni.

f. Students 6

Student 6 translated sixteen sentences from descriptive text contained in the student handbook divided into 4 categories. Two sentences go to the high natural category, five sentences go to the natural category, five sentences go to the less natural category, and four sentences go to unnatural category. From the results of the researchers' analysis, the researchers concluded that students 6 translated many sentences in natural and less natural categories.

This is one of the sentences translated by student 6 in natural category.

SL : Four slender towers, or minarets, stand at the corners.

TL : Empat menara ramping, atau seperti sebuah menara masjid, berdiri di sudut.

In the sentence above the students translated the word *slender towers* into *menara ramping*. Even though, the word *ramping*, commonly used for the body of an object such as humans, animals and others. Therefore, the appropriate meaning according to the researcher is *kecil*. In addition, the students also translated the words

at the corners into *di sudut*. Even though, we know that the tower has four, therefore the appropriate meaning is *ditiap sudut*.

g. Student 7

sixteen sentences were translated by students 7, three sentences were categorized as high natural, three sentences were categorized as natural, five sentences were categorized as less natural and five sentences were categorized as unnatural. So, it can be concluded that student 7 translated many sentences with less natural and unnatural categories.

This is one of the sentences translated by student 7 in less natural category.

SL : Four *slender towers*, or minarets, *stand at the corners*.

TL : Empat menara kecil, atau seperti sebuah menara masjid, didirikan ditiap sudut.

h. Student 8

Student 8 translated sixteen sentences from descriptive text contained in the student handbook divided into 4 categories. One sentence is categorized as high natural, which is sentence 7, four sentences is categorized as natural, namely sentences 4, 6, 9 and 14, four sentences is categorized as less natural, namely sentences 2, 3, 10

and 15, then, seven sentences are categorized as unnatural, namely sentence 1 , 5, 8, 11, 12, 13 and 16. From the results of the researchers' analysis, the researcher concludes that students 8 translated many sentences with unnatural category.

This is one of the sentences that student 8 translates into unnatural category.

SL : Taj mahal shows shades of magnificent beauty at different time during the day.

TL : Taj mahal menunjukkan nuangan luar biasa keindahan di waktu yang berbeda selama hari

The sentence above is translated by students with unnatural form, with awkward language, ungrammatical structure and inappropriate word. In the sentence above the student made mistakes in translating words by using inappropriate words. For example, the students translated the words *shades* into *naungan*. Even though, the appropriate word to translate the word *shades* is *nuansa*. In addition, students also translated the word "magnificent beauty" by using inappropriate structure word. The students also translated the word *the day* into *hari*, meaning the language vocabulary is correct, but in the context of the sentence is not appropriate if translated *hari*, then the appropriate word is *siang hari*.

i. Student 9

From the results of the students' translation of descriptive text found in the student handbook, the researcher analyzed the results of the translation done by the students 9. From sixteen sentences in descriptive text translated by students 8, two sentences were translated very well, so that, the researcher gave a score 4 with the category of high natural translation. From two sentences translated in the high natural translation category consisting of sentences 6, and 16. Then, two sentences were translated in natural category, including sentences 3 and 14. Furthermore, five sentences translated by student 9 fall into the category of less natural, including sentences 1, 5, 8, 11, and 12. Then, seven sentences translated by 9 students belong to the unnatural category, namely sentences 2, 4, 7, 9, 10, 13 and 15. So from the results of the analysis of the students, student 9 translated many sentences in unnatural category.

This is one of the sentences translated by student 9 in unnatural category.

SL : At a moonlit night when the full moon rays fall on the glistening white marble and give the Taj Mahal a tinge of blue color.

TL : Dibawah sinar bulan malam ketika sinar bulan penuh jatuh di atas yang berkilau marmer putih dan memberi Taj Mahal sedikit warna biru

In the sentence above, the student translated with unnatural form, with awkward language, ungrammatical structure and inappropriate word. The student translated the sentence *At a moonlit night when the full moon rays fall on the glistening white marble and give the Taj Mahal a tinge of blue color* into *Dibawah sinar bulan malam ketika sinar bulan penuh jatuh di atas yang berkilau marmer putih dan memberi Taj Mahal sedikit warna biru*. The students translated *At a moonlit night* into *Dibawah sinar bulan malam*. The mistake that was made by the student made the sentence sounded unnatural. In addition, the students translated the word *the full moon* into *sinar bulan penuh*. The word used to translate the word *full* is not appropriate to be coupled with the word *the moon*, therefore the appropriate word is *puhnama*. So, the sentence *At a moonlit night when the full moon rays fall on the glistening white marble and give the Taj Mahal a tinge of blue color* should be translate into *Pada malam bulan purnama ketika sinar bulan purnama jatuh di atas marmer putih yang berkilau dan memberi Taj Mahal sedikit warna biru*.

j. Student 10

Sixteen sentences translated by students 10, two sentences belong to the category natural high namely sentences 3 and 9, five sentences belong to natural category namely sentences 5, 7, 11, 13, and 16, four sentences fall into the category of less natural categories namely sentences 6, 8, 12, and 14 and five sentences are included in unnatural category, namely sentences 1, 2, 4, 10, and 15. So, it can be concluded that student 10 translated many sentences in natural and unnatural categories.

This is one of the sentences translated by students `10 with less natural category.

SL : Its central dome reaches a height of 240 feet (73 meters).

TL : Kubah tengah mencapai ketinggian 240 kaki (73 meter).

In the second sentence, the students omit the meaning of *its* in the sentence *Its central dome reaches a height of 240 feet (73 meters)*. Whereas in grammar the word *Its* means *nya*. So the appropriate meaning of the word is *kubah pusatnya*. The students also translated the word *central dome* into *kubah tengah*. According to researchers the appropriate meaning is *kubah pusat*.

2. Accuracy Aspect

The sentence which is included in accuracy aspect. There are three category in accuracy aspect. The first category is Accurate translation, means that the meaning of words, terms, phrases, clauses, sentences are convey accurately and there is no distortion of meaning. The score of the data to be called accurate translation is 3. The second category is less accurate, means most of the meaning of the words, terms, phrases, clauses, sentences have been translated accurately. However, there is still a distortion of meaning or there is a meaning which is ommited that distrust the integrity of the message. The score for less accurate is 2. The third category is unacurrate, means the meaning of the words, terms, phrases, clauses, sentences are transferred inaccurately into target language or even deleted. The score in this category is 1.

a. Student 1

From the results of the students' translation of the descriptive text found in the student handbook, the researcher analyzed the results of the translation done by students 1. From sixteen sentences in the descriptive text translated by students 1, five sentences were translated very well, so that, the researcher gave score 3 with the accurate translation category. From five sentences that are translated with accurate translation category consists of sentences 3, 7, 9, 11, 12. Then, six sentences are translated with less accurate categories,

including sentences 2, 5, 6, 13, 14, and 15. Furthermore, five sentences which is translated by student 1 in inaccurate category, including sentences 2, 4, 8, 10, and 16. So, from the results of the researcher's analysis, student 1 translated many sentences with the less accurate category.

This is one of the sentences that student 1 translated into accurate category.

SL : The dome is surrounded by four smaller domes.

TL : Kubahnya dikelilingi oleh empat kubah kecil.

The students translated the sentence *The dome is surrounded by four smaller domes* into *Kubahnya dikelilingi oleh empat kubah kecil*. It means that, the students translated sentence equivalent to the source language. The meaning of words, terms, phrases, clauses, sentences are convey accurately and there is no distortion of meaning.

b. Student 2

Sixteen sentences translated by students 2, six sentences in accurate category, four sentences in less accurate category, six sentences in inaccurate category. So, it can be concluded that student 2 translated many sentences with accurate and inaccurate categories.

This is sentence 1 which is translated by student 2 with accurate category.

SL : The mausoleum was constructed of pure white marble.

TL : Bangunannya dibangun dari marmer putih murni.

The students translated the sentence *The mausoleum was constructed of pure white marble* into *Bangunannya dibangun dari marmer putih murni*. It means that, the students translated sentence equivalent to the source language. The meaning of words, terms, phrases, clauses, sentences are convey accurately and there is no distortion of meaning.

c. Student 3

Student 3 translated sixteen sentences from descriptive text contained in the student handbook divided into 4 categories. Five sentences in accurate category, five sentences in less accurate category, six sentences in inaccurate category. From the results of the researchers' analysis, the researchers concluded that student 3 translated many sentences in inaccurate category

This is one of the sentences that student 3 translated into the less accurate category.

SL : Taj Mahal represents the finest arrchitectural and artistic achievement.

TL : Taj Mahal mewakili pencapaian arsitektur dan artistik.

In the sentence above, the student did not complete translated the sentence into Indonesian. The student translated the sentence *Taj Mahal represents the finest arrchitectural and artistic achievem*

into *Taj Mahal mewakili pencapaian arsitektur dan artistik*. The student missed the word *the finest* to be translated. The student should make the translation be equivalent with the target language. The appropriate sentence should be *Taj Mahal mewakili pencapaian arsitektur dan artistik terbaik*.

d. Student 4

From the results of the students' translation of the descriptive text found in the student handbook, the researcher analyzed the results of the translation done by the students 4. From sixteen sentences in the descriptive text translated by student 4, three sentences were translated very well, so the researcher gave score 3 with accurate translation category. From three sentences that were translated with the accurate translation category consisting of sentences 4, 8 and 9. Then, six sentences were translated with less accurate category, including sentences 1, 3, 7, 9, 11, and 16. Furthermore, seven sentences translated by student 4 inaccurate categories, including sentences 2, 4, 6, 8, 10, 12 and 15. So that, from the results of the researcher's analysis, student 4 translated many sentences with inaccurate categories.

This is one of the sentences that student 4 translated into the inaccurate category.

SL : The name “Taj Mahal” was derived from the name of Shah Jahan’s wife, Mumtaz Mahal, which means crown of palaces.

TL : Taj Mahal ”diperoleh dari nama istri Shah Jahan, Mumtaz Mahal, yang maknanya mahkota istana.

There were several mistakes that made by the students. The first mistake is the student did not use the appropriate word in translating the SL into the TL. In the sentence above, the student translated the words *was derived* into *diperoleh*, the meaning of the word used is not appropriate with the meaning of the target language. So, the right meaning is *berasal dari*. Therefore, the appropriate meaning of the sentence is *Taj Mahal berasal dari nama istri Shah Jahan, Mumtaz Mahal, yang berarti mahkota istana*.

e. Student 5

Sixteen sentences were translated by 5 students, three sentences entered the accurate category, five sentences entered less accurate category, and eight sentences entered inaccurate category. So, it can be concluded that five students translated many sentences with inaccurate category.

This is one of the sentences that student 5 translated into less accurate category.

SL : At daytime, when the sky is bright and clear, the Taj looks milky white.

TL : Pada siang hari, ketika langit cerah dan jernih, Taj terlihat seperti susu.

In the sentence above, the student missed the word *white* to be translated in the sentence *At daytime, when the sky is bright and clear, the Taj looks milky white*. The student should complete translated the sentence to make it equivalent in the source language. The appropriate sentence should be *Pada siang hari, ketika langit cerah dan jernih, Taj terlihat seperti putih susu*.

f. Student 6

Sixteen sentences translated by students 6, three sentences entered in the accurate category, four sentences entered in less accurate category, nine sentences entered in inaccurate category. So, it can be concluded that student 6 translated many sentences with inaccurate category.

This is one of the sentences translated by student 6 in inaccurate category.

SL : Inside the mausoleum, an octagonal marble chamber adorned with carvings and semi-precious stones house the false tomb of Mumtaz Mahal. Her actual remains lie below, at garden level.

TL : Di dalam bangunan, sebuah kamar marmer octagonal dihiasi dengan ukiran dan batu semi mulia rumah makam

palsu Mumtaz Mahal. Jenazahnya yang sebenarnya terletak di bawah, di tingkat taman.

The researcher found in the sentence above is not translated accurately, the student translated the word *an actaginal marble chamber* into *sebuah kamar marmer octagonal*. Inaccurate translation made the meaning of the sentence is not transferred well. Therefore, the appropriate meaning of the sentence is *didalam bangunan, sebuah ruangan marmer octagonal dihiasi dengan ukiran dan batu semi mulia ruangan makam palsu Mumtaz Mahal. Jenazahnya yang sebenarnya terletak di bawah, di bagian taman*.

g. Student 7

Sixteen sentences were translated by 7 student, four sentences entered accurate category, six sentences entered less accurate category, and six sentences entered inaccurate category. So, it can be concluded that students 7 translated many sentences with categories less accurate and inaccurate.

This is one of the sentences translated by student 7 in inaccurate category.

SL : The white marble is inlaid with semi-precious stones (including jade, crystal, lapis lazuli, amethyst and tarquoise) that form the intricate design.

TL : Marmer putih bertatahkan dengan semi batu mulia (termasuk batu giok, kristal, lapis lazuli, amethyst dan tarquoise) yang membentuk desain rumit.

In the sentence above, the students translated the word *inlaid* into *bertatahkan*, even though the sentence is patterned passive sentences simple present tense which has meaning *di*. The appropriate meaning is *dihiasi*. In addition, students translated the word semi-precious stones into semi batu mulia. Therefore, the appropriate meaning of the sentence is *Marmer putih dihiasi dengan batu semi mulia (termasuk batu giok, kristal, lapis lazuli, amethyst dan tarquoise) yang membentuk desain rumit*.

h. Student 8

Student 8 translated sixteen sentences from descriptive text contained in the student handbook divided into 3 categories. Two sentences fall into accurate category, namely sentences 3 and 12. Five sentences belong to less accurate category, namely sentences 4, 8, 11, 14 and 15. Nine sentences fall into inaccurate category, namely sentences 1, 2, 5, 6, 7, 9, 10, 13 and 16. From the results of the researchers' analysis, the researcher concluded that student 8 translated many sentences in inaccurate categories.

This is one of the sentences that student 8 translated into less accurate category.

SL : Four slender towers, or minarets, stand at the corners.

TL : Empat menara kecil, atau menara, berdiri ditiap sudut.

j. Student 9

From the results of the students' translation of the descriptive text found in the student handbook, the researcher analyzed the results of the translation done by student 9. From sixteen sentences in the descriptive text translated by students 9, three sentences were translated very well, so that, the researcher gave score 3 with accurate category. From three sentences translated with accurate translation category consisting of sentences 6, 9 and 14. Then, seven sentences are translated with less accurate category, including sentences 1, 2, 4, 6, 9, 10 and 15. Furthermore, six sentences translated by students 9 in inaccurate category, including sentences 3, 7, 8, 11, 12 and 13. So that, from the results of the researcher's analysis, student 9 translated many sentences with less accurate categories.

This is one of the sentences translated by student 9 with less accurate category.

SL : Its central dome reaches a height of 240 feet (73 meters).

TL : Kubah pusatnya mencapai 240 kaki (73 meter).

k. student 10

Sixteen sentences translated by student 10, four sentences belong to accurate category, five sentences belong to less accurate

category. Seven sentences fall into inaccurate category. So, it can be concluded that student translated many sentences with inaccurate categories.

This is one of the sentences translated by student 10 with less accurate category.

SL : At down when the first rays of the sun hits the dome of this epic monument, it radiates like a heavenly pinkish palace.

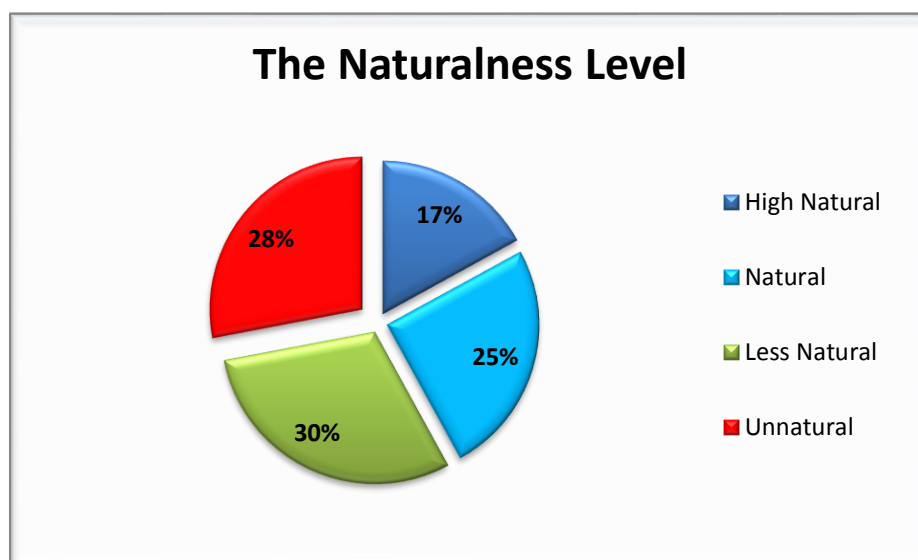
TL : Saat sinar matahari pertama menghantam kubah monumen epik ini,

In the sentence above, the student did not use the appropriate word in translating the SL into the TL. The student translated the sentence *At down when the first rays of the sun hits the dome of this epic monument, it radiates like a heavenly pinkish palace* into *Saat sinar matahari pertama menghantam kubah monumen epik ini, sinar itu memancar seperti istana merah muda surgawi*, whereas the word *at down* showed the meaning related to the sentence before and after it. So, student should translate the word *at down* into *pada pagi hari*. Therefore, the appropriate sentence that is used to translate *At down when the first rays of the sun hits the dome of this epic monument, it radiates like a heavenly pinkish palace* is *pada pagi hari ketika sinar matahari pertama menghantam kubah monumen epik ini, sinar itu memancar seperti istana merah muda surgawi*.

D. Interpretation

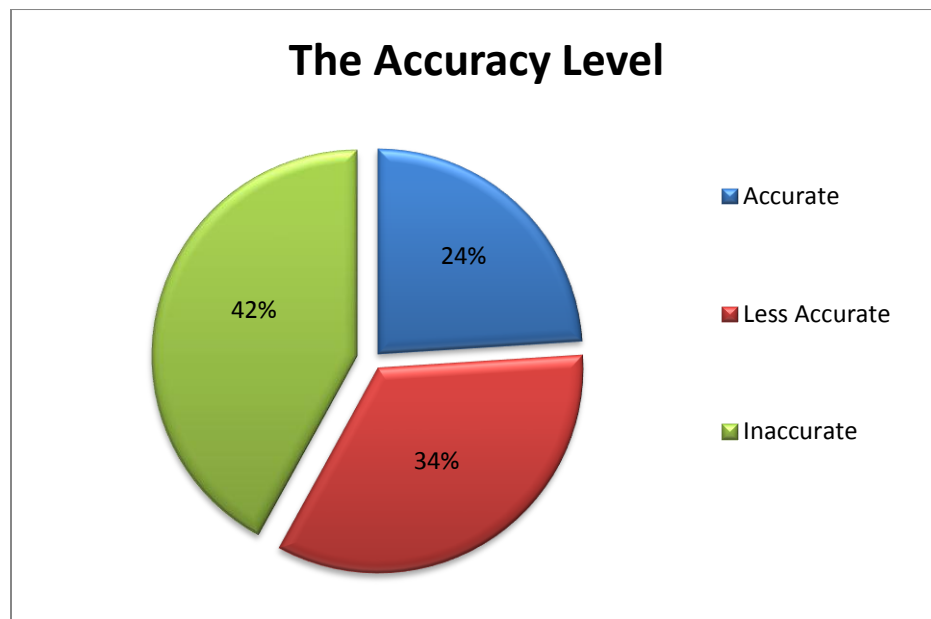
From the data above, the researcher concluded that the naturalness level of the students translation in descriptive text found in handbook is less accurate. It can be seen from the table below:

Here is the chart:



The researcher has analyzed the student's translation in descriptive text found in handbook, which consists of 16 sentences. We can look from the table and the chart above that of 16 sentences translated by 10 students total of 28 (18%) translated high natural translation, 40 (25%) translated the sentence natural translation, 47 (30%) translated the sentence less natural, and 45 (28%) translated the sentence unnatural. Therefore, many students translated the sentences less naturally.

Here is the chart:



From the table and the chart above, the percentage for accuracy level are 38 (24%) translated accurate translation, 54 (34%) translated the sentence less accurate translation, and 68 (42%) translated the sentence inaccurate, Therefore, many students translated the sentences inaccurate.

After analyzed the results of the student's translation of descriptive text, the researcher concluded that students' errors in the level of naturalness were correct meaning, using appropriate idioms and words but there are some error structures, make sense with minimum unnatural words, grammar, phrase and idiom., unnatural form, with awkward language, ungrammatical structure and inappropriate word. In accuracy level, most of the meaning of the words, terms, phrases, clauses, and sentences have been translated accurately. However, there is still a distortion of meaning or there is a meaning which is omitted that disrupt the integrity of the message, and

meaning of the words, terms, phrases, clauses, sentences are transferred inaccurately into target language or even delete.

The researcher advises the students to be more careful in translating a text, while choosing the right words to translate the word, adjust the message in the sentence, note the grammar and structure of the language in the sentence.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the results of data analysis, researchers can summarize the conclusions of this research that errors were still found in student translations in descriptive text found in handbook of the tenth grade students of MA Khozinatul Ulum SB II Central Lampung. In this study, researchers analyzed the naturalness and accuracy of students' translation results. From the results of the researchers' analysis, twenty students were sampled, ten for the level of naturalness and ten for the level of accuracy.

For the results of the level of naturalness, students translated more sentences make sense with minimum unnatural words, grammar, phrase and idiom, unnatural form, with awkward language, ungrammatical structure and inappropriate word. Therefore, many students translated the sentences less naturally. It can be concluded that the dominant levels of the students naturalness translation in descriptive text found in handbook of the tenth grade students of MA Khozinatul Ulum SB II Central Lampung was less natural.

Then, for the results of the level of accuracy, most of the meaning of the words, terms, phrases, clauses, and sentences have been translated accurately. However, there is still a distortion of meaning or there is a meaning which is omitted that disrupt the integrity of the message, meaning of the words, terms, phrases, clauses, sentences are transferred

inaccurately into target language or even delete. Therefore, many students translated the sentences inaccurate.

From the results above, to make the translations natural and accurate the students should be more careful in translating a text, while choosing the right words to translate the word, adjust the message in the sentence, note the grammar and structure of the language in the sentence. The students should be to deliver the meaning of a text, the students also may not add their own opinions or ideas into a translation, but the students should be to deliver the ideas the writer wants to convey.

B. Suggestion

After the researcher had done the research at the tenth grade students of MA Khozinatul Ulum SB II Central Lampung, the researcher would like to give some suggestion as followed:

1. For the headmaster

This research in order to support the English learning process by preparing some facilities of teaching and learning.

2. For the teacher

This research in order to the teacher to apply the effective technique to teach the material, not only focuses on students' handbook but also on students' interest. The material should be presented creatively, so the students can understand easily and remember the lesson. When the teacher explains the translation of a sentence, the teacher must translate the

sentence correctly so that they can find out their mistakes and they understand better.

3. For the students

This research in order to the students improve their understanding of the translation of a text, so that it can translate the text naturally and accurately. And students must pay more attention when the teacher explains the material to improve their understanding of English. The last is more active in class, asking everything about learning English.

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**OBSERVATION SHEET OF THE STUDENTS NATURALNESS TRANSLATION IN
DESCRIPTIVE TEXT FOUND IN HANDBOOK**

NO	STUDENT	SENTENCE																Total
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	
1	AH	4	3	4	2	4	3	1	4	4	3	3	2	4	2	3	3	49
2	ASS	4	2	1	3	3	4	3	2	2	4	1	4	3	2	2	3	43
3	AI	1	2	2	4	3	1	2	3	2	1	1	1	2	3	1	2	31
4	EH	3	4	3	3	3	1	3	4	2	3	3	4	2	2	4	1	42
5	LD	2	1	1	3	4	2	2	3	4	1	2	3	1	4	2	1	36
6	MA	2	3	2	1	3	4	3	1	3	2	1	4	2	1	2	3	37
7	MRS	3	4	4	1	2	3	1	1	4	2	2	3	1	4	2	2	35
8	PAG	1	2	2	3	1	3	4	1	3	2	1	1	1	3	2	1	31
9	SAP	2	1	3	1	2	4	1	2	1	1	2	2	1	3	1	4	31
10	US	1	1	4	1	3	2	3	2	4	1	3	2	3	2	1	3	36

Rating Scale :

Scale	Level
4	High Natural
3	Natural
2	Less Natural
1	Unnatural

**OBSERVATION SHEET OF THE STUDENTS ACCURACY TRANSLATION IN
DESCRIPTIVE TEXT FOUND IN HANDBOOK**

NO	STUDENT	SENTENCE																Total
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	
1	AMA	2	1	3	1	2	2	3	1	3	1	3	3	2	2	2	1	32
2	ANH	3	3	1	2	1	3	1	2	3	2	2	1	2	1	3	3	32
3	AS	1	2	2	1	2	3	1	2	1	3	3	2	1	3	1	3	31
4	AF	2	1	2	1	3	1	2	1	2	1	2	1	3	3	1	2	28
5	DS	1	1	1	3	2	2	2	3	3	1	2	1	1	2	1	1	27
6	FP	1	1	3	2	1	1	3	1	1	2	1	2	1	1	3	2	26
7	JFF	3	1	2	1	3	3	1	2	2	3	1	2	1	1	2	2	30
8	MU	1	1	3	2	1	1	1	2	1	1	2	3	1	2	2	1	25
9	ML	2	2	1	2	3	2	1	1	3	2	1	1	1	3	2	2	29
10	MJS	1	3	1	2	2	1	2	3	2	1	1	3	2	1	2	3	29

Rating Scale :

Scale	Level
3	Good
2	Fair
1	Bad





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 Telp. (0725) 41507 Fax. (0725) 47296 Email: tarbiyah.ain@metrouniv.ac.id website: www.tarbiyah.metrouniv.ac.id

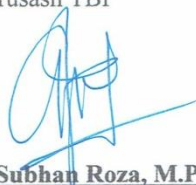
FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : BUSTOMI
 NPM : 1501070032

Fakultas/Jurusan : FTIK / TBI
 Semester/TA : 8 / 2019

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	4/07/2019.		✓	Revise IPD -	
	Jum'at 5/7-19		✓	Ace IPD	

Mengetahui :
 Ketua Jurusan TBI



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

Dosen Pembimbing II



Trisna Dinillah Harva, M.Pd
 NIP. 19830511 200912 2 004



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

Nama : BUSTOMI
 NPM : 1501070032

Fakultas/Jurusan : FTIK / TBI
 Semester/TA : 8 / 2019

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	8/7 ray	✓		lembu absensi' ter Hani Tulis - menyusun tky Narkotika dan Aceh	
2	4/7 ray	✓		Acc IPD.	

Mengetahui :
 Ketua Jurusan TBI

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

Pembimbing I

Drs. Kuryani Utih, M. Pd
 NIP. 19620215 199503 1 001



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

Nama : BUSTOMI
 NPM : 1501070032

Fakultas/Jurusan : FTIK / TBI
 Semester/TA : 9/ 2019

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	15/08/2019		✓	Revise ch. IV	
	Senin 26/8-19		✓	Ace ch. IV	
	Rabu 4/9-19		✓	Ace ch. V Continue to 1st Advisor	

Mengetahui :
 Ketua Jurusan TBI

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

Dosen Pembimbing II

Trisna Dinillah Harya, M.Pd
 NIP. 19830511 200912 2 004


KEMENTERIAN AGAMA REPUBLIK INDONESIA
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 Telp. (0725) 41507 Fax. (0725) 47296 Email: tarbiyah.iaim@metrouniv.ac.id website: www.tarbiyah.metrouniv.ac.id
**FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO**

Nama : BUSTOMI

Fakultas/Jurusan : FTIK / TBI

NPM : 1501070032

Semester/TA : 9 / 2019

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	5/9/2019	✓		- ket. telah melaksanakan riset	
2.	12/9/2019	✓		Revisi chapter IV & V	
3.	19/9/2019	✓		ACC Munas anjkr	

Mengetahui :

Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd

NIP. 19750610 200801 1 014

Pembimbing I

Drs. Kuryani Utih, M. Pd

NIP. 19620215 199503 1 001

SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama : BUSKOMI
 NPM : 1501070032
 Fakultas : FTIK
 Angkatan : 2015

Telah menyerahkan buku berjudul : *An introduction to English Grammar*

Metro,

Ketua Jurusan TBI



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

SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama : BUSKOMI
 NPM : 1501070032
 Fakultas : FTIK
 Angkatan : 2015

Telah menyerahkan buku berjudul : *An introduction to English Grammar*

Metro,

Ketua Jurusan TBI

A handwritten signature in blue ink, which appears to be 'ASR', is written over the text of the name and NIP.

Ahmad Subhan Roza, M.Pd
 NIP. 19750610 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-785/In.28/S/OT.01/09/2019**

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

Nama : BUSTOMI

NPM : 1501070032

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 1501070032.

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, 25 September 2019
Kepala Perpustakaan

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



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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Nomor : B-2482/In.28/D.1/TL.00/07/2019
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA MA KHOZINATUL ULUM
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-2482/In.28/D.1/TL.01/07/2019, tanggal 25 Juli 2019 atas nama saudara:

Nama : **BUSTOMI**
NPM : 1501070032
Semester : 9 (Sembilan)
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di MA KHOZINATUL ULUM, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF THE STUDENTS NATURALNESS AND ACCURACY TRANSLATION IN DESCRIPTIVE TEXT FOUND IN HANDBOOK OF THE TENTH GRADE STUDENTS OF MA KHOZINATUL ULUM SE II CENTRAL LAMPUNG".

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

Wassalamu'alaikum Wr. Wb.

Metro, 25 Juli 2019
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 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

SURAT TUGAS

Nomor: B-2482/In.28/D.1/TL.01/07/2019

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

Nama : **BUSTOMI**
NPM : 1501070032
Semester : 9 (Sembilan)
Jurusan : Pendidikan Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di MA KHOZINATUL ULUM, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF THE STUDENTS NATURALNESS AND ACCURACY TRANSLATION IN DESCRIPTIVE TEXT FOUND IN HANDBOOK OF THE TENTH GRADE STUDENTS OF MA KHOZINATUL ULUM SB II CENTRAL LAMPUNG".
 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 : 25 Juli 2019

Mengetahui,
Pejabat Setempat





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

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 Telp. (0725) 41507 Fax. (0725) 47296 Website: www.metrouniv.ac.id, e-mail: iain@metrouniv.ac.id

Nomor : B-1656 /In.28.1/J/PP.00.9/5/2019
 Lamp : -
 Hal : **BIMBINGAN SKRIPSI**

24 Mei 2019

Kepada Yth:

1. Drs. Kuryani, M.Pd (Pembimbing I)
 2. Trisna Dinillah Harya, M.Pd (Pembimbing II)
- Dosen Pembimbing Skripsi
 Di –
 Tempat

Assalamu'alaikum Wr. Wb.

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

Nama : Bustomi
 NPM : 1501070032
 Fakultas : Tarbiyah dan Ilmu Keguruan
 Jurusan : Tadris Bahasa Inggris
 Judul : An Analysis Of The Students Naturalness And Accuracy Translation In Descriptive Text Found In Handbook Of The Grade Students Of MA Khoziatul Ulum SB II Central Lampung

Dengan ketentuan sebagai berikut:

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

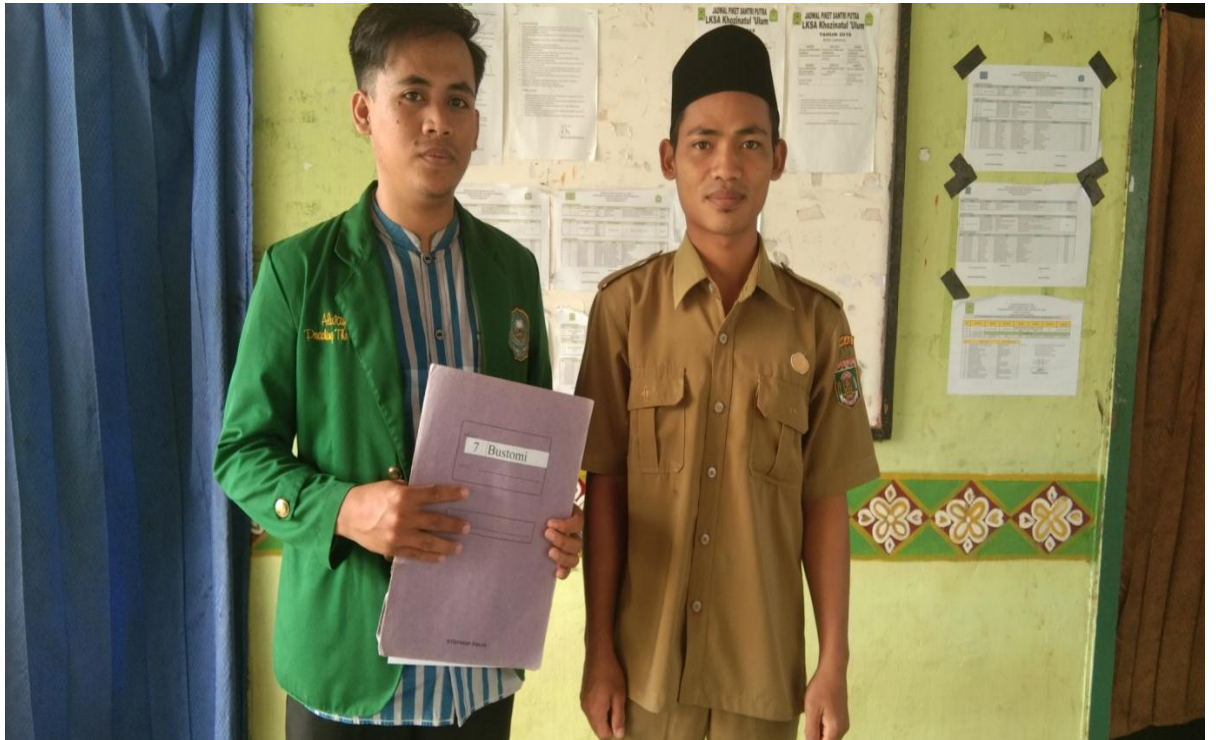
Demikian surat ini disampaikan untuk dimaklumi dan atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Ketua Jurusan TBI

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

THE DOCUMENTATION OF THE RESEARCH



The Picture with English Teacher of MA Khozinatul Ulum



The Picture with Head Master of MA Khozinatul Ulum



The Condition of the Students Learning Process



The Condition of the Students Learning Process



The Condition of the Students Learning Process



The Condition of the Teacher's Room



The condition of the Classroom



The condition of the Student's Dormitory



The condition of the Mousque of MA Khozinatul Ulum



The condition of the Classroom

CURRICULUM VITAE



Bustomi was born in Pringsewu on February 28th, 1997. He is the eighth child of married couple H. Udin Muslih and Hj. Suheliyah. He graduated from Elementary School 2 Sumber Bandung and graduated in 2009. Then, he decided to continue his study in Junior High School 2 Pagelaran Utara in 2012, and Senior High School 1 Metro in 2015. After graduating from Senior High School, he decided to continue in IAIN Metro (STAIN Jurai Siwo Metro at that time) and entered English Education Department. He joined PMII in 2016 and became the vice leader of TBI Rayon for one year in 2017. He is now one of the English instructors in English Course and the teacher in Islamic Boarding School of Nurul Huda Ganjar Agung.